



# 2009-2010 COURSE OUTLINE

<b>COURSE NAME:</b>	Psychology, the Real World and Me	<b>LEVEL:</b>	Cycle 2, Years 2 and 3
<b>COURSE CODE:</b>	593-554	<b>PERIODS PER CYCLE:</b>	4

## **Subject Area Competencies- The student**

<b>1.</b>	<b>Interprets, explains and/or describes behaviour by</b>
45%	- Using the scientific method and/or psychological ideas.
	- Defining and/or distinguishing among the major areas of psychology.
	- Using psychological terms and concepts.
	- Comparing and contrasting various psychological theories and/or therapeutic approaches.
	- Identifying appropriate theories/principles that are used to explain perceptual, cognitive and affective behavior.
	- Describing the basic biological structures involved in behaviour and mental processes.
<b>The BIG Idea:</b> What is psychology and why study it?	
<i>Activity Types in this competency: research and note-taking, thinking organizers, content- based tasks such as tests, essays, and ICT presentations</i>	
<b>2.</b>	<b>Examines social phenomena from a psychological/ behavioural perspective by</b>
30%	- Using psychological terms/concepts/ideas to explain various situational outcomes.
	- Hypothesizing on the possible psychological causes for specific social phenomena.
	- Describing the influence of environmental stimuli on social behaviour.
<b>The BIG Idea:</b> How does psychology help to explain the world we live in? Can psychology solve societal problems? Why do people do what they do?	
<i>Activity Types in this competency: research and note-taking, media audits, content- based tasks such as essays and ICT presentations</i>	
<b>3.</b>	<b>Develops an awareness of herself through the study of psychology by</b>
25%	- Using psychological concepts/theories/ideas to identify and describe her personality, motives, goals and values.
	- Assessing her behaviours, habits, knowledge, personality and emotions.
	- Adjusting her behaviour appropriately in order to grow, develop and work toward success.
	- Examining the nature of change.
	- Evaluating the influence of culture, school, family, peers and media on her behaviour and personality.
	- Exploring her suitability for possible careers.
<b>The BIG Idea:</b> What makes Me, "ME"? Can I become a better "ME"?	
<i>Activity Types for this competency: one-minute papers, reflective journals, self-assessment tasks, lipogram, generic/life/employability skills practice including goal setting and adjustment</i>	

Please read both our Information Handbook and the Course Description book for details on absences, homework, Parent/Teacher interviews, evaluation, requirements for graduating, requirements for entering CEGEP, and many other pertinent topics.