**AP Psychology 9/2 – Day 1 LP**

SWBAT describe the scientific method and apply it to a psychological problem.

EQ – How can we be confident that research results are valid and generalizable?

EU – There is a level of bias and inaccuracy in every study but efforts can be made to reduce this effect.

**Agenda –**

10 min – Level-Up Quiz, Attendance, Grading Procedure Review

5 min – Introduce the Autism map & goal – design a study

5 min – Brief Overview – Example of strong textbook note-taking

Start with sub-heading

Write any bold terms & definitions, THEN either re-write in own words or explain why important/how used

Summarize major points from the paragraph IF NECESSARY

After reading the section – Write the starting question under the heading and write a PARAGRAPH explaining the answer using information from the passage.

10 min – Go over Scientific Method terms

10 min – Focus on Operational Definition.

Define & show examples

As a class, work on the first example

Have students work on 2-3 in pairs and share-out

15 min – return to autism map

Develop a theory with a small group – students share out & get feedback

Write a testable hypothesis – students share out & get feedback

Determine needed operational definitions – students share out & get feedback

5 min – Review HW and expectations for Thu (Lockhart gone). Quiz on Research Methods on Thu.

Homework:

Myers – Research Methods

p25-29, p34-36

(Take notes to use Thu)

Study for Level-Up quiz

**AP Psychology 9/4**

(Lockhart Gone)

Thank you for covering my class today! If you have questions or need anything, please text me at 408-315-7486. I will be in a meeting all day, but I will try and respond as soon as I possibly can! ☺

Objective: SWBAT describe various psychological research methods and identify the best method for a given question.

EQ – How do researchers select the most effective and efficient research method for a study?

EU - There are various types of research, each with strengths and weaknesses. Researchers must select the appropriate method based on the focus and constraints of their study.

**Agenda –**

*(10 min) Level-Up Quiz:*

Students may use this time to take level up quizzes located on the side table. They are free to grab quizzes and turn them in at any point in these 10 min. Students may not take quizzes after the 10 min are up, and at the end of the time students must turn in the quiz even if they are not finished. If students are not quizzing, they should be silently studying. One student can take the attendance to the office for you during this time.

*(40 min) Research Methods Chart:*

Students should be filling in the chart in pairs, using their notes, the PPT copy, and the resource packet. If students finish early, encourage them to go back and check their work to ensure their explanations are thorough and clear, and written in a way that will help them remember the info later. If they have done this, you can have students begin the WKSTs listed below

*(20 min) Practice WKSTS*

“Thinking Carefully About Experiments” & “Distinguishing Between Correlational and Experimental Studies”

Students should use their notes and resources to work through the WKST questions. This will help them identify misunderstandings or areas they need to review.

(15 min) Correct WKST

Distribute answer key for WKST. Students can self-correct and use each other to clarify misconceptions or why an answer was right/wrong.

(10 min) Quiz on Experiments

Students should silently and independently complete the quiz on experiments. Students should turn this in before they leave class.

**Homework**

Myers–Correlations p29-33

*PsycSim 5 Online Quiz: What’s Wrong With This Study?*

Study for Level-Up Quiz

**AP Psychology 9/5**

SWBAT interpret graphs of correlations and explain the meaning of various correlation coefficients.

EQ – Can we ever be sure that research results are valid and generalizable?

EU – Accurate statistical measures must be used to evaluate studies and draw generalizable conclusions.

EU –Correlation does not ensure causation.

7 min – Do Now – Level-up quiz

3 min Hook – Homer Simpson Clip – What is the flaw in Homer’s logic?

* Connect to correlations and what they do/do not prove.

5 min – Review the term “Statistical Significance”

5 min – Students answer questions about statistical significance.

15 min – Explain correlations & how they are graphed & measured

10 min – look at graphs and determine type/strength of correlation

10 min – correlation vs. causation – explain & discuss using autism map, include illusory correlations

- connect back to Homer

(IF extra time) – using whiteboards go through MC questions as a class

5 min – exit slip

**Homework**

CTC WKST p7-9, 12-14

*PsycSim 5 Online Quiz: Correlation*

*Unit 2 Online Quiz 1 & 2*

Study for Level-UP Quiz