

**Course:** *Psychology*  
**Unit #6: Social Psychology**

**Year of Implementation:** 2022-2023

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### Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

**New Jersey Core Curriculum Content Standards**

<https://www.state.nj.us/education/cccs/2020/>

**New Jersey Core Curriculum Content Standards 21st Century Life and Careers**

<http://www.state.nj.us/education/cccs/2014/career/9.pdf>

**APA National Standards for High School Psychology Curriculum**

<https://www.apa.org/education/k12/national-standards>

- **Unit Standards:**
  - **Content Standards**
    - **APA National Standards for Psychology:**
      - **Standard Area: Social Interactions**
        - 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.
        - 2.2 Describe effects of others' presence on individuals' behavior.
        - 2.3 Describe how group dynamics influence behavior.
        - 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination.
        - 3.3 Discuss influences on aggression and conflict.
        - 3.4 Discuss factors influencing attraction and relationships.
      - **Standard Area: Sociocultural Diversity**
        - 1.1 Define culture and diversity.
        - 1.2 Identify how cultures change over time and vary within nations as well as internationally.
        - 1.3 Discuss the relationship between culture and conceptions of self and identity.

- 1.4 Discuss psychological research examining race and ethnicity.
- 1.5 Discuss psychological research examining socioeconomic status.
- 1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
- 2.1 Discuss psychological research examining gender identity.
- 2.2 Discuss psychological research examining diversity in sexual orientation.
- 2.3 Compare and contrast gender identity and sexual orientation.
- 2.4 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.
- 2.5 Discuss the psychological research on gender and how the roles of women and men in societies are perceived.
- 2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
- 2.7 Discuss psychological research examining differences in individual cognitive and physical abilities.
- **21st Century Life & Career Standards**
  - 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures
  - 9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.
  - 9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.
  - 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- **English Companion Standards**
  - NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
  - NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
  - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words..

<https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>
- **Interdisciplinary Content Standards**
  - 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

○ ***NJ Statutes:***

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

***NJ Amistad Curriculum:*** <http://www.njamistadcurriculum.net/>

**Transfer Goal:** Students will be able to independently use their learning to analyze how the actual and imagined expectations of society help to shape individual and group behavior.

*As aligned with LRHSD Long Term Learning Goal(s):*

- choose and analyze appropriate sources to gain content knowledge
- apply acquired content to connect past and present day events
- collaborate and interact with others in a diverse and ever-changing world

**Enduring Understandings**

Students will understand that. . .

**EU 1**

individual interactions are influenced by social perceptions and

**Essential Questions**

**EU 1**

other social phenomena.

*EU 2*

one's behavior in the presence of a group is different from one's individual behavior.

*EU 3*

attitude formation is influenced by social and cultural factors.

- What factors are most influential in forming friendships and romantic relationships?
- What are the components of a successful romantic relationship?
- How can people's perception of an individual shape that individual's chances of success in life?
- How accurate are first impressions and self-assessments?

*EU 2*

- In what ways can a person lose his or her sense of individuality and responsibility when part of a group?
- How does the presence of an authority figure influence an individual's behavior?
- What factors contribute to an individual's likelihood to conform?
- How are productivity and decision-making affected by being part of a group?

*EU 3*

- What are the strongest factors that could influence attitude formation?
- How can cognitive dissonance be an impetus for change?
- Is prejudice always discriminatory?
- What are the most effective ways to persuade others to change their attitudes?

Knowledge

Students will know . . .

*EU 1*

- the most common factors in choosing friends and romantic partners. (1.1, 1.2, 3.4)

Skills

Students will be able to. . .

*EU 1*

- predict the success of relationships in various imaginary scenarios. (1.1, 1.2, 2.2)

- the different kinds of love and their components.(1.1, 1.2, 3.4)
- contributing factors to marriage and divorce.(1.1, 1.2, 2.2 3.4)
- how opinions are formed based on first impressions. (1.1, 1.3, 2.3, 3.1)
- the components of attribution theory. (1.1, 1.2, 1.3)
- the relationship between stereotypes and social schemas (1.1, 1.2, 1.2, 3.4).
- the components of the Halo Effect (1.1, 2.2, 2.3, 3.1)
- the components of Self-Serving bias and Actor-Observer bias. (1.1, 2.2, 2.3, 3.1)
- the components of Self-Effacing bias. (1.1, 2.2, 2.3, 3.1)
- the key factors in attraction. (1.1, 2.2, 2.3, 3.1, 3.4)
- the components of False Consensus bias, Just-World Phenomenon, and Defensive Attribution. (1.1, 2.2, 2.3, 3.1)
- the role individual and group interactions play in gender identity and sexual orientation (2.1, 2.2, 2.3, 2.4)

### *EU 2*

- the difference between groupthink and group polarization. (2.2, 2.3)
- the details and outcome of Asch's conformity experiment. (2.2, 2.3)
- the Milgram experiment (Obedience to Authority) and its components. (2.2, 2.3, 3.3)
- the Stanford Prison experiment and its components. (2.2, 2.3, 3.3)
- the difference between social facilitation and inhibition. (2.2)
- group factors in aggression and altruism. (3.3)
- the definition and impact of diffusion of responsibility, social loafing, and deindividuation. (2.2, 2.3, 3.1, 3.3)

### *EU 3*

- compare and contrast the different types of love. (3.4)
- identify and create examples of the fundamental attribution error and actor-observer bias. (2.3)
- discuss stereotypes and their role in society. (3.1)

### *EU 2*

- evaluate the ethics of social psychology experiments. (3.1)
- predict their behavior in various social situations. (1.1, 2.2)
- provide examples of social loafing and deindividuation. (2.3)
- analyze the impact of groups on individual behavior. (1.1, 2.3)

- the factors in attitude formation. (2.2, 2.3)
- methods of attitude change. (1.1, 1.3)
- how cognitive dissonance occurs. (1.2)
- the difference between prejudice and discrimination. (3.1)
- how a superordinate goal can help reduce intergroup conflict (Sherif). (2.3)
- the most common methods of persuasion. (1.3)
- the difference between in-group and out-group bias. (2.3)

*EU 3*

- analyze their own attitude formations. (1.1)
- distinguish between prejudice and discrimination in various scenarios. (3.1)
- determine the most effective persuasion techniques in various scenarios. (2.2)
- debate the importance of cognitive dissonance in changing one's attitudes and/or beliefs. (1.1, 1.3)

**Stage Two - Assessment**

**Stage Three - Instruction**

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer**. *The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy):* **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Observe "Brain Games" episodes to do interactive activities on social psychology. DVD (M, EU1)
- Students read and identify examples of fundamental attribution error and actor observer bias in an example. (M, EU1)
- Take a "Passionate Love" survey to cite the physical and psychological differences between passionate love versus other types of love. (M, EU1)
- Take a self-report jealousy scale and discuss how jealousy can be impacted by passionate love. (T, M, EU1)
- Social psychology video project identifying groundbreaking research in the field of social psychology and recreating or creating original examples of concepts (on google drive) (T, EU1)
- Watch and analyze "The Breakfast Club" to identify examples of various social psychology components. (character sketch assignment and worksheet on google drive). DVD (M, EU1)

- Love and Neurobiology lesson: PowerPoint on the chemical components of “love”, accompanying articles and discussion on whether love is a product of neurobiology or possibly something more “cosmic” (available on google drive). (T, M, EU1)
- View ABC Primetime’s “Human Experiments” to see the Milgram experiment recreated and to see clips from the Zimbardo prison experiment and their effects on current event examples. <https://youtu.be/XVpV73wSyG8> (M, EU2)
- View “The Power of the Situation,” part of the Discovering Psychology series by Philip Zimbardo <https://youtu.be/A3oliH7BLmg> . (A, EU2)
- Observe Law & Order: SVU episode “Authority” on the Milgram experiment. (A, EU2)
- Deindividuation exercise (have students anonymously write what they would do if they had 24 hours to do anything they wanted and they were guaranteed they would never be identified or caught). (T, EU2)
- Watch various “What Would You Do?” segments and have students predict their own reactions in various social situations (kidnapping scenario, baby locked in car, black versus white vandals, black versus white versus female bike thieves). DVD (M,T, EU2)
- Students will read and discuss an account of the Kitty Genovese murder and diffusion of responsibility. (A)
- View and analyze ‘The Wave” conformity, In-group, Outgroup <https://www.youtube.com/watch?v=ICng-KRxXJ8> DVD (T, A, EU2)
- Watch and analyze “The Stanford Prison Experiment” and its meanings for human behavior. DVD (M, EU2)
- Stereotypes Carousel (Students will work in groups of 4 and write down as many stereotypes as they know for the various ethnicities, religions, gender, sexuality, and race). (T, M, EU3)
- Observe “Pleasantville” and identify examples of various concepts in social psychology throughout the film DVD (M, EU3)
- Watch “The Truman Show” and identify examples of various concepts in social psychology throughout the film (assignment sheet on google drive). DVD (M, EU3)
- Observe and discuss an episode of “Through the Wormhole” titled “Are We All Bigots?” and discuss experiments featured, including rat empathy experiment. DVD (M, EU3)
- **Facilitate a class discussion on various issues of love/marriage/divorce in the future (T, M, EU3)**
- View and analyze RSA Animation series episodes “The Science of Persuasion”, “The Power of Outrospection”, “The Power of Time”( <https://youtu.be/A3oliH7BLmg> (A, EU3)
- Watch and analyze “A Class Divided” if not already used in Unit 1. DVD (A, EU3)
- Observe and analyze “The Push” on Netflix for Social Compliance (M,EU3)
- Watch and analyze “The Social Dilemma” on Netflix for cell phone and social media issues facing our society (A, EU3)

## Pacing Guide

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Introduction to Psychology and Research	30
2	Biological Bases of Behavior, Sensation, Perception and Altered States of Consciousness	30
3	Cognition - Memory, Thinking and Intelligence, Language and Learning	30
4	Motivation, Emotion, and Personality, Human Development	30
5	Stress, Psychological Disorders and Therapy	30
6	Social Psychology	30

### **Instructional Materials**

- Scholastic Choices
- Meyer's Psychology AP Textbook
- ACC/CP- Hockenberry Psychology Textbook
- Lumen Learning
- Sprout videos
- Practical Psychology videos
- Mind field episodes

### **Accommodations**



*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.