



Grade 12 Psychology

Course Code

1010

Course Credit

1.0

ENGLISH Program

Discipline Overview

Psychology is the scientific study of behaviour and mental processes. It uses the scientific method to discover general principles that govern human thought and behaviour while recognizing individual differences. Learners study psychological concepts they can apply to issues in their own lives, giving them lifelong skills to deal with issues proactively, solve problems, learn, and nurture healthy relationships. They learn and reflect on their own experiences to better understand how perceptions and biases form an imperfect lens through which experience is filtered. It also helps learners understand societal problems like drug dependency, aggression, and discrimination. Learning and applying psychological concepts encourages them to critically evaluate current practices in institutions and to participate in more informed solutions for contemporary problems —thereby preparing them in case they pursue a career in a helping profession after high school.

Course Overview

Psychology seeks to understand human behaviour and mental processes from a biological, cognitive, and sociocultural approach. This course exposes learners to the major topics found in the field of psychology, emphasizing the issues that are of direct interest and relevance to those completing high school. Learners explore scientific methods used in psychology to draw conclusions about behaviour and mental processes from empirical evidence. They learn psychological perspectives, theories, concepts, and research, and apply them to personal growth and other aspects of everyday life. The goal of studying psychology is to gain a better understanding of their own and others' behaviour, and, through this, to gain an increased feeling of control in their lives.

The following five strands included in this course represent broad content areas.

1. Introduction and Research Methods
2. Biopsychology
3. Developmental Psychology
4. Cognitive Psychology
5. Variations in Individual and Group Behaviour



Global Competencies in Psychology



Critical Thinking

Critical thinking in psychology is an integral part of the discipline as it forms the basis of the ongoing study of human behaviour. It requires learners to constantly question, test, and re-evaluate principles of psychology in an ever-changing world. Critical thinking is essential to analyze the strengths and limitations of conclusions, and to weigh the validity and reliability of general principles of human behaviour while also respecting individual differences.

When critical thinking as a competency is applied in psychology, learners

- **find and use** diverse sources and methods to contextualize knowledge and **reflect** on their scope and ability to understand human behaviour and individual differences
- apply concepts in research methodology to **evaluate** the reliability and validity of evidence while respecting that perceptions and biases filter our experiences of the world through an imperfect personal lens
- **apply criteria** while seeking out and collating diverse sources of **evidence** to verify conclusions
- understand **that all perspectives in psychology are deeply rooted in time, place, and culture** and that these perspectives place limits on the ability to explain human behaviour
- **apply flexible thinking** to constantly reflect on and consider their own biases and the extent to which they affect choices and beliefs
- **ask effective, relevant, and clarifying questions** that seek to confront problems more effectively
- **make informed decisions and judgments** based on the available observations, information, or data
- **weigh** methods, data, or conclusions according to criteria and make ethical recommendations



Creativity

Creativity in psychology involves the investigation and exploration of ideas and concepts through the innovative use of constructs and approaches. Due to the unobservable nature of much that psychology encompasses, creativity is essential in question posing, problem solving, and theorizing. Creativity is also expressed in the application of new knowledge or findings to foster positive change in our lives, organizations, and communities. Creativity in psychology asks learners to reconsider their ways of thinking and use problem solving to determine alternative iterations of their intuitions.

When creativity as a competency is applied in psychology, learners

- **take risks** by being open to considering new ideas
- approach their own and others' perspectives and experiences of the world with **curiosity** and demonstrate a willingness to explore ideas by **asking relevant questions**
- develop, nurture, and deploy a variety of **strategies** to improve research, refine assumptions, and solve problems inherent to the unobservable nature of psychology
- draw connections between research designs and **build on the ideas of others** to contextualize their knowledge
- **plan** research designs and then check, refine, or **adapt** their inquiry based on their results
- **test** their assumptions of the world around them and understand, accept, and **persevere** through uncertainty or limitations to their inquiry
- reflect on their processes and **seek out and use feedback** to refine their choices



Citizenship

Citizenship in psychology begins first with the recognition that each individual learner comprises a unique and worthy perspective among the broad community of learners. This comes with a responsibility to participate, inquire, and share results to broaden or deepen the reliability and validity of findings. Secondly, the members of this community of learners understand and respect their role in valuing diversity, promoting equity, and fostering inclusion in pursuit of a more just society by applying psychological principles to change lives, organizations, and communities in positive ways.

When citizenship as a competency is applied in psychology, learners

- are encouraged to seek out and understand the complexity of issues as part of coming to understand **their own perspectives**
- recognize the foundations underpinning **discrimination, equity, and human rights** in their world

- explore the **interconnectedness** of self within communities and between communities in the social and natural world
- seek out **diverse** communities with unique **perspectives, beliefs, and viewpoints**
- seek to understand and **empathize** with perspectives that do not fit their own
- connect with others in **responsible, respectful, and inclusive ways**, both in person and in digital contexts
- **realize their potential** through the application of psychological principles to contribute to the betterment of others, organizations, and communities
- work to find informed **equitable solutions** to support diversity, inclusivity, and human rights and foster a more just society
- make **ethical choices** to promote a healthy world through the application of ethical psychological standards

Connection to Self



Connection to self in psychology involves learning about individual behaviour as it applies to psychological principles. Through reflecting on their own way of being, learners gain a sense of control over their own lives and make decisions with self-awareness as they interact with their emotional, intellectual, physical, and social worlds.

When connection to self as a competency is applied in psychology, learners

- recognize and contextualize their own **personal strengths, gifts, challenges, and opportunities** within a diverse world of individual differences in support of learning and well-being
- examine biological, social, and cultural **factors that shape identity**
- examine factors that affect their **emotional regulation** and acquire, select, and apply a range of strategies to support it
- discover the type of learners they are as they **reflect** on their own experiences, informed by psychological principles
- **reflect** on their choices, experiences, and the responses of others to grow
- **set** and revise **goals** for their learning
- develop hope and resilience as they learn about principles of development and maturation that can be purposefully shaped to achieve their **future goals**
- understand and **persevere** through obstacles accepted as inherent to gaining knowledge and understanding
- develop the readiness to **adapt** and **change** their conceptions of self and their understanding of others as they encounter new knowledge
- understand and respect that humanity is ever-changing and **embrace their role** in lifelong well-being and well-becoming that requires constant re-examination and renewal



Collaboration

Collaboration in psychology is essential to accommodate the fluid and dynamic nature of human behaviour. It involves an openness to adopting perspectives, to questioning beliefs, and a willingness to both consider and to express perspectives. This approach to knowledge in psychology encourages learners to consider and reconsider ideas to refine them with the collective goal of a more complete understanding of human behaviour.

When collaboration as a competency is applied in psychology, learners

- collaborate with others to seek **diverse perspectives** to create a broader understanding of evidence and of factors that influence behaviour
- work together to deepen understanding by **building on each other's ideas** to create a more complete understanding of behaviour
- co-construct and apply criteria through which they **value and trust in the contributions** of others
- **listen actively and ask questions** through which the perspectives of others can be incorporated into new knowledge and understandings
- form relationships with others through which they can work **through individual differences and compromise or change perspectives** to foster a fuller understanding of psychological principles
- understand that knowledge in psychology is **co-constructed** in a collaborative community of learners seeking a deeper and more reliable understanding of psychological principles
- value, honour, and respect the contributions of each individual and their perspectives as equitably contributing to the **collective purpose or common goal** of a more complete understanding of psychological principles



Communication

Communication in psychology requires a thoughtful understanding of the importance of clear and precise expression of ideas and concepts, as well as an effort to seek to understand others' messages due to the dynamic communal nature of knowledge. It requires learners to carefully consider theirs and others' word choices, non-verbal communication, as well as visual, graphical, and statistical representations of data and other context cues, to develop a deeper understanding of others and of the ideas, theories, or concepts they propose. Communication is essential to allow learners to challenge and expand their thinking about human behaviour.

When communication as a competency is applied in psychology, learners

- express ideas and share information with an awareness of the importance of **context cues** and conventions (verbal and non-communication, passive voice, graphic and visual representation, etc.)



- adjust communication with **consideration of relevant audience** in multiple ways, including tone, language choice, visuals, graphs, statistical tables, summaries, or conclusions
- understand and appreciate the **impact of their words and actions** in forming identity, reinforcing and communicating ideas, group membership, relationships, or power differentials
- consider both content and context of communication, including non-verbal expressions and theoretical backgrounds or approaches to enhance understanding when **receiving and interpreting messages**
- **seek to understand others** through active listening, careful observation, and questioning
- recognize that **understanding can be impacted and influenced** by individual, linguistic, experiential, and cultural lenses
- understand that meaning is rooted in the relationship between thought, experience, and **language**
- develop a more complete and well-rounded understanding of psychological principles and **deepen relationships** through communication and dialogue, both in person and in digital contexts
- appreciate how appropriate, effective communication **strengthens community** as well as a respect for psychology as a body of knowledge



Enduring Understandings

Psychology is a human science

Psychology asserts that the human mind can be studied scientifically through empirical evidence. New data can develop and refine models and theories drawing from multiple methods, perspectives, or sources to increase the credibility of research.

Psychology seeks to understand and explain behaviour.

Psychology uses multiple approaches to understand and explain behaviour. These include how biological, social, and cultural factors influence behavior and mental processes. These mental processes (like perception, memory, decision-making) guide behaviour and are also influenced by the social and cultural environment.

Psychology is interactive and multidimensional.

Due to the dynamic nature of human behaviour, psychology utilizes a holistic approach, drawing simultaneously from different perspectives and approaches to understand and explain behaviour. Each approach (i.e., biological, cognitive, or sociocultural) contributes valuable insights, but no single approach is sufficient. These interactive and multidimensional perspectives in psychology enable accurate descriptions of the dynamics of behaviour and allow for reliable and valid predictions for therapeutic interventions.

Psychology has a wide-ranging impact on the world.

Psychology encompasses many sub-fields and careers, each representing the application of psychological principles to different aspects of human life. Applying psychological principles can change our lives, organizations, and communities in positive ways in pursuit of Mino-Pimatisiwin (The Good Life). Psychology can help address individual flourishing and improve communities dealing with issues like mental health, prejudice, and aggression.

Psychology requires critical thinking.

Psychology involves evaluating evidence, recognizing bias, and questioning assumptions. In this manner, all knowledge in psychology can be considered tentative and subject to the ever-changing and evolving nature of human behaviour. This includes how our perceptions and experience of the world as learners are filtered through a biased and imperfect personal lens. Psychological theories and findings are therefore not universally applicable across time and culture.

Economics and Resources

Learners build an understanding of the impact, the sharing, and the interdependence of resources and wealth in relation to individuals, communities, and nations, both past and present. They examine economic factors that affect decision-making, the use and distribution of resources, and the development of technologies, and they consider social and environmental implications.



Learning Outcomes

Many of the learning outcomes in this framework have been informed by the *National Standards for High School Psychology Curricula*, copyright © 2022 by the American Psychological Association. The full document may be viewed at www.apa.org/ed/natlstandards.html.

Strand A: Introduction and Research Methods

Topic 1: Introduction (APA 17)

- PSY.12.A1.1** Define psychology as a discipline and identify its goals as a science.
- PSY.12.A1.2** Describe and compare the biological, behavioural, cognitive, sociocultural, humanistic, and psychodynamic perspectives.
- PSY.12.A1.3** Discuss career opportunities in the major subfields of psychology.

Topic 2: Research Methods (APA 17)

- PSY.12.A2.1** Describe and compare quantitative and qualitative research strategies.
- PSY.12.A2.2** Demonstrate an understanding of how statistics are used in psychological research.
- PSY.12.A2.3** Describe ethical issues in psychological research.
- PSY.12.A2.4** Discuss the development of psychology as an empirical science.

Strand B: Biopsychology

Topic 1: Biological Basis of Behaviours (APA 22)

- PSY.12.B1.1** Describe the structure, function, and organization of the nervous system.
- PSY.12.B1.2** Describe the structure and function of the major regions of the brain.
- PSY.12.B1.3** Demonstrate an understanding of scientific advances that have been developed to analyze brain behaviour and disease.
- PSY.12.B1.4** Describe the function of the endocrine glands and their interaction with the nervous system.
- PSY.12.B1.5** Compare the effects of genetics, evolution, and environment on behaviour.

Topic 2: Sensation and Perception (APA 28)

- PSY.12.B2.1** Identify the basic concepts of sensory processes and explain their capabilities and limitations.



- PSY.12.B2.2** Relate knowledge of sensory processes to applications in areas such as engineering psychology, advertising, music, and architecture.
- PSY.12.B2.3** Discuss the interaction between the person and the environment in determining perception.

Topic 3: Motivation and Emotion (APA 38)

- PSY.12.B3.1** Apply motivational concepts to the behaviour of humans and other animals.
- PSY.12.B3.2** Investigate the role of biology and learning in motivation and emotion.
- PSY.12.B3.3** Describe the theories of motivation.
- PSY.12.B3.4** Describe the theories of emotion.
- PSY.12.B3.5** Discuss cultural factors in emotions and motivations.

Topic 4: Stress, Coping, and Health (APA 41)

- PSY.12.B4.1** Identify the sources of stress, and explain the psychological and physiological reactions to stress.
- PSY.12.B4.2** Identify and explain physiological, cognitive, and behavioural strategies to deal with stress and promote health.
- PSY.12.B4.3** Investigate different holistic approaches to deal with stress and promote health.

Strand C: Developmental Psychology

Topic 1: Lifespan Development (APA 31)

- PSY.12.C1.1** Describe physical, social, emotional, and cognitive changes from prenatal through older adulthood.
- PSY.12.C1.2** Discuss how biology and/or gender norms shape the experiences of individuals throughout the human lifespan.
- PSY.12.C1.3** Examine the development of ethnic identity.

Topic 2: Personality and Assessment (APA 36)

- PSY.12.C2.1** Define personality.
- PSY.12.C2.2** Explain characteristics of the psychodynamic, cognitive-behavioural, humanistic, and trait approaches.
- PSY.12.C2.3** Compare and contrast various forms of personality assessment techniques.



Strand D: Cognitive Psychology

Topic 1: Learning (APA 32)

- PSY.12.D1.1** Define learning from a psychological perspective.
- PSY.12.D1.2** Describe classical conditioning.
- PSY.12.D1.3** Describe operant conditioning.
- PSY.12.D1.4** Explain observational and cognitive learning approaches.
- PSY.12.D1.5** Discuss the roles of biology and culture in learning.

Topic 2: Memory (APA 27)

- PSY.12.D2.1** Describe encoding.
- PSY.12.D2.2** Describe sensory, short-term, and long-term memory systems.
- PSY.12.D2.3** Describe retrieval.
- PSY.12.D2.4** Investigate strategies for improving memory.

Topic 3: Thinking and Language (APA 26)

- PSY.12.D3.1** Explain how thinking involves the manipulation and understanding of information.
- PSY.12.D3.2** Recognize that information is classified into categories containing similar properties, which are known as concepts.
- PSY.12.D3.3** Compare the different strategies and obstacles involved in problem solving and decision-making
- PSY.12.D3.4** Discuss language acquisition across species.

Topic 4: States of Consciousness (APA 24)

- PSY.12.D4.1** Describe states and levels of consciousness.
- PSY.12.D4.2** Describe the sleep cycle.
- PSY.12.D4.3** Compare theories about the functions of sleep.
- PSY.12.D4.4** Demonstrate an understanding of types of sleep disorders.
- PSY.12.D4.5** Compare different dream theories.
- PSY.12.D4.6** Describe hypnosis and its uses in psychology.
- PSY.12.D4.7** Characterize the major categories of psychoactive drugs and their effects.



Topic 5: Individual Differences

- PSY.12.D5.1** Explain how intelligence and personality may be influenced by heredity and environment. (APA 22)
- PSY.12.D5.2** Discuss theories of intelligence. (APA 29)
- PSY.12.D5.3** Demonstrate an understanding of how intelligence is measured. (APA 29)

Strand E: Variations in Individual and Group Behaviour

Topic 1: Psychological Disorders and Treatments (APA 40)

- PSY.12.E1.1** Differentiate among normal, abnormal, and disordered behaviour.
- PSY.12.E1.2** Discuss the classification of psychological disorders.
- PSY.12.E1.3** Distinguish the common characteristics of psychological disorders and cite examples.
- PSY.12.E1.4** Identify the principal methods used to treat individuals with psychological disorders.

Topic 2: Social and Cultural Dimensions of Behaviour (APA 35)

- PSY.12.E2.1** Demonstrate an understanding of personal perception, attraction, social judgment, and attitude formation.
- PSY.12.E2.2** Identify basic social and cultural categories, and discuss how these affect behaviour.
- PSY.12.E2.3** Demonstrate an understanding of the effects of the presence of others on individual behaviour.
- PSY.12.E2.4** Describe how social structure can affect intergroup relations.
- PSY.12.E2.5** Discuss the nature and effects of bias and discrimination toward groups such as Indigenous Peoples, immigrants, and refugees.
- PSY.12.E2.6** Discuss the circumstances under which conformity, compliance, and obedience are likely to occur.
- PSY.12.E2.7** Discuss the nature and benefits of altruism in society.
- PSY.12.E2.8** Demonstrate an understanding of the role of aggression in society.

Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to <https://www.edu.gov.mb.ca/k12/framework/english/psych/index.html>.