



Marietta City Schools

2024–2025 District Unit Planner

IB Psychology Y1

Unit Title/ Topic	<i>Unit 2: Criminology, Cults and Couples</i>	Hours	27 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Students will learn the basics of psychology, including the biological and sociocultural approaches in the contexts of human relationships.

Unit Description and texts

The biological and sociocultural approaches in the study of human relationships through an examination of Criminology, Cults and Couples. Text-*IB Psychology: A Student's Guide 2nd ed.* Travis Dixon, Thematic Education, 2025.

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills:</p> <p>Students' thinking- Apply and evaluate a holistic approach to understanding behavior.</p> <p>Social- Consider ethical concerns about the way in which psychological research is carried out and applied.</p> <p>Self-management- Apply psychological theory to resolve interpersonal conflict.</p>	<p>Category: Thinking Cluster: Critical thinking: Analyzing and evaluating issues and ideas Skill Indicator: Draw reasonable conclusions and generalization</p> <p>Category: Social Cluster: Collaboration skills: Working effectively with others Skill Indicator: Students are asked to write a response to the feedback on their first essay, setting their own personal goals for improvement.</p> <p>Category: Communication Cluster: Communication skills: Exchanging thoughts, messages and information effectively through interaction Skill Indicator: Students will express what they have learned but also listen and react to the ideas and evidence presented by their peers.</p>

Content/skills/concepts		Learning process	
<p align="center"><u>Students will know the following content:</u></p> <p>Human Relationships-Group Behavior (Cults); Interpersonal Relationships -Aggression (Criminology); Social Relationships-(Couples); Social Identity Theory; Conformity; Compliance techniques; Cultural Dimensions; Acculturation; Social Learning in Group Behavior; Role of Chemical Messengers in Interpersonal Relationships</p> <p align="center"><u>Students will develop the following skills:</u></p> <p>Evaluating psychological theories and research. Predicting outcomes based on past knowledge Writing a well-developed response to "discussion" questions.</p> <p align="center"><u>Students will grasp the following concepts:</u></p> <p>The biological approach examines the effect of chemicals, brain structures and genetics on behavior. The sociocultural approach considers the influence of culture, peers, groups and other social factors on behavior. This unit explores how both approaches help understand criminal behavior, cult behavior and relationships between couples.</p>		<p>Lecture Small group/pair work PowerPoint lecture/notes Student lecture/leading Interdisciplinary learning Group activity</p> <p>Details: Powerpoint presentation, student debates/seminars, pair work, use of sample responses, scaffolded evaluation grids, critical thinking exercises (brainstorming definitions, prioritizing arguments/theories), revision worksheets.</p> <p>Others: Students will work through this self-paced lesson and work together to create an outline for certain topics. Students will also role play a psychological study for the purpose of application and memory strategy.</p>	
Language and Learning		TOK Connections	CAS connections
<p>Activating background knowledge Acquisition of new learning through practice</p> <p>Details: In order to assist students with their evaluation skills, I have vocabulary related to research evaluation hanging around the classroom. In addition, I have students generate their own definitions. To assist with vocabulary development, Inthinking has a glossary of terms for each unit. I have students practice writing their own definitions. Key vocabulary for the day's lesson is always written on the board as a summary of the lesson.</p>		<p>Ways of knowing Areas of knowledge</p> <p>Details: There are several potential links to TOK. The role of culture and how we learn our culture are interesting links to knowledge. In addition, the emic vs etic approach to research is a good link to inductive and deductive ways of knowing.</p>	<p>Creativity Activity Service</p> <p>Details: As part of our discussion of criminal behavior, we discuss different views on punishment and methods to prevent recidivism. Students are encouraged to think about how our community works to assist former convicts and what supports are in place to assist in their reintegration to society. What can they do, as students, to assist in this community support?</p>
Essential Understandings and Questions			
<p>Factual: What is localization of function? What are cultural dimensions? What is an etic approach to understanding attraction?</p>			

Conceptual: How do chemical messengers influence behavior? How does compliance differ from conformity? Why do evolutionary psychologists use an etic approach in studies of mate preference?

Debatable: Are violent criminals born or made? Why do people conform and comply with cult leaders' demands? Are arranged marriages or love marriages most preferable?

Common Assessment Tasks
List of formative and summative assessments.

DP Assessments	Assessment Objectives Scaffolded evaluation grids – students will synthesize and evaluate the contribution of psychological theories to understanding human behavior. Essay Response Question - students will demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question	Formative Assessments	Quizzes Student workbook Group presentations	Summative Assessments	<ul style="list-style-type: none"> ● Criminology-Paper One Part A-2 SAQs (support:student-made outlines & topics given prior) ● Cults- Paper One Part A-2 SAQs (support: topics given prior) ● Couples- Paper One Part A-2 SAQs (support: topics given prior)
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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
<p><u>Part A: Criminology</u></p> <p>Lesson 1.: The Criminal Brain</p> <p> 1.1: Localization of Function</p> <p> 1.2: Neuroplasticity</p> <p> 1.3: Brain Imaging</p> <p>Lesson 2: Chemical Messengers</p> <p> 2.1: Hormones: Testosterone</p> <p> 2.2: Testosterone and the Brain</p> <p> 2.3: Neurotransmitters: Serotonin</p> <p> 2.4 Serotonin and the Brain</p> <p>Lesson 3: Genetics</p>	<p>Lesson plans:</p> <p><u>Part A: Criminology</u></p> <p>Unit 2 Lesson 1.1 Localization of Function</p> <p>Unit 2 Lesson 1.2 Neuroplasticity</p> <p>Unit 2 Lesson 1.3: Brain Imaging</p> <p>Unit 2 Lesson 2.1 Hormones: Testosterone</p> <p>Unit 2 Lesson 2.2 Testosterone & the Brain</p> <p>Unit 2 Lesson 2.3 Neurotransmitters: Serotonin</p> <p>Unit 2 Lesson 2.4 Serotonin and the Brain</p> <p>Unit 2 Lesson 3.1 The Warrior Gene</p>	<p>Pre-teach academic vocabulary through flipped learning homework</p> <p>Scaffolded learning via chunking information</p> <p>Extended learning via TEDTalk and Edpuzzle videos</p> <p>Self-directed learning by way of problem-based learning</p> <p>Grouping via random or self-selected</p>

<p>3.1: The Warrior Gene 3.2 Animal Models: MAOA Knockouts Lesson 4: Research 4.1: Biological Reductionism 4.2: Ethics in Animal Research</p>	<p>Unit 2 Lesson 3.2 Animal Models Unit 2 Lesson 4.1 Biological Reductionism Unit 2 Lesson 4.2 Ethics in Animal Research Unit 2 Pt A: Criminology Review</p>	<p>Learning through role play</p> <p>Students will affirm their own identity by investigating globalization and the effect on human behavior, including their own.</p> <p>Students will extend their learning as they learn that cultures have values which may influence an individual's behavior.</p>
<p><u>Part B: Cults</u></p> <p>Lesson 1: Compliance Techniques Lesson 2: Conformity Lesson 3: Cultural Dimensions Lesson 4: Social Learning Lesson 5: Social Identity Theory Lesson 6: Cognitive Dissonance Lesson 7: Acculturation</p>	<p>Lesson plans:</p> <p>Unit 2B Lesson 1: Compliance Techniques Unit 2B Lesson 2: Conformity Unit 2B Lesson 3: Cultural Dimensions Unit 2B Lesson 4: Social Learning Unit 2B Lesson 5: Social Identity Theory Unit 2B Lesson 6: Cognitive Dissonance Unit 2B Lesson 7: Acculturation Unit 2B: Cults Review</p>	<p>When they discuss what it means when people from two different cultures are asked to collaborate - whether that be in school, work or in a romantic relationship.</p>
<p><u>Part C: Couples</u></p> <p>Lesson 1: Love 1.1: An Etic Approach 1.2: An Emic Approach 1.3: Collectivism & Arranged Marriages 1.4: Individualism & Love Marriages Lesson 2: Divorce 2.1: Communication I: Demand/Withdraw 2.2: Communication II: The Four Horsemen 2.3: Cognitive Explanation I: Locus of Control 2.4: Cognitive Explanation II: Cognitive Dissonance Lesson 3: Couples Therapy 3.1: The Gottman Method 3.2: Emotionally Focused Therapy</p>	<p>Lesson plans:</p> <p>Unit 2C Lesson 1.1: An Etic Approach Unit 2C Lesson 1.2: An Emic Approach Unit 2C Lesson 1.3: Collectivism & Arranged Marriages Unit 2C Lesson 1.4: Individualism & Love Marriages Unit 2C Lesson 2.1: Communication I: Demand/Withdraw Unit 2C Lesson 2.2: Communication II: The Four Horsemen Unit 2C Lesson 2.3: Cognitive Explanation I: Locus of Control Unit 2C Lesson 2.4: Cognitive Explanation II: Cognitive Dissonance Unit 2C Lesson 3.1: The Gottman Method Unit 2C Lesson 3.2: Emotionally Focused Therapy Unit 2C: Couples Review</p>	

Content Resources		
<p>IB Psychology Guide IB Course Companion InThinking website Themantic Education Thematic Ed: Criminology slideshows and Student Workbook; Cults slideshows and Student Workbook; Couples slideshows and Student Workbook</p>		