



Marietta City Schools

District Unit Planner

AP Psychology

Unit title	Unit 0: Research Materials and Data Analysis	Unit duration (hours)	15-25% Exam 14 Days 21 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards Standards

SSPFR1; SSPVB2 **These Standards are from the Psychology GSE. GaDOE does not have specific AP Psychology Standards.*

SS Reading Skills:

L9-10RHSS6; Draw evidence from informational texts to support investigation, research, and analysis.

L9-10RHSS8; Gather relevant information from multiple print and digital sources, using advanced searches effectively.

SS Writing Skills:

L11-12WHST1; Write arguments on discipline focused content.

L11-12WHST2; Write informative arguments/explanatory events including the narration of events, scientific procedures, experiments or processes.

MCS Gifted Stds:

S3: Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.

S3B: Develop critical thinking, inductive and deductive reasoning to analyze and evaluate logical reasoning within a variety of problems and dilemmas.

S3C: Use a variety of strategies for solving authentic, complex, real-world problems through evaluative thinking and the engineering design processes.

Essential Questions

What defines psychology as a field of study, and what are psychology's four primary goals?

Why is psychology considered a science, and what are the steps in using the scientific method?

How are naturalistic and laboratory settings used to describe behavior, and what are some of the advantages and disadvantages associated with these settings?

How are case studies and surveys used to describe behavior, and what are some drawbacks to each of these methods?

What is the correlational technique and what does it tell researchers about relationships?

How are operational definitions, independent and dependent variables, experimental and control groups, and random assignment used in designing an experiment?

Why are the placebo and the experimenter effects problematic for an experiment, and how can single-blind and double-blind studies control for these effects?

What are some ethical concerns that can occur when conducting research with people and animals?

What are the basic principles of critical thinking and how can critical thinking be useful in everyday life?

What ethical and legal guidelines (provided by the American Psychological Association, federal regulations, and local institutional review boards) protect research participants and promote sound ethical practice.

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

- Case Studies
- Design an Experiment Project
- Vocabulary Formative
- Grant Application Project
- Research Quiz
- Free Response Questions AAQ

Summative Assessment(s):

Unit 0 Summative

<p style="text-align: center;"><u>Learning Experiences</u></p> <p style="text-align: center;">Add additional rows below as needed.</p>		
Objective or Content	Learning Experiences	<p style="text-align: center;">Personalized Learning and Differentiation</p> <p style="text-align: center;">All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.</p>
<p>Class Organization- Launch, Materials, Syllabus, Schoology.</p> <p>Identify psychology-related concepts in descriptions or representations of data.</p>	<p>Bomb Shelter Activity. Introduction Questions and Class Discussion.</p> <p>Three Personality Test- 16 Personalities, Color Personality and Brainedness for Name P Labels.</p>	<p>Group choice by student.</p> <p>Teacher provides discussion setting and offers feedback and previews to future units.</p>
<p>What is psychology's historic big issue?</p> <p>What are psychology's levels of analysis and related perspectives?</p>	<p>Nature Versus Nurture Debate</p> <p>Psychological Symbol Drawing- Share out and then Role Play.</p> <p>Reading Contemporary Psychology</p>	<p>Extended learning via Crash course and Edpuzzle videos.</p>
<p>Explain how cultural norms, expectations, and circumstances, as well as cognitive biases apply to behavior and mental processes.</p> <p>Evaluate the appropriate use of research design elements in experimental <u>AND</u> non-experimental methodology.</p> <p>Interpret quantitative or qualitative</p>	<p>Case Study Examples-</p> <ul style="list-style-type: none"> -Orange Kangaroos in Denmark- Need for Psychological Science and Critical Thinking -Exercise - Limits of Human Intuition -Overconfidence- Brain Games Segment <p>https://www.youtube.com/watch?v=GZmedqB4P1s</p> <ul style="list-style-type: none"> -Hindsight Bias Examples -False Consensus Effect- S5 E1: Brain Games: Common Sense- <p>https://www.dailymotion.com/video/x6e2xoz</p> <p>Read Thinking Critically with Psychological Science.</p>	<p>Learning through play and kinesthetic simulation and role play.</p>

<p>inferential data from a given table, graph, chart, figure, or diagram.</p> <p>How does our everyday thinking sometimes lead us to a wrong conclusion?</p> <p>How do hindsight bias, overconfidence, and the tendency to perceive order in random events illustrate why science-based answers are more valid than those based on common sense?</p>		
<p>Determine the type of research design(s) used in a given study.</p> <p>Evaluate the appropriate use of research design elements in non-experimental methodologies.</p> <p>Interpret quantitative or qualitative inferential data from a given table, graph, chart, figure, or diagram.</p> <p>How do theories advance psychological science?</p> <p>How do you distinguish between correlational and experimental research?</p> <p>How do psychologists observe and describe behavior?</p> <p>What are positive and negative correlations, and why do they enable</p>	<p>Notes- Psychological Research -Differentiation between Description and Correlation</p> <p>Understanding Correlations: Group Work</p> <p>Table Group Assessment: Distinguishing Correlational vs. Experimental Research</p> <p>HW: read Description p. 26-29 and Correlation p. 29-32</p>	<p>Formative Quiz- Research. No Grade</p> <p>Self-directed learning by way of problem-based learning.</p>

<p>prediction but not cause-effect explanation?</p> <p>What are illusory correlations?</p>		
<p>Determine the type of research design(s) used in a given study.</p> <p>Evaluate the appropriate use of research design elements in experimental methodology.</p> <p>Interpret quantitative or qualitative inferential data from a given table, graph, chart, figure, or diagram.</p> <p>How do experiments, powered by random assignment, clarify cause and effect?</p>	<ul style="list-style-type: none"> • Experimental Research PPT • Hunting for Causes- table group work • Crash Course Psychology: Psychological Research (10 minutes) https://www.youtube.com/watch?v=hFV71QPvX2I <p>HW: read Experimentation p.32-38</p>	<p>Self-directed learning by way of problem-based learning</p>
<p>Evaluate whether a psychological research scenario followed appropriate ethical procedures.</p> <p>Why do psychologists study animals, and is it ethical to experiment on animals?</p> <p>What ethical guidelines safeguard human research participants?</p> <p>How do values affect psychological science?</p>	<p>Ethics Illustration</p> <ul style="list-style-type: none"> - American Psychological Association http://www.apa.org/ethics/code/index.aspx then discuss with the ethics illustration. - Institutional Review Boards- required to review, approve and monitor research https://www.explorepsychology.com/institutional-review-board/ - The Institutional Animal Care and Use Committee (IACUC) is a federally mandated committee, qualified through the experience and expertise of its members, that oversees its institution's animal program, facilities, and procedures. 	<p>Learning through play.</p> <p>Small writing groups with progress monitoring</p> <p>Collaborative partners- turn and discuss ideas</p> <p>Small writing groups with progress monitoring</p>

	<p>Ethical Review Committee Activity</p> <ul style="list-style-type: none"> - Case 1: forces consideration of whether injury to another species closely related to humans is justified if the results will be applicable to human beings. - Case 2: Prompts students to think about the use of animals when there is no direct human application, can be used to discuss the importance of pure research in scientific progress. - Case 3: involves the question of whether pound animals should be used in research. Several states have banned the use of such animals for biomedical research or for student surgeries in veterinary schools. - Case 4: involving the use of animals in student laboratories, has been singled out by animal welfare groups as particularly unnecessary. Videotapes and computer simulations are, they argue, adequate substitutes <p>10 Most Unethical Human Experiments</p> <p>Read Psychology's Research Ethics p.38-40</p>	
Can laboratory experiments illuminate everyday life?	<ul style="list-style-type: none"> ● Introduction to the Stanford Prison Experiment. ● Watch Quiet Rage documentary- Feature Film - The Stanford Prison Experiment (Documentary) - YouTube (30 minutes) ● Quiet Rage Reflection—only discuss the ethics, not the Power of the Situation ● Ethical Considerations: <ul style="list-style-type: none"> - Sampling bias - Informed consent - Researcher's role 	Write aloud/think aloud.

	<ul style="list-style-type: none"> - Psychological harm - Right to Withdraw 	
<p>Calculate and interpret measures of central tendency, variation, and percentile rank in a given data set.</p> <p>Interpret quantitative or qualitative inferential data from a given table, graph, chart, figure, or diagram.</p> <p>How can we describe data with measures of central tendency and variation?</p> <p>What is regression toward the mean?</p>	<p>Activity- Creating a Living Frequency Distribution- Tall and Short. Identify range, median, range, mode, skew, outliers, regression.</p> <p>Notes- Descriptive v Inferential Statistics.</p> <p>Read Statistical Reasoning in Everyday Life.</p>	<p>Role Play.</p> <p>Allow students to collaborate during the planning process</p>
<p>What principles can guide our making generalizations from samples and deciding whether differences are significant?</p> <p>How would you know which research design to use?</p>	<p>Discuss results from Height Activity.</p> <p>Statistical Significance Activity.</p> <p>Two Days to Design a Study as a table group- Quiz Grade.</p>	<p>Purposeful grouping for Study Project.</p> <p>Small group collaborative work</p>
<p>How would you know which research design to use?</p>	<p>Unit Quiz in Ap Classroom- Review</p> <p>Article Analysis Question- Teach the # Technique.</p> <p>Review for Unit One Test- Bluff or Kahoot.</p>	<p>Self directed demonstration of learning at own pace.</p> <p>Remediation available for poor test results following summative.</p>

	Unit Zero Test. Vocabulary Chart Due	
Content Resources		
AP Classroom, Barron’s AP Psychology, Myers AP Psychology 3rd Edition. PPT and Prezi Notes, Quizlet, Kahoot, Quizziz and Blookets review for all units.		