Marietta City Schools

2024–2025 District Unit Planner

Individuals and Societies IB Psychology Yr 1

Unit Title/ Topic	*Unit 3: Memory & Manipulation*	**Hours**	*27 Hours*

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

Unit Description and texts

The cognitive unit focuses on two different cognitive processes. The first part of the unit focuses on memory, including the question of the reliability of memory and the role of emotion on eyewitness testimony. The second part of the unit focuses on thinking and decision-making. Students will also learn the effects technology has on our cognitive processes and emotion and cognition.

Transfer goals/Skills	**Approaches to learning (ATL)**
Skills: Students' thinking Communication **Details:** Apply and evaluate a reductionist approach to understanding behavior. Consider ethical concerns about the way in which psychological research is carried out and applied. Recognize how one's own thinking and perception may affect one's behavior.	**Category:** Thinking **Cluster:** Critical thinking: Analyzing and evaluating issues and ideas **Skill Indicator:** This unit presents a lot of metacognitive opportunities for students to reflect on their own learning by linking theories and research to their own educational experiences. **Category:** Communication **Cluster:** Working effectively with others **Skill Indicator:** Students will communicate through leading and presentations to peers as they discuss and evaluate key studies throughout this unit. **Details:**
Content/skills/concepts	**Learning process**
<u>Students will know the following content:</u> What makes the cognitive approach distinctly different from other approaches?	Small group/pair work: In class experimental demonstrations of chunking, serial position effect, levels of processing, schema theory and working memory. (notes + small group and/or pair activities)

Different research methods used by psychologists to study cognitive processes. What is Schema theory - research supporting it, application of the theory and its limitations. Different models and theories of memory: The Multi-Store Model, Levels of Processing Theory, The Working Memory Model, Schema Theory The role of institutionalization, abuse and schooling on memory The reconstructive nature of memory. The role of emotion in memory (flashbulb memory) One model of decision making (Dual Processing Model) Cognitive biases in decision making The effect of technology on cognitive processes (HL only). **<u>Students will develop the following skills:</u>** Propose a research design and procedure to test a hypothesis. Develop an argument using appropriate evidence. Evaluate the strengths and limitations of theories and research. Apply psychological theory to solve a problem. **<u>Students will grasp the following concepts:</u>** Different cognitive processes and the reliability of cognitive processes Cultural factors that affect cognition The effects of emotion and technology on cognition Key terms: Memory, Models, Cognitive misers, Reliability, flashbulb memory, bias in thinking and decision making	PowerPoint lecture/notes: Interactive lecture and video presentations. (notes) Individual and Group presentations: PowerPoint presentations (individual and group) Student lecture/leading: Case study approaches (student leading + pair work) **Others:** *Podcast from bbc - case study* *Virtual reality activity - ptsd (in the works)* *Working memory online games*

Language and Learning	TOK Connections	CAS connections
Activating background knowledge Scaffolding for new learning Acquisition of new learning through practice **Details:** Students will have a lot of "clarification" in	Personal and shared knowledge Areas of knowledge The knowledge framework **Details:** We will look in depth at the question of the reliability of memory. The theory of reconstructive memory as well as how this affects what we know and who	Creativity Activity Service **Details:** The HL focus on technology invites students to consider how they could improve the way our

their writing to help students operationalize variables and unpack their evaluation of research, providing students with language frames that they can use to improve these skills. Key evaluation terminology will be available during the assessments to trigger memory and encourage a broader range of evaluative strategies.	we are is a large part of the unit. We also spend a lot of time on schema theory in which we learn about how cognitive filters often determine our behavior based on past experience. Another important area of study is cognitive biases. This is well linked to the question of how rational/logical we are. Decision-making models examine the rational approach to decisions vs the intuitive approach to decisions - both ways of knowing. Lastly, we look at the question of how we study something that we cannot see. This was Skinner's great criticism of cognitive research - that we are trying to study the "Black Box." We look at the extent to which we can really know what is happening in the brain as well as the limitations of the methods used by psychologists.	community lives and works with technology. The knowledge and understanding gained in this unit with regard to memory and how we learn should serve as good "professional development" for any community involvement; whether as tutors, active community members, or clubs and the ways in which students create activities from their knowledge and understanding.

Essential Understandings and Questions

Factual:

What are the levels of processing according to Craik and Lockhart?
What is the working memory model?
What is cognitive schema?
What are the functions of schema theory?
What is the difference between system one and system two processing in decision making?
What is flashbulb memory?
What studies use true experiments in the cognitive approach?
What are some positive and negative effects technology has on our working memory?
What effects does technology have on emotion and cognition?
What are some ethical considerations that need to be addressed in the cognitive approach to human behavior?

Conceptual:

Explain how one study supports the working memory model?
How does one memory model relate to memory formation?
How does our mind use cognitive schemas to make sense of the world?
What is one model or theory of thinking and decision making?
How does the misinformation effect demonstrate the reconstructive nature of memory?
How can one or more biases in thinking and decision making be demonstrated in studies?
How can emotion affect cognition?
How and why are true experiments used in the cognitive approach?
How can technology have a positive effect on working memory?
How can technology have a negative effect on working memory?
How can technology have a positive and negative effect on emotion and cognition?
How and why are true experiments used to study the effects of technology on cognition?
How are ethical considerations met in the cognitive approach?

Debatable:

Discuss models of memory.
Discuss one or more studies related to schema theory.
Discuss the reliability of one cognitive process.
Discuss one theory of thinking and decision making.
Discuss one or more biases in thinking and decision making.
To what extent does emotion affect cognition?
Discuss the use of one or more research methods used in the cognitive approach to understanding human behavior
Discuss the positive and negative effects of modern technology on one or more cognitive processes.
To what extent does technology have a positive effect on cognitive processes
Discuss the use of one method used to study the influence of technology on the reliability of cognitive processes.
Discuss one or more ethical considerations related to research in the cognitive approach to understanding human behavior.

Common Assessment Tasks
List of formative and summative assessments.

DP Assessments	**Assessment Objectives** Paper One Part A-SAQs Paper One Part B-Applied SAQs (ASAQs)	**Formative Assessments**	Consolidation activities to start each lesson (e.g. crossword puzzle, Kahoot, etc.); Workbook notes based on the key questions in each lesson; Scaffolded SAQs and a take-home essay	**Summative Assessments**	Short Quiz; SAQ (P1, SA); ASAQ (P1, SB)

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
I. Schema Theory	• Lesson 1.1: Schema • Lesson 1.2: Schema Theory of Memory	Students will build on their understanding of how biological and psychological factors interact to determine our behavior as we examine the role of memory through cognitive processes. (scaffold learning)
II. Cognitive Models of Memory	• Lesson 2.1: The Multi-Store Model of Memory • Lesson 2.2: The Working Memory Model	

	• Lesson 2.3: Comparing Memory Models	Students will continue to develop their critical thinking skills with regard to the strengths and limitations of different approaches to research. (prior knowledge) Students are provided with a choice of questions on assessments and scaffolded writing activities in preparation for assessments.
III. Biology of Memory	• Lesson 3.1: The Hippocampus • Lesson 3.2: Cortisol and Memory	
IV. Environmental Influences	• Lesson 4.1: ACEs and Memory • Lesson 4.2: ACEs and the Hippocampus	
V. Culture & Memory	• Lesson 5.1: Flashbulb Memories (FBMs) • Lesson 5.2: Cultural Dimensions and Flashbulb Memory	
VI. Cognitive Load Theory	• Lesson 6.1: Smartphones and Cognitive Load • Lesson 6.2: Cognitive Load Theory	
VII. Improving Memory	• Lesson 7.1: Computer Game Training • Lesson 7.2: Digital Detoxing	

Content Resources

InThinking website
Themantic Education
Quizziz
Kahoot
Student Workbook
Unit Summative Study Guide
Slideshows:

- L1.1 & 1.2-Schema Theory
- L2.1-2.3- Cognitive Models of Memory
- L3.1 & 3.2-Biology of Memory
- L4.1 & 4.2-Environment and Memory
- L5.1 & 5.2-Culture and Memory
- L6.1 & 6.2-Cognitive Load Theory
- L7.1 & 7.2-Improving Memory