**AP Psychology Unit 2: Research Methods & Social Psychology**

**Unit 2 Essential Questions:**

* How do researchers select the most effective and efficient research method for a study?
* When can we be confident that research results are valid and generalizable?
* Are there times when we must risk harming participants in order to gain helpful information?
* How do our perceptions of society influence our behavior?
* How are our decisions and actions impacted by those around us?

**II. Research Methods (8–10%)**

|  |  |
| --- | --- |
| **College Board Description** | **Enduring Understandings** |
| Psychology is an empirical discipline. Psychologists develop knowledge by doing research. Research provides guidance for psychologists who develop theories to explain behavior and who apply theories to solve problems in behavior. AP students in psychology should be able to do the following:• Differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, and case studies) with regard to purpose, strengths, and weaknesses.• 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).• Identify independent, dependent, confounding, and control variables in experimental designs.• Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.• Predict the validity of behavioral explanations based on the quality of research design (e.g., confounding variables limit confidence in research conclusions).• Distinguish the purposes of descriptive statistics and inferential statistics.• Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics (e.g., measures of central tendency, standard deviation).• Discuss the value of reliance on operational definitions and measurement in behavioral research.• Identify how ethical issues inform and constrain research practices.• Describe how ethical and legal guidelines (e.g., those provided by the American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice. | * 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.
* Correlation does not ensure causation.
* There is a level of bias and inaccuracy in every research study but efforts can be made to reduce this effect.
* Researchers manipulate independent variables(IV), measure dependent variables(DV), and try to reduce confounding variables.
* When working with living subjects there are ethical principles that must be followed to reduce mental and physical harm.
* Accurate statistical measures must be used to evaluate studies and draw generalizable conclusions.
 |

**XIV. Social Psychology (8–10%)**

|  |  |
| --- | --- |
| **College Board Description** | **Enduring Understandings** |
| This part of the course focuses on how individuals relate to one another in social situations. Social psychologists study social attitudes, social influence, and other social phenomena.AP students in psychology should be able to do the following:• Apply attribution theory to explain motives (e.g., fundamental attribution error, self-serving bias).• Describe the structure and function of different kinds of group behavior (e.g., deindividuation, group polarization).• Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.• Discuss attitudes and how they change (e.g., central route to persuasion).• Predict the impact of the presence of others on individual behavior (e.g., bystander effect, social facilitation).• Describe processes that contribute to differential treatment of group members (e.g., in-group/out-group dynamics, ethnocentrism, prejudice).• Articulate the impact of social and cultural categories (e.g., gender, race, ethnicity) on self-concept and relations with others.• Anticipate the impact of behavior on a self-fulfilling prophecy.• Describe the variables that contribute to altruism, aggression, and attraction.• Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.• Identify important figures in social psychology (e.g., Solomon Asch, Leon Festinger, Stanley Milgram, Philip Zimbardo). | * Our social groups influence our self-image, behaviors, thinking, and decision making.
* Our perceptions of other people and their social groups influence how we think about and treat them.
* We are more lenient in our judgments of ourselves and those like us, and harsher on those perceived to be different.
* Expectations are powerful.
* We are not always consciously aware of the things that impact our thoughts and behaviors.
 |

**Unit Vocabulary**

|  |  |  |
| --- | --- | --- |
| **Priority** | **Research Methods (Book Unit 2)** | **Social Psychology (Book Unit 14)** |
| Level AQuiz 1 | Hindsight BiasSingle-Blind DesignDouble-Blind DesignPlacebo EffectDebriefConfidentialityInstitutional Review BoardCoercionInformed ConsentCase Study | Social LoafingDeindividuationSocial FacilitationGroup PolarizationGroupthinkDiffusion of ResponsibilityFundamental Attribution ErrorSelf-Serving BiasSelf-Fulfilling ProphecyStereotypes |
| Level AQuiz 2 | SurveyLongitudinal StudyCross-Sectional StudyNaturalistic ObservationCorrelationExperimentRepresentative SampleGeneralizeValidReliable | PrejudiceDiscriminationJust-World PhenomenonConformityComplianceFoot-in-the-DoorMere Exposure EffectCognitive DissonanceBystander EffectDoor-in-the-Face |
| Level AQuiz 3 | HypothesisOperational DefinitionPopulationRandom SelectionRandom AssignmentExperimental GroupControl GroupIndependent VariableDependent VariableConfounding Variable |  |
| Level AQuiz 4 | ReplicationCentral TendencyVariabilitySkewed DistributionLine of Best Fit/Regression LineP-Value/Statistical SignificanceMeanMedianStandard DeviationNormal Curve/Distribution |  |
| Level BQuiz 1 | Z ScoresModeExperimenter BiasMeta-AnalysisDemand CharacteristicsSocial Desirability AffectHawthorne EffectCounterbalancingOrder EffectsTheory | Attribution TheoryActor-Observer BiasCentral Route of PersuasionPeripheral Route of PersuasionInstrumental AggressionHostile AggressionFalse-Consensus EffectMilgram StudyAsch StudyFestinger Study |
| Level BQuiz 2 | HypothesisCorrelation CoefficientIllusory CorrelationLaboratory ExperimentsField ExperimentsScatter PlotHistogramFrequency PolygonDescriptive StatisticsInferential Statistics | Latane & Darley StudySherif StudyRosenthal & Jacobson StudyZimbardo StudyOut-Group HomogeneityIn-Group BiasDispositional Factors (in attribution)Situational Factors (in attribution)Superordinate GoalsFrustration-Aggression Hypothesis |
| Level CQuiz 1 |  | Informational Social InfluenceNormative Social InfluenceElaboration Likelihood Model (ELM)ReciprocityScapegoat TheoryEthnocentrismAltruismSocial GroupNormsRoles |

**Unit Overview**

|  |  |  |  |
| --- | --- | --- | --- |
| Monday | Tuesday | Wednesday (BLOCK) | Friday |
| 8/31SWBAT describe the scientific method and apply it to a psychological problem.**Homework** Myers – Research Methods  p25-29, p34-36Study for Level-Up quiz | 9/1SWBAT describe various psychological research methods and identify the best method for a given question.**Homework** *PsycSim 5 Online Quiz: What’s Wrong With This Study?*Study for Level-Up Quiz | 9/2SWBAT describe the elements of an effective experiment and evaluate example experiments for flaws.SWBAT define inferential statistics & statistical significance (include IV, DV, CV - CTC p10-11)**Homework** Myers–Correlations p29-33Study for Level-Up Quiz | 9/4SWBAT interpret graphs of correlations and explain the meaning of various correlation coefficients**Homework**Myers - Research Ethics p44-46*Unit 2 Online Quiz 1 & 2*Study for Level-Up Quiz |
| 9/7**NO SCHOOL** | 9/8SWBAT describe ethical research practices and evaluate previous studies for ethics violations**Homework** CTC p7-9, 12-14*PsycSim 5 Online Quiz: Correlation*Myers - Conformity & Obediencep650-657Study for Level-Up Quiz | 9/9SWBAT review key social psych studies while applying principles of research methods(CI – Group Work)**Homework**Myers – Altruism & Peacemaking p685-691Study for Level-Up Quiz | 9/11SWBAT review key social psych studies while applying principles of research methods(CI – Presentations)**Homework**Free Response questions based on the 4 studiesStudy for Level-Up Quiz |
| 9/14SWBAT practice grading an AP style free-response question**Homework:**Myers – Attitudes p646-650Complete Norm Violation by Friday CTC p 136-137Study for Level-Up Quiz | 9/15SWBAT identify various factors that impact attribution & interpersonal perception**Homework:**Myers – Attraction p 678-685CTC p 135*PsycSim 5 Online Quiz: Dating & Mating*Complete Norm Violation by Friday CTC p 136-137Study for Level-Up Quiz | 9/17 (THU – Reg Day,Special Schedule Wed)SWBAT describe how group dynamics impact the behavior of individuals**Homework:**Myers – Culture p661-664Complete Norm Violation by Friday CTC p 136-137Study for Level-Up Quiz | 9/18SWBAT describe potential roots of stereotypes, prejudice, & discrimination. SWBAT describe methods to reduce prejudice. **Homework**Myers –Aggression p 670-677Study for Level-Up Quiz |
| 9/21 SWBAT describe how attitudes and actions impact each other.**Homework***Unit 14 Online Quiz 1 & 2*Study for Unit 2 Test (Chapters 2 & 14)Study for Level-Up Quiz | 9/22SWBAT apply key terms to review for the unit 2 exam**Homework**AP Practice QuestionsP48-49: #1, 3-7, 9-11, 13-15 & FRQP694-695: #1-15 & FRQStudy for Level-Up Quiz | 9/23 SWBAT play jeopardy to review for the unit 2 exam**Homework**Study for Unit 2 Test (Chapters 2 & 14)Study for Level-Up Quiz | 9/25**UNIT 2 EXAM**SWBAT practice grading an AP style free-response question from the unit exam**Homework** Myers: Memory p 257-265 |

**Please Note: Most of the reading from Chapter 14 will NOT be covered in class so take thorough notes and bring any questions that you have to class. You ARE responsible for this information on the unit exam!**

**Unit 2 Quiz Tracking Sheet**

**Quizzes come from the terms list included in your unit plan.**

***Unit 2 Level-Up Grades:***

*60% = Pass 4 A’s*

*70% = Pass 6 A’s*

*80% = Pass 6 A’s & 2 B’s*

*90% = Pass 6 A’s & 4 B’s*

*100% = Pass 6 A’s, 4 B’s, & 1 C*

You can take quizzes during the first seven minutes of any class. You may take as many quizzes as you would like as long as you finish in the first seven minutes. You can also take quizzes after school if you tell me in advance so I can be sure to be available.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Quiz Title** | **Score 1** | **Score 2** | **Score 3** | **Sticker****Passed! ☺** |
| Research Methods - Level A - Quiz 1 |  |  |  |  |
| Research Methods – Level A – Quiz 2 |  |  |  |  |
| Research Methods – Level A – Quiz 3 |  |  |  |  |
| Research Methods – Level A – Quiz 4 |  |  |  |  |
| Social Psychology – Level A – Quiz 1 |  |  |  |  |
| Social Psychology – Level A – Quiz 2 |  |  |  |  |
| Research Methods – Level B – Quiz 1 |  |  |  |  |
| Research Methods – Level B – Quiz 2 |  |  |  |  |
| Social Psychology – Level B – Quiz 1 |  |  |  |  |
| Social Psychology – Level B – Quiz 2 |  |  |  |  |
| Social Psychology – Level C – Quiz 1 |  |  |  |  |

**Overall Unit 2 Grade: \_\_\_\_\_\_\_\_**