



Marietta City Schools
2023–2024 District Unit Planner

IB Psychology Yr 2

Unit Title/ Topic	Unit 3: Developmental Psychology	Hours	25.5 Hours
Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): <i>What will students learn?</i> Students will explore the development of individuals as learners and understand the influences on this development.			
Unit Description and texts			
This unit of study focuses on how and why people’s behavior and thinking changes over time. The three topics in this option are: <ol style="list-style-type: none"> 1. influences on cognitive and social development 2. developing an identity 3. developing as a learner 			
Transfer goals/Skills		Approaches to learning (ATL)	
Skills: <ol style="list-style-type: none"> 1. Apply skills required to analyze and evaluate a simple psychological theory using the DEAL method. 2. Identify the different approaches taken in research and recognize the ethical considerations and the sensitivity required in a discussion of this subject. 3. Use research studies to support an argument 4. Understanding of the extent to which early experience may influence later development and if there are critical periods in development. Details:		Category: Category: Communication Cluster: Communication skills: Exchanging thoughts, messages and information effectively through interaction Skill Indicator: Make inferences and draw conclusions 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.	
Content/skills/concepts		Learning process	

<p><u>Students will know the following content:</u></p> <ol style="list-style-type: none"> Influences on cognitive and social development <ol style="list-style-type: none"> Role of peers and play Childhood trauma and resilience Poverty/socio-economic status Developing an identity <ol style="list-style-type: none"> Attachment Gender identity and social roles Development of empathy and theory of mind Developing as a learner <ol style="list-style-type: none"> Cognitive development Brain development <p><u>Students will develop the following skills:</u></p> <ol style="list-style-type: none"> Answering ERQs (extended response questions) using research studies as evidence Analyze and evaluate the results of a research experiment. Compare/contrast the role of peers and play in development Identify how individuals develop an identity Compare/contrast cognitive and brain development <p><u>Students will grasp the following concepts:</u></p> <ol style="list-style-type: none"> Use of effective teamwork and collaboration. Applying learning to real-world problems and contexts. Engaging in experiential learning. 			<p>Details: 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: Theory of Mind Station Activity</p>		
Language and Learning		TOK Connections		CAS connections	
<p>Activating background knowledge Scaffolding for new learning Extending Language</p> <p>Details:</p> <ol style="list-style-type: none"> Activating Prior Knowledge—utilizing learning from content in Year 1. Scaffolding New Learning—organizers for planning the ERQ. Extending Language—utilizing an actual psychological experiment as the basis for their ERQ arguments, which requires students to read and understand at a high level. 		<p>Personal and shared knowledge</p> <p>Details:</p> <ol style="list-style-type: none"> Personal and Shared Knowledge—students will be collaborating on some activities (shared knowledge), but will need to analyze and evaluate research studies individually, building personal knowledge based on the results of their analysis. 		<p>Creativity</p> <p>Details:</p> <ol style="list-style-type: none"> Creativity—students must think creatively to make an argument using the available research studies. 	

Essential Understandings and Questions

Factual: What are the major theories of cognitive development in humans?

Conceptual: What is Theory of Mind and when does it develop?

Debatable: How do parenting styles compare?

Common Assessment Tasks

List of formative and summative assessments.

DP Assessments	Assessment Objectives	Formative Assessments	Summative Assessments	Developmental Summative Exam -P2 format
		Cultural Theories of Play Group Research & presentations Poverty & Development Quiz Cognitive Development ERQ Theory of Mind practice question using DEAL		Graded using Knowledge and Comprehension Rubric + Synthesis and Evaluation Rubric

Learning Experiences

Add additional rows below as needed.

Topic or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB
1) Influences on cognitive and social development <ul style="list-style-type: none"> a. Role of peers and play b. Childhood trauma and resilience c. Poverty/socio-economic status 	<ul style="list-style-type: none"> o Intro Powerpoint-4 corners activity o Role of Play in Development (ppt) <ul style="list-style-type: none"> o Cultural Theories of Play Group Research & presentations o Role of Peers in Development (ppt) * Embedded group discussions o Trauma & Resilience (ppt) <ul style="list-style-type: none"> o DSM-V and Resilience group activity o Harvard Resilience Study individual activity o Poverty & Development Group activity 	<p>Student choice in topics</p> <p>Students assigned to groups based on writing performance to allow for scaffolding of individual groups/members</p>

2) Developing an identity <ul style="list-style-type: none"> a. Attachment b. Gender identity and social roles c. Development of empathy and theory of mind 	<ul style="list-style-type: none"> o Intro to Attachment Theory (ppt) <ul style="list-style-type: none"> o Bowlby analysis activity o Mary Ainsworth & the Baltimore Study (ppt) <ul style="list-style-type: none"> ▪ Strange Situation Test activity o Attachment-research studies group presentations o Parenting Styles & Attachment Theory activity o Gender Development (ppt) *Embedded discussions & activities o Intro to Theory of Mind (ppt) <ul style="list-style-type: none"> o Theory of Mind Stations Activities o Theory of Mind practice question using DEAL 	
3) Developing as a learner <ul style="list-style-type: none"> a. Brain development b. Cognitive development 	<ul style="list-style-type: none"> o Biological Factors (ppt) <ul style="list-style-type: none"> o Development of the Brain activity o Cognitive Factors (ppt) <ul style="list-style-type: none"> o Intro to Cognitive Development group activity o Comparing Theorists Activity <ul style="list-style-type: none"> ▪ Vygotsky ▪ Piaget o Criticisms of Theories 	

Content Resources

Additional supports in this unit should include:

IB Course Companion

Research Studies

[Intro Powerpoint](#)

[Role of Play in Development](#) (ppt)

Cultural Theories of Play [Group Research & presentations](#)

[Role of Peers in Development](#) (ppt) * Embedded group discussions

[Trauma & Resilience](#) (ppt)

[DSM-V and Resilience group activity](#)

[Harvard Resilience Study individual activity](#)

[Poverty & Development Group activity](#)

[Poverty & Development Quiz](#)

[Intro to Attachment Theory Activity](#)

[Mary Ainsworth & the Baltimore Study \(ppt\)](#)

[Strange Situation Test activity](#)

[Attachment-research studies group presentations](#)

[Parenting Styles & Attachment Theory activity](#)

[Gender Development \(ppt\)](#) *Embedded discussions & activities

[Intro to Theory of Mind](#) (ppt)

[Theory of Mind Stations Activities](#)
[Theory of Mind practice question using DEAL](#)
[Biological Factors](#) (ppt)
[Development of the Brain activity](#)
[Cognitive Factors](#) (ppt)
[Intro to Cognitive Development group activity](#)
[Comparing Theorists Activity](#)
[Vygotsky](#)
[Piaget](#)
[Criticisms of Theories](#)
[Cognitive Development ERQ](#)