

L12: Chapter 14 - Social Psychology

Content Area: **Social Studies**
Course(s): **Psychology**
Time Period: **Semester 2**
Length: **2 weeks**
Status: **Published**

Standards

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| SCI.9-12.DL.1.2.3 | Discuss theories of social development |
| SCI.9-12.DL.1.5 | Childhood |
| SCI.9-12.DL.1.5.3 | Describe social, cultural, and emotional development through childhood |
| SCI.9-12.DL.1.7 | Adulthood and aging |
| SCI.9-12.DL.1.7.3 | Discuss social, cultural, and emotional issues in aging |
| SCI.9-12.IV | Individual Variations |
| SCI.9-12.IV.3.1.4 | Evaluate social–cognitive theories |
| SCI.9-12.SC | Sociocultural Context |
| SCI.9-12.SC.1.1.1 | Describe attributional explanations of behavior |
| SCI.9-12.SC.1.1.2 | Describe the relationship between attitudes (implicit and explicit) and behavior |
| SCI.9-12.SC.1.1.3 | Identify persuasive methods used to change attitudes |
| SCI.9-12.SC.1.2 | Social influence |
| SCI.9-12.SC.1.2.1 | Describe the power of the situation |
| SCI.9-12.SC.1.2.2 | Describe effects of others’ presence on individuals’ behavior |
| SCI.9-12.SC.1.2.3 | Describe how group dynamics influence behavior |
| SCI.9-12.SC.1.2.4 | Discuss how an individual influences group behavior |
| SCI.9-12.SC.1.3.1 | Discuss the nature and effects of stereotyping, prejudice, and discrimination |
| SCI.9-12.SC.1.3.2 | Describe determinants of prosocial behavior |
| SCI.9-12.SC.1.3.3 | Discuss influences upon aggression and conflict |
| SCI.9-12.SC.1.3.4 | Discuss factors influencing attraction and relationships |
| SCI.9-12.SC.2 | Sociocultural Diversity |
| SCI.9-12.SC.2.1.1 | Define culture and diversity |
| SCI.9-12.SC.2.1.2 | Identify how cultures change over time and vary within nations and internationally |
| SCI.9-12.SC.2.1.3 | Discuss the relationship between culture and conceptions of self and identity |
| SCI.9-12.SC.2.1.5 | Discuss psychological research examining socioeconomic status |
| SCI.9-12.SC.2.1.6 | Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination |

Enduring Understandings

The students will understand that:

1. individual behavior is influenced by the presence of others.

- 2. more people does not always mean more help.**
- 3. situational factors influence behavior as much as dispositional ones**
- 4. good people can do bad things when they are in bad situations.**
- 5. equal status contact and education are great tools to combat prejudice - including race and ethnicities (African Americans, Asian Americans Pacific Islands, and sexual orientation - LGBTQ+.**

Essential Questions

- 1. How do people explain (or attribute) the behavior of others?**
- 2. What impact do these attributions have on individuals and society as a whole?**
- 3. How are individuals affected by groups?**
- 4. Under what conditions do people obey, conform, make friendships, find love, and help others?**
- 5. How do attitudes and actions influence individual and group behavior?**
- 6. How do psychologists define culture? What influence does culture have on individuals and groups?**

Knowledge and Skills

Objectives:

- Differentiate between situational and dispositional attribution.**
- Identify the conditions in which people are more likely to conform and obey.**

Examples : Religion, Holocaust studies

- Determine how the presence of others influences actions.**
- Evaluate why people are attracted to each other.**
- Describe the conditions under which people are more likely to help others.**

- Differentiate among the terms prejudice, stereotype, and discrimination.**
- Determine the biological and social contributors to aggressive behavior.**
- Define culture and how it develops.**

Content

- A. Group Dynamics**
- B. Attribution Processes**
- C. Interpersonal Perception**
- D. Conformity, Compliance, Obedience**
- E. Attitudes and Attitude Change**
- F. Organizational Behavior**
- G. Aggression/Antisocial Behavior**
- H. Cultural Influences**

Activities:

- 1. Interactive PowerPoint**
- 2. Discussion and debate topics**
- 3. Application activities**
- 4. Case study analysis**
- 5. YouTube video analysis**
- 6. Social Norms Project**

Transfer Goals

Students will be able to independently self-assess the various social influences that impact their behavior and mental processes.

Resources

Textbook Reading:

Primary Student Textbook: Myers Psychology for AP

Course Resources:

1. Benjamin, Ludy T. Jr., eds. *Favorite Activities for the Teaching of Psychology*. Washington, D.C.: American Psychological Association, 2008.
2. Bensley, D. Alan. *Critical Thinking in Psychology: A Unified Skills Approach*. Pacific Grove, Calif.: Brooks/Cole, 1998.
3. Hock, Roger R. *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research*. 5th ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005.
4. Rolls, Geoff. *Classic Case Studies in Psychology*. London: Hodder Arnold, 2005.
5. Application Activities: schedules of reinforcement and reinforcement v. punishment
6. Shaping Activity: Playing Pigeon
7. Classical Conditioning simulation

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Links

<http://psychcentral.com/>

<http://www.psychologytoday.com/>

<http://www.apa.org/>

<http://www.scientificamerican.com/section/lateststories/>

<http://www.psychologicalscience.org/>

<http://www.sciencedaily.com/news>

<http://www.alleydog.com/>

<http://www.apa.org/research/action/glossary.aspx>

<http://allpsych.com/psychology101/index.html>

<http://www.simplypsychology.org/perspective.html>

Assessments

<https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit>

Modifications

<https://docs.google.com/document/d/1XtUWvYfqhUpgTH9A995xZIQ64jsDH2LtXo1yBo7zxDw/edit>