

## Diploma Programme subject outline—Group 3: individuals and societies

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| <b>School name</b>  | <b>Worthington Kilbourne High School</b> | <b>School code</b>   | 007-119  |
| <b>Name of the DP subject</b><br><i>(indicate language)</i> | Psychology SL                            |  |  |
| <b>Level</b><br><i>(indicate with X)</i>                    | Higher <input type="checkbox"/>          | Standard completed in two years <input type="checkbox"/>                           | Standard completed in one year * <input checked="" type="checkbox"/> X |
| <b>Name of the teacher who completed this outline</b>       | Jon Sprunger                             | <b>Date of IB training</b>   | May/June 2018  |
| <b>Date when outline was completed</b>                      | Fall 2018                                | <b>Name of workshop</b><br><i>(indicate name of subject and workshop category)</i> | Psychology Category 2  |

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

**If you will teach history, complete the following chart.**

| Prescribed subject | Topics | HL option and sections |
|--------------------|--------|------------------------|
|                    |        |                        |
|                    |        |                        |
|                    |        |                        |

### 1. 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, national syllabus), 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-by-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 a “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/unit<br>(as identified in the IB subject guide)<br><i>State the topics/units in the order you are planning to teach them.</i> | Contents   | Allocated time   |  | Assessment instruments to be used   | Resources<br><i>List the main resources to be used, including information technology if applicable.</i> |
|--------|---|--|--|--|---|---|
|        |   |  | One class is   | 50 minutes   |   |   |
| Year 1 | Introduction to, history of, & Scientific Methods of Psychology<br><br>Internal Assessment (IA)                                     | Definition of Psychology<br>History of Psychology<br>Research Methods<br>Experimental Methods<br>Validity & Reliability<br>Ethics<br>Qualitative<br>Quantitative<br>Famous Psychology Experiments<br>Internal Assessment         | Mid August – Mid October<br>(8 weeks or 34 hours)<br><br>(14 hours for Methods)<br><br>(20 hours for IA) | In-class work / homework<br>Readings w/ written responses<br>Presentations<br>Projects<br>Section Reading Guides<br>Unit Tests and section quizzes<br>Research Papers<br>Reflection Writings | Textbooks: Crane, John, Psychology Course Companion, Oxford University Press, 2012<br>Crane, John, Psychology IB Study Guides. Oxford University Press, 2012<br>Supplemental Materials<br>Learning Target Guide<br>Self-created Powerpoint Slides<br>Film/Videos<br>On-line resources<br>Computer Lab<br>Library for research   |   |
|        | Biological Approach   | Biology of the Neuron<br>Neural Communication<br>Neural Chemistry<br>Localization of Function<br>Technology & Research<br>Brain Plasticity<br>Hormones<br>Pheromones<br>Genetics<br>Evolutionary Psychology<br>Biological Ethics | Mid October – Mid December<br>(10 weeks or 42 hours)   | In-class work / homework<br>Readings w/ written responses<br>Presentations<br>Projects<br>Section Reading Guides<br>Unit Tests and section quizzes<br>Research Papers<br>Reflection Writings | Textbooks: Crane, John, Psychology Course Companion, Oxford University Press, 2012<br>Crane, John, Psychology IB Study Guides. Oxford University Press, 2012<br>Supplemental Materials<br>Learning Target Guide<br>Self-created Powerpoint Slides<br>Film/Videos<br>On-line resources<br>Computer Lab<br>Library for research<br>Supplemental Readings;<br>An Anthropologist On Mars, The Man Who Mistook His Wife For a Hat by Oliver Sacks<br>Various TED Talks |   |

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|--|------------------------|--|--|--|--|
|  | Cognitive Approach     | Sensation & Perception<br>Schema<br>Models of Memory<br>Memory Deficiencies<br>Reliability of Memory<br>Thinking & Decision Making<br>Emotion<br>Emotion & Memory<br>Emotional Intelligence<br>Mindset<br>Happiness as an Emotion<br>and a State of Living   | January – Mid February<br>(6 weeks or 25 hours)    | In-class work / homework<br>Readings w/ written responses<br>Presentations<br>Projects<br>Section Reading Guides<br>Unit Tests and section quizzes<br>Research Papers<br>Reflection Writings | Textbooks: Crane, John, Psychology Course Companion, Oxford University Press, 2012<br>Crane, John, Psychology IB Study Guides. Oxford University Press, 2012<br>Supplemental Materials<br>Learning Target Guide<br>Self-created Powerpoint Slides<br>Film/Videos<br>On-line resources<br>Computer Lab<br>Library for research<br>Supplemental Readings;<br>Emotional Intelligence<br>by Daniel Goleman<br>Mindset<br>by Carol Dweck<br>Man's Search For Meaning<br>by Viktor Frankl<br>Various TED Talks |
|  | SocioCultural Approach | Social Identity Theory<br>Social Cognitive Theory<br>In group v. out group<br>Stereotypes<br>Attribution Theory<br>Conformity and Compliance<br>Culture and Socialization<br>Social Learning Theory<br>Observational Learning<br>Cultural Values/Norms<br>Etic/Emic Approach<br>Cultural Dimensions<br>Enculturation<br>Universalism v. relativism<br>Prejudice & discrimination | Mid February – Late March<br>(6 weeks or 25 hours) | In-class work / homework<br>Readings w/ written responses<br>Presentations<br>Projects<br>Section Reading Guides<br>Unit Tests and section quizzes<br>Research Papers<br>Reflection Writings | Textbooks: Crane, John, Psychology Course Companion, Oxford University Press, 2012<br>Crane, John, Psychology IB Study Guides. Oxford University Press, 2012<br>Supplemental Materials<br>Learning Target Guide<br>Self-created Powerpoint Slides<br>Film/Videos<br>On-line resources<br>Computer Lab<br>Library for research<br>various TED Talks   |

|        |                     |  |   |  |   |
|--------|---------------------|--|---|--|---|
|        | Abnormal Psychology | Normal vs Abnormal<br>Classification Systems<br>Culture and Diagnosis<br>Ethics in Diagnosis<br>Etiology of Abnormal Psych<br>Anxiety Disorders<br>Depressive Disorders<br>Trauma Related Disorders<br>Eating Disorders<br>Treatments of Disorders | Late March – Early May<br>(6 weeks or 25 hours) |  | Textbooks: Crane, John, Psychology Course Companion, Oxford University Press, 2012<br>Crane, John, Psychology IB Study Guides. Oxford University Press, 2012<br>Supplimental Materials<br>Learning Target Guide<br>Self-created Powerpoint Slides<br>Film/Videos<br>On-line resources<br>Computer Lab |
| Year 2 | N/A                 |  | (Total 151 hours)                               |  |   |
|        | N/A                 |  |   |  |   |
|        | N/A                 |  |   |  |   |
|        | N/A                 |  |   |  |   |

## 2. IB internal assessment requirement to be completed during the course

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

The IA will be introduced in August in a brief manner as to inform the class on what is required as a student in IB Psychology.

Our first major unit in late August and September will cover the research process, experimental methods, ethics, and project/presentation on famous psychological experiments as a means of introducing students to published studies.

The official IA will be completed in late September and early October. Students will be given clear guidance on the requirements of the IA and shown examples of various studies and final reports as to familiarize them with the final product. They will then be given time in the library to research experiments to carry out, choose their experiments and begin the organizing process.

The teacher will aid each group in the acquiring of classes to use for carrying out the experiment. Time will be given for the execution of the experiments. The groups will then be given library/computer labe time to compile results, discuss the outcomes, and write the final draft of their IA. Final copies of the IA will be submitted lat October.

### 3. 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 lesson plan)  |
|--------------------------------------|---|
| Biopsychology - neural communication | Ways of Knowing - Sensation and Perception - Article written by John Pollock entitled Brain in a Vat. In regards to this lesson, we discuss what it means to be alive. The question at hand is how do we define and identify the human condition of an individuals unique perspective of their sense of reality? Do we know that the reality we identify with is true? What does it mean to be alive? Is it possible that our existence is simply a series of electrical stimulations to specific nueral cells. This fits the TOK curriulum within the realm of Sensation and Perception as a way of knowing. |

### 4. 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)  |
|---|--|
| Psychological Experimentation (internal assessment) | I beleive the IA is the best example as to how my students develop the approaches to learning skills. The IA takes place over a 4 week period where studnents must self-manage their project and keep to a required time line. They work with a partner and must excel in communication and social interaction/management. They must carry out the experiment in front of their subjects, therefore must strengthen their leadership and speaking skills. They finally need to process the results and discuss their findings.                             |
| SocioCultural Approach                              | During the study on compliance, the class will evaluate methods used by advertisers/marketers to manipulate consumer purchase decisions. Students tend to believe that they are in control of their decisions as consumer's and are surprised at the extent of research and actual practice that comes out of consumer behavioralism. Students will reseach methods, identify clear and current examples, think about the implecations to the consumer, weigh the ethics involved, and begin to self manage their decisions based on this new information. |

## 5. 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 analyse 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 international mindedness (including resources you will use)   |
|---------------------|--|
| Abnormal Psychology | Comparing and contrasting the classification systems of the Diagnostic and Statistical Manual (DSM-V), the International Statistical Classification of Diseases and related Health Problems (ICD-10), and the Chinese Classification of Mental Disorders (CCMD-2). The students will define various disorders (such as depression), identify the symptoms as described by each classification system, and discuss the difficulty in cross cultural diagnosis, such as prevalence rates and treatments. The students are all surprised as to how different cultures can have different symptoms for the same illnesses. « Isn't depression the same regardless of culture ? » |

## 6. Development of the IB learner profile

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  |
|---------------------------|--|
| Emotion/Happiness/Purpose | At the end of our Cognitive unit, the students read the book Man's Search For Meaning by Viktor Frankl. My goal for this activity is to force my students to take an in-depth, <u>reflective</u> look at their lives and their general level of happiness. Many of our IB students are over scheduled, over stressed and very self critical. This book forces the students to see their lives in a different light and to address the issue of happiness contentment, and a positive sense of well being. One of my goals is to help our students find a sense of <u>balance</u> in their lives. Having classroom discussions and allowing the students to share and reflect gives them a insight into the lives and strategies of their peers. Combined with the viewpoint from the author, this unit leads to a more <u>openminded</u> view of the different life experiences that we all go through. By focusing on what brings us meaning , happiness, and fulfillment in our life, I am establishing what may be the most important lesson I can teach in the entire year ! |

## 7. 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? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

Our district/school is well equipped to meet the quality, quantity and variety of resources needed. Yes, students have access to resources beyond the school. If a student does not have a computer, the school makes available for students to check-out a computer for the year. The school has access to numerous on-line data bases and school based systems (Schoology, Google Classroom, Moodle...)

If needs arise, we have an administrative support staff who are quite capable of fulfilling needs if and when they should arise. The district's finances are strong and when I have asked for needs, I have had them fulfilled.