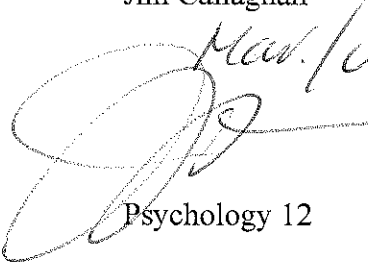


## BAA [ Psychology 12 ] Framework

**District Name:** Abbotsford  
**District Number:** 034  
**Developed by:** Doug Primrose  
**Date Developed:** January 14th, 2005  
**School Name:** Robert Bateman  
**Principal's Name:** Jim Callaghan  
**Board/Authority Approval Date:** Mar. / 05  
**Board/Authority Signature:**   
**Course Name:** Psychology 12  
**Grade Level of Course:** Grade 12  
**Number of Course Credits:** 4  
**Number of Hours of Instruction:** 120  
**Prerequisite(s):** Psychology 11

**Special Training, Facilities or Equipment Required:** Regular classroom, overhead projector, computer lab availability, TV/VCR/DVD player.

### Course Synopsis:

Psychology 12 is the scientific study of human behaviour and mental activity. Topics will include human development, intelligence, personality, abnormal behaviour, behavioural disorders in youth, and therapeutic intervention.

### Rationale:

Psychology may be defined as the scientific study of behavior and mental processes. It is concerned with almost every aspect of our lives. Students will be exposed to a field of study that has assumed an increasingly important role in understanding and addressing social and individual problems. Psychology has developed as both a science and as a profession. Students will use critical thinking skills to evaluate literature and film in assessing relevance of psychological principles. They will find knowledge in the field of psychology leads to an appreciation of the complexity of issues they will face in everyday life.

## **BAA [ Psychology 12 ] Framework**

### **Organizational Structure:**

<b><u>Unit</u></b>	<b><u>Topic/Title</u></b>	<b><u>Hours</u></b>
Unit 1	Developmental Psychology	15
Unit 2	Intelligence	15
Unit 3	Personality	20
Unit 4	Abnormal Behaviour	30
Unit 5	Behavioural Problems in Youth	20
Unit 6	Therapeutic Interventions	20
	<b>Total</b>	<b>120</b>

### **Unit/Topic/Module Descriptions:**

#### **Unit 1: Developmental Psychology**

##### **Overview:**

This unit will explore how humans are in a state of constant change throughout their life. To fully understand human behaviour we must understand the process of development and the predictable changes in our behaviour.

##### **Curriculum Organizer - Basic Process of Development**

*It is expected that the students will:*

- explain the theory of nature vs nurture
- understand the concept of maturation
- understand how early experiences shape life

##### **Curriculum Organizer - Stage Theories of development**

*It is expected that the students will:*

- identify and explain the various theories of development by modern psychologists, including Piaget, Kohlberg, Erikson, and Gilligan.
- explain the advantages and disadvantages these theories have on explaining human development

##### **Curriculum Organizer - Development Across the Life Span**

*It is expected that the students will:*

- explain the physical developments in humans from neonatal period to late adulthood.

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- explain the cognitive development in humans from neonatal period to late adulthood.
- explain the behavioural changes in humans from neonatal period to late adulthood.
- discuss positive parenting skills

### **Unit 2: Intelligence**

#### **Overview:**

The term intelligence refers to the abilities of an individual to learn from experience, to reason well, and to cope effectively with everyday life. This unit will look at the differing views of how intelligence is made up and it will also explore the different test used to measure intelligence. Also studied in this unit is how intelligence has evolved over time, as well as differences in intelligence achievement scores among different races. This unit also will look at the extremes in intelligence such as mental retardation and giftedness.

#### **Curriculum Organizers - Differing Views of Intelligence**

*It is expected that the students will:*

- understand Galton's theory of intelligence
- explain Gardner's view of intelligence and identify and explain his seven independent types of intelligence
- identify and explain Sternberg's cognitive steps of problem solving
- distinguish between fluid intelligence and crystalized intelligence

#### **Curriculum Organizers - Measures of Intelligence**

*It is expected that the students will:*

- understand the history of intelligence tests and how they have changed over time.
- understand the different components of tests including ratio IQ, deviation IQ, and normal distribution
- identify the characteristics of good intelligence tests and determine which tests are the most accurate.

#### **Curriculum Organizers - Race-Ethnic Differences in Intelligence and Achievement**

*It is expected that the students will:*

- understand that ethnic minority scores are typically lower in North America
- identify and explain the contributing factors as to why the scores are lower

#### **Curriculum Organizers - Extremes in Intelligence**

*It is expected that the students will:*

- identify the different levels of mental retardation and the intelligence scores that classify people into those levels
- understand some of the conditions that lead to mental retardation
- highlight the abilities of people faced with mental retardation
- understand the classification of "gifted"
- identify some of the challenges "gifted" individuals face in everyday life.

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### **Unit 3: Personality**

#### **Overview:**

Personality is the typical ways of acting, thinking and feeling that make humans different from one another. This unit will explore different approaches that describe and help understand personality. This unit will also look at the different approaches to the measurement of personality.

#### **Curriculum Organizers - Trait Theory**

*It is expected that the students will:*

- define personality and traits
- identify and explain the classic trait theories of personality by psychologists Allport and Cattell
- explain the modern day theory “Five Factor Model of Personality Traits”

#### **Curriculum Organizers - Psychoanalytic Theory**

*It is expected that the students will:*

- define psychoanalytic theory
- understand how and why it was developed by Freud
- identify and explain Freud’s three levels of consciousness
- identify and explain Freud’s psycho sexual development theory

#### **Curriculum Organizers - Social Learning Theory**

*It is expected that the students will:*

- define social learning theory
- understand the concepts of modeling and reinforcement of positive behaviour
- explain reciprocal determination and its role in social learning
- explain the role of cognition in personality

#### **Curriculum Organizers - Humanistic Theory**

*It is expected that the students will:*

- define humanistic theory
- explain the three concepts of the humanistic theory which are inner-directedness, the self-concept, and self-actualization

#### **Curriculum Organizers - Personality Assessment**

*It is expected that the students will:*

- understand the various methods used in personality assessment
- distinguish between projective and objective personality tests
- understand some of the problems with personality tests

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### **Unit 4: Abnormal Behaviour**

#### **Overview:**

Abnormal behaviour is manifested by actions, thoughts, and feelings that are harmful or uncomfortable to a person. It can take on many different forms. This unit will look at the causes of abnormal behaviour as well as the many different forms it can take. It will focus on the biological and psychological factors that help explain abnormal behaviour.

#### **Curriculum Organizers - Historical Views of Abnormal Behaviour**

*It is expected that the students will:*

- define abnormal behaviour
- identify and explain classic theories such as the supernatural, biological, and psychological theories.
- understand contemporary views, including the concept of insanity

#### **Curriculum Organizers - Anxiety Disorders**

*It is expected that the students will:*

- define anxiety disorder
- identify the different types of phobias, such as specific, social, and agoraphobia
- distinguish between generalized anxiety disorder and panic anxiety disorder
- explain obsessive compulsive disorder
- explain coping strategies for people who suffer from anxiety disorders

#### **Curriculum Organizers - Somatoform Disorders**

*It is expected that the students will:*

- define and explain the symptoms of a somatoform disorder
- explain hypochondriasis, conversion disorder, and somatoform pain disorders
- explain coping strategies for people who suffer from somatoform disorders

#### **Curriculum Organizers - Dissociative Disorders**

*It is expected that the students will:*

- define dissociative disorder and explain the symptoms
- explain depersonalization and the effects it has on one's everyday life
- explain multiple personality disorder and understand the different viewpoints of this disorder

#### **Curriculum Organizers - Mood Disorders**

*It is expected that the students will:*

- define mood disorder
- understand major depression and the cognitive factors of the disorder
- explain postpartum depression and the effects that come from the disorder
- explain bipolar disorder and the symptoms of the disorder
- gain a better understanding of what people go through in living with these common disorders
- explain coping strategies for people who suffer from mood disorders

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### **Curriculum Organizers - Schizophrenia and Delusional Disorder**

*It is expected that the students will:*

- define schizophrenia
- identify and explain the three characteristics that schizophrenia has: delusions and hallucinations, disorganized thinking, and reduced enjoyment.
- differentiate between paranoid schizophrenia, disorganized schizophrenia, and catatonic schizophrenia
- explain delusional disorders and the characteristics of the disorder
- explain coping strategies for people who suffer from schizophrenia and delusional disorders.

### **Unit 5: Behavioural Disorders in Youth**

#### **Overview:**

A young person is said to have a behaviour disorder when he or she demonstrates behaviour that is noticeably different from that expected in the school or community. This can also be stated in simpler terms as a child who is not doing what adults want him to do at a particular time. This unit will look at the biological and psychological reasons these youth act as they do, as well as provide strategies that help bring out positive behaviours

### **Curriculum Organizers - Types of Behavioural Disorders**

*It is expected that the students will:*

- define behavioural disorder
- list the behaviours displayed that would lead to the labeling of a behavioural disorder
- explain oppositional defiant disorder the characteristics of the disorder
- explain conduct disorder and the characteristics of the disorder
- differentiate between attention deficit disorder and attention deficit hyperactivity disorder
- explain the risk factors of having a behavioural disorder

### **Curriculum Organizers - Diagnosis Methods and Coping Skills**

*It is expected that the students will:*

- identify and explain diagnosis strategies, such as specialist service, interviews with parents, child, and teachers, and behaviour checklists or standardized questionnaires
- understand the various treatment options
- explain the effects of medications to help control behaviours
- explain a number of strategies to deal with anger laden situations and explain ways to help prevent these situations from reoccurring

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### **Unit 6: Therapeutic Interventions**

#### **Overview:**

Psychotherapy is the process of people helping people. There are several different forms of psychotherapy. This unit will look at the different forms of psychotherapy and the advantages and disadvantages of each. It will also look at ethics in treatment, as well provide a history of how treatment has evolved over time.

#### **Curriculum Organizers - Psychotherapy and the Ethical Standards**

*It is expected that the students will:*

- define psychotherapy and personal growth therapy
- explain classic treatments used as therapies
- understand what is meant by ethical standards
- list what circumstances psychotherapy is considered to be ethical

#### **Curriculum Organizers - Types of Psychotherapy**

*It is expected that the students will:*

- understand the psychoanalysis therapy and the different techniques used, such as free association, dream interpretation, and catharsis
- understand humanistic psychotherapy
- explain the humanistic approaches, such as client centered and Gestalt
- understand behaviour therapy and the methods of fear reduction, social skills training, and aversive conditioning
- understand cognitive therapy and maladaptive cognition
- identify and explain other therapies, such as feminist psychotherapy, family therapy, drug therapy, and group therapy

#### **Instructional Component:**

- Direct Instruction
- Indirect Instruction
- Interactive Instruction
- Independent Instruction
- Modeling
- Group Work
- Online Activities/Research
- Evaluation of commercially produced articles and videos
- Brainstorming
- Practical Creativity

#### **Assessment Component:**

There are many techniques that will be used in this course to assess student learning outcomes. These assessment techniques will be embedded in course assignments, tests, projects or activities as a measure of students' achievement of course goals as well as the students learning outcomes.

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### **Types of Assessment used:**

- Rating Scales Rubrics
- Teacher Anecdotal Records
- Examinations
- Group Assignments – Peer Evaluation
- Self Evaluation

Formative: 50%

Fifty percent of the grade will be based on evaluations conducted throughout the course.

In the formative assessment students will be assessed on the following:

- Assignments       30%
- Projects            20%

Assignments - students will be required to complete and hand in regular daily assigned work related to ongoing reading. 40 % of these assignments will be collected and graded with some specific feedback to students about their progress. Assignments not collected will be checked for completion.

Projects. - students will be required to complete 2 major projects, one in each term. Each will be the student's choice from a suggested list of topics that revolved around the term's units of study. The projects will be evaluated using a generic rubric, students will also be required to complete a self evaluation reflecting the process of their research and development of the project.

Summative: 50%

Fifty percent of the grade will be based on unit tests and a final exam.

- Unit Tests         30%
- Final Exam        20%

### **Learning Resources:**

- Textbook - Psychology, an Introduction. by Benjamin Lahey 7th edition
- Supplementary Text - Discovering Psychology by Hockenbury and Hockenbury, 2nd Edition.
- Student Study Guide - (teacher selects relevant sections) Exploring Psychology Study Guide by David Myers 4th edition
- Various Internet sites and videos

### **Additional Information:**

This course will be very relevant for students and will help them better understand problems they have faced or will face at one point in their life. This is a grade 12 course which will help them prepare for life after secondary school and help them through difficult situations life will bring.