



BLUE VALLEY DISTRICT CURRICULUM & INSTRUCTION  
 Social Studies | AP Psychology



**ORGANIZING THEME/TOPIC**

**FOCUS STANDARDS & SKILLS**

<p><b>UNIT 1: LEARNING</b></p> <p><b>Suggested Time Frame:</b> Quarter 3</p>	<p><b>Why would one chose to use classical or operant conditioning to influence behavior?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> <li>The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4)</li> </ul> <p><b>What responsibilities do individuals using classical or operant conditioning have toward their subjects; why?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)</li> <li>The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> </ul> <p><b>How do different learning theories compare?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> </ul> <p><b>In what ways can individuals improve their learning over time?</b></p> <ul style="list-style-type: none"> <li>The student will use his/her understanding of continuity and change to construct a model for contemporary reform (4.4)</li> </ul> <p><b>How do biological, environmental or social constraints and factors influence learning?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul>
<p><b>UNIT 2: MEMORY</b></p> <p><b>Suggested Time Frame:</b> Quarter 3</p>	<p><b>In what ways is memory flawed; what are the consequences of false memories?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> <li>The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> </ul> <p><b>How can humans enhance their memory capabilities; how does an enhanced memory foster engaged citizenship?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)</li> <li>The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)</li> </ul> <p><b>To what extent is eye witness testimony reliable and valid? How is it used in our judicial system?</b></p> <ul style="list-style-type: none"> <li>The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> </ul>

	<p><b>How does memory change over time?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> </ul> <p><b>How can your environment influence your ability to remember?</b></p> <ul style="list-style-type: none"> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul>
<p><b>UNIT 3: COGNITION</b></p> <p><b>Suggested Time Frame:</b> Quarter 3</p>	<p><b>In what ways is thinking flawed or constrained; how can people avoid the consequences of thinking errors?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)</li> <li>The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> </ul> <p><b>How do humans acquire language and use it to communicate ideas and beliefs?</b></p> <ul style="list-style-type: none"> <li>The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> </ul> <p><b>How do humans develop creative thinking skills over time?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> </ul> <p><b>How does the environment and relationships influence cognitive abilities?</b></p> <ul style="list-style-type: none"> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul>
<p><b>UNIT 4: TESTING &amp; INDIVIDUAL DIFFERENCES</b></p> <p><b>Suggested Time Frame:</b> Quarter 4</p>	<p><b>How do psychologists choose to define and study intelligence? What are the consequences of these choices?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> <li>The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> </ul> <p><b>In what ways are psychologists responsible for administering reliable and valid intelligence tests; why are these characteristics important?</b></p> <ul style="list-style-type: none"> <li>The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> <li>The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> </ul> <p><b>To what extent are intelligence tests appropriate and fair for everyone (cultures, genders, races, ethnicities); support your answer?</b></p> <ul style="list-style-type: none"> <li>The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)</li> <li>The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)</li> </ul>

	<p><b>How has the use of intelligence tests evolved throughout the last two centuries?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> </ul> <p><b>How do testing scores differ between group administrators and individual administrators of intelligence tests?</b></p> <ul style="list-style-type: none"> <li>The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> <li>The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul>
<p><b>UNIT 5: PERSONALITY</b></p> <p><b>Suggested Time Frame:</b> Quarter 3</p>	<p><b>How does the choice to adhere to various personality theories impact the explanation of personality and its influence on behavior?</b></p> <ul style="list-style-type: none"> <li>The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> </ul> <p><b>How do psychologists reliably and responsibly measure personality and interpret personality's role in behavior?</b></p> <ul style="list-style-type: none"> <li>The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> </ul> <p><b>How does culture facilitate or constrain personality development, especially as it relates to self-concept?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> </ul> <p><b>In what ways have personality theories evolved over time?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul> <p><b>What advantages and limitations exist for the various personality theorists?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul>
<p><b>UNIT 6: MOTIVATION &amp; EMOTION</b></p> <p><b>Suggested Time Frame:</b> Quarter 4</p>	<p><b>What are the consequences of various motivating concepts (e.g. instincts, incentives, intrinsic v. extrinsic) on human behavior and choices?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> </ul> <p><b>What responsibilities do humans have when it comes to satisfying needs, drives and achieving homeostasis?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)</li> </ul> <p><b>How do maladaptive eating patterns and beliefs affect behavior?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)</li> </ul> <p><b>How does one's motivation change over time?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> </ul>

	<p><b>How does stress develop and what are the consequences of stress on physical, psychological, and emotional well-being?</b></p> <ul style="list-style-type: none"> <li>The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> </ul>
<p><b>UNIT 7: SOCIAL PSYCHOLOGY</b></p> <p><b>Suggested Time Frame:</b> Quarter 4</p>	<p><b>Under what conditions do people obey, conform, make friendships, find love, and help others?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> </ul> <p><b>How much responsibility does an individual have for group behavior and the group for individual behavior?</b></p> <ul style="list-style-type: none"> <li>The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> </ul> <p><b>How do people explain (or attribute) the behavior of others?</b></p> <ul style="list-style-type: none"> <li>The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> </ul> <p><b>How do psychologists define culture? In what ways does culture influence individuals and groups?</b></p> <ul style="list-style-type: none"> <li>The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)</li> </ul> <p><b>In what ways do social relationships and interactions impact individuals and communities?</b></p> <ul style="list-style-type: none"> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul>
<p><b>UNIT 8: TREATMENT OF PSYCHOLOGICAL DISORDERS</b></p> <p><b>Suggested Time Frame:</b> Quarter 4</p>	<p><b>How do the consequences of the various treatment options compare; how do psychologists choose which option to use to treat psychological disorders?</b></p> <ul style="list-style-type: none"> <li>The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4)</li> </ul> <p><b>What legal protections exist for individuals with psychological disorders?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)</li> </ul> <p><b>In what ways do ethical and cultural considerations influence the treatment of psychological disorders?</b></p> <ul style="list-style-type: none"> <li>The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)</li> </ul> <p><b>How has the treatment of psychological disorders changed over time?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul> <p><b>How do beliefs, ideas, culture, media messages, etc. about abnormal disorders make treating them more difficult or complex?</b></p> <ul style="list-style-type: none"> <li>The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)</li> </ul>