<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Research Methodology</th>
<th>Socio-Cultural</th>
<th>Cognitive</th>
<th>Biological</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Frame</td>
<td>33 Hours 22 Days</td>
<td>28.5 Hours 19 Days</td>
<td>33 Hours 22 Days</td>
<td>30 Hours 20 Days</td>
</tr>
</tbody>
</table>
| Standards/IB Topics | Quantitative Research methods  
Elements of Quantitative methods  
Analyzing Data  
Evaluating Research  
Drawing Conclusions  
**Paper 3 integration:**  
Quantitative methods (strength and limitations)  
Elements, Evaluation, and Conclusion in QuaN Research  
**Map and Globe Skills:**  
Not used  
**Information Processing Skills:**  
9. construct charts and tables  
14. formulate appropriate research questions  
**SS Reading Skills:**  
L11-12RHSS3;  
**SS Writing Skills:**  
L11-12RHSS1  
--- | Individual and the group  
Cultural Origins of behavior  
Cultural Influences  
HL: Influence of globalization  
**Paper 3 integration:**  
QuaLitative methods: characteristics  
Evaluating Research  
Drawing Conclusions  
Ethical Considerations  
**Map and Globe Skills:**  
Not used  
**Information Processing Skills:**  
16. check for consistency of information  
4. distinguish between fact and opinion  
**SS Reading Skills:**  
L11-12WHST7  
**SS Writing Skills:**  
L11-12WHST4 | Cognitive Processes  
Reliability of cognitive processes  
Emotion and Cognition  
HL: Cognition and the Digital world  
**Paper 3 integration:**  
QuaLitative methods: interviews  
Analyzing Data  
Drawing Conclusions  
**Map and Globe Skills:**  
Not used  
**Information Processing Skills:**  
16. check for consistency of information  
**SS Reading Skills:**  
L11-12WHST7  
**SS Writing Skills:**  
L11-12WHST4 | Techniques used to study the brain  
The brain and behavior  
Hormones and behavior  
Genetics and behavior  
HL: The role of animal research in understanding human behavior  
**Paper 3 integration:**  
Drawing Conclusions  
**Map and Globe Skills:**  
Not used  
**Information Processing Skills:**  
3. identify issues and/or problems and alternative solutions  
15. determine adequacy/relevance of information  
**SS Reading Skills:**  
L11-12WHST10  
**SS Writing Skills:**  
L11-12WHST9 |
| Content Specific Information | Quantitative (Quan) and The experimental method (lab, field, quasi, natural)  
Non-exp methods (correlation and case studies)  
Experiment Research Design, Hypothesis/Aim, Variables Sampling Techniques (random, convenience/opportunity, volunteer, purposive, snowball)  
Correlation and Causation  
Replication  
Standardization/Control  
Social Identity Theory  
Social cognitive theory  
Stereotypes  
Cultural dimensions  
Norms  
Cultural groups  
Enculturation / Acculturation  
HL ext: Impact of Globalization (Assimilation)  
**Paper 3 integration:** | Memory models  
Schema Theory  
Thinking and Decision Making  
Reconstructive Memory  
Biases in thinking  
The influence of emotion  
HL ext: positive and negative influences of modern technology on cognitive processes  
**Paper 3 integration:**  
QuaLitative methods: interviews (structured, semi-structured, focus groups)  
--- | MRI/ fMRI/PET scans  
Localization  
Neuroplasticity  
Neurotransmitters and their effect on behaviors  
Hormones, pheromones  
Genes/genetics/epigenetics  
Evolutionary explanations for behavior  
HL ext: Animal research  
**Paper 3 integration:**  
Triangulation in QuaNititative Research and QuaLitative (researcher, methodological and data)  
SS Support Resources |
<table>
<thead>
<tr>
<th>MCS Individuals and Societies IB Psychology YEAR 1 Subject Group Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participant variability</strong></td>
</tr>
<tr>
<td>Validity, reliability (quantitative: external/internal)</td>
</tr>
<tr>
<td>Data Presentation</td>
</tr>
<tr>
<td>Ethical Consideration Intro</td>
</tr>
<tr>
<td><strong>QuaLitative methods: observations</strong></td>
</tr>
<tr>
<td>(natural, covert, overt, participant, non-participant,</td>
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<tr>
<td>strengths and limitations)</td>
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<tr>
<td>Credibility (qualitative)</td>
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<tr>
<td>Ethical considerations (reporting and apply to findings)</td>
</tr>
<tr>
<td><strong>Data presentation, inductive content analysis, statistics</strong></td>
</tr>
<tr>
<td>Generalizability/Transferability</td>
</tr>
<tr>
<td><strong>Common Assessments/Performance Projects</strong></td>
</tr>
<tr>
<td>Research methods Assessment Paper using command term “Describe”</td>
</tr>
<tr>
<td>Paper 3 Q. 1-3 of Paper 3 assessment using command term “Describe”</td>
</tr>
<tr>
<td>Socio-cultural Assessment Paper using command term “Explain”</td>
</tr>
<tr>
<td>Paper 3: ethics assessment using command term “Describe and Explain”</td>
</tr>
<tr>
<td>Cognitive Assessment Paper using command term “Evaluate”</td>
</tr>
<tr>
<td>Paper 3: Generalizability/Transferability</td>
</tr>
<tr>
<td>assessment using command term “Evaluate”</td>
</tr>
<tr>
<td>Biological Psychology Assessment Paper using command term “Discuss”</td>
</tr>
<tr>
<td>Paper 3: credibility in findings assessment using command term “Discuss”</td>
</tr>
<tr>
<td><strong>Differentiation For Tiered Learners</strong></td>
</tr>
<tr>
<td>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.</td>
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**Differentiation For Tiered Learners**

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.