

MCS Individuals and Societies IB Psychology YEAR 2 Subject Group Overview

| Unit Name | | Internal Assessment | Abnormal Psychology | Developmental Psychology | IB Exam Paper 3 Review | IB Exam Paper 1 Review |
|------------|-------------------------------------|---|---|---|--|---|
| Time Frame | | 37.5 Hours 25 Days | 25.5 Hours 17 Days | 25.5 Hours 17 Days | 13.5 Hours 9 Days | 18 Hours 12 Days |
| | Standards/ IB Topics | <p>Demonstrate the application of skills and knowledge in psychology.</p> <p>The IA requires: analysis of a research study modification of that study data collection and analysis evaluation of modified experiment</p> <p><u>Map and Globe Skills:</u> Not used</p> <p><u>Information Processing Skills:</u> 3. identify issues and/or problems and alternative solutions 8. identify social studies reference resources to use for a specific purpose 9. construct charts and tables 14. formulate appropriate research questions</p> <p><u>SS Reading Skills:</u> L11-12RHSS3;</p> <p><u>SS Writing Skills:</u> L11-12WHST</p> | <p>The diagnosis, explanation, and treatment of abnormal behavior.</p> <p>The three topics for this option are: factors influencing diagnosis etiology of abnormal psychology treatment of disorders</p> <p><u>Map and Globe Skills:</u> Not used</p> <p><u>Information Processing Skills:</u> 9. construct charts and tables 11. draw conclusions and make generalizations</p> <p><u>SS Reading Skills:</u> L11-12RHSS7</p> <p><u>SS Writing Skills:</u> L11-12WHST1; L11-12WHST2</p> | <p>The study of how and why people’s behavior and thinking changes over time.</p> <p>The three topics in this option are: influences on cognitive and social development developing an identity developing as a learner</p> <p><u>Map and Globe Skills:</u> Not used</p> <p><u>Information Processing Skills:</u> 7. interpret timelines 16. check for consistency of information</p> <p><u>SS Reading Skills:</u> L11-12RHSS4</p> <p><u>SS Writing Skills:</u> L11-12WHST1; L11-12WHST2</p> | <p>Review of all material from Year 1 for Paper 3, to include: format, qualitative vs. quantitative methodology, sampling methods, ethical considerations, and other issues including generalizability, credibility and bias.</p> <p><u>Map and Globe Skills:</u> Not used</p> <p><u>Information Processing Skills:</u> 3. identify issues and/or problems and alternative solutions 8. identify social studies reference resources to use for a specific purpose 9. construct charts and tables 14. formulate appropriate research questions</p> <p><u>SS Reading Skills:</u> L11-12RHSS3</p> <p><u>SS Writing Skills:</u> L11-12WHST1; L11-12WHST2</p> | <p>Biological, Cognitive, and Socio-cultural approaches to behavior.</p> <p>Review of all material from Year 1.</p> <p><u>Map and Globe Skills:</u> Not used</p> <p><u>Information Processing Skills:</u> 4. distinguish between fact and opinion</p> <p><u>SS Reading Skills:</u> L11-12RHSS10</p> <p><u>SS Writing Skills:</u> L11-12WHST1; L11-12WHST2</p> |
| | Content Specific Information | Students utilize an existing research study to create a modified experiment that measures an aspect of the original study. Students carry out the modified study, gather the data, analyze the data, and then evaluate their modified study in comparison to the original study. | Normality vs. Abnormality; Classification systems; Clinical Bias; Validity and reliability of diagnosis, Explanation for disorders; Prevalence rates; Biological treatment; Psychological treatment; Culture and treatment; Effectiveness of treatment. | The study of how and why people’s behavior and thinking changes over time. The three topics in this option are: influences on cognitive and social development developing an identity developing as a learner | Unit will consist of a review for Paper 3, to include: format, qualitative vs. quantitative methodology, sampling methods, ethical considerations, and other issues including generalizability, credibility and bias. | Biological, Cognitive, and Socio-cultural approaches to behavior. Review of all material from Year 1. |
| | Common Assessments/ | Rough draft submission of each section of IA for review and feedback (formative) | Practice Formative ERQ: Abnormality vs. Normality | Developmental Summative Exam Graded using Knowledge and | Practice Paper 3 Q1 | Practice SAQs for each approach Graded using IB SAQ Rubric |

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| | Performance Projects | Introduction Exploration Analysis Evaluation All graded using Experimental Skills Rubric | Graded using Application and Analysis Rubric Abnormal Unit Summative Exam (ERQ) Graded using Application and Analysis Rubric + Synthesis and Evaluation Rubric | Comprehension Rubric + Synthesis and Evaluation Rubric | Practice Paper 3 Q2 Practice Paper 3 Q3 | |
| | 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. | | | | |