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| Timeline | Code and Content Description | Teaching and Learning Activities | | Resources & References | Assessments & WeightingDate Due |
| Content | Literacy, Skills |
| **Term 1**  1-2 | Introduction to Psychology:   * What is psychology? * What jobs are available in psychology? * Psychology is a science | Students should be able to:   * Define psychology * Identify the different types of psychology * Recognise the elements of science in psychology * Identify and describe different professions related to psychology | -Identifying key points of a text  -Read and comprehend texts  -Draw comparisons in texts  -Analyse patterns and trends  -Filing in glossary of new terms | Share Drive, Resource Folder |  |
| 3-4 | Introduction to Psychology:   * Ethics in Psychology | Students should be able to:   * Students are to sit their introductory quiz for psychology * Identify and describe what ethics is * Explain the importance of ethics in psychological study * Compare and contrast ethics in classic psychology experiments vs modern day experiments. | -Identifying key points of a text  -Read and comprehend texts  -Draw comparisons in texts  -Filing in glossary of new terms | Share Drive, Resource Folder | **Introduction to Psychology Quiz (5%)** |
| 5-6 | Structure/Function of Brain:   * Phrenology * The functions of the brain * Structure of brain | Students should be able to:   * Differentiate between phrenology and neurology * Identify the lobes and structures of the brain and explain some of their functions | -Identifying key points of a text  -Read and comprehend texts  -Draw comparisons in texts  -Filing in glossary of new terms  -Annotating a diagram | Share Drive, Resource Folder |  |

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| 7-8 | **Model Assessment** | Students should be able to:   * Use knowledge of scanning techniques and functions/structures of brain to model a brain | -Identifying key points of a text  -Read and comprehend texts  -Filing in glossary of new terms  -Reading and following outlines  -Constructs text for presentation | Share Drive, Resource Folder | **Model of the Brain Assessment due (15%)** |
| 9 | Analysis of psychology in media | Students should be able to:   * Identify and describe psychological disorders * Identify and describe how mental illnesses can affect peoples day to day life | -Identifying key points of a text  -Read and comprehend texts  -Draw comparisons in texts  -Analyse patterns and trends | A Beautiful Mind |  |
| **Term 2**  Week 1 | Mental illness   * Types of mental illness * Effects of mental illness | Students should be able to:   * Define mental illness * Understand that mental illness can act upon a spectrum * Identify the main types of mental illnesses (mood, anxiety, personality, psychotic, eating trauma-related, substance abuse) | -Identifying key points of a text  -Read and comprehend texts  -Draw comparisons in texts  -Analyse patterns and trends  -Filing in glossary of new terms | Share Drive, Resource Folder |  |

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| **Term 2**  2-3 | **Completing Presentation** | Students should be able to:   * Use research skills to research the symptoms, effects, and causes of a type of mental illness | -Constructs text for presentation  -Reading and following outlines  -Comprehending steps  -Identifying key points of a text  -Filing in glossary of new terms | Share Drive, Resource Folder | **Mental Illness Presentation (15%)** |
| 4-5 | Cognition - Perception vs Sensation   * Sensation – senses * Perception – visual illusion * Attention – selective and divided | Students should be able to:   * Differentiate the difference between perception and sensation * Subjective vs objective information * Differentiate the difference between selective and divided attention * Patterns of recognition in perception | -Identifying key points of a text  -Read and comprehend texts  -Draw comparisons in texts  -Annotating a diagram  -Filing in glossary of new terms | Share Drive, Resource Folder |  |
| 6-7 | Cognition – Physiological response to consciousness   * Electrical activity of the brain (EEG) * Heart rate * Body temperature | Students should be able to:   * Explain the advantages and disadvantages of using objective measures such as physiological response to consciousness when conducting a study * How physical stimulus can alter consciousness and processing | -Identifying key points of a text  -Read and comprehend texts  -Draw comparisons in texts  -Annotating a diagram  -Filing in glossary of new terms | Share Drive, Resource Folder |  |

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| Timeline | Code and Content Description | Teaching and Learning Activities | | Resources & References | Assessments & WeightingDate Due |
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| 8-9 | * Parasympathetic/ sympathetic nervous system | * Identify symptoms associated with the sympathetic and parasympathetic nervous systems * Compare and contrast between parasympathetic and sympathetic nervous systems | -Identifying key points of a text  -Read and comprehend texts  -Draw comparisons in texts  -Analyse patterns and trends  -Filing in glossary of new terms | Share Drive, Resource Folder | **Semester 1 Online Notes (10%)** |
| 10 | Forensic Psychology and Lying   * Pathological liars * Pathological liars * Galvanic skin response * Polygraph * Control question test | Students should be able to:   * Define lying and a pathological liar * Describe how a polygraph works * Explain the advantages and disadvantages of using a polygraph | -Identifying key points of a text  -Read and comprehend texts  -Annotating a diagram -Analyse patterns and trends  -Filing in glossary of new terms | Share Drive, Resource Folder |  |
| 11 | Analysis of psychology in media | Students should be able to:   * Students are to complete their Online Notebook for Semester 2 and submit it. * Identify and describe types of lies * Identify and describe how people can lie on a deliberate or unconscious level | -Identifying key points of a text  -Read and comprehend texts  -Draw comparisons in texts  -Analyse patterns and trends | Liar Liar |  |

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| Timeline | Code and Content Description | Teaching and Learning Activities | | Resources & References | Assessments & WeightingDate Due |
| Content | Literacy, Skills |
| **Term 3**  1-2 | Cognition - Memory:   * Processes of memory –encoding, retrieval, storage * Retrieval cues | Students should be able to:   * Explain the movement of memory into stages through different processes of memory * Factors that can affect memory * Memory training | -Identifying key points of a text  -Read and comprehend texts  -Annotating a diagram  -Analyse patterns and trends  -Filing in glossary of new terms | Share Drive, Resource Folder |  |
| 3-4 | **Reliability of Memory Assignment** | Students should be able to:   * Collate information taught on the reliability of memory. Students will then conduct their own memory reliability experiment in class | -Constructs text for presentation  -Reading and following outlines  -Comprehending steps  -Identifying key points of a text  -Filing in glossary of new terms  -Analyse patterns and trends | Share Drive, Resource Folder | **Reliability of Memory Assignment (15%)** |
| 5 | Forensic Psychology - memory:   * Eye witness testimony - Photofits * Police line-up * Misleading question | Students should be able to:   * Discuss the effect of the interviewer on eye-witness testimonies * Explain how police line ups can target individuals * Explain what photofits are | -Identifying key points of a text  -Read and comprehend texts  -Draw comparisons in texts  -Filing in glossary of new terms | Share Drive, Resource Folder |  |

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| Timeline | Code and Content Description | Teaching and Learning Activities | | Resources & References | Assessments & WeightingDate Due |
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| 6-7 | **Amnesia Assignment** | Students should be able to:   * Collate information taught on memory and link it to Amnesia | -Constructs text for presentation  -Reading and following outlines  -Comprehending steps  -Identifying key points of a text  -Filing in glossary of new terms | Share Drive, Assessment Folder. | **Amnesia Assignment (15%)** |
| 8-9 | Social Psychology – Types of relationships   * Antisocial behaviour * Prosocial behaviour | Students should be able to:   * Compare and contrast antisocial and prosocial behaviours between relationships * Identify categories prosocial and antisocial behaviours * Identify, describe and analysis the effect of social media on antisocial and prosocial behaviours | -Identifying key points of a text  -Read and comprehend texts  -Draw comparisons in texts  -Analyse patterns and trends  -Filing in glossary of new terms | Share Drive, Resource Folder |  |
| 10 | Analysis of psychology in media | Students should be able to:   * Identify and describe emotional development * Identify and describe how normative behaviours and conformity affects individuals. | -Identifying key points of a text  -Read and comprehend texts  -Draw comparisons in texts | Inside Out |  |

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| **Term 4**  1-2 | Social Psychology   * Diffusion of responsibility * Bystander effect – Kitty Genovese | Students should be able to:   * Describe what the bystander effect is * Explain how diffusion of responsibility leads to the bystander effect * List and describe factors that affect group behaviours (eg mob mentality) * Identify how the case study of Kitty Genovese is linked to the bystander effect | -Identifying key points of a text  -Read and comprehend texts  -Draw comparisons in texts  -Analyse patterns and trends  -Filing in glossary of new terms | Share Drive, Resource Folder |  |
| 3-4 | Social Psychology   * Conformity * Compliance * Asch’s Line Experiment | Students should be able to:   * Define conformity * Compare and contrast compliance and conformity * List and describe factors that affect compliance and conformity * Using Asch’s Line experiment to explain the effect conformity has to behavioural responses in groups | -Identifying key points of a text  -Read and comprehend texts  -Draw comparisons in texts  -Analyse patterns and trends  -Filing in glossary of new terms | Share Drive, Resource Folder |  |
| 5-6 | Social Psychology   * Obedience * Milgram – Shock experiment * Zimbardo – Stanford Prison Experiment | Students should be able to:   * Define obedience * List and describe factors that affect obedience * Explain, using evidence such as Milgram and Zimbaro, how obedience is formed in group situations | -Identifying key points of a text  -Read and comprehend texts  -Draw comparisons in texts  -Analyse patterns and trends  -Filing in glossary of new terms | Share Drive, Resource Folder |  |

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| Timeline | Code and Content Description | Teaching and Learning Activities | | Resources & References | Assessments & WeightingDate Due |
| Content | Literacy, Skills |
| 7-8 | **End of Topic Test** | * Students are to revise for their end of topic test (week 8). * Students are to complete their Online Notebook for Semester 2 and submit it. | -Identifying key points of a text  -Read and comprehend texts  -Draw comparisons in texts  -Analyse patterns and trends | Share Drive, Resource Folder | **End of Topic Test (15%)** **Semester 2 Online Notes (10%)** |
| 9-10 | Analysis of psychology in media | Students should be able to:   * Identify and describe psychological disorders * Identify and describe how normative behaviours and conformity affects individuals. | -Identifying key points of a text  -Read and comprehend texts  -Draw comparisons in texts  -Analyse patterns and trends  -Filing in glossary of new terms | Soul |  |

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| **Term** | **Assessment** | **Task week** | **Weighting** |
| **Term 1** | Introduction to Psychology Quiz | **Term 1, Week 4** | **(5%)** |
| **Model of the Brain Assessment** | **Term 1, Week 7-8** | (15%) |
| **Term 2** | **Mental Illness Presentation** | **Term 2, Week 1-2** | (15%) |
| **Semester 1 Online Notes** | **Term 2, Week 8** | **(10%)** |
| **Term 3** | **Amnesia Assignment due** | **Term 3, Week 3-4** | (15%) |
| **Reliablity of Memory Assessment** | **Term 3, Week 6-7** | **(15%)** |
| **Term 4** | **Topic Test on Memory and Social Psychology** | **Term 4, Week 8** | (15%) |
| **Semester 2 Online Notes** | **Term 4, Week 8** | **(10%)** |

# Australian Curriculum References

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| General Capabilities | Cross Curricula Priorities |
| Formulate questions or hypotheses that can be investigated scientifically [(ACSIS198)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/year-10/acsis198) | * HASS - societal norms vary between countries and groups |
| Plan, select and use appropriate [investigation](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/investigation) types, including field work and laboratory experimentation, to collect [reliable data](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/reliable-data); assess risk and address ethical issues associated with these methods [(ACSIS199)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/year-10/199) | * HASS - group psychology and its effect on demonstrations and protests |
| Use knowledge of scientific concepts to draw conclusions that are consistent with [evidence](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/evidence) [(ACSIS204)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/year-10/acsis204) | * HASS - conformity, compliance and obediences effects due to governments or groups |
| Communicate scientific ideas and information for a particular purpose, including constructing [evidence](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/evidence)-based arguments and using appropriate [scientific language](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/scientific-language), conventions and representations [(ACSIS208)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/year-10/acsis208) | * Digital Technologies – impact social media/trends have on an individual and population |
| Critically [analyse](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/analyse) the [validity](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/validity) of information in primary and secondary sources, and [evaluate](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/evaluate) the approaches used to solve problems [(ACSIS206)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/year-10/acsis206) | * HPE – mental health and the impacts of mental illnesses |