Social Studies Curriculum Map for IB Psychology SL GRADES 11-12

Unit	Research Methods	Biological Level of Analysis (BLA)	Behaviorism	Cognitive Level of Analysis (CLA)	Sociocultural Level of Analysis (SLA)
Time Frame	September	October/November	November/December	December/January	February/March
Enduring Understandings	• Psychology is an empirical discipline. • Psychologists develop knowledge by doing research. • Research provides guidance for psychologists who develop theories to explain behavior and who apply theories to solve problems in behavior.	• Animals may be studied to understand human behaviour. • There are biological correlates to human behaviour. • Behaviour may be inherited.	• Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies). • Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning. • Predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment). • Predict how practice, schedules of reinforcement, and motivation will influence quality of learning.	• Mental representations guide behaviour. • Mental processes can be scientifically investigated.	1. As human beings we are constantly being influenced by other people, and by the requirements of society, even when we believe we are acting independently. 2. Human behaviour is explained by the social situation more than dispositional factors, such as individual personality.

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			• Interpret graphs that exhibit the results of learning experiments. • Provide examples of how biological constraints create learning predispositions.		3. We are social animals and require others for our survival.
Key Ideas and Conceptual Understandings	• Differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, case studies) with regard to purpose, strengths, and weaknesses. • Describe how research design drives the reasonable conclusions that can be drawn (e.g., experiments are useful for determining cause and effect; the use	1. Outline principles that define the biological level of analysis/Explain how principles that define the biological level of analysis may be demonstrated in research. 2. Discuss how and why particular research methods are used at the biological level of analysis. ● Lab experiments ● Correlational studies ● Case studies 3. Discuss ethical considerations related to research studies at the biological level of analysis	• Describe the essential characteristics of insight learning, latent learning, and social learning. • Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness. • Suggest how behavior modification, biofeedback, coping strategies, and self control can be used to address behavioral problems. • Identify key contributors in the psychology of learning (e.g., Albert Bandura, John Garcia, Ivan Pavlov, Robert Re)	1. Outline principles that define the cognitive level of analysis. 2. Explain how principles that define the cognitive level of analysis may be demonstrated in research 3. Discuss how and why particular research methods are used at the cognitive level of analysis. 4. Discuss ethical considerations related to research	1. Outline principles that define the socio-cultural level of analysis. 2. Explain how principles that define the socio-cultural level of analysis may be demonstrated in research. 3. Discuss how and why particular research methods are used at the socio-cultural level of analysis.

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	of experimental controls reduces alternative explanations). • Identify independent, dependent, confounding, and control variables in experimental designs. • Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys. • Predict the validity of behavioral explanations based on the quality of research design (e.g., confounding	• Issues of consent, confidentiality, undue stress or harm • The question of animal research 4. Explain one study related to localization of function. • The role of the hippocampus - Corkin's study of HM, Maguire's taxi cab study 5. Using one or more examples, explain effects of neurotransmission on human behaviour. • Martinez & Kesner on acetylcholine and memory consolidation. 6. Discuss two effects of the environment on physiological processes. • Role of stressors in society on health. The Whitehall study; the role of glucocorticoids on health and development.		studies at the cognitive level of analysis. 5. Evaluate schema theory. 6. Evaluate two models of theories of memory. 7. Explain how biological factors may affect memory. 8. Discuss how social or cultural factors affect memory. 9. To what extent is memory reliable? 10. Discuss the use of technology in investigating memory 11. To what extent do cognitive and biological factors interact in emotion.	4. Discuss ethical considerations related to research studies at the socio-cultural level of analysis. 5. Describe the role of situational and dispositional factors in explaining behaviour. 6. Discuss two errors in attribution. 7. Evaluate social identity theory. 8. Explain the formation of stereotypes and

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	variables limit confidence in research conclusions). • Distinguish the purposes of descriptive statistics and inferential statistics. • Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics (e.g., measures of central tendency, standard deviation). • Discuss the value of reliance on operational definitions and measurement in behavioral research.	Studies include Meany, Seyle, Newcomer. ● The role of stimulation in the environment on brain development and plasticity. Rosenzweig & Bennett. 7. Examine one interaction between cognition and physiology in terms of behaviour. ● All research on emotions. ● Baumgarten on the role of oxytocin on trust. ● Research on testosterone and aggression - for example, Archer, Sapolsky. 8. Discuss the use of brain imaging technologies in investigating the relationship between biological factors and behaviour. ● Baumgarten - fMRI to observe		12. Evaluate one theory of how emotion may affect memory.	their effect and behaviour 9. Explain social learning theory. 10. Discuss the use of compliance techniques. 11. Evaluate research on conformity to group norms. 12. Discuss factors influencing conformity. 13. Define the terms “culture” and “cultural norms” 14. Examine the role of two cultural

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	• Identify how ethical issues inform and constrain research practices. • Describe how ethical and legal guidelines (e.g., those provided by the American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice.	activity in the amygdala ● Carion et al (2009) fMRI study of hippocampal impairment in abused children and its effect on memorization tasks ● Corkin - use of MRI to study hippocampal impairment 9. To what extent does genetic inheritance influence behaviour? ● Bailey & Pillard on sexuality 10. Examine one evolutionary explanat of behaviour. ● Wedekind's smelly t-shirt study ● Donald Buss on mating behaviour 11. Discuss ethical considerations in research into genetic influences of behaviour. ● Confidentiality, informed consent, debriefing			dimensions on behaviour. 15. Using one or more examples, explain "emic" and "etic" concepts.

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		• **Self-fulfilling prophecy/undue stress**			
Essential Questions		• **To what extent is our behaviour determined by our biological processes?** • **How do psychologists study biological correlates to behaviour?** • **How has technology affected the way that we study biological factors in human behaviour?** • **How do biological and cognitive factors interact?**			

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Assessment Strategies Formative & Summative (Common & Differentiated)		**Brain Museum** **Critical thinking: Genetics and education** **Critical thinking: Predicting crime** **Critical thinking: Smart drugs** **Hearts and minds lab** **Intelligence Socratic seminar** **Is the internet changing our brains?** **Neuron touching activity** **Online intelligence tests** **Stress brochure project**			
Literacy Skills and Social Studies Practices					

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Sources		• **Thompson on localization and method** • **Rosenzweig & Bennett on the effect of environment on brain development/brain plasticity** • **Martinez & Kesner on the role of acetylcholine in memory consolidation** • **Simon LeVay on brain structure and sexuality** • **Bailey and Pillard on genetic origins of sexuality.** • **Donald Buss on evolutionary approaches to explaining sexual behaviour (link to human relationships)** • **Wedekind's smelly t-shirt study (link to human relationships)** • **Baumgarten on the role of oxytocin in trust**			

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Unit	**Psychology of Human Relationships (PHR)**				
Time Frame	**March/April**				
Enduring Understandings	1. **To what extent do biological, cognitive and socio-cultural factors influence human relationships?** 2. **Evaluate psychological research (that is, theories and/or studies) relevant to human relationships.**				

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	Social responsibility 1. **Distinguish between altruism and prosocial behaviour** 2. **Contrast two theories explaining altruism in humans** 3. **Using one or more research studies, explain cross-cultural differences in prosocial behaviour** 4. **Examine factors influencing bystanderism**				

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