

Worksheet 3.1- Unit Cover Page

Unit Title:	Perceiving not Deceiving	Grade Levels:	11-12
Subject:	Psychology		
Keywords:	Perception		
Unit Designer:	Lisa Simonet	Time Frame:	20 Days/4 Weeks
School District:	834	School:	Stillwater Area High School

Link to Content Standards:

CONTENT STANDARD 1: Basic concepts explaining the capabilities and limitations of sensory processes. Students are able to:

- 1.1 Explain the concepts of threshold, adaptation, and constancy
- 1.2 Describe the operation of sensory systems.

CONTENT STANDARD 2: Interaction of the person and the environment in determining perception. Students are able to (performance standards):

- 2.1 Explain Gestalt concepts and principles, such as figure-ground, continuity, similarity, proximity, closure, and so on.
- 2.2 Describe binocular and monocular depth cues.
- 2.3 Describe the influence on perception of environmental variables, motivation, past experiences, culture, and expectations.

Brief Summary of Unit

During this unit, students will learn about the body’s senses and perception that is encountered daily by understanding the 100 year old research of Gestalt psychologists. Sensation is an occurrence that has been long taken for granted instead of studying to understand how vision works students need to first identify what is the underlying cause when our eyes turn blurry. On the other hand, maybe when our ears hear a beautiful work of music but also hidden inside its intricate mechanism is the essential bone, which keeps our balance. This unit will expose the underlying fact of television commercial and through the studying the use of psychological persuasion by presenting an attractive lifestyle that we should all attain. The overall assessment of this unit will be a written and presented APA style report requesting regulation in television commercials.

Unit Design Packet:

CONTENTS:

- Completed template page
- Hamline Supplemental Page
- Suggested accommodations
- Desired Results Page
- Acceptable Evidence Page
- Completed blueprint for other evidence
- GRASPS Page
- Unit Rubric
- 20-Day Grid
- List of material and resources

STATUS:

- Initial Draft Date: 10/5/2004
- Revised Draft Date: 11/9/2004
- Peer Reviewed: 12/2/2004
- Field-Tested Date:
- Anchored:
- Validated:

Hamline Supplemental Pages

About the Unit Designer

I am currently a student at Hamline University, I chose Hamline because of the opportunities it offered me, one of that expanded my horizons from the wealthy suburban district I had grown up in was the opportunity in working with the urban learner. Throughout my time at Hamline, I had spent over 80 hours observing a variety of classrooms and learners, which has assisted me in defining what type of teacher I want to become. I look forward to beginning my pursuit of teaching by providing students a lifelong love of learning.

My Teaching Philosophy

- I am a strong believer in providing an education that is authentic and meaningful.
- I believe that as a teacher I should ensure students the ability to retain information instead of systematically progressing them through a system without key knowledge in reading, writing and math.
- I believe that students should be held to high expectations in writing and mathematics by constantly working to advance those skills through authentic practice.
- I believe that it is important that each student obtains knowledge but also begins a lifetime love of learning.
- Instead of the traditional lecture approach to learning, I believe in using a variety of learning methods including best practices and multiple intelligences.

This unit connects to my philosophy by providing an authentic and meaningful summative assessment in which students conduct research and present this report to their peers. To ensure that students are prepared for their final summative assessment, during the unit I have worked with students on their writing, reading, and mathematical skills. The importance of constantly reinforcing those skills can be achieved by using a variety of learning methods which are addressed throughout the unit.

Hamline Supplemental Pages (Continued)

About my students in my second hour psychology class:

Name	Gender	Age	Grade	Ethnicity	SES	Reading	Writing	Math	Verbal	Musical	Logical	Visual	Kinesthetic	Interpersonal	Intrapersonal	Naturalist	Comments
Ahmad, S.	M	18	12	E	-	-	-	+			X		X				ESL, Computers
Akbarian, S.	M	17	11	E	A	-	A	A				X					ESL, Basketball
Annett, M.	F	16	11	W	+	A	+	+	X		X						Eating Disorder
Baillargeon, R.	F	17	12	F	A	A	-	A					X			X	Soccer, Student Council
Burkhardt, S.	M	17	11	I	-	-	-	-				X		X			Sleep Deprived
Chira, S.	F	18	12	A	A	A	+	-		X					X		Recent Family Divorce
Chyou, P.	M	16	11	A	A	-	A	+			X						ESL, Gifted in Piano
Darley, J.	F	17	12	F	+	A	A	-	X	X							Tough Home
Fazio, R.	M	17	11	L	-	-	-	A				X			X		ESL, lacks abstraction
Gabrenya, W.	M	16	11	A	A	A	-	A				X		X			Recent Family Split.
Hoosain, Z.	F	18	12	F	A	+	A	-	X	X							Lacks grammar skills
Intons, M.	F	17	12	L	-	-	A	-					X		X		LD- reading and math.
Ito, T.	F	17	11	A	A	A	A	A		X		X					Suspected ED
Jeste, D.	F	16	11	L	-	A	-	-									Tough Neighborhood
Kinomura, S.	F	18	12	F	A	-	A	-		X			X				Shy, Ballet dancer
Lorenz, T.	F	16	11	A	-	A	-	-				X			X		LD- reading.
Lykken, D.	M	17	12	W	+	A	A	A		X				X			Scholarship to U of M
Maj, M.	M	16	11	A	A	-	A	+			X						Math Team, Computers
Omori, J.	F	17	11	F	-	-	A	+					X		X		ESL, strong in math
Rice, M.	M	16	11	W	-	-	A	A				X		X			9 th School in 5 years.
Roche, A.	M	18	12	A	A	A	-	+			X					X	Lacks typing skills
Ruggiero, M.	F	18	12	L	-	-	-	A					X			X	ESL
Sia, A.	F	17	13	F	A	A	A	A			X	X					Quiet, Very Shy
Sivacek, J.	M	16	11	E	+	+	+	+			X			X			Nt'l Merit Finalist
Suarez, M.	M	17	11	A	A	-	A	A					X	X			Football/Basketball
Sung, K.	M	18	12	A	-	A	-	-		X			X			X	Aspergers
Vilberg, B.	F	17	12	F	-	A	A	-	X				X				Aggressive

In my second hour psychology class, I have thirteen male and fourteen female students whose ages range from sixteen to eighteen; they are currently in eleventh or twelfth grade. I have a mix of ethnicities in my classroom Arabic (E), Euro American (W), African American (F), American Indian (I), Latino (L), and Asian (A). This class has a wide variety of SES standings and eleven are from families with income less than the national average (-) and four students whose families are above the national average (+). Due to mandates of state standards these students have been judged on their reading, writing, and mathematic abilities and they are addressed as above average (+), average (A), and below average (-). I will evaluate my students based on their multiple intelligences and it is important that during all units I try to address at least one. I have also observed the types of students I have within my classroom so I am prepared to work with each student individually.

Hamline Supplemental Pages (Continued)
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What teaching framework/method did you choose?

<p>Workshop- During this unit I will allow students to actively participate in two workshop days. This method supports my philosophy, by allowing students to work on their projects in an authentic setting. Although, because of time constraints within this unit, students will have to absorb some outside work time to maximize their workshop effectiveness. By using workshop in class, students will have the opportunity to work with other groups so that they participate in peer editing, but also have the opportunity to use the teacher as a resource and reviewer.</p>
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List four best practices used.

<p>1. Authentic- Real, rich, complex ideas and materials are at the heart of the curriculum. Lessons or textbooks that water-down, control, or oversimplify content ultimately disempower students.</p>
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<p>2. Experiential- Active, hands-on, concrete experience is the most powerful and natural form of learning. Students should be immersed in the most direct possible experience of the content of every subject.</p>

<p>3. Cognitive- The most powerful learning comes when children develop true understanding of concepts through higher-order thinking associated with various fields of inquiry and through self-monitoring of their thinking.</p>
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<p>4. Holistic- Children learn best when they encounter whole ideas, events, and material in purposeful contexts, not by studying subparts isolated from actual use.</p>

Hamline Supplemental Pages (Continued)

List the Multiple Intelligences Used:

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14	Day 15	Day 16	Day 17	Day 18	Day 19	Day 20
Verbal/ Linguistic	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Musical/ Rhythmic					X	X								X		X	X	X	X	X
Logical/Mathematical	X				X						X	X		X		X	X	X	X	X
Visual/ Spatial	X		X	X	X				X	X	X	X	X	X	X	X	X	X	X	X
Body/ Kinesthetic		X			X		X	X		X	X		X	X		X	X	X	X	X
Interpersonal					X							X		X	X	X	X	X	X	X
Intrapersonal	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X
Naturalist														X		X	X	X	X	

Identify Three Multiple Intelligences Used:

Verbal/Linguistic- I strongly believe that constant writing, multiple revisions and peer editing produces better writers. Although with more technological dependency on programs such as spelling and grammar check that assist students in their writing this practice begins to fail. By encouraging students to take notes, write reflection pieces, and use peer editing, I hope to advance throughout the year their skills as writers.

Logical/Mathematical- During this unit students will be using a variety of technology including Microsoft Office, Statistical Program for the Social Sciences (SPSS), and iMovie. This unit specifically teaches them iMovie and has students creating their own iMovie. The final project requires students to use a presentation tool to demonstrate their technological ability. Furthermore, to support the mathematical portion of this intelligence, students will be using SPS to assist in statistical interpretation.

Interpersonal- In my classroom, I feel it is important that students work together to advance their learning. This unit requires them to be in a group of three. Within this group, they will conduct, research, write a research report, and present their findings to the class. I also have set up two workshop days in which they will be able to work as a group to fulfill the requirements of the project or work with other groups to peer-edit their work.

Hamline Supplemental Pages (Continued)

How do students use technology?

Since technology was widely introduced in classrooms during the 1990s, its use has been debated. In previous units students have been taught how to use Microsoft Office, Apple Keynotes and Statistical Program for the Social Sciences (SPSS). During this unit plan, students will be using a wide variety of technological tools and by being introduced to Apple iMovie this will further their education on programs offered by the computer. The overarching goal of this practice is that I am a strong believer in teaching students to learn a variety of programs on the computer instead of just searching the internet,

Name the life of social skill that is being taught:

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14	Day 15	Day 16	Day 17	Day 18	Day 19	Day 20
Decision-Making			X		X									X		X				
Listening						X											X	X	X	
Group Work												X		X		X				
Leadership					X							X		X		X				
Presentation					X									X		X				
Research	X											X		X		X				

What CPR items will you use?

At the beginning of the week, we will have a meeting to allow the class to discuss what is happening in students' lives. I want to allow students to connect with their classmates by sharing their interests and activities that they might engage in. I also believe to further the importance of CPR and relationships with my students, because of the complexity of the subject matter at times, I will be available to meet with individual students to assist or tutor them in the subject matter.

Which of the perspectives is included?

1. **Encompasses all Cultures-** All individuals experience sensation and perception everyday. When I present this unit to my class, I want the students to know that we interpret our sense of perceptions in a variety of ways and any interpretation that one might come up with has no right or wrong answer. This does not change between race, sexual orientation, or gender.

2. **Cultural Interpretations-** During day 8 we will be discussing pain. The textbook discusses how certain cultures deal with pain experience during childbirth. For example, the book points out that Pakistani women try to make as much noise as possible because they believe that this will encourage their husbands to help out more. Whereas, Chinese women find a silent childbirth to preserve the honor of their family. During day 11, we will briefly touch on cultural interpretations of the Muller-Lyer Effect and cultures such as the Zulus in South Africa who have no difficulty with this illusion because of the lack corners in their society.

Hamline Supplemental Pages (Continued)

How will you adjust to differences?

1. **Reading Exceptionalities/ELL Learners-** Students who have trouble comprehending not only the reading but also the English language often find the subject matter uninteresting. So to encourage students who have such difficulties, I will not only use the textbook recommended study guide but also create a low level guide. When creating small groups I have placed a students who was either average or above average in reading to assist the other two students in their group who might have reading or comprehension difficulties.

2. **Aspergers-** Students who have been diagnosed with aspergers sometimes present a difficulty for the teacher. The aspergers student might have difficulty communicating with their peers, give inappropriate non-verbal communication and they might not be aware of the feelings of others. I must prepare the student for the final project and give them detailed requirements for the project and the requirements that are expected. Most importantly, because the asperger student most likely will have difficulty with group work I must give the student clear expectations and act as a mediator to address any disputes in a calm and logical matter.

How does your unit connect to student, to their community, and to the world?

When the final presentation is given and we begin moving into state of consciousness, I hope that my students are able to see that sensation and perception are everyday occurrences. I want them to understand that some individuals might have problems interpreting colors and be sensitive to those disparities. That calling a person a “baby” when they start crying following an injury is an inappropriate display of behavior because of how various individuals interpret pain. Although, most importantly I want students to know that false realities are presented to them everyday through media and that they are now smart enough to tackle what is true or misleading because they are aware of the psychological tricks marketers use.

List the SEPBTs most related to this unit.

1C- *Connects her disciplinary knowledge to other subject areas and to everyday life.* Students should be aware that with sensation and perception, biology and medicine play large roles, without those subject areas we would not know many things that make are world a little clearer. Even more so, this unit connects the students to English and mathematics with their completion of a final report addressing the psychological tricks that marketers use to seduce viewers.

2D- *Uses students’ strength as a basis for growth and their errors as an opportunity for learning.* At the beginning of the year, I assessed my students on their multiple intelligences and looked at their skill levels in reading, writing, and math. I arranged groups to give the students the opportunity to work with members in their group who are an expert in a particular area. By encouraging students to participate in workshops, I am having students participate in peer editing so that they become better writers and ultimately feel confident in their abilities.

Hamline Supplemental Pages (Continued)
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List the SEPBTs most related to this unit (continued)

4E- *Nurtures the development of student critical thinking, independent problem solving and performance capabilities.* Thinking critically is an abstract concept for many students and during this unit, students will have to begin thinking critically about how marketers use psychological techniques to seduce viewers. Each group of student will have to engage in problem solving in how they will survey fellow students and create a report that articulates those findings. Finally, students will have to feel confident in the roles of public speaking and presentation and this will be continually worked on during the remainder of the year.

7D- *Creates short-range and long-term plans that are linked to student needs and performance.* Writing and presenting each groups' work is the fundamental tool not only during this unit but also during previous and following units. The short-range plan for this unit is to continue engaging in practice writing and learning how to use Apple iMovie. The long-term plan is to continue practicing writing, continue in presenting material confidently to one's peers and how to conduct research that is valid and reliable.

8E- *Selects, constructs and uses assessments strategies, instruments, and technology appropriate to learning outcome being evaluated and to other diagnostic purposes.* Measuring knowledge is a tool that there is no right answer as each student is a little different than another and we will never know the right way to assess every student. During this unit, I have selected a variety of assessment that will help measure students knowledge. I also have selected to use technology in my lesson by teaching students another program on the computer, which I hope will allow students to feel more confident about the computer.

8H- *Uses assessment data and other information about students; experiences, learning behavior needs and progress to increase knowledge of learners, evaluates students' progress and performances, and modify teaching and learning strategies.* As seen earlier in this packet I used a grid to assess my students learning and their needs I found this to be a very important tool when constructing this unit plan. I worked to address some of their multiple intelligences throughout the unit, selected groups that had student experts. I was made aware of their strength and weaknesses in the subject areas of math, reading, and writing and arrange groups to embrace these differences.

Worksheet 3.2- Desired Results

What enduring understandings are desired?

Students will understand:

- The requirements needed to write a research paper in basic APA style.
- How psychologists conduct research.
- How a psychologist presents their research
- The rules to conduct ethical research: valid and reliable..
- Why sensation and perception are key components in everyday living.
- How our senses work.
- The variations in sensation and perception of individuals.

What essential questions will guide this unit and focus teaching and learning?

- Why are senses important when interpreting perceptions?
- What make our senses work?
- How does sensation and perception vary across cultures?

What key knowledge and skills will students acquire as a result of this unit?

Students will know (facts):

- Our brain serves as an intermediary by filling in missing items.
- Why it is important to conduct ethical research
- Threshold, adaptation, and constancy with regards to sensation (Standard 1.1)
- How the individual senses work (Standard 1.2)
- The four principles of Gestalt Psychology (Standard 2.1)
- The difference between monocular and binocular depth cues (Standard 2.2)
- The various cultural interpretations of sensation and perception (2.3)

Students will be able to:

- Write an APA style report.
- Create an APA style presentation.
- Work as a group.
- Conduct research.
- Use iMovie.

Worksheet 3.3- Acceptable Evidence

What evidence will show that students understand?

Performance Tasks (Summarized)

<p>Students will be given a variety of assessments during this unit. They will be given formal and informal assessment to measure their knowledge and will have to complete homework and readings through the unit as these serve as an informational guide during class mini-lectures and activities. To assess their formal knowledge they will have two formal summative assessments: the first being an APA style report in which they will explain their conducted research and second a presentation that is similar to the report and serves as a visual representation. Finally, I will have students do reflective self-assessments throughout the unit and following their group presentation.</p>
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Quizzes, Tests, Prompts, and Work Samples (Summarized)

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| <ul style="list-style-type: none"> • Remember It! Quizzes from Textbook Readings and Lectures • Final Quiz on Sensation • Final Quiz on Perception • iMovie Quiz • APA Report • APA Presentation • Homework • Reflections • Exit Cards • Creating a Stroop Effect • Creating Optical Illusions • Participation |
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Informal Formative

- | |
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| <ul style="list-style-type: none"> • Remember It! Quizzes from Textbook Readings and Lectures • Reflections • Exit Cards |
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Student Self-Assessment

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| <ul style="list-style-type: none"> • Journal Writing and Reflections • 1-Page Reflection on Group Work • 2 Questions for Preview for Workshops Days |
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Worksheet 9.1- GRASPS

Goal The problem/challenge is: *To conduct research for the Minnesota Psychological Association who are working on lobbying lawmakers to regulate commercial laws.*

Role You are: *A doctoral student who is conducting research on perception*

Audience Your client is: *The Minnesota Psychological Association Legislative and Advocacy Leaders, who are preparing to lobby for correction to false commercials.*

Situation The context your find yourself in is: *How do I conduct ethical research without having an apparent research bias? How do I not allow participant know what exactly I am studying?*

Product You will create a: *Research report in APA format, complete with introduction, methods, and discussion*
to: *prepare the Legislative and Advocacy Leaders for their presentation to the members of the Minnesota and U.S. government.*

Standards for Success Your work will be judged by: *Your teacher, yourself, and a member of the Minnesota Psychological Association.*

Perception not Deception
 Psychology, Fall 2004
 Final Assessment Rubric (Paper)

	12	8	4	0
<i>Research Paper:</i> Cover Page, Abstract, and Introduction	The paper includes a cover page, abstract, and introduction.	The paper does not include an abstract, but does include a cover page and introduction.	The paper does not include an abstract or cover page, but does have an introduction.	The paper does not have a cover page, abstract, and the introduction contains errors.
<i>Research Paper:</i> Fine-tuning.	The paper is written in APA style with less than grammatical errors.	The paper is written in APA style with five to eight grammatical errors.	The paper is not written APA style or contains nine to twelve grammatical errors.	The paper is not written in APA style and is difficult to read because of more than fifteen grammatical errors.
	6	4	2	0
<i>Research Paper:</i> Methods.	The methods section includes participants and measures (including procedure) in APA style	The methods section includes participants and measures (including procedure) but not in APA style.	The methods section lacks information about either participants or measures and is not in APA style.	The methods section lacks essential information and is not in APA style.
<i>Research Paper:</i> Results and Discussion.	The result section follows the methods section and is supported by discussion. The discussion includes future ideas for research.	The result section follows the methods section and is supported by discussion. The discussion does not include future ideas for research.	The result section follows the methods section and is not supported by discussion.	The result section follows the methods section and is supported by discussion. The discussion includes future ideas for research.
<i>Standard 2.3:</i> Describe the influence on perception of environmental variables, motivation, past experiences, culture, and expectations.	Describes the influences on perception: including, environment, motivation, past experiences, and culture.	Influences are addressed but it is missing one or two of the key components.	Influences are addressed but are missing three key components.	Influences are addressed but do not address any of the key components.
	3	2	1	0
<i>Research Paper:</i> Reference and Tables	References and tables are included in APA style.	References and table are included but not in APA style.	References are included but there are no tables and it is not in APA style.	References are incorrectly sorted and there are no tables.

Perception not Deception
 Psychology, Fall 2004
 Final Assessment Rubric (Presentation)

	12	8	4	0
<i>Presentation:</i> Reflects the report	The presentation reflects the same set up as your report.	The presentation strays away from your report on 1 or 2 occasions.	The presentation does not follow your report but still covers the required topics.	The presentation does not follow your report and does not seem to be connected at all.
<i>Presentation:</i> Teamwork	The presentation demonstrates a team effort and was rehearsed.	The presentation demonstrates teamwork but a lack of rehearsal is shown.	The presentation does not demonstrate teamwork because one person did not speak.	One person spoke the entire presentation.
	8	6	4	2
<i>Presentation:</i> Layout	The presentation is easy to follow.	The presentation at times is difficult to follow.	The presentation is difficult to follow most of the time.	The presentation is scattered and very difficult to follow.
<i>Presentation:</i> Length of presentation	The presentation is 15 minutes long and everyone spoke at least twice.	The presentation is less than 15 minutes and people did not speak twice.	The presentation is about 10 minutes and one person did not speak at all.	One person dominated the presentation or you went over your 15 minutes.
<i>Presentation:</i> Use of visuals	The visuals supported or enhanced your research report.	The visuals support/enhance your report most of the time.	The visuals do not support your research most of the time.	The visuals do not support your research report and are a distraction.

Paper: *Out of 45*
Presentation: *Out of 42*
Total Points: *Out of 87*

References

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