

# PCSD Lesson Planning Template

<b>Grade Level:</b> 9-12		<b>Teacher/Room:</b> Buck / 408		<b>Course(s)/ Period(s):</b> Psychology / 2 & 3		<b>Week of:</b> August 29-Sept. 2	
<b>Unit Vocabulary:</b> Posted in Classroom							
<b>Instructional Strategies Used:</b>							
Day 1	Day 2	Day 3	Day 4	Day 5			
<b>GSE/GPS Standard(s):</b> SSPSP1 - Analyze the impact of the social environment on behavior and attitudes. SSPS1B - Analyze attribution and cognitive dissonance theories pertaining to social judgements SSPS1D - Analyze and evaluate the Milgram's experiment of obedience and Zimbardo's experiment on conformity.	<b>GSE/GPS Standard(s):</b> SSPSP1 - Analyze the impact of the social environment on behavior and attitudes. SSPS1B - Analyze attribution and cognitive dissonance theories pertaining to social judgements SSPS1D - Analyze and evaluate the Milgram's experiment of obedience and Zimbardo's experiment on conformity.	<b>GSE/GPS Standard(s):</b> SSPSP1 - Analyze the impact of the social environment on behavior and attitudes. SSPS1B - Analyze attribution and cognitive dissonance theories pertaining to social judgements	<b>GSE/GPS Standard(s):</b> SSPSP1 - Analyze the impact of the social environment on behavior and attitudes. SSPSP1A - Explain the phenomena which result from the influence of the social environment on the individual and vice versa SSPSP1C - explain the factors that contribute to affiliation and attraction.	<b>GSE/GPS Standard(s):</b> SSPSP1 - Analyze the impact of the social environment on behavior and attitudes. SSPSP1A - Explain the phenomena which result from the influence of the social environment on the individual and vice versa SSPSP1C - explain the factors that contribute to affiliation and attraction.			
<b>Essential Question:</b> How does our perception of others influence our perception of self? How do social factors influence our behavior and motivations? How can group behavior cause us to violate our own moral code?	<b>Essential Question:</b> How does our perception of others influence our perception of self? How do social factors influence our behavior and motivations? How can group behavior cause us to violate our own moral code?	<b>Essential Question:</b> How does our perception of others influence our perception of self? How do social factors influence our behavior and motivations? How can we overcome the influence of conformity and group think?	<b>Essential Question:</b> How do we choose our friends How do our social relationships influence our behaviors? Explain how we use first impressions and schemas? What factors influence how we interpret others' behaviors?	<b>Essential Question:</b> How do we choose our friends How do our social relationships influence our behaviors? Explain how we use first impressions and schemas? What factors influence how we interpret others' behaviors?			
<b>Mini Lesson:</b> <ul style="list-style-type: none"> <li>Students will be able to analyze how group think and the desire for conformity can cause us to stray from our moral code of ethics.</li> </ul> <b>Activating Strategies:</b> <ul style="list-style-type: none"> <li>Brainstorm - what is the code of ethics by which you live? How did you form that code? What could cause you to compromise it?</li> </ul> <b>Lesson:</b> <ul style="list-style-type: none"> <li>Share with a partner the results from your brainstorming activity.</li> <li>Debrief the brainstorming activity as a class</li> </ul>	<b>Mini Lesson:</b> <ul style="list-style-type: none"> <li>Students will be able to evaluate the impact of group think and effect of obedience to authority figures on our behavior and thoughts.</li> </ul> <b>Activating Strategies:</b> <ul style="list-style-type: none"> <li>Video clip on the Abu Ghraib Prison Atrocities. What similarities do you see to the Zimbardo Experiment?</li> </ul> <b>Lesson:</b> <ul style="list-style-type: none"> <li>With a partner, discuss the opening activity. As a whole group, discuss how the Zimbardo experiment explains what happened at Abu</li> </ul>	<b>Mini Lesson:</b> <ul style="list-style-type: none"> <li>Students will analyze the effects of group dynamics on individual's behavior.</li> </ul> <b>Activating Strategies:</b> <ul style="list-style-type: none"> <li>Given a scenario, student have to predict what decision a person would make based on their understanding of conformity, obedience, &amp; group think.</li> </ul> <b>Lesson:</b> <ul style="list-style-type: none"> <li>Students will discuss the opening activity. Teacher will create a master bubble map on the board as students contribute ideas.</li> </ul>	<b>Mini Lesson:</b> <ul style="list-style-type: none"> <li>Students will explore the power of first impressions, Schemas, Attribution Theory, and Non-Verbal Communication.</li> </ul> <b>Activating Strategies:</b> <ul style="list-style-type: none"> <li>Reading w/Discussion - Physical Appearance &amp; Relationships.</li> </ul> <b>Lesson:</b> <ul style="list-style-type: none"> <li>First Impression Activity - what is your impression of people based on a set of images.</li> <li>Video clip - power of the first impression (TedTalk)</li> </ul>	<b>Mini Lesson:</b> <ul style="list-style-type: none"> <li>Students will explore the power of first impressions, Schemas, Attribution Theory, and Non-Verbal Communication.</li> </ul> <b>Activating Strategies:</b> <ul style="list-style-type: none"> <li>Reading - Breaking Stereotypes</li> </ul> <b>Lesson:</b> <ul style="list-style-type: none"> <li>Kahoot over Social Psychology - Part 2</li> <li>Quiz - Social Psychology Part 2 (Socrative or Paper)</li> <li>Research project - using</li> </ul>			

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<ul style="list-style-type: none"> <li>Quick Q &amp; A Review on Attribution Theory, Fundamental Attribution Error, and Foot-in-the-Door Phenomenon</li> <li>Lecture/Discussion - Cognitive Dissonance &amp; Conformity</li> <li>Watch video clip on Zimbardo's study on Conformity</li> <li>Research the Stanford Prison Study and complete discussion questions on the dissolution of values to conform (w/a partner).</li> <li>Debrief Stanford Prison Study.</li> </ul> <p><b>Resource/Materials:</b></p> <ul style="list-style-type: none"> <li>Stanford Prison Webquest</li> <li>Social Psychology PPT</li> <li>Student Tech</li> </ul>	<p>Ghraub?</p> <ul style="list-style-type: none"> <li>Quick conformity experiment with students. Debrief results.</li> <li>Lecture/Discussion: Social Influence: Factors that Strengthen Conformity &amp; Obedience.</li> <li>Video Clip - Asch Study on Conformity. Debrief. (also discuss similarity to class experiment)</li> <li>Analyze a scenario - fire in the room. What would you do? w/a partner</li> <li>Video clip - individual vs. group conformity.</li> <li>Milgram Case Study analysis</li> </ul> <p><b>Resource/Materials:</b></p> <ul style="list-style-type: none"> <li>Social Psychology PPT</li> <li>Asch Video Clip</li> <li>Fire in Room Video Clip</li> <li>Milgram Case study</li> </ul>	<ul style="list-style-type: none"> <li>Kahoot on Social Influence</li> <li>Quiz (Socrative on Social Influence)</li> <li>Brief lecture (w/PPT)-factors that weaken the influence of conformity, obedience, and GroupThink. (Power of One)</li> <li><b>Research an individual that stood against Conformity, Obedience, and/or Group Think. Create an Infographic illustrating their Power of One.</b></li> <li><b>Present Power of One individual to class.</b></li> </ul> <p><b>Resource/Materials:</b></p> <ul style="list-style-type: none"> <li>Student textbook</li> <li>PPT on Social Psychology</li> <li>Chart - How we choose friends?</li> </ul>	<ul style="list-style-type: none"> <li>Lecture w/PPT - Schemas &amp; Social Relations</li> <li>Using the textbook, complete the chart on Factors that Influence Social Relations (ex. Stereotyping, Prejudice, Discrimination, etc.)Stereotyping Activity w/video clip</li> <li>Discussion - power &amp; problems of stereotyping</li> <li>Roots of Prejudice Activity (Social, Emotional, Cognitive)</li> <li>Brief lecture: Just-World Phenomenon &amp; its implications</li> <li>Scenario analysis (real-world example).</li> </ul> <p><b>Resource/Materials:</b></p> <ul style="list-style-type: none"> <li>Social Psychology PPT</li> <li>Video Clips</li> <li>Reading on Personal Appearance</li> <li>First Impression Activity PPT</li> </ul>	<p>Chromebooks. Students broken into small groups to research &amp; create 4 slide PPT analyzing the social factors that lead to a specific news story (ex. Stanford Rape Case, Ryan Lochte Rio, )</p> <ul style="list-style-type: none"> <li>Student group presentations w/video clip</li> </ul> <p><b>Resource/Materials:</b></p> <ul style="list-style-type: none"> <li>Kahoot</li> <li>Socrative &amp; paper Quiz</li> <li>Chrome Book lab</li> </ul>
<p><b>Differentiation:</b> <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> <li>fewer discussion questions on Stanford Prison Experiment webquest</li> </ul> <p><i>Grouping Strategy:</i></p> <ul style="list-style-type: none"> <li>low to mid/mid to high</li> </ul> <p><i>Assessment:</i></p>	<p><b>Differentiation:</b> <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> <li>easier reading level on Milgram case study</li> </ul> <p><i>Grouping Strategy:</i></p> <ul style="list-style-type: none"> <li></li> </ul> <p><i>Assessment:</i></p>	<p><b>Differentiation:</b> <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> <li></li> </ul> <p><i>Grouping Strategy:</i></p> <ul style="list-style-type: none"> <li>Low to Mid/Mid to High</li> </ul> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Quiz in small group and read aloud if needed.</li> </ul>	<p><b>Differentiation:</b> <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> <li>different reading levels represented in case studies</li> </ul> <p><i>Grouping Strategy:</i></p> <ul style="list-style-type: none"> <li>low to mid/mid to high</li> </ul> <p><i>Assessment:</i></p>	<p><b>Differentiation:</b> <i>Content/Process/Product:</i></p> <ul style="list-style-type: none"> <li>Lower reading level article</li> </ul> <p><i>Grouping Strategy:</i></p> <ul style="list-style-type: none"> <li>low to mid/mid to high</li> </ul> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Choice of tech on quiz or read to as needed.</li> </ul>
<p><b>Assessment :</b> <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> <i>Summative:</i> <i>Performance Based:</i> Discussion questions based on web-research</p>	<p><b>Assessment :</b> <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> <i>Summative:</i> <i>Performance Based:</i> Analysis of Milgram Case Study on Obedience</p>	<p><b>Assessment :</b> <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> Socrative Quiz <i>Summative:</i> <i>Performance Based:</i> Power of One</p>	<p><b>Assessment :</b> <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> <i>Summative:</i> <i>Performance Based:</i></p>	<p><b>Assessment :</b> <i>Pre-Test:</i> <i>Post-Test:</i> <i>Formative:</i> Quiz <i>Summative:</i> <i>Performance Based:</i> student presentation on social perception</p>
<p><b>Homework:</b> Quizlet E-Flashcards</p>	<p><b>Homework:</b> finish Milgram case study analysis if not finished in class</p>	<p><b>Homework:</b></p>	<p><b>Homework:</b> Study for quiz</p>	<p><b>Homework:</b> Social-Psychology Unit Vocab due on day of next test</p>

**Resources and Reflective Notes:**