



Marietta City Schools

2023–2024 District Unit Planner

IB Psychology Y1

Unit Title/ Topic	Unit 1: Introduction to Psychology and Research Methods	Hours	33 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Unit Description and texts

Students will learn that the study of psychology is evidence based, both in quantitative and qualitative research methods. Students will learn to apply critical thinking skills through the evaluation of psychological studies. These skills include strengths and limitations of the research studies, both for quantitative and qualitative methods. Students will apply these skills by challenging the psychological research assumptions, designs, methodologies, findings, and conclusions to properly answer their exam questions. The skills of asking questions, challenging assumptions and critically assessing the methods used by researchers in these psychological studies are integral skills in the study of Psychology, especially since they are assessed by Criterion C (use of research) and criterion D (critical thinking) to support their answers for essay responses in all three papers (paper 1 section B, Paper 2, and Paper 3).

Texts:

Popov, Alexey, Lee Parker, & Darren Seath (2017). *IB Psychology Course Companion, 2nd Edition*. Oxford, UK: Oxford

Jennie Brooks Jamison (2013). *Understanding Research Methods in Psychology*, 2nd Edition.

Travis Dixon and Themantic Education (2017). *IB Psychology, A Student's Guide*

Online:

InThinking.net

IB Psychology Guide

IB On-line Program Resource Center

Themantic Education.com

Concepts/Skills to be Mastered by Students

Information Processing

Published: August, 2023

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

9. construct charts and tables
14. formulate appropriate research questions

Map & Globe Skills

Not used

Reading Standards

L11-12RHSS3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Writing Standards

L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills:</p> <p>Students' thinking</p> <p>Research Methodology</p> <p>Social Emotional skills</p> <p>Details:</p> <p>Students will learn to evaluate psychological research, use concepts and apply critical thinking skills in research methodology.</p> <p>Students will apply positive psychology through social emotions skills.</p>	<p>Category: Thinking Cluster: Critical thinking: Analyzing and evaluating issues and ideas Skill Indicator: Draw reasonable conclusions and generalizations</p> <p>Category: Social Cluster: Collaboration skills: Working effectively with others Skill Indicator: Delegate and share responsibility for decision-making</p> <p>Category: Communication Cluster: Communication skills: Exchanging thoughts, messages and information effectively through interaction Skill Indicator: Make inferences and draw conclusions</p> <p>Details: While researching/reviewing studies, students will apply critical thinking skills as they discuss and reflect on the limitations of the research and see the value of using metacognitive ability. In small groups, students will come up with fictitious studies that will demonstrate research methodology. Students will also role play real studies to demonstrate mastery of concepts. Students will also share responsibilities for making decisions in psychological studies.</p>
Content/skills/concepts	Learning process

<p><u>Students will know the following content:</u></p> <p>IB Command Terms: Describe, Explain, Evaluate, Discuss</p> <p>Research methodology: qualitative vs. quantitative</p> <p>Comparison of qualitative vs. quantitative</p> <p>Types of quantitative research</p> <p>Experimental, correlational, descriptive</p> <p>Types of qualitative research</p> <p>Case studies, interviews, observations, interviews</p> <p>Elements of research behavior</p> <p>Evaluating research</p> <p>Drawing conclusion</p> <p>Ethics in Psychological Research</p> <p><u>Students will develop the following skills:</u></p> <p>Explain quantitative and qualitative methods</p> <p>Apply elements of research methods through a fictitious study</p> <p>Evaluate psychological research and critically assess the methods used by researchers</p> <p>Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question.</p> <p><u>Students will grasp the following concepts:</u></p> <p>Quantitative and Qualitative research methods</p> <p>The experimental method and non-experimental methods</p> <p>Research Design, variables, sampling technique</p> <p>Analysis of empirical studies through concepts in evaluating and drawing conclusions for psychological research</p> <p>Data analysis</p> <p>Ethics in Research Methods</p>	<p>Details:</p> <p>Small group/pair work - Students will be working in small groups to collaborate for the research process of elements of research, evaluation of research, drawing conclusions and ethical considerations in psychological research</p> <p>Group presentations - Students will group presentations of specific content when evaluating and drawing conclusions in psychological research</p> <p>PowerPoint lecture/notes - Students will take notes from powerpoint either through teacher led lecture or from teacher pre-recorder video lecture with checkpoint questions</p> <p>Others:</p> <p>Vocabulary review games (kahoot, verbal tennis, quizlet live)</p> <p>Edpuzzle videos for review or remediation</p> <p>TedTalk videos</p> <p>Brain Game clips</p> <p>Hands-on activities (legos replication)</p>
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Positive Psychology: Dan Gilbert: The Surprising Science of Happiness					
Language and Learning		TOK Connections		CAS connections	
Scaffolding for new learning Acquisition of new learning through practice Details: Building background knowledge through the student’s mother tongue, when necessary, and if applicable. Students will acquire new learning through several scaffolding mediums, such as, but not limited to visual aids, small collaborative group assignments, and individual interactive activities. While students acquire new learning, they will also read and use research studies to develop analytical and critical thinking skills.		Areas of knowledge The knowledge framework Details: Students will make three connections of the six recommended AOKs in TOK: natural sciences, human sciences, and ethics. Students will be able to effectively examine these AOKs through several knowledge framework features, such as: scope, motivation and applications specific terminology and concepts These framework features will shape the AOKs.		Activity Details: Students could use their knowledge of statistics to see if there is a relationship between the time students go to bed and their academic test scores. Whether a student eats school meals or home cooked meals and their sleep test scores. The students could produce a report on their findings to inform the relevant people (i.e. inform school pastoral leaders if link between bedtime and academic scores, if link between school meals and sleep test scores, present to management to investigate further if there is causality. (CAS activity idea from Hodder Education)	
Essential Understandings and Questions					
Factual: What are quantitative research methods?					
Conceptual Contrast the differences between qualitative and quantitative methods.					
Debatable: To what extent is qualitative research credible?					
Assessment Tasks List of common formative and summative assessments.					
DP Assessments	Unit 1 assessment Paper 3 assessment	Formative Assessments	Critical thinking questions Quizzes Short answer response questions Group Projects	Summative Assessments	Unit 1 Assessment using the command term “Describe Paper 3, Q. 1-3 assessment using command term “Describe”

Learning Experiences

Add additional rows below as needed

Topic or Content	Learning Experiences	Personalized Learning and Differentiation
Quantitative Research Methods	Quantitative Research Methods assignment Students complete a graphic organizer while learning about quantitative research methods. Then identify the strengths and limitations of each method.	<ul style="list-style-type: none"> • Pre-teach academic vocabulary through flipped learning homework • Scaffolded learning via chunking information • Extended learning via Crash course and Edpuzzle videos • Self-directed learning by way of problem-based learning • Grouping via random or self-selected • Learning through play via skittles/m&m's • Jigsaw technique
Elements in Research	Sampling techniques group assignment Students work collaboratively to identify appropriate samples from their population of “village people” to design a valid, replicable study and use evidence from learning to defend their choices. <ul style="list-style-type: none"> • Village People sheet • Village People scenario sheet 	
Analyzing Data	Data Presentation & Statistics M&M activity - Students complete analysis charts through playing with individual sized skittles or M&M bags.	
Evaluating Research	Internal Validity activity - Students work in groups and apply critical thinking skills about common threats to internal validity using the acronym MRS SMITH via grouping and jigsaw technique.	
Drawing Conclusions	Generalizability - Students work independently or in pairs to generate as many possible questions to the different types of generalizability through “fictitious” studies.	
Ethical Considerations	Ethics activity Students work individually to think about what ethical decisions must the researcher make in each study. Students will identify If the study is, in fact, unethical, they will determine what could the researcher do to study the topic in an ethical manner.	
Positive Psychology	Instruments of Authentic Happiness - Students will measure their level of happiness through the University of Pennsylvania Authentic Happiness website. Students will complete the Authentic Happiness Inventory - This short quiz is a scientifically--validated measure of students’ levels of happiness. It’s a quick set of 24 questions that provides an overall measure of one’s happiness levels. Students write down their score and submit it to Schoology as their assignment. This first score will	

	serve as a baseline throughout the semester of how their happiness levels change.	
Content Resources		
<p>Popov, Alexey, Lee Parker, & Darren Seath (2017). <i>IB Psychology Course Companion</i>, 2nd Edition. Oxford, UK: Oxford</p> <p>Jennie Brooks Jamison (2013). <i>Understanding Research Methods in Psychology</i>, 2nd Edition.</p> <p>Travis Dixon and Themantic Education (2017). <i>IB Psychology, A Student's Guide</i></p> <p>InThinking.net</p> <p>IB Psychology Guide</p> <p>IB On-line Program Resource Center</p> <p>Themantic Education.com</p> <p>Intro Command Term activity: <i>Command Terms Activity</i> (non unit activity); command term PPT; command term explained review sheet</p> <p>Introduction to Psychology</p> <p>Introduction to Psychology PPT</p> <p>Psychology as a Science PPT</p> <p>Culture of Honor Study (by Cohen et. al. 1996)</p> <p>Gratitude Curriculum - GGSC MS/HS</p> <p>Research Methodology</p> <p>Intro to Research method PPT</p> <p>Part 1: Variables and Relationships PPT</p> <p>Identifying Independent and Dependent Variables activity</p> <p>Part 2: Applying Conclusions PPT</p> <p>Stating the AIM of an experiment activity</p> <p>Drawing Conclusions activity</p> <p>Part 3: Causation PPT</p> <p>Causation activity</p> <p>Extraneous variables activity</p> <p>Part 4: Correlation PPT</p> <p>Ted talk video: The Surprising habits of original thinkers by adam grant (clip from 8:25-10:30)</p> <p>Correlation explanation activity</p> <p>Part 5: Psychological Theories PPT</p> <p>video: World battleground, 1000 years of war in less than 5 min</p> <p>Individual task assignment - on part 5 PPT, slide 17</p>		

Qualitative and quantitative

[PPT](#)

videos: Piano stairs ([link](#)); Bottomless rubbish bin ([link](#)); Scary audience in a cinema ([link](#)) - Clips are 90 seconds each.

[Quantitative Research Methods assignment](#)

[Experimental Designs activity](#)

[Sampling Methods activity](#)

[sampling techniques group assignment: village people sheet, village people scenario sheet](#)

[Likert Scale Questionnaire example: Course Evaluation form](#)

[NON-EXPERIMENTAL METHODS: CASE STUDIES activity](#)

[HM case study](#)

[SM case study](#)

[experimental methods quizlet](#)

[kahoot review](#)

[Jeopardy labs review game](#)

Ethics

[PPT](#)

[Ethics activity](#)

Assessment:

[Quantitative methods quizizz](#)

[Research Methods terminology quizizz](#)

[Project: Researcher Social Networking Event](#)

[Assessment Review](#)

[IB Psychology Unit 1 Summative - Version A](#)

[IB Psychology Unit 1 Summative - Version B](#)