



Board/Authority Authorized Course
V-Learn
Psychology 11

School District/Independent School Authority Name: Vernon School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#22
Developed by: Chris Brandle	Date Developed: January 2022
Superintendent Approval Date (for School Districts only): Feb 8, 2022	Superintendent Signature (for School Districts only): on course form
Board/Authority Approval Date: May 11, 2022	Board/Authority Chair Signature: on course form
Course Name: Psychology 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Internet, virtual classroom (currently Moodle), device to access web content

Course Synopsis: The Psychology course is an overview course designed to introduce students the major schools and theories of psychology, to the study of behavior and cognitive processes of human beings to encourage students to understand and apply psychological principles to themselves and their everyday life outside the classroom. Students will be introduced to research methods, the history of psychological theories, developmental phases in the life cycle, physiology of the brain and nervous system and cognitive processes including memory and learning.

Goals and Rationale: The purpose of Psychology 11 is to act as an introductory overview course that introduces Psychology concepts and ideas relevant to the students in their everyday lives. Students use critical thinking skills to evaluate and assess relevant literature and visual resources. This course would interest students interested in entering any field in which they would be dealing with people. Psychology can be a stand-alone course, or as a pre-requisite to Psychology 12.

Indigenous Worldviews and Perspectives:

Psychology 11 will integrate Indigenous principles of learning and healing to deepen understanding of self and others and gain insight into the diverse factors that shape everyone's identity.

BIG IDEAS

Psychology is an evolving science with several theories that attempt to explain why human behavior occurs	Each theory attempts to meet the four main goals of psychology: to observe and describe, explain, predict and influence behavior.	Various forms of research are necessary to validate the accuracy of Psychology theories.	Different schools of Psychology attempt to explain and explore how our thoughts, feelings, perceptions, and behaviors are influenced by our interaction with others.
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Learning Standards

Curricular Competencies	Content
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Students are expected to do the following: Use inquiry processes and skills to ask questions; gather, interpret, and analyze data; and communicate findings and decisions Assess the significance of societal issues, ideologies and research that led to the development of a diverse number of theories to explain human behavior and compare varying perspectives on their significance at times and places, and from group to group (significance) Analyze data and assess the reliability of sources (evidence) Explain and infer different perspectives on issues, decisions, or developments (perspective) Make reasoned ethical judgments about social issues, decisions, and developments (ethical judgment) connected to research and experiments	Students are expected to know the following: Describe and evaluate different research methods Explore the importance of learning and cognitive processes throughout the phases of human development Explore different methods that can be used to describe people's attributes and explain behavior How our culture and selves are shaped by societal norms and cultural backgrounds Increase their knowledge of the importance of wellness, mental illness, and methods of coping. How and why to better communicate and interact with others
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Curricular Competencies – Elaborations

Use inquiry processes and skills to ask questions; gather, interpret, and analyze data; and communicate findings and decisions:

Key skills:

Draw conclusions about a problem, an issue, or a topic.

Assess and defend a variety of positions on a problem, an issue, or a topic.

Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue.

Identify and clarify a problem or issue.

Evaluate and organize collected data (e.g., in outlines, summaries, notes, timelines, charts).

Interpret information and data from a variety of maps, graphs, and tables.

Interpret and present data in a variety of forms (e.g., oral, written, and graphic).

Accurately cite sources.

Assess the significance of societal issues, ideologies and research that led to the development of a diverse number of theories to explain human behavior and compare varying perspectives on their significance at times and places, and from group to group (significance):

Sample activity: Make a chart with three columns and label the columns "motivating factor" and "intrinsic/extrinsic" and "action." For each person, including yourself, describe the factor that best describes the motivation of each team member, whether the motivation is intrinsic or extrinsic, and what action you could introduce to secure a win for the family.

Analyze data and assess the reliability of sources (evidence):

Key question:

How does the scientific method measure and record behaviors to explain them in individuals? How do we know if research is reliable?

Explain and infer different perspectives on societal issues, decisions, or developments (perspective):

Sample activity: How does a baby's babble turn into intelligible speech? Are there underlining innate traits that drive language development in children? Or is it the social interaction with others that encourages language development throughout all phases of the life cycle?

Make reasoned ethical judgments about societal issues, decisions, and developments (ethical judgment):

Sample activity: Develop an inquiry project that reflects and deepens your learning in the course.

Content – Elaborations

Developmental Psychology including heredity and family environment, parenting styles, life stages, death and grief and bereavement

Identify and describe theories of Developmental Psychology

Describe the various stages of learning and development humans move through from infancy to adulthood

Discuss the implications of nature vs. nurture, cultural influences and life span and other influences on personality

Consider the implications of traumatic injury to developmental stages

Explore the workings of Mind and Body

Describe the basic structure of the nervous system including the brain

Identify the parts of the brain and their function in human behavior

Describe how altered states of consciousness affect behavior

Explain the patterns of sleep, dreams and adverse health effects from lack of sleep

Give examples of how food and drugs can create an altered state of consciousness

Explain the use of healthy forms of altered states of consciousness to help motivation and behavior

Evaluate how the differences in individual viewpoint and perception can influence behavior

Psychological Research

Identify three ways of measuring reliability.

Explain test standardization and how test validity is assessed

Describe different types of research used by Psychologists

Participate in two teacher directed research labs

Identify and discuss the necessity of ethical guidelines in Psychology research

Explore how tests can be used to describe and quantify people's attributes

Theories of Personality

Describe the major purposes of personality theories

List the major schools of personality theory and significant Psychologists

Explain Sigmund Freud's Psychoanalytic theory

Describe Carl Jung's theory of personality

Describe the development of Behaviorist theory including Watson, Pavlov and Skinner

Explain Maslow's idea of self-actualization in response to Behaviorism

Describe the evolution of other theories to explain personality including most recent Psycho-Biological theories

Use the Circle of Courage to identify and understand how the four quarters interact and affect one another in an individual's life cycle

Psychology: Present & Future

Outline the requirements needed to become a psychologist

List several careers available in psychology

Content – Elaborations

Describe psychologists' contributions in everyday life
Summarize psychology's challenges for the future

Recommended Instructional Components:

This course will be delivered to students in an online, asynchronous setting, integrating both direct instruction and a self-paced individualized learning environment.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

This course will involve multiple modes of instruction and assessment. To ensure every student has the opportunity to learn and attain the above outcomes students will be provided with various learning and assessment alternatives throughout the course that best suits the individual student.

Assessment:

Formative: Continuous throughout the course, teacher feedback on projects, research, and assignments.

Summative: Written or oral assignments, experiments and research, individual or group projects, self-evaluations, research projects, teacher/student conferencing. Quizzes and tests; Final project

Learning Resources:

Internet access, teacher created materials and instructional content all accessed via Bright Space



BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Dr. Christine Perkins, Superintendent verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: BA Psychology 11

Grade: 11

TRAX Code: YPSYC1A
(e.g. YVPA)

School District Name and Number: School District #22

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Dr. Christine Perkins

Signature:

Date:

Feb 8, 2022

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education, Ministry of Education

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority or Executive Director.

Name of Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education:

Signature:

Date:

May 11/22

PART C: BAA-INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:

Send completed form to the Student Certification Branch

Email EDUC.GradStandards@gov.bc.ca

Revised August 2019