

Stage 1 Desired Results	
Transfer	
<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. Construct a coherent plan for psychological research. 2. Deconstruct a given research study. 3. Regarding Bias in research: incorporate a plan to avoid your own. 4. Regarding Bias in research: determine if the outcomes OR conclusion of the given research study were affected by bias. 5. Perform steps 1 and 2 within the structure of the AP Psychology Test. 	
Meaning	
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Psychology is the social science that focuses on the <u>scientific</u> study of behavior and mental processes. 2. Psychological uses the <u>scientific method</u> to gather empirical data. 3. Conducting psychological research on humans and animals has specific ethical issues. 4. Most psychological research focuses on the brain. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. Explanation: What are the steps of the scientific method? 2. Perspective on Bias: How can ethnicity, race, and/or gender affect a study? How do these affect what we see or don't see? 3. What can be known empirically? 4. What are the limits of empiricism in psychology?
Acquisition	
<p><i>Students will know...these definitions</i> Psychology, scientific method, theory, hypothesis, gender, race, ethnicity, observer bias, experimental method, participants, independent variable, dependent variable, experimental group, control group, experimenter bias, sample, random sample, representative sample</p>	<p><i>Students will be skilled at...</i> Choosing the appropriate type(s) of variables for analysis. Applying ethics. Narrowing their questions.</p>

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>Vocabulary is recognized. Vocabulary can be recalled. Vocabulary can be applied. Writing style matches AP style.</p>	<p><u>PERFORMANCE TASK(S):</u></p> <p>Formative assessment/pre-test. Vocabulary – matching. Students use results to study for Vocabulary – Fill ins. Brainstorm with a partner: “create a study of overeating using vocabulary.”</p> <ul style="list-style-type: none"> - Check that vocabulary is used correctly. - Check for bias in creation of study. <p>Read and deconstruct article <i>Candy Brain (NYT, 8/23/2015)</i> on your own. “Take” released exam essay and self-assess. “Take” released exam essay and assess someone else.</p>
<p><type here></p>	<p>OTHER EVIDENCE: <type here></p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Take Formative assessment/pre-test. Vocabulary – matching.
Students use results to study for Vocabulary – Fill ins.
Dyads: Brainstorm with a partner: “create a study of overeating using vocabulary.” – Coach them.
Questioning: Check that vocabulary is used correctly.
Questioning: Check for bias in creation of study.
Questioning: Meta questions – What have we not considered?
Read and deconstruct article ***Candy Brain (NYT, 8/23/2015)*** on your own.
Students should list and connect vocab words to article.
“Take” released exam essay and self-assess.
“Take” released exam essay and assess someone else.