2019 Saskatchewan Curriculum

Psychology 30: Human Development

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Introduction

Psychology 30 is considered a part social science education and is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its various components and initiatives, Core Curriculum supports the achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to the *Registrar's Handbook for School Administrators* found on the Government of Saskatchewan website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Government of Saskatchewan website for policy and foundation documents.

This curriculum provides the intended learning outcomes that *Psychology 30* students are expected to achieve in *Psychology 30* by the end of the course. The curriculum reflects current social science education research and updated technology and is responsive to changing demographics within the province.

All students will work toward the achievement of the provincial outcomes. Some students, however, will require additional supports. Effective instruction, including the use of the Adaptive Dimension, will support most students in achieving success. The Adaptive Dimension refers to the concept of making adjustments to any or all of the following variables: learning environment, instruction, assessment and resources. Adjustments to these variables are intended to make learning meaningful and appropriate and to support achievement. **Within the context of the Adaptive Dimension, curricular outcomes are not changed; adaptive variables are adjusted so that they curricular outcomes can be achieved. Please refer to the Saskatchewan Curriculum website for more information on the Adaptive Dimension.**

Course Synopsis

Psychology 30 is designed for students to explore the factors influencing biological, cognitive, emotional and spiritual development across the lifespan. Students will learn about human growth and changes in behaviour from infancy through adulthood and examine the impact of nature and nurture on human development. Students will also investigate major theoretical perspectives, research methods and Saskatchewan First Nations and Métis perspectives related to lifespan development and engage in investigative inquiries of contemporary psychology issues.

Grades 10-12 [Subject area] Framework

[Indicate course offerings for this area of study]

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. All areas of study contribute to student achievement of the Goals of Education through helping students achieve knowledge, skills and attitudes related to these Broad Areas of Learning. The K-12 goals and grade level outcomes for each area of study are designed for students to reach their full potential in each of the following Broad Areas of Learning.

Sense of Self, Community and Place*

(Related to the following Goals of Education: Understanding and Relating to Others, Self Concept Development and Spiritual Development)

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages and practices from the diversity of cultures in our province, including First Nations and Métis. Through these relationships, students demonstrate empathy and a deep understanding of self, others and the influence of place on identity. In striving to balance their intellectual, emotional, physical and spiritual dimensions, students' sense of self, community and place is strengthened.

In the social sciences, students develop an awareness of differing understandings and worldviews. As students think critically about contemporary and historical events, ideas and issues from diverse perspectives, students develop a deeper understanding of themselves and the pluralistic nature of cultures, communities and societies.

Lifelong Learners

(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle)

Students are curious, observant and reflective as they imagine, explore and construct knowledge. They demonstrate the understandings, abilities and dispositions necessary to learn from subject discipline studies, cultural experiences and other ways of knowing the world. Such ways of knowing supports students' appreciation of Indigenous worldviews and learning about, with and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Throughout their study of the social sciences, students bring a natural curiosity about their world which provides the motivation to discover and explore their personal interests more deeply. Students seek and value learning experiences, knowing that it is necessary to learn throughout life in order enhance their appreciation of the significance and relevance of historical and contemporary questions and issues related to the social sciences.

Engaged Citizens

(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society and Growing with Change)

Students demonstrate confidence, courage and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social and economic sustainability of local and global communities. Their informed life, career and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

As active and responsible citizens, students in the social sciences engage in discussions, negotiations and debates regarding Canadian and global social issues. Students learn how to build consensus, resolve conflicts and take action locally, nationally and globally. Values and attitudes that support active and responsible citizenship are central to social sciences learning. These include respect for democratic ideals such as justice and equality, and appreciation of the rights, privileges, and responsibilities of citizenship. Students will examine the contribution individuals can make to the sustainability of communities. As students interact and explore diverse perspectives, they will build the competencies required for active and responsible citizenship in the Canadian context.

*A sense of place is a geographical concept that attempts to define our human relationships with the environment and knowledge derived from this relationship.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understanding, values, skills and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade.

Developing Thinking

(Related to CEL of Critical and Creative Thinking)

Constructing knowledge (i.e., factual, conceptual, procedural, and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively, and critically in a variety of situations, both independently and with others.

Think and learn contextually

- Apply prior knowledge, experiences, and the ideas of self and others in new contexts.
- Analyze connections or relationships within and/or among ideas, experiences, or natural and constructed objects.
- Recognize that a context is a complex whole made of parts.
- Analyze a particular context for ways that parts influence each other and create the whole.
- Explore norms*, concepts, situations, and experiences from several perspectives, theoretical frameworks, and worldviews.

Think and learn creatively

- Show curiosity and interest in the world, new experiences, materials, and puzzling or surprising events.
- Experiment with ideas, hypotheses, educated guesses, and intuitive thoughts.
- Explore complex systems and issues using a variety of approaches such as models, simulations, movement, self-reflection, and inquiry.
- Create or re-design objects, designs, models, patterns, relationships, or ideas by adding, changing, removing, combining, and separating elements.
- Imagine and create central images or metaphors for subject area content or cross-disciplinary ideas.

Think and learn critically

- Analyze and critique objects, events, experiences, ideas, theories, expressions, situations, and other phenomena.
- Distinguish among facts, opinions, beliefs, and preferences.
- Apply various criteria to assess ideas, evidence, arguments, motives, and actions.
- Apply, evaluate, and respond to differing strategies for solving problems and making decisions.
- Analyze factors that influence self and others' assumptions and abilities to think deeply, clearly, and fairly.

*Norms can include unexamined privilege (i.e., unearned rights/entitlements/immunity/exemptions associated with being "normal") which creates a power imbalance gained by birth, social position, or concession and provides a particular context.

Developing Identity and Interdependence

(Related to CELs of Personal and Social Development and Technological Literacy)

Identity develops as an individual interacts with others and the environment, and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others, and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others, and the ability to contribute to a sustainable future.

Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually)

- Recognize that cultural and linguistic backgrounds, norms, and experiences influence identity, beliefs, values, and behaviours.
- Develop skills, understandings, and confidence to make conscious choices that contribute to the development of a healthy, positive self-identity.
- Analyze family, community, and societal influences (such as recognized and unrecognized privileges) on the development of identity.
- Demonstrate self-reliance, self-regulation, and the ability to act with integrity.
- Develop personal commitment and the capacity to advocate for self.

Understand, value, and care for others

- Demonstrate open-mindedness* toward, and respect for all.
- Learn about various peoples and cultures.
- Recognize and respect that people have values and worldviews that may or may not align with one's own values and beliefs.
- Value the varied abilities and interests of individuals to make positive contributions to society.
- Advocate for the well-being of others.

Understand and value social, economic, and environmental interdependence and sustainability**

- Examine the influence of worldviews on one's understanding of interdependence in the natural and constructed world.
- Evaluate how sustainable development depends on the effective and complex interaction of social, environmental, and economic factors.
- Analyze how one's thinking, choices, and behaviours affect living and non-living things, now and in the future.
- Investigate the potential of individual and group actions and contributions to sustainable development.
- Demonstrate a commitment to behaviours that contribute to the well-being of the society, environment, and economy – locally, nationally, and globally.

*Open-mindedness refers to a mind that is open to new ideas, and free from prejudice or bias in order to develop an "ethical space" between an existing idea and a new idea (Ermine).

**Sustainability refers to making informed decisions for the benefit of ourselves and others, now and for the future, and to act upon those decisions for social, economic, and environmental well-being.

Developing Literacies

(Related to CELs of Communication, Numeracy, Technological Literacy, and Independent Learning)

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills, and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate, and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

Construct knowledge related to various literacies

- Acknowledge the importance of multiple literacies in everyday life.
- Understand that literacies can involve words, images, numbers, sounds, movements, and other representations and that these can have different interpretations and meanings.
- Examine the interrelationships between literacies and knowledge, culture, and values.
- Evaluate the ideas and information found in a variety of sources (e.g., people, databases, natural and constructed environments).
- Access and use appropriate technologies to investigate ideas and deepen understanding in all areas of study.

Explore and interpret the world using various literacies

- Inquire and make sense of ideas and experiences using a variety of strategies, perspectives, resources, and technologies.
- Select and critically evaluate information sources and tools (including digital) based on the appropriateness to specific tasks.
- Use various literacies to challenge and question understandings and interpretations.
- Interpret qualitative and quantitative data (including personally collected data) found in textual, aural, and visual information gathered from various media sources.
- Use ideas and technologies in ways that contribute to creating new insight.

Express understanding and communicate meaning using various literacies

- Create, compute, and communicate using a variety of materials, strategies, and technologies to express understanding of ideas and experiences.
- Respond responsibly and ethically to others using various literacies.
- Determine and use the languages, concepts, and processes that are particular to a discipline when developing ideas and presentations.
- Communicate ideas, experiences, and information in ways that are inclusive, understandable, and useful to others.
- Select and use appropriate technologies in order to communicate effectively and ethically.

Developing Social Responsibility

(Related to CELs of Communication, Critical and Creative Thinking, Personal and Social Development, and Independent Learning)

Social responsibility is the ability of people to contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space* to engage in dialogue, address mutual concerns, and accomplish shared goals.

Use moral reasoning processes

- Evaluate the possible consequences of a course of action on self, others, and the environment in a particular situation.
- Consider the implications of a course of action when applied to other situations.
- Consistently apply fundamental moral values** such as “respect for all”.
- Demonstrate a principle-based approach to moral reasoning.
- Examine how values and principles have been and continue to be used by persons and cultures to guide conduct and behaviour.

Engage in communitarian thinking and dialogue

- Model a balance in speaking, listening, and reflecting.
- Ensure that each person has an opportunity to contribute.
- Demonstrate courage to express differing perspectives in a constructive manner.
- Use consensus-building strategies to work towards shared understanding.
- Be sensitive to, and respectful of, diversity and different ways of participating.

Take social action

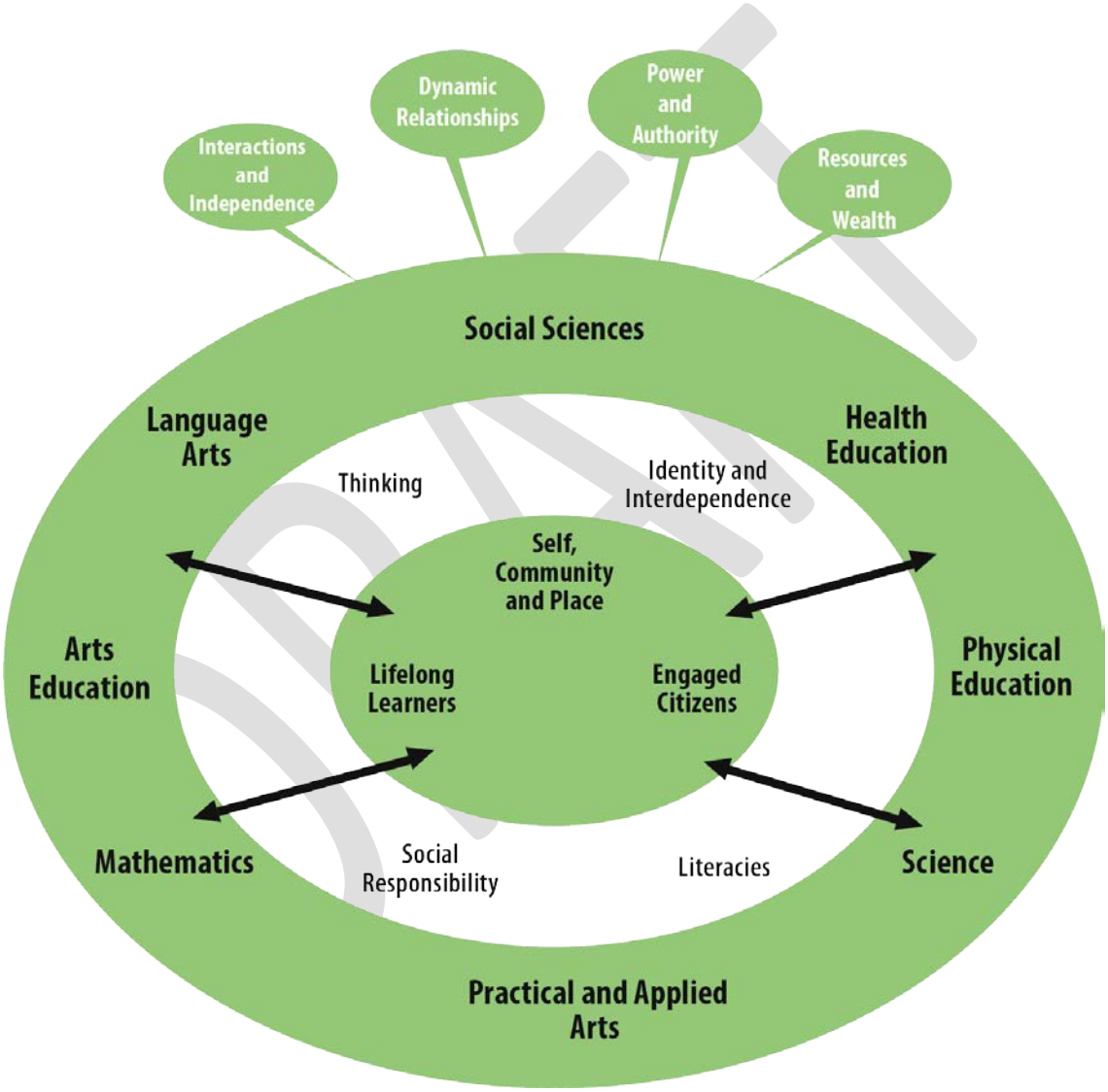
- Demonstrate respect for and commitment to human rights, treaty rights, and environmental sustainability.
- Contribute to harmony and conflict resolution in own classroom, school, family, and community.
- Provide support in a manner that is respectful of the needs, identity, culture, dignity, and capabilities of all persons.
- Support individuals in making contributions toward achieving a goal.
- Take responsible action to change perceived inequities or injustice for self and others.

*An ethical space exists between separate worldviews. In this space, "we can understand one another's knowledge systems" (Ermine, 2006). For further information, see Willie Ermine's work related to ethical space.

**The most basic moral value underlying development of the CEL of Personal and Social Development is that of respect for persons. For further discussion, related to fundamental moral values, refer to Understanding the Common Essential Learnings: A Handbook for Teachers (1988, pages 42-49). See also the Renewed Objectives for the CELs of Critical and Creative Thinking and Personal and Social Development (2008).

Aim and Goals

The purpose of Kindergarten to Grade 12 Social Studies is to help students know and appreciate the past, understand the present, influence the future, and make connections between events and issues of the past, the present, and the future. Further, its purpose is to make students aware that, just as contemporary events have been shaped by actions taken by people in the past, they have the opportunity to shape the future. The ultimate aim is for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.



Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study by the end of Grade 12. The four goals of K-12 Social Studies and Social Sciences education are to:

• examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations (IN).

• analyze the dynamic relationships of people with the land, environments, events, and ideas as they have affected the past, shape the present, and influence the future (DR).

• investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations (PA).

• examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment, and contribute to sustainable development (RW).

The **Interactions and Interdependence goal (IN)** recognizes and encompasses the disciplines of anthropology, archaeology, philosophy, psychology, and sociology within the social studies and social sciences, while the Dynamic Relationships goal (DR) recognizes and encompasses the disciplines of geography and history. As well, the **Power and Authority goal (PA)** recognizes and encompasses the disciplines of political science and law, while the **Resources and Wealth goal (RW)** recognizes and encompasses the disciplines of economics and environmental studies.

Inquiry

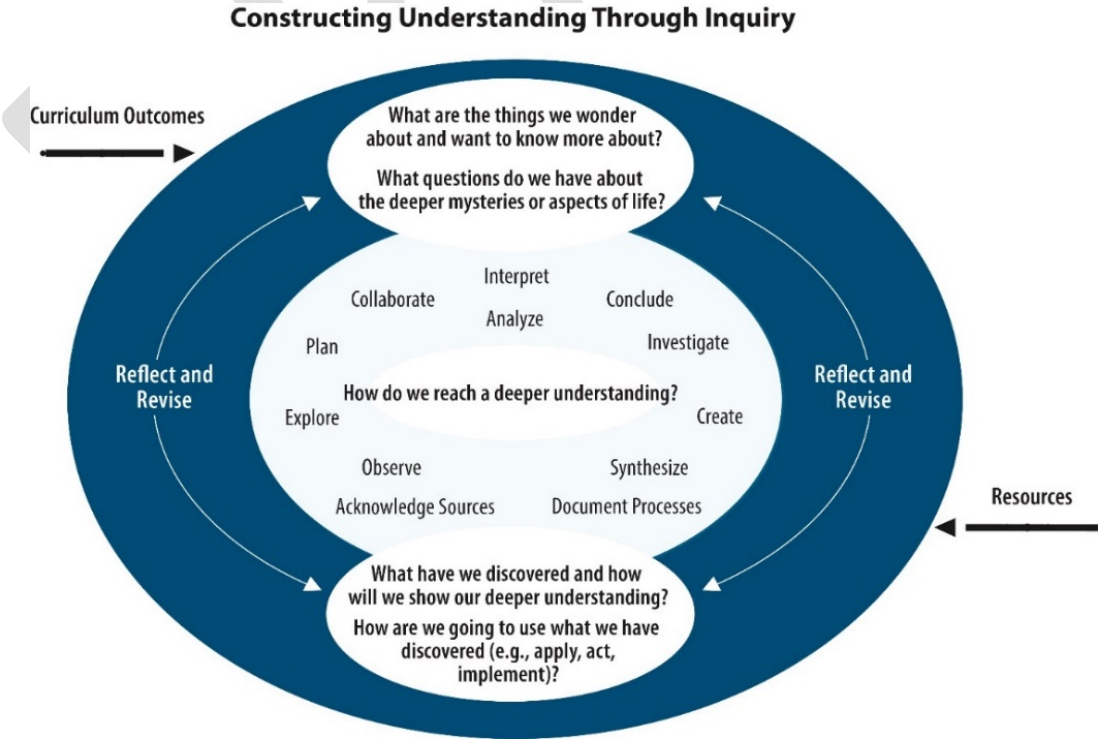
Inquiry learning provides students with opportunities to build knowledge, abilities and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

"My teacher (Elder) liked it when I asked questions, this way it reassured him that I understood his teachings. He explained every detail, the meaning and purpose. Not only talked about it, but, showed me! Communication, critical and creative thinking was important." (Traditional Knowledge Keeper Albert Scott)

Students who are engaged in inquiry:

- construct deep knowledge and deep understanding, rather than passively receiving information;
- are directly involved and engaged in the discovery of new knowledge;
- encounter alternative perspectives and differing ideas that transform knowledge and experience into deep understandings;
- transfer new knowledge and skills to new circumstances; and,
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)



Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights and construction of new knowledge. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process. The following graphic shows various phases of the cyclical inquiry process.

An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible. Student documentation of the inquiry process may take the form of works-in-progress, reflective writing, journals, reports, notes, models, arts expressions, photographs, video footage, action plans and many more.

Creating Questions for Inquiry

It is important that teachers and students learning within meaningful contexts that relate to their lives, communities and world. Teachers and students need to identify big ideas and questions for deeper understanding central to the area of study.

Big ideas invoke inquiry questions. These questions are important in developing a deep understanding of the discipline or an area of study within the discipline. They do not have obvious answers and they foster high-order thinking. They invite genuine inquiry.

It is important to develop questions that are evoked by student interests and sense of wonder and have potential for rich and deep learning. These questions are used to initiate and guide inquiries that lead to deep understandings about topics, problems, ideas, challenges, issues, concepts and areas of study related to curriculum content and outcomes.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning and develop new questions for further inquiry.

The process of constructing questions for deep understanding can help student grasp the important disciplinary or interdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions lead to more specific questions that can provide a framework, purpose and direction for the learning activities in a lesson, or series of lessons, and help student connect what they are learning to their experiences and life beyond school.

Effective questions in *Psychology 30* are the key to fostering students' critical thinking and problem solving. Possible questions that lead to deeper understanding and encourage students to appreciate and reflect on the complex, dynamic, reciprocal and personal aspects of human development across the lifespans include:

- What factors might influence a child learning to speak and understand a language?
- What are the roles of nature and nurture in shaping our behaviour?
- How are emotions connected to our biological influences?

- What are ethical and moral issues involved in genetic engineering?
- How might single child families or birth order of children in a family impact own life?
- How do individuals form social perceptions, make sense of behaviours of others and form judgements?
- What are historical shifts and controversies regarding conception, differing opinions of when life begins, abortion issues and infanticide?
- How might communities shape sense of self?
- How might various cultures and world views understand the lifespan cycle?

The above are only a few examples of questions to move students' inquiry towards deeper understanding. Examples of questions appear throughout the indicators related to different outcomes to support students' deeper understanding. Effective questioning is essential for student learning and these questions should be an integral part of teacher planning.

An Effective Social Sciences Program

Students learn most effectively in environments that promote active learning through purposeful and challenging experiences. Learning opportunities such as debate, role play, simulation, field experiences and land-based learning should increase student engagement and encourage problem solving, critical and creative thinking, decision making, discussion and reflection.

Students approach learning in multiple ways. Teachers need to actively respond to the strengths, needs and interests of individual students. Instructional strategies should provide opportunities for interaction and collaboration as well as for independent learning. Adaptions to the learning environment, resource materials or instructional and assessment strategies accommodate individual needs and abilities.

Students learn most effectively when they find personal relevance in what is being taught. Instruction should clearly establish connections between what is taught and students' current lives and prior knowledge and experience. Utilizing case studies and current events encourages making meaningful connections.

Students should be engaged in student-directed inquiry that is personally, as well as academically meaningful. Inquiry learning offers flexibility in selecting resources that are appropriate for the variations in language development, ability and interests found in every classroom. Student led inquiries involve students in the planning process, allow flexibility and choice and provide opportunities to reinforce, enrich and extend the learning for students in a collaborative environment. A range of ethical and diverse research methods and resources including print, non-print and community resources can be used by students in their inquiries as they learn how to analyze, organize, apply and communicate information and defend their opinions.

Students should have opportunities to develop and clarify their own views and values and appreciate and respect diverse viewpoints by reflecting on information and ideas from multiple perspectives about a variety of concepts, issues and topics. Teachers should use a variety of instructional strategies to encourage students to examine, clarify and reflect upon their personal values and viewpoints, as well as those of others. Resources selected should represent a diversity of cultural perspectives and allow for discussion of stereotypical beliefs and cultural biases.

Students should see themselves as citizens who are active and effective participants in an interdependent world who can recognize, speak out and take action against injustice. Instruction should provide opportunities to develop, value and practise citizenship skills. As students explore, reflect on issues, construct thoughtful points of views and recommend and engage in appropriate actions, they develop a sense of social compassion, fairness and justice.

Using this Curriculum

Outcomes define what students are expected to know, understand and be able to do by the end of a grade or secondary level course in a particular area of study. Therefore, all outcomes are required. The outcomes provide direction for assessment and evaluation, and for program, unit and lesson planning.

Outcomes:

- focus on what students will learn rather than what teachers will teach;
- specify the skills, abilities, knowledge and/or attitudes students are expected to demonstrate;
- are observable, assessable and attainable; and
- are supported by indicators which provide the breadth and depth of expectations.

Indicators are representative of what students need to know and/or be able to do in order to achieve an outcome. When planning for instruction, teachers must comprehend the set of indicators to understand fully the breadth and the depth of learning related to a particular outcome. Based on this understanding of the outcome, teachers may develop indicators that are responsive to students' needs, interests and prior learning. Teacher-developed indicators must maintain the intent of the outcome.

The set of indicators for an outcome:

- provides the intent (breadth and depth) of the outcome;
- tells the story, or creates a picture, of the outcome;
- defines the level and types of knowledge required; and
- is not a checklist or prioritized list of instructional activities or assessment items.

Other Terms

Within curricula, the terms "including", "such as" and "e.g.," serve specific purposes:

- **Including** prescribes content, contexts or strategies that students must experience in their learning, without excluding other possibilities.
- **Such as** provides examples of possible broad categories of content, contexts or strategies that teachers or students may choose, without excluding other possibilities.
- **E.g.** offers specific examples of what a term, concept or strategy might look like.
- **I.e.** means 'that is' and clarifies the term, concept or strategy it follows.

Outcomes at a Glance

P30.1 Examine historical shifts in psychology including major theoretical perspectives, research methods related to lifespan development using Western and Indigenous perspectives.
P30.2 Investigate theories of nature and nurture and the impact of biological, cognitive, emotional and spiritual factors on lifespan development.
P30.3 Investigate factors that influence development of the four domains (i.e., biological, cognitive, emotional, spiritual) from conception to five years.
P30. 4 Investigate factors that influence development of the four domains (i.e., biological, cognitive, emotional, spiritual) from 6 to 12 years.
P30.5 Investigate factors that influence development of the four domains (i.e., biological, cognitive, emotional, spiritual) from adolescence to early adulthood.
P30.6 Investigate ways in which biological influences affect thoughts, feelings in relation to development.
P30.7 Examine cognition as it applies to lifespan development.
P30.8 Examine interconnectedness of the four domains (i.e., biological, cognitive, emotional, spiritual) of the whole person through lifespan development.
P30.9 Investigate contemporary developmental psychology issues.
P30.10 P30.10 Design and carry out a detailed exploration of one or more topics of personal interest relevant to *Psychology 30*.

Legend

P30.1

P30	Course name
1	Outcome number
a	indicator

P30.1 Examine historical shifts in psychology including major theoretical perspectives, research methods related to lifespan development using Western and Indigenous perspectives.

Indicators

a. Examine and compare various historical and current cognitive development theories, such as, First Nations and Métis Elders' and Knowledge Keepers' traditional ways of knowing and western development theorists.
b. Explore and compare historical shifts within Western European theoretical perspectives of psychology (e.g., psychodynamic, behavioural, cognitive, humanistic, evolutionary, sociocultural) and First Nations and Métis traditional worldviews.
c. Investigate developmental psychology as an evolving science.
d. Examine the roles of the four domains of human development (i.e., biological, cognitive, socioemotional, spiritual) in developmental psychology.
e. Analyze and discuss validity, reliability and ethical issues in various quantitative and qualitative research methods (e.g., experimental, interview, observation, case study) used in psychology.

P30.2 Investigate theories of nature and nurture and the impact of biological, cognitive, emotional and spiritual factors on lifespan development.

Indicators

a. Investigate how physical (e.g., gross and fine motor skills), cognitive (e.g., thinking and memory), socioemotional (e.g., temperament) and spiritual (e.g., personal beliefs, value systems) aspects of development interact to support development of a child.
b. Analyze aspects of human development that might be attributed exclusively to heredity or inherited factors.
c. Investigate how gender identities can influence biological, cognitive, socioemotional and spiritual development during childhood.
d. Examine roles and influences (e.g., morals, prosocial and antisocial behaviour, motivation, discipline philosophies) of families and peers on lifespan development.
e. Investigate ways individuals' support systems (e.g., parents, foster parents, extended family caregivers, social, religious and cultural organizations, worldviews) influence thoughts, feelings and behaviour.
f. Conduct an inquiry into how different cultures and perspectives view lifespan development.
g. Analyze and compare roles of nature (e.g., hereditary traits, individual abilities and capacities) and nurture (e.g., environmental influences) that shape behaviour on lifespan development.
h. Investigate how trauma from historical and current events (e.g., genocide, Residential Schools, Sixties Scoop) impacts biological, cognitive, socioemotional and spiritual development of a child (e.g., epigenetic).

P30.3 Investigate factors that influence development of the four domains (i.e., biological, cognitive, emotional, spiritual) from conception to five years.

Indicators

a. Summarize processes of physical, cognitive and emotional development from conception to birth, infancy and early childhood.
b. Investigate the development of the nervous system and the brain from birth to five years.
c. Investigate sensory and perceptual systems from birth to five years.
d. Examine stages of pregnancy and complications that can arise.
e. Compare effects of healthy and unhealthy lifestyles on fetal development.
f. Examine beginnings of personality in infants (e.g., temperament, early socialization, types of attachments, affects of social deprivation).
g. Investigate stages of communication processes and language development in early childhood.
h. Investigate criteria for toys available for young children (e.g., infants, toddlers, preschoolers) that develop gross and fine motor skills.
i. Design and create a toy for a young child that develops gross and fine motor skills.

P30.4 Investigate factors that influence development of the four domains (i.e., biological, cognitive, emotional, spiritual) from 6 to 12 years.

Indicators

a. Summarize and discuss key changes (e.g., biological, cognitive, emotional and spiritual) in development of children from 6 to 12 years.
b. Analyze Jean Piaget's four stages of cognitive development (i.e., sensorimotor, preoperational, concrete operational, formal operational) and their relationships to the four domains of development.
c. Discuss Howard Gardner's theory of Multiple Intelligences and connections to childhood development.
d. Investigate how various dynamics of a family have changed throughout history and creatively represent these dynamics (e.g., dramatic role play, song, illustrated timeline, fictional parenting blog).
e. Examine influences of parent-child interaction during significant life events (e.g., death, adoption, blended families, parental separation/divorce) on childhood development.
f. Investigate the physical, cognitive and emotional benefits of unstructured creative play during childhood.
g. Explore the influence of biological, cognitive, emotional and spiritual domains on the development of identity in childhood.

P30.5 Investigate factors that influence development of the four domains (i.e., biological, cognitive, emotional, spiritual) from adolescence to early adulthood.

Indicators

a. Summarize and discuss key changes (e.g., biological, cognitive, emotional and spiritual) in development from adolescence to early adulthood.
b. Create a representation (e.g., drama, video, song, visual) demonstrating understanding of key changes from adolescence to early adulthood.
c. Investigate ways sociocultural environments influence adolescent development.
d. Analyze influences (e.g., cultural, gender, family, peers, media, poverty) on self-concept.
e. Research how individuals form social perceptions, make sense of behaviours of others and form judgements about other people.
f. Examine development of agency (i.e., acting independently and making own choices) and co-agency (i.e., interactive, mutually supportive relationships) in adolescence.
g. Analyze how an individual or groups may encounter obstacles (e.g., racial or gender privilege, ideals of beauty) within mainstream society that can impact their sense of agency and ability to achieve personal goals.
h. Investigate similarities and differences among stereotypes, prejudice and discrimination and discuss potential impact on adolescent development.
i. Examine issues and challenges in adolescence (e.g., substance abuse, eating disorders, juvenile violence, crime, self-harm, suicide).
j. Examine emotional and social issues and challenges involved in becoming a parent (e.g., values, family genetic history, parenting styles, spiritual beliefs, parent age, finances).
k. Investigate influences of spiritual beliefs and cultural rites of passage (e.g., birth, intimacy, group behaviour, marriage, death) on individuals.

P30.6 Investigate ways in which biological influences affect thoughts, feelings and emotions in relation to development.

Indicators

a. Identify parts and functions of the central nervous system (e.g., brain, spinal cord, neurons) and the endocrine system (e.g., thyroid, pituitary pancreas).
b. Design a visual (e.g., superhero or villain with nervous system enhancements or flaws) to represent similarities, differences and interconnectedness of the nervous and endocrine systems.
c. Examine ways emotions are connected to biological influences.
d. Analyze the role of nutrition on thoughts, biological and emotional development.
e. Analyze the effects of traditional food diets (e.g., Western, Indigenous, East Indian) vs. processed food diets and their impact on health and emotional well-being.
f. Conduct an inquiry into how injuries or health conditions affecting the nervous and/or endocrine system can influence thoughts, feelings, perceptions and behaviour.

P30.7 Examine cognition as it applies to lifespan development.

Indicators

a. Examine various historical and current western cognitive development theories (e.g., Vygotsky, Piaget) and traditional Indigenous views of cognitive development.
b. Examine developmental changes in cognition from childhood through adolescence.
c. Investigate what is meant by “adolescent egocentrism" and effects on one’s life.
d. Examine connections between cognition and memory (e.g., memory tools, dementia, Alzheimer’s, muscle memory).
e. Distinguish differences among learning styles theories (e.g., visual/spatial, logical/mathematical, kinesthetic) and examine their roles in learning and surrounding controversies.
f. Create a representation (e.g., mind map, cluster diagram, 3D model, mobile, game, song) depicting one’s learning style strengths.
g. Investigate explanations for elements of cognition (e.g. learning, imagination, judgement, decision-making) shared through oral storytelling.

P30.8 Examine interconnectedness of the four domains (i.e., biological, cognitive, emotional, spiritual) of the whole person through lifespan development.

Indicators

a. Investigate historical and contemporary perspectives (e.g., First Nations and Métis traditional worldviews, psychoanalytic, behavioural, sociocultural, psychosocial) on human development.
b. Explore the benefits of holistic approaches (i.e., interconnected mind, body, spirit, emotion) to lifespan development.
c. Examine biological, cognitive, emotional and spiritual changes, challenges and benefits during the aging process.
d. Create a written piece (e.g. interview of a senior citizen about their current life, series of personal daily journal entries 50 years in the future, letter to one’s future senior self) that details daily life as a member of the older generation.
e. Create a representation (e.g., essay, letter, comic strip, magazine advertisement) that supports a positive quote about aging, based on two domains (e.g., “Getting old is like climbing a mountain; you get a little out of breath, but the view is much better!”, Ingrid Bergman).
f. Assess influences of childhood traumas (e.g., war, violence, abuse) on adult development and lifestyle.
g. Analyze relationships between personality, lifestyle and health and discuss implications for own life.

P30.9 Investigate contemporary developmental psychology issues.

Indicators

a. Conduct an inquiry into any of the following topics focusing on the four domains (i.e., biological, cognitive, emotional and spiritual):
   - gender development and sexual diversity (e.g., gender neutral language, sexual orientation, gender neutral parenting)
   - technological, ethical, legal and/or moral issues surrounding topics such as fertility/infertility, alternative methods of conception, surrogates, genetic engineering
   - heredity traits passed from one generation to the next
   - historical shifts and controversies regarding conception, differing opinions of when life begins, abortion issues and infanticide
   - various expenses involved with, and estimated cost of, raising a child from birth to adulthood
   - implications of birth order of children, single child in a family or cultural child rearing practises (e.g. raised by entire community, raised by grandparents) and how this impacts own life.

b. Investigate an issue of personal interest related to pre-adolescence (i.e., ages 10-12) including biological, cognitive, emotional and spiritual aspects.
c. Explore issues involved in transitioning from dependent child into independent adult (e.g., living on your own, post-secondary schooling and/or work responsibilities, financial stresses, boomerang children, establishing adult relationships, responsible to parents/caregivers versus self-responsibility).
d. Investigate and compare current and past studies which reflect various viewpoints and/or theories regarding nature and nurture.
e. Research the implications of organ donations and organ transplants for individuals and their families.

P30.10 Design and carry out a detailed exploration of one or more topics of personal interest relevant to *Psychology 30*.

Indicators

a. Explore one or more topics such as:

- analyze and compare the impact of one factor (e.g., culture, parenting) influencing biological, cognitive, emotional and spiritual development from infancy through adulthood;
- investigate and compare child parenting from various cultural perspectives;
- investigate and evaluate, based on student-created criteria (e.g. accessibility, cost, location, approaches), community resources that help individuals develop resiliency;
- investigate why and how individuals learn differently and discuss implications of labeling people's abilities;
- investigate major theoretical perspectives and research methods from various cultural perspectives related to lifespan;
- assemble and reflect on a portfolio that demonstrates an understanding of a career choice by interviewing or job shadowing for a specific psychology related occupation (e.g., roles, responsibilities and skills, education level required including licensing requirement in Saskatchewan, salary and benefits,
  work environment, workplace hazards and safety considerations and
  future trends impacting the occupation).

b. Share the results of student-directed inquiry through research paper, display, presentation, performance, demonstration, representation, or video.
c. Co-construct a tool (e.g., rubric, checklist, self-evaluation form or peer-evaluation form) and use it to assess the process and products involved in their student-directed study.

Assessment and Evaluation of Student Learning

Assessment and evaluation are continuous activities that are planned for and derived from curriculum outcomes and consistent with the instructional learning strategies. The depth and breadth of each outcome, as defined by the indicators, informs teachers of the skills, processes and understandings that should be assessed.

Assessment is the act of gathering information on an ongoing basis in order to understand individual students' learning and needs.

Evaluation is the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making decisions or judgements, often at reporting times.

Effective and authentic assessment and evaluation involves:

- designing performance tasks that align with curricular outcomes;
- involving students in determining how their learning will be demonstrated; and,
- planning for the three phases of assessment and evaluation indicated below.

Formative Assessment		**Summative Assessment and Evaluation**
Assessment *for* Learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and: • is teacher-driven for student, teacher and parent use; • occurs throughout the teaching and learning process, using a variety of tools; and, • engages teachers in providing differentiated instruction, feedback to students to enhance their learning and information to parents in support of learning.	**Assessment *as* Learning** involves student reflection on learning, monitoring of own progress, and: • supports students in critically analyzing learning related to curricular outcomes; • is student-driven with teacher guidance; and, • occurs throughout the learning process.	**Assessment *of* Learning** involves teachers' use of evidence of student learning to make judgements about student achievement and: • provides opportunity to report evidence of achievement related to curricular outcomes; • occurs at the end of a learning cycle, using a variety of tools; and, • provides the foundation for discussions on placement or promotion.

There is a close relationship among outcomes, instructional approaches, learning activities, assessment and evaluation. Assessments need to be reflective of the cognitive processes and level(s) of knowledge indicated by the outcome. An authentic assessment will only collect data at the level for which it is designed.

[Glossary]

Epigenetic

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