Marietta City Schools

2024–2025 District Unit Planner

Individuals and Societies: AP Psychology

Unit title	Unit 4: Social Psychology and Personality	Unit duration (hours)	15-25% Exam
			14 Days

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Ga DoE Standards

College Board Subtopics:

4.1 Attribution Theory and Person Perception

4.2 Attitude Formation and Attitude Change

4.3 Psychology of Social Situations

4.4 Psychodynamic and Humanistic Theories of Personality

4.5 Social-Cognitive and Trait Theories of Personality

4.6 Motivation

4.7 Emotion
SSPBC1; SSPBC2; SSPBC3

Map and Globe Skills:
6. use map key/legend to acquire
information from, historical, physical,

political, resource, product and economic

maps

Information Processing Skills:

3. identify issues and/or problems and alternative solutions

8. identify social studies reference resources to use for a specific purpose

16. check for consistency of information

SS Reading Skills:

L9-10RHSS6; L9-10RHSS8;

SS Writing Skills:

L11-12WHST1; L11-12WH

MCS Gifted Stds:

S4A, S4B, S4C, S4D, S4E

Essential Questions

Social Perception:

- How do we form first impressions of others, and what factors influence these perceptions?

- What are attribution theories, and how do we explain the causes of others' behaviors?

- How do stereotypes affect our perceptions and interactions with others?

Social Influence:

- What are the key factors that lead to conformity and obedience?

- How do group dynamics influence decision-making and behavior?

- What are the mechanisms behind persuasion and attitude change?

Social Relationships:

- What factors contribute to interpersonal attraction and liking?

- How does social support impact mental health and well-being?

- What are the different types of love, and how do they develop?

Aggression and Prosocial Behavior:

- What are the psychological factors that contribute to aggressive behavior?

- What conditions promote helping behavior and altruism?

Personality Theories:

- What are the major personality theories (e.g., Psychoanalytic, Trait, Humanistic), and how do they explain personality development?
- What are the Big Five personality traits, and how do they manifest in behavior?
- How do personality assessments measure individual differences?

Cultural Influences:

- How does culture impact social behavior and personality development?
- How do cultural norms influence social interactions?

Assessment Tasks
List of common formative and summative assessments.

Formative Assessment(s):

-Emotion, Stress, Health Vocabulary Quiz

- Personality Quiz

-Motivation Quiz

-Thinking and Language Quiz

Summative Assessment(s):

-Motivation optional Project

-Group Discussion

-Unit Group Presentation

-Unit 4 AAQ

-Unit 4 Summative

-Unit 4 EBQ

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.
4.1 Attribution Theory and Person Perception	-Quotes PPT- Class Discussion about reaction to dispositions and situations. -Social Thinking: Notes Attribution Styles - 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. - 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) -The Effects of Attribution - "Good things happen to good people." - "Better to drain the swamps than swat the mosquitos." - Point to Remember: Our attributions- to individuals' dispositions or to their situations- should be made carefully. They have real consequences. - "Watch your thoughts, they become your words. Watch your words, they become your	Group-Based Assignments w/mixed groups Vocabulary Sentence Starters Small Groups Scaffolded learning via chunking information Grouping for Technique presentations via random or self-selected Jigsaw technique

	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	

4.2 Attitude Formation and Attitude Change	· How does what we do affect what we think?
	
	- "Start small and build."
	
	      Foot-in-the door phenomenon- Ex: later curfew
	
	      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
	
	    - "Fake it 'till you make it."
	
	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
	
	    - 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 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
		Read Social Influence: Conformity and Obedience
		
		Group collaboration for examples of conformity techniques.

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=aOOsfkM-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=fCVlI-_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 be a legitimate authority figure

	- 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	
4.3 Psychology of Social Situations	Intro to Social Psych Notes Read Social Thinking Unit 9 Vocab	Sketch Notes Guided Notes

4.4 Psychodynamic and Humanistic Theories of Personality	**Introduction to Personality**
	
	Psychoanalytic Theories of Personality
	
	What was Freud's view of personality and its development?
	
	How is the complex feeling associated with the Oedipus Complex resolved through the process of identification?
	
	How did Freud think people defended themselves against anxiety?
	● Freud's Psychoanalytic Theory (use powerpoint)
	
	   - Iceberg: connect to manifest content and latent content of dreams
	
	   - Psychosexual Stages
	
	      ☐ Oedipus Complex and Identification
	      ☐ Fixations: oral, anal, etc.
	
	· Personality Structure:
	
	   - Id, Ego, Superego Discussion: alarm clock scenario
	
	   - The Cat in the Hat- to show id, ego, supergo
		Scaffolded learning via chunking information
		
		Read Psychodynamic Theories

	Defense Mechanism Handout: Have students discuss in groups and give new examples of each… discuss as class - Groups come up with new/personal examples of each defense mechanism **Behaviorism and Social Cognitive Theories of Personality** How did Freud think people defended themselves against anxiety? What are projective tests, and how are they used? · Defense Mechanism Review · Free Association- a method of exploring the unconscious in which the person relaxes and says whatever comes to mind, not matter how trivial or embarrassing · Projective Tests 1. Thematic Apperception Test (TAT)- powerpoint - Ask for a volunteer to "tell the story" out loud to the class. Ask the class to be psychoanalysts… don't be afraid to be wrong or to overanalyze… write things down 2. Rorschach Inkblot Test- powerpoint After showing each card, read interpretation for it · [Rorschach and Freudians: Crash Course Psychology #21 - YouTube](#) HW read The Neo-Freudian and Later Psychodynamic Theorists	
4.5 Social-Cognitive and Trait Theories of Personality	**Measuring Personality** Social-Cognitive Theories and the Self	Read The Neo-Freudian and Later Psychodynamic Theorists. Individual/Partner/Team collaboration jigsaw to complete Myers Review FOrmative of Unit

	· Discuss results of Big Five and Myers-Briggs
	
	· Crash Course- Review of all Perspectives on Personality: Measuring Personality: http://www.youtube.com/watch?v=sUrV6oZ3zsk (11 min)
	
	· In the view of social-cognitive psychologists, what mutual influences shape an individual's personality?
	
	    - Proposed by Albert Bandura, emphasizes the interaction of our traits with our situations and how we think
	
	    - Bandura views the person-environment interaction as reciprocal determinism
	
	    Consider 3 specific ways in which individuals and environments interact
	
	    1. Different people choose different environments- you choose your environment and it then shapes you
	
	    2. Our personalities shape how we interpret and react to events
	
	    3. Our personalities help create situations to which we react
	
	    In such ways, we are both the products and the architects of our environments
		7.
		
		HW: read Social-Cognitive Theories

4.6 Motivation	Basic Motivational Concepts · Write down 2 behaviors · Theories of Motivation- ppt · Discuss motivation behind your two behaviors https://www.ted.com/talks/christine_carter_the_1_minute_secret_to_forming_a_new_habit#t-651555	Pre-teach academic vocabulary through flipped learning homework. Read Affiliation and Achievement. HW: read Hunger HW: Learning Curve 11a

	PPT: Hunge	Self-directed learning by way of problem-based learning.
	Specific Topics in Motivation	
	Affiliation and Achievement and Sexual Motivation	
	· PPT: Social Motivation	
	Assignment: Revamp/Redesign of Education in Elementary, Middle and High School	

Content Resources
AP Classroom, Barron's AP Psychology, Myers Understanding Psychology Updated 3rd Edition. Ppt and Prezi Notes, Quizlet, Kahoot, Quizziz and Blookets review for all units.