

# AP Psychology

## UNIT 1: SCIENTIFIC FOUNDATIONS of PSYCHOLOGY



### ESSENTIAL QUESTION

### BIG IDEAS

**How does the methodology of the research affect the outcome of a study?**

**How do ethical guidelines impact psychological research?**

Students will...

- differentiate between research designs, identify the advantages and disadvantages of each, and determine why one research method should be used over another.
- distinguish between research methods and modes of questioning are appropriate for different fields of psychology.
- evaluate how to use appropriate descriptive statistics when presenting their data.

### GUIDING QUESTIONS

#### Content

(AP Learning Target and Examples indicated)

- How do philosophical and physiological perspectives shape the development of psychological thought? (1.A)
- What are the research contributions of major historical figures in psychology? (e.g. Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, BF Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt) (1.B.1-13)
- What are the different theoretical approaches in explaining behavior and how do they compare? (Structuralism, Functionalism, Gestalt, Early Behaviorism, Psychoanalytic/psychodynamic, Humanistic, Evolutionary, Biological, Cognitive, Biopsychosocial, Sociocultural) (1.C.1-10)
- What are the strengths and limitations of applying theories to explain behavior? (1.D)
- What are independent, dependent, confounding, and control variables in experimental designs. (1.H)
- How do ethical issues inform and constrain research practices? (1.N)

#### Process

(AP Learning Target and Examples indicated)

- How do I distinguish between the different domains of psychology? (Biological, Clinical, Cognitive, Counseling, Developmental, Educational, Experimental, Industrial–organizational, Personality, Psychometric, Social, Positive) (1.E.1-12)
- How do I differentiate types of research with regard to purpose, strengths, and weaknesses? (Research methods, experiments, correlational studies, survey research, naturalistic observations, case studies, longitudinal studies, cross-sectional studies) (1.F.1-7)
- How do I discuss the value of reliance on operational definitions and measurement in behavioral research? (1.G)

- How do I describe how research design drives the reasonable conclusions that can be drawn? (e.g. Experiments are useful for determining cause and effect. The use of experimental controls reduces alternative explanations. Random assignment is needed to demonstrate cause and effect. Correlational research can indicate if there is a relationship or association between two variables but cannot demonstrate cause and effect.) (1.I.1-4)
- How do I distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys. (1.J)
- How do I predict the validity of behavioral explanations based on the quality of research design. (e.g. Confounding variables limit confidence in research conclusions) (1.K.1)
- How do I apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics. (e.g. measures of central tendency, variation (range, standard deviation), correlation coefficient, frequency distribution (normal, bimodal, positive skew, negative skew)). (1.L.1-4)
- How do I distinguish between the purposes of descriptive statistics and inferential statistics? (1.M)
- How do I describe how ethical and legal guidelines protect research participants and promote sound ethical practice, as provided by the American Psychological Association, Federal regulations, Local Institutional Review Board, Institutional Animal Care and Use Committee. (1.O.1-4)

### Reflective

- How does the methodology of the research affect the outcome of a study?
- How do ethical guidelines impact psychological research?
- How do I apply theories and perspectives in authentic contexts?
- How do I analyze and interpret quantitative data?
- How do I analyze psychological research studies?

## FOCUS STANDARDS

### Kansas History, Government, and Social Studies Standards

- Choices have consequences. (Standard 1)
- Individuals have rights and responsibilities. (Standard 2)
- Societies are shaped by the identities, beliefs, and practices of individuals and groups. (Standard 3)
- Societies experience continuity and change over time. (Standard 4)

# AP Psychology

## UNIT 2: BIOLOGICAL BASES of PSYCHOLOGY



### ESSENTIAL QUESTION

### BIG IDEAS

**How can biology influence our behavior and mental processes?**

**What happens when a particular neurotransmitter is absent from the body?**

**How do biological and environmental factors interact to influence our behaviors and mental processes?**

Students will...

- explore how biological and anatomical structures play an active role in an individual's mental and behavioral development.
- describe physiological and psychological knowledge and apply it to behavior and mental processes.
- evaluate the roles of heredity, environment and a person's consciousness in their behavior.
- understand how psychological theories, schools of thought, and perspectives were developed.

### GUIDING QUESTIONS

#### Content

(AP Learning Target and Examples indicated)

- What were the key research contributions of Charles Darwin in the area of heredity and environment. (2.B)
- What is the nervous system and its subdivisions and functions? (e.g. Central and Peripheral nervous systems) (2.E.1)
- What are the basic processes and systems in the biological bases of behavior, including parts of the neuron. (2.F)
- What is the basic process of transmission of a signal between neurons? (2.G)
- What is the nervous system and its subdivisions and functions in the brain? (e.g. Major brain regions, Lobes, Cortical areas, Brain lateralization and hemispheric specialization) (2.I.1-4)
- What were the contributions of key researchers to the study of the brain? (e.g. Roger Sperry, Michael Gazzaniga, Carl Wernicke and Paul Broca) (2.J.1-4)
- What are the historic and contemporary research strategies and technologies that support research? (e.g. Case studies, split-brain research, imaging techniques, lesioning, autopsy) (2.K.1-5)
- What are the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects? (e.g. Depressants, Stimulants, Hallucinogens) (2.P.1-3)
- What were the contributions of William James, Sigmund Freud in consciousness research? (2.R)

- What are the aspects of sleep and dreaming? (e.g. Neural and behavioral characteristics of the stages of the sleep cycle, Theories of sleep and dreaming, Symptoms and treatments of sleep disorders) (2.S.1-3)

### **Process**

(AP Learning Target and Examples indicated)

- How do I discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior? (2.A)
- How do I predict how traits and behavior can be selected for their adaptive value? (2.3)
- How do I discuss the effect of the endocrine system on behavior? (2.4)
- How do I discuss the influence of drugs on neurotransmitters? (e.g. Reuptake mechanisms, Agonists, Antagonists) (2.H.1-3)
- How do I discuss the role of neuroplasticity in traumatic brain injury? (2.L)
- How do I describe various states of consciousness and their impact on behavior? (2.0)
- How do I discuss drug dependence, addiction, tolerance, and withdrawal? (2.Q)

### **Reflective**

- How can biology influence our behavior and mental processes?
- What happens when a particular neurotransmitter is absent from the body?
- How do biological and environmental factors interact to influence our behaviors and mental processes?
- How do I explain behavior in authentic contexts?
- How do I analyze and interpret quantitative data?

## **FOCUS STANDARDS**

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# AP Psychology

## UNIT 3: SENSATION + PERCEPTION



### ESSENTIAL QUESTION

**How do we process the information we receive from our environments?**

**How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?**

### BIG IDEAS

Students will...

- describe examples of anatomical structures, physiological processes, and psychological concepts related to sensation and perception.
- analyze the effects of sensation and perception on behavior and mental processes.
- increase understanding of scientific investigation, furthering their understanding of the physiological process of energy transduction as it relates to chemical senses.

### GUIDING QUESTIONS

#### Content:

(AP Learning Target and Examples indicated)

- What are the general principles of organizing and integrating sensation to promote stable awareness of the external world? (e.g. Gestalt principles, Depth perception, Top-down processing, and Bottom-up processing.) (3.A.1-4)
- What are the research contributions of major historical figures in sensation and perception? (e.g. Ernst Weber, Gustav Fechner, David Hubel, and Torsten Wiesel.) (3.C.1-4)
- What are common sensory conditions? (e.g. specific impairments, synesthesia) (3.G.1-2)
- What is the role of top-down processing in producing vulnerability to illusion. (3.H)

#### Process:

(AP Learning Target and Examples indicated)

- How do I discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation? (3.B)
- How do I discuss how experience and culture can influence perceptual processes? (e.g. including Perceptual set, Context effects, and schemas.) (3.D.1-3)
- How do I discuss the role of attention in behavior? (3.E)
- How do I describe the vision process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses? ( e.g. vision process, concepts related to visual perception, theories of color vision) (3.F.1-3)
- How do I describe the hearing process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses. (3.I.1)

- How do I describe taste and smell processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses? (e.g. taste, smell). (3.J.1-2)
- How do I describe sensory processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the body senses? (e.g. Body Senses: touch, pain, vestibular, kinesthesia). (3.K.1-4)

**Reflective:**

- How do we process the information we receive from our environments?
- How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?
- How do I explain behavior in an authentic context?
- How do I analyze psychological research studies?

**FOCUS STANDARDS**

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# AP Psychology

## UNIT 4: LEARNING



**ESSENTIAL QUESTION**

**BIG IDEAS**

**How do we learn?**

**How do our experiences influence our behaviors and mental processes?**

Students will...

- study how humans and other animals learn and how some experiences can lead to changes in behavior and mental processes.
- focus on observable behaviors and how those behaviors can be changed or reinforced.
- distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.
- examine research conducted to refine major psychological theories and explain psychological phenomena.

**GUIDING QUESTIONS**

**Content**

(AP Learning Target and Examples indicated)

- What were the contributions of key researchers in the psychology of learning? (e.g. Bandura, Pavlov, Rescorla, Skinner, Thorndike, Tolman, Watson, Garcia) (4.A.1-8)
- What are the examples of how biological constraints create learning predispositions. (4.E)
- What is classical conditioning phenomena? (Acquisition, Extinction, Spontaneous recovery, Generalization, Stimulus discrimination, Higher-order learning, Unconditioned stimulus, Unconditioned

- response, Neutral/conditioned stimulus, Conditioned response) (4.F.1-10)
- What are the effects of operant conditioning? (Positive reinforcement, Negative reinforcement, Positive punishment, Negative punishment) (4.G.1-4)
- How does behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems? (4.I)

### Process

(AP Learning Target and Examples indicated)

- How do I interpret graphs that exhibit the results of learning experiments? (4.B)
- How do I describe the essential characteristics of insight learning, latent learning, and social learning? (4.C)
- How do I apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness. (4.D)
- How do I predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning? (4.H)

### Reflective

- How do we learn?
- How do our experiences influence our behaviors and mental processes?
- How do I explain behavior in authentic context?

## FOCUS STANDARDS

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# AP Psychology

## UNIT 5: COGNITIVE PSYCHOLOGY



### ESSENTIAL QUESTION

**What roles do memory and thinking play in our behaviors?**

**What is intelligence and how can we study it to understand it?**

### BIG IDEAS

Students will...

- explore the memory processes of encoding, storing, and retrieving information from the brain.
- connect the in-depth presentation of the cognitive perspective to other psychological perspectives.
- identify problem-solving strategies as well as factors that influence their effectiveness.
- analyze and interpret quantitative data in relation to cognitive research.

## GUIDING QUESTIONS

### Content

(AP Learning Target and Examples indicated)

- What are the contributions of key researchers in cognitive psychology? (e.g. Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller) (5.C.1-5)
- What are problem-solving strategies as well as factors that influence their effectiveness? (5.I)
- What are the characteristics of creative thought and creative thinkers? (5.J)
- What are problem-solving strategies as well as factors that create bias and errors in thinking? (5.K)
- What is intelligence? What are characteristics of how psychologists measure intelligence? (e.g. Abstract versus verbal measures, Speed of processing, Fluid intelligence, Crystallized intelligence, Flynn effect, Stereotype threat, Savant syndrome) (5.L)
- What are the contributions of key researchers in intelligence research and testing? (e.g. Contributions of Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Lewis Terman, David Wechsler) (5.O.1-7)
- How do psychologists design tests, including standardization strategies and other techniques to establish reliability and validity? (5.P)

### Process

(AP Learning Target and Examples indicated)

- How do I compare and contrast various cognitive processes? (e.g. Effortful versus automatic processing, Deep versus shallow processing, Selective versus divided attention, Metacognition) (5.A.1-4)
- How do I describe and differentiate psychological and physiological systems of memory? (e.g. Short-term memory, Implicit memory (procedural), Long-term memory, Sensory memory (echoic, iconic), Prospective memory, Explicit memory (semantic, episodic), Physiological system) (5.B.1-7)
- How do I outline the principles that underlie construction and encoding of memories? (5.D)
- How do I outline the principles that underlie effective storage of memories? (5.E)
- How do I describe strategies for retrieving memories? (5.F)
- How do I describe strategies for memory improvement and typical memory errors? (5.G)
- How do I describe and differentiate psychological and physiological systems of short- and long-term memory? (5.H)
- How do I discuss how culture influences the definition of intelligence? (5.M)
- How do I compare and contrast historic and contemporary theories of intelligence? (e.g. Charles Spearman, Howard Gardner, Robert Sternberg, Binet, Terman, Wechsler, Sternberg, Galton) (5.N.1-3)
- How do I interpret the meaning of scores in terms of the normal curve? (5.Q)
- How do I describe relevant labels related to intelligence testing? (e.g. Gifted, Intellectual disability) (5.R.1-2)
- How do I synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language? (5.S)
- How do I debate the appropriate testing practices, particularly in relation to culture-fair test uses? (5.T)

### Reflective:

- What roles do memory and thinking play in our behaviors?
- What are the characteristics of creative thought and creative thinkers?
- What is intelligence and how can we study it to understand it?
- How do I explain behavior in authentic context?
- How do I apply theories and perspectives in authentic contexts?
- How do I analyze psychological research studies?



## FOCUS STANDARDS

### Kansas History, Government, and Social Studies Standards

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# AP Psychology

## UNIT 6: DEVELOPMENTAL PSYCHOLOGY



### ESSENTIAL QUESTION

**How do we perceive and understand ourselves?**

### BIG IDEAS

Students will...

- connect aspects of physiological, cognitive, psychological, and moral development to understand how behavior and mental processes change over the course of a person's life.
- reinforce biological, cognitive, and cultural perspectives studied in earlier units while discussing theories of stage development and continuous development.
- further their understanding of analyzing and interpreting data through these new research designs and in relation to the specific context of developmental psychology.

### GUIDING QUESTIONS

#### Content

(AP Learning Target and Examples indicated)

- What is the process of conception and gestation, including factors that influence successful prenatal development? (nutrition, substance abuse, illness, teratogens) (6.A.1-4)
- What were the contributions of major researchers in developmental psychology in the area of social development in childhood. (Albert Bandura, Diana Baumrind, Konrad Lorenz, Harry Harlow, Mary Ainsworth, Sigmund Freud) (6.E.1-6)
- What were the contributions of major researchers in the area of cognitive development in childhood? (Lev Vygotsky and Jean Piaget) (6.I.1-2)
- What is the development of decisions related to intimacy as people mature? (6.K)
- What were the contributions of Erik Erikson in the area of lifespan development? (6.M)
- What were the contributions of Carol Gilligan and Lawrence Kohlberg in the area of moral development? (6.N)

#### Process

(AP Learning Target and Examples indicated)

- How do I discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior? (6.B)

- How do I discuss maturation of motor skills? (6.C)
- How do I Describe the influence of temperament and other social factors on attachment and appropriate socialization? (6.D)
- How do I discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior? (6.F)
- How do I explain how parenting styles influence development? (6.G)
- How do I explain the maturation of cognitive abilities (Piaget's stages, Information process)? (6.H)
- How do I discuss maturational challenges in adolescence, including related family conflicts? (6.J)
- How do I predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function? (6.L)
- How do I compare and contrast models of moral development? (6.O)
- How do I describe how sex and gender influence socialization and other aspects of development? (6.P)

### Reflective

- How do we perceive and understand ourselves?
- How do I apply theories and perspectives in authentic contexts?
- How do I analyze psychological research studies?
- How do I explain behavior in authentic context?

## FOCUS STANDARDS

### Kansas History, Government, and Social Studies Standards

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# AP Psychology

## UNIT 7: MOTIVATION, EMOTION, and PERSONALITY



### ESSENTIAL QUESTION

**What motivates us to think and act the way we do?**

**Why do some people respond to stress in a healthier way than others?**

**Why don't psychologists agree?**

### BIG IDEAS

Students will...

- explain how biological structures and physiological processes help explain behavior or mental processes in relation to motivation, emotion.
- evaluate the strengths and weaknesses of psychological theories and perspectives relating to motivation and emotion.
- identify theories and perspectives about personality, describe their strengths and weaknesses, and explain how they apply to behavior and mental processes.

## GUIDING QUESTIONS

### Content

(AP Learning Target and Examples indicated)

- What are the classic research findings in specific motivations? (e.g. Motivation system: eating, sex, social) (7.C.1-3)
- What are the contributions of key researchers in the psychological field of motivation and emotion? (e.g. William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye) (7.D.1-5)
- What are the contributions of major researchers in personality theory.? (e.g. Contributions of Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, Carl Rogers) (7.J.1-7)

### Process

(AP Learning Target and Examples indicated)

- How do I identify and apply basic motivational concepts to understand the behavior of humans and other animals? (e.g. Instincts, Incentives, Intrinsic versus extrinsic motivation, Overjustification effect, Self-efficacy, Achievement motivation) (7.A.1-6))
- How do I compare and contrast motivational theories, including the strengths and weaknesses of each? (e.g. Drive reduction theory, Arousal theory (including the Yerkes-Dodson law), Evolutionary theory of motivation, Maslow's theory, Cognitive dissonance theory) (7.B.1-5)
- How do I discuss the biological underpinnings of motivation, including needs, drives, and homeostasis. (7.E)
- How do I compare and contrast major theories of emotion? (e.g. James–Lange Theory, Cannon–Bard Theory, Schachter two-factor theory, Evolutionary theories (primary emotions), Richard Lazarus's appraisal theory, Joseph LeDoux's theory, Paul Ekman's research on cross-cultural displays of emotion, Facial feedback hypothesis) (7.F.1-8)
- How do I describe how cultural influences shape emotional expression, including variations in body language. (7.G)
- How do I discuss theories of stress and the effects of stress on psychological and physical well-being? (General adaptation theory, Stress-related illnesses, Lewin's motivational conflicts theory, Unhealthy behaviors) (7.H.1-4)
- How do I describe and compare research methods that psychologists use to investigate personality? (e.g. Research method to investigate personality: case studies, Research method to investigate personality: surveys, Research method to investigate personality: personalities inventories) (7.I.1-3)
- How do I compare and contrast the psychoanalytic theories of personality with other theories of personality? (7.K)
- How do I compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality? (7.L)
- How do I compare and contrast humanistic theories of personality with other theories of personality? (7.M)
- How do I speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept? (e.g. Collectivistic versus individualistic cultures) (7.N.2)
- How do I compare and contrast trait theories of personality with other theories of personality? (7.O)
- How do I identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments? (e.g. Personality inventory, Projective tests) (7.P.1-2)

### Reflective:

- What motivates us to think and act the way we do?
- Why do some people respond to stress in a healthier way than others?
- Why don't psychologists agree?

- How do I analyze psychological research studies?
- How do I apply theories and perspectives in authentic contexts?

## FOCUS STANDARDS

### Kansas History, Government, and Social Studies Standards

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# AP Psychology

## UNIT 8: CLINICAL PSYCHOLOGY



### ESSENTIAL QUESTION

**Why is psychological perspective necessary in the treatment of disorders?**

**How are psychological disorders treated?**

### BIG IDEAS

Students will...

- examine perspectives of origins of disorders and evaluate best methods for treatment.
- evaluate psychological concepts, theories, and perspectives learned in earlier units through the lens of psychological disorders and treatments.
- evaluate biological, psychological, and sociocultural theories in relation to abnormality.

### GUIDING QUESTIONS

#### Content

(AP Learning Target and Examples indicated)

- What are the uses of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments? (8.A)
- What are the positive and negative consequences of diagnostic labels? (e.g. The Rosenhan Study) (8.E.1)
- What are the contributions of major figures in psychological treatment? (e.g. Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B. F. Skinner, and Joseph Wolpe) (8.K.1-7)

#### Process

(AP Learning Target and Examples indicated)

- How do I describe contemporary and historical conceptions of what constitutes psychological disorders? (8.B)
- How do I discuss the intersection between psychology and the legal system? (e.g. Confidentiality, Insanity defense) (8.C.1-2)
- How do I evaluate the strengths and limitations of various approaches to explaining psychological disorders? (8.D)
- How do I discuss the major diagnostic categories, including neurodevelopmental disorders,

neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms? (8.F)

- How do I discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms? (8.G)
- How do I discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressor-related disorders and their corresponding symptoms? (8.H)
- How do I discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms? (8.I)
- How do I describe the central characteristics of psychotherapeutic intervention? (8.J)
- How do I describe major treatment approaches used in therapy and how those orientations influence therapeutic planning? (e.g. Treatment orientations: behavioral, cognitive, humanistic, psychodynamic, cognitive-behavioral, sociocultural) (8.L.1-6)
- How do I summarize effectiveness of specific treatments used to address specific problems? (8.M)
- How do I discuss how cultural and ethnic context influence choice and success of treatment? (e.g., factors that lead to premature termination of treatment) (8.N)
- How do I describe prevention strategies that build resilience and promote competence? (8.O)
- How do I summarize effectiveness of specific treatments used to address specific problems from a biological perspective? (8.P)
- How do I compare and contrast treatment methods? (e.g. Individual, Group, Rational-emotive, Psychoanalytic/Psychodynamic, Client-centered, Cognitive, Behavioral, Sociocultural, Biopsychosocial, Cognitive-behavioral) (8.Q.1-10)

### Reflective

- Why is psychological perspective necessary in the treatment of disorders?
- How are psychological disorders treated?
- How do I apply theories and perspectives in authentic context?
- How do I explain behavior in authentic context?
- How do I analyze psychological research studies?

## FOCUS STANDARDS

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- Societies experience continuity and change over time. (Standard 4)
- Relationships among people, places, ideas, and environments are dynamic. (Standard 5)

# AP Psychology

## UNIT 9: SOCIAL PSYCHOLOGY



### ESSENTIAL QUESTION

### BIG IDEAS

#### How does the bias of a researcher affect their conclusions?

Students will...

- apply psychological concepts and theoretical perspectives.
- explore how other people and groups influence behavior and mental processes.
- examine how behavior and mental processes influence one's perceptions in social situations.
- analyze motivations of behavior.

### GUIDING QUESTIONS

#### Content

(AP Learning Target and Examples indicated)

- What are the contributions of Leon Festinger in the areas of attitude formation and change? (9.D.1)
- What are the contributions of key researchers in the areas of conformity, compliance, and obedience? (e.g. Solomon Asch, Stanley Milgram, Philip Zimbardo) (9. F.1-3)
- Why do individuals respond to expectations of others, including groupthink, conformity, and obedience to authority? (9.G)

#### Process

(AP Learning Target and Examples indicated)

- How do I apply attribution theory to explain motives? (e.g. Fundamental attribution error, Self-serving bias, False consensus effect, Confirmation bias, Just-world hypothesis, Halo effect) (9.A.1-6)
- How do I articulate the impact of social and cultural categories on self-concept and relations with others? (e.g. Gender, Race, Ethnicity) (9.B.1-3)
- How do I anticipate the impact of self-fulfilling prophecy on behavior? (9.C)
- How do I discuss attitude formation and change, including persuasion strategies and cognitive dissonance? (Central route to persuasion, Peripheral route to persuasion, Cognitive dissonance, Elaboration likelihood model) (9.E.1-4)
- How do I describe the structure and function of different kinds of group behavior? (9.H)
- How do I predict the impact of the presence of others on individual behavior? (e.g. Bystander effect, Social facilitation, Social inhibition, Group polarization, Deindividuation, Diffusion of responsibility, In-group/out-group bias, Reciprocity norms, Social norms, Social traps, Prisoner's dilemma, Conflict resolution, Superordinate goals) (9.I.1-13)
- How do I describe processes that contribute to differential treatment of group members? (e.g. In-group/out-group dynamics. Ethnocentrism, Prejudice, Bias, Discrimination, Scapegoat Theory, Stereotype, Out-group homogeneity bias, Mere-exposure effect) (9.J.1-9)
- How do I describe the variables that contribute to altruism and aggression? (9.K)
- How do I describe the variables that contribute to attraction? (9.L)

## Reflective

- How does the bias of a researcher affect their conclusions?
- How do I apply theories and perspectives in authentic contexts?
- How do I analyze psychological research studies?
- How do I explain behavior in authentic contexts?
- Why are certain historical social psychology studies no longer considered ethical?
- How do I conduct valid research, identify ethical flaws, and use appropriate data and data collection processes?

## FOCUS STANDARDS

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- Societies experience continuity and change over time. (Standard 4)
- Relationships among people, places, ideas, and environments are dynamic. (Standard 5)