Unit 1 - Scientific Inquiry Domain 2017

Content Area: **Social Studies**
Course(s): **Advanced Placement Psychology**
Time Period: **September**
Length: **number of days**
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Unit Overview

The scientific inquiry domain explores the development of psychology as a science and the major subfields within psychology. Emphasis is also place on the research methods and statistical measures utilized in the study of behavior and mental processes.

Enduring Understandings

- The study of psychology has developed as an empirical science
- There are many subfields within psychology
- Research methods and measurements are central to the study behavior and mental processes
- There are many ethical issues surrounding research with humans and non-human animals
- Data analysis is a valuable tool in the study of psychology

Essential Questions

- What is psychology and what are its goals?
- How did psychology emerge as a scientific discipline?
- What are the perspectives employed to understand behavior and mental processes?
- What are the major subfields within psychology?
- What is the scientific method and what is its role in psychology?
- What research methods are employed by psychologists in their practice?
- What is the value of research on humans and non-human animals?
- To what ethical guidelines must psychologists adhere in their research?
- What statistical concepts are important in analyzing data?

Standards/Indicators/Student Learning Objectives (SLOs)

- Students will examine the origins of psycological thought and how it ultimately becomes an accepted science.
- Students will explore the current perspectives and subfields within psychology and explain the "biopsychosocial" approach
- Students will evaluate the need for scientific thought in the study of psychology and summarize the scientific method

- Students will examine the case study, the survey, and naturalistic observation and appraise their value as scientific tools
- Students will explain the meaning of a correlational relationship and distinguish it from a cause and effect relationship
- Students will discuss the cause and effect relationship established by experimentation and differentiate between the independent and dependent variables
- Students will summarize the role played by statisitcs in psychological research and identify some basic statistical measures

APA Content Standards

SCI.9-12.SI.1.1	Development of psychology as an empirical science
SCI.9-12.SI.1.2	Major subfields within psychology
SCI.9-12.SI.2.1	Research methods and measurements used to study behavior and mental processes
SCI.9-12.SI.2.2	Ethical issues in research with human and non-human animals
SCI.9-12.SI.2.3	Basic concepts of data analysis

Indicators

SCI.9-12.SI.1.1.1	Define psychology as a discipline and identify its goals as a science
SCI.9-12.SI.1.1.2	Describe the emergence of psychology as a scientific discipline
SCI.9-12.SI.1.1.3	Describe perspectives employed to understand behavior and mental processes
SCI.9-12.SI.1.1.4	Explain how psychology evolved as a scientific discipline
SCI.9-12.SI.1.2.1	Discuss the value of both basic and applied psychological research with human and non-human animals
SCI.9-12.SI.1.2.2	Describe the major subfields of psychology
SCI.9-12.SI.1.2.3	Identify the important role psychology plays in benefiting society and improving people's lives
SCI.9-12.SI.2.1.1	Describe the scientific method and its role in psychology
SCI.9-12.SI.2.1.2	Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods
SCI.9-12.SI.2.1.3	Define systematic procedures used to improve the validity of research findings, such as external validity
SCI.9-12.SI.2.1.4	Discuss how and why psychologists use non-human animals in research
SCI.9-12.SI.2.2.1	Identify ethical standards psychologists must address regarding research with human participants
SCI.9-12.SI.2.2.2	Identify ethical guidelines psychologists must address regarding research with non-human animals
SCI.9-12.SI.2.3.1	Define descriptive statistics and explain how they are used by psychological scientists
SCI.9-12.SI.2.3.2	Define forms of qualitative data and explain how they are used by psychological scientists

SCI.9-12.SI.2.3.3	Define correlation coefficients and explain their appropriate interpretation
SCI.9-12.SI.2.3.4	Interpret graphical representations of data as used in both quantitative and qualitative methods
SCI.9-12.SI.2.3.5	Explain other statistical concepts, such as statistical significance and effect size
SCI.9-12.SI.2.3.6	Explain how validity and reliability of observations and measurements relate to data analysis

Lesson Titles

- Early Psychology and Scientific Beginnings
- Psychology's Perspectives
- Psychological Science
- Description
- Correlation
- Experimentation
- Statistics

21st Century Skills and Career Ready Practices

- Civic Literacy
- Health Literacy
- Creativity and Innovation
- Information Literacy
- Critical Thinking and Problem Solving
- Media Literacy
- Communication and Collaboration

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Resources & Materials

- Psychology for AP, 2e - Myers
- Textbook companion website
- Dictionary of Psychology, Reber
- Barron’s AP Psychology
- Research Methods worksheet
- IV/DV worksheet aligned to unit
- Analyzing the Experimental Method
- Research Methods graphic organizer
- Statistical Reasoning worksheet
- Experimental Design worksheet
- Quizlet: aligned to unit

- Google Classroom
- Google Docs: aligned to unit
- Google Forms: aligned to unit

Instructional Strategies, Learning Activities, and Level of Blooms/DOK

- Teacher Instruction - Roots, Approaches, Careers (Blooms: Remember, Understand)
- Question/Answer - Summer work (Blooms: Understand, Apply, Analyze)
- Written response - Lois Story (Blooms: Apply, Analyze, Evaluate, Create)
- Subfields Matching (Blooms: Remember, Understand)
- Independent Work - subfields (Blooms: Remember, Understand, Apply)
- Review/Dicuss FRQ writing (Blooms: Analyze, Evaluate, Create)
- Student input from HW - Critical thinking (Blooms: Remember, Understand, Apply)
- In-class demonstration (Blooms: Apply, Analyze)
- Guided reading - Critical thinking (Blooms: Remember, Understand, Apply)
- Student input from HW - Description (Blooms: Remember, Understand, Apply)
- Conduct Naturlistic Observation - cafeteria (Blooms: Apply, Analyze)
- Data and graph reading - Correlation (Blooms: Apply, Analyze, Evaluate)
- Question/Answer - Experimentation (Blooms: Remember, Understand, Apply)
- Guided Reading (Blooms: Remember, Understand, Apply)
- Student input from HW - Statistics (Blooms: Understand, Apply, Analyze)
- Review/Discuss - Experimental Design (Blooms: Apply, Analyze, Evaluate, Create)
- Delsea One
- SWAG

Modifications

ELL Modifications

- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Use visuals and other graphic organizers
- Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Assess ELL students continuously using formative assessment methods

- Repeat, reword, clarify
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)
- Provide learning objective and skill objective
- Delsea One
- SWAG

IEP & 504 Modifications

Testing modifications:

- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions overall if the student takes so much extra time that they are going into future days (missing instruction) to take the test
- offer paraphrasing of primary sources... if the student is expected to be testing on understanding that paragraph or quote to answer future questions
- word banks, multiple choice, matching questions help when possible
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- images/graphics w/synopsis
- read test aloud
- test in small groups
- projects can be submitted digitally or paper

Instructional modifications/accommodations:

- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching); varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides; completed study guides can be offered by teacher; digital review such as kahoots can also be used.
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes from which to study
- modeling and showing lots of examples
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- allow assignments to be completed in Organizational Management class
- speaking to students privately when redirecting behaviors
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- monitoring student moods/behavior fluctuation patterns to report to casemanager
- students who prefer to work individually will be permitted to

- oral presentations to small groups or teacher only
- preferential seating
- use manipulatives where possible
- use visuals, graphic organizers, and real objects when possible
- tap prior knowledge
- be flexible with time frames and deadlines
- repeat reword and clarify
- repetition of key concepts through varied methods
- Delsea One
- SWAG

G&T Modifications

- encourage students to explore concepts in depth and encourage independent studies or investigations.
- determine where students' interests lie and capitalize on their inquisitiveness
- refrain from having them complete more work in the same manner.
- employ differentiated curriculum to keep interest high.
- ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- encourage students to make transformations- use a common task or item in a different way
- effective questioning techniques (focus on what's important, provide processing time, require higher order thinking
- self-evaluation of writing with teacher or student-generated rubrics
- creation of technology-based assessments to address the higher levels of Bloom's
- close reading: texts, primary sources, etc.
- student led/directed discussions
- inquiry based learning
- modeling
- jigsaw grouping
- annotating/summarizing
- analysis/interpretation of graphics or creation of graphics
- Delsea One
- SWAG

At Risk Modifications

- Verbal reminders during class to keep student on task
- Use gradebook/Classroom to highlight missed work
- Allow extra time for completion of work as needed

- Meetings during Delsea One
- Calls to parents
- Contact guidance counselors/SAC
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Delsea One
- SWAG

Formative Assessment

Warm-Ups:

- Question - Neanderthal skull
- T/F - Research Methods
- Question - Correlation
- Question - Random Sampling vs. Random Assignment

Anticipatory Set:

- T/F Predictions
- Observation vs. Inference
- HW Review - Statistics

Closure:

- Exit Ticket
- Random Sampling
- Homework Assignments
- Whip around
- Classnote revisions

Summative Assessment

- Open-Note Test - Roots, Approaches, Careers
- Case Study Project
- Chapter Test - Research Methods
- Marking Period Assessment (aligned to unit)

Benchmark (Assessments):

Skills-based assessment
Reading responses
Writing responses

Alternative Assessment(s):

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Inter-Disciplinary Connections

Science

English Language Arts

LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.WHST.11-12	Writing History, Science and Technical Subjects
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
SCI.9-12.5.1.12.A.c	Revisions of predictions and explanations are based on systematic observations, accurate measurements, and structured data/evidence.
SCI.9-12.5.1.12.B.b	Mathematical tools and technology are used to gather, analyze, and communicate results.

SCI.9-12.5.1.12.B.d	Scientific reasoning is used to evaluate and interpret data patterns and scientific conclusions.

Technology

- Youtube - Intro to Psychology - https://youtu.be/vo4pMVb0R6M?list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6
- Youtube - Psychological Research - https://youtu.be/hFV71QPvX2I?list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6
- Quizlet - https://quizlet.com/56061991/unit-1-myers-for-ap-2e-flash-cards/

TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.