**2021 - 2022 IBDP Subject Overview**

**Subject Area: \_Psychology\_\_\_DP Level: \_\_HL\_\_**

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| **Dates** |  |  |  |  |  |  |
| Unit Title | The Backbone of Science:Research Theories of Psychology/Internal Assessment | My Brain Made Me Do It:Behavior Through Criminology | The Man Who Mistook His Wife for a Hat: Cognitive Levels | If All Your Friends Jumped Off a Bridge Would You? :Socio-Cultural Levels o | Option A:Abnormal Psychology | Option B:Human Relationships Psychology |
| Formal**TOK Connection** | Reason, Language | Reason, Language, Sense, Perception | Language, Intuition, Faith, Sense, Perception, Memory, Reason | Language, Intuition, Faith, Sense, Perception, Memory, Reason | Intuition, Emotion, Reason, Language, Imagination, Reason | Memory, Intuition, Emotion, Reason, Language, Imagination, Reason |
| **IB Objectives** | The students will be able to:* Define and discuss participant/experimenter bias.
* Summarize and discuss why particular research methods are used for different experiments.
* Evaluate/discuss ethical considerations related to psychological studies.
* Create their own simple experiment to be tested throughout the year.
* Compare and contrast types of data and methods used when completing a study.
* Statistics to determine to what extent a study is reliable and accurate.
 | The students will be able to:• Explain one study related to localization of function in the brain (for example, Wernicke, Broca, Gazzaniga and Sperry).•Using one or more examples, explain effects of neurotransmission on human behavior.• Explain functions of two hormones in human behavior.• Discuss two effects of the environment on physiological processes (jet lag,Neuroplasticity)• Interaction between cognition and physiology in terms of behavior (agnosia, anosognosia, amnesia) •Discuss the use of brain imaging technologies • What extent does genetic inheritance influence behavior?•Examine one evolutionary explanation of behavior.• Discuss ethical considerations in research into genetic influences on behavior. | The Students will be able to:•Evaluate schema theory • Evaluate two models or theories of one cognitive process (memory, perception, language, decision-making) • Explain how biological factors may affect one cognitive process (Alzheimer’s disease, brain damage).• Discuss how social or cultural factors affect one cognitive process (education, hypothesis, effect of video games on attention).• Discuss to what extent is one cognitive process reliable (reconstructive memory, perception/visual illusions, decision-making/heuristics)?•Discuss the use of technology in investigating cognitive processes.• To what extent do cognitive and biological factors interact in emotion (two factor theory, arousal theory, Lazarus’ theory of appraisal)?• Evaluate one theory of how emotion may affect one cognitive process (state-dependent memory, flashbulb memory, affective filters). | The Students will be able to:• Describe the role of situational and dispositional factors in explaining behavior.•Discuss two errors in attributions (fundamental attribution error, illusory correlation, self ‑serving bias).• Evaluate social identity theory.• Explain the formation of stereotypes and their effect on behavior.• Explain social learning theory, making reference to two relevant studies.•Discuss the use of compliance techniques (lowballing, foot‑in‑the‑door, reciprocity).• Evaluate research on conformity to group norms.• Discuss factors influencing conformity (culture, groupthink, risky shift, minority influence).• Define the terms “culture” and “cultural norms”.• Examine the role of two cultural dimensions on behavior (individualism /collectivism, power distance, uncertainty avoidance, Confucian dynamism, masculinity /femininity).• Using one or more examples, explain “emic” and “etic” concepts. | The Students will be able to:Examine the concepts of normality and abnormality.•Discuss validity and reliability of diagnosis.• Discuss cultural and ethical considerations in diagnosis • Describe symptoms and prevalence of one disorder from two of the following groups:– anxiety disorders– affective disorders– eating disorders.• Analyze etiologies of one disorder fromtwo of the following groups:– anxiety disorders– affective disorders– eating disorders.•Discuss cultural and gender variations in prevalence of disorders.• Examine biomedical, individual and group approaches to treatment.• Evaluate the use of biomedical, individual and group treatment.• Discuss the use of eclectic approaches to treatment. | The students will be able to:• Evaluate theories of cognitive development (Piaget, Bruner, Vygotsky, brain developmenttheories).• Discuss how social and environmental variables (parenting, educational environment, poverty, diet) may affect cognitive development.• Examine attachment in childhood and its role in the formation of relationships.• Discuss potential effects of deprivation or trauma in childhood on later development.• Define resilience.• Discuss strategies to build resilience.• Discuss the formation and development of gender roles.• Explain cultural variations in gender roles.• Describe adolescence.• Discuss the relationship between physical change and development of identity during adolescence.• Examine psychological research into adolescence (Erikson’s identity crisis, Marcia). |
| **International Focus** | Students will explore research from across cultures: use of triangulation, qualitative and quantitative design methods, APA ethical guidelines in research compared to other world-wide psych organizations. | Students will look at research using the biological level of analysis that demonstrates what all humans share and why some disorders or psych phenomena exist within some cultures and not others. | Examination and analysis of international research in cognitive psychology. Discuss similarities and difference in cognition across culture. | Students will explore the effect of one’s society and culture on behavior, attitudes and beliefs | Students will explore different abnormal psychology diagnosis and how they are diagnosed, viewed and treated in different cultures.  | Students will explore how development and the stages of development are similar and different across cultures. |
| **IB Objectives** | Discuss how and why particular research methods are used at the biological, cognitive, socio-cultural level of analysis (forexample, experiments, observations, correlational studies).• Discuss ethical considerations related to research studies at the biological, cognitive, socio-cultural level of analysis. |  • Outline principles that define the biological level of analysis (for example, patterns of behaviour can be inherited; animal research may inform our understanding of human behaviour; cognitions, emotions and behaviours are products of the anatomy and physiology of our nervous and endocrine systems).• Explain how principles that define the biological level of analysis may be demonstrated in research(that is, theories and/or studies)• Explain one study related to localization of function in the brain (for example, Wernicke, Broca, Gazzaniga and Sperry).• Using one or more examples, explain effects of neurotransmission on human behaviour (for example, the effect of noradrenaline on depression).• Using one or more examples, explain functions of two hormones in human behaviour.* Discuss two effects of the environment on physiological processes (for example, effects of jet lag on

bodily rhythms, effects of deprivation on neuroplasticity, effects of environmental stressors on reproductivemechanisms).• Examine one interaction between cognition and physiology in terms of behaviour (for example,agnosia, anosognosia, prosapagnosia, amnesia). Evaluate two relevant studies.• Discuss the use of brain imaging technologies (for example, CAT, PET, fMRI) in investigating the relationship between biological factors and behavior.•With reference to relevant research studies, to what extent does genetic inheritance influencebehaviour?• Examine one evolutionary explanation of behaviour.• Discuss ethical considerations in research into genetic influences on behaviour. | • Outline principles that define the cognitive level of analysis (for example, mental representations guide behaviour, mental processes can be scientifically investigated).• Explain how principles that define the cognitive level of analysis may be demonstrated in research (that is, theories and/or studies).• Evaluate schema theory with reference to research studies.•Evaluate two models or theories of one cognitive process (for example, memory, perception, language,decision‑making) with reference to research studies.• Explain how biological factors may affect one cognitive process (for example, Alzheimer’s disease, braindamage, sleep deprivation).• Discuss how social or cultural factors affect one cognitive process (for example, education,carpentered-world hypothesis, effect of video games on attention).• With reference to relevant research studies, to what extent is one cognitive process reliable (for example, reconstructive memory, perception/visual illusions, decision‑making/heuristics)?• Discuss the use of technology in investigating cognitive processes (for example, MRI (magneticresonance imaging) scans in memory research, fMRI scans in decision‑making research).Cognition and emotion• To what extent do cognitive and biological factors interact in emotion (for example, two factor theory,arousal theory, Lazarus’ theory of appraisal)?•Evaluate one theory of how emotion may affect one cognitive process (for example, state-dependentmemory, flashbulb memory, affective filters). | • Outline principles that define the sociocultural level of analysis (for example, the social and culturalenvironment influences individual behaviour; we want connectedness with, and a sense of belonging to, others; we construct our conceptions of the individual and social self).• Explain how principles that define the sociocultural level of analysis may be demonstrated in research(that is, theories and/or studies).• Describe the role of situational and dispositional factors in explaining behaviour.•Discuss two errors in attributions (for example, fundamental attribution error, illusory correlation,self‑serving bias).• Evaluate social identity theory, making reference to relevant studies.• Explain the formation of stereotypes and their effect on behaviour.• Explain social learning theory, making reference to two relevant studies.• Discuss the use of compliance techniques (for example, lowballing, foot‑in‑the‑door, reciprocity).• Evaluate research on conformity to group norms.• Discuss factors influencing conformity (for example, culture, groupthink, risky shift, minority influence).Cultural norms• Define the terms “culture” and “cultural norms”.• Examine the role of two cultural dimensions on behaviour (for example, individualism/collectivism,power distance, uncertainty avoidance, Confucian dynamism, masculinity/femininity).• Using one or more examples, explain “emic” and “etic” concepts. |  |  |
| **Unit Question** | - How do participant and experimenter expectations cause bias? - What are the different types of data collected? -What are the strengths and limitations of differing research methods? -What is the major difference between experimentation and correlation? - What are ethical considerations taken in psych? -What are the strengths and limitations of the different types of sampling? - How do statistics play a role in psychology? | - How is brain function localized? - How do neurotransmitters effect our behavior?  - How do hormones effect behavior?- How does environment change our physiological processes?- How does physiology and cognition change behavior?- How do genetics influence our behavior? | - What are schema?- How do schema influence our cognitive processes?- How do biological processes affect cognitive processes?- How reliable are our cognitive processes?- How can perception affect our memories?- What technological techniques can we use to evaluate cognitive theories?- How does cognitive and biological factors affect our emotions?- How do emotions affect our cognitive processes?  | - What is the difference between situational and dispositional factors?- What are specific types of attribution errors and how do they affect our decision making?- What is Social Identity Theory and how does it apply to our daily lives?- How do stereotypes form and how do they affect our behavior?- How does group norms and conformity affect our daily behavior?- How does culture and cultural norms affect our behavior?- What studies show examples of emic and etic concepts? | - What does it mean to behave normally? Abnormally?- How valid and reliable are diagnosis of abnormal behavior?- What are some of the different ways cultures view “abnormal” behavior?- What are the symptoms/diagnosis of different disorders?- What are the cultural variations in disorders?- What are the gender variation in disorders?-What are the pros and cons of the treatment methods of disorders? | - Who are the main developmental psychologists and what are their views?- How do social and environmental factors affect our cognitive development?- How does attachment in childhood affect future relationships?- What are the potential biological/cognitive/social effects of childhood depravation?- What is resilience and how do we build resilience?- How does gender identity develop and how is it viewed across cultures? |
| **Assessment Task** | Internal Assessment – Experiment Replication | 1. Build a Brain
2. Super Hero Biological Comic Book
 | 1. Memory Presentation
2. Perception: Cognition or Biological Presentation
3. Brain, Tech and Cognition Presentation
 | Research Paper on culturally specific psychological phenomenon  | A)Abnormal Psychology in Pop Culture Film FestivalB) Personal Development Project | A) Personal Development ProjectB) Second Life Development Presentation |
| **Approaches to Learning** | Communication, Collaboration, Organization Skills, Info & Media Literacy, Critical &Creative Thinking, Reflective | Communication, Collaboration, Media Literacy, Critical Thinking, Transfer | Communication, Collaboration, Reflection, Information, Literacy, Critical & Creative thinking, Transfer | Risk-takers, Balanced, Caring, Reflective, Knowledgeable, Communicator, Principled, Open-Minded | Communication, Affective skills, Media Literacy, Critical-Thinking, Transfer | Communication, Affective & Reflective Skills,Information and Media,Literacy, Creative, Thinking |
| **Learner Profile Focus** | Communication, Collaboration, Organization Skills, Info & Media Literacy, Creative, Transfer | Thinkers, Inquirers, Communicators, Principled, Open-Minded | Reflective, Balanced, Knowledgeable, Thinkers, Communicators, Open-Minded | Risk-Takers, Balanced, Caring, Reflective, Knowledgeable, Communicators, Principled, Open-Mind | Inquirers, Knowledgeable, Communicators, Caring, Risk-Takers, Balanced, Reflective | Risk-Takers, Balanced, Caring, Reflective, Knowledgeable, Communicators, Principled, Open-Mind |
| **CAS support** | Students read, analyze and cite psychological sources important in current psychological research. | Students keep a diary of daily reflections and analyze their behavior using the biological analysis approach. | Students use psychological research studies to write a letter to a politician discussing the use of eye witness testimony in death penalty cases. | Students plan a presentation that analyzes group norms across cultures for various behaviors. | Students plan a fundraiser to bring awareness and support for a psychological disorder. | Students create a reflective project that uses developmental psychology theories to analyze their or a family member’s life. |