

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



IB Psychology SL

Board Approval Date: June 18, 2025	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 11, 12	Subject Area: Elective Elective Area (if applicable): Social Sciences
Prerequisite(s): None	Corequisite(s): None
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (g) College-preparatory elective	
Graduation Requirement: No	
Course Intent: Site Specific Program (if applicable): IB	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org 916-294-9000 x 104415	

**1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harassment-title-ix>

COURSE DESCRIPTION:

Psychology is the rigorous and systematic study of mental processes and behavior. Psychology studies human beings and as such it is paramount that the ethical implications in any line of investigation, and at all points in the course, are fully explored and understood to ensure that ethical guidelines are followed at all times. The IB Psychology SL class will examine the different perspectives within the psychological world, specifically the biological, socio-cultural and cognitive perspectives. Finally, students will be involved in the process of implementing their own psychological experiment. This course prepares students to sit for the Standard Level exam in May. As a part of the core syllabus, DP psychology promotes an understanding of the various approaches to research and how they have been used in order to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Research Methodology	How can we study subjective phenomena objectively? How can we decide what is ethical and what is not in psychology?	*Vocabulary Quiz *Unethical studies poster *Quick write	*Research proposal *Group oral presentation
2. Biological Approach to Behavior	Is every behavior associated with a specific brain region? To what extent is our behavior determined by genetic inheritance?	*Vocabulary Quiz *Quick Writes *Gallery Walks	Mock Paper 1
3. Cognitive Approach to Behavior	How reliable are human beings as information processors? How does context influence comprehension?	*Vocabulary Quiz *Quick Writes *Testing predictions *Behavioral economics	*Child development prevention internet addiction presentation *Mock Paper 2
4. Sociocultural Approach to Behavior	What determines your beliefs, behaviors, and attitudes?	*Vocabulary Quiz *Quick Writes *Reciprocal determinism cartoon strip *Implicit biases quiz	Internal Assessment
5. Abnormal Psychology	How do we define the threshold between the presence and the absence of a disorder? How can we assess the effectiveness of treatment?	*Vocabulary Quiz *Quick Writes *Psychoanalysis Poster *Accommodating cultures within therapy	*Cultural syndromes DSM-5 presentations
6. Developmental Psychology	How does deprivation affect brain development? Should education be designed to “push the limits” and require more than the child is currently capable of? When and how do children acquire gender identity?	*Vocabulary Quiz *Quick Writes *Developmental Stages *Classical conditioning *Piaget and Vygotsky theories	Mock Paper 1 Mock Paper 2

ESSENTIAL STANDARDS:

Knowledge and comprehension of specified content:

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

Demonstrate knowledge and comprehension of a range of psychological theories and research studies.

Demonstrate knowledge and comprehension of the biological, cognitive and sociocultural approaches to mental processes and behavior.

Demonstrate knowledge and comprehension of research methods used in psychology.

Application and analysis:

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

Demonstrate application and analysis of a range of psychological theories and research studies.

Demonstrate application and analysis of the knowledge relevant to areas of applied psychology.

Synthesis and evaluation:

Evaluate the contribution of psychological theories to understanding human psychology.

Evaluate the contribution of research to understanding human psychology.

Evaluate the contribution of the theories and research in areas of applied psychology.

Selection and use of skills appropriate to psychology:

Demonstrate the acquisition of skills required for experimental design, data collection and presentation, data analysis and the evaluation of a simple experiment while demonstrating ethical practice.

Work in a group to design a method for a simple experimental investigation, organize the investigation and record the required data for a simple experiment.

Write a report of a simple experiment.

https://resources.ibo.org/dpapp/guide.html?doc=d_3_psych_gui_1702_1_e&part=1&chapter=6

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter14.pdf>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.apa.org/education-career/k12/psychology-curricula.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior to at least one applied area of study understand diverse methods of inquiry understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries ensure that ethical practices are upheld in all psychological inquiry and discussion develop an awareness of how psychological research can be applied to address real-world problems and promote positive change. https://drive.google.com/file/d/1Mdm1cxOi4dSj-6w7MKM3AO_14Hf50VRW/view

TEXTBOOKS AND RESOURCE MATERIALS:**Textbooks**

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Text will be approved with this outline</i>		<i>IB Psychology ISBN:9781382056663</i>	Alexey Popov	Oxford Publishing	2025	2025
<i>Text will be approved with this outline</i>		<i>IB Psychology - A Student's Guide ISBN:978-0-9951390-1-5</i>	Travis Dixon	Thematic Education	2nd Edition	2025
<i>Text will be approved with this outline</i>		<i>IB Psychology Study Guide: Oxford Diploma Programme ISBN:978-019839172</i>	Alexey Popov	Oxford Publishing	2025	2025