



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

IB Psychology Y1

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| Unit Title/ Topic | <i>Unit 2: Socio-Cultural Psychology</i> | Hours | <i>25 Hours</i> |
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Unit Description and texts

The sociocultural approach examines the effect of environmental and cultural factors on behavior. The focus in this unit is on our social identity, conformity and how we learn the norms of our own culture. This unit will show how there is a bidirectional relationship between the individual and the group and how our cultural norms affect the way we think and behave. Stereotype formation and effects of stereotypes will also be investigated and discussed as part of the IB curriculum.

| Transfer goals/Skills | Approaches to learning (ATL) |
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| <p>Skills:</p> <p>Students' thinking- Apply and evaluate a holistic approach to understanding behavior.</p> <p>Social- Consider ethical concerns about the way in which psychological research is carried out and applied.</p> <p>Self-management- Apply psychological theory to resolve interpersonal conflict.</p> | <p>Category: Thinking Cluster: Critical thinking: Analyzing and evaluating issues and ideas Skill Indicator: Draw reasonable conclusions and generalization</p> <p>Category: Social Cluster: Collaboration skills: Working effectively with others Skill Indicator: Students are asked to write a response to the feedback on their first essay, setting their own personal goals for improvement.</p> <p>Category: Communication Cluster: Communication skills: Exchanging thoughts, messages and information effectively through interaction Skill Indicator: Students will express what they have learned but also listen and react to the ideas and evidence presented by their peers.</p> |

| Content/skills/concepts | | Learning process | |
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| <p style="text-align: center;"><u>Students will know the following content:</u></p> <p>How social identity theory can be used to explain behavior. How social cognitive theory can be used to explain behavior. What is the origin of stereotypes and what effect might they have on behavior? How do cultural dimensions affect behavior? To what extent are our behaviors and cognitive processes affected by our culture? Discuss enculturation of parenting and child training practices. Discuss the process of acculturation and the effects it may have on an individual's behavior. HL: How does globalization affect individual behavior? How does the interaction of one's global and local identity affect one's mental health? How do psychologists study the effects of globalization on behavior?</p> <p style="text-align: center;"><u>Students will develop the following skills:</u></p> <p>Evaluating psychological theories and research. Predicting outcomes based on past knowledge Writing a well-developed response to "discussion" questions. Carrying out an observational study.</p> <p style="text-align: center;"><u>Students will grasp the following concepts:</u></p> <p>The sociocultural approach examines the effect of environmental and cultural factors on behavior. The focus in this unit is on our social identity, conformity and how we learn the norms of our own culture. A major focus of the unit is the development of gender roles. Culture and change (acculturation, enculturation, dimensions) Determinism vs autonomy Emic vs etic approaches to research Identity (individual, social, global, local)</p> | | <p>Lecture Small group/pair work PowerPoint lecture/notes Student lecture/leading Interdisciplinary learning Group activity</p> <p>Details: Powerpoint presentation, student debates/seminars, pair work, use of sample responses, scaffolded evaluation grids, critical thinking exercises (brainstorming definitions, prioritizing arguments/theories), revision worksheets.</p> <p>Others: Students will work through this self-paced lesson and work together to create an outline for certain topics. Students will also role play a psychological study for the purpose of application and memory strategy.</p> | |
| Language and Learning | | TOK Connections | |
| <p>Activating background knowledge Acquisition of new learning through practice</p> <p>Details: In order to assist students with their evaluation skills, I have vocabulary related to research evaluation hanging around the</p> | | <p>Ways of knowing Areas of knowledge</p> <p>Details: There are several potential links to TOK. The role of culture and how we learn our</p> | |
| | | CAS connections | |
| | | <p>Creativity Activity Service</p> <p>Details: As part of our discussion of social identity, we look at homelessness and link it to ways of implanting community</p> | |

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| classroom. In addition, I have students generate their own definitions. To assist with vocabulary development, Inthinking has a glossary of terms for each unit. I have students practice writing their own definitions. Key vocabulary for the day's lesson is always written on the board as a summary of the lesson. | culture are interesting links to knowledge. In addition, the emic vs etic approach to research is a good link to inductive and deductive ways of knowing. | service through our schools club or other organizations. We also discuss how the "contact hypothesis" could theoretically be used to improve the relationship between refugees and the local community. Finally, we discuss how cultural dimensions may affect the way people think about the environment. If we are going to try to change our environmental behaviors in our culturally diverse school community, what considerations would have to be made to move forward? |
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Essential Understandings and Questions

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| <p>Factual:</p> <p>Conceptual:</p> <p>Debatable:</p> |
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Common Assessment Tasks
List of formative and summative assessments.

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| DP Assessments | Assessment Objectives Scaffolded evaluation grids – students will synthesize and evaluate the contribution of psychological theories to understanding human behavior. Essay Response Question - students will demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question | Formative Assessments | Quizzes SAR checklists Scaffolded evaluation grid Infographic of key studies Study guides | Summative Assessments | Writing assignment: Essay response question related to any of the following content: <ul style="list-style-type: none"> ● Social identity theory ● Social cognitive theory ● Stereotypes ● Culture and its influence on behavior and cognition. ● Cultural dimensions ● Enculturation ● Acculturation |
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Learning Experiences
Add additional rows below as needed.

| Topic 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 |
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| Sociocultural Approach | Sociocultural Worksheet - students will use this worksheet to keep track of topics, content, vocabulary words, and arguments for paper 1 purposes. | Pre-teach academic vocabulary through flipped learning homework Scaffolded learning via chunking information |
| Cultural origins | Deep vs surface culture activity Introduction: Culture PPT Students will use this activity to identify examples of deep culture and surface culture as we begin unlocking cultural origins of human behavior. | Extended learning via TEDTalk and Edpuzzle videos Self-directed learning by way of problem-based learning Grouping via random or self-selected |
| Enculturation | Enculturation web diagram activity - students will create a diagram that shows cultural norms they have established through the different societal groups in the context of their culture. | Learning through role play Students will affirm their own identity by investigating globalization and the effect on human behavior, including their own. |
| Acculturation | Acculturation matching task - students will apply their knowledge and understanding of the different acculturation strategies to the five scenarios in this activity for deeper understanding | Students will extend their learning as they learn that cultures have values which may influence an individual's behavior. |
| Social Identity Theory - outgroup homogeneity effect | Study Replication/Role Play - Park and Rothbart study - students will role play this study on the out-group homogeneity effect where they make application references | When they discuss what it means when people from two different cultures are asked to collaborate - whether that be in school, work or in a romantic relationship. |
| Formation of Stereotypes | Stereotyping self-paced learning tasks - students will work through this self-paced lesson and work together to create an outline for TWO possible essay questions related to the formation of stereotypes OR effects of stereotypes. | |
| Content Resources | | |
| IB Psychology Guide IB Course Companion | | |

[InThinking website](#)
[Themantic Education](#)

I. Conformity and Cultural dimensions

- A. [Culture and conformity PPT](#)
- B. [Memory Quiz: Asch's Conformity Study](#)
- C. [Cultural dimensions PPT](#)
- D. [Cultural dimensions assignment](#)
- E. **videos:**
 - 1. [Three types of social influence](#)
 - 2. [Solomon asch conformity study](#)
 - 3. [Resisting conformity in Thailand](#)
 - 4. [Cultural Dimension: Me or We](#)
 - 5. [Social Conformity - Brain Games video](#)
 - 6. [Hofstede interview](#)

F. Websites:

- 1. <https://www.hofstede-insights.com/product/compare-countries/>
- G. [Berry 1967 study](#) (culture and conformity)
- H. [Berry's cross-cultural study assignment](#)
- I. [Bond and Smith meta-analysis](#) study

II. Enculturation

- A. [Enculturation intro PPT](#)
- B. [Enculturation Intro reading](#)
- C. [Enculturation web diagram activity](#)
- D. [Economics and cultural values PPT](#)
- E. [economics and cultural values card activity](#)
- F. [Culture and Identity: Enculturation reading and assignments](#)
- G. [Speed dating activity: Enculturation](#)
- H. [Enculturation Unscramble SAR activity](#)

III. Acculturation

- A. [Acculturation Intro PPT](#)
- B. [Acculturation matching task](#)
- C. [Acculturation and psychological distress PPT](#)
- D. [Acculturation and psychological distress reading](#)
- E. [Acculturation Mind Map example](#)

F. videos:

- 1. [TedXTalk: What if you were an immigrant?](#)

IV. The individual and the group

A. Social identity theory

- 1. [Social Categorization reading](#)

2. [Social Comparison reading](#)
3. [Social Identity Theory description reading](#)
4. [Study Replication/Role Play - Park and Rothbart study](#)
5. [Study Replication/Role Play - Tajfel study](#)

B. Social cognitive theory:

1. [Social cognitive theory reading](#)
2. [SCT and cultural norms PPT](#)
3. [Social cognitive theory lessons](#)
4. [SCT Independent tasks](#)
5. [Bobo doll with questions group activity](#)
 - a) [answer key](#)
6. **videos:**
 - a) [Bobo Doll experiment 1961 and 1963 study summary video](#)
 - b) [The Brain: A Secret History - Emotions; Bandura Bobo Doll Experiment](#)

C. Formation of stereotypes:

1. [Stereotyping self-paced learning with tasks](#)
2. [prejudice and discrimination worksheet](#)
3. [Stereotype and out-group homogeneity effect reading](#)
4. [Stereotypes and out-group homogeneity effect PPT](#)
5. [Biology and Racial Bias reading](#)
6. **videos for the prejudice and discrimination worksheet above:**
 - a) [The Socialization and Comfortableness of Microaggressions | Andrea Boyles | TEDxLindenwoodU](#)
 - b) [Black Self / White World — lessons on internalized racism | Jabari Lyles | TEDxTysonsSalon](#)
 - c) two videos to connect how our brain uses shortcuts and categorizes everything.
 - (1) video 1: [Prejudices Are Harder to Shake Than You Think, with Heidi Grant Halvorson | Big Think](#)
 - (2) video 2: [The Neuroscience of "other"](#)
 - d) this video links the amygdala to racial bias (to some extent)Video 3: [Neuroscience could help identify Racial Bias by Brains on Trial](#)

V. HL Extension: The influence of globalization on individual behavior

- A. [What is Globalization PPT](#)
- B. The effect of the interaction of local and global influences on behavior
- C. Research methods used to study the influence of globalization of behavior

VI. Short Answer Response documents

- A. [SAR checklist](#)
- B. [SAR template](#)/planning sheets

VII. QUIZLET/QUIZIZZ/KAHOOT review links

- A. Quizlet LIVE class/group game for:
 1. [Enculturation Key Terms](#)
 2. [Enculturation Key studies](#)
 3. [Acculturation Key Terms](#)
 4. [Acculturation Key studies](#)

5. [Kahoot QUIZ for I - IV content](#)
6. [Social Cognitive Theory review](#)