

Diploma Programme subject outline—Group 3: individuals and societies			
School name	Gymnazium a SOS Rokycany		School code 061768
Name of the DP subject <i>(indicate language)</i>	Psychology (English)		
Level <i>(indicate with X)</i>	Higher <input type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
Name of the teacher who completed this outline	Ivo Barca	Date of IB training	March 2021
Date when outline was completed	05/2021	Name of workshop <i>(indicate name of subject and workshop category)</i>	Psychology, Category 1

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

If you will teach history, complete the following chart.

Prescribed subject	Topics	HL option and sections

1. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>	Contents	Allocated time	Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
			One class is 45 minutes. In one week there are 3 classes.		
Year 1	Introduction Research methods	Definition of psychology Brief history of psychology Qualitative research Quantitative research Ethics Experiments	20 hours/27 lessons	In-class work / homework Readings Presentations Unit tests and quizzes Presentations	Popov, Sparks, Parker, Crane, Hannibal – Psychology course companion 2 nd edition, OUP, 2017 Popov – Psychology IB Study guide 2 nd edition, OUP, 2019 Supplementary materials Online resources
	Biological approach	Biology of the human brain Neuron Neuroplasticity Neurotransmitters Localization of function Pheromones Hormones Genetics Evolutionary psychology	32 hours/42,6 lessons	In-class work / homework Readings Presentations Unit tests and quizzes Presentations	Popov, Sparks, Parker, Crane, Hannibal – Psychology course companion 2 nd edition, OUP, 2017 Popov – Psychology IB Study guide 2 nd edition, OUP, 2019 Supplementary materials Online resources PowerPoint presentations TED talks
	Cognitive approach	Schema theory Thinking and decision making Reliability of memory Models of memory Reconstructive memory Memory deficiency Emotion Emotion and memory Emotional intelligence	32 hours/42,6 lessons	In-class work / homework Readings Presentations Unit tests and quizzes Presentations	Popov, Sparks, Parker, Crane, Hannibal – Psychology course companion 2 nd edition, OUP, 2017 Popov – Psychology IB Study guide 2 nd edition, OUP, 2019 Supplementary materials Online resources PowerPoint presentations TED talks

	Sociocultural approach	Social cognitive theory Social identity theory In-group and out-group Conformity and compliance Stereotypes Attribution theory Culture and socialization Norms and values Emic and etic perspective Cultural dimensions Enculturation Observational learning Social learning theory Individualism vs collectivism	32 hours/42,6 lessons	In-class work / homework Readings Presentations Unit tests and quizzes Presentations	Popov, Sparks, Parker, Crane, Hannibal – Psychology course companion 2 nd edition, OUP, 2017 Popov – Psychology IB Study guide 2 nd edition, OUP, 2019 Supplementary materials Online resources PowerPoint presentations TED talks
Year 2	Health psychology	Models of health Determinants of health Risk and protective factors Promoting health Health problems – stress, obesity	20 hours/27 lessons	In-class work / homework Readings Presentations Unit tests and quizzes Presentations	Popov, Sparks, Parker, Crane, Hannibal – Psychology course companion 2 nd edition, OUP, 2017 Popov – Psychology IB Study guide 2 nd edition, OUP, 2019 Supplementary materials Online resources PowerPoint presentations TED talks
	Internal assessment	Experimental study	20 hours/27 lessons		

2. IB internal assessment requirement to be completed during the course

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

General information

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment requirements at SL and at HL are the same.

Scheduling

Y2: IA will be introduced to students at the very beginning of Year 2.

In late September students will be informed about the requirements of the IA. They will have access to some good quality sample IAs.

In December they will have chosen the topic of their IA and will have enough time to carry out experiments etc.

In March students should compile their results and data and introduce their 1st draft.

By the end of April, they will submit their final draft.

Assessment criteria

During the process of evaluation, Introduction (6 marks), Exploration (4 marks), Analysis (6 marks) and Evaluation (6 marks) will be evaluated.

For more detail see the Psychology guide.

3. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
Social cognitive theory	In this lesson, we will work with Aristotle's premise that a man is born as a blank slate which corroborates the theory that we learn by observing other people's behaviour or by experiencing the consequences of an action by ourselves. Steve Pinker claims that people are pre-programmed to develop certain traits, like innate disposition towards a spoken language (ability to use grammar and vocabulary to explain our world). The question arising is – Where does language come from? is it innate or learned?

4. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Internal assessment	IA is a great way to develop these skills. They need to think about not only the topic of their IA, but also communicate the strategies and processes in their work groups. <i>Self-management</i> is very important when it comes to drafting and following deadlines.
Health psychology	While dealing with health risks and protective factors, students will have to think about aspects that influence certain behaviours (smoking tobacco, binge drinking, etc) although they might lack the information to do it thoroughly. They will also <i>communicate</i> their ideas to other members of the class with respect to each one of them. Analyzing and accepting the ideas of others (<i>social</i>), they reflect on what they came up with and compare their own perspective with the one of the others'.

5. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Sociocultural approach	In the class about Acculturation, students explore how migration, integration and assimilation are perceived by people in different cultures. Is it easy for people to accept changes that happen in their society thanks to the increasing number of migrants? Are people willing to accept such changes? Which of these strategies (integration, assimilation, separation, and marginalization) is usually chosen by the migrants? Various articles from jstor.com and other resources will be used to provide sufficient information on the topic. Students work in groups to finally compare and contrast their findings.

6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Health problems - obesity	Students will be able to describe various determinants that influence obesity. I will ask students to take a closer look at their lives and <u>reflect</u> on their lifestyle, whether they are more likely to be endangered by obesity or not. I will also ask students to be more <u>open-minded</u> when it comes to obese people, as the reason for the illness might be different from different people. Through adequate language means to use to talk about obesity, students will be <u>communicative</u> . Students should be empathetic, respectful and compassionate (<u>caring</u>) when hearing other people's life stories, how they cope with their health issues, whether they affect their social lives, etc.

7. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

<p>The school's classrooms are all equipped with computers, multimedia projectors, touch boards, speakers, and high-speed Wi-Fi. There is a computer lab and a well-equipped library with several multimedia and VR stations accessible to students. The school has purchased teacher resource materials for every subject including textbooks, subject guides and teaching methodology material. There is also a virtual link to the library of Western Bohemia University in Pilsen which enables students and teachers to use a wide variety of resources, magazine articles, fiction and non-fiction literature, etc.</p> <p>There are also printing and scanning stations available to students and teachers enabling them to work with and create various teaching and learning materials. Overall, the amount and quality of available resources is sufficient to give effective support to the Psychology course.</p> <p>Other resources include: Popov, Sparks, Parker, Crane, Hannibal – Psychology course companion 2nd edition, OUP, 2017 Popov – Psychology IB Study guide 2nd edition, OUP, 2019 Khanacademy.com, Britannica.com, thinkib.net, jstor.org, themantic-education.com TED talks</p>
