

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Psychology Social Studies Course.

## Psychology/9 - 12 - Unit Three – Research Methods

<b>Elaborated Unit Focus</b>	<p>In this unit, students will explore and demonstrate their understanding of why psychology is a science and how they do their research by creating their own unique psychological research proposal. They will also be exploring the different fields of psychology.</p> <p>Through <b>Beliefs and Ideals</b> students will distinguish between good and bad experiments, compose their own surveys, participate in natural observations, review case studies and develop an understanding for the statistical language of psychology. Through <b>Individuals, Groups, Institutions</b> will understand the ethics of research and how institutions influence those ethics.</p>
<b>Connection to Connecting Theme/Enduing Understandings</b>	<ul style="list-style-type: none"> <li>• <b>Beliefs and Ideals:</b> The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</li> <li>• <b>Individuals, Groups, and Institutions:</b> The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences.</li> </ul>
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SSPFR2 Explain the research methods and the types of statistics used in the field of psychology.</b></p> <ul style="list-style-type: none"> <li>a. Explain how psychologists conduct research to describe, explain, predict, and control behavior.</li> <li>b. Describe the types of research methods used by psychologists, include: experiment, survey, case study, and observation.</li> <li>c. Identify the basic elements of an experiment, include: independent and dependent variables, types of experimental control (blind/double-blind procedures, placebo controls).</li> <li>d. Explain the differences between a correlation and an experiment.</li> <li>e. Classify the types and uses of statistics in psychological research, include: descriptive statistics.</li> <li>f. Interpret graphic data representations.</li> <li>g. Explain ethical issues in psychological research.</li> </ul> <p><b>SSPSP1 Analyze the impact of the social environment on behaviors, and attitudes.</b></p> <ul style="list-style-type: none"> <li>d. Analyze and evaluate the ethics of experimentation in social psychology, include: Milgram’s experiment of obedience and Zimbardo’s Stanford Prison Experiment.</li> </ul>
<b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b>	<p><b>Literacy Standards:</b></p> <p><b>L9-10RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>L9-10RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>L9-10RHSS3:</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><b>L9-10RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p><b>L9-10RHSS6:</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p><b>L9-10RHSS7:</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>

**L9-10RHSS9:** Compare and contrast treatments of the same topic in several primary and secondary sources.

**L9-10RHSS10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**L9-10WHST1:** Write arguments focused on discipline-specific content.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

**L9-10WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**L9-10WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**L9-10WHST6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**L9-10WHST7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**L9-10WHST8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**L9-10WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

**L9-10WHST10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**L11-12RHSS1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

<p><b>L11-12RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>L11-12RHSS3:</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>L11-12RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>L11-12RHSS6:</b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p><b>L11-12RHSS7:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>L11-12RHSS9:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>L11-12RHSS10:</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p><b>L11-12WHST1:</b> Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"><li>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.</li><li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li><li>c. Use words, phrases, and clauses as well as varied syntax 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.</li><li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li></ul> <p><b>L11-12WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>L11-12WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>L11-12WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>L11-12WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
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	<p><b>L11-12WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>L11-12WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>L11-12WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b>Social Studies Matrices:</b></p> <p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>2. organize items chronologically</li> <li>3. identify issues and/or problems and alternative solutions</li> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. identify and use primary and secondary sources</li> <li>8. identify social studies reference resources to use for a specific purpose</li> <li>10. analyze artifacts</li> <li>11. draw conclusions and make generalizations</li> <li>14. formulate appropriate research questions</li> <li>15. determine adequacy and/or relevancy of information</li> <li>16. check for consistency of information</li> </ol>



## Essential Questions and Related Supporting/Guiding Questions

<p><b>Enduring Understanding 1</b></p>	<p><b>Beliefs and Ideals:</b> The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <ul style="list-style-type: none"> <li>• <b>Essential Question:</b> How has the beliefs of society affected the way research is conducted?             <ul style="list-style-type: none"> <li>○ What methodologies do psychological researchers use?</li> <li>○ How is government involved in research?</li> <li>○ How have ethical issues changed with society’s changes in beliefs?</li> </ul> </li> </ul>
<p><b>Enduring Understanding 2</b></p>	<p><b>Individuals, Groups, and Institutions:</b> The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences.</p> <ul style="list-style-type: none"> <li>• <b>Essential Question:</b> How is research affected by ethics and how do institutions influence this?             <ul style="list-style-type: none"> <li>○ How has psychological research affected our lives?</li> <li>○ Who has responsibility in research?</li> <li>○ Which types of institutions or groups influence how research is conducted?</li> </ul> </li> </ul>

## Sample Instructional Activities/Assessments

### Online Ethics Course

In this task students will complete an online course for research ethics. There are six sections to this course covering the topics of; Ethical Issues in Research; Interpersonal Responsibility; Institutional Responsibility; Professional Responsibility; Animals in Research; Human Participation in Research. Each section of the assessment has a text that covers the major issues for the section, a case study that allows students to explore options in decisions, and a short quiz. Students must get a 70% on each quiz to be considered as having passed the assessment. Students can return and retake quizzes until they have passed each section. After passing each section students can print or save a certificate of having passed that section. Students use the menu on the left of the screen to navigate from one section to another.

**Online ethics course:** [https://ori.hhs.gov/education/products/montana\\_round1/research\\_ethics.html](https://ori.hhs.gov/education/products/montana_round1/research_ethics.html)

<p><b>GSE Standards and Elements</b></p>	<p><b>SSPFR2 Explain the research methods and the types of statistics used in the field of psychology.</b>                  g. Explain ethical issues in psychological research.</p> <p><b>SSPSP1 Analyze the impact of the social environment on behaviors, and attitudes.</b>                  d. Analyze and evaluate the ethics of experimentation in social psychology, include: Milgram’s experiment of obedience and Zimbardo’s Stanford Prison Experiment.</p>
<p><b>Literacy Standards</b>  <b>Social Studies Matrices</b>  <b>Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b></p> <p><b>L9-10RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>L9-10RHSS3:</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><b>L9-10RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p><b>L9-10RHSS10:</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p><b>L11-12RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>L11-12RHSS3:</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>L11-12RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>L11-12RHSS10:</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p><b>Social Studies Matrices:</b></p> <p><b>Information Processing Skills:</b></p> <p><b>1.</b> compare similarities and differences</p> <p><b>3.</b> identify issues and/or problems and alternative solutions</p> <p><b>5.</b> identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p><b>11.</b> draw conclusions and make generalizations</p> <p><b>Enduring Understanding(s):</b></p>

**Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

- **Essential Question:** How has the beliefs of society affected the way research is conducted?
  - o How is government involved in research?
  - o How have ethical issues changed with society’s changes in beliefs?

**Individuals, Groups, and Institutions:** The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences.

- **Essential Question:** How is research affected by ethics and how do institutions influence this?
  - o Who has responsibility in research?
  - o Which types of institutions or groups influence how research is conducted?

**Research Methods – Gallery Walk**

This activity will take part in two parts: Poster preparation and Gallery Walk.

**Poster:**

1. Assign students to groups to prepare posters about different research methods. *Lab Experiment; Field Experiment; Case Study; Correlation; Interviews; Questionnaires; Observations; Pilot Study; Content Analysis.* (note Pilot Study and Content Analysis only have short texts and both could be completed by one group or use them as an opportunity for differentiation).
2. Students break into groups to read the information about their assigned research method.
3. Students collect a poster sized piece of paper and prepare to summarize the text to share.
  - a. Student posters should (note students can use text and/or images):
    - i. Summarize main ideas and information from the text (6 points)
    - ii. Positive aspects of research methods
    - iii. Negative aspects of research method
    - iv. Your emotional reaction to the research method
    - v. Three ways you could imagine this research method being used

**Gallery Walk:**

1. Students post their posters on the walls around the classroom
2. In their groups students move around the classroom and summarize each chart for themselves using a 3-2-1 method for each method
  - a. 3 main points
  - b. 2 similarities or differences to other methods
  - c. 1 connection to the method – connect to text; connect to self; connect to world.

Student text resource: <https://www.simplypsychology.org/research-methods.html>

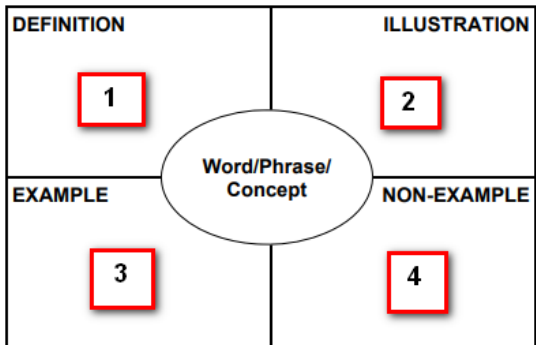
<b>GSE Standards and Elements</b>	<p><b>SSPFR2 Explain the research methods and the types of statistics used in the field of psychology.</b></p> <ol style="list-style-type: none"> <li>a. Explain how psychologists conduct research to describe, explain, predict, and control behavior.</li> <li>b. Describe the types of research methods used by psychologists, include: experiment, survey, case study, and observation.</li> </ol>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>Literacy Standards:</b></p> <p><b>L9-10RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>L9-10RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>L9-10RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p><b>L9-10RHSS10:</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p><b>L9-10WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>L9-10WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>



<p><b>L9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>L9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>L11-12RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>L11-12RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>L11-12RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>L11-12RHSS10:</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p><b>L11-12WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>L11-12WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>L11-12WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>L11-12WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Social Studies Matrices:</b></p> <p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"><li>1. compare similarities and differences</li><li>3. identify issues and/or problems and alternative solutions</li><li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li><li>11. draw conclusions and make generalizations</li></ol> <p><b>Enduring Understanding(s):</b></p> <p><b>Beliefs and Ideals:</b> The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <ul style="list-style-type: none"><li>• <b>Essential Question:</b> How has the beliefs of society affected the way research is conducted?<ul style="list-style-type: none"><li>○ What methodologies do psychological researchers use?</li></ul></li></ul>
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Frayer Model – Correlation vs Experimental

**Frayer Model**



In this activity students will read the article Does Kindergarten Lead to Crime? Fact-Checking N.H. Legislator’s ‘Research’. From this article the students are to develop a definition for **correlation** and a definition for **experimental** using the Frayer model.

Students will construct a Frayer model for each word. Once Frayer models are complete students will share with class. Students can add to their models as the class shares. Students share based on a randomly assigned number from 1-4.

1. Shares definition
2. Shares illustration
3. Shares example
4. Shares non-example

**Assessment (formative):** Rubric is used twice so total points available is six.

*Meets expectations (3 points)* – Frayer model accurately defines term and has a strong example and non-example

*Approaching Expectations (2 points)* – Frayer model defines term with some refinement needed; examples and non-examples are weaker.

*Below expectations (1 point)* – Frayer model definition does not define term correctly and has weak examples and non-examples.

*Incomplete (0 points)* – Frayer model is incomplete.

**Link to article:** <http://healthland.time.com/2012/07/06/does-kindergarten-lead-to-crime-fact-checking-n-h-legislators-research/>

<p><b>GSE Standards and Elements</b></p>	<p><b>SSPFR2 Explain the research methods and the types of statistics used in the field of psychology.</b> d. Explain the differences between a correlation and an experiment.</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b>  <b>L9-10RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  <b>L9-10RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.  <b>L9-10RHSS8:</b> Assess the extent to which the reasoning and evidence in a text support the author’s claims.  <b>L9-10RHSS10:</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.  <b>L9-10WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  <b>L9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.  <b>L9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <b>L11-12RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>

<p><b>L11-12RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>L11-12RHSS8:</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>L11-12RHSS10:</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p><b>Social Studies Matrices:</b></p> <p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"><li>1. compare similarities and differences</li><li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li><li>11. draw conclusions and make generalizations</li><li>15. determine adequacy and/or relevancy of information</li></ol> <p><b>Enduring Understanding(s):</b></p> <p><b>Beliefs and Ideals:</b> The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <ul style="list-style-type: none"><li>• <b>Essential Question:</b> How has the beliefs of society affected the way research is conducted?<ul style="list-style-type: none"><li>○ What methodologies do psychological researchers use?</li></ul></li></ul>
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## Culminating Unit Performance Task

### Research Proposal

For this assignment you will be creating a presentation outlining a *unique* research proposal. You will **NOT** carry out the research. However, you will go through the initial planning of designing an experiment to test a *PSYCHOLOGICAL* phenomenon. You cannot create a proposal that is related to the testing of a drug without the prior approval of your instructor. (Teachers: you may want to exclude proposals of drug related experiments all together). Here are some examples of some creative research proposals:

- Does playing video games improve memory?
- Does writing in journals reduce stress?
- Does smiling make you feel better?

Your presentation is up to you. Some type of visual aid is required. You have all the technology I have at your disposal.

**The following questions should be addressed in your presentation:**

- Why is this research important to society today?
- Is your research ethical?
- What is the problem?
- What is your hypothesis?
- What are the independent and dependent variables?
- Explain the operational definition for your independent and dependent variables?
- Who is your population?
- How many people will be in your sample?
- Describe the method used to place participants into experiment and control groups. Be sure to identify what group receives the independent variable.
- Identify at least one statistic you would expect to use to study your results.

Resource: Take a look at the guidelines set forth by the American Psychological Association (APA):

[http://college.cengage.com/psychology/brehm/social\\_psychology/5e/students/evaluating.html](http://college.cengage.com/psychology/brehm/social_psychology/5e/students/evaluating.html)

<p><b>GSE Standards and Elements</b></p>	<p><b>SSPFR2 Explain the research methods and the types of statistics used in the field of psychology.</b></p> <p>c. Identify the basic elements of an experiment, include: independent and dependent variables, types of experimental control (blind/double-blind procedures, placebo controls).</p> <p>d. Explain the differences between a correlation and an experiment.</p> <p>e. Classify the types and uses of statistics in psychological research, include: descriptive statistics.</p> <p>g. Explain ethical issues in psychological research.</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b></p> <p><b>L9-10RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>L9-10RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>L9-10RHSS6:</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>

**L9-10RHSS7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**L9-10RHSS9:** Compare and contrast treatments of the same topic in several primary and secondary sources.

**L9-10RHSS10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**L9-10WHST1:** Write arguments focused on discipline-specific content.

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**L9-10WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**L9-10WHST6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**L9-10WHST7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**L9-10WHST8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**L9-10WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

**L9-10WHST10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**L11-12RHSS1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**L11-12RHSS2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**L11-12RHSS6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**L11-12RHSS7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**L11-12RHSS9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**L11-12RHSS10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

**L11-12WHST1:** Write arguments focused on discipline-specific content.

- 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.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

**L11-12WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**L11-12WHST6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**L11-12WHST7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**L11-12WHST8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**L11-12WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

	<p><b>L11-12WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Social Studies Matrices:</b></p> <p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>2. organize items chronologically</li> <li>3. identify issues and/or problems and alternative solutions</li> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. identify and use primary and secondary sources</li> <li>8. identify social studies reference resources to use for a specific purpose</li> <li>10. analyze artifacts</li> <li>11. draw conclusions and make generalizations</li> <li>14. formulate appropriate research questions</li> <li>15. determine adequacy and/or relevancy of information</li> <li>16. check for consistency of information</li> </ol> <p><b>Enduring Understanding(s):</b></p> <p><b>Beliefs and Ideals:</b> The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <ul style="list-style-type: none"> <li>• <b>Essential Question:</b> How has the beliefs of society affected the way research is conducted?             <ul style="list-style-type: none"> <li>○ What methodologies do psychological researchers use?</li> <li>○ How is government involved in research?</li> <li>○ How have ethical issues changed with society’s changes in beliefs?</li> </ul> </li> </ul> <p><b>Individuals, Groups, and Institutions:</b> The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences.</p> <ul style="list-style-type: none"> <li>• <b>Essential Question:</b> How is research affected by ethics and how do institutions influence this?             <ul style="list-style-type: none"> <li>○ How has psychological research affected our lives?</li> <li>○ Who has responsibility in research?</li> <li>○ Which types of institutions or groups influence how research is conducted?</li> </ul> </li> </ul>
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Additional Information, Rubrics for the Performance Task

Psychology Frameworks for the Georgia Standards of Excellence in Social Studies

Rubric for Performance Task

Criteria	1 Below standard	2 Needs Improvement	3 Meets Standard	4 Exceeds Standard
<b>Correctly identifies a psychological problem</b>	Identifies a problem that is <b>not</b> a psychological problem	Correctly identifies a psychological problem but is not unique.	Correctly identifies psychological problem and is unique.	In addition to everything in 3 shows insight into the need for a solution to this psychological problem
<b>Accurately states the hypothesis</b>	Incorrectly states the hypothesis for the experiment they have described.	Correctly hypothesizes some aspects of their experiments.	Correctly states hypothesis for their experiment.	In addition to everything in 3: indicates that the null hypothesis has already been tested and this new hypothesis is based on those results
<b>Correctly identify the independent and dependent variables.</b>	Incorrectly identifies both the independent and dependent variable.	Correctly identifies one of the variables but incorrectly identifies the other.	Correctly identifies both variables.	In addition to everything in 3 (meets standard): explains the need for independent and dependent variables in the experimental method
<b>Operationally defines both the independent and dependent variables</b>	Operational definition of all variables is incorrect.	Operational definition of one variable is correct.	Operational definition of both variables is correct.	In addition to everything in 3 formulates how the variables are linked to the bigger picture of the problem.
<b>Determines appropriate population for study and provides rationale for why this is the appropriate population.</b>	Identifies inappropriate population for study	Identifies appropriate population for study, but does not have a rationale for why this is the appropriate population	Identifies appropriate population for study and explains why this population is appropriate.	In addition to everything in 3 provides explanation of how appropriate populations are important to a study.
<b>Describe how Random Assignment is used to place participants into experiment and control groups. Be sure to identify what group receives the independent variable</b>	Simply describe putting them into different groups by using “random assignment.” Does not explain why sample size is important.	Describes “random assignment” to put into “different groups” and provides partial explanation of importance of sample size.	Describes “random assignment” to put into “control group and experimental group” and explains why sample size and random sample is important	
<b>Is your research ethical?</b>	Shows minimum evidence of attaining APA approval for research	Controversial research which would have difficulty attaining research	Would easily attain APA approval for ethical research	In addition to everything in 3 (meets standard): explains how society’s beliefs and values impact the design of the study
<b>Identify at least one statistic you would expect to use to study your results (ex: mean, median, mode, range, correlation . . .)</b>	Mentions statistics but has nothing specific to their particular research	Attempts to identify a statistic they would use, but incorrectly selects a statistic that would work for their research	Correctly identifies at least one statistic that they would use to study their results	In addition to everything in 3 (meets standard): describe other statistics from other/similar research studies and/or propose other statistics they could use