

PCSD Lesson Planning Template

Grade Level: 9-12		Teacher/Room: Buck / 408		Course(s)/ Period(s): AP Psychology / 4		Week of: Sept 6-9	
Unit Vocabulary: Posted in Classroom							
Instructional Strategies Used:							
Day 1	Day 2	Day 3	Day 4	Day 5			
GSE/GPS Standard(s):	GSE/GPS Standard(s): AP PSY XIV: Explain how individuals relate to one another in social situations. Identify the conditions in which people are more likely to conform and obey. Determine how the presence of others influences actions. Apply concepts of cognitive dissonance, conformity, and obedience to explain behavior.	GSE/GPS Standard(s): AP PSY XIV: Explain how individuals relate to one another in social situations. Identify the conditions in which people are more likely to conform and obey. Determine how the presence of others influences actions. Apply concepts of cognitive dissonance, conformity, and obedience to explain behavior.	GSE/GPS Standard(s): AP PSY XIV: Explain how individuals relate to one another in social situations. Identify the conditions in which people are more likely to conform and obey. Determine how the presence of others influences actions. Apply concepts of cognitive dissonance, conformity, and obedience to explain behavior.	GSE/GPS Standard(s): AP PSY XIV: Explain how individuals relate to one another in social situations. Identify the conditions in which people are more likely to conform and obey. Determine how the presence of others influences actions. Apply concepts of cognitive dissonance, conformity, and obedience to explain behavior.	GSE/GPS Standard(s): AP PSY XIV: Explain how individuals relate to one another in social situations. Identify the conditions in which people are more likely to conform and obey. Determine how the presence of others influences actions. Apply concepts of cognitive dissonance, conformity, and obedience to explain behavior.		
Essential Question:	Essential Question: What role does physical appearance play in how we perceive others? How do we adapt our behavior to meet varying schemas based on different roles?	Essential Question: What role does physical appearance play in how we perceive others? How do we adapt our behavior to meet varying schemas based on different roles?	Essential Question: Students will be assessed on all previously studied essential questions.	Essential Question:	Essential Question: What are the different parts of the brain and what functions does each serve?		
Mini Lesson:	Mini Lesson:	Mini Lesson:	Mini Lesson:	Mini Lesson:	Mini Lesson:		
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students will be able to analyze the impact physical appearance has on how we perceive others. 	<ul style="list-style-type: none"> The Rules of Attraction - How we fall in love! 	<ul style="list-style-type: none"> Students will explore the power of first impressions, Schemas, Attribution Theory, and Non-Verbal Communication. 	<ul style="list-style-type: none"> Students will be able to identify the different parts of the brain and summarize what each part does. 			
Activating Strategies:	Activating Strategies:	Activating Strategies:	Activating Strategies:	Activating Strategies:	Activating Strategies:		
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Reading & discussion on impact of physical appearance. 	<ul style="list-style-type: none"> Students will watch a video clip & discuss on importance of appearance and first impressions. 	<ul style="list-style-type: none"> Students will watch a video clip and analyze non-verbal communication cues from the video. 	<ul style="list-style-type: none"> Reading - Biological Basis of Behavior - The Brain (page 66-67 in text w/discussion question. 			
Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:		
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Student presentations on social norm violation project. Discussion & planning of set-up of obedience to rules project. Computer Lab - Power of 1 project on altruism. 	<ul style="list-style-type: none"> Students will conduct their Power of 1 Speed Dating rounds Brier lecture/discussion on Phases of Love & the Rules of Attraction. Students will play Kahoot to review for test. Students will set up next Social Psychology experiment on the 	<ul style="list-style-type: none"> Students will play Quizizz to prepare for the test Students will take the Social Psychology Test & its written component Students will read an article from Psychology Today on the impact poverty has Brain Biology 	<ul style="list-style-type: none"> Pretest - The Biological Basis of Behavior. Students will be broken into groups to research brain structures. They will create a PPT or Prezi presentation on their assigned structure to present to the class. As students present, their 			

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<p>Resource/Materials:</p> <ul style="list-style-type: none"> • 	<p>Resource/Materials:</p> <ul style="list-style-type: none"> • Social Psychology PPT • 	<p style="text-align: center;">400 Hall</p> <ul style="list-style-type: none"> • <p>Resource/Materials:</p> <ul style="list-style-type: none"> • Student textbook • PPT on Social Psychology • Painters Tape. • 	<p>Resource/Materials:</p> <ul style="list-style-type: none"> • Social Psychology PPT • Quizizz • Test - Social Psychology • Article on Poverty & the Brain • 	<p>peers will complete a chart on each brain component.</p> <ul style="list-style-type: none"> • Quiz - Socrative • <p>Resource/Materials:</p> <ul style="list-style-type: none"> • Chromebook Lab or computer lab • •
<p>Differentiation: <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> • <p><i>Grouping Strategy:</i></p> <ul style="list-style-type: none"> • <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • 	<p>Differentiation: <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> • <p><i>Grouping Strategy:</i></p> <ul style="list-style-type: none"> • <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • 	<p>Differentiation: <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> • <p><i>Grouping Strategy:</i></p> <ul style="list-style-type: none"> • <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • 	<p>Differentiation: <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> • <p><i>Grouping Strategy:</i></p> <ul style="list-style-type: none"> • <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • 	<p>Differentiation: <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> • <p><i>Grouping Strategy:</i></p> <ul style="list-style-type: none"> • <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Choice of tech on quiz or read to as needed.
<p>Assessment : <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> <i>Summative:</i> <i>Performance Based:</i></p>	<p>Assessment : <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> <i>Summative:</i> <i>Performance Based:</i></p>	<p>Assessment : <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> Kahoot <i>Summative:</i> <i>Performance Based:</i> Power of One</p>	<p>Assessment : <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> <i>Summative:</i> Test - Social Psychology <i>Performance Based:</i> Written Component</p>	<p>Assessment : <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> Quiz <i>Summative:</i> <i>Performance Based:</i> student presentation on brain presentation</p>
<p>Homework:</p>	<p>Homework:</p>	<p>Homework: Begin Mean Girls Analysis</p>	<p>Homework: Study for quiz</p>	<p>Homework: brain coloring page 1</p>

Resources and Reflective Notes: