

## MCS Individuals and Societies IB Psychology YEAR 2 Subject Group Overview

Unit Name	Internal Assessment	Abnormal Psychology	Developmental Psychology	IB Exam Paper 3 Review	IB Exam Paper 1 Review
<b>Time Frame</b>	34.5 Hours	25.5 Hours	25.5 Hours	13.5 Hours	13.5 Hours
<b>Standards/ IB Topics</b>	<p>Demonstrate the application of skills and knowledge in psychology.</p> <p><b>The IA requires:</b> analysis of a research study modification of that study data collection and analysis evaluation of modified experiment</p> <p><b>Literacy Standards:</b> L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2</p>	<p>The diagnosis, explanation, and treatment of abnormal behaviour.</p> <p><b>The three topics for this option are:</b> factors influencing diagnosis etiology of abnormal psychology treatment of disorders</p> <p><b>Literacy Standards:</b> L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2</p>	<p>The study of how and why people’s behaviour and thinking changes over time.</p> <p><b>The three topics in this option are:</b> influences on cognitive and social development developing an identity developing as a learner</p> <p><b>Literacy Skills:</b> L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2</p>	<p>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.</p> <p><b>Literacy Skills:</b> L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2</p>	<p>Biological, Cognitive, and Socio-cultural approaches to behavior.</p> <p>Review of all material from Year 1.</p> <p><b>Literacy Skills:</b> L9-10RHSS6; L9-10RHSS8; L11-12WHST1; L11-12WHST2</p>
<b>Content Specific Information</b>	<p>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.</p>	<p>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.</p>	<p>The study of how and why people’s behavior and thinking changes over time.</p> <p>The three topics in this option are: influences on cognitive and social development developing an identity developing as a learner</p>	<p>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.</p>	<p>Biological, Cognitive, and Socio-cultural approaches to behavior.</p> <p>Review of all material from Year 1.</p>
<b>Common Assessments/ Performance Projects</b>	<p><b>Rough draft submission of each section of IA for review and feedback (formative)</b> Introduction Exploration Analysis Evaluation</p> <p>All graded using Experimental Skills Rubric</p>	<p><b>Practice Formative ERQ: Abnormality vs. Normality</b> Graded using Application and Analysis Rubric</p> <p><b>Abnormal Unit Summative Exam (ERQ)</b> Graded using Application and Analysis Rubric + Synthesis and Evaluation Rubric</p>	<p><b>Developmental Summative Exam</b> Graded using Knowledge and Comprehension Rubric + Synthesis and Evaluation Rubric</p>	<p>Practice Paper 3 Q1</p> <p>Practice Paper 3 Q2</p> <p>Practice Paper 3 Q3</p>	<p><b>Practice SAQs for each approach</b> Graded using IB SAQ Rubric</p>
<b>Differentiation For Tiered Learners</b>	<p>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.</p>				