Course Description

The AP Psychology course introduces students to the scientific study of the behaviors and mental processes of human beings. Students will study a wide range of topics, including the history and approaches of psychology, research methods, behavior and learning, personality, and abnormal behavior and its treatment. Over the course of study, students will create a biography book detailing the contributions of important figures in the field. In addition, students will be exposed to a wide variety of activities, readings, and research studies during the course.

At least one exemplar for each curricular requirement is highlighted.

Course Materials

In addition to the online materials, students will need a copy of the book listed below.

Course Textbook and Resources:

Myers, David G. *Myers' Psychology for AP®.* 2nd ed. New York: Worth Publishers, 2014. **(CR1)**

Supplementary Materials

Selections from *Forty Studies That Changed Psychology: Explorations into the History of Psychological Research* by Roger R. Hock.

Online materials will include academic journals, research studies, and other resources.

Assignments

In each unit students will be required to complete the following assignments to help prepare them for the AP exam.

- Key terms: a list of commonly used psychological terms which the student is expected to define.
- Essential questions: reading is essential for success in the course and students must answer questions based on the readings.
- Short-writing questions: allows students to apply the knowledge that they have learned about concepts, theories, behaviors and people.
- Free Response Questions: each topic in psychology is accompanied by a free response question which allows the student to answer the question fully and critically.

Unit Organization **(CR2)**

The course is organized into the following Units (with their CED Unit equivalents):

Unit 1 – History and Approaches (CED Unit 1)

Unit 2 – Psychological Research Methods (CED Unit 1)

Unit 3 – Biological Bases of Behavior (CED Unit 2)

Unit 4 – Sensation and Perception (CED Unit 3)

Unit 5 – States of Consciousness (CED Unit 3)

Unit 6 – Learning (CED Unit 4)

Unit 7 – Cognition and Memory (CED Unit 5)

Unit 8 – Motivation and Emotion (CED Unit 7)

Unit 9 – Developmental Psychology (CED Unit 6)

Unit 10 – Personality (CED Unit 7)

Unit 11 – Testing and Individual Differences (CED Unit 5)

Unit 12 – Clinical Psychology (CED Unit 8)

Unit 13 – Treatment (CED Unit 8)

Unit 14 – Social Psychology (CED Unit 9)

Course Outline

Unit 1 - History and Approaches

***Topics for Overview* (CR2)**

- Introduction to AP Psychology
- Myers, Module 1, "Psychology's History"
- Myers, Module 2, "Psychology's Big Issues and Approaches"
- Myers, Module 3, "Careers in Psychology"

Examples of Key Activities

- Students will detail the contributions of Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B. F. Skinner, Margaret Floy Washburn, John B. Watson, and Wilhelm Wundt.
- Students will explain the theories of empiricism, structuralism, functionalism, and early experimental psychology and describe how they have contributed to the science of psychology. **(Skill 1)**
- Students will write an essay explaining the possible causes of anxiety according to each psychological perspective. Prompt: *You are a psychologist who has been asked to write a brief report about the possible causes of anxiety (nervousness, fears, etc.). In your report, write up a summary that explains and examines anxiety according to each of the psychological perspectives: Psychoanalytic, Behavioral, Cognitive, Humanistic, Biological, Sociocultural* **(Skill 1) (CR3)**

Essential questions:

- What is psychology? What are its goals?

- How did psychology develop from its prescientific roots in early understandings of mind and body to the current, more empirical approaches?
- How have biology and philosophy shaped the development of psychology?
- What are the major trends and specialties in psychology?
- In examining behavior, how have the varying perspectives from structuralism and functionalism to the major current views impacted the field?
- What are the distinguishing features of the major domains and subfields of psychology?
- What are the contributions of the major figures in early psychology?

Unit 2 – Psychological Research Methods

***Topics for Overview* (CR2)**

- Myers, Module 4, "The Need for Psychological Science"
- Myers, Module 5, "The Scientific Method and Description"
- Myers, Module 6, "Correlation and Experimentation"
- Myers, Module 7, "Statistical Reasoning in Everyday Life"
- Myers, Module 8, "Frequently Asked Questions about Psychology"

Examples of Key Activities

- Students will examine the survey method and its limitations using a real-life scenario by explaining the population (sample), sampling bias, random sample, anonymity, and representative sample. **(Skill 2)**
- Students will create a graphic organizer exploring different types of research methods including their strengths and weaknesses.

Essential questions:

- How do psychologists collect information?
- How is an experiment performed? What are the major components? What research methods do psychologists use and for what purposes? How does psychology differ from false explanations of behavior?
- How dependable is psychological information in the popular media? What is the role of critical thinking in the scientific process?
- What ethical questions does psychological research raise?

Unit 3 – Biological Bases of Behavior

***Topics for Overview* (CR2)**

- Myers, Module 9, "Biological Psychology and Neurotransmission"
- Myers, Module 10, "The Nervous and Endocrine Systems"
- Myers, Module 11, "Studying the Brain and Older Brain Structures"
- Myers, Module 12, "The Cerebral Cortex"
- Myers, Module 13, "Brain Hemisphere Organization and the Biology of Consciousness"
- Myers, Module 14, "Behavior Genetics: Predicting Individual Differences"

Examples of Key Activities

- Students will form a hypothesis on whether human nature is derived from environmental or biological factors. Students will read "Are You a Natural," from *Forty Studies That Changed Psychology,* analyzing the quantitative data provided. Students will research and gather data on the same topic from other sources and compare their findings. They will analyze the results of these studies while comparing it to their results. **(Skill 2) (CR 4) (Skill 3) (CR5)**
- Students will describe the location and function of different parts of the brain.
- Students will explain how genetics and the environment work together to cause substance abuse in people and what role epigenetics plays in this process.
- Students will write an essay on the biological bases of behavior. Prompt: *"Everything psychological is simultaneously biological." Support this statement by connecting biology and behavior. Define and apply the following terms in your explanation: Cognition, emotions, language, perceptions, attitudes.* **(Skill 1) (CR3)**

Essential questions:

- How do nerve cells operate and communicate?
- What are the functions of the major parts of the nervous system?
- How do we know how the brain works (e.g., brain scan methods, surgery, case studies)? How is the brain organized? What are the functions of its higher structures?
- Why are the brain's association areas important? What happens when they are injured? What kinds of behaviors are controlled by the subcortex?
- How does the endocrine system affect behavior? How do drugs impact the functioning of the brain?
- Are injuries that create brain damage always permanent?
- How do genetics, brain function, and environment work together to change behavior?

Unit 4 – Sensation and Perception

***Topics for Overview* (CR2)**

- Myers, Module 16, "Basic Principles of Sensation and Perception"
- Myers, Module 17, "Influences on Perception"
- Myers, Module 18, "Vision"
- Myers, Module 19, "Visual Organization and Interpretation"
- Myers, Module 20, "Hearing"
- Myers, Module 21, "The Other Senses"

Examples of Key Activities

- Students will describe the role of expectation on perceptual set and use examples for support. They will also explain how emotions and motivations influence people's perceptions with examples for support.
- Students will describe the gestalt psychologists' understanding of perceptual organization. They will include how figure-ground grouping principles aid in perception and use the Necker cube as an example of the concept. **(Skill 1) (CR3)**
- Students will research a variety of optical illusions and explain where each illusion takes place and how they work in a multimedia presentation.

Essential questions:

- In general, how do sensory systems function?
- What are the limits of our sensory sensitivity? How is vision accomplished?
- How do we perceive colors?
- What are the mechanisms of hearing? How do the chemical senses operate?
- What are the somesthetic senses, and why are they important? Why are people more aware of some sensations than others? How can pain be reduced in everyday situations?
- What is synesthesia, and what does it reveal about sensory systems? What are perceptual constancies, and what is their role in perception?
- What basic principles do people use to group sensations into meaningful patterns, depth, and distance? How does attention impact perception?
- What effects do learning and expectation have on perception?
- How is perception altered by attention, motives, values, and expectations? What evidence is there to support extrasensory perception?

Unit 5 – States of Consciousness

***Topics for Overview* (CR2)**

- Myers, Module 22, "Understanding Consciousness and Hypnosis"
- Myers, Module 23, "Sleep Patterns and Sleep Theories"
- Myers, Module 24, "Sleep Deprivation, Sleep Disorders, and Dreams"
- Myers, Module 25, "Psychoactive Drugs"

Examples of Key Activities

- Students will read a research study, "To Sleep, No Doubt to Dream," from *Forty Studies That Changed Psychology* and respond to the prompt: *Explain what question the researchers were trying to answer with this study and what their findings were. Discuss any criticisms of the research and any evidence that the research was duplicated in another study. Finally, summarize the results of the original study, and discuss at least one application or significant finding that resulted from the study.* **(Skill 1)** **(CR3)**
- Students will write about the sleep-wake cycle including REM and NREM stages, brain wave patterns, and the typical characteristics or behaviors for each stage. Students will graph and interpret data on sleep duration and academic performance among students and present possible solutions for improvement. **(Skill 2)** **(CR4)**
- Students will write about the signs, symptoms, and possible causes for sleep disorders and sleep deprivation.
- Students will complete a graphic organizer on various drugs and their effects on the central nervous system and behavior.
- Students will detail the contributions of William James, Sigmund Freud, and Ernest Hilgard.

Essential questions:

- What is an altered state of consciousness?
- What are the effects of sleep loss or changes in sleep patterns? What are the different stages of sleep?
- How does dream sleep differ from dreamless sleep?
- What are the causes of sleep disorders and unusual sleep events? How is hypnosis done, and what are its limitations?
- How does sensory deprivation affect consciousness?
- What are the effects of the more commonly used psychoactive drugs? How are dreams used to promote personal understanding?
- Why is drug abuse so widespread?

Unit 6: Learning

***Topics for Overview* (CR2)**

- Myers, Module 26, "How We Learn and Classical Conditioning"
- Myers, Module 27, "Operant Conditioning"
- Myers, Module 28, "Operant Conditioning's Applications, and Comparisons to Classical Conditioning"
- Myers, Module 29, "Biology, Cognition, and Learning"
- Myers, Module 30, "Learning by Observation"

Examples of Key Activities

- Students will explain how each element of classical conditioning works and provide an example for each.
- Students will define reinforcement and punishment and explain how each can be achieved using positive reinforcement, negative reinforcement, positive punishment, and negative punishment. Students will apply each concept to a real-life example.
- Students will write an overview of the impact of cognition on learning and discuss how it has changed behaviorism. They must discuss the concepts of cognitive map, latent learning, intrinsic motivation, and extrinsic motivation in their response and apply a personal example of each concept. **(Skill 1) (CR3)**
- Students will analyze research from behaviorism theorists such as Bandura, Skinner, and Watson and consider the methods used, results, ethics, and the weaknesses or criticisms of behaviorism. **(Skill 3) (CR5)**
- Students will detail the contributions of Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman, and John B. Watson.

Essential questions:

- What is learning?
- How does classical conditioning occur? Does conditioning affect emotions? How does operant conditioning occur?
- What are the different kinds of operant reinforcement? How are we influenced by patterns of reward?
- What does punishment do to behavior? What is cognitive learning?
- Does learning occur by imitation?

- How does conditioning apply to practical problems? How does biology influence learning?
- What factors and conditions influence the different kinds of learning?
- How can the types of learning help people address behavioral problems?

Unit 7 – Cognition and Memory

***Topics for Overview* (CR2)**

- Myers, Module 31, "Studying and Building Memories"
- Myers, Module 32, "Memory Storage and Retrieval"
- Myers, Module 33, "Forgetting, Memory Construction, and Memory Improvement"
- Myers, Module 34, "Thinking, Concepts, and Creativity"
- Myers, Module 35, "Solving Problems and Making Decisions"
- Myers, Module 36, "Thinking and Language"

Examples of Key Activities

- Students will describe different memory improvement techniques and explain its use through real-world examples.
- Students will define cognition and describe how protypes function within cognition, distinguishing between convergent and divergent thinking while relating each to the concept of cognition.
- Students will write about the structural components of language by describing how phonemes, morphemes, grammar, syntax, and semantics work.
- Students will detail the contributions of Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, and George A. Miller.

Essential questions:

- Is there more than one type of memory?
- What are the features of each type of memory?
- Is there more than one type of long-term memory? How is memory measured?
- What are "photographic" memories? What causes forgetting?
- How accurate are everyday memories?
- What happens in the brain when memories are formed? How can memory be improved?
- How has evolution shaped human memory? What is the nature of thought?

- In what ways are images related to thinking?
- How are concepts learned? Are there different kinds of concepts? What is the role of language in thinking?
- Can animals be taught to use language? What do we know about problem solving? What is artificial intelligence?
- What is the nature of creative thinking? How accurate is intuition?
- What can be done to promote creativity?
- Do animals think?

Unit 8 – Motivation and Emotion

***Topics for Overview* (CR2)**

- Myers, Module 37, "Motivational Concepts"
- Myers, Module 38, "Hunger Motivation"
- Myers, Module 39, "Sexual Motivation"
- Myers, Module 40, "Social Motivation: Affiliation Needs"
- Myers, Module 41, "Theories and Physiology of Emotion"
- Myers, Module 42, "Expressed Emotion"
- Myers, Module 43, "Stress and Health"
- Myers, Module 44, "Stress and Illness"

Examples of Key Activities

- Students will describe the drive-reduction theory including homeostasis. They will explain how this works in relation to incentives, optimal arousal, and Maslow's hierarchy of needs.
- Students will explain in detail each of the five theories of emotion.
- Students will describe the connection between stress and disease and provide at least three examples. They must also discuss type A and type B personalities as they relate to stress and disease.
- Students will complete a project in which they track all of their emotions for a week and then write a reflective paper at the end documenting their emotions, their physical responses to each emotion, how they dealt with the situation or emotion, and any insights or conclusions that came from each experience.
- Students will detail the contributions of William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, and Hans Selye

Essential questions:

- What is motivation? Are there different types of motives?
- What causes hunger and overeating?
- What factors contribute to eating disorders?
- In what ways are pain avoidance and sex drive unusual? How does arousal relate to motivation?
- What are social motives? Why are they important? Are some motives more basic than others?
- What happens during emotion?
- Can "lie detectors" really detect lies?
- How accurately are emotions expressed by "body language" and the face? How do psychologists explain emotions?
- What does it mean to have emotional intelligence? What is the nature of love?
- What is health psychology? How does behavior affect health? What is stress? What factors determine its severity?
- What causes frustration, and what are typical reactions to it?
- Are there different types of conflict? How do people react to conflict? What are defense mechanisms?
- What do we know about coping with feelings of helplessness and depression? How is stress related to health and disease?
- What are the best strategies for managing stress? What are the basic dimensions of sex?
- How does one's sense of maleness or femaleness develop? What is psychological androgyny, and is it contagious?
- What are the most typical patterns of human sexual behavior? To what extent do females and males differ in sexual response? What are the most common sexual disorders?
- Have recent changes in attitudes affected sexual behavior?
- What impacts have sexually transmitted diseases had on sexual behavior?
- What are the most common sexual adjustment problems? How are they treated?

Unit 9 – Developmental Psychology

***Topics for Overview* (CR2)**

- Myers, Module 45, "Developmental Issues, Prenatal Development, and the Newborn"
- Myers, Module 46, "Infancy and Childhood: Physical Development"
- Myers, Module 47, "Infancy and Childhood: Cognitive Development"

- Myers, Module 48, “Infancy and Childhood: Social Development”
- Myers, Module 49, “Gender Development”
- Myers, Module 50, “Parents, Peers, and Early Experiences”
- Myers, Module 51, “Adolescence: Physical and Cognitive Development”

- Myers, Module 52, “Adolescence: Social Development and Emerging Adulthood”
- Myers, Module 53, “Sexual Development”
- Myers, Module 54, “Adulthood: Physical, Cognitive, and Social Development”

Examples of Key Activities

- Students will describe Jean Piaget’s theory of cognitive development including the four stages, their associated ages, and the developmental process related to each. They will also explain how Lev Vygotsky’s view challenged Piaget’s.
- Students will describe the relationship between gender, gender roles, gender identity, gender typing, and gender schemas by explaining how they relate to or differ from one another. They will provide examples as support and provide a conclusion about society’s impact on males and females. **(Skill 1) (CR3)**
- Students will explain how psychologists can use both longitudinal studies and cross-sectional studies to examine human behavior across the life span. They will include examples of each to support their claim.
- Students will detail the contributions of Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, and Lev Vygotsky

Essential questions:

- How do heredity and environment affect development?
- What can newborn babies do?
- What influences does maturation have on early development? How significant is a child’s emotional bond with parents? How important are parenting styles?
- How do children acquire language? How do children learn to think?
- How do effective parents discipline their children?
- How has new knowledge about genetics affected parenthood? What are the typical tasks and dilemmas through the life span? What are some of the more serious childhood problems?
- Why is adolescent development especially challenging? How do people develop morals and values?
- What happens psychologically during adulthood? What are the psychological challenges of aging?

- How do people typically react to death and bereavement? What factors contribute most to a happy and fulfilling life?
- In what ways are attitudes toward death changing?

Unit 10 – Personality

***Topics for Overview* (CR2)**

- Myers, Module 55, "Freud's Psychoanalytic Perspective: Exploring the Unconscious"
- Myers, Module 56, "Psychodynamic Theories and Modern Views of the Unconscious"
- Myers, Module 57, "Humanistic Theories"
- Myers, Module 58, "Trait Theories"
- Myers, Module 59, "Social-Cognitive Theories and Exploring the Self"

Examples of Key Activities

- Students will explain Sigmund Freud's view of personality while also discussing the conscious mind, the subconscious mind, the id, the ego, the superego, and the reality principle. They will also explain what assumptions Freud made about people based on their personalities.
- Students will explain the theories or assumptions Carl Rogers made about people and what three conditions Rogers said were required in order for people to grow.
- Students will complete a project in which they take three different personality tests and describe the results for each one. They will analyze the results and compare them to their perceptions of their self, identifying which test they agree with the most and why.
- Students will detail the contributions of Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, and Carl Roger

Essential questions:

- How do psychologists use the term personality?
- What core concepts make up the psychology of personality?
- Are some personality traits more basic or important than others? How do psychodynamic theories explain personality?
- What do behaviorists emphasize in their approach to personality? How do humanistic theories differ from other perspectives?
- How do psychologists measure personality?
- What causes shyness, and what can be done about it?

Unit 11 – Testing and Individual Differences

***Topics for Overview* (CR2)**

- Myers, Module 60, "Introduction to Intelligence"
- Myers, Module 61, "Assessing Intelligence"
- Myers, Module 62, "The Dynamics of Intelligence"
- Myers, Module 63, "Studying Genetic and Environmental Influences on Intelligence"
- Myers, Module 64, "Group Differences and the Question of Bias"

Examples of Key Activities

- Students will read a research study, "What You Expect Is What You Get," from *Forty Studies That Changed Psychology* and respond to the prompt: *Explain what question the researchers were trying to answer with this study and analyze what their findings were. Discuss any criticisms of the research and any evidence that the research was duplicated in another study. Finally, summarize the results of the original study, and discuss at least one application or significant finding that resulted from the study.* **(Skill 1) (CR3)**
- Students will describe standardization and the roles of the normal curve, the Flynn effect, reliability, and validity (content and predictive). They will then analyze a normal curve in relation to intelligence testing and interpret the mean, standard deviation, and percentiles for the data. **(Skill 2) (CR4)**
- Students will define heritability and summarize the evidence that genetics influences intelligence. Students will then summarize the evidence that the environment influences intelligence.
- Students will detail the contributions of Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Stern- berg, Louis Terman, and David Wechsler.

Essential questions:

- How do psychologists define intelligence?
- What are the qualities of a good psychological test? What are typical IQ tests like?
- How do IQ scores relate to gender, age, and occupation? What does IQ tell us about genius?
- What causes mental retardation?
- How do heredity and environment affect intelligence? How have views of intelligence changed in recent years?
- Are IQ tests fair to all racial and cultural groups?

Unit 12 – Clinical Psychology

***Topics for Overview* (CR2)**

- Myers, Module 65, "Introduction to Psychological Disorders"
- Myers, Module 66, "Anxiety Disorders, Obsessive-Compulsive Disorder, and Posttraumatic Stress Disorder"
- Myers, Module 67, "Mood Disorders"
- Myers, Module 68, "Schizophrenia"
- Myers, Module 69, "Other Disorders"

Examples of Key Activities

- Students will describe the "medical model" and how it explains psychological disorders. They will also explain how the model has changed the way people look at and treat disorders, particularly psychological disorders.
- Students will read a research study, "Learning to Be Depressed," from *Forty Studies That Changed Psychology* and respond to the prompt: *Explain what question the researchers were trying to answer with this study and analyze what their findings were. Discuss any criticisms of the research and provide any evidence that the research was corroborated in another study. Finally, summarize the results of the original study, and discuss at least one application or significant finding that resulted from the study.* **(Skill 3)** **(CR5)**
- Students will describe major depressive disorder and explain at least eight of its symptoms. They will also explain how major depressive disorder differs from bipolar disorder.
- Students will describe the cycle of depressed thinking and the perspectives to understanding depression. Students will need to include statistics, characteristics, biological influences, and social-cognitive perspective.

Essential questions:

- How is normality defined? What are the major psychological disorders, as defined in the Diagnostic and Statistical Manual of Mental Disorders?
- Disorders, 5th Edition (DSM-5)? What is a personality disorder?
- What problems result when a person suffers from high levels of anxiety? How do psychologists explain anxiety-based disorders?
- What are the general characteristics of psychotic disorders?
- How do delusional disorders differ from other psychotic disorders? What forms does schizophrenia take? What causes it?
- What are mood disorders? What causes depression?
- Why do people commit suicide? Can suicide be prevented? What does it mean to be "crazy"? What should be done about it?

Unit 13 – Treatment

***Topics for Overview* (CR2)**

- Myers, Module 70, "Introduction to Therapy, and Psychodynamic and Humanistic Therapies"
- Myers, Module 71, "Behavior, Cognitive, and Group Therapies"
- Myers, Module 72, "Evaluating Psychotherapies and Prevention Strategies"
- Myers, Module 73, "The Biomedical Therapies"

Examples of Key Activities

- Students will explain how classical conditioning and operant conditioning can be used in therapy. They will include a description about exposure therapies, such as systematic desensitization, aversive conditioning, behavior modification, and token economies.
- Students will complete a graphic organizer describing the functions, conditions treated, and examples of biomedical therapies.
- Students will be given a case study and must write an explanation of how psychodynamic therapy, CBT, SSRIs, and rTMS works and how they could be effective in treating depression.

Essential questions:

- How do psychotherapies differ? How did psychotherapy originate?
- To what extent is Freudian psychoanalysis still used?
- What are the characteristics of the major humanistic therapies? What is behavior therapy and how does it work?
- How is behavior therapy used to treat phobias, fears, and anxieties? What role does reinforcement play in behavior therapy?
- Can therapy change thoughts and emotions?
- Can psychotherapy be done with groups of people? What do various therapies have in common?
- How do psychiatrists treat psychological disorders?
- How are behavioral principles applied to everyday problems? How could a person find professional help?

Unit 14 – Social Psychology

***Topics for Overview* (CR2)**

- Myers, Module 74, "Attribution, Attitudes, and Actions"
- Myers, Module 75, "Conformity and Obedience"

- Myers, Module 76, “Group Behavior”
- Myers, Module 77, “Prejudice and Discrimination”
- Myers, Module 78, “Aggression”
- Myers, Module 79, “Attraction”
- Myers, Module 80, “Altruism, Conflict, and Peacemaking”

Examples of Key Activities

- Students will describe attribution theory, the fundamental attribution error, and self-serving bias using examples to support their descriptions. Students will describe how explanations both help and hurt our accurate understanding of behavior.
- Students will define and explain each of the following concepts and then apply an example to each concept: social facilitation, social loafing, deindividuation, group polarization, groupthink, culture, and cultural norms. **(Skill 1)** **(CR3)**
- Students will read a research study, “A Prison by Any Other Name,” from *Forty Studies That Changed Psychology* and respond to the prompt: *Explain what question the researchers were trying to answer with this study and analyze what their findings were. Discuss any criticisms of the research and any evidence that the research was corroborated in another study. Finally, summarize the results of the original study, and discuss at least one application or significant finding that resulted from the study.* **(Skill 3)** **(CR5)**
- Students will summarize the psychological and sociocultural factors that trigger aggressive behavior. They will include the frustration-aggression principle, the social learning approach, the impact of culture, and social scripts in their response.
- Students will create a multimedia presentation in which they examine ten examples of prejudicial. They will present how discrimination, stereotyping, groupthink, social norms, and the media affect prejudicial behaviors. Students will also give ten ways people can reduce prejudicial behavior.
- Students will detail the contributions of Solomon Asch, Leon Festinger, Stanley Milgram, and Philip Zimbardo.

Essential questions:

- How does group membership affect individual behavior?
- What unspoken rules govern the use of personal space?
- How do we perceive the motives of others and the causes of our own behavior? Why do people affiliate?
- What factors influence interpersonal attraction?
- What have social psychologists learned about conformity, social power, obedience, and compliance? How does self-assertion differ from aggression?

- What are attitudes, and how are they acquired? How are attitudes measured and changed?
- Under what conditions is persuasion most effective?
- What is cognitive dissonance, and how does it relate to attitudes and behavior? How does brainwashing work?
- How are people converted to cult membership? What causes prejudice and intergroup conflict?
- What can be done about prejudice and intergroup conflict?
- How do psychologists explain human aggression?
- Why are bystanders so often unwilling to help in an emergency?
- What can be done to lower prejudice and promote social harmony?

Unit 15 – Exam Preparation and Review
This unit will help students prepare for the AP® Psychology exam.

Students review content from each of the previous units and complete two practice exams.