

Diploma Programme subject outline – Group 3: individuals and societies

School Name	High Point Central High School	School Code	0875
Name of DP Subject	Psychology		
Level	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input type="checkbox"/>	Standard completed one year <input checked="" type="checkbox"/>
Name of teacher who completed this outline	Kayla Ranew	Date of IB Training	June 2016, March 2018
Date when outline was completed	January 2019	Name of workshop	FLIBS, Online Cat 2

Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, state standards), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-to-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline

	Topic (as identified in the IB subject guide) <i>State the topics in the order you are planning to teach them</i>	Contents	Allocated Time	Assessment instruments to be used	Resources
			One class is: 90 minutes In one week there are: 23 classes		
Year 1	Introduction to Research Methods	<ul style="list-style-type: none"> Methodology Ethics Qualitative vs Quantitative 	6 Class Meetings= 9 Hours	<ul style="list-style-type: none"> Current Event Connection Articles Mid-point Quizzes Unit Test (multiple, short answer, and essay) 	<ul style="list-style-type: none"> IB Psychology Course Book: Oxford IB Diploma Programme 2nd Edition IB Psychology Course companion: 1st edition Psychology: Course Companion (Crane and Hannibal) Psychology Study Guide for the IB Diploma (Hannibal) InThinking: Psychology (John Crane)
	Biological Level of Analysis	<ul style="list-style-type: none"> Brain Localization Nervous System Endocrine System Technology Environmental Factors Genetics Research Methodology and Ethics 	15 Class Meetings= 22.5 Hours	<ul style="list-style-type: none"> Zombie Menu Creation Project In-class Brain localization project Content based quiz Current event Unit Test (MC and 3 SAQs) 	<ul style="list-style-type: none"> http://listverse.com/2008/09/07/top-10-unethical-psychological-experiments/ http://sciencecases.lib.buffalo.edu/cs/files/gender_reassignment.pdf The Man With The Seven Second Memory (Medical Documentary) - Real Stories Bandura and Ross study for practice https://aeon.co/videos/contestants-have-five-minutes-in-an-fmri-to-love-someone-as-hard-as-they-can The smelly mystery of the human pheromone Tristram Wyatt Paul Zak: Trust, morality - and oxytocin- TED Talk Replication: https://www.theguardian.com/science/2012/jul/15/interview-dr-love-paul-zak

					<ul style="list-style-type: none"> • Various Research studies to support Learning outcomes at the BLOA
Cognitive Level of Analysis	<ul style="list-style-type: none"> • Schema Theory • Memory Models • Biological Basis of Cognition • Technology • Thinking and Decision making • Reliability • Research Methodology and Ethics 	15 Class Meetings= 22.5 Hours	<ul style="list-style-type: none"> • Applying Schema to Pop culture- Homework • In-class replications with discussion • Practice SAQ on memory models • Content Based Quiz • Current Event • Unit Test (MC and 3 SAQs) <ul style="list-style-type: none"> ○ First ERQ 	<ul style="list-style-type: none"> • http://lessonstream.org/2011/04/30/washing-clothes/ • Bartlett (1932) for Replication • Baddeley and Hitch Replication • Tversky and Kahneman Replication • Why Eyewitnesses Get it Wrong- Ted Talk with Scott Fraser • Various Research studies to support Learning outcomes at the CLOA 	
Internal Assessment	<ul style="list-style-type: none"> • Experimental design • Sampling • Data analysis (descriptive and inferential) • Evaluation (ethics, validity, statistical significance) 	7 Class Meetings= 10.5 Hours for practice and instruction 9 Class Meetings= 13.5 hours for Internal assessment	<ul style="list-style-type: none"> • Checkpoint 1: Introduction and Design • Checkpoint 2: Methodology and Results • Checkpoint 3: Discussion and Final Form 	<ul style="list-style-type: none"> • IB Markscheme • Created "How To" guide • Loftus and Palmer example • Suggested studies to replicate • IA Planning Guide 	
Sociocultural Level of Analysis	<ul style="list-style-type: none"> • Social Identity Theory • Stereotypes • Social Learning Theory • Culture and Cultural norms • Research Methodology and Ethics 	15 Class Meetings= 22.5 Hours	<ul style="list-style-type: none"> • Current event • Practice ERQ • Content based Quiz • Unit Test (MC and 3 SAQs) <ul style="list-style-type: none"> ○ ERQ 	<ul style="list-style-type: none"> • Various Research studies to support Learning outcomes at the SCLOA 	
Option One- Human Relationships	<ul style="list-style-type: none"> • Core connections to HR • Social responsibility (bystanders, 	9 Class Meetings = 13.5 Hours		<ul style="list-style-type: none"> • Various Research studies to support Learning outcomes at the Relationships option 	

		<ul style="list-style-type: none"> prosocial behavior, altruism) • Interpersonal relationships (attraction, communication, change/end) • Groups (Cooperation/Competition, antisocial behavior, conflict, and conflict resolution) 			
Year 2	Review Core	<ul style="list-style-type: none"> • BLOA <ul style="list-style-type: none"> ◦ With Extension • CLOA <ul style="list-style-type: none"> ◦ With Extension • SCLOA <ul style="list-style-type: none"> ◦ With Extension 	12 Class Meetings = 18 hours	<ul style="list-style-type: none"> • Practice SAQs and ERQs • Content Quizzes • Study application 	<ul style="list-style-type: none"> • New Curriculum exemplars and rubrics • Scores from 2018 exams • Graphic Organizers for answer structure • New studies for HL Extension (various)
	Internal Assessment	<ul style="list-style-type: none"> • Experimental design • Sampling • Data Analysis • Evaluation (ethics, validity, methodology) 	9 Class Meetings= 13.5 hours	<ul style="list-style-type: none"> • Checkpoint 1: Planning Guide • Checkpoint 2: Introduction and Design • Checkpoint 3: Methodology and Results • Checkpoint 4: Discussion and Final Form 	
	Option Two- Abnormal Psychology	<ul style="list-style-type: none"> • Core connection to Abnormal • Ethics and research methodology • Diagnosing disorders (normality, validity, reliability, culture and ethics) • Disorders (Anxiety, Affective, Eating) 	10 Class Meetings = 15 Hours	<ul style="list-style-type: none"> • Paper 2 practice essay • Inductive Content Analysis on interviews of people with mental illness • Intake Forms and practice • Content Quiz • Unit Test (Mc and 3 SAQS) <ul style="list-style-type: none"> ◦ ERQ • Current Event 	<ul style="list-style-type: none"> • DSM V • Various Research studies to support Learning outcomes at the Abnormal Option • ICA Instructions from Research Method unit • Rosenhan "On Being Sane in Insane Places" • Various articles (current events as discussion)

		<ul style="list-style-type: none"> ○ causes, prevalence, variations ● Treatment 			
	Qualitative Research Methods	<ul style="list-style-type: none"> ● Why choose Qualitative over Quantitative? ● Methodology (ethics, sampling, expectations, bias, reliability, triangulation, reflexivity) ● Interview (types, considerations, inductive content analysis) ● Observations (types, considerations, data) ● Case Studies (reliability, group usage, generalization) 	18 Class Meetings = 27.5 Hours	<ul style="list-style-type: none"> ● Project on Triangulation and how it is part of the research design process ● Paper 3 as summative assessment ● Inductive Content analysis on a political interview ● Practice Paper Threes with studies presented as stimuli and new stimuli 	<ul style="list-style-type: none"> ● Various paper 3 prompts and rubrics from the IB and from Inthinking ● Political article from TIME ● Paper Three Rubric and static questions ● Various pieces of research to understand validity/reliability
	Option Two: Health Psychology	<ul style="list-style-type: none"> ● Core Connection to DP ● Determinants of health (biopsychosocial, disposition, risk factors) ● Health problems (explanation and prevalence) ● Promoting Health (promotion, effectiveness of programs) ● Ethics and research methodology 	10 Class Meetings = 15 hours	<ul style="list-style-type: none"> ● Health option current event ● Content Quiz ● Unit Test (MC and 2 SAQs) <ul style="list-style-type: none"> ○ ERQ 	<ul style="list-style-type: none"> ● Various Research studies to support Learning outcome of the health option ● Paper Three through Health Study

1. IB Internal assessment requirements to be completed during the course

Briefly explain how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

Students will be introduced the IA in December of Year 1. They will be exposed to the requirements in between the CLOA and SCLOA. Beginning in December will undertake a practice IA that is set up through the teacher. Students will complete the majority of the practice IA in class over six class periods followed by a due date prior to Christmas Break. The experimentation and documentation will be teacher led.

At the end of January, students will receive a list of appropriate and manageable studies to replicated. Students will complete an IA proposal and be put into groups of no more than four (dictated by IB) to begin working on the IA. During the last week of February students will be responsible for creating materials, carrying out, and collecting data for the simple experiments. In the second week of February students will have 3 class periods to work on the IA with a rough draft due that will read by me. Students will have one chance to make any changes after my one read through. A week turn around will be given and the final draft will be due by the middle of March.

If students continue on into the HL Year of IB Psychology the final process will repeat. This will take place in October of their senior year. Studies will changed, students will not be allowed to redo the same study from SL year. The timeline will be similar to what is stated above.

2. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of the lesson plan)
<ul style="list-style-type: none"><li data-bbox="191 1068 449 1127">• The Unreliability of Memory	<p data-bbox="499 1068 1549 1127">How are ethics involved in the study of psychology? When and how do ethical standards change? To what extent are the human sciences reliable?</p> <p data-bbox="499 1166 1904 1354">Students will watch a TED Talk on eyewitness testimony that focuses on the inaccuracy of memory. After the video students will engage in a discussion centered around the use of eyewitness testimony in criminal cases. After the discussion, students will have a short lecture on the science of memory as an unreliable cognitive process. Students will read over two psychological case studies from the work of Elizabeth Loftus. One case study has to deal with the topic of leading questions and how word choice can affect your recall of memory and the other about planting false memories. The main topic, in regard to the second study is the ethical considerations. Did the participants have <i>informed</i> consent and did case ultimately harm or stress the participants?</p>

<ul style="list-style-type: none"> ● Culture- perception, language, faith 	<p>During the SCOA unit students will cover case studies with the sole purpose of helping them understand the ideas of emic and etic research. Students reading into emic and etic based research must understand the strengths, limitations, and generalizability of studies focusing on cultural differences. Studies include difference of flashbulbs memories across cultures and countries of origins, studies of conformity throughout the world, and theories of attribution in various parts of the world. Should students be cross-cultural? Do studies have value if they are not cross-cultural? Why is it important to understand differences in how people perceive and believe around the world?</p> <p>Within the Human Relationships unit students read studies that look into the differences of helping behaviors around the world. Why do Latin American countries experience the “simpatico hypothesis” leading to “nicer” people?</p>
<ul style="list-style-type: none"> ● Abnormal Psychology- HL Year 	<p>Students will generate and compare/contrast the ideas of normality and abnormality across cultures. Understanding how different cultures identify, treat, stigmatize or even acknowledge psychology disorders is essential is discussing the importance of mental health. Disorders evolve as our world evolves and concepts of normality change with the times.</p>

3. Approaches to learning

Every IB course should contribute to the development of students’ approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management, or research).

Topic	Contribution to the development of students’ approaches to learning skills (including one or more skill category)
Internal assessment	<p>Communication, research, self-management, and thinking</p> <p>The Internal Assessment allows for students to expand their knowledge and explore concepts that they are interested in. Students replicate any experiment that they are interested in (as long as it can be done as a simple experiment) which allows for a more personal investment. Students have the task, within groups, to create and carry out an experiment on students within their school environment. Students must be able to work well within their team to develop as sound and valid experiment. Students get to decide who to sample and when to sample them and have free reign to conduct the experiment within IB restrictions and ethical guidelines. After carrying out and receiving their data, students are on their own to analyze their findings. The critical, and perhaps most important, part is the evaluative discussion piece. This allows to students to address flaws in their design and to further think about what should be done to develop their topic more.</p>

4. International Mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyze it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Emic vs Etic approaches to psychology	Students have opportunity to look at psychological research in the Sociocultural Level of Analysis. As they evaluate the research students will begin to understand the difference between emic and etic approaches. These approaches focus on whether research is done while adapting to the culture in question or if one topic is focused on across cultures. One piece that should always be brought up throughout the course, is the idea of culture and whether or not a study can be done the exact same way across different cultures. (Cole and Scribner-1974, Rogoff and Waddell-1982)
HL Psychology is W.E.I.R.D	In the HL year, students learn more about the idea that most research in psychology has centered around western, educated, industrialized, rich, and democratic countries. As we move through preparation for Paper Three and revision of the core, students take more care to recognize the limitations of the research we have been using.

5. Development of the IB learner

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Current events in sociocultural psychology	<p>Knowledgeable, Inquirers, Thinkers, Reflective</p> <p>Within every unit of IB Psychology at HPC students get to explore the current events of Psychology. The BLOA allows students to learn about new technologies that are developing and the CLOA allows students to connect abstract concepts like memory and schema to real world events. The sociocultural current event is probably the most interesting for students to find. Students have to find an article from a psychology based source that meets one of the command terms within the SCLOA. Students are tasked with summarizing the article and then writing a response to that article (agreements, disagreements, questions to ponder, etc). Every student will present their current event article at some point during the course and when they do, they first have to address the class with an Engaging Question to get us thinking.</p>

6. Resources

Are instructional materials and other resources available in sufficient quality, quantity, and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

- *IB Psychology Course Book: Oxford IB Diploma Programme 2nd Edition*: a textbook altered for the new curriculum that helps to address changes to learning outcomes, content, and research.
- *Psychology: Course Companion (Crane and Hannibal)*- A resource that could be very handy for students to have on hand. With the changing of the program in 2017-2018 a new textbook will need to be addressed. Use for initial design of the course.
 - *Psychology Study Guide for the IB Diploma (Hannibal)*- Helpful to summarize ideas but perhaps too simplified.
 - *InThinking: Psychology (John Crane)*- Teacher Resource with lesson plans, activities, revision ideas, content, learning outcomes, samples, etc.