Unit 9: Social Psychology Copied from: AP Psychology, Copied on: 02/21/22

Content Area: **Social Studies**
Course(s): **AP Psychology**
Time Period: **AprMay**
Length: **2 weeks; Grades 11-12**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

AP Psychology, Grades 11-12

Social Psychology

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Mrs. Michele O'Brien

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8

Mr. George Droste, Director of Secondary Education

Board Approved: September 21, 2020

Unit Overview

In this unit, students will describe and explain behavior and mental processes within the context of social psychology.

Students will learn the following:

- Attribution Theory and Person Perception
- Attitude Formation and Attitude Change
- Conformity, Compliance, and Obedience
- Group Influences on Behavior and Mental Processes
- Bias, Prejudice, and Discrimination
- Altruism and Aggression
- Interpersonal Attraction

Enduring Understanding

- Psychological concepts and theoretical perspectives are pulled together from throughout the course as they relate to the field of social psychology.
- Social psychology is the study of how other people and groups influence behavior and mental processes as well as how behavior and mental processes influence our experiences in social situations.
- Social psychology also involves the study of how our perceptions of social situations impact how we interact with others and how others interact with us.
- Social psychologists may focus on one aspect of social situations or interactions and may do so from a variety of theoretical perspectives, including other integrative perspectives.

Essential Questions

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

Exit Skills

By the end of Unit 9, the student should be able to:

- Describe and explain behavior and mental processes within the context of social psychology.
- Analyze new social psychology theories while build on the knowledge of psychological theories in general.
- These theories specifically build on the biological, cognitive, and sociocultural theories discussed in earlier units as students learn new social psychology theories.
- The history of social psychology is filled with studies that are no longer considered ethical.
- Conduct valid research, identify ethical flaws, and use appropriate data and data collection processes through the psychological missteps that occur.
- Explain behavior in authentic context as it relates to group influences on behavior and mental processes, bias, prejudice, discrimination, altruism and aggression, and interpersonal attraction.
- Apply theories and perspectives in authentic contexts as it relates to the Attribution Theory and Person Perception.
- Analyze psychological research studies in relation to attitude formation and attitude change, conformity, compliance, and obedience.

New Jersey Student Learning Standards (NJSLS-S)

SOC.9-12.1	Concept Understanding
SOC.9-12.1.B	Explain behavior in authentic context.
SOC.9-12.1.C	Apply theories and perspectives in authentic contexts.
SOC.9-12.3	Scientific Investigation
SOC.9-12.9	Social Psychology
SOC.9-12.9.1	Attribution Theory and Person Perception
SOC.9-12.9.A	Apply attribution theory to explain motives.
SOC.9-12.9.B	Articulate the impact of social and cultural categories on self-concept and relations with others.
SOC.9-12.9.C	Anticipate the impact of self-fulfilling prophecy on behavior.
SOC.9-12.9.2	Attitude Formation and Attitude Change
SOC.9-12.9.D	Identify important figures and research in the areas of attitude formation and change.
SOC.9-12.9.E	Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.
SOC.9-12.9.3	Conformity, Compliance, and Obedience
SOC.9-12.9.F	Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.
SOC.9-12.9.G	Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.
SOC.9-12.9.4	Group Influences on Behavior and Mental Processes
SOC.9-12.9.H	Describe the structure and function of different kinds of group behavior.
SOC.9-12.9.I	Predict the impact of the presence of others on individual behavior.
SOC.9-12.9.5	Bias, Prejudice, and Discrimination
SOC.9-12.9.J	Describe processes that contribute to differential treatment of group members.
SOC.9-12.9.6	Altruism and Aggression
SOC.9-12.9.K	Describe the variables that contribute to altruism and aggression.
SOC.9-12.9.7	Interpersonal Attraction
SOC.9-12.9.L	Describe the variables that contribute to attraction.

Interdisciplinary Connections

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.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-

	CCR text complexity band independently and proficiently.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
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.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

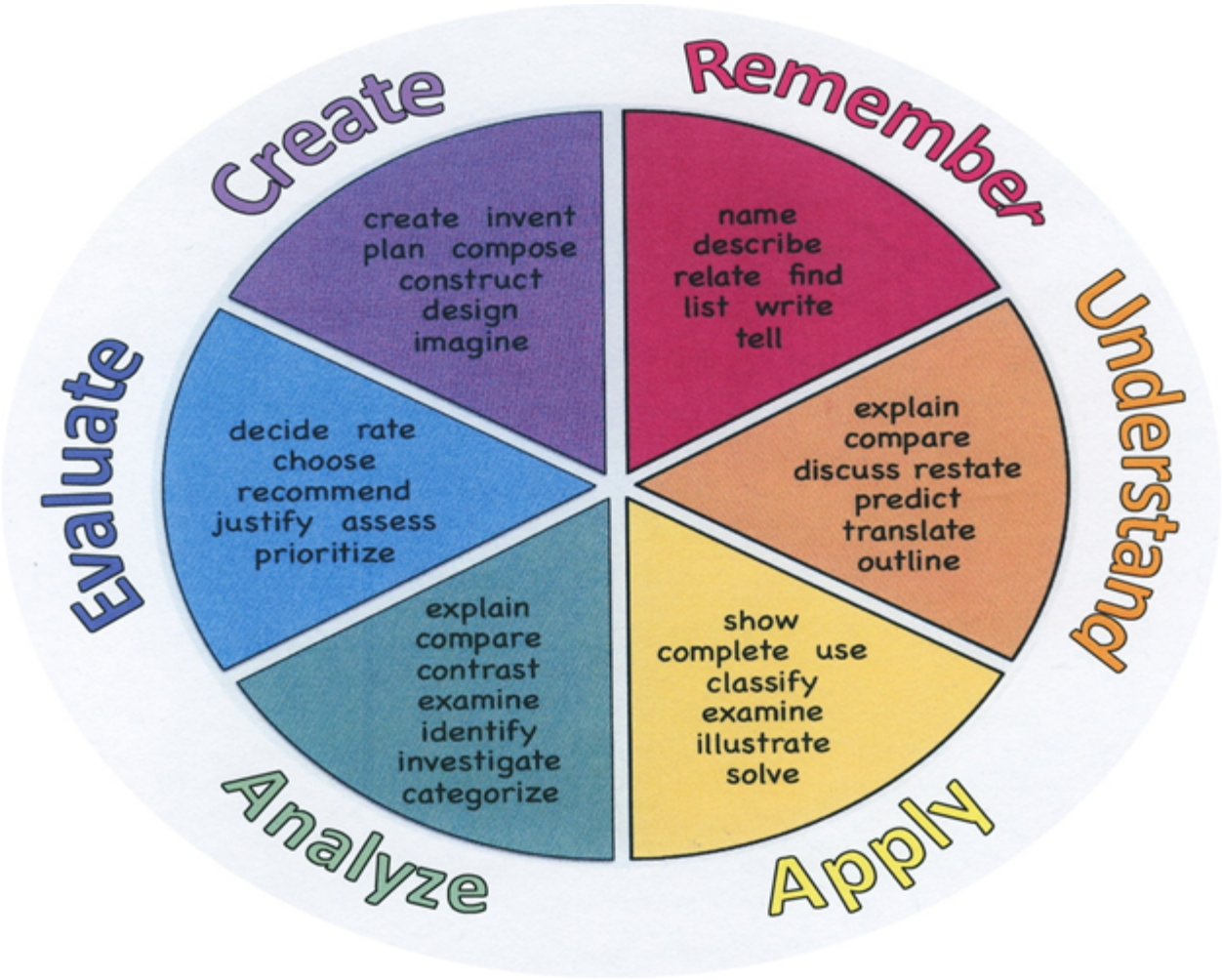
Learning Objectives

- Apply attribution theory to explain motives (Examples: Fundamental attribution error, Self-serving bias, False consensus effect, Confirmation bias, Just-world hypothesis, Halo effect).
- Articulate the impact of social and cultural categories on self-concept and relations with others (Examples: Gender, Race, Ethnicity).
- Anticipate the impact of self-fulfilling prophecy on behavior.
- Identify important figures and research in the areas of attitude formation and change, including Leon Festinger.
- Discuss attitude formation and change, including persuasion strategies and cognitive dissonance (Examples: Central route to persuasion, Peripheral route to persuasion, Cognitive dissonance, Elaboration likelihood model).
- Identify the contributions of key researchers in the areas of conformity, compliance, and obedience (Examples: Solomon Asch, Stanley Milgram, Philip Zimbardo).
- Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority
- Describe the structure and function of different kinds of group behavior.
- Predict the impact of the presence of others on individual behavior. (Examples: 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).
- Describe processes that contribute to differential treatment of group members (Examples: In-group/out-group dynamics, Ethnocentrism, Prejudice, Bias, Discrimination, Scapegoat theory, Stereotype, Out-group homogeneity bias, Mere-exposure effect).

- Describe the variables that contribute to altruism and aggression.
- Describe the variables that contribute to attraction.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Quickwrite: For example, have students complete “The Fundamental Attribution Error Activity” from the TOPSS Unit Lesson Plan by Allyson J. Weseley. Provide students with a card or paper that includes an attribution scale on each side. On one side, have them circle the traits that they identify with. On the other, have them circle the traits that describe the teacher. Have students count the number of “depends on the situation” responses on each side and compare the two.
- Debate: For example, have students read about the Stanford Prison Experiment or watch an excerpt from the documentary. Then ask students to identify the research methods described and evaluate the ethics of the experiment. Students can then debate the merits, ethics, and criticism of the experiment. Include the response to recent criticism published by Zimbardo and other researchers.
- Construct an Argument: For example, have students read the article “A Real-Life Lord of the Flies: The Troubling Legacy of the Robbers Cave Experiment.” Then ask them to identify the research methods described in the article and evaluate the ethics of the experiments. Ask them if the studies described offer any insights about group dynamics and, if so, what those insights are.
- Read case studies and psychological experiments related to Unit 9 (For example: "Acts of Altruism") and respond to related writing tasks using a personal response journal.
- Conduct experiments related to Unit 9 (For example: "Nonverbal Communication" Quick Lab; "Types of Persuasion" Experiment) and analyze the results using a rubric (student or teacher created).

- Analyze cartoons based on human behavior/psychology topics discussed in Unit 9 using a personal response journal.
- Create cartoons or other illustrations based on human behavior/psychology topics discussed in Unit 9.
- Student or teacher created rubrics for each project.
- Building a portfolio throughout the course; contains experiments and independent projects.
- Complete study guide for Assessment on "Social Psychology"
- Use Commonlit.org to reinforce standardized tests strategies.
- With a partner, watch several television commercials for a variety of products. Discuss with your partner the ways in which the advertisers are trying to sell their products. Use the teacher created rubric to answer a series of critical thinking questions (Bloom's Taxonomy: analyze, evaluate, create) for each advertisement.
- Collect example of nonverbal communication that you observe in other people. For each example, write a brief analysis that includes a description of the feelings that were communicated, how the feelings were expressed, the consistency of the feelings with spoken words, and if the spoken or unspoken message had a greater impact on the recipient.
- Attend a meeting of a school club or community organization. During the meeting, observe the group's leader and take notes on how they conduct the meeting. After the meeting, review the notes and decide the style of leadership that was used, as well as if it was the correct style for that meeting. Summarize your observations in an oral report and present it to the class.
- In a small group, write and perform a skit that shows one of the following social concepts: persuasion, social perception, group behavior, interaction, conformity, obedience, aggression, or altruism.
- Read the novel *The Wave* by Todd Strasser. Identify and analyze the social concepts present in the novel by creating a chart.
- Documentary options: The Central Park Five :A Ken and Sarah Burns Film – Racial bias, socioeconomic bias, media bias and prejudice, The Hunger Games (Part 1)- Conformity vs Anti Conformity
- Practice Quizzes (Multiple Choice Questions)
- Personal Progress Check 9 (Multiple-choice Questions; Free-response Questions)

Assessment Evidence - Checking for Understanding (CFU)

- Unit Test on Social Psychology-summative assessement
- Experiment on Types of Persuasion-alternate assessment
- Debate on The Stanford Prison Experiment-formative assessment
- Personal Progress Check 9-self-assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets

- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Pearson Psychology AP Edition (Fourth Edition) by Saundra K. Ciccarelli & J. Noland White:

- *Student Edition Textbook*
- *Teacher Edition & Resources (online)*
- *Ebook with interactive component (MyPsychLab)*

Ancillary Resources

- *HMH Psychology Text Set: Ebook and Textbook* (Readings: Case Study, Current Research in Psychology, Cultural Diversity in Psychology, Psychology in Today's World, Careers in Psychology; Statistically Speaking; Lab Experiments: Quick Labs, Labs, Experiments, Simulations)
- *Psychology Principles in Practice* Power Point Presentations
- *Psychology* Student Edition by Educational Impressions
- *Psychology* Teacher Supplement by Educational Impressions
- *Famous Psychology Experiments* (Social Studies School Service)
- *Great Thinkers in Psychology* (Social Studies School Service)

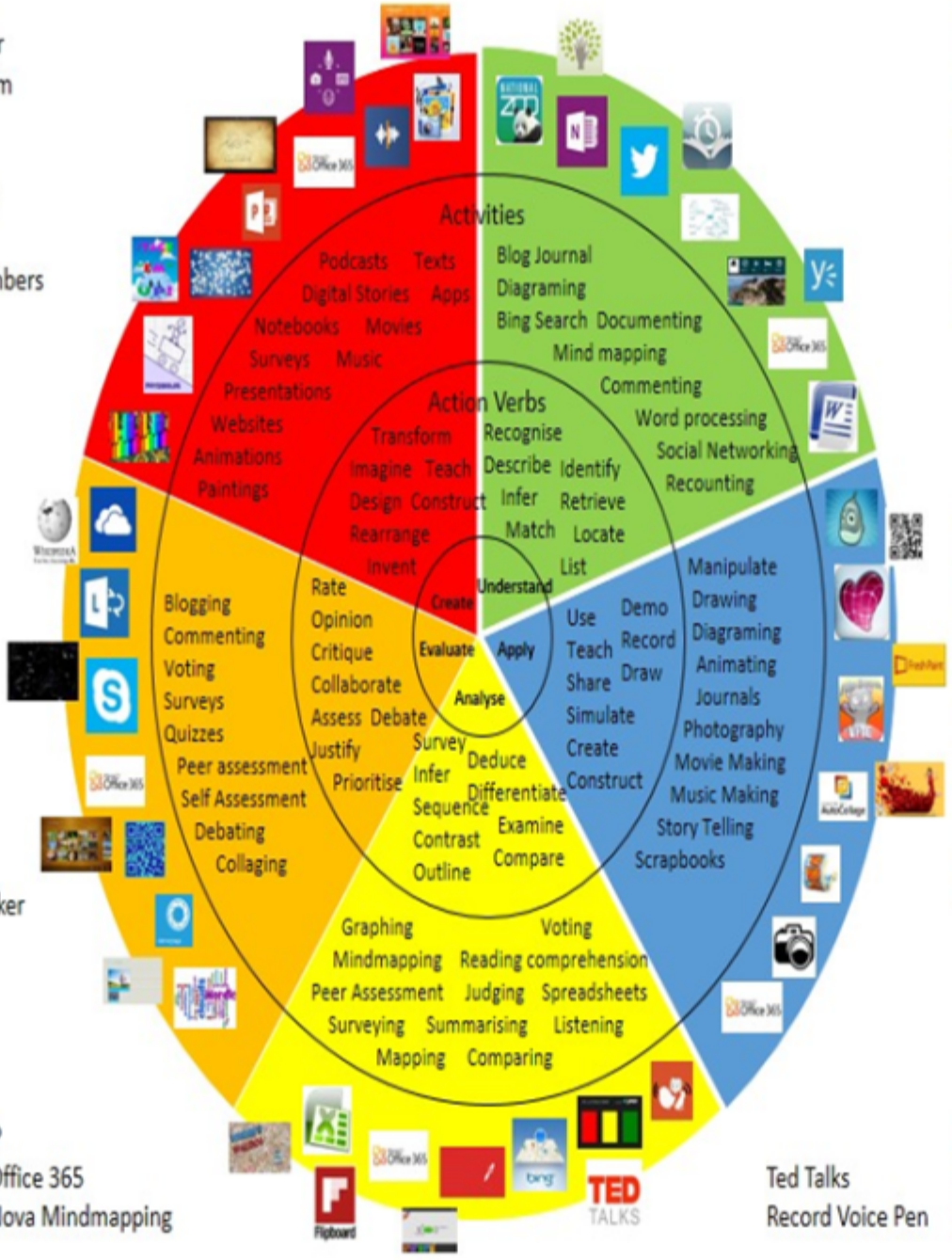
Technology Infusion

- *MyPsychLab/*HMH online/Youtube videos: "Group Conformity"; "What's In It For Me?: Persuasion: Three Methods"
- *MyPsychLab* Simulation "Implicit Association Test: Prejudice?"
- Use of Google Classroom/Slides for Presentation on Unit 9

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

21st Century Skills/Interdisciplinary Themes

The **21st Century/Interdisciplinary Themes** that will be incorporated into this unit include:

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT(Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

The **21st Century Skills** that will be incorporated into this unit include:

- Global Awareness
- Civic Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Preview vocabulary for the textbook sections "Social Influence: Conformity, Group Behavior, Compliance, and Obedience" and "Social Cognition: Attitudes, Impression Formation, and Attribution".
- Small group instruction for guided notes on "Social Psychology".
- Small group assignment for "Acts of Altruism" case study.
- Study guides for "Social Psychology" Assessments.
- Project-based learning for "Types of Persuasion" Experiment.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text

- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Provide a copy of teacher's notes for Unit 9.
- Decrease the number of slides for Unit 9 student presentation.
- Modify Experiments/Labs for Unit 9.
- Provide modifications as dictated in the student's IEP/504 plan.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Provide a copy of teacher's notes for Unit 9.
- Decrease the number of slides for Unit 9 student presentation.

- Modify Experiments/Labs for Unit 9.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Allow the use of notecards on the Unit Test on "Social Psychology".
- Decrease the number of slides for the Unit 9 student presentation.
- Modify Labs/Experiments for Unit 9.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test

- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Project-based learning for in-depth research on Unit 9 topics.
- Use research to debate the Stanford Prison Experiment.
- Used advanced problem solving skills to complete a "quick lab" on nonverbal communication.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson