# D4: Testing & Individual Differences - Chapter 11

Content Area: **Social Studies**
Course(s): **Psychology**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

## Standards

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|---|---|
| SCI.9-12.C | Cognition |
| SCI.9-12.C.3 | Intelligence |
| SCI.9-12.C.3.1.1 | Discuss intelligence as a general factor |
| SCI.9-12.C.3.1.2 | Discuss alternative conceptualizations of intelligence |
| SCI.9-12.C.3.1.3 | Describe the extremes of intelligence |
| SCI.9-12.C.3.2 | Assessment of intelligence |
| SCI.9-12.C.3.2.1 | Discuss the history of intelligence testing, including historical use and misuse in the context of fairness |
| SCI.9-12.C.3.2.2 | Identify current methods of assessing human abilities |
| SCI.9-12.C.3.2.3 | Identify measures of and data on reliability and validity for intelligence test scores |
| SCI.9-12.C.3.3 | Issues in intelligence |
| SCI.9-12.C.3.3.1 | Discuss issues related to the consequences of intelligence testing |
| SCI.9-12.C.3.3.2 | Discuss the influences of biological, cultural, and environmental factors on intelligence |
| SCI.9-12.DL | Development and Learning |
| SCI.9-12.DL.1 | Life Span Development |
| SCI.9-12.DL.1.4.2 | Describe how infant perceptual abilities and intelligence develop |
| SCI.9-12.SI.1 | Perspectives in Psychological Science |
| SCI.9-12.SI.1.1 | Development of psychology as an empirical science |
| 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 | Major subfields within psychology |
| 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.1.2.3 | Identify the important role psychology plays in benefiting society and improving people's lives |
| SCI.9-12.SI.2.1 | Research methods and measurements used to study behavior and mental processes |
| 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 |

## Enduring Understandings

**The students will understand that:**

1. there are advantages to using research over other ways of knowing.
2. there are advantages and disadvantages of case study research.
3. there are advantages and disadvantages of naturalistic observations.
4. there are advantages and disadvantages of survey research.
4. correlation research does not yield causal conclusions.
5. there are specific elements of an experiment.
6. the elements of an experiment can be used in many different situations.
7. ethics are a very important aspect of research.
8. statistics and research are vitally important in research and application.

## Essential Questions

**Essential Questions**

1. How do psychologists define and study intelligence?

2. How did the use of intelligence tests evolve throughout the last two centuries?

3. How do testing scores differ between group administrations and individual administrations of intelligence tests? Between genders? Races? Socioeconomic groups? Include African Americans, Asian American-Pacific Islanders, women

4. How do psychologists know whether a test is reliable and/or valid? Why are these qualities of tests important?

## Knowledge and Skills

**Learning Objectives (SWBAT)**

-Compare and contrast Gardner's and Sternberg's theories of intelligence.

-Evaluate Alfred Binet's contribution to intelligence testing.

**-Evaluate Lewis Terman's role in the development of intelligence testing.**

**-Describe David Weschler's contribution to intelligence testing.**

**-Explain how group tests of intelligence differ from individual tests.**

**-Differentiate between an aptitude test and an achievement test.**

**-Explain the difference between reliability and validity.**

**-Analyze the reasons for the differences in test scores among people of different genders, races, and ethnic groups.**

**-Interactive Power point**

**Content:**

**1. Standardization and Norms**

**2. Reliability and Validity**

**3. Types of Tests**

**4. Ethics and Standards in Testing**

**5. Intelligence**

## Transfer Goals

**Students will be able to independently adjust their own definitions of intelligence to include the variety of theories that attempt to explain the origins of individual differences that exists between people.**

Students will be able to conduct experiments that are reliable and valid.

## Resources

**Textbook Reading:**

**Primary Student Textbook: Myers Psychology for AP**

**Course Resources:**

**1. Benjamin, Ludy T. Jr., eds. Favorite Activities for the Teaching of Psychology. Washington, D.C.: American Psychological Association, 2008.**

**2. Bensley, D. Alan. *Critical Thinking in Psychology: A Unified Skills Approach*. Pacific Grove, Calif.: Brooks/Cole, 1998.**

**3. Hock, Roger R. Forty Studies that Changed Psychology: Explorations into the History of Psychological Research. 5th ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005.**

**4. Rolls, Geoff. Classic Case Studies in Psychology. London: Hodder Arnold, 2005.**

**5. Freud's Case Studies**

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

**Links**

**http://psychcentral.com/**

**http://www.psychologytoday.com/**

**http://www.apa.org/**

**http://www.scientificamerican.com/section/lateststories/**

**http://www.psychologicalscience.org/**

**http://www.sciencedaily.com/news**

**http://www.alleydog.com/**

**http://www.apa.org/research/action/glossary.aspx**

**http://allpsych.com/psychology101/index.html**

**http://www.simplypsychology.org/perspective.html**

**http://www.outofservice.com/bigfive/**

**http://www.psychologytoday.com/blog/fulfillment-any-age/201110/the-essential-guide-defense-mechanisms?page=2**

Albert I.O.

Openstax

Amsco Review Book

TOPSS (Teachers of Psychology in Secondary Schools)

Verywell Mind

ProQuest

Gale in Context

Ebsco

Jstor

Science Direct

Gale in Context: Opposing  View points

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

News publications, including but not limited to NYTimes, Washington Post.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

## Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

## Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0