



**Marietta City Schools**  
**2024–2025 District Unit Planner**

*IB Psychology Yr2*

<b>Unit Title/ Topic</b>	Unit 5: IB Exam Paper 1 Review	<b>Hours</b>	13.5 Hours
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

Students will review all material from Year 1: Biological, Cognitive, and Socio-cultural approaches to behavior.

**Unit Description and texts**

This unit will consist of a review of the 3 Approaches to Psychology for Paper 1 (including HL Extension Topics), to include: **Biological:** Brain and Behavior, Hormones and Behavior, Genetics and Behavior, (Animal Research); **Cognitive:** Cognitive Processing, Reliability of Cognitive Processes, Emotion and Cognition, (Cognitive Processes in a Digital World); **Socio-cultural:** Individual and the Group, Cultural Origins of Behavior and Cognitive, Cultural Influences on Individual Attitudes, Identity and Behaviors, (the Influence of Globalization). In addition, students will review the process for writing ERQs and SAQs for the Paper 1 requirements

Text: Popov, Alexey, Lee Parker, & Darren Seath (2017). *IB Psychology Course Companion, 2<sup>nd</sup> Edition*. Oxford, UK: Oxford (Units 2-4)

InThinking.net

IB Psychology Guide

IB On-line Program Resource Center

Transfer goals/Skills	Approaches to learning (ATL)
<p><b>Skills:</b></p> <p>Communication</p> <p>Social</p> <p>Self-management</p> <p><b>Details:</b> Students will work in small groups to complete content charts for the unit and will then use that content to create review games to be played by the other groups. Students will need to work together to plan and carry out the task, and will need to be cognizant of the accuracy of their content and the level of engagement needed to make the game valuable to their peers' preparation for the Paper 1 exam.</p>	<p><b>Category:</b> Communication</p> <p><b>Cluster:</b> The ability to communicate, in written or oral form, and understand, or make others understand, various messages in a variety of situations and for different purposes.</p> <p><b>Skill Indicator:</b> Paper One Review Game</p> <p><b>Details:</b> Small groups will use Content Review Charts to create a Paper One Review Game (ex. Jeopardy, Kahoot, etc.). Groups will present their game to the class, providing an overview of their "approach" in designing the game and instructions for playing. Small groups will then participate in a Review Game Tournament utilizing the games they have created.</p>

Content/skills/concepts	Learning process	
<p style="text-align: center;"><b><u>Students will know the following content:</u></b></p> <p>Review of the 3 Approaches to Psychology for Paper 1 (including HL Extension Topics), to include: <b>Biological:</b> Brain and Behavior, Hormones and Behavior, Genetics and Behavior, (Animal Research); <b>Cognitive:</b> Cognitive Processing, Reliability of Cognitive Processes, Emotion and Cognition, (Cognitive Processes in a Digital World); <b>Socio-cultural:</b> Individual and the Group, Cultural Origins of Behavior and Cognitive, Cultural Influences on Individual Attitudes, Identity and Behaviors, (the Influence of Globalization).</p> <p style="text-align: center;"><b><u>Students will develop the following skills:</u></b></p> <p>Students will review the process for writing ERQs and SAQs for the Paper 1 requirements</p> <p style="text-align: center;"><b><u>Students will grasp the following concepts:</u></b></p> <p>The 3 Approaches are the “core” of Psychology, and all considerations of abnormal conditions and treatments and developmental processes covered in the Abnormal Psych and Developmental Psych Units must be understood and approached as grounded in one or more of these core areas.</p>	<p>Lecture Small group/pair work PowerPoint lecture/notes Individual presentations Group presentations</p> <p><b>Details:</b> Teacher will review content material using short videos and Powerpoint presentations. Formative activities will include: Students will compile and review content materials, including both basic information and supporting studies. They will work in small groups to complete Content Review Charts for each of the three approaches and the HL Extension topics, using lecture and presentation materials, the IB Psych Guide and notes and work from Year One of the course. Small groups will then use the Content Review Charts to create a Paper One Review Game (ex. Jeopardy, Kahoot, etc.). Groups will present their game to the class, providing an overview of their “approach” in designing the game and instructions for playing. Small groups will then participate in a Review Game Tournament utilizing the games they have created. Formative assessments will include both the Content Review Charts and the Review Game. In addition, students will be assigned practice SAQs and ERQs as homework assignments, and will receive feedback from the teacher in preparation for the unit summative assessment. This will involve students taking a mock Paper One to evaluate their preparedness for the IB Exam</p> <p><b>Others:</b> Individual writing</p>	
Language and Learning	TOK Connections	CAS connections
<p>Activating background knowledge Scaffolding for new learning Acquisition of new learning through practice Demonstrating Proficiency</p> <p><b>Details:</b> As this is a review unit, students will be called upon to activate all background knowledge they acquired during year one of the course, and to compile review materials. Working in small groups will provide some support for lower level learners and teacher-designed Review Charts provide some pre-populated information to assist in organizing the content materials. Game templates will also be provided to the groups to allow them to focus on learning the content rather than on formatting the game. Creating and playing review games will aid in</p>	<p>Personal and shared knowledge Ways of knowing Areas of knowledge</p> <p><b>Details:</b> Students will demonstrate understanding of the difference between shared and personal knowledge in the area of Psychology and the Human Sciences in general. The three approaches, as the core of Psychology, provide a framework for creating knowledge that can become shared knowledge, but based upon individual experience and knowledge. Individuality within the search for commonality to aid understanding of the human mind.</p>	<p>Creativity Service</p> <p><b>Details:</b> Students will be asked to work creatively to produce a review game that can then be used by the whole class to prepare for their exams. This requires a sense of responsibility in designing a game, and specifically questions, that will cover all the necessary content with the rigor needed to adequately prepare students for Paper One.</p>

retention of material, which students will demonstrate, both formatively and summatively through the writing of sample paper one SAQs and ERQs.		
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**Essential Understandings and Questions**

**Factual:** What are the three approaches to Psychology? How will they be assessed on the IB Paper One Exam? What command terms will be utilized?

**Conceptual:** How does the Biological (Cognitive, Socio-cultural) approach seek to understand human behavior?

**Debatable:** To what extent can animal research provide insight into human behavior? What ethical considerations are necessary in conducting animal research?

**Common Assessment Tasks**  
List of formative and summative assessments.

<b>DP Assessments</b>	<b>Assessment Objectives</b> IB Psychology Paper One Exam on May 18, 2023	<b>Formative Assessments</b>	Content Review Charts Paper One Review Game Practice SAQs-Biological, Cognitive, Socio-cultural, HL Extensions Practice ERQs-Biological, Cognitive, Socio-cultural, HL Extensions	<b>Summative Assessments</b>	Mock Paper One
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**Learning Experiences**

Add additional rows below as needed.

Topic or Content	Learning Experiences	Personalized Learning and Differentiation
Biological Content Review Cognitive Content Review Socio-cultural Content Review HL Extension Content Review Writing SAQs Writing ERQs	Teacher will review content material using <u>short videos and Powerpoint presentations</u> . <b>Formative activities</b> will include: Students will compile content review materials, including both basic information and supporting studies. They will work in small groups to complete <u>Content Review Charts</u> for each of the three approaches and the HL Extension topics, using lecture and presentation materials, the IB Psych Guide and notes and work from Year One of the course. Small groups will then use the Content Review Charts to create a <u>Paper One Review Game</u> (ex. Jeopardy, Kahoot, etc.). Groups will present their game to the class, providing an overview of their “approach” in designing the game and instructions for playing. Small groups will then participate in a <u>Review Game</u>	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

	<p><u>Tournament</u> utilizing the games they have created. Formative assessments will include both the Content Review Charts and the Review Game. In addition, students will be assigned <u>practice SAOs and ERQs</u> as homework assignments, and will receive feedback from the teacher in preparation for the unit summative assessment. This will involve students taking a <u>mock Paper One</u> to evaluate their preparedness for the IB Exam</p>	
<b>Content Resources</b>		
<p><b>Additional supports in this unit should include:</b> Student compiled materials from IB Psychology Year One course</p>		