



**Board/Authority Authorized Course:**  
Psychology 12  
Cognition and Social Psychology

<b>School District/Independent School Authority Name:</b> School District No. 73 (Kamloops-Thompson)	<b>School District Authority Number:</b> SD73
<b>Developed by:</b> Susan Kabotoff, Christine Yamaoka, Erin McInnes	<b>Date Developed:</b> December 2018
<b>School Name:</b> NorKam Senior Secondary School	<b>Principal's Name:</b> Jon Brady, Walt Kirschner, Barb Hamblett
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Psychology 12 Social Psychology TRAX Course Code (YPSYC 12)	<b>Grade Level of Course:</b> Grade 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):**

English 10, Social Studies 10 Psychology 11 recommended but not required

**Special Training, Facilities or Equipment Required:**

Teacher will possess three upper level university courses in related field or related teaching experience.

**Course Synopsis:**

The purpose of this Psychology course is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with the cognitive and sociocultural level of analysis in Psychology. Students also learn about the ethics and methods psychologists use in their science and practice. There is extensive overlap between Psychology and Career Life Education in the BC Curriculum.

**Goals and Rationale:**

Learning Psychology helps us to learn about ourselves and others. Due to the nature of the discipline, students will be encouraged to evaluate research, pursue inquiry and synthesize information in a meaningful and often personal way. Understanding how brain function, emotions and human behavior interact can enable students to understand and maintain better practices for overall mental health and healthy relationships.



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**Aboriginal Worldviews and Perspectives:**

**Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors** – In psychology students will be asked regularly to discuss how what they are learning can contribute to their mental health and that of others.

**Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).** Reaction and reflection journals allow students to take the time to deeply think about course contents and the classroom context in Psychology. Discussions are directed in a collaborative, Socratic manner rather than being competitive or conflictual in nature. In addition, truly understanding various memory models and the applied psychology study practices that have been derived from this field, makes a student more self-aware and can lead to better academic performance.

**Learning involves recognizing the consequences of one's actions.** In the study of communication and social behavior, things like Maslow's Hierarchy of needs, the concept of the social agent, communication and interaction in relationships, students will reflect upon not only their own actions but also those of their entourage in applying these principles to their daily lives.

**Big Ideas**

<p>We can best understand human behavior if we view it from three levels - the biological, cognitive, and social-cultural</p>	<p>Our perception, thinking, memory, and attitudes all operate on two levels: conscious and unconscious.</p>	<p>The field of psychology supports thinking that examines assumptions weighs evidence, and tests conclusions.</p>	<p>Human behavior can only be fully understood if the social context in which the behavior occurred is taken into account</p>	<p>Studies in psychology respect a strict ethical code and can encompass both qualitative and quantitative research methods</p>
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**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Gather, Interpret and Analyze and Critical Thinking Skills</b> – Students are introduced to qualitative research studies and the concept of ecological validity.</p> <p><b>Evaluate and Apply</b> research methods in psychology, respecting ethical guidelines and best practices in human science research (with an introduction into abnormal, developmental and sports psychology and multilateral studies)</p> <p><b>Communicate Ideas Effectively</b> – Students can demonstrate the ability to interpret data from both theorists in the field and of their own studies, making connections to both prior knowledge and potential future impact</p> <p><b>Demonstrate Self-Awareness</b> – Students can discuss cognitive processes such as problem solving, memory, language and attention. They will understand that their mental processes guide their behavior</p> <p><b>Communication and Critical Thinking Skills</b> – Students can discuss topics that elicit diverse reactions, accepting, identifying and sometimes defending their own viewpoint as well as those that differ thus contributing to a collaborative, safe environment rich in the exchange of ideas</p> <p><b>Communication and Critical Thinking Skills</b> – In the study of social influence, cultural norms, stereotyping, discrimination (Robbers’ Cave Exp) students will learn to analyze media and interpersonal communications for mal-intent.</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Students can identify and <b>evaluate research studies as well as value multilateral and ethnographic studies</b>. They will be introduced to transcription and analysis of qualitative data.</li> <li>• Students understand that <b>human beings are information processors</b>, that the mind can be studied scientifically by developing theories then using a number of scientific research methods, and that <b>cognitive processes are influenced by social and cultural factors</b>.</li> <li>• Students can explain and apply the <b>schema theory</b> (Bartlett), cultural schemas, their influence on memory</li> <li>• Students can compare and contrast <b>memory models</b> which may include: Atkinson &amp; Shiffrin (1968) Multistore Model, Baddely &amp; Hitch (1974) Working Memory Model, Working Memory Test Battery of Pickering &amp; Gathercole (2001) and biological factors such as lesioning, hippocampus and amygdala in PTSD, Clive Wearing and amnesia, Freud’s idea of repression, Loftus (2002) idea of false memory, Brown &amp; Kulik (1977) Flashbulb memory</li> <li>• Students can explain <b>the cognitive and biological factors that interact with emotion</b> such as Lazarus&amp; Folkman (1988) threat appraisal, Festinger and the social comparison theory, Rotter and the level of aspiration theory, Johnson &amp; Kruger (2006) happiness and wealth</li> <li>• Students understand that <b>human beings are social beings who have a basic need to belong, that culture influences behaviour, and that humans have an individual identity and a social self</b></li> <li>• Students can explain <b>attribution theory</b> and how it applies to their daily lives (school, sports, personal goals), motivation</li> <li>• Students can identify <b>the social identify theory, social representation theory, stereotyping (Hart) and social categorization, social learning theory, compliance and conformity (Asch) in social behaviour</b></li> <li>• Students will self-direct a study of a specific area of <b>social influence</b> (radicalization in terrorist organizations, media bias, cyberbullying, racism as part of PBL)</li> <li>• Students will self-direct a study of <b>disorders, patterns and treatment</b> as part of PBL</li> <li>• Students will examine <b>basic developmental psychology theorists</b> Piaget, Vygotsky, Wertheimer/Schoon, attachment theory, Erickson’s stages of development</li> <li>• Students will be introduced to <b>health psychology</b> – mindfulness and meditation, treatments for various disorders, stress</li> </ul>



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### Big Ideas – Elaborations

**The field of psychology supports thinking that examines assumptions, weighs evidence, and tests conclusions.**

- Students will be exposed to studies using various research methods: case studies, surveys, observation, correlational studies, experimentation, longitudinal studies etc.
- Understanding the limits and strengths of case studies is central to exercising caution when discussing human behaviour – i.e. focus on small participant group or sample can allow a more in-depth analysis but limits the applicability of the conclusions to the general population

### Curricular Competencies – Elaborations

**Gather, Interpret and Analyze and Critical Thinking Skills** – Students can use critical thinking to evaluate and interpret psychological studies

Comparing and contrasting Magnetic Resonance Imaging, EEG (electroencephalogram), PET Positron Emission Tomography and fMRI functional Magnetic Resonance images used in studies and examining the value of multi-lateral studies

**Evaluate and Apply** research methods in psychology, respecting ethical guidelines and best practices in human science research.

**Communicate Ideas Effectively** – Students can demonstrate the ability to interpret data from both theorists in the field and of their own studies, making connections to both prior knowledge and potential future impact

**Demonstrate Self-Awareness** – Students can discuss how the world we live in is full of potentially positive and negative influences, stressors and messages. Becoming a more critical evaluator of media, interpersonal communication and social influence can help students to become more resilient, more aware and more prepared to manage their daily challenges.

**Communication and Critical Thinking Skills** – Students can discuss topics that elicit diverse reactions, accepting, identifying and sometimes defending their own viewpoint as well as those that differ thus contributing to a collaborative, safe environment rich in the exchange of ideas

Using individual student thought journals, Socratic seminars and general question and answer sessions, psychology students have the opportunity to explore a wide variety of controversial issues. Interacting with both the teacher and their peers. Learning to respect oneself and others is part of the process in the daily exchange of ideas as well as in formal communication activities like fishbowl discussions and brainstorming.



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### Content – Elaborations

- research methods in qualitative data and studies that encompass multiple facets of human behaviour regarding cognition, emotions and mental processes
- Cognitive psychology represents cognitive psychology, cognitive science, cognitive neuropsychology and cognitive neuroscience. Topics such as memory, perception, artificial intelligence, amnesia and social cognition are studied.
- mental representations guide behaviour, mental processes can be scientifically investigated
- schema theory with reference to research studies, two models or theories of one cognitive process (for example, memory, perception, language,
- decision-making) with reference to research studies
- how cognitive and biological factors interact in emotion (for example, two factor theory, arousal theory, Lazarus' theory of appraisal)? hormones and the endocrine system and behaviour
- how emotion may affect cognitive process (for example, state-dependent memory, flashbulb memory, affective filters)
- social and cultural environment influences individual behaviour; we want connectedness with, and a sense of belonging to, others; we construct our conceptions of the individual and social self)(Maslow's hierarchy of needs)
- errors in attributions (for example, fundamental attribution error, illusory correlation, self-serving bias).
- social identity theory, stereotypes and their effect on behaviour, Social norms
- social learning theory, compliance techniques (for example, lowballing, foot-in-the-door, reciprocity), conformity to group norms (for example, culture, groupthink, risky shift, minority influence), Cultural norms, the role of two cultural dimensions on behaviour (for example, individualism/collectivism,
- power distance, uncertainty avoidance, Confucian dynamism, masculinity/femininity "emic" and "etic" concepts
- focus on groups of disorders: anxiety (for example, agoraphobia), affective (for example, depression), eating (for example, bulimia)
- Evaluate theories of cognitive development (for example, Piaget, Bruner, Vygotsky, brain development theories), social and environmental variables (for example, parenting, educational environment, poverty, diet) may affect cognitive development.
- Social development, attachment in childhood and its role in the subsequent formation of relationships, potential effects of deprivation or trauma in childhood on later development, resilience, strategies to build resilience.
- Identity development, formation and development of gender roles, cultural variations in gender roles, adolescence, relationship between physical change and development of identity during adolescence (for example, Erikson's identity crisis, Marcia).
- Describe stressors, physiological, psychological and social aspects of stress, strategies for coping with stress (for example, stress inoculation therapy, hardiness training, mindfulness, yoga and meditation).



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**Recommended Instructional Components:**

Powerpoints, multimedia presentations, readings, work with a textbook, student-inquiry led research sessions, open discussions and processing time in both formal and informal settings

**Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**

A variety of evaluation and assessment tools can be used with this curriculum (quizlet, kahootit, journals, worksheets, quizzes, tests, PBL, oral presentations, Socratic seminars, labs and essays) Care should be taken to appeal to a wide variety of learning styles and where possible, give students the ability to show what they know in multiple formats. Also, it should be acknowledged that assessment for and as learning (formative) should be used mainly to the benefit of the learning, generating marks mainly from assessments of learning (summative).

**Learning Resources:**

Suggested textbook: Openstax Psychology "Download for free at <http://cnx.org/content/col11629/latest/>." © 2014 Rice University. Textbook content produced by OpenStax College is licensed under a Creative Commons Attribution 4.0 International License.

Other on-line resources : Khan Academy videos (on most topics) Crash Course Psychology video series many resources for course already generated and shared on sites like Quizlet and Kahootit

**Additional Information:**

Psychology 12, a natural progression in the secondary study of Psychology, will deepen students' ability to understand how we are creatures formed by both nature and nurture. It is an academic elective that can be an enormous point of support and an outlet for students to discuss current issues in their personal lives and in the world around them.