

# Unit #3: Sociocultural Level of Analysis (Core)

Content Area: **Social Studies**  
Course(s): **IB Psychology**  
Time Period: **Third Marking Period**  
Length: **5 Weeks**  
Status: **Published**

## Unit Overview

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At the third level of analysis, the biological and cognitive systems that make up the individual are embedded in an even larger system of interrelationships with other individuals. At its beginning, psychology largely confined itself to the study of the individual acting alone. As the discipline matured, a few psychologists recognized that human behavior could be fully understood only if the social context in which behavior occurred was also taken into account. This recognition led to many investigations of social influence, that is, how the presence and behavior of one or a few people affect the behavior and attitudes of another individual. It also provided a broader context for exploring topics such as aggression and helping behavior that had largely been regarded as individual personality traits.

## STAGE 1- DESIRED RESULTS

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

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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

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- How do groups and culture affect individual behavior?
- 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?
- What are group polarization and groupthink, and how much power do we have as individuals?
- What is prejudice? What are its social and emotional roots?
- What are the cognitive roots of prejudice?
- Why do we befriend or fall in love with some people but not with others?
- How do social traps and mirror-image perceptions fuel social conflict?
- How can we transform feelings of prejudice, aggression, and conflict into attitudes that promote peace?
- What do social psychologists study? How do we tend to explain others' behavior and our own?

## **Enduring Understanding**

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- Social cognition
- Social influence
- Social relations
- Social and cultural diversity
- Diversity among individuals

## **Students will know...**

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I, Key Ideas / Concepts

II. Possible Misunderstandings

III. Key Terms and Content Vocabulary

Aggression, Attraction, Bystander Effect, Cognitive Dissonance, Collectivism, Conformity, Deindividuation, Diffusion of Responsibility, Emic, Etic, Frustration-Aggression Principle, Fundamental Attribution Error, Group Polarization, Groupthink, Individualism, Informational Social Influence, Normative Social Influence, Norms, Obedience Study, Prejudice, Roles, Self Fulfilling Prophecy, Social Trap, Stanford Prison Experiment, Superordinate Goal

## **Students will be able to...**

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### **General learning outcomes**

1. Outline principles that define the sociocultural • level of analysis (for example, the social and cultural environment influences individual behavior; we want connectedness with, and a sense of belonging to, others; we construct our conceptions of the individual and social self).
2. Explain how principles that define the sociocultural level of analysis may be demonstrated in research (that is, theories and/or studies).
3. Discuss how and why particular research methods are used at the sociocultural level of analysis (for example, participant/naturalistic observation, interviews, case studies).
4. Discuss ethical considerations related to research studies at the sociocultural level of analysis.

## **Socio-cultural cognition**

1. Describe the role of situational and dispositional factors in explaining behavior.
2. Discuss two errors in attributions (*for example, fundamental attribution error, illusory correlation, self-serving bias*).
3. Evaluate social identity theory, making reference to relevant studies.
4. Explain the formation of stereotypes and their effect on behavior.

## **Social norms**

1. Explain social learning theory, making reference to two relevant studies.
2. Discuss the use of compliance techniques (*for example, lowballing, foot-in-the-door, reciprocity*).
3. Evaluate research on conformity to group norms.
4. Discuss factors influencing conformity (*for example, culture, groupthink, risky shift, minority influence*).

## **Cultural norms**

1. Define the terms “culture” and “cultural norms”.
2. Examine the role of two cultural dimensions on behavior (*for example, individualism/collectivism, power distance, uncertainty avoidance, Confucian dynamism, and masculinity/femininity*).
3. Using one or more examples, explain “emic” and “etic” concepts.

## **STAGE 2- EVIDENCE OF LEARNING**

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### **Authentic Assessments**

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- Movie Analysis
  - After watching The Dark Knight, students will do a write-up/analysis weighing personal ethics against the good of the group.
- Graphic Organizer
  - Students will create a graphic organizer outlining racial stereotypes and differences found within Linden High School
- In-Class Experiment
  - 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.
- Skit
- Students, in teams, will act out the same scenario through two different cultural perspectives then act

out a clash of these perspectives.

### **Traditional / Benchmark Assessments**

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

### **Formative Assessment During Lesson**

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- 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

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### Instructional Map

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1. Recreate or modify the Asch conformity study, you will need confederates
2. Watch a video on a famous study (Asch, Milgram, Zimbardo, bystander effect)
3. Play the missile game or use real money as an incentive to demonstrate social traps
4. Read the article on Kitty Genovese, and discuss the bystander effect
5. Implicit activity— <https://implicit.harvard.edu/implicit/>

### Modifications/Differentiation of Instruction

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Enter specific modifications for:

ELL

Special Needs

Reaching Level

Challenge

### Modification Strategies

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- 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**

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### **High Preparation Differentiation**

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- 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**

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- 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**

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Connections with Sociology and Anatomy

## **Vertical Integration- Discipline Mapping**

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This is a high school elective course

## **Additional Materials**

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- Myers Psychology 9<sup>th</sup> 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*
- Brown Vs. Entertainment Merchants Association 2011
- Case Study: Landis *Facial Expressions Experiment* 1924
- 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
- Case Study: *Apartheid Aversion Study* 1979-'89
- Case Study: *Monkey Drug Trials* 1969
- Various Subject Appropriate Case Studies found in multiple publications.
- Current Event APA (and other) publications



