Psychology 12 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Mr. McElroy

**PSYCHOLOGY 12 COURSE OUTLINE**

Psychology- is the scientific study of human behavior and mental activity. Psychology attempts to uncover what we do and why we do it.

**Curricular Competencies**

By the completion of this course, students will be able to:

* Demonstrate knowledge and comprehension of key terms and concepts in psychology
* Demonstrate knowledge and comprehension of psychological research methods
* Demonstrate knowledge and comprehension of a range of appropriately identified psychological

theories and research studies

* Demonstrate knowledge and comprehension of the biological, cognitive and sociocultural

levels of analysis

* Evaluate psychological theories and empirical studies
* Discuss how biological, cognitive and sociocultural levels of analysis can be used to explain

behaviour

* Evaluate research methods used to investigate behaviour
* Demonstrate the acquisition of knowledge and skills required for experimental design, data

collection and presentation, data analysis and interpretation

**Syllabus**

**Unit 1: Weeks 1-2 🡪 Approaches to Psychology**

Introduction to Psychology – history, purpose, as a profession

The Brain – biology and function

Research – problems, solutions, statistical evaluation

**Unit 2: Weeks 3-5 🡪 The Life Span**

Infancy and Childhood

Adolescence

Adulthood and Old Age

**Unit 3: Weeks 6-8 🡪 The Workings of Mind and Body**

Body and Behaviour

Altered States of Consciousness

Sensation and Perception

**Unit 4: Weeks 9-11 🡪 Learning and Cognitive Processes**

Learning: Principles and Applications

Memory and Thought

Thinking and Language

Motivation and Emotion

**Unit 5: Weeks 12-13 🡪 Personality and Individuality**

Psychological Testing

Theories of Personality

**Unit 6: Weeks 14-16 🡪 Adjustment and Breakdown**

Stress and Health

Psychological Disorders

Therapy and Change

**Unit 7: Weeks 17-end 🡪 Social Psychology**

Individual Interaction

Group Interaction

Attitudes and Social Influence

**Assessment**

There will be **3 large content based assessments** in total with a series of small practices to prepare for those assessments. Assessments can be done at any time prior to the due date, based on when you are confident the curricular competencies have been acquired. Those competencies will be directly related to the covered units. **(20% each)**

Assessment 1 🡪 Based on units 1 & 2 (due by \_\_\_\_\_\_\_\_\_\_)

Assessment 2 🡪 Based on units 3 & 4 (due by \_\_\_\_\_\_\_\_\_\_)

Assessment 3 🡪 Based on units 5 & 6 (due by \_\_\_\_\_\_\_\_\_\_)

There will be **1 inquiry based project** due at the end of the semester. This will be worked upon throughout the semester and can be an individual endeavour or a collaboration involving a maximum of 4 classmates. You have 5 content areas to select from:

1. Abnormal Psychology
2. Health Psychology
3. Developmental Psychology
4. Psychology of Human Relationships
5. Sport Psychology
6. Forensic Psychology

Your inquiry should address these two general areas of research:

1. To what extent do biological, cognitive and sociocultural factors influence your chosen topic?
2. Evaluate psychological research (that is, theories and/or studies) relevant to your chosen topic.

Core competencies will be the basis for assessing your inquiry project. **(30%)**

Refer to this checklist to show you have demonstrated competency in these core areas:

* can analyze complex social issues from multiple perspectives (social responsibility)
* can clarify problems, consider alternatives, and evaluate strategies (social responsibility)
* take the initiative to be informed about controversial issues (personal responsibility)
* can advocate for myself and my ideas (personal responsibility)
* can analyze evidence from different perspectives (critical thinking)
* can reflect on and evaluate my thinking, products, and actions (critical thinking)
* can evaluate the credibility of sources of information (critical thinking)
* generate new ideas as I pursue my interests (creative thinking)
* build on other ideas and build ideas of my own (creative thinking)
* use my experiences to direct future work (creative thinking)
* recognize different points of view and disagree respectfully (communication)
* present information clearly and in an organized way (communication)
* communicate with peers and adults with growing confidence (communication)

Regular quizzes reviewing the past week’s (or unit’s) concepts. **(10%)**