



Marietta City Schools
2024–2025 District Unit Planner

IB Psychology Yr 2

Unit Title/ Topic	<i>Unit 4: Manipulation</i>	Hours	<i>10.5 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Students will explore a range of cognitive psychology topics that are linked together with the theme of manipulation.

Unit Description and texts

This unit teaches students about a range of cognitive psychology topics that are linked together with the theme of manipulation.

1. Context: Learning and Cognition
 - a. Thinking and Learning
2. Concept: Measurement

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills:</p> <ol style="list-style-type: none"> 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. 	<p>Category: Category: Communication Cluster: Communication skills: Exchanging thoughts, messages and information effectively through interaction Skill Indicator: Make inferences and draw conclusions</p> <p>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.</p>
Content/skills/concepts	Learning process

<p style="text-align: center;"><u>Students will know the following content:</u></p> <ol style="list-style-type: none"> 1. Compliance techniques 2. Dual Processing Model 3. Cognitive Biases 4. Operant Conditioning 5. Classical Conditioning 6. Social Learning Theory <p style="text-align: center;"><u>Students will develop the following skills:</u></p> <ol style="list-style-type: none"> 1. Answering SAQs & A-SAQs (short answer questions and applied short answer questions) using research studies as evidence 2. Analyze and evaluate the results of a research experiment. 3. Compare/contrast cognitive biases 4. Evaluate the effectiveness of cognitive models 5. Describe Operant & Classical Conditioning <p style="text-align: center;"><u>Students will grasp the following concepts:</u></p> <ol style="list-style-type: none"> 1. Use of effective teamwork and collaboration. 2. Applying learning to real-world problems and contexts. 3. Engaging in experiential learning. 	<p>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</p> <p>Group presentations - Students will group presentations of specific content when evaluating and drawing conclusions in psychological research</p> <p>PowerPoint lecture/notes - Students will take notes from powerpoint either through teacher led lecture or from teacher pre-recorder video lecture with checkpoint questions</p> <p>Others:</p>	
Language and Learning	TOK Connections	CAS connections
<p>Activating background knowledge Scaffolding for new learning Extending Language</p> <p>Details:</p> <ol style="list-style-type: none"> 1. Activating Prior Knowledge—utilizing learning from content in Units 1-3 2. Scaffolding New Learning—organizers for planning the ERQs, SAQs and A-SAQs. 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. 	<p>Personal and shared knowledge</p> <p>Details:</p> <ol style="list-style-type: none"> 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. 	<p>Creativity</p> <p>Details:</p> <ol style="list-style-type: none"> 1. Creativity—students must think creatively to make an argument using the available research studies.
Essential Understandings and Questions		
<p>Factual: How can behavior be “conditioned?”</p>		

Conceptual: How can cognitive biases influence behavior?

Debatable: How can psychology be used to manipulate people’s decision-making?

How can we use theories of thinking and learning to improve people’s behaviour?

Common Assessment Tasks
List of formative and summative assessments.

DP Assessments	Assessment Objectives	Formative Assessments	Basic Facts Quiz McDonald’s & Classical Conditioning paragraph	Summative Assessments	1-SAQ & 1-A-SAQ
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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
1) Compliance Techniques a. Reciprocity 2) Dual Processing Model 3) Cognitive Biases a. Anchoring Bias b. Confirmation Bias 4) Operant Conditioning a. Rewards & Punishments b. Schedules of Reinforcement 5) Classical Conditioning a. Pavlov’s Dogs b. Fear Conditioning 6) Social Learning Theory	<ul style="list-style-type: none"> o Lesson 1 Reciprocity o Lesson 2 Dual Processing o Lesson 3 Cognitive Biases o Lesson 4 Operant Conditioning o Lesson 5 Classical Conditioning o Lesson 6 Social Learning Theory 	Student choice in topics Students assigned to groups based on writing performance to allow for scaffolding of individual groups/members

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Content Resources

Additional supports in this unit should include:

1. Student copies of the textbook, *IB Psychology: A Student's Guide*
2. Student copies of the workbook ([here](#))
3. Blog resources ([here](#))