

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

	School District Authority Number: SD73
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School Name:

NorKam Senior Secondary Sworn Tursi Q #10051036 30122548 Wm B C 1104 of the 1.04 345.48 555.12 T

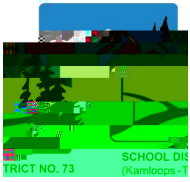
behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with the cognitive and sociocultural level of analysis in Psychology. Students also learn about the ethics and methods psychologists use in their 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.





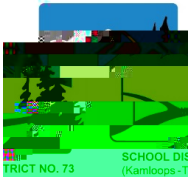


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## Big Ideas – Elaborations

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

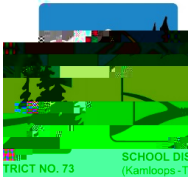
- Students will be exposed to studies using various research methods: case studies, surveys, observation, correlational studies, experimentation, longitudinal studies etc.
- Understanding the limits and strengths of case studies is central to exercising caution when discussing human behaviour – i.e.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



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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.
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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.