

Unit #4: Sociocultural Psychology (Social Interactions)

Content Area: **Social Studies**
Course(s): **Psychology I, Psychology II**
Time Period: **Second Marking period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

With a focus on social psychology this unit breaks down the everyday social constructs that make up human interaction. Students will gain insight into everyday phenomena as well as phenomena revealing true human nature. The culture of the United States and other western cultures will be analyzed and juxtaposed to other, more foreign cultures.

STAGE 1- DESIRED RESULTS

The College, Career, and Civic Life (C3) Framework for Social Studies

PSY.9-12.1	Psychological Perspectives and Methods of Inquiry
PSY.9-12.1.D2.Psy.1.9-12	Demonstrate a basic understanding of the scientific methods that are at the core of psychology.
PSY.9-12.1.D2.Psy.2.9-12	Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.
PSY.9-12.1.D2.Psy.3.9-12	Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.
PSY.9-12.1.D2.Psy.4.9-12	Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants.
PSY.9-12.1.D2.Psy.5.9-12	Explain how the validity and reliability of observations and measurements relate to data analysis.
PSY.9-12.1.D2.Psy.6.9-12	Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.
PSY.9-12.1.D2.Psy.7.9-12	Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.
PSY.9-12.2	Influences on Thought and Behavior
PSY.9-12.2.D2.Psy.8.9-12	Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
PSY.9-12.2.D2.Psy.9.9-12	Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.
PSY.9-12.2.D2.Psy.10.9-12	Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.

PSY.9-12.2.D2.Psy.11.9-12	Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.
PSY.9-12.2.D2.Psy.12.9-12	Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.
PSY.9-12.3	Critical Thinking: Themes, Sources, and Evidence
PSY.9-12.3.D2.Psy.13.9-12	Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and well being.
PSY.9-12.3.D2.Psy.14.9-12	Use information from different psychological sources to generate research questions.
PSY.9-12.3.D2.Psy.15.9-12	Use existing evidence and formulate conclusions about psychological phenomena.
PSY.9-12.3.D2.Psy.16.9-12	Use critical thinking skills to become better consumers of psychological knowledge.
PSY.9-12.3.D2.Psy.17.9-12	Acknowledge the interconnectedness of knowledge in the discipline of psychology.
PSY.9-12.4	Applications of Psychological Knowledge
PSY.9-12.4.D2.Psy.18.9-12	Apply psychological knowledge to their daily lives.
PSY.9-12.4.D2.Psy.19.9-12	Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.
PSY.9-12.4.D2.Psy.20.9-12	Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment.
PSY.9-12.4.D2.Psy.21.9-12	Discuss ways in which the applications of psychological science can address domestic and global issues.
PSY.9-12.4.D2.Psy.22.9-12	Use psychological knowledge to promote healthy lifestyle choices.
PSY.9-12.4.D2.Psy.23.9-12	Apply psychological knowledge to civic engagement.

Essential Questions

- Why do we befriend or fall in love with some people but not with others?
- How does romantic love typically change as time passes?
- When are people most—and least—likely to help?
- How do social exchange theory and social norms explain helping behavior?
- What do social psychologists study? How do we tend to explain others' behavior and our own?
- Does what we think affect what we do, or does what we do affect what we think?
- What is automatic mimicry, and how do conformity experiments reveal the power of social influence?
- What did Milgram's obedience experiments teach us about the power of social influence?
- How is our behavior affected by the presence of others?

Enduring Understanding

- Social cognition
- Social influence
- Social relations

Students will know...

I, Key Ideas / Concepts

II. Possible Misunderstandings

III. Key Terms and Content Vocabulary

social psychology, attribution theory, fundamental attribution error, attitude, peripheral route persuasion, central route persuasion, foot-in-the-door phenomenon, role, cognitive dissonance theory, conformity, normative social influence, informational social influence, passionate love, companionate love, equity, self-disclosure, altruism,

Students will be able to...

- 1.1 Describe attributional explanations of behavior.
- 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior.
- 1.3 Identify persuasive methods used to change attitudes.
- 2.1 Describe the power of the situation.
- 2.2 Describe effects of others' presence on individuals' behavior.
- 2.3 Describe how group dynamics influence behavior.
- 2.4 Discuss how an individual influences group behavior.
- 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination.
- 3.2 Describe determinants of pro-social behavior.
- 3.3 Discuss influences upon aggression and conflict.
- 3.4 Discuss factors influencing attraction and relationships.

STAGE 2- EVIDENCE OF LEARNING

Authentic Assessments

- Movie Analysis: After watching The Dark Knight, students will do a write-up/analysis weighing personal ethics against the good of the group.

Traditional / Benchmark Assessments

- Critical Thinking Do Nows
- Research Paper
- Cultural differences
 - Case Study Analysis
 - Stanford prison experiment
- Homework
- Test/Quizzes

Formative Assessment During Lesson

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment

- Student Conference
- Think-Pair-Share
- Web or Concept Map

STAGE 3- LEARNING PLAN

Instructional Map

- Discuss modern court cases and argue for or against the idea that violent video games create violent people.
- Cultural differences in body language will be discussed and analyzed.
- Students will listen to a skit happen in front of them with their eyes closed. They will describe the feeling of the skit. They will then watch the same skit with their eyes open and analyze the differences in the feeling of the skit.
- Students will create a graphic organizer outlining racial stereotypes and differences found within Linden High School
- One student, with directions from teacher, will be openly praised by teacher and begin to give incorrect answers aloud. Other students will follow along, highlighting the phenomenon groupthink.

Modifications/Differentiation of Instruction

Enter specific modifications for:

ELL

Special Needs

Reaching Level

Challenge

Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test

- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity

- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Vertical Integration- Discipline Mapping

Additional Materials

- Myers Psychology 9th Edition In Modules
- Various teacher created PowerPoint presentations
- Self recorded lectures with the goal of flipping the classroom
- Case Study: Stanford prison experiment
- Case Study: Milgram Experiment on Obedience to Authority Figures
- *The Dark Knight*
- *Life Is Beautiful*
- Bill Clinton's "I did not have sexual relations with that woman" Speech
- Nixon's April 30, 1973 "Watergate" Speech
- Case Study: John Money and the John/Joan Case
- The Kinsey Experiments
- Case Study: *Genie the Wild Child* (Feral Child)
- Case Study: Washoe Chimpanzee
- Various Subject Appropriate Case Studies found in multiple publications.
- Current Event APA (and other) publications

