

Psychology 40S

Credit Value: 1.0 Course Code: 1010
September 2023 – January 2024
Alonsa School Teacher: D. Grimstead
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Semester 1 Room 8

Prerequisites: Gr. 11 or Gr. 12 student

Course Description/Overview

Psychology 40S introduces students to the study of human (and animal) behaviour and mental processes. The scientific method is used to discover ways of understanding human thought and behaviour. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use within their science and practice.

Focus and Purpose

Studying psychology gives students lifelong skills such as dealing with issues proactively, solving problems, learning, and nurturing healthy relationships. It helps students understand themselves, and deal with issues in their own lives such as inner conflicts, relationships with parents and peers, and intimacy. It also helps students understand societal problems like drug dependency, aggression, and discrimination.

Psychology 40S Topics, Summaries and Pacing Schedule (Tentative Schedule Subject to Change)

Theme 1: Introduction and Research Methods

Time Frame: 2 weeks

Topic 1: Introduction

- * Define psychology, and list and explain its goals.
- * Describe and compare the biological, behavioural, cognitive, sociocultural, humanistic, and psychodynamic perspectives.
- * Discuss career opportunities in the major subfields of psychology.

Topic 2: Research Methods

- * Describe and compare quantitative and qualitative research strategies.
- * Demonstrate an understanding of how statistics are used in psychological research.
- * Describe ethical issues in psychological research.
- * Discuss the development of psychology as an empirical science.

Theme 2: Biopsychology

Time Frame: 4 weeks

Topic 1: Biological Bases of Behaviours

- * Describe the structure, function and organization of the nervous system.
- * Describe the structure and function of the major regions of the brain.
- * Demonstrate an understanding of scientific advances that have been developed to analyze brain behaviour and disease.

- * Describe the relationship between the endocrine glands and the nervous system.
- * Compare the effects of genetics, evolution and environment on behaviour.

Topic 2: Sensation and Perception

- * Identify the basic concepts of sensory processes and explain their capabilities and limitations.
- * Relate knowledge of sensory processes to applications in areas such as engineering psychology, advertising, music, and architecture.
- * Discuss the interaction of the person and the environment in determining perception.

Topic 3: Motivation and Emotion

- * Apply motivational concepts to the behaviour of humans and other animals.
- * Investigate the role of biology and learning in motivation and emotion.
- * Describe the theories of motivation.
- * Discuss cultural factors in emotions and motivations.
- * Describe theories of emotion.

Topic 4: Stress, Coping, and Health

- * Identify the sources of stress, and explain the psychological and physiological reactions to stress.
- * Identify and explain cognitive and behavioural strategies to deal with stress and promote health.
- * Investigate different holistic approaches to deal with stress and promote health.

Theme 3: Developmental Psychology

Time Frame: 2 weeks

Topic 1: Life Span Development

- * Describe physical, social, emotional and cognitive changes throughout the human life span.
- * Discuss how biological and cultural notions of gender shape the experiences of men and women.
- * Examine the development of ethnic identity.

Topic 2: Personality and Assessment

- * Define personality.
- * Explain the characteristics of the psychodynamic, cognitive-behavioural, humanistic, and trait approaches.
- * Compare and contrast various forms of personality assessment.

Theme 4: Cognitive Psychology

Time Frame: 6 weeks

Topic 1: Learning

- * Define learning from a psychological perspective.
- * Describe classical conditioning.
- * Describe operant conditioning.
- * Explain observational and cognitive learning approaches.
- * Discuss the roles of biology and culture in learning.

Topic 2: Memory

- * Describe encoding.
- * Describe sensory, short-term, and long-term memory systems.
- * Describe retrieval.
- * Investigate strategies for improving memory.

Topic 3: Thinking and Language

- * Explain how thinking involves the manipulation and understanding of information.
- * Recognize that information is classified into categories, containing similar properties known as concepts.
- * Compare the different strategies and obstacles involved in problem solving and decision-making.
- * Discuss language acquisition across species.

Topic 4: States of Consciousness

- * Describe states and levels of consciousness.
- * Describe the sleep cycle.
- * Compare theories that explain why we sleep.
- * Demonstrate an understanding of types of sleep disorders.
- * Compare different dream theories.
- * Describe hypnosis and its uses in psychology.
- * Characterize the major categories of psychoactive drugs and their effects.

Topic 5: Individual Differences

- * Explain how intelligence and personality may be influenced by heredity and environment.
- * Discuss theories of intelligence.
- * Demonstrate an understanding of how intelligence is measured.

Theme 5: Variations in Individual and Group Behaviour

Time Frame: 2 weeks

Topic 1: Psychological Disorders and Treatments

- * Differentiate between normal, abnormal, and disordered behaviour.
- * Discuss the major categories of disorders.
- * Distinguish the common characteristics of disorders and cite examples.
- * Identify the principle methods used to treat individuals with psychological disorders.

Topic 2: Social and Cultural Dimensions of Behaviour

- * Demonstrate an understanding of person perception, attraction, social judgement and attitude formation.
- * Identify basic social and cultural categories and discuss how these affect behaviour.
- * Demonstrate an understanding of the effects of the presence of others on individual behaviour.
- * Describe how social structure can affect intergroup relations.
- * Discuss the nature and effect of bias and discrimination toward groups such as indigenous peoples, immigrants, and refugees.
- * Discuss the nature and benefits of altruism in society.
- * Demonstrate an understanding of the role of aggression in society.

Preparation for Final Exam

January 2024

Evaluation Format:

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| Term Work - Formally Evaluated Work (assignments, projects, tests, etc.) | 70% |
| Final Exam | 30% |

Assessment and Final Grades

Students will receive formative and summative assessments for each unit. The work in this course will reflect the cumulative compilation of each of the units covered. Rubrics and/or checklists will be used for the majority of summative assessments.

Assessment will be based on a variety of activities and are on-going. Summative assessments may include (but not limited to): textbook questions, classroom discussions, individual and/or group research presentations, reflections, inquiry projects, tests, and a final exam.

As per Section 4.3 the Manitoba Provincial Report Card Policy and Guidelines Evaluation document, a percentage scale is used to report overall subject grades. The final grade in this course will reflect the cumulative compilation of each of the units covered.

Course Work may include any of the following:

1. **DAILY WORK:** Will be assigned. Students are expected to finish this during the class time provided and hand it in or be ready for discussion purposes. If students do not finish in the time provided they will be expected to complete it as homework.

2. **HOMEWORK:** Most of the topics that correspond with the curriculum will be covered in class discussion which can be supplemented by notetaking. However, there will be instances in which it is necessary to complete work, do assignments or study at home. All homework must be handed in or be ready for the appropriate due date.

3. **PROJECTS:** May be assigned for some units. They may be assigned as a group or individually. Projects must be handed in whole and fully complete before they will be marked. This may include but is not limited to: oral presentations, multimedia presentations, essays, short stories, critiques, reviews, journals, book reports, and hand-in evaluation assignments.

- Students are encouraged /expected to consult the rubric to maximize success.
- All hand-in evaluation assignments and projects are due for the **BEGINNING** of class on the assigned date. If there is a problem with time the student must discuss with me **BEFOREHAND** and make arrangements for an extension. However, an extension of time is at the discretion of the teacher.
- Late evaluation assignments and projects will receive a mark of 0%, until the assignment is handed in on a new assigned date given at the discretion of the teacher. One week is given for late assignment evaluations; however, a maximum of 5% maybe deducted for every day the evaluation/assignment is not turned in.
- If the evaluation is not turned in after one week it will receive a mark of 0%.

4. **QUIZZES & TESTS:** Will be given during some units when students need to show their understanding.

Students will be responsible for studying on their own time. Any tests or quizzes missed due to a legitimate absence will be written the next day of attendance at noon hour or some viable time period set by the teacher.

5. **FINAL EXAM:** The Final Exam will be written on the date and time scheduled.

PLEASE NOTE:

A legitimate excuse(s) include doctor/dentist/medical/illness/school sports designated events/weather related designations.

Missed Work/Missed Classes/Absences is the responsibility of the student. Missed work is dated and placed in your mailbox slot. Check it when you return back to school - preferably before Period 1. (8:30-8:45 am)

Missed work /Missed evaluations will be subject to the rules of Daily Work and/or Homework and/or Late Work. Please refer to the Course Credit Contract for clarification and/or additional information.

Academic Integrity and Honesty

Plagiarism and Cheating of any material will be dealt with according to the "Provincial Assessment Policy, Kindergarten to Grade 12" as issued by the Department of Education, Manitoba.

Behavioural Assessment

Students will be assessed as per the guidelines from the Manitoba provincial report card, in the following areas:

Personal Management Skills

> Organizes material, uses class time productively, work independently, completes all work on time, persists when faced with challenges, seeks help when needed, demonstrates a strong work ethic, shows patience, demonstrates on-task behaviour, sets personal management goals.

Active Participation in Learning

> Shows interests, ask questions, takes initiative, self-assesses work quality based on criteria, uses feedback to improve learning, uses criteria to provide feedback, uses a variety of media for communication, investigates questions, hypothesize, and analyzes.

Social Responsibility

> Works and interacts well with others, is welcoming and positive, shares resources and equipment with others, respects school values, respects and follows classroom routines, takes an equitable share in group work, is courteous, respects the need for safety, sets personal management goals.

Classroom Procedures and Expectations

All members of the classroom will:

- * Commit to making the classroom a safe space, including respecting the opinions, ideas, and culture of all others whether you agree with them or not. This also means being respectful of the property of others and the classroom.
- * Respect the right of all others to learn in an environment that is free of distractions. Everyone has the right to an education but not the freedom to impede/prevent others from receiving that education.
- * Use only technology that is allowed in the class (NO personal electronic devices: cell phones, etc. are permitted)
- * Attend class regularly, on time, and be prepared for all classes.
- * Be Productive - Complete all work and turn it in on time.
- * Ask permission – of others and of the teacher.
- * Participate to the best of your abilities in course/class activities.

Usage of Technology

Internet / Laptops

Successful operation of the TRSD network requires that account holders regard Turtle River file servers and computers as shared resources. It is important that members conduct themselves in a responsible manner while using the network. Refer to page 134 of TRSD instructional policy document for more information on guidelines and consequences for inappropriate use.

Students are required to have the Internet User Agreement signed to allow access to the computer network.

Students must have their laptops brought to every class.

Cell Phones

There are NO CELL PHONES to be used by students during class time. Please refer to the Course Credit Contract information page regarding cell phone usage. Otherwise, please refer to TRSD instructional policy document for more information.

Psychology 40S Course Outline

I have read the Psychology 40S Course Outline and understand the classroom expectations and course requirements set out by the instructor/teacher. I understand that Psychology 40S is a course based on completing outcomes and requirements as set out by Manitoba Department of Education Curriculum branch. In order to meet these required outcomes/requirements; all designated activities, participation, tasks, and evaluation must be completed by the student to receive a credit in Psychology 40S.

Date: _____

Student' Name: _____

Student's Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent/Guardian's Email and Contact Phone Number:
