Marietta City Schools

2024–2025 District Unit Planner

IB Psychology Yr 2

Unit Title/ Topic	*Unit 4: Developmental Psychology*	Hours	*25.5 Hours*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

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:
1. influences on cognitive and social development
2. developing an identity
3. developing as a learner

Transfer goals/Skills	Approaches to learning (ATL)
Skills: 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**

Students will know the following content:

1. Influences on cognitive and social development
   a. Role of peers and play
   b. Childhood trauma and resilience
   c. Poverty/socio-economic status
2. Developing an identity
   a. Attachment
   b. Gender identity and social roles
   c. Development of empathy and theory of mind
3. Developing as a learner
   a. Cognitive development
   b. Brain development

Students will develop the following skills:

1. Answering ERQs (extended response questions) using research studies as evidence
2. Analyze and evaluate the results of a research experiment.
3. Compare/contrast the role of peers and play in development
4. Identify how individuals develop an identity
5. Compare/contrast cognitive and brain development

Students will grasp the following concepts:

1. Use of effective teamwork and collaboration.
2. Applying learning to real-world problems and contexts.
3. Engaging in experiential learning.

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

Group presentations - Students will group presentations of specific content when evaluating and drawing conclusions in psychological research

PowerPoint lecture/notes - Students will take notes from powerpoint either through teacher led lecture of from teacher pre-recorder video lecture with checkpoint questions

Others:
Theory of Mind Station Activity

Language and Learning	TOK Connections	CAS connections
Activating background knowledge Scaffolding for new learning Extending Language **Details:** 1. Activating Prior Knowledge—utilizing learning from content in Year 1. 2. Scaffolding New Learning—organizers for planning the ERQ. 3. 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.	Personal and shared knowledge **Details:** 1. 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.	Creativity **Details:** 1. 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**	Cultural Theories of Play [Group Research](#) & [presentations](#) [Poverty & Development Quiz](#) [Cognitive Development ERQ](#) [Theory of Mind practice question using DEAL](#)	**Summative Assessments**	**Developmental Summative Exam -P2 format** 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
   a. Role of peers and play
   b. Childhood trauma and resilience
   c. Poverty/socio-economic status
	o [Intro Powerpoint](#)-4 corners activity
	o [Role of Play in Development](#) (ppt)
	    o Cultural Theories of Play [Group Research](#) & [presentations](#)
	o [Role of Peers in Development](#) (ppt) * Embedded group discussions
	o [Trauma & Resilience](#) (ppt)
	    o [DSM-V and Resilience group activity](#)
	    o [Harvard Resilience Study individual activity](#)
	    o [Poverty & Development Group activity](#)
		Student choice in topics
		Students assigned to groups based on writing performance to allow for scaffolding of individual groups/members

Published: 8, 2024 Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

2) Developing an identity
    a. Attachment
    b. Gender identity and social roles
    c. Development of empathy and theory of mind
	o Intro to Attachment Theory (ppt)
	    o Bowlby analysis activity
	    o Mary Ainsworth & the Baltimore Study (ppt)
	      ▪ 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)
	    o Theory of Mind Stations Activities
	    o Theory of Mind practice question using DEAL	

3) Developing as a learner
    a. Brain development
    b. Cognitive development
	o Biological Factors (ppt)
	    o Development of the Brain activity
	o Cognitive Factors (ppt)
	    o Intro to Cognitive Development group activity
	    o Comparing Theorists Activity
	      ▪ 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