

**Murrieta Valley Unified School District**  
**High School Course Outline**  
**October 2017**

**Department: Social Studies, IB**

**Course Title: Psychology HL1**

**Grade Level(s): 11**

**Length of Course: Year one of a two year course**

**Prerequisite(s): None**

**UC/CSU (A-G) Requirement: G**

**Brief Course Description:**

This course meets UC/CSU elective and District graduation requirements for elective credit. This is the first year of a two year course. This course satisfies the Group 6 requirement for those pursuing the IB Diploma. **Psychology is not a pre-requisite for Psychology IB.** Students will explore how psychology can provide a unique approach to understanding modern society by developing an awareness that human attitudes and beliefs are widely diverse and by appreciating the role culture plays in human behavior. Students will analyze how the biological, cognitive and socio-cultural approaches interact in human behavior. Students will examine a variety of topics that include: brain functioning, genetics, evolutionary psychology, animal research, memory, decision-making and biases, emotion, culture, group identity, stereotypes, group conflict, research methodology and ethics. Also, this course explores options to investigate through applied psychology (options include: abnormal psychology, developmental psychology, psychology of human relationships and health psychology). Assessments will include projects, essay exams, and replication of an experimental study. **The IB exam will be offered in May of Senior Year.**

**I. Goals**

The aims of the psychology course at SL and at HL are to:

1. develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior
2. apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior to at least one applied area of study
3. understand diverse methods of inquiry
4. understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
5. ensure that ethical practices are upheld in all psychological inquiry and discussion
6. develop an awareness of how psychological research can be applied to address real-world problems and promote positive change.

## **II. Outline of Content for Major Areas of Study**

### **Semester I**

- **Approaches to Researching Behavior:**
  - Essentially there are two approaches to research: qualitative and quantitative. There is no hierarchy to the approaches. The method chosen will depend on the aims and objectives of an investigation. No method is perfect in itself and all methods have their individual strengths and limitations. A researcher will choose the method or methods that are most suitable for a specific research study. Approaches to research in psychology may be reductionist or holistic. As behavior is often the result of complex social, cultural, cognitive as well as biological interactions, a combination of approaches to researching behavior is not only inevitable, but desirable.
- **Biological Approach to Understanding Behavior:**
  - The brain and behavior
  - Hormones and behavior
  - Genetics and behavior
  - The role of animal research in understanding human behavior (HL only)
  - The contribution of research methods used in the biological approach to understanding human behavior
  - Ethical considerations in the investigation of the biological approach to understanding human behavior
- **Internal Assessment – Simple Experimental replication**
  - Students plan, undertake and report a replication of a simple experimental study. Students will be provided with the internal assessment criteria to reference when writing their report. An introduction to experimental research methodology will discuss the following: Quantitative/Qualitative research methods, Experimental design, Sampling procedures, Ethical considerations, Statistical analyses, and Evaluation of research.
- **Cognitive Approach to Understanding Behavior:**
  - Cognitive processing
  - Reliability of cognitive processes
  - Emotion and cognition
  - Cognitive processing in the digital world (HL only)
  - The contribution of research methods used in the cognitive approach to understanding human behavior
  - Ethical considerations in the investigation of the cognitive approach to understanding human behavior.
- **Final Cumulative Exam**

### **Semester II**

- **Sociocultural Approach to Understanding Behavior:**
  - The individual and the group
  - Cultural origins of behavior
  - Cultural influences on individual attitudes, identity and behaviors
  - The influence of globalization on individual attitudes, identities and behavior (HL only)

- The contribution of research methods used in the sociocultural approach to understanding human behavior
  - Ethical considerations in the investigation of the sociocultural approach to understanding human behavior
- **Option – Human Relationships: (options can be rotated each year between Developmental Psychology, Human Relationships, Abnormal Psychology and Health Psychology)**
- Personal relationships
  - Group dynamics
  - Social responsibility
- **Final Cumulative Exam for entire course**

### III. Accountability Determinants

- Daily participation: class discussion, group work
- Homework: nightly reading, analysis of studies, research
- Daily class assignments: projects, group work, individual work
- Quizzes: frequent quizzes from nightly reading, key terms, and key studies
- Tests: unit exams and mid-terms, which will all be essays or short answer questions
- Experimental Study: Internal Assessment requirement, broken down in mini-due dates

#### IB Assessment: (will take place in the second year of the course)

Assessment component for HL	Weighting
<b>External Assessment (5 hours)</b> ***** <b>Paper 1 (2 hours)</b> Section A: <b>Three</b> compulsory short answer questions on the core approaches. (27 marks)  Section B: <b>One</b> essay from a choice of three on the biological, cognitive and sociocultural approaches to behavior. One, two or all of the essays will reference the additional HL topic. (22 marks) ----- <b>Paper 2 (2 hours)</b> <b>Two</b> essay questions; one from a choice of three on each of two options (Human Relationships and Developmental Psychology). (22 marks each) ----- <b>Paper 3 (1 hour)</b> <b>Three</b> compulsory short-answer questions from a list of six static questions on approaches to research based on an unseen text, covering Qualitative Research Methodology.	<b>80%</b> *****  <b>35%</b> (49 marks)  ----- <b>25%</b> (44 marks) ----- <b>20%</b> (24 marks)
<b>Internal Assessment</b> A report of a simple experimental study conducted by the student.	<b>20%</b> (22 marks)

#### **IV. Instructional Materials and Methodologies**

##### **A. Required Textbook(s)**

Popov, A., Parker, L., & Seath, D. (2017). *Psychology: Course companion*. 2<sup>nd</sup> Ed. United Kingdom: Oxford University Press.

##### **B. Supplementary Materials**

Various research articles available through Questia and online sources.

##### **C. Instructional Methodologies**

All instructional methodologies address adaptations necessary for special needs learners and English Language Learners.

- Teacher lecture
- Seminars
- Class discussions
- Group projects/presentations
- Class activities and games
- Experiments
- Reading from text and journals
- Peer edits of writing
- Individual student presentations
- Re-enacting experimental studies