

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		Psychology IB HL 1AB				Course Code			
Transcript Title:	Psychology IBHL 1AB			Grades Levels:	11-12	Board Adoption Date:			
Content Area:	Social Science			GPA Scale:	5.0	Date Course Submitted:		4/ 2016	
Credential Req:	Social Science		Graduation Subject Areas:		Elective				
UC/CSU “A-G” Area Approvals:		yes	yes	School Site that wrote and submitted the course:			NHHS		
Recommend Skills:									
Next course(s):	IB Psychology HL 2AB								

COURSE DESCRIPTION (*catalog summary*):

The focus of IB Psychology HL 1 will be the integration of three levels of analysis of human behavior and mental processes – biological, cognitive and sociocultural. This integrative approach will provide the students with a comprehensive understanding of the multi-causal influences on human behavior. It is the aim of this course to have the students become educated consumers of psychological knowledge. This will include an appreciation of the importance of the ethics related to both the pursuit and application of psychological inquiry. In addition, the student will develop an awareness of how psychological research can be applied for the benefit of human beings. This course is the first course in a two course IB Psychology HL sequence.

GOALS (*expected performance outcomes for students*):

See standards section for performance outcomes

CALIFORNIA CONTENT STANDARDS (*how the course aligns with California and/or national curriculum standards*):

Currently, there are no California State Curriculum Standards for any psychology course. However, this course does meet both the Learning Outcomes required by the International Baccalaureate Organization (2009) and the *National Standards for High School Psychology Curricula* established by the American Psychological Association (2011). Please see standards section below.

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EVALUATION *(how the effectiveness of the course will be monitored and assessed):*

- Formative assessments will be administered during Instruction.
- Course work (readings, activities) will be assigned and assessed throughout the course.
- Summative assessments will be administered at the end of each unit of study (Unit Exams) and at the end of each semester (Semester Final Exam).
- A summative “IB Exam” will be administered at the conclusion of the two course sequence (HL 1 and HL 2).

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Unit 1	Length of Unit 7 weeks				
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts	
History and Research in Psychology History of Psychology Understanding the research process Experimental methods Non-experimental methods	Aim Population Subjects/Participants Sample Representative Self-selected Snowball Stratified Ethics Validity Ecological Cross-cultural Reliability Experiment Variables Independent Dependent Confounding Single/Double Blind Correlation Positive Negative Correlation Triangulation Non-experimental Qualitative Interview Observation Case Study	What is psychology • Define psychology • Describe psychology as a scientific discipline • Outline how psychological knowledge is generated • Explain what is understood by a theoretical explanation and empirical investigation • Describe the “levels of analysis” • Explain what is understood by critical thinking a giving examples Understanding the research process • Define the aim and target population of a study • Discuss sampling techniques appropriate to research • Discuss ethical considerations when carrying out research	 • Lecture/Discussion • Primary document analysis • Multimedia presentations • Analysis of related research studies • Student presentation • Guest speakers	IB Psychology: Chapter 1 Coon: Introduction, Chapter 1 and Behavioral Statistic Appendix Various research studies	

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		• Explain the concept of “generalizability” • Explain the concepts of validity and reliability • Explain what is meant by an application of findings Experimental methods • Explain the purpose of a “null” hypothesis and an experimental hypothesis • State the independent and dependent variable in an experiment • State operational definitions of variables • Explain confounding variables and how they may be controlled • Discuss the strengths and limitations of the experimental method Non-experimental methods: qualitative research • Describe non-experimental methods • Outline important differences	

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		<i>between experimental and non-experimental methods</i> • <i>Explain ethical issues related to interviews, observation, and case studies</i>		
Differentiation	Support -- for students who are struggling with the content	Content: Access to Instructor’s notes; structured reading guide; Process: Product: <i>Models for specific writing prompts as per command terms</i>		
	Extension – for high achieving students.	Content: <i>supplemental readings</i> Process: Product: <i>additional writing assignments that unify course concepts</i>		
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Check for understanding during instruction</i> <i>Objective/free response quizzes over assigned reading material</i>			
	Summative Assessments (unit final evaluation): <i>Objective test over assigned reading material</i> <i>Free response assessments addressing course learning objectives</i>			

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Unit 2	Length of Unit ... 10 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Biological Level of Analysis <i>Physiology and Behavior</i> <i>Genetics and Behavior</i>	Neuron Cell Body Dendrite Axon Axon Terminal Synaptic Cleft Neurotransmitters Dopamine Serotonin Acetylcholine Divisions of the Nervous system Central Peripheral Somatic Autonomic Sympathetic Parasympathetic Brain Lobes Hemispheres Structures Paul Broca Carl Wernicke Technology EEG MRI MRI PET CAT Brain Plasticity Endocrine System Glands	- Outline principles that define the biological level of analysis (<i>for example, patterns of behavior can be inherited; animal research may inform our understanding of human behavior; cognitions, emotions and behaviors are products of the anatomy and physiology of our nervous and endocrine systems</i>). - Explain how principles that define the biological level of analysis may be demonstrated in research (that is, theories and/or studies). - Discuss how and why particular research methods are used at the biological level of analysis (<i>for example, experiments, observations, correlational studies</i>). - Discuss ethical considerations related to research studies at the biological level of analysis. Physiology and behavior	- Lecture/Discussion - Primary document analysis - Multimedia presentations - Analysis of related research studies - Student presentations - Guest speakers	<i>IB Psychology: Chapter 2</i> <i>Coon: Chapters 2,4,5,6</i>

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	<i>Hormones</i> <i>Behavioral genetics</i> <i>Monozygotic</i> <i>Dizygotic</i> <i>Concordance Rate</i> <i>Eugenics</i> <i>Natural Selection</i> <i>Evolutionary Psychology</i>	• Explain one study related to localization of function in the brain <i>(for example, Wernicke, Broca, Gazzaniga and Sperry)</i>. • Using one or more examples, explain effects of neurotransmission on human behavior <i>(for example, the effect of noradrenaline on depression)</i>. • Using one or more examples, explain functions of two hormones in human behavior. Discuss two effects of the environment on physiological processes <i>(for example, effects of jet lag on bodily rhythms, effects of deprivation on neuroplasticity, effects of environmental stressors on reproductive mechanisms)</i>. • Examine one interaction between cognition and physiology in terms of behavior <i>(for example, agnosia, anosognosia, prosapagnosia, amnesia)</i>. Evaluate two relevant studies.	

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		• Discuss the use of brain imaging technologies (<i>for example, CAT, PET, fMRI</i>) in investigating the relationship between biological factors and behavior. Genetics and behavior • With reference to relevant research studies, to what extent does genetic inheritance influence behavior? • Examine one evolutionary explanation of behavior. • Discuss ethical considerations in research into genetic influences on behavior.	
Differentiation	Support -- for students who are struggling with the content	Content: <i>Access to instructor's notes; Structured reading guides</i> Process: Product: Models for specific writing prompts, as per command terms	
	Extension – for high achieving students.	Content: <i>Supplemental readings</i> Process: Product: Additional writing assignments that unify course concepts	

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Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Check for understanding during instruction</i> <i>Objective/free response quizzes over assigned reading material</i>		
	Summative Assessments (unit final evaluation): <i>Objective test over assigned reading material</i> <i>Essay / short answer assessments addressing course learning objectives</i>		

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Unit 3	Length of Unit ... 8 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Cognitive Level of Analysis <i>Cognitive Processes</i> <i>Cognition and emotion</i>	<i>Cognitive Psychology</i> <i>Cognitive Neuroscience</i> <i>Cognition</i> <i>Processing</i> <i>Bottom-up</i> <i>Top-down</i> <i>Reconstructive aspects of memory</i> <i>False memories</i> <i>Schema</i> <i>Encoding</i> <i>Storage</i> <i>Sensory</i> <i>Short-term</i> <i>Long-term</i> <i>Retrieval</i> <i>Multi-store model of memory</i> <i>Working memory</i> <i>Explicit memory</i> <i>Semantic memory</i> <i>Episodic memory</i> <i>Procedural memory</i> <i>Hippocampus</i> <i>Amygdala</i> <i>Clive Wearing</i> <i>HM</i> <i>Elizabeth Loftus</i> <i>Flashbulb memory</i>	• Outline principles that define the cognitive level of analysis (for example, mental representations guide behavior, 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). • Discuss how and why particular research methods are used at the cognitive level of analysis (for example, experiments, observations, interviews). • Discuss ethical considerations related to research studies at the cognitive level of analysis.	• Lecture/Discussion • Primary document analysis • Multimedia presentations • Analysis of related research studies • Student presentation • Guest speakers	<i>IB Psychology: Chapter 3</i> <i>Coon: Chapters 7,8,9,10</i>

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		Cognitive processes • Evaluate schema theory with reference to research studies. • Evaluate two models or theories of one cognitive process (<i>for example, memory, perception, language, decision -making</i>) with reference to research studies. • Explain how biological factors may affect one cognitive process (<i>for example, Alzheimer’s disease, Brain damage, sleep deprivation</i>). • Discuss how social or cultural factors affect one cognitive process (<i>for example, education, carpentered-world hypothesis, effect of video games on attention</i>). • With reference to relevant research studies, to what extent is one cognitive process reliable (<i>for example,</i>	

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		<i>reconstructive memory, perception/visual illusions, decision -making/heuristics)?</i> • Discuss the use of technology in investigating cognitive processes (<i>for example, MRI (magnetic resonance imaging) scans in memory research, fMRI scans in decision -making research</i>). Cognition and emotion • To what extent do cognitive and biological factors interact in emotion (<i>for example, two factor theory, arousal theory, Lazarus’ theory of appraisal</i>)? • Evaluate one theory of how emotion may affect one cognitive process (<i>for example, state-dependent memory, flashbulb memory, affective filters</i>).	
Differentiation	Support -- for students who are struggling	Content: Access to instructor’s notes; Structured reading guides Process:	

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	with the content	Product: <i>Models for specific writing prompts, as per command terms</i>		
	Extension – for high achieving students.	Content: Supplemental readings: Process: Product: <i>Additional writing assignments that unify course concepts</i>		
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): <i>Check for understanding during instruction</i> <i>Objective/free response quizzes over assigned reading material</i>			
	Summative Assessments (<i>unit final evaluation</i>): <i>Objective test over assigned reading material</i> <i>Essay / short answer assessments addressing course learning objectives</i>			

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Unit 4	Length of Unit ... 9 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Sociocultural Level of Analysis <i>Sociocultural Cognition</i> <i>Social and Cultural Norms</i>	<i>Culture</i> <i>Attribution Theory</i> <i>Actor-Observer Effect</i> <i>Fundamental Attribution Error</i> <i>Self-Serving Bias</i> <i>Modesty Bias</i> <i>Social Identity Theory</i> <i>Social Categorization</i> <i>In-group</i> <i>Out-Group</i> <i>Social Comparison</i> <i>Social Representations</i> <i>Social Cognition</i> <i>Stereotype</i> <i>Grain of Truth Hypothesis</i> <i>Illusory Correlation</i> <i>Prejudice</i> <i>Discrimination</i> <i>Availability Heuristic</i> <i>Contact Hypothesis</i> <i>Superordinate Goals</i> <i>Norm</i> <i>Social Learning Theory</i> <i>Albert Bandura</i> <i>Compliance</i> <i>Reciprocity</i> <i>Door-In-The-Face</i> <i>Foot-In-The-Door</i> <i>Low-Balling</i> <i>Conformity</i> <i>Soloman Asch</i> <i>Groupthink</i> <i>Informational Social Influence</i>	Outline principles that define the sociocultural level of analysis (for example, the social and cultural environment influences individual behavior; 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). • Discuss how and why particular research methods are used at the sociocultural level of analysis (for example, participant/naturalistic observation, interviews, case studies).	• <i>Lecture/Discussion</i> • <i>Primary document analysis</i> • <i>Multimedia presentations</i> • <i>Analysis of related research studies</i> • <i>Student presentation</i> • <i>Guest speakers</i>	<i>IB Psychology: Chapter 4</i> <i>Coon: Chapters 16, 17</i>

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	<i>Normative Social Influence</i> <i>Etic</i> <i>Emic</i> <i>Dimensions of Culture</i> <i>Individualism</i> <i>Collectivism</i> <i>Uncertainty</i> <i>Avoidance</i> <i>Confucian Work Dynamism</i>	• Discuss ethical considerations related to research studies at the sociocultural level of analysis. Sociocultural cognition • Describe the role of situational and dispositional factors in explaining behavior. • Discuss two errors in attributions (<i>for example, fundamental attribution error, illusory correlation, self-serving bias</i>). • Evaluate social identity theory, making reference to relevant studies. • Explain the formation of stereotypes and their effect on behavior. Social norms • Explain social learning theory, making reference to two relevant studies.	

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		• Discuss the use of compliance techniques (<i>for example, lowballing, foot -in -the -door, reciprocity</i>). • Evaluate research on conformity to group norms. • Discuss factors influencing conformity (<i>for example, culture, groupthink, risky shift, minority influence</i>). Cultural norms • Define the terms “culture” and “cultural norms”. • Examine the role of two cultural dimensions on behavior (<i>for example, individualism/collectivism, power distance, uncertainty avoidance, Confucian dynamism, masculinity/femininity</i>). • Using one or more examples, explain “emic” and “etic” concepts.	

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	Extension – for high achieving students.	Content: <i>Supplemental readings</i> Process: Product: Additional writing assignments that unify course concepts			
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Check for understanding during instruction</i> <i>Objective/free response quizzes over assigned reading material</i>				
	Summative Assessments (unit final evaluation): <i>Objective test over assigned reading material</i> <i>Essay / short answer assessments addressing course learning objectives</i>				

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Unit 5	Length of Unit.....7 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Differentiation	Support -- for students who are struggling with the content	Content: Process: Product:		
	Extension – for high achieving students.	Content: Process: Product:		
Evaluation	Formative Assessments (ongoing & mid-lesson):			
	Summative Assessments (unit final evaluation):			

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Unit 6	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>[Title]</i> <i>[Subtopics]</i>				
Differentiation	Support -- for students who are struggling with the content	Content: Process: Product:		
	Extension – for high achieving students.	Content: Process: Product:		
Evaluation	Formative Assessments (ongoing & mid-lesson):			
	Summative Assessments (unit final evaluation):			

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Unit 7	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>[Title]</i> <i>[Subtopics]</i>				
Differentiation	Support -- for students who are struggling with the content	Content: Process: Product:		
	Extension – for high achieving students.	Content: Process: Product:		
Evaluation	Formative Assessments (ongoing & mid-lesson):			
	Summative Assessments (unit final evaluation):			

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Unit 8	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>[Title]</i> <i>[Subtopics]</i>				
Differentiation	Support -- for students who are struggling with the content	Content: Process: Product:		
	Extension – for high achieving students.	Content: Process: Product:		
Evaluation	Formative Assessments (ongoing & mid-lesson):			
	Summative Assessments (unit final evaluation):			

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Unit 9	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>[Title]</i> <i>[Subtopics]</i>				
Differentiation	Support -- for students who are struggling with the content	Content: Process: Product:		
	Extension – for high achieving students.	Content: Process: Product:		
Evaluation	Formative Assessments (ongoing & mid-lesson):			
	Summative Assessments (unit final evaluation):			

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Unit 10	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>[Title]</i> <i>[Subtopics]</i>				
Differentiation	Support -- for students who are struggling with the content	Content: Process: Product:		
	Extension – for high achieving students.	Content: Process: Product:		
Evaluation	Formative Assessments (ongoing & mid-lesson):			
	Summative Assessments (unit final evaluation):			

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