

# Grade 12 Psychology

## Course Outline & Assessment Guide

Crocus Plains Regional Secondary School

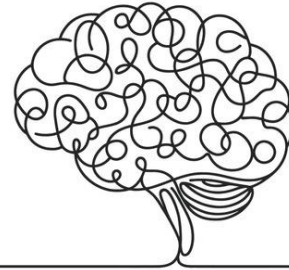


**Course Title:** Grade 12 Psychology (40S)

**Semester/School Year:** Semester 2 (2025-26)

**Teacher:** Mrs. Senkbeil

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### Course Description:

Psychology is the scientific study of behaviour and mental processes. It uses the scientific method to discover ways of understanding the complexities of human thought and behaviour, as well as differences among people.

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.

This course exposes students to the major topics found in the field of psychology. It also emphasizes the issues that are of particular direct interest and relevance to students completing high school. Students explore the scientific methods upon which psychology is based. They can then apply what they learned to their daily lives.

To get the most out of this class, a certain level of empathy is required. You will gain a much higher appreciation for the content of this course if you can imagine the conditions of others as it would affect you.

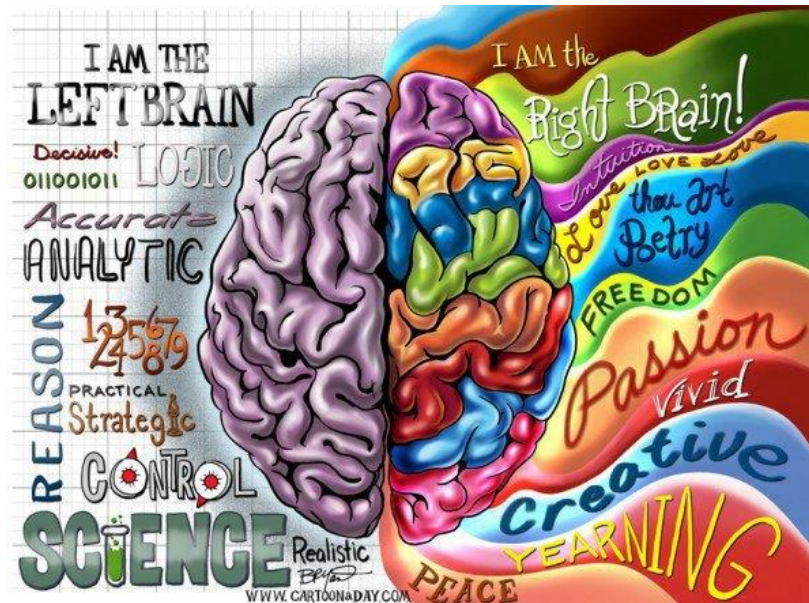
### Course Evaluation Structure:

- 60% Term Work (classroom activities, assignments, presentations, projects, etc.)
- 15% Quizzes / Unit Tests
- 25% Final Exam

***Note:*** Grading will be conducted using a “weighted” grading system. This means that some assessments will be weighted stronger than others. The weight of any given assignment is directly related to the number of curricular outcomes it is assessing. Some summative assessments and weighting allotments may change throughout the course if needed.

# Academic Integrity

- Academic honesty refers to “students providing original evidence of their learning and appropriately acknowledging the work of others.”
- Plagiarism means using someone else’s ideas, words, or work and pretending it’s your own. At school, plagiarism may include but is not limited to:
  - o Turning in work that someone else did.
  - o Copying parts of a book, website, or another source without citing where it came from.
  - o Copying an entire assignment from someone or somewhere else.
  - o Submitting the same work for more than one class without getting written permission from all teachers involved.
  - o The use of AI tools when not permitted.
- Any unauthorized use of ChatGPT (or other AI tools) on assessments is a breach of academic honesty. Below are some guiding principles for maintaining academic honesty in relation to artificial intelligence:
  - o AI does not replace your own thinking, analysis, or judgment. Using AI inappropriately does not demonstrate your understanding of a topic, your ability to make authentic connections to the material presented, nor help you learn the skills that are expected of you both within the classroom and in the workplace.
  - o If you have used AI without your teacher’s permission, you are at risk of facing an allegation of academic dishonesty. A finding of academic dishonesty has academic and personal consequences.



*“Academic integrity means being proud of your own ideas and work – because what you learn matters more than just the grade.”*

## Assessment Guidelines

The purpose of assessment is to provide students, teachers, and parents/guardians with evidence of student learning. Throughout this course, both formative and summative assessment will be utilized as a means of learning evidence.

- Assessment for learning (formative assessment): where assessment helps the teacher gain insight into what students understand in order to plan and guide instruction, as well as provide helpful feedback for students.
- Assessment of learning (summative assessment): where assessment informs students, teachers, and parents/guardians of achievement at a certain point in time in order to celebrate success, plan interventions, and support continued progress. Grades will be calculated using summative assessment information only. The final grade will be a fair reflection of a student's achievement of the learning outcomes.

### Sample Assessment Plan

Formative Assessment may include...	Summative Assessment may include...
<ul style="list-style-type: none"><li>• Class discussions</li><li>• Entry/exit slips</li><li>• Worksheets</li><li>• Observations</li><li>• Vocabulary recall</li><li>• Activities</li></ul>	<ul style="list-style-type: none"><li>• Journal entries</li><li>• Case studies</li><li>• Assignments</li><li>• Projects</li><li>• Presentations</li><li>• Quizzes / unit tests</li></ul>

# Mrs. Senkbeil's Classroom Expectations

- No cell phones or headphones
- Technology is a tool, not a toy; if it becomes a distraction, it will be taken away
- Be respectful (to yourself, to others, and classroom materials)
- Come to class on time & be present
- Be responsible; come to class prepared and ready to learn
- Work hard & do your best
- Be accountable for your learning (use class time effectively, respect due dates, check Teams/PowerSchool, etc.)
- Be open to new partnerships
- Success requires effort

# Assignment Deadlines & Late Policy

*Timely submission is a crucial aspect of academic success and reflects your commitment to the learning process. With that being said, I do recognize that life can be unpredictable; this policy aims to provide a fair and flexible framework for addressing late assignments.*

*Remember... communication is key! The earlier you reach out, the more options we have to help you succeed. 😊*

## Deadlines:

You will always know when assignments are due. Due dates will be:

- Communicated – in advance – by Mrs. Senkbeil
- Posted on Teams
- Displayed on the “Due Dates Board” in the classroom

## Missed Work (Excused Absences):

If you miss class or an assessment for a valid reason (because of illness, appointments, school events, family responsibilities, emergencies, etc.), you’re expected to:

- Have your parent/guardian contact me to excuse your absence(s)
- Check Teams to see what you missed and complete any outstanding work
- Meet with Mrs. Senkbeil to discuss missed material and demonstrate your understanding of the concepts covered

## Missed Work (Unexcused Absences):

Students who miss a due date or test without a valid reason may forfeit the opportunity to complete it later.

## Extension Policy:

Sometimes life happens! If you’re having trouble finishing something on time, talk to Mrs. Senkbeil **before the deadline** so we can figure out a plan together. Additionally, if you have a valid reason, Mrs. Senkbeil can grant a new deadline (which will be shared with you, your family, and/or your student services team). If the extended deadline is missed again, the assessment will receive a **zero**.

*Contact Mrs. Senkbeil as soon as possible if you’ve fallen behind or need help catching up. Don’t panic – we can make a plan to get you back on track!*

# OVERVIEW OF UNITS

*This course outline is tentative and may be subject to change. Units may be presented in a different order than what is listed below. The timeframe for units may vary and not all units may be covered within a semester.*

Unit Title	Learning Outcomes	Proposed Time
<b>Unit 1 –</b> Introduction and Research Methods	<p><b>Topic 1: Introduction</b></p> <p>1.1.1 Define psychology, and list and explain its goals.</p> <p>1.1.2 Describe and compare the biological, behavioural, cognitive, sociocultural, humanistic, and psychodynamic perspectives.</p> <p>1.1.3 Discuss career opportunities in the major subfields of psychology.</p> <p><b>Topic 2: Research Methods</b></p> <p>1.2.1 Describe and compare quantitative and qualitative research strategies.</p> <p>1.2.2 Demonstrate an understanding of how statistics are used in psychological research.</p> <p>1.2.3 Describe ethical issues in psychological research.</p> <p>1.2.4 Discuss the development of psychology as an empirical science.</p>	~10 classes
<b>Unit 2 –</b> Biopsychology	<p><b>Topic 3: Biological Bases of Behaviours</b></p> <p>2.1.1 Describe the structure, function and organization of the nervous system.</p> <p>2.1.2 Describe the structure and function of the major regions of the brain.</p> <p>2.1.3 Demonstrate an understanding of scientific advances that have been developed to analyze brain behaviour and disease.</p> <p>2.1.4 Compare the effects of genetics, evolution and environment on behaviour.</p> <p><b>Topic 4: Sensation and Perception</b></p> <p>2.2.1 Identify the basic concepts of sensory processes and explain their capabilities and limitations.</p> <p>2.2.2 Relate knowledge of sensory processes to applications in areas such as engineering psychology, advertising, music, and architecture.</p> <p>2.2.3 Discuss the interaction of the person and the environment in determining perception.</p> <p><b>Topic 5: Motivation and Emotion</b></p> <p>2.3.1 Apply motivational concepts to the behaviour of humans and other animals.</p> <p>2.3.2 Investigate the role of biology and learning in motivation and emotion.</p> <p>2.3.3 Describe the theories of motivation.</p> <p>2.3.4 Discuss cultural factors in emotions and motivations.</p> <p>2.3.5 Describe theories of emotion.</p>	~20 classes

	<p><b>Topic 6: Stress, Coping and Health</b></p> <p>2.4.1 Identify sources of stress, and explain the psychological and physiological reactions to stress.</p> <p>2.4.2 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.</p>	
<p><b>Unit 3 – Developmental Psychology</b></p>	<p><b>Topic 7: Life Span Development</b></p> <p>3.1.1 Describe physical, social, emotional and cognitive changes throughout the human life span.</p> <p>3.1.2 Discuss how biological and cultural notions of gender shape the experiences of men and women.</p> <p>3.1.3 Examine the development of ethnic identity.</p> <p><b>Topic 8: Personality and Assessment</b></p> <p>3.2.1 Define personality</p> <p>3.2.2 Explain the characteristics of psychodynamic, cognitive behavioural, humanistic, and trait approaches.</p> <p>3.2.3 Compare and contrast various forms of personality assessment.</p>	~10 classes
<p><b>Unit 4 – Cognitive Psychology</b></p>	<p><b>Topic 9: Learning</b></p> <p>4.1.1 Describe learning from a psychological perspective.</p> <p>4.1.2 Describe classical conditioning.</p> <p>4.1.3 Describe operant conditioning.</p> <p>4.1.4 Explain observational and cognitive learning approaches.</p> <p>4.1.5 Discuss the roles of biology and culture in learning.</p> <p><b>Topic 10: Memory</b></p> <p>4.2.1 Describe encoding.</p> <p>4.2.2 Describe sensory, short term and long term memory systems.</p> <p>4.2.3 Describe retrieval.</p> <p>4.2.4 Investigate strategies for improving memory.</p> <p><b>Topic 11: Thinking and Language</b></p> <p>4.3.1 Explain how thinking involves the manipulation and understanding of information.</p> <p>4.3.2 Recognize that information is classified into categories, containing similar properties known as concepts.</p> <p>4.3.3 Compare the different strategies and obstacles involved in problem solving and decision making.</p> <p>4.3.4 Discuss language acquisition across species.</p> <p><b>Topic 12: States of Consciousness</b></p> <p>4.4.1 Describe states and levels of consciousness.</p> <p>4.4.2 Describe the sleep cycle.</p> <p>4.4.3 Compare theories that explain why we sleep.</p> <p>4.4.4 Demonstrate an understanding of types of sleep disorders.</p> <p>4.4.5 Compare different dream theories.</p> <p>4.4.6 Describe hypnosis and its uses in psychology.</p> <p>4.4.7 Characterize the major categories of psychoactive drugs and their effects.</p>	~20 classes

	<p><b>Topic 13: Individual Differences</b></p> <p>4.5.1 Explain how intelligence and personality may be influenced by heredity and environment.</p> <p>4.5.2 Discuss theories of intelligence.</p> <p>4.5.3 Demonstrate an understanding of how intelligence is measured.</p>	
<p><b>Unit 5 –</b> Variations in Individual &amp; Group Behaviour</p>	<p><b>Topic 14: Psychological Disorders and Treatments</b></p> <p>5.1.1 Differentiate between normal, abnormal, and disordered behaviour.</p> <p>5.1.2 Discuss the major categories of disorders.</p> <p>5.1.3 Distinguish the common characteristics of disorders and cite examples.</p> <p>5.1.4 Identify the principle methods used to treat individuals with psychological disorders.</p> <p><b>Topic 15: Social &amp; Cultural Dimensions of Behaviour</b></p> <p>5.2.1 Demonstrate an understanding of person perception, attraction, social judgment, and attitude formation.</p> <p>5.2.2 Identify basic social and cultural categories and discuss how they affect behaviour.</p> <p>5.2.3 Demonstrate an understanding of the effects of the presence of others on individual behaviour.</p> <p>5.2.4 Describe how social structure can affect intergroup relations.</p> <p>5.2.5 Discuss the nature and effects of bias and discrimination toward groups such as indigenous peoples, immigrants, and refugees.</p> <p>5.2.6 Discuss the circumstances under which conformity, compliance, and obedience are likely to occur.</p> <p>5.2.7 Discuss the nature and benefits of altruism in society.</p> <p>5.2.8 Demonstrate an understanding of the role of aggression in society.</p>	~20 classes