

## MCS Individuals and Societies IB Psychology YEAR 1 Subject Group Overview

Unit Name	Research Methodology	Socio-Cultural	Cognitive	Biological	Paper 3
<b>Time Frame</b>	39 Hours (integrated throughout the year)	25 Hours	30 Hours	32 Hours	7.5 hours
<b>Standards/ IB Topics</b>	<p>Quantitative Research methods</p> <p>Elements of QuaN methods</p> <p>Analyzing Data</p> <p>Evaluating Research</p> <p>Drawing Conclusions</p> <p><b>Paper 3 integration:</b></p> <p>Quantitative methods (strength and limitations)</p> <p>Elements, Evaluation, and Conclusion in QuaN Research</p> <p><b>Literacy Standards:</b></p> <p>L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2</p>	<p>Individual and the group</p> <p>Cultural Origins of behavior</p> <p>Cultural Influences</p> <p>HL: Influence of globalization</p> <p><b>Paper 3 integration:</b></p> <p>Qualitative methods: characteristics</p> <p>Evaluating Research</p> <p>Drawing Conclusions</p> <p>Ethical Considerations</p> <p><b>Literacy Standards:</b></p> <p>L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2</p>	<p>Cognitive Processes</p> <p>Reliability of cognitive processes</p> <p>Emotion and Cognition</p> <p>HL: Cognition and the Digital world</p> <p><b>Paper 3 integration:</b></p> <p>Qualitative methods: interviews</p> <p>Analyzing Data</p> <p>Drawing Conclusions</p> <p><b>Literacy Standards:</b></p> <p>L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WH</p>	<p>Techniques used to study the brain</p> <p>The brain and behavior</p> <p>Hormones and behavior</p> <p>Genetics and behavior</p> <p>HL: The role of animal research in understanding human behavior</p> <p><b>Paper 3 integration:</b></p> <p>Drawing Conclusions</p> <p><b>Literacy Standards:</b></p> <p>L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2</p>	<p>Quantitative and Qualitative methods review</p> <p>Elements of Research</p> <p>Analysis of Data</p> <p>Evaluating Research</p> <p>Drawing Conclusions</p> <p><b>Literacy Standards:</b> L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2</p>
<b>Content Specific Information</b>	<p>Quantitative (Quan) and The experimental method (lab, field, quasi, natural)</p> <p>Non-exp methods (correlation and case studies)</p> <p>Experiment Research Design, Hypothesis/Aim, Variables Sampling</p> <p>Techniques (random, convenience/opportunity, volunteer, purposive, snowball)</p> <p>Correlation and Causation</p> <p>Replication</p> <p>Standardization/Control</p> <p>Participant variability</p> <p>Validity, reliability (quantitative: external/internal)</p> <p>Data Presentation</p> <p>Ethical Consideration Intro</p>	<p>Social Identity Theory</p> <p>Social cognitive theory</p> <p>Stereotypes</p> <p>Cultural dimensions</p> <p>Norms</p> <p>Cultural groups</p> <p>Enculturation / Acculturation</p> <p><b>HL ext:</b> Impact of Globalization (Assimilation)</p> <p><b>Paper 3 integration:</b></p> <p>Qualitative methods: observations (natural, covert, overt, participant, non-participant, strengths and limitations)</p> <p>credibility (qualitative)</p> <p>Ethical considerations (reporting and apply to findings)</p>	<p>Memory models</p> <p>Schema Theory</p> <p>Thinking and Decision Making</p> <p>Reconstructive Memory</p> <p>Biases in thinking</p> <p>The influence of emotion</p> <p><b>HL ext:</b> positive and negative</p> <p>Influences of modern technology on cognitive processes</p> <p><b>Paper 3 integration:</b></p> <p>Qualitative methods: interviews (structured, semi-structured, focus groups)</p> <p>Data presentation, Inductive content analysis, statistics</p> <p>Generalizability/Transferability</p>	<p>MRI/fMRI/PET scans</p> <p>Localization</p> <p>Neuroplasticity</p> <p>Neurotransmitters and their effect on behaviors</p> <p>Hormones, pheromones</p> <p>Genes/genetics/epigenetics</p> <p>Evolutionary explanations for behavior</p> <p><b>HL ext:</b> Animal research</p> <p><b>Paper 3 integration:</b></p> <p>Triangulation in Quantitative Research and Qualitative (researcher, methodological and data)</p>	<p>Quantitative and Qualitative research methods</p> <p>Sampling techniques</p> <p>Ethical Considerations</p> <p>Generalizability/Transferability</p> <p>Credibility/Validity</p> <p>Triangulation</p> <p>Biases (researcher bias, participant bias, sampling bias)</p>

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<b>Common Assessments/ Performance Projects</b>	Research methods Assessment Paper using command term “Describe” Paper 3 <b>Q. 1-3</b> of Paper 3 assessment using command term “Describe”	Socio-cultural Assessment Paper using command term “Explain” Paper 3: <b>ethics</b> assessment using command term “Describe and Explain”	Cognitive Assessment Paper using command term “Evaluate” Paper 3: <b>Generalizability/Transferability</b> assessment using command term “Evaluate”	Biological Psychology Assessment Paper using command term “Discuss” Paper 3: <b>credibility</b> in findings assessment using command term “Discuss”	Paper 3: <b>biases</b> using command term “Evaluate” FULL Paper 3 assessment (final)
<b>Differentiation For Tiered Learners</b>	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.				