IB Psychology HL Syllabus

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Grimsley High School

The IB Diploma Programme psychology course is the systematic study of behavior and mental processes. In this class we will study psychology by examining three fundamental influences, or levels of analysis, on behavior **– biological, cognitive and socio-cultural.** The interaction of these influences substantially determines behavior. IB psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and sociocultural levels of analysis reveal the immense diversity of influences that produce human behavior and mental processes.

In addition to these core investigations, we will explore two options: **Developmental Psychology and Human Relations**.

Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

All students will take the IB Psychology HL exam. **Friday/Monday, May 10th and 13th.**

Students who do not meet this requirement will have to pay a portion of the examination fee: $45 for IB exams.

•Students are assessed both internally and externally.

•External assessment for HL students is three written papers given over 2 days.

•Internal assessment for HL students is to write a report of a simple experimental study conducted by the student.

This class will be on the school grading scale, a 10 point scale.

Makeup work should be completed within **3 days*,* including all tests**. Any quiz/test not taken within that **3 day** period will have a **60 as its highest possible grade.**

Late work will be accepted, but with points deducted each day. Not all work will be accepted late. 1st day late = 15 points off, 2nd day late= 10 more points off, 3rd day and subsequent days late= 10 more points off. A 0 will be assigned after 10 days.

Tutorials will be offered on Monday afternoons or in the mornings by appointment.

**Grading:**

1. Tests will be the majority of your grade. Testing will reflect the skills and types of questions students will encounter on the IB exam. There will also be mid-term and final exams administered.

2. Quizzes will be given on class discussions and lectures, as well as any supplementary readings or videos. Quizzes can be announced or pop quizzes.

3. Various papers and projects will be assigned over the course of the year. These will be to extend your knowledge of the curriculum. The value of the grade will depend on the project. You will be given at least one major project each nine weeks.

4. Students will have various classroom and homework assignments each week that will also serve to extend your knowledge of the subject. The IB exam requires knowledge of specific psychological research. You will be responsible for researching these studies and evaluating them.

**Expectations:**

1. Come to class prepared to work EVERYDAY, ON TIME. Tardies will result in detention.
2. Do your own work. Instances of academic malpractice will be taken very seriously. Malpractice includes the following:

a. Plagiarism

b. Collusion

c. Duplication of work

d. Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate

If a teacher discovers evidence of student malpractice, they will first discuss the issue with the student. If evidence of malpractice is found, the following will occur:

First Offense:

1) The parent will be contacted, and a formal administrative write-up will occur. This write-up will serve as warning and will remain on file as documentation if any other instances of malpractice occur.

2) The teacher, parent, and student will discuss the seriousness of malpractice and the resulting effect on the class grade. If the student is an IB student (either in Grimsley’s Diploma Programme or as a Grimsley Pre-IB student), the IB Coordinator will be notified and the malpractice will be placed in the student’s file.

3) The student earns a 0 class grade for the assignment.

Second Offense:

1) The parent will be contacted, and a formal administrative write-up will occur. This write-up will result in disciplinary action.

2) The teacher will notify the IB Coordinator, if applicable. The IB Coordinator will contact the student and his/her parents and decide if the student will be allowed to continue in the IB Diploma Programme at Grimsley High School.

1. Take complete class notes. Summarize them in your own words every day. Make sure that you understand the concepts, and ask questions if you do not. Add examples to better understand terminology.
2. Participate in class discussions and activities.
3. Follow directions the first time.
4. Read all assigned texts.
5. Abide by all the rules in the student handbook.

Content Areas and Pacing Guide:

I. Biological Approach

General:

* Ethical considerations related to research studies in the biological approach to studying behavior.
* How and why particular research methods are used in the biological approach.
* Evaluation of research methods used to study the brain, hormonal and/or genetic influences on human behavior.

The brain and behavior

* Techniques used to study the brain
* The role of localization of function in behavior
* Neuroplasticity
* Neurotransmission and its role in human behavior

Hormones and behavior

* Hormones and their role in human behavior
* Pheromones and their role in human behavior

Genetics and behavior

* The role of genetic inheritance in human behavior
* Evolutionary explanations of behvior

HL extension

* The value of animal models in understanding the role of the brain/hormones/genetics in human behavior
* To what extent animal research can provide insight into human behaviour.
* Ethical considerations in animal research.

II. Cognitive Approach

General

* Ethical considerations related to research studies in the cognitive approach to studying behavior
* How and why particular research methods are used in the cognitive approach
* Evaluation of research methods used to study cognitive processes

Cognitive processing

* Schema theory
* Multi-store model of memory
* Thinking and decision making (the concept of thinking and decision making will be interchangeable)
* Working memory model

Reliability of cognitive processes

* Reconstructive memory
* Cognitive biases (should be able to discuss 2 biases)

Emotion and cognition

* One theory of how emotion affects a cognitive process (flashbulb memory)

HL extension

* The influence of digital technology on cognitive processes and human interaction
* Positive and negative effects of modern technology on cognitive processes
* Research methods used to study the interaction between digital technology and cognitive processes

III. Sociocultural Approach

General

* Ethical considerations related to research studies in the sociocultural approach to studying behavior
* How and why particular research methods are used in the sociocultural approach
* Evaluation of research methods used to study groups and culture.

Individuals and groups

* Social identity theory
* Social Cognitive Learning Theory
* Stereotypes-origins and effects

Culture, behavior, and cognition

* Cultural dimensions (1 required)
* Effect of culture on behavior
* Effect of culture on cognition
* Enculturation
* Acculturation

HL extension Effects of globalization on behavior

* How globalization may affect behavior
* Interaction of local and global influences on behavior
* Research methods used to study the influence of globalization on behavior

IV. Human Development

General

* Biological, cognitive and sociocultural factors in human development
* Approaches to research in developmental psychology
* Ethical consideration in developmental psychology

Developing as a learner

* Theories of cognitive development (2)
* Brain development

Influences on cognitive and social development

* Role of peers in cognitive and social development
* Role of play in cognitive and social development
* Role of childhood trauma in cognitive and social development
* Resilience (biological, cognitive, and sociocultural factors)
* Effects of poverty/ socioeconomic factors on cognitive and social development

Developing an identity

* Attachment
* Gender identity (biological, cognitive, sociocultural factors)
* Social roles (gender roles) (biological, cognitive, sociocultural factors)
* Development of empathy and theory of mind

V. Human Relationships

General

* Biological, cognitive and sociocultural factors in human relationships
* Approaches to research in the study of human relationships
* Ethical consideration in in the study of human relationships

Social responsibility

* Bystanderism
* Prosocial behavior (biological, cognitive, sociocultural factors)
* Promoting prosocial behavior

Personal relationships

* Formation of relationships (biological, cognitive, sociocultural factors)
* Role of communication in relationships
* Why do relationships change or end (biological, cognitive, sociocultural factors)

Group dynamics

* Cooperation and competition
* Prejudice and discrimination
* Origins of conflict (biological, cognitive, sociocultural factors)
* Conflict resolution

VI. Research Methods

Qualitative research

* Case studies
* Naturalistic observation: participant, nonparticipant, covert ethics
* Interviews: unstructured, structured, focus groups

Quantitative Research

* Experiments: laboratory, field, quasi, natural
* Correlational

Elements of Researching Behavior

* Research designs: matched pairs, independent measures, repeated measures
* Hypotheses: null, alternate
* Independent and dependent variables
* Sampling technique: random, convenience, volunteer, purposive, snowball
* Standardization
* Ethical considerations

Analyzing Data

* Data presentation
* Inductive content analysis
* Statistics: inferential, descriptive

Evaluating Research

* Reliability and validity: external and internal
* Credibility
* Bias: researcher, participant, sampling

Drawing Conclusions

* Correlation v causation
* Replication
* Generalization
* Transferability
* Triangulation

Keeping informed is important. My email address is martink@gcsnc.com. My voicemail is: 208541

I understand the requirements of this course, and agree to follow class expectations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (student signature)

I understand the requirements of this course, and will encourage my student to meet those expectations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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