

Unit #1: Scientific Inquiry

Content Area: **Social Studies**
Course(s): **Psychology I, Psychology II**
Time Period: **First Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

This unit begins our exploration of psychology with a brief look at some of its interrelated specialty areas, or subfields. We then tell the story of how psychology came to be, and we review several theories and approaches that guide psychologists in their work. We also point out how the activities of psychologists in virtually every subfield are affected by human diversity. Finally we consider how critical thinking, scientific methods, and ethical standards guide psychologists as they conduct research and evaluate evidence they collect.

STAGE 1- DESIRED RESULTS

The College, Career, and Civic Life (C3) Framework for Social Studies

PSY.9-12.1	Psychological Perspectives and Methods of Inquiry
PSY.9-12.1.D2.Psy.1.9-12	Demonstrate a basic understanding of the scientific methods that are at the core of psychology.
PSY.9-12.1.D2.Psy.2.9-12	Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.
PSY.9-12.1.D2.Psy.3.9-12	Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.
PSY.9-12.1.D2.Psy.4.9-12	Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants.
PSY.9-12.1.D2.Psy.5.9-12	Explain how the validity and reliability of observations and measurements relate to data analysis.
PSY.9-12.1.D2.Psy.6.9-12	Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.
PSY.9-12.1.D2.Psy.7.9-12	Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.
PSY.9-12.2	Influences on Thought and Behavior
PSY.9-12.2.D2.Psy.8.9-12	Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
PSY.9-12.2.D2.Psy.9.9-12	Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.
PSY.9-12.2.D2.Psy.10.9-12	Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.

PSY.9-12.2.D2.Psy.11.9-12	Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.
PSY.9-12.2.D2.Psy.12.9-12	Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.
PSY.9-12.3	Critical Thinking: Themes, Sources, and Evidence
PSY.9-12.3.D2.Psy.13.9-12	Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and well being.
PSY.9-12.3.D2.Psy.14.9-12	Use information from different psychological sources to generate research questions.
PSY.9-12.3.D2.Psy.15.9-12	Use existing evidence and formulate conclusions about psychological phenomena.
PSY.9-12.3.D2.Psy.16.9-12	Use critical thinking skills to become better consumers of psychological knowledge.
PSY.9-12.3.D2.Psy.17.9-12	Acknowledge the interconnectedness of knowledge in the discipline of psychology.
PSY.9-12.4	Applications of Psychological Knowledge
PSY.9-12.4.D2.Psy.18.9-12	Apply psychological knowledge to their daily lives.
PSY.9-12.4.D2.Psy.19.9-12	Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.
PSY.9-12.4.D2.Psy.20.9-12	Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment.
PSY.9-12.4.D2.Psy.21.9-12	Discuss ways in which the applications of psychological science can address domestic and global issues.
PSY.9-12.4.D2.Psy.22.9-12	Use psychological knowledge to promote healthy lifestyle choices.
PSY.9-12.4.D2.Psy.23.9-12	Apply psychological knowledge to civic engagement.

Essential Questions

- What is psychology?
- How is psychology different from psychiatry?
- Why study psychology?
- How is psychology similar to and different from other social sciences?
- How do psychologists find information?
- How do we define and view behavior?
- Why don't all psychologists explain behavior in the same way?
- How does your cultural background influence your behavior?
- How do we define and view cognitive abilities?
- What do psychologists do? Where do they work?
- What are the subfields within psychology?
- How do psychologists learn about people?

Enduring Understanding

- Development of psychology as an empirical science
- Major subfields within psychology
- Research methods and measurements used to study behavior and mental processes
- Ethical issues in research with human and non-human animals
- Basic concepts of data analysis

Students will know...

hindsight bias, critical thinking, theory, hypothesis, operational definition, replication, case study, naturalistic observation, survey, population, random sample, correlation, correlation coefficient, scatterplot, experiment, experimental group, control group, random assignment, double-blind procedure, placebo effect, independent variable, confounding variable, dependent variable, mode, mean, median, range, standard deviation, normal curve, statistical significance, culture, informed consent, debriefing

Students will be able to...

- 1.1 Define psychology as a discipline and identify its goals as a science.
- 1.2 Describe the emergence of psychology as a scientific discipline.
- 1.3 Describe perspectives employed to understand behavior and mental processes.
- 1.4 Explain how psychology evolved as a scientific discipline.
- 2.1 Discuss the value of both basic and applied psychological research with human and non-human animals.
- 2.2 Describe the major subfields of psychology.
- 2.3 Identify the important role psychology plays in benefiting society and improving people's lives.
- 3.1 Describe the scientific method and its role in psychology.
- 3.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.
- 3.3 Define systematic procedures used to improve the validity of research findings, such as external validity.
- 3.4 Discuss how and why psychologists use non-human animals in research.

- 4.1 Identify ethical standards psychologists must address regarding research with human participants.
- 4.2 Identify ethical guidelines psychologists must address regarding research with non-human animals.
- 5.1 Define descriptive statistics and explain how they are used by psychological scientists.
- 5.2 Define forms of qualitative data and explain how they are used by psychological scientists.
- 5.3 Define correlation coefficients and explain their appropriate interpretation.
- 5.4 Interpret graphical representations of data as used in both quantitative and qualitative methods.
- 5.5 Explain other statistical concepts, such as statistical significance and effect size.
- 5.6 Explain how validity and reliability of observations and measurements relate to data analysis.

STAGE 2- EVIDENCE OF LEARNING

Formative Assessment During Lesson

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz

- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

Authentic Assessments- Suggested

- Psychological Statistics Graphing exercise using statistical methods
- Current event to focus on modern psychological studies
- Charting Subfields Graphic organizer of subfields
- Questionable Ethics
- In class role play simulation of unethical practices in early psychology
- Case Studies focusing on the use of the scientific method in psychology
- An iBook is created for each subfield of psychology. As students create research papers or presentations they will be added to these iBooks for an all-encompassing iBook textbook to be completed by June.
- Mock experiment write-ups, including data, are supplied and the students will analyze, graph, and draw conclusions from the supplied data.
- Students will conduct a survey of the school and plot their discoveries on a graph.
- The class as a whole will develop the procedures and parameters for an experiment. As a class they will conduct that experiment and record their data and discoveries.
- Small groups will develop an experiment.
- Students will conduct a simple experiment using student volunteers.
- Group of students will record themselves doing a dramatization of an unethical experiment.
- Graphic organizer of various unethical experiments will be maintained throughout the presentations of dramatizations.

Benchmark Assessments

STAGE 3- LEARNING PLAN

Instructional Map

- Outline an instructional plan from introducing to assessing the unit.

Modifications/Differentiation of Instruction

Enter specific modifications for:

ELL

Special Needs

Reaching Level

Challenge

Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice

- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Vertical Integration- Discipline Mapping

Additional Materials

- Myers Psychology 9th Edition In Modules
- Various teacher created PowerPoint presentations
- Self recorded lectures with the goal of flipping the classroom
- Case Study: “The Monster Study” on Stutterers
- Case Study: *Apartheid Aversion Study* 1979-‘89
- Case Study: *Stanford Prison Experiment*
- Case Study: *Monkey Drug Trials* 1969
- Case Study: Landis *Facial Expressions Experiment* 1924
- Case Study: *Little Albert*
- Case Study: *Learned Helplessness*
- Case Study: Milgram Experiment on Obedience to Authority Figures
- Case Study: Harlow’s *Well of Despair*
- Various Subject Appropriate Case Studies found in multiple publications.
- Current Event APA (and other) publications