# DP unit planner 1

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| **Teacher(s)**  | Kyle Austin | **Subject group and course** | Psychology SL |
| **Course part and topic** | Biological Level of Analysis  | **SL or HL/Year 1 or 2** | SL | **Dates** | October & November |
| **Unit description and texts** | **DP assessment(s) for unit** |
| Biological Level of Analysis (parts of the brain, Hormones, Evolution, etc.) Meyer’s text titled ‘Psychology’IB study book by Jamison  | Parts of the Neuron/Brain QuizUnit Test AP styleUnit Test IB style  |

***INQUIRY: establishing the purpose of the unit***

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| **Transfer goals***List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer” or apply, their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.*  |
| Goal 1: SWBAT argue that biological components of a person have great effect on a person’s personality. Such as, damage to certain areas of the brain do show effect in brain function, memory and/or learning. Goal 2: SWBAT argue that the human brain has localization of functions for many tasks.  |

***ACTION: teaching and learning through inquiry***

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| **Content/skills/concepts—essential understandings**  | **Learning process***Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.* |
| Students will know the following content:-parts of neuron-major parts of the brain-major hormones and their functions-localization of the brain and what that means-arguments for evolutionary changes in our brain-effects of PTSD on the brainStudents will develop the following skills:-identify certain parts of the brain and neuron-learn studies related to biological research in psychology -argue the biological effects on the individual’s mindStudents will grasp the following concepts:-hormones serve roles for communication through the body-that genes can affect behaviour-explore ethical considerations in research into genetic influences on behaviour-Case studies will be used to introduce students to value and limits of this type of research. | **Learning experiences and strategies/planning for self-supporting learning:**[x] Lecture[ ] Socratic seminar[ ] Small group/pair work[x] PowerPoint lecture/notes[ ] Individual presentations[ ] Group presentations[ ] Student lecture/leading[ ] Interdisciplinary learningDetails: [ ] Other/s: |
| **Formative assessment:**Reviews, concept checksQuizzes |
| **Summative assessment:**2 unit tests (one AP Style, the other in IB Style) |
| Differentiation:[ ] Affirm identity—build self-esteem[ ] Value prior knowledge[x] Scaffold learning[ ] Extend learningDetails: |
| **Approaches to learning (ATL)***Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see* [*the guide*](http://ibpublishing.ibo.org/dpatl/guide.html)*.* |
| [x] Thinking[ ] Social[ ] Communication[x] Self-management[ ] ResearchDetails:  |
| **Language and learning***Check the boxes for any explicit language and learning connections made during the unit. For more information on the IB’s approach to language and learning, please see* [*the guide*](http://ibpublishing.ibo.org/dpatl/guide.html)*.* | **TOK connections***Check the boxes for any explicit TOK connections made during the unit* | **CAS connections***Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the “details” section explaining how students engaged in CAS for this unit.* |
| [ ] Activating background knowledge[x] Scaffolding for new learning[x] Acquisition of new learning through practice[x] Demonstrating proficiencyDetails: Use of concepts from Biology Classes | [ ] Personal and shared knowledge[x] Ways of knowing[x] Areas of knowledge[ ] The knowledge frameworkDetails: Looking a research methods and how it’s applied in this content | [ ] Creativity[ ] Activity[ ] ServiceDetails:  |
| **Resources***List and attach (if applicable) any resources used in this unit* |
| **YouTube videos embedding within the notes****Notes via PowerPoint****Case Studies, from teacher’s personal copy of adolescent case studies** |

***Stage 3: Reflection—considering the planning, process and impact of the inquiry***

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| **What worked well***List the portions of the unit (content, assessment, planning) that were successful* | **What didn’t work well***List the portions of the unit (content, assessment, planning) that were not as successful as hoped* | **Notes/changes/suggestions:***List any notes, suggestions, or considerations for the future teaching of this unit* |
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