

# PCSD Lesson Planning Template

<b>Grade Level:</b> 9-12		<b>Teacher/Room:</b> Buck / 408		<b>Course(s)/ Period(s):</b> AP Psychology / 4		<b>Week of:</b> August 29-Sept. 2	
<b>Unit Vocabulary:</b> Posted in Classroom							
<b>Instructional Strategies Used:</b>							
Day 1	Day 2	Day 3	Day 4	Day 5			
<p><b>GSE/GPS Standard(s):</b> AP PSY XIV: Explain how individuals relate to one another in social situations. Identify the conditions in which people are more likely to conform and obey. Determine how the presence of others influences actions. Apply concepts of cognitive dissonance, conformity, and obedience to explain behavior.</p>	<p><b>GSE/GPS Standard(s):</b> AP PSY XIV: Explain how individuals relate to one another in social situations. Identify the conditions in which people are more likely to conform and obey. Determine how the presence of others influences actions. Apply concepts of cognitive dissonance, conformity, and obedience to explain behavior.</p>	<p><b>GSE/GPS Standard(s):</b> AP PSY XIV: Explain how individuals relate to one another in social situations. Identify the conditions in which people are more likely to conform and obey. Determine how the presence of others influences actions. Apply concepts of cognitive dissonance, conformity, and obedience to explain behavior.</p>	<p><b>GSE/GPS Standard(s):</b> AP PSY XIV: Explain how individuals relate to one another in social situations. Identify the conditions in which people are more likely to conform and obey. Determine how the presence of others influences actions. Apply concepts of cognitive dissonance, conformity, and obedience to explain behavior.</p>	<p><b>GSE/GPS Standard(s):</b> AP PSY XIV: Explain how individuals relate to one another in social situations. Identify the conditions in which people are more likely to conform and obey. Determine how the presence of others influences actions. Apply concepts of cognitive dissonance, conformity, and obedience to explain behavior.</p>			
<p><b>Essential Question:</b> How does our perception of others influence our perception of self? How do social factors influence our behavior and motivations? How can group behavior cause us to violate our own moral code?</p>	<p><b>Essential Question:</b> How does our perception of others influence our perception of self? How do social factors influence our behavior and motivations? How can group behavior cause us to violate our own moral code?</p>	<p><b>Essential Question:</b> How does our perception of others influence our perception of self? How do social factors influence our behavior and motivations? How can we overcome the influence of conformity and group think?</p>	<p><b>Essential Question:</b> How do we choose our friends How do our social relationships influence our behaviors? Explain how we use first impressions and schemas? What factors influence how we interpret others' behaviors?</p>	<p><b>Essential Question:</b> How do we choose our friends How do our social relationships influence our behaviors? Explain how we use first impressions and schemas? What factors influence how we interpret others' behaviors?</p>			
<p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>Students will be able to analyze how group think and the desire for conformity can cause us to stray from our moral code of ethics.</li> </ul> <p><b>Activating Strategies:</b></p> <ul style="list-style-type: none"> <li>Brainstorm - what is the code of ethics by which you live? How did you form that code? What could cause you to compromise it?</li> </ul> <p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>Share with a partner the results from your brainstorming activity.</li> <li>Debrief the brainstorming activity as a class</li> </ul>	<p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>Students will be able to evaluate the impact of group think and effect of obedience to authority figures on our behavior and thoughts.</li> </ul> <p><b>Activating Strategies:</b></p> <ul style="list-style-type: none"> <li>Video clip on the Abu Ghraib Prison Atrocities. What similarities do you see to the Zimbardo Experiment?</li> </ul> <p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>With a partner, discuss the opening activity. As a whole group, discuss how the Zimbardo experiment explains what happened at Abu</li> </ul>	<p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>Students will analyze the effects of group dynamics on individual's behavior.</li> </ul> <p><b>Activating Strategies:</b></p> <ul style="list-style-type: none"> <li>Given a scenario, student have to predict what decision a person would make based on their understanding of conformity, obedience, &amp; group think.</li> </ul> <p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>Students will discuss the opening activity. Teacher will create a master bubble map on the board as students contribute ideas.</li> </ul>	<p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>Students will explore the power of first impressions, Schemas, Attribution Theory, and Non-Verbal Communication.</li> </ul> <p><b>Activating Strategies:</b></p> <ul style="list-style-type: none"> <li>Reading w/Discussion - Physical Appearance &amp; Relationships.</li> </ul> <p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>First Impression Activity - what is your impression of people based on a set of images.</li> <li>Video clip - power of the first impression (TedTalk)</li> </ul>	<p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>Students will explore the power of first impressions, Schemas, Attribution Theory, and Non-Verbal Communication.</li> </ul> <p><b>Activating Strategies:</b></p> <ul style="list-style-type: none"> <li>Reading - Breaking Stereotypes</li> </ul> <p><b>Lesson:</b></p> <ul style="list-style-type: none"> <li>Kahoot over Social Psychology - Part 2</li> <li>Quiz - Social Psychology Part 2 (Socrative or Paper)</li> <li>Research project - using</li> </ul>			

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<ul style="list-style-type: none"> <li>Quick Q &amp; A Review on Attribution Theory, Fundamental Attribution Error, and Foot-in-the-Door Phenomenon</li> <li>Socratic Quiz - Attribution Theory</li> <li>Lecture/Discussion - Cognitive Dissonance &amp; Conformity</li> <li>Watch video clip on Zimbardo's study on Conformity</li> <li>Research the Stanford Prison Study and complete discussion questions on the dissolution of values to conform (w/a partner).</li> <li>Debrief Stanford Prison Study.</li> <li>Discussion on progress of Norm Violation Social Experiment</li> </ul> <p><b>Resource/Materials:</b></p> <ul style="list-style-type: none"> <li>Stanford Prison Webquest</li> <li>Social Psychology PPT</li> <li>Student Tech</li> </ul>	<p>Ghraib?</p> <ul style="list-style-type: none"> <li>Quick conformity experiment with students. Debrief results.</li> <li>Lecture/Discussion: Social Influence: Factors that Strengthen Conformity &amp; Obedience.</li> <li>Video Clip - Asch Study on Conformity. Debrief. (also discuss similarity to class experiment)</li> <li>Analyze a scenario - fire in the room. What would you do? w/a partner</li> <li>Video clip - individual vs. group conformity.</li> <li>Milgram Case Study analysis</li> <li>Brianstorm session on how to set up Social Influence Experiment</li> </ul> <p><b>Resource/Materials:</b></p> <ul style="list-style-type: none"> <li>Social Psychology PPT</li> <li>Asch Video Clip</li> <li>Fire in Room Video Clip</li> <li>Milgram Case study</li> </ul>	<ul style="list-style-type: none"> <li>Kahoot on Social Influence</li> <li>Quiz (Socratic on Social Influence)</li> <li>Brief lecture (w/PPT)-factors that weaken the influence of conformity, obedience, and GroupThink. (Power of One)</li> <li><b>Research an individual that stood against Conformity, Obedience, and/or Group Think. Create an Infographic illustrating their Power of One.</b></li> <li><b>Present Power of One individual to class.</b></li> <li><b>Discussion on progression of Norm Violation Social Experiment.</b></li> <li><b>Assign roles and responsibilities for Social Influence Experiment</b></li> </ul> <p><b>Resource/Materials:</b></p> <ul style="list-style-type: none"> <li>Student textbook</li> <li>PPT on Social Psychology</li> <li>Chart - How we choose friends?</li> </ul>	<ul style="list-style-type: none"> <li>Lecture w/PPT - Schemas &amp; Social Relations</li> <li>Discussion - power &amp; problems of stereotyping</li> <li>Roots of Prejudice Activity (Social, Emotional, Cognitive)</li> <li>Brief lecture: Just-World Phenomenon &amp; its implications</li> <li>Scenario analysis (real-world example).</li> <li><b>Students will be assigned a group to research the stereotyping/ prejudices faced by that group and will analyze the impact of those stereotypes and prejudices on that group. Create an Infographic (poster paper) to share with the class.</b></li> <li><b>Progress on Mean Girls Project</b></li> </ul> <p><b>Resource/Materials:</b></p> <ul style="list-style-type: none"> <li>Social Psychology PPT</li> <li>Video Clips</li> <li>Reading on Personal Appearance</li> <li>First Impression Activity PPT</li> </ul>	<p>Chromebooks. Students broken into small groups to research &amp; create 6 slide PPT analyzing the social factors that lead to a specific news story (ex. Stanford Rape Case, Ryan Lochte Rio, )</p> <ul style="list-style-type: none"> <li>Student group presentations</li> <li>Continue w/Mean Girls Project</li> </ul> <p><b>Resource/Materials:</b></p> <ul style="list-style-type: none"> <li>Kahoot</li> <li>Socratic &amp; paper Quiz</li> <li>Chrome Book lab</li> </ul>
<p><b>Differentiation:</b> <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> <li>fewer discussion questions on Stanford Prison Experiment webquest</li> </ul> <p><i>Grouping Strategy:</i></p> <ul style="list-style-type: none"> <li>low to mid/mid to high</li> </ul> <p><i>Assessment:</i></p>	<p><b>Differentiation:</b> <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> <li>easier reading level on Milgram case study</li> </ul> <p><i>Grouping Strategy:</i></p> <ul style="list-style-type: none"> <li></li> </ul> <p><i>Assessment:</i></p>	<p><b>Differentiation:</b> <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> <li></li> </ul> <p><i>Grouping Strategy:</i></p> <ul style="list-style-type: none"> <li>Low to Mid/Mid to High</li> </ul> <p><i>Assessment:</i></p>	<p><b>Differentiation:</b> <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> <li>different reading levels represented in case studies</li> </ul> <p><i>Grouping Strategy:</i></p> <ul style="list-style-type: none"> <li>low to mid/mid to high</li> </ul> <p><i>Assessment:</i></p>	<p><b>Differentiation:</b> <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> <li>Lower reading level article</li> </ul> <p><i>Grouping Strategy:</i></p> <ul style="list-style-type: none"> <li>low to mid/mid to high</li> </ul> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Choice of tech on quiz or read to as needed.</li> </ul>
<p><b>Assessment :</b> <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> <i>Summative:</i> <i>Performance Based:</i> Discussion questions based on web-research</p>	<p><b>Assessment :</b> <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> <i>Summative:</i> <i>Performance Based:</i> Analysis of Milgram Case Study on Obedience</p>	<p><b>Assessment :</b> <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> Socratic Quiz <i>Summative:</i> <i>Performance Based:</i> Power of One</p>	<p><b>Assessment :</b> <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> <i>Summative:</i> <i>Performance Based:</i></p>	<p><b>Assessment :</b> <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> Quiz <i>Summative:</i> <i>Performance Based:</i> student presentation on social perception</p>
<p><b>Homework:</b> Case Study Analysis on Zimbardo's Prison Study.</p>	<p><b>Homework:</b> finish Milgram case study analysis if not finished in class</p>	<p><b>Homework:</b> Begin Mean Girls Analysis</p>	<p><b>Homework:</b> Study for quiz</p>	<p><b>Homework:</b> Social-Psychology Unit Vocab due on day of next test</p>

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**Resources and Reflective Notes:**