

# Unit 4 - Social Domain (2020)

Content Area: **Social Studies**  
Course(s): **Psychology**  
Time Period: **February**  
Length: **1**  
Status: **Published**

## Enduring Understandings:

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- Individuals make attributions regarding the behavior of others
- There is a relationship between attitudes, both explicit and implicit, and behavior
- Situational influences can have a profound impact on behavior
- Individuals can influence the behavior of groups
- Humans exhibit a wide range of behaviors in the way they relate to one another

## Essential Questions:

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- What are attributions and how do they help shape reactions?
- How do attitudes and behavior interact?
- What persuasive methods can be employed to change attitudes?
- In what ways can the situation affect individual behavior?
- How does the presence of others influence individual behavior?
- How can the dynamics within a group impact the behavior of its members?
- What impact can individuals have on a group?
- What is the nature and effects of stereotyping, prejudice, and discrimination?
- What factors influence prosocial behavior, aggression, and attraction?

## Lesson Titles:

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- Attribution Theory
- Attitudes and Actions
- Conformity
- Obedience
- Group Influence
- Group Interaction and Individuals
- Attraction
- Romantic Love
- Altruism
- Prejudice
- Thought Processes and Prejudice
- Aggression
- Cooperation

## 21st Century Skills and Career Ready Practices:

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- Global perspectives
- Civic Literacy
- Health Literacy
- Information Literacy
- Critical Thinking and Problem Solving
- Media Literacy
- Communication and Collaboration

CAEP.9.2.12.C.3

Identify transferable career skills and design alternate career plans.

CAEP.9.2.12.C.9

Analyze the correlation between personal and financial behavior and employability.

## Inter-Disciplinary Connections:

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- Health & PE
- English Language Arts

LA.RH.11-12.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

LA.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LA.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

LA.RST.11-12.2

Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

LA.RST.11-12.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

LA.RST.11-12.9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

LA.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

LA.WHST.11-12.1.C

Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.WHST.11-12.1.E

Provide a concluding paragraph or section that supports the argument presented.

HPE.2.1.12.E.1

Predict the short- and long-term consequences of unresolved conflicts.

HPE.2.1.12.E.CS1

Respect and acceptance for individuals regardless of gender, sexual orientation, disability,

	ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.1.12.E.CS2	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
HPE.2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
HPE.2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
HPE.2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.

### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

- Student input from HW - Attribution (Blooms: Remember, Understand, Apply)
- Question/Answer - Conformity and Obedience (Blooms: Understand, Apply, Analyze)
- Conformity Demonstration (Asch) (Blooms: Apply, Analyze)
- Student input from HW - Group Behavior (Blooms: Remember, Understand, Apply)
- Guided reading - Power of Individuals (Blooms: Analyze)
- Question/Answer - Prejudice (Blooms: Remember, Understand, Apply)
- Administer Implicit Association Test (Blooms: Apply, Analyze, Evaluate)
- Group Collaboration - Effects of Discrimination (Blooms: Evaluate, Create)
- Note Outline - Aggression (Blooms: Remember, Understand, Apply)
- Teacher Instruction - Attraction (Blooms: Remember, Understand, Apply)
- Independent Work - Altruism (Blooms: Analyze, Evaluate, Create)
- In-class demonstration - Compete or Cooperate (Blooms: Apply, Analyze)
- Student input from HW - Cooperation and Peacemaking (Blooms: Remember, Understand, Apply)
- Review - Social Relations (Blooms: Remember, Understand, Apply, Analyze)
- Delsea One
- SWAG

### **Modifications**

### **Formative Assessment:**

**Warm-Ups:**

- Question - Anything possible
- Fill-Ins - Prejudice
- Question - Kitty Genovese

**Anticipatory Set:**

- Fundamental Attribution Error Worksheet
- Conformity Demonstration
- IAT Review
- Question - Aggression
- Video Clip - Beauty and the Beast
- Compete or Cooperate

**Closure:**

- Exit Ticket
- Random Sampling
- Homework Assignments
- Whip around
- Classnote revisions

**Summative Assessment:**

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- Chapter Test - Social Thinking and Influence
- Chapter Test - Social Relations
- Marking Period Assessment (aligned to unit)

**Benchmark (Assessments):**

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Skills-based assessment

Reading responses

Writing responses

**Alternative Assessment(s):**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps  
Case-based scenarios  
Portfolios

## **Resources & Materials:**

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- Thinking About Psychology, 4e
- Textbook companion website
- Textbook Test Generator
- Supplemental Reading - Littering
- Discovering Psychology Video - Stanford Prison Study
- Primary Source - Behavioral Study of Obedience, Milgram
- Video - Milgram Experiment Revisited, Primetime
- Supplemental Reading - Dark Room Experiment
- Crash Course - Social Thinking
- Crash Course - Social Influence
- Quizlet - Social Thinking and Influence
- Implicit Association Test
- Discovering Psychology Video - Brown Eyes, Blue Eyes
- Primary Source - Teachers' Expectancies, Rosenthal and Jacobsen
- Video Clip - Beauty and the Beast
- Supplemental Reading - Kitty Genovese
- You Tube: Altruism
- You Tube: Reciprocity Norm
- Discovering Psychology Video - Jigsaw Classroom
- Kahoot - Social Relations
- Quizlet - Social Relations
- Google Classroom
- Google Docs - aligned to unit
- Google Forms - aligned to unit
- DVD - Milgram Experiment Revisited, Primetime