Unit 4 - Sociocultural Domain 2017

Content Area: **Social Studies**
Course(s): **Advanced Placement Psychology**
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Unit Overview

The Sociocultural domain examines the influence of culture and society on behavior including the effects on thinking and actions. It seeks to understand relationships between people. The final area the Sociocultural domain explores is the diversity which can be found between cultures and among individulas.

Enduring Understandings

- Individuls make attributions regarding the behavior of others
- There is a relationship between attitudes, both explicit and implicit, and behavior
- Situational influences can have a profound impact on behavior
- Individuals can influence the behavior of groups
- Humans exhibit a wide range of behaviors in the way they relate to one another
- Culture has a significant influence on thoughts, actions, and identity
- Individual diversity is shaped by gender, race, sexual orientation, social status

Essential Questions

- What are attributions can how do they help shape reactions?
- How do attitudes and behavior interact?
- What persuasive methods can be employed to change attitudes?
- In what ways can the situation affect individual behavior?
- How does the presence of others influence individual behavior?
- How can the dynamics within a group impact the behavior of its members?
- What impact can individuals have on a group?
- What is the nature and effects of stereotyping, prejudice, and discrimination?
- What factors influence prosocial behavior, aggression, and attraction?
- In what ways can cultures vary and what influences does culture have on individuals?
- What is the impact of gender, race, sexual orientation, and social status on individuals?

Standards/Indicators/Student Learning Objectives (SLOs)

- Students will analyze attribution theory and its effects and examine the interaction between attitudes and actions

- Students will investigate the causes of conformity and obedience to authority
- Students will distinguish the many influences groups can have on individual behavior and examine the dynamics that operate within groups
- Students will explore various types of prejudice and investigate its roots
- Students will distinguish the influences on aggression including biological and psychological factors
- Students will examine the elements of conlict and how it is influenced by social traps and enemy perceptions
- Students will investigate the factors contributing to attraction between people and distinguish between passionate and companionate love
- Students will analyze the influences on altruistic or prosocial behavior and appraise the value of cooperation and communication on peacemaking
- The students will examine the ways in which culture can vary and the influence of culture on individuals
- Students will examine the factors influencing sexual orientation and the impact it has on idividuals

APA Content Standards

SCI.9-12.SC.1.1	Social cognition
SCI.9-12.SC.1.2	Social influence
SCI.9-12.SC.1.3	Social relations
SCI.9-12.SC.2.1	Social and cultural diversity
SCI.9-12.SC.2.2	Diversity among individuals

Indicators

SCI.9-12.SC.1.1.1	Describe attributional explanations of behavior
SCI.9-12.SC.1.1.2	Describe the relationship between attitudes (implicit and explicit) and behavior
SCI.9-12.SC.1.1.3	Identify persuasive methods used to change attitudes
SCI.9-12.SC.1.2.1	Describe the power of the situation
SCI.9-12.SC.1.2.2	Describe effects of others' presence on individuals' behavior
SCI.9-12.SC.1.2.3	Describe how group dynamics influence behavior
SCI.9-12.SC.1.2.4	Discuss how an individual influences group behavior
SCI.9-12.SC.1.3.1	Discuss the nature and effects of stereotyping, prejudice, and discrimination
SCI.9-12.SC.1.3.2	Describe determinants of prosocial behavior
SCI.9-12.SC.1.3.3	Discuss influences upon aggression and conflict
SCI.9-12.SC.1.3.4	Discuss factors influencing attraction and relationships
SCI.9-12.SC.2.1.1	Define culture and diversity
SCI.9-12.SC.2.1.2	Identify how cultures change over time and vary within nations and internationally
SCI.9-12.SC.2.1.3	Discuss the relationship between culture and conceptions of self and identity
SCI.9-12.SC.2.1.4	Discuss psychological research examining race and ethnicity

SCI.9-12.SC.2.1.5	Discuss psychological research examining socioeconomic status
SCI.9-12.SC.2.1.6	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination
SCI.9-12.SC.2.2.1	Discuss psychological research examining gender identity
SCI.9-12.SC.2.2.2	Discuss psychological research examining diversity in sexual orientation
SCI.9-12.SC.2.2.3	Compare and contrast gender identity and sexual orientation
SCI.9-12.SC.2.2.4	Discuss psychological research examining gender similarities and differences and the impact of gender discrimination
SCI.9-12.SC.2.2.5	Discuss the psychological research on gender and how the roles of women and men in societies are perceived
SCI.9-12.SC.2.2.6	Examine how perspectives affect stereotypes and treatment of minority and majority groups in society
SCI.9-12.SC.2.2.7	Discuss psychological research examining differences in individual cognitive and physical abilities

Lesson Titles

- Social Thinking
- Social Influence: Conformity and Obedience
- Group Influence
- Prejudice
- Aggression
- Conflict
- Attraction
- Altruism and Peacemaking
- Cultural Influences
- Gender Development
- Sexual Orientation

21st Century Skills and Career Ready Practices

- Global perspectives
- Civic Literacy
- Health Literacy
- Information Literacy
- Critical Thinking and Problem Solving
- Media Literacy
- Communication and Collaboration

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.

Inter-Disciplinary Connections

- Health & PE
- English Language Arts

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.CS1	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.1.12.E.CS2	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
HPE.2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
HPE.2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
HPE.2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.

Instructional Strategies, Learning Activities, and Level of Blooms/DOK

- Student input from HW - Attribution (Blooms: Remember, Understand, Apply)
- Question/Answer - Conformity and Obedience (Blooms: Understand, Apply, Analyze)
- Conformity Demonstration (Asch) (Blooms: Apply, Analyze)
- Student input from HW - Group Behavior (Blooms: Remember, Understand, Apply)
- Guided reading - Power of Individuals (Blooms: Analyze)
- Question/Answer - Prejudice (Blooms: Remember, Understand, Apply)
- Administer Implicit Association Test (Blooms: Apply, Analyze, Evaluate)
- Group Collaboration - Effects of Discrimination (Blooms: Evaluate, Create)
- Note Outline - Aggression (Blooms: Remember, Understand, Apply)
- Teacher Instruction - Attraction (Blooms: Remember, Understand, Apply)
- Independent Work - Altruism (Blooms: Analyze, Evaluate, Create)
- In-class demonstration - Compete or Cooperate (Blooms: Apply, Analyze)
- Student input from HW - Cooperation and Peacemaking (Blooms: Remember, Understand, Apply)
- Review - Social Relations (Blooms: Remember, Understand, Apply, Analyze)
- Delsea One
- SWAG

Modifications

ELL Modifications

- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Assess ELL students continuously using formative assessment methods
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitorin
- Digital translators
- Front load information
- Focus on domain specific vocabulary and keywords
- Use visuals and other graphic organizers
- Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Delsea One

- SWAG

IEP & 504 Modifications

Testing modifications:

- test in small groups
- projects can be submitted digitally or paper
- offer options for type of project relating to content
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions overall if the student takes so much extra time that they are going into future days (missing instruction) to take the test
- less questions per page (so not visually overwhelming) divide into smaller sections or limit
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
- word banks, multiple choice, matching questions help when possible
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- read test aloud

Instructional modifications/accommodations:

- tap prior knowledge
- be flexible with time frames and deadlines
- repeat reword and clarify
- options for type of project relating to content
- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching); varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides; completed study guides can be offered by teacher; digital review such as kahoots can also be used.
- modeling and showing lots of examples
- allow assignments to be completed in Organizational Management class
- providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- allow student to edit with teacher comments the first attempt at a graded written assignment
- monitoring student moods/behavior fluctuation patterns to report to casemanager
- students who prefer to work individually will be permitted to

- oral presentations to small groups or teacher only
- preferential seating
- use visuals, graphic organizers, and real objects when possible
- Delsea One
- SWAG

G&T Modifications

- student led/directed discussions
- inquiry based learning
- generating and testing hypotheses
- annotating/summarizing
- analysis/interpretation of graphics or creation of graphics
- options for type of project relating to content
- encourage students to explore concepts in depth and encourage independent studies or investigations.
- determine where students' interests lie and capitalize on their inquisitiveness
- refrain from having them complete more work in the same manner.
- employ differentiated curriculum to keep interest high.
- ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- encourage students to make transformations- use a common task or item in a different way
- effective questioning techniques (focus on what's important, provide processing time, require higher order thinking
- self-evaluation of writing with teacher or student-generated rubrics
- creation of technology-based assessments to address the higher levels of Bloom's
- close reading: texts, primary sources, etc.
- Delsea One
- SWAG

At Risk Modifications

- Verbal reminders during class to keep student on task
- Use gradebook/Classroom to highlight missed work
- Allow extra time for completion of work as needed
- Meetings during Delsea One
- Calls to parents
- Contact guidance counselors/SAC
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration

- Delsea One
- SWAG

Formative Assessment

Warm-Ups:

- Question - Anything possible
- Fill-Ins - Prejudice
- Question - Kitty Genovese

Anticipatory Set:

- Fundamental Attribution Error Worksheet
- Conformity Demonstration
- IAT Review
- Question - Aggression
- Video Clip - Beauty and the Beast
- Compete or Cooperate

Closure:

- Exit Ticket
- Random Sampling
- Homework Assignments
- Whip around
- Classnote revisions

Summative Assessment

- Chapter Test - Social Thinking and Influence
- Chapter Test - Social Relations
- Marking Period Assessment (aligned to unit)

Benchmark (Assessments):

Skills-based assessment
Reading responses

Writing responses

Alternative Assessment(s):

Resources & Materials

- Psychology for AP, 2e - Myers
- Textbook companion website
- Textbook Test Generator
- Supplemental Reading - Littering
- Discovering Psychology Video - Stanford Prison Study
- Primary Source - Behavrioal Study of Obedience, Milgram
- Video - Milgram Experiment Revisited, Primetime
- Supplemental Reading - Dark Room Experiment
- Crash Course - Social Thinking
- Crash Course - Social Influence
- Quizlet - Social Thinking and Influence
- Implicit Association Test
- Discovering Psychology Video - Brown Eyes, Blue Eyes
- Primary Source - Teachers' Expectancies, Rosenthal and Jacobsen
- Video Clip - Beauty and the Beast
- Supplemental Reading - Kitty Genovese
- You Tube: Altruism
- You Tube: Reciprocity Norm
- Discovering Psychology Video - Jigsaw Classroom
- Kahoot - Social Relations
- Quizlet - Social Relations
- Google Classroom
- Google Docs - aligned to unit
- Google Forms - aligned to unit
- DVD - Migram Experiment Revisited, Primetime

Technology

- Discovering Psychology Video - Stanford Prison Study -
  https://www.learner.org/series/discoveringpsychology/19/e19expand.html
- Crash Course - Social Thinking -
  https://www.youtube.com/watch?v=h6HLDV0T5Q8&index=37&list=PL8dPuuaLjXtOPRKzVLY0jJ
  Y-uHOH9KVU6

- Crash Course - Social Influence - https://www.youtube.com/watch?v=UGxGDdQnC1Y&index=38&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6
- Quizlet - Social Thinking and Influence - https://quizlet.com/55401033/unit-14a-myers-for-ap-2e-flash-cards/
- Implicit Association Test - https://implicit.harvard.edu/implicit/education.html
- Discovering Psychology Video - Brown Eyes, Blue Eyes - https://www.learner.org/series/discoveringpsychology/20/e20expand.html
- Video Clip - Beauty and the Beast - https://youtu.be/x2rDrKUb6bM
- You Tube: Altruism - https://www.youtube.com/watch?v=Iw97CfZtyGw&feature=related
- You Tube: Reciprocity Norm - https://www.youtube.com/watch?v=mlhHTdDqoBc
- Discovering Psychology Video - Jigsaw Classroom - https://www.learner.org/series/discoveringpsychology/20/e20expand.html
- Kahoot - Social Relations - https://play.kahoot.it/#/?quizId=a6c309f0-7875-4e7b-aff5-b434b0d096a0
- Quizlet - Social Relations - https://quizlet.com/99532149/unit-14b-myers-for-ap-2e-flash-cards/

TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.