

MCS Individuals and Societies IB Psychology YEAR 2 Subject Group Overview

Unit Name		Internal Assessment	Biological	Abnormal Psychology	IB Exam Paper 3 Review	IB Exam Paper 1 Review
Time Frame		37.5 Hours 25 Days	30 Hours 20 Days	22.5 Hours 15 Days	13.5 Hours 9 Days	18 Hours 12 Days
	Standards/ IB Topics	Demonstrate the application of skills and knowledge in psychology. The IA requires: analysis of a research study modification of that study data collection and analysis evaluation of modified experiment <u>Map and Globe Skills:</u> Not used <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 <u>SS Reading Skills:</u> L11-12RHSS3; <u>SS Writing Skills:</u> L11-12WHST	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	The diagnosis, explanation, and treatment of abnormal behavior. The three topics for this option are: factors influencing diagnosis etiology of abnormal psychology treatment of disorders <u>Map and Globe Skills:</u> Not used <u>Information Processing Skills:</u> 9. construct charts and tables 11. draw conclusions and make generalizations <u>SS Reading Skills:</u> L11-12RHSS7 <u>SS Writing Skills:</u> L11-12WHST1; L11-12WHST2	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. <u>Map and Globe Skills:</u> Not used <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 <u>SS Reading Skills:</u> L11-12RHSS3 <u>SS Writing Skills:</u> L11-12WHST1; L11-12WHST2	Biological, Cognitive, and Socio-cultural approaches to behavior. Review of all material from Year 1. <u>Map and Globe Skills:</u> Not used <u>Information Processing Skills:</u> 4. distinguish between fact and opinion <u>SS Reading Skills:</u> L11-12RHSS10 <u>SS Writing Skills:</u> L11-12WHST1; L11-12WHST2

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	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.	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)	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.	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/ Performance Projects	Rough draft submission of each section of IA for review and feedback (formative) Introduction Exploration Analysis Evaluation All graded using Experimental Skills Rubric	Practice Paper One	Practice Formative ERQ: Abnormality vs. Normality Graded using Application and Analysis Rubric Abnormal Unit Summative Exam (ERQ) Graded using Application and Analysis Rubric + Synthesis and Evaluation Rubric	Practice Paper 3 Q1 Practice Paper 3 Q2 Practice Paper 3 Q3	Practice SAQs for each approach Graded using IB SAQ Rubric
	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.				