

Lesson Plan

Grade: 11		Subject: Psychology	
Materials: Projector, pencil/pen, printed out worksheets		Technology Needed: Computer	
Instructional Strategies: <ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Socratic Seminar 🍏 Learning Centers 🍏 Lecture 🍏 Technology integration 🍏 Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> 🍏 Large group activity 🍏 Independent activity 🍏 Pairing/collaboration 🍏 Simulations/Scenarios 🍏 Other (list) 	
Standard(s) PSY.6_12.2-Practically apply concepts of psychology.		Differentiation Below Proficiency: Students do not put effort into their guess and do not formulate a good response, lacks content knowledge from the new lesson or previous ones. Above Proficiency: Students formulate a well thought reason for why they guessed who they did. It connects to the content learned today, and pulls from previous knowledge. Approaching/Emerging Proficiency: Students thoughtfully guess which student they have, they are able to pull mainly from previous knowledge of their classmates, but also some from the new content. Modalities/Learning Preferences: Students can use notes as needed, and ask teacher questions if needed to help make decisions. Teacher can also write for students if need be on the assignment.	
Objective(s) TLW be able to understand how group dynamics and social perception influence their individual behavior. TLW be able to describe how society begins to perceive the individuals around them and group them. TLW understand how stereotyping, prejudice, and discrimination comes about with social identifiers. Bloom's Taxonomy Cognitive Level: Students will evaluate the sheet of their peers , and then make decisions based off of those facts, and their personal knowledge. This will make the students critically think about others points of views, and try to understand why other students see themselves in such ways.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to follow the posted classroom rules and guidelines throughout the class. Technology will not be used on the students part unless noted otherwise for certain students. The teacher will use proximity and movement to keep the class on-task and focused throughout the class period.	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will stay in seats the whole class, dependent upon the class size and their levels of self-regulation students could possibly come forward to read their Guess Who! Paper aloud to guess who they have.			
Minute	Procedures		
5	Set-up/Prep: Create slideshow and have Skelton notes printed out along with the worksheet		
3-5	Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) Ask students what traits/characteristics define them? How many of them know what social identity is or what they think it is?		

15	<p>Explain: (concepts, procedures, vocabulary, etc.) Go through the slideshow and explain what social identity is, who created the theory, and the processes of social identity. Students will use skeleton notes to fill in and then add them to their binders at the end of the notes section</p>
20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will engage in the Guess Who! Assignment, each student will fill out the worksheet dependent upon their answers to the social identifiers. Once the whole class has completed it, the teacher will collect and shuffle the papers, then hand them back to students. Each student will receive a peers sheet and read it over. Students will then have to guess who's paper they have based off the answers they have written. At the bottom of their peers sheet they will write the name of who they think they have and how they came to that conclusion from the knowledge they gained from the paper and their previous knowledge of their peers. Once all students complete the assignment each student will read aloud what the students wrote on the paper and who they guess the paper belongs to. The original student will then say if the person was correct or incorrect on their guess.</p>
10	<p>Review (wrap up and transition to next activity): Students will be exposed to a few other social identifiers that were not asked on the assignment and then wrap up with how these identifiers can shape who we hangout with, group ourselves as, and how others can perceive us or describe us. As students if there are any final questions before the bell</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Monitor students throughout the powerpoint and assignment, answer any questions that arise and pose question to make sure the students understand the content.</p> <p>Consideration for Back-up Plan: Students do the Guess Who! Assignment, but then at the bottom explain why they view themselves in such ways and what has caused them to do such. Students will not share aloud with the class and then turn in at the end of the class.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: I will collect the sheets and give students a completion grade for their participation</p> <p>If applicable- overall unit, chapter, concept, etc.: There will be a unit test at the end of the chapter including information from this slideshow</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	