

Curriculum overview for Psychology, SL&HL, 3mn, School Year 2019/2020

Teacher: V. Lapaine

Unit title / Month	Key concepts	Content (subject to change)	Objectives	Assessment tasks	ATL skills	Links to other subjects
Introduction to psychology, ethical considerations and qualitative research September/October	Ethical considerations, sampling, generalization, bias, credibility, naturalistic observations, interviews, case studies	videos on psychology as a science, examples of pseudoscience and critical thinking, examples of historical unethical research, example of biases in the media, active listening, different types of questions used in psychological studies	Demonstrate knowledge and comprehension of research methods used in psychology. Analyse qualitative and quantitative research in psychology. Evaluate research scenarios from a methodological and ethical perspective.	Formative ass: misconception checks, worksheets, ungraded quizzes, class discussions and debates, peer feedback, etc. Summative ass.: unit exam with short-answer and extended-response qs	Thinking: reflection, higher order thinking, Communication: communicating in written and oral form Social skills: collaboration Self-management: organization skills, affective skills Research: information lit.	Sciences, TOK
Quantitative research November/December	Correlational studies, experiments, internal validity, external validity	distinguishing between correlation and causation, operationalizing variables, writing hypotheses, discussing ethical considerations in experiments, examples of confounding variables	Demonstrate knowledge and comprehension of research methods used in psychology. Analyse qualitative and quantitative research in psychology. Evaluate research scenarios from a methodological and ethical perspective.	Formative ass: misconception checks, worksheets, ungraded quizzes, class discussions and debates, peer feedback, etc. Summative ass: unit exam with short-answer and extended-response qs	Thinking: reflection, higher order thinking, Communication: communicating in written and oral form Social: collaboration Self-management: organization skills, affective skills Research: information lit.	Sciences, TOK, Mathematics
Cognitive development (part 1) January	Multi-store model of memory, schema theory, cultural dimensions, social identity theory, evolutionary explanations for behaviour	Studies by Yoo and Kaushanskaya (2016) De Lisi and Staudt (1980) Grossman et al. (2012) Monteiro et al. (2008) Herrmann et al. (2007)	Demonstrate knowledge and comprehension of key terms and concepts in psychology. Demonstrate an ability to use examples of psychological research and concepts to formulate an argument in response to a specific question. Evaluate the contribution of psychological theories to understanding human psychology.	Formative ass.: misconception checks, worksheets, ungraded quizzes, class discussions and debates, peer feedback, etc. Summative ass: unit exam with short-answer and extended-response qs	Thinking: reflection, higher order thinking, Communication: communicating in written and oral form Social: collaboration Self-management: organization skills, affective skills Research: information literacy	Biology, TOK

Brain development February	Localization, genes and behaviour, working memory model, biases in thinking and decision making	Studies by Draganski et al. (2004) Becker et al. (2012) Tapert et al. (2001) Houde et al. (2000)	Demonstrate knowledge and comprehension of key terms and concepts in psychology. Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question. Evaluate the contribution of psychological theories to understanding human psychology.	Formative assessment: misconception checks, worksheets, ungraded quizzes, class discussions and debates, peer feedback, etc. Summative ass: unit exam with short-answer and extended-response qs	Thinking: reflection, higher order thinking, Communication: communicating in written and oral form Social skills: collaboration Self-management: organization skills, affective skills Research: information literacy	Biology, Economics, TOK
Cognitive development (part 2) March	Reconstructive memory, Thinking, enculturation, stereotypes, neurotransmitters	Studies by Sutherland and Hayne (2001) (no. 2) Garcia-Retamero and Dhami (200) Kurtz et al. (1990) McCarthy and Lee (2009) Potter et al. (1999)	Demonstrate knowledge and comprehension of key terms and concepts in psychology. Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question. Evaluate the contribution of psychological theories to understanding human psychology.	Formative ass: misconception checks, worksheets, ungraded quizzes, class discussions and debates, peer feedback, etc. Summative ass: unit exam with short-answer and extended-response qs	Thinking: reflection, higher order thinking, Communication: communicating in written and oral form Social skills: collaboration Self-management: organization skills, affective skills Research: information literacy	Economics, Biology, Chemistry, TOK
Childhood trauma and resilience April	Social cognitive theory, hormones and behaviour, biases in thinking and decision making, genetic similarities, culture and its influence on behaviour and cognition	Studies by Felson and Lane (2009) Heim et al. (2009) Hyde et al. (2010) Jaffee et al. (2005) Ungar (2008)	Demonstrate knowledge and comprehension of key terms and concepts in psychology. Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question. Evaluate the contribution of psychological theories to understanding human psychology.	Formative ass: misconception checks, worksheets, ungraded quizzes, class discussions and debates, peer feedback, etc. Summative ass: unit exam with short-answer and extended-response qs	Thinking: reflection, higher order thinking, Communication: communicating in written and oral form Social skills: collaboration Self-management: organization skills, affective skills Research: information literacy	Biology, Chemistry, Economics, TOK

<p>Poverty/socioeconomic status</p> <p>May</p>	<p>Acculturation, multi-store model of memory, working memory model, influence of emotion on cognitive processes</p>	<p>Studies by</p> <p>Simpkins et al. (2013) Kar et al. (2008) Farah et al. (2006) Piff et al. (2010)</p>	<p>Demonstrate knowledge and comprehension of key terms and concepts in psychology. Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question. Evaluate the contribution of psychological theories to understanding human psychology.</p>	<p>Formative assessment: misconception checks, worksheets, ungraded quizzes, class discussions and debates, peer feedback, etc. Summative assessment: unit exam with short-answer and extended-response questions</p>	<p>Thinking: reflection, higher order thinking, Communication: communicating in written and oral form Social skills: collaboration Self-management: organization skills, affective skills Research: information literacy</p>	<p>TOK</p>
<p>Role of peers and play</p> <p>June</p>	<p>Schema theory, social identity theory, evolutionary explanations for behaviour, genes and behaviour</p>	<p>Studies by</p> <p>Stake and Nickens (2005) Abrams et al. (1990) Jarvis (2006) Gallardo-Pujol et al. (2012)</p>	<p>Demonstrate knowledge and comprehension of key terms and concepts in psychology. Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question. Evaluate the contribution of psychological theories to understanding human psychology.</p>	<p>Formative assessment: misconception checks, worksheets, ungraded quizzes, class discussions and debates, peer feedback, etc. Summative assessment: unit exam with short-answer and extended-response questions</p>	<p>Thinking: reflection, higher order thinking, Communication: communicating in written and oral form Social skills: collaboration Self-management: organization skills, affective skills Research: information literacy</p>	<p>Biology, TOK</p>

Curriculum overview for Psychology, SL&HL, 4mn, School Year 2019/2020

Teacher: V. Lapaine

Unit title / Month	Key concepts	Content (subject to change)	Objectives	Assessment tasks	ATL skills	Links to other subjects
Internal assessment September	designing an experiment, data collection and presentation, data analysis, evaluation, ethical practice, groupwork, report writing	examples of previous generations' students' work	Demonstrate knowledge and comprehension of key terms and concepts in psychology. Demonstrate an ability to use examples of psychological research and concepts to formulate an argument in response to a specific question. Evaluate the contribution of psychological theories to understanding human psychology.	Formative assessment: misconception checks, worksheets, ungraded quizzes, class discussions and debates, peer feedback, etc. Summative assessment: unit exam with short-answer and extended-response qs	Thinking: reflection, higher order thinking, Communication: in written and oral form Social skills: collaboration Self-management: organization skills, affective skills Research: information literacy	Sciences, TOK, mathematics, language B
Development of empathy and theory of mind October	Localization, thinking and decision making, neurotransmitters and their effect on behaviour, cultural dimensions, influence of emotion on cognitive processes	Studies by Young et al. (2007) MaKellams and Lerner (2016) Wang et al. (2014) Wellman et al. (2011) Carlo et al. (2010)	Demonstrate knowledge and comprehension of key terms and concepts in psychology. Demonstrate an ability to use examples of psychological research and concepts to formulate an argument in response to a specific question. Evaluate the contribution of psychological theories to understanding human psychology.	Formative assessment: misconception checks, worksheets, ungraded quizzes, class discussions and debates, peer feedback, etc. Summative assessment: unit exam with short-answer and extended-response questions	Thinking: reflection, higher order thinking, Communication: in written and oral form Social skills: collaboration Self-management: organization skills, affective skills Research: information literacy	Biology, Chemistry, TOK
Gender identity and social roles November	Stereotypes, hormones and behaviour, enculturation, genetic similarities, culture and its influence on behaviour and cognition	Studies by Schmader (2002) Beltz et al. (2011) Fagot (1978) Iervolino et al. (2005) Munroe et al. (1984)	Demonstrate knowledge and comprehension of key terms and concepts in psychology. Demonstrate an ability to use examples of psychological research and concepts to formulate an argument in response to a specific question. Evaluate the contribution of psychological theories to understanding human psychology.	Formative ass: misconception checks, worksheets, ungraded quizzes, class discussions and debates, peer feedback, etc. Summative ass: unit exam with short-answer and extended-response questions	Thinking: reflection, higher order thinking, Communication: in written and oral form Social: collaboration Self-management: organization skills, affective skills Research: information literacy	Biology, Chemistry, TOK

Attachment December	Pheromones, reconstructive memory, social cognitive theory, acculturation	Studies by Doucet et al. (2009) Belsky et al. (1996) van Doesum et al. (2008) Wang and Mallinckrodt (2006)	Demonstrate knowledge and comprehension of key terms and concepts in psychology. Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question. Evaluate the contribution of psychological theories to understanding human psychology.	Formative assessment: misconception checks, worksheets, ungraded quizzes, class discussions and debates, peer feedback, etc. Summative assessment: unit exam with short-answer and extended-response questions	Thinking: reflection, higher order thinking, Communication: communicating in written and oral form Social skills: collaboration Self-management: organization skills, affective skills Research: information literacy	Biology, Chemistry, TOK
Personal relationships (HL only) January	Formation of personal relationships, role of communication, explanations for why relationships change or end	Studies by Rose and Frieze (1993) Dion et al. (1972) Ditzen et al. (2009) Fincham et al. (2000) Garcia et al. (2010) Levine et al. (1995)	Demonstrate knowledge and comprehension of key terms and concepts in psychology. Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question. Evaluate the contribution of psychological theories to understanding human psychology.	Formative assessment: misconception checks, worksheets, ungraded quizzes, class discussions and debates, peer feedback, etc. Summative assessment: unit exam with short-answer and extended-response questions	Thinking: reflection, higher order thinking, Communication: communicating in written and oral form Social skills: collaboration Self-management: organization skills, affective skills Research: information literacy	Biology, TOK
Group dynamics (HL only) January/February	Cooperation and competition, prejudice and discrimination, origins of conflict and conflict resolution	Studies by Gospic et al. (2011) Huoviala and Rantala (2013) Verweij et al. (2008) Pica et al. (2015) Shamir and Shikaki (2002) Peng and Nisbett (1999)	Demonstrate knowledge and comprehension of key terms and concepts in psychology. Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question. Evaluate the contribution of psychological theories to understanding human psychology.	Formative assessment: misconception checks, worksheets, ungraded quizzes, class discussions and debates, peer feedback, etc. Summative assessment: unit exam with short-answer and extended-response questions	Thinking: reflection, higher order thinking, Communication: in written and oral form Social skills: collaboration Self-management: organization skills, affective skills Research: information literacy	Biology, Chemistry, Economics, TOK

<p>Social responsibility (HL only)</p> <p>February</p>	<p>Prosocial behaviour, Bystanderism, Promoting prosocial behaviour</p>	<p>Studies by</p> <p>DeWall et al. (2008) (study 3)</p> <p>Mathur et al. (2010)</p> <p>Shotland and Straw (1976) (exp 1)</p> <p>Levine et al. (2002) (exp 2)</p> <p>Weng et al. (2013)</p> <p>Pantin and Carver (1982)</p>	<p>Demonstrate knowledge and comprehension of key terms and concepts in psychology. Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question. Evaluate the contribution of psychological theories to understanding human psychology.</p>	<p>Formative assessment: misconception checks, worksheets, ungraded quizzes, class discussions and debates, peer feedback, etc.</p> <p>Summative assessment: unit exam with short-answer and extended-response questions</p>	<p>Thinking: reflection, higher order thinking, Communication: communicating in written and oral form Social skills: collaboration Self-management: organization skills, affective skills Research: information literacy</p>	<p>Biology, TOK</p>
<p>core extensions (HL only)</p> <p>March</p>	<p>Animal models, ethical considerations in animal research, effects of digital technology and methods used to study it, methods used to study globalization, interaction of local and global influences</p>	<p>Studies by</p> <p>Garner et al. (2009)</p> <p>Weaver et al. (2004)</p> <p>Junco and Cotten (2012)</p> <p>Frenda et al. (2013)</p> <p>Tandoc et al. (2015)</p> <p>Kramer et al. (2014)</p> <p>Ariely (2011)</p> <p>Sobol et al. (2017)</p> <p>Norasakkunkit & Uchida (2011)</p> <p>Ogihara & Uchida (2014)</p>	<p>Demonstrate knowledge and comprehension of key terms and concepts in psychology. Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question. Evaluate the contribution of psychological theories to understanding human psychology.</p>	<p>Formative assessment: misconception checks, worksheets, ungraded quizzes, class discussions and debates, peer feedback, etc.</p> <p>Summative assessment: unit exam with short-answer and extended-response questions</p>	<p>Thinking: reflection, higher order thinking, Communication: communicating in written and oral form Social skills: collaboration Self-management: organization skills, affective skills Research: information literacy</p>	<p>Biology, computer science, TOK</p>