

**Teacher Name: Joshua Wendell**

**Course/Grade:** Psychology **Date:** TBD **Block:** 90 Minute Period

**Unit Title: Social Psychology / Unit 4 (Psychology)**

- 1- **Content Standards OPS:** Knowledge: SWBAT (4) Assess the impact of society and culture on personality
- 1- (5) Identify the social factors influencing their choices for interaction with others... Reasoning: SWBAT (4) Illustrate the differences in social roles and social stereotypes... Skills/Product: SWBAT (3) Justify their opinion on which social factors influence our social interaction with others.

**Materials & Resources: Articles / Interviews / Textbook /Journal**

**ANTICIPATORY SET**

Write this question on the board: Have each student answer the following... 'What are the roles of man, woman, in society? What types of work, social expectation, societal, familial, roles do either men or women have placed upon them? (allow 5 minutes to write down answers)

**Modifications/Adaptations for students with IEP or 504 Plan (specific for this lesson):**

Allow time to read instructions aloud to the students, allow for more time.

**OBJECTIVE/LEARNING GOAL(S)**

SWBAT Justify their opinion on which social factors influence our social interactions with others.

**PROCEDURES: GRADUAL RELEASE OF INSTRUCTION**

**\*Teacher will list the part of instruction utilized**

**Modeled**

Learning goals are discussed followed by demonstration/direct Instruction.

**Shared**

Checking for understanding occurs via engagement activities. Re-teaching may be needed prior to guided practice.

**Guided**

Leveled performance groups or rotating stations or cooperative learning/group work occur with descriptive feedback.

**Independent**

Students working independently applying what they have learned in the lesson.

Take a moment and go over an example of your answers to the bell work question... Then, Ask the class to offer their opinions on what you wrote (allow 2 minutes for the example.)

Allow the students to break into groups of 3-4 and go over their answers and talk (10 Minutes). Go around to each group, listen... After all groups have had enough time... Have them journal next to their entry and have them assess why they may or may not have had the same answers...

Play clips of interviews from the women interviewed from the Indie Music of Omaha Research (10:30-17:30 in the video)/ Have students evaluate responses in contrast to what they wrote... (15 Minutes)

- Lesson Presentation over Social Norms / Environmental Factors (20 Minutes)
- Discuss the women and what influences they mentioned and assess results related to variables.
- Class discussion about social standards / gender roles / SES influences/expectation (20 Minutes)

Students are to complete an influence assessment self-reflection. They are to list off what variables (environmental) have impacted their personality development. Write in their Journals (20 Minutes)

**SUMMARY**

Students assessed environmental factors that can lead to personality development; establishing social and gender norms.

**COURSEWORK**

Students will be completing a self-reflection that allows them to assess the environmental factors that have led to their own personality development and their beliefs on social and gender norms.