

IB Psychology 1 & 2

11-12th Grade

Knowing and Understanding

PS 1 Demonstrate knowledge and comprehension of key terms and concepts in psychology.

PS 2 Demonstrate an understanding of ethical guidelines and considerations in the field of psychology.

PS 3 Demonstrate knowledge and comprehension of a range of appropriately identified psychological theories PS 4 Demonstrate knowledge and comprehension of the biological level of analysis. And research studies.

PS 4 Demonstrate knowledge and comprehension of the biological level of analysis.

PS 5 Demonstrate knowledge and comprehension of the cognitive level of analysis.

PS 6 Demonstrate knowledge and comprehension of the socio-cultural level of analysis.

PS 7 Demonstrate knowledge and comprehension of the various fields in psychology (abnormal, developmental, health, human relationships, and/or sport psychology).

Investigating

PS 8 Demonstrate knowledge and comprehension of psychological research methods.

PS 9 Evaluate psychological theories and/or empirical studies.

PS 10 Demonstrate the acquisition of knowledge and skills required for experimental design.

PS 11 Demonstrate the acquisition of knowledge and skills required for data collection and presentation.

PS 12 Demonstrate the acquisition of knowledge and skills required for data analysis and interpretation.

Communicating

PS 13 Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question.

PS 14 Demonstrate an ability to write an organized, well-developed, and focused response.

PS 15 RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

PS 16 RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

PS 17 WHST.1 Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from or supports the argument presented.

PS 18 WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared

Thinking Critically

PS 19 Discuss how the biological levels of analysis can be used to explain behavior.

PS 20 Discuss how the cognitive levels of analysis can be used to explain behavior.

PS 21 Discuss how the socio-cultural levels of analysis can be used to explain behavior.

PS 22 Discuss how the various fields in psychology (abnormal, developmental, health, human relationships, and/or sport psychology) can be used to explain behavior.

PS 23 RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

PS 24 RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
