

MCS Individuals and Societies IB Psychology YEAR 1 Subject Group Overview

Unit Name		Research Methodology	Socio-Cultural	Cognitive	Biological
Time Frame		33 Hours 22 Days	28.5 Hours 19 Days	33 Hours 22 Days	30 Hours 20 Days
	Standards/ IB Topics	Quantitative Research methods Elements of Quantitative methods Analyzing Data Evaluating Research Drawing Conclusions Paper 3 integration: QuaNtitative methods (strength and limitations) Elements, Evaluation, and Conclusion in QuaN Research <u>Map and Globe Skills:</u> Not used <u>Information Processing Skills:</u> 9. construct charts and tables 14. formulate appropriate research questions <u>SS Reading Skills:</u> L11-12RHSS3; <u>SS Writing Skills:</u> L11-12RHSS1	Individual and the group Cultural Origins of behavior Cultural Influences HL: Influence of globalization Paper 3 integration: Qua Litative methods: characteristics Evaluating Research Drawing Conclusions Ethical Considerations <u>Map and Globe Skills:</u> Not used <u>Information Processing Skills:</u> 16. check for consistency of information 4. distinguish between fact and opinion <u>SS Reading Skills:</u> L11-12WHST2; <u>SS Writing Skills:</u> L11-12WHST4	Cognitive Processes Reliability of cognitive processes Emotion and Cognition HL: Cognition and the Digital world Paper 3 integration: Qua Litative methods: interviews Analyzing Data Drawing Conclusions <u>Map and Globe Skills:</u> Not used <u>Information Processing Skills:</u> 16. check for consistency of information <u>SS Reading Skills:</u> L11-12WHST7 <u>SS Writing Skills:</u> L11-12WH8	Techniques used to study the brain The brain and behavior Hormones and behavior Genetics and behavior HL: The role of animal research in understanding human behavior Paper 3 integration: Drawing Conclusions <u>Map and Globe Skills:</u> Not used <u>Information Processing Skills:</u> 3. identify issues and/or problems and alternative solutions 15. determine adequacy/relevance of information <u>SS Reading Skills:</u> L11-12WHST10 <u>SS Writing Skills:</u> L11-12WHST9
	Content Specific Information	Quantitative (Quan) and The experimental method (lab, field, quasi, natural) Non-exp methods (correlation and case studies) Experiment Research Design, Hypothesis/Aim, Variables Sampling Techniques (random, convenience/opportunity, volunteer, purposive, snowball) Correlation and Causation Replication Standardization/Control	Social Identity Theory Social cognitive theory Stereotypes Cultural dimensions Norms Cultural groups Enculturation / Acculturation HL ext: Impact of Globalization (Assimilation) Paper 3 integration:	Memory models Schema Theory Thinking and Decision Making Reconstructive Memory Biases in thinking The influence of emotion HL ext: positive and negative Influences of modern technology on cognitive processes Paper 3 integration: Qua Litative methods: interviews (structured, semi-structured, focus groups)	MRI/fMRI/PET scans Localization Neuroplasticity Neurotransmitters and their effect on behaviors Hormones, pheromones Genes/genetics/epigenetics Evolutionary explanations for behavior HL ext: Animal research Paper 3 integration: Triangulation in Qua Ntitative Research and Qua Litative (researcher, methodological and data)

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		Participant variability Validity, reliability (quaNtitative: external/internal) Data Presentation Ethical Consideration Intro	Qua Litative methods: observations (natural, covert, overt, participant, non-participant, strengths and limitations) credibility (quaLitative) Ethical considerations (reporting and apply to findings)	Data presentation, Inductive content analysis, statistics Generalizability/Transferability	
	Common Assessments/ Performance Projects	Research methods Assessment Paper using command term “Describe” Paper 3 Q. 1-3 of Paper 3 assessment using command term “Describe”	Socio-cultural Assessment Paper using command term “Explain” Paper 3: ethics assessment using command term “Describe and Explain”	Cognitive Assessment Paper using command term “Evaluate” Paper 3: Generalizability/Transferability assessment using command term “Evaluate”	Biological Psychology Assessment Paper using command term “Discuss” Paper 3: credibility in findings assessment using command term “Discuss”
	Differentiation For Tiered Learners	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for common learning experiences are included on the district unit planners.			