**AP Psychology Unit 2 Week 3 LP**

**Monday 9/15**

**SWBAT grade an AP style FRQ**

(10 min) – Level-up quizzes, HW check, Grade/HW Update, post tutorial roster

(10 min) Intro Demonstration – use to discuss obedience. Why did you follow my directions? Connect to Milgram. Watch videos of Milgram (2.5 min) & Zimbardo (4.5 min) to review key elements of each study.

(10 min) Emphasize the importance of defining each term and then applying it to the scenario when writing FRQ responses. Use examples on FRQ assignment sheet to emphasize this. This is NOT an ESSAY!!! Only write what is needed to save time!

(20 min) – Grade FRQ responses as a class. Read example & have students score their own. Call on students to read the answer on the paper in front of them (or bring it up to the front if you can get a document camera!). As a class vote on whether the response earns the point or not & discuss why.

(10 min) – If time, watch Asch & Darley videos to review key points of these studies.

Have students hold on to Research Ethics HW for tomorrow.

*Homework – Myers 646-650, complete norm violation by Friday, study for level-up quiz*

**Tuesday 9/16**

**SWBAT discuss the importance of ethical guidelines for research.**

**SWBAT identify factors that impact attribution.**

(5 min) Level-Up Quizzes, HW check, tutorial reminder

(10 min) Re-Take Key Studies quiz

(10 min) Research Ethics Review – Students ask questions about HW, Go over sample questions & discuss ethical principles.

(30 min) Attribution PPT

* Give students a copy of the PPT, explain types of attribution & attributional biases.
* Students fill in charts using what they know about attributions
* Students answer questions about comics using what they know about attributions.

(5 min) If time, have students answer Attribution wkst questions for practice

*Homework: Myers– Attraction p 678-685CTC p 135*

*PsycSim 5 Online Quiz: Dating &Mating*

*Complete Norm Violation by Friday CTC p 136-137*

*Study for Level-Up Quiz*

**QUIZ FRI ON SOC PSYC TERMS FROM TUE & WED**

**Thursday 9/18**

**SWBAT describe how group dynamics impact the behavior of individuals.**

**SWBAT describe the potential origin & impact of stereotypes, prejudice, & discrimination**

(10 min) Level-Up quiz & HW check

(10 min) Review key terms relating to attitudes & actions in a social group, ask questions throughout to CFU & engage class

(15 min) Cognitive Dissonance

* Survey students about beliefs & actions – have students discuss discrepancies
* Define cognitive dissonance & connect to survey
* Video on Festinger’s study
* Clarify main points on cognitive dissonance (especially $1 vs $20 & impact on beliefs)

(20 min) Review key terms relating to group dynamics, ask questions throughout to CFU & engage class

(25 min) Stereotypes, Prejudice & Discrimination

* Ensure students know the difference between these terms
* Discuss potential roots & implications

(15 min) IF TIME – have students check out Chrome-Books & complete IAT online, discuss results (Could also just take 1 volunteer to demonstrate)

IF NOT TIME FOR IAT – use concept map/six degrees of separation to review.

*Homework: Myers– Culture p661-664*

*Complete Norm Violation byFriday CTC p 136-137*

*Study for Level-Up Quiz*

**QUIZ FRI ON SOC PSYC TERMS FROM TUE & WED**

**Fri 9/19**

**SWBAT define and apply key statistical terms**

(15 min) Soc Psyc quiz, Level-up quizzes, & HW Check

(15 min) Mini-lecture on Statistical terms

(20 min) Students work in pairs on stats wksts, referencing provided textbook pages

(10 min) Go over wkst pages as a class, clarifying misconceptions

***Homework***

*Myers –Aggression p 670-677*

*Study for Level-Up Quiz*