

# 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

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**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**

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- 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**

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#### **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**

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

**Students will be able to independently deconstruct how situational factors and social pressures can profoundly influence individual thoughts, feelings, and behaviors, even overriding personal dispositions.**

## **Resources**

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### **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**

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<https://docs.google.com/document/d/1mKgdwpriGuReVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit>

## **Modifications**

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<https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0>