



Marietta City Schools
2023–2024 District Unit Planner

AP Psychology

Unit title	<i>Unit 9: Social Psychology</i>	Unit duration (hours)	<i>14 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

SSPSP1 Analyze the impact of the social environment on behaviors, and attitudes.

- a. Explain phenomena that result from the influence of the social environment on the individual and vice versa: include obedience, social facilitation, social loafing, bystander apathy, conformity such as Asch’s experiment, groupthink, group polarization, and deindividuation.
- b. Analyze attribution and cognitive dissonance theories pertaining to social judgments and attitudes.
- c. Explain the factors that contribute to affiliation and attraction, include: proximity, mere exposure effect, and similarity.
- d. Analyze and evaluate the ethics of experimentation in social psychology, include: Milgram’s experiment of obedience and Zimbardo’s Stanford Prison Experiment.

9.1 Three Main Focuses of Social Psychology

9.2 Attribution Theory

9.3 Fundamental Attribution Error

9.4 Cognitive Dissonance Theory

9.5 Looking Glass Effect

9.6 Conformity and Obedience

9.7 Social facilitation and loafing

9.8 Deindividuation

9.9 Group Polarization and Groupthink

10.- Privilege

10.1- Antisocial Relations

10.2 Prosocial Relations

Essential Questions

What is the difference between social psych and sociology?

What are the three main focuses of social psychology? How people 1) think about, 2) influence, and 3) relate to one another

How do we tend to explain others' behavior and our own?

How does what we think affect what we do?

How does what we do affect what we think?

How do we relieve tension?

What is social contagion, and how do conformity experiments reveal the power of social influence?

What do the social influence studies teach us about ourselves?

How much power do we have as individuals?

How does the presence of others influence our actions via social facilitation, social loafing, and deindividuation?

How can group interaction enable group polarization?

How can group interaction enable group think?

How does culture affect our behavior?

How does psychology's definition of aggression differ from everyday usage?

What biological factors make us more prone to hurt one another?

What psychological and social-cultural factors may trigger aggressive behavior?

Why do we befriend or fall in love with some people but not others?

How does romantic love typically change as time passes?

What is altruism?

When are people most-and least- likely to help?

How do social exchange theory and social norms explain helping behavior?

How do social traps and mirror-image perceptions fuel social conflict?

What can we do to promote peace?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Unit 9 Vocab Quiz
Simulation Participation

Summative Assessment(s):

-Unit 9 Free Response Question
-Unit 9 Summative
-Social Psychology Project

Learning Experiences

Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.
9.1 Three Main Focuses of Social Psychology	Intro to Social Psych Notes Read Social Thinking Unit 9 Vocab	Sketch Notes Guided Notes
9.2 Attribution Theory 9.3 Fundamental Attribution Error 9.4 Cognitive Dissonance Theory	<p>-Quotes PPT- Class Discussion about reaction to dispositions and situations.</p> <p>-Social Thinking: Notes Attribution Styles</p> <p>- Attribution Scale: Distribute two copies to each student. Have students complete the scale twice, once for a former teacher (or some prominent public figure, say, Rush Limbaugh) and once for themselves. After they have completed both forms, have them count the number of times they circled “depends on the situation” on each rating sheet. A show of hands will demonstrate a greater tendency to attribute the other person’s behavior to personal disposition, while attributing their own behavior to the environment. Ask students why this may be the case.</p> <p>- FAE- we overestimate the influence of personality and underestimate the influence of situations—particularly with strangers---but for ourselves when we behave badly (self-serving bias)</p> <p>-The Effects of Attribution</p> <p>- “Good things happen to good people.”</p> <p>- “Better to drain the swamps than swat the mosquitos.”</p> <p>- Point to Remember: Our attributions- to individuals’ dispositions or to their situations-</p>	<p>Group-Based Assignments w/mixed groups</p> <p>Vocabulary</p> <p>Sentence Starters</p> <p>Small Groups</p> <p>Scaffolded learning via chunking information</p> <p>Grouping for Technique presentations via random or self-selected</p> <p>Jigsaw technique</p>

	<p>should be made carefully. They have real consequences.</p> <ul style="list-style-type: none"> - “Watch your thoughts, they become your words. Watch your words, they become your actions. Watch your actions, they become habits. Your habits become your character. Your character is your destiny.” - Central route persuasion- more direct, focusing on the heart of the issue being discussed. The issues are the hear or center of the matter Ex: Al Gore’s movies An Inconvenient Truth or Supersize Me - Peripheral route persuasion- more indirect, focusing on things that really may not have any direct connection to the issue at hand Ex: commercials http://www.youtube.com/watch?v=3OTVcByOTzo 	
<p>9.5 Looking Glass Effect</p> <p>9.6 Conformity and Obedience</p>	<ul style="list-style-type: none"> · How does what we do affect what we think? - “Start small and build.” <p>Foot-in-the door phenomenon- Ex: later curfew</p> <p>Door-in- the-face technique- persuader attempts to convince the respondent to comply by making a large request that the respondent will most likely turn down, much like a metaphorical slamming of a door in the persuader's face. The respondent is then more likely to agree to a second, more reasonable request, compared to the same reasonable request made in isolation- ex: borrowing money or money for a prom dress</p> <ul style="list-style-type: none"> - “Fake it ‘till you make it.” <p>How role-playing affects attitudes- ex: ted talk on stand with arms on hips and tall to make you feel more confident before an interview</p> <ul style="list-style-type: none"> - Cognitive Dissonance theory- we act to reduce the discomfort (dissonance) we feel when two of our thoughts (cognitions) are inconsistent. For example, when our awareness of our attitudes and of our actions clash, we can reduce the resulting dissonance by changing our attitudes. - Looking Glass Effect- When we are aware of our attitudes, they are more 	<p>Read Social Influence: Conformity and Obedience</p> <p>Group collaboration for examples of conformity techniques.</p>

likely to guide our actions. Researchers have made participants more aware by installing mirrors in the laboratory. This is called the “looking glass effect.” Nearly all college students say that cheating is morally wrong. They had students work on an anagram-solving task that was presumably an IQ test. They told them to stop when a bell sounded. Left alone, 71% cheated by working past the bell. For students working front of a mirror, only 7% cheated.

- Abu Ghraib Prison: An “Atrocity-Producing Situation?”
- You Tube (5:57): ABC News: Stanley Milgrim and Phillip Zimbardo’s Studies applied to Abu Ahraib Prison atrocities
<http://www.youtube.com/watch?v=fa7QZWfivtc>

The text cites Abu Ghraib as an example of an “atrocity-producing situation.” Rather than being an example of a “few bad apples” practicing abuse on helpless victims, it may more accurately illustrate how a toxic environment can make even good apples go bad. You can readily extend the text discussion with an analysis of additional social psychological processes that led to the cruelty. Important aspects of social perception, social influence, and social relations are all represented.

In comparing his famous Stanford Prison with that in Iraq, Philip Zimbardo states, “It's not that we put bad apples in a good barrel. We put good apples in a bad barrel. The barrel corrupts anything that it touches.” The following factors seem important in understanding the cruelty.

PREZI on Conformity

Norms- expectations about what behavior, thoughts, or feelings are appropriate within a given group within a given context.

- Ask students to give examples of social norms that influence them daily
- Conformity- yielding to, or going along with, a perceived social norm
- ex: my child laughing at the musical when she had no clue what she was laughing at- we are natural mimics (chameleon effect)—connect to motor neurons
- Chameleon effect- nonconscious mimicry of the postures, mannerisms,

facial expressions, and other behaviors of one's interaction partners, such that one's behavior passively and unintentionally changes to match that of others in one's current social environment.

- Elevator experiment example:

<https://www.youtube.com/watch?v=aOOfkM-nGQ>

· Asch's conformity experiment Asch's Experiment (5:45 min)

<http://www.youtube.com/watch?v=NyDDyT1lDhA>

Conditions that strengthen conformity:

- When we feel incompetent or insecure
- When the group has at least three people
- When the group is unanimous
- When we admire the group's status and attractiveness
- When we have made no prior commitment to any response
- When others in the group observe our behavior
- When our culture strongly encourages respect for social standards

Reasons for conforming

- Normative social influence- influence resulting from a person's desire to gain approval or avoid disapproval
- Informational social influence- influence resulting from one's willingness to accept others' opinions about reality

· Milgram's experiment (show about 5 min)

https://www.youtube.com/watch?v=fCVII-_4GZQ

- Under what conditions are we most likely to be obedient?
- When the person giving the order is close at hand and is perceived to

	<p>be a legitimate authority figure</p> <ul style="list-style-type: none"> - When the authority figure is supported and held in high esteem - When the victim was depersonalized or at a distance - When there are no role models for defiance 	
<p>9.7 Social facilitation and loafing</p> <p>9.8 Deindividuation</p>	<p>GROUP BEHAVIOR PPT</p> <ul style="list-style-type: none"> · Social facilitation- the audience effect, is the tendency for people to perform differently when in the presence of others than when alone. Compared to their performance when alone, when in the presence of others, they tend to perform better on simple or well-rehearsed tasks and worse on complex or new ones. <ul style="list-style-type: none"> - Relate social facilitation with test anxiety. While some people feel distinct anxiety any time they take a test, most people only feel anxiety if they are not prepared for an assessment. -Social loafing- the phenomenon of a person exerting less effort to achieve a goal when they work in a group than when they work alone. <p>Tug-a-war example</p> <ul style="list-style-type: none"> · Deindividuation – people in groups tend to lose some of their own self-awareness and self-restraint when in groups. They become less of an individual and more anonymous. In a sense, people will do things in groups they otherwise would not because they feel less responsible for their actions and less like an individual. <ul style="list-style-type: none"> <i>Anonymity</i>, so I can not be found out. <i>Diffused responsibility</i>, so I am not responsible for my actions. <i>Group size</i>, as a larger group increases the above two factors. - UT example- tearing down goal posts after beating AL · Group polarization- group polarization refers to the tendency for a group to make 	<p>Vocabulary tiered development- Quizlet, Blooket, Kahoot, guided application, flashcards.</p> <p>Groups and independent work.</p> <p>Student voice and choice.</p>

	<p>decisions that are more extreme than the initial inclination of its members.</p> <ul style="list-style-type: none"> · Groupthink- occurs when a group makes faulty decisions because group pressures lead to a deterioration of “mental efficiency, reality testing, and moral judgment” - Example- Bay of Pigs, Frye Festival <p>Students may get conformity and groupthink confused. Help them distinguish these concepts using these explanations:</p> <ul style="list-style-type: none"> -Groupthink occurs when people suppress their opinions (self-censoring) in order to maintain perceived group harmony. Everyone in the group seems to be going along with the leader, making it difficult to speak out. -Conformity occurs simply when people don’t want to be different. They are not necessarily self-censoring. Rather, they are going along due to normative or informational social influence. 	
<p>9.9 Group Polarization and Groupthink</p> <p>10.- Privilege</p> <p>10.1- Antisocial Relations</p> <p>10.2 Prosocial Relations</p>	<p>Privilege Walk</p> <ul style="list-style-type: none"> · Antisocial Relations ppt. · Stereotype and Prejudice (attitude) vs. Discrimination (behavior)- belief vs. action · Explicit and Implicit Prejudice · Implicit Attitude Test- not overt, but implicitly bias (hidden bias) <p>Hidden Bias Tests measure unconscious, or automatic, biases. Your willingness to examine your own possible biases is an important step in understanding the roots of stereotypes and prejudice in our society.</p> <p>https://implicit.harvard.edu/implicit/takeatest.html</p> <p>HAVE STUDENTS CHOOSE 2 (ONLY 2) TESTS TO TAKE</p>	<p>Teacher provides technology support with learning materials on schoology.</p> <p>Pre-teach academic vocabulary through flipped learning homework.</p> <p>Grouping via random or self-selected.</p>

Committing to change

If people are aware of their hidden biases, they can monitor and attempt to ameliorate hidden attitudes before they are expressed through behavior. This compensation can include attention to language, body language and to the stigmatization felt by target groups.

Common sense and research evidence also suggest that a change in behavior can modify beliefs and attitudes. It would seem logical that a conscious decision to be egalitarian might lead one to widen one's circle of friends and knowledge of other groups. Such efforts may, over time, reduce the strength of unconscious biases.

It can be easy to reject the results of the tests as "not me" when you first encounter them. But that's the easy path. To ask where these biases come from, what they mean, and what we can do about them is the harder task.

· Don't show, but discuss....PBS: A Class Divided (55 min)- In 1970, an innovative teacher attempted a daring experiment in her elementary school classroom. To evaluate how racial stereotypes affect young children, Jane Elliott divided her class between those with blue eyes and those with brown and gave blue-eyed children preferential treatment. This classic program presents the long-term effects of racial stereotyping in schools and suggests how new approaches can make a positive difference with students and teachers

<http://www.pbs.org/wgbh/frontline/film/class-divided/>

· Roots of Prejudice Vocabulary Activity

· Social Trap demonstration:

A Social Dilemma: Individual Gain or Common Good?

- Students are instructed not to communicate in any way. To do so is to forfeit their right to participate. This is very important. The spirit of the social dilemma is lost if students are allowed to interact (aren't people more likely to recycle if someone is watching over them?).

- Students are instructed to write the number of points they want, either 5 or 15. Ballots

	<p>are folded in half and passed in. Students are directed to ask for either a small number of bonus points or a larger number of bonus points. The catch is that if 15% or more of the class asks for the larger number of points, no students receive points. If, on the other hand, less than 15% of the class asks for the larger number of points, those students get the larger number and everybody else gets the smaller number of points.</p> <ul style="list-style-type: none"> - Use example ballot · Preview Outline: Attraction, Altruism, Conflict and Peacemaking · Powerpoint presentation Presentation: - Aggression - Attraction - Altruism <p>Brain Games: Laws of Attraction—season 3 episode 2—22 minutes</p> <ul style="list-style-type: none"> · Brain Games - Laws of Attraction - YouTube <p>Team Building game- Catch Phrase</p>	
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Content Resources

<p>Kahoot, Blooket, Quizlet, Quiziz</p> <p>Barron’s Flashcards Box</p> <p>Myers Textbook AP Psychology 9th Edition</p> <p>Barron’s AP Psychology Review</p>
