

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 SL (English)		
Level <i>(indicate with X)</i>	Higher ☐	Standard completed in two years ☒	Standard completed in one year * ☐
Name of the teacher who completed this outline	Ivo Barca	Date of IB training	March 2025
Date when outline was completed	February 2026	Name of workshop <i>(indicate name of subject and workshop category)</i>	Psychology, Category 2

* 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	Introduction to psychology Qualitative research Quantitative research Ethics Experiments	15 hours/17 classes	In-class work / homework Readings Presentations Unit tests and quizzes Presentations	Popov – Psychology course companion 2025 edition, OUP, 2025 Popov – Psychology IB Study guide 2025 edition, OUP, 2025 Supplementary materials Online resources
	Learning and cognition	Classical and operant conditioning Schema theory Biological factors in cognitive processes Cognitive models Social learning theory Culture and cognition Environment and cognition Cognitive biases Practical	25 hours/33 classes	In-class work / homework Readings Presentations Unit tests and quizzes Presentations	Popov – Psychology course companion 2025 edition, OUP, 2025 Popov – Psychology IB Study guide 2025 edition, OUP, 2025 Supplementary materials Online resources Powerpoint presentations TED talks

	Human relationships	Social Identity Theory SLT and group behaviour Conformity Compliance techniques Cultural dimensions Etic and emic approaches Role of chemical messengers and the brain in human relationships Communication Practicals	25 hours/33 classes	In-class work / homework Readings Presentations Unit tests and quizzes Presentations	Popov – Psychology course companion 2025 edition, OUP, 2025 Popov – Psychology IB Study guide 2025 edition, OUP, 2025 Supplementary materials Online resources Powerpoint presentations TED talks
Year 2	Health and well-being	Stress and health Social learning and health problems Prevalence and prevention of health problems Introducing one mental health disorder Genetics and mental health Culture and mental health Environmental factors in mental health One biological and one psychological treatment One cognitive model of one disorder	25 hours/33 classes	In-class work / homework Readings Presentations Unit tests and quizzes Presentations	Popov – Psychology course companion 2025 edition, OUP, 2025 Popov – Psychology IB Study guide 2025 edition, OUP, 2025 Supplementary materials Online resources Powerpoint presentations TED talks
	Human development	Brain scanning techniques Neuroplasticity and brain maturation Stage theory Continuous theory – sociocultural factors on development Theory of mind Attachment theory	25 hours/33 classes		Popov – Psychology course companion 2025 edition, OUP, 2025 Popov – Psychology IB Study guide 2025 edition, OUP, 2025 Supplementary materials Online resources Powerpoint presentations TED talks

		Enculturation to social norms Acculturation Peer influence Practicals			
	Internal assessment	A research proposal	35 hours/38 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.

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 January students should compile their results and data and introduce their 1st draft.
By the end of March, they will submit their final draft.

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)
Learning and cognition – Cognitive models	In this lesson, we will work with the fact that we can only attend to a limited amount of information in our sensory memory at a given time. This provides the concept of "selectivity of perception". I will have students recall examples from various areas of knowledge that show how selectivity of perception affects our knowledge and everyday life. History would make a great example of this.

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. Self-management is very important when it comes to drafting and following deadlines.
Stress and health	While dealing with stress and its influence on one's health, students will have to <u>think</u> about aspects that influence certain behaviours (smoking tobacco, binge drinking, etc). They will also <u>communicate</u> their ideas to other members of the class with respect to each one of them. Analyzing and accepting the ideas of others (<u>social</u>), 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)
Human relationships/Human development	In the class about Acculturation, we will take a look at how migration, integration and assimilation is 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 ? I will use various articles from jstor.com and other resources.

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
Prevention of one health problem	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 (through adequate language means – <u>communicative</u>), whether they are more likely to be endangered by obesity or not. I will also ask students to be more <u>openminded</u> when it comes to obese people, as the reason for the illness might be different with different people. 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.

Popov – Psychology course companion 2025 edition, OUP, 2025

Popov – Psychology IB Study guide 2025 edition, OUP, 2025

Khanacademy.com, Britannica.com, thinkib.net, jstor.org, themantic-education.com

TED talks

Our 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.

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.