

# Unit 15: Social Psychology

Content Area: **Template**  
Course(s):  
Time Period: **Marking Period 4**  
Length: **4 Classes**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit XV: Social Psychology [SC16]

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

## Learning Objectives

- Objective 1 - Describe the importance of attribution in social behavior.
- Objective 2 - Explain the effect of role-playing on attitudes in terms of cognitive dissonance theory.
- Objective 3 - Discuss the results of Asch's experiment on conformity.
- Objective 4 - Describe Milgram's controversial experiments on obedience.
- Objective 5 - Discuss how group interaction can facilitate group polarization and groupthink.
- Objective 6 - Describe the social, emotional, and cognitive factors that contribute to the persistence of cultural, ethnic, and gender prejudice and discrimination.
- Objective 7 - Discuss the issues related to aggression and attraction.
- Objective 8 - Explain altruistic behavior in terms of social exchange theory and social norms.

## Essential Skills

- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste

- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

## Standards

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SOC.9-12.9	Social Psychology
SOC.9-12.9.1	Attribution Theory and Person Perception
SOC.9-12.9.A	Apply attribution theory to explain motives.
SOC.9-12.9.A.1	Fundamental attribution error
SOC.9-12.9.A.2	Self-serving bias
SOC.9-12.9.A.3	False consensus effect
SOC.9-12.9.A.4	Confirmation bias
SOC.9-12.9.A.5	Just-world hypothesis
SOC.9-12.9.A.6	Halo effect
SOC.9-12.9.B	Articulate the impact of social and cultural categories on self-concept and relations with others.
SOC.9-12.9.B.1	Gender
SOC.9-12.9.B.2	Race
SOC.9-12.9.B.3	Ethnicity
SOC.9-12.9.C	Anticipate the impact of self-fulfilling prophecy on behavior.
SOC.9-12.9.2	Attitude Formation and Attitude Change
SOC.9-12.9.D	Identify important figures and research in the areas of attitude formation and change.
SOC.9-12.9.D.1	Leon Festinger
SOC.9-12.9.E	Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.
SOC.9-12.9.E.1	Central route to persuasion
SOC.9-12.9.E.2	Peripheral route to persuasion
SOC.9-12.9.E.3	Cognitive dissonance
SOC.9-12.9.E.4	Elaboration likelihood model
SOC.9-12.9.3	Conformity, Compliance, and Obedience
SOC.9-12.9.F	Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.
SOC.9-12.9.F.1	Contributions of Solomon Asch
SOC.9-12.9.F.2	Contributions of Stanley Milgram
SOC.9-12.9.F.3	Contributions of Philip Zimbardo
SOC.9-12.9.G	Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.

SOC.9-12.9.4	Group Influences on Behavior and Mental Processes
SOC.9-12.9.H	Describe the structure and function of different kinds of group behavior.
SOC.9-12.9.I	Predict the impact of the presence of others on individual behavior.
SOC.9-12.9.I.1	Bystander effect
SOC.9-12.9.I.2	Social facilitation
SOC.9-12.9.I.3	Social inhibition
SOC.9-12.9.I.4	Group polarization
SOC.9-12.9.I.5	Deindividuation
SOC.9-12.9.I.6	Diffusion of responsibility
SOC.9-12.9.I.7	In-group/out-group bias
SOC.9-12.9.I.8	Reciprocity norms
SOC.9-12.9.I.9	Social norms
SOC.9-12.9.I.10	Social traps
SOC.9-12.9.I.11	Prisoner's dilemma
SOC.9-12.9.I.12	Conflict resolution
SOC.9-12.9.I.13	Superordinate goals
SOC.9-12.9.5	Bias, Prejudice, and Discrimination
SOC.9-12.9.J	Describe processes that contribute to differential treatment of group members.
SOC.9-12.9.J.1	In-group/out-group dynamics
SOC.9-12.9.J.2	Ethnocentrism
SOC.9-12.9.J.3	Prejudice
SOC.9-12.9.J.4	Bias
SOC.9-12.9.J.5	Discrimination
SOC.9-12.9.J.6	Scapegoat theory
SOC.9-12.9.J.7	Stereotype
SOC.9-12.9.J.1	Out-group homogeneity bias
SOC.9-12.9.J.1	Mere-exposure effect
SOC.9-12.9.6	Altruism and Aggression
SOC.9-12.9.K	Describe the variables that contribute to altruism and aggression.
SOC.9-12.9.7	Interpersonal Attraction
SOC.9-12.9.L	Describe the variables that contribute to attraction.

## Instructional Tasks/Activities

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- Activity 1
- Activity 10
- Activity 2
- Activity 3
- Activity 4

- Activity 5
- Activity 6
- Activity 7
- Activity 8
- Activity 9

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides

- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson

- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- Resource 1
- Resource 2
- Resource 3
- Resource 4
- Resource 5