

TEACHER

Jessi Hunt

SUBJECT

Psychology

SHARED GRADES

Year 1

START DATE


Week 2, February

DURATION

15 Weeks

COURSE PART

UNIT DESCRIPTION

 INQUIRY & PURPOSE

Essential Understandings

The origins of criminal behaviour includes the complex interactions of biological, cognitive social and cultural factors. It's important to study the origins of antisocial behaviour so we can devise more effective strategies to reduce and prevent it. Brain function influences behaviour (e.g. the amygdala functions to perceive threat and generate emotion, and the prefrontal cortex functions to inhibit impulsive and facilitates decision making).

Topic 1: The Brain and Behaviour

- Damage to the brain can influence our behaviour.

Topic 2: The Brain and Decision Making

- Damage to the brain can affect our ability to make decisions.

Topic 3: The Brain and Emotion

- Our amygdala is essential in the experience of emotions.

Topic 4: Hormones and Behaviour

- Changes in levels of hormones in our body can influence our behaviour.

Topic 5: Culture and Biology

- Our cultural values can affect our behaviour through the effect they can have on our thinking and our biology.

Topic 6: Neurotransmissions Influence on Behaviour

- Levels of neurotransmitters can influence brain activity in particular areas, which influences our behaviour

Topic 7: Neuroplasticity

- The neuroplasticity of the brain can be influenced by our environment.

Topic 8: Genetics and Behaviour

- Genetics can have an influence on our behaviour

Topic 9: Social Cognitive Theory

- Humans can learn vicariously by observing others.

Inquiry Questions

Debatable

How can we reduce violence in society?

Skills-based

Why are some people violent?

 CURRICULUM

Aims & Objectives

AIMS

Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions

Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society

Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material

Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies

Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires

an appreciation of such diversity

Enable the student to recognize that the content and methodologies of the individuals and societies subjects are contestable and that their study requires the toleration of uncertainty

Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour

Apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour 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

OBJECTIVES

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 behaviour
- 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
- at HL only, analyse qualitative and quantitative research in 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
- at HL only, evaluate research scenarios from a methodological and ethical perspective

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

Syllabus Content

Core

- Biological approach to understanding behaviour
 - The brain and behaviour
 - Techniques used to study the brain in relation to behaviour: The choice of techniques used to correlate the brain with behaviour is based on a variety of factors including opportunity, available technology and costs. An awareness of these limitations as well as the strengths of these different techniques is important when evaluating the contribution they have made to understanding behaviour.
 - Localization: Students should understand the concept of localization and how the function of different parts of the brain is determined as well as the limitations of this model.
 - Neuroplasticity: The development of neural networks through repetition and neural pruning is both genetic and subject to environmental influences. Neural networks can change developmentally, over time or after injury. This

is termed neuroplasticity.

- Neurotransmitters and their effect on behaviour: The effect of neurotransmitters on human behaviour can be explained using an appropriate example. Neurotransmitters allow the impulse to cross a synapse (excitatory) or stop the impulse and prevent it from crossing a synapse (inhibitory). Neurotransmitters are themselves affected by agonists which amplify their effect and antagonists which reduce their effect. As a result, neurons working together can produce a large variety of effects resulting in a complex repertoire of behaviours. As a result any claim of cause and effect should be treated with caution.
- Hormones and behaviour
 - Hormones and behaviour: The effect of a hormone on human behaviour can be examined using one or more examples.
- Genetics and behaviour
 - Genes and behaviour: The evidence for links between genes and certain types of behaviour requires critical evaluation in the light of environmental factors.
 - Genetic similarities: Genetic similarity is referred to as relatedness. The greater the genetic similarities between two individuals or a group of individuals the higher the degree of relatedness. An awareness of the degree of relatedness between MZ and DZ twins, siblings, parents and children, and parents and adopted children provides a critical perspective in evaluating twin or kinship studies.
- The role of animal research in understanding human behaviour (HL only)
 - The role of animal research in understanding human behaviour: For all three topics in the biological approach, and with reference to research studies, HL students should study the following: the value of animal models in psychology research; whether animal research can provide insight into human behaviour; ethical considerations in animal research.
- Cognitive approach to understanding behaviour
 - Cognitive processing
 - Thinking and decision-making: Thinking involves using information and doing something with it, for example, deciding something. Thinking and decision-making are thus closely related. Thinking is based on factors such as concepts, processes, and goals. Modern research into thinking and decision-making often refers to rational (controlled) and intuitive thinking (automatic). There is an increasing understanding of how emotions may influence thinking and the decision-making process because the consequences of decisions result in the experiencing of emotions and many of our choices are guided by the experience of or anticipation of such emotions.
- Sociocultural approach to understanding behaviour
 - The individual and the group
 - Social cognitive theory: Social cognitive theory suggests behaviour is modelled by other members of a group and acquired through observation or imitation based on consequences of a behaviour.
 - Cultural origins of behaviour and cognition
 - Culture and its influence on behaviour and cognition: Cultures are made up of a set of attitudes, behaviours, and symbols shared by a large group of people, and usually communicated from one generation to the next. Cultural groups are characterized by different norms and conventions.

Content, Skills & Concepts

CONTENT

Topics in this Unit	Lessons for Each Topic
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2.1 The Brain and Behaviour	<ul style="list-style-type: none"> • The Frontal Lobe • The Prefrontal Cortex and Aggression
2.2 The Brain and Decision Making	<ul style="list-style-type: none"> • Judgement, Processing and Decision Making • The Dual Process Model of Decision Making • PFC Damage and Decision Making • Processing and Decision Making while Gambling
2.3 The Brain and Emotion	<ul style="list-style-type: none"> • Fear and the Amygdala • SM: The Woman with No Fear • The Amygdala and the Fear Response
2.4 Hormones and Behaviour	<ul style="list-style-type: none"> • Testosterone and Aggression • Aggression: An Evolutionary Adaptation • Testosterone and Social Threat Part I • Testosterone and Social Threat Part II
2.5 Culture and Biology	<ul style="list-style-type: none"> • Cultural Values: Culture of Honor • Cultural Values and Testosterone
2.6 Neurotransmission	<ul style="list-style-type: none"> • Neurotransmission • Serotonin, Threat and the Prefrontal Cortex
2.7 Neuroplasticity	<ul style="list-style-type: none"> • Environment and Brain Development • Childhood and Brain Development • Meditation and Mindfulness • Mindfulness and Emotion
2.8 Genetics and Behaviour	<ul style="list-style-type: none"> • Twin and Adoption Studies • The MAOA “Warrior” Gene
2.9 Social Cognitive Theory	<ul style="list-style-type: none"> • Bandura’s Social Cognitive Theory • Vicarious Learning and the Bobo Doll

SKILLS

Apply understandings of content to questions of human behaviour and cognition using studies and theories as evidence.

Evaluate the efficacy and ethics of evidence used

Evaluate arguments and create counter claims

ASSESSMENT

Formative assessment

- The learning Network
- Responses to 3 key guiding questions each lesson.

Summative assessment

Practice SAR:

Take Home SAR

In-Class SAR

In class Essay

Take Home Essay assignment

Peer and self assessment

Completion of key guiding questions

Completion of unit workbook

Standardization and moderation

IB assessment mark schemes will be used for standardisation of marking and samples of assessment will be cross-marked with other Psychology teacher.

Assessment criteria

Paper 1 SAQ & LAQ,

HL Criteria

External Assessment

Paper 1: Section A

Three short-answer questions on the core approaches to psychology

Paper 1: Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour (one, two or all of the essays will reference the additional HL topic)

- A: Focus on the question
- B: Knowledge and understanding
- C: Use of research to support answer
- D: Critical thinking
- E: Clarity and organization

LEARNING EXPERIENCES

Prior learning experiences

Students have completed PreDP 10. Students will have opportunities to link prior knowledge to current topics at the beginning and throughout the unit.

Pedagogical approaches

Pedagogy based on inquiry questioning.

Methodologies include:

- Lecture based lessons
- Collaborative peer activities
- Practical based lessons
- White board activities

Feedback

Students will receive clear written feedback against the criteria of each assessment - practice SAQ and LAQ, end term exam SAQ and LAQ assignment

Student expectations

Students will receive term outlines with content covered along with key guiding questions for each lesson, a workbook with challenging activities to complete both individually and in small groups. Students will see exemplars of responses, templates for study summaries and feedback against rubrics.

Support materials

Examples

Rubrics

Templates

Sample Exam Questions

Learning Process

Lecture

Small group/pair work

PowerPoint lecture/notes

Individual presentations

Group presentations

Student lecture/leading

Differentiation

Affirm identity - build self-esteem

Value prior knowledge

Scaffold learning

Extend learning

 CONNECTIONS

Approaches to Learning

 **Thinking** **Social** **Communication** **Self management** **Research**

Thinking: Students are required to apply critical thinking in their creation of responses to each lessons key guiding questions that demonstrate a range of skills from knowledge and understanding to synthesis of a variety of information, evaluation of evidence, application of studies/theories.

Social: Students are required to engage in collaborative projects which require them to engage with different roles within the group.

Communication: Students are required to communicate in a variety of different modalities: verbal skills - classroom discussion, individual questioning, group planning, debating, etc; written skills - answering Short Answer Questions, Extended Response Questions, Key Guiding Questions, etc.

Self Management: Students are required to plan their study time involving the answering of key guiding questions after each lesson, creation of revision tools, use of revision tools.

Research: Students are required to create a response to their project scenario using content from class and individual research for studies and meta-analyses as evidence. Students will research relevant studies and theories to support their internal assessment

Learner Profile

Inquirers

Students will investigate different topics for studies and theories to explain relationships between society, cognition and behaviour

Knowledgeable

Students will demonstrate a clear understanding of content through details responses in their unit workbook, key guiding questions, short answer responses, extended responses, internal assessment, learning network.

Thinkers

Students are required to apply critical thinking to essential understanding questions to explain the relationships between society, cognition and behaviour. As well as to acknowledge that single studies and theories are not as influential as the weight of a wide body of research and research that has been evaluated for reliability and validity.

Communicators

Students are required to communicate in a variety of different modalities: verbal skills - classroom discussion, individual questioning, group planning, debating, etc; written skills - answering Short Answer Questions, Extended Response Questions, Projects, Key Guiding Questions, lab report for IA etc.

Principled

Students understand the principles and ethics involved in psychological research.

Open-minded

Students are encouraged to acknowledge their own biases when attempting to understand the complexities of human psychology. As well as to understand that accepted knowledge can be superseded over time.

Caring

Students are encouraged to support each other in their learning in group projects, internal assessment, collaborative classroom activities, and by taking turns at taking responsibility for the creation of model answers to each lessons key guiding questions.

Risk-takers (Courageous)

Students are encouraged to stretch themselves to achieve more than they can alone by working with others and their teacher to accept that failure is a vital step in learning.

Balanced

Students are encouraged to use the understanding they have about their own learning to create a balanced study schedule in terms of tasks, time and topics.

Reflective

Students are asked to be reflective about their learning after every lesson in the creation of responses to key guiding questions.

International Mindedness

Students are encouraged to understand how our cultural values can affect our behaviour through the effect they can have on our thinking and our biology.

Academic Honesty

Students will submit their projects and practice internal assessment through Turnitin software to detect similarity to other sources.

Information Communication Technology

Students are required to use a range of platforms and programs to engage with learning. OneNote, Moodle, Word, Powerpoint. Students will develop familiarity and skills in using each as part of class learning and assessment.

Language and learning

Activating background knowledge

Scaffolding for new learning

Acquisition of new learning through practice

Demonstrating proficiency

TOK Connections

Personal and shared knowledge

Ways of knowing

Areas of knowledge

CAS Connections

Creativity