**LESSON PLAN (Weekly Content)**

**Michelle Finley Class: Intro to Psychology/Sociology Date: April 10, 2017 Unit: Sociology Basics**

**Academic Content Standards:**

(Based on Common Core and/or Ohio Academic Content Standards and/or NCSS/APA/ASA Standards)

***Domain: The Sociological Perspective***

***Standard Area: Sociology as a field of inquiry***

Content Standard 1. Sociology as the study of social behavior

Content Standard 2. How is sociology different from other social sciences?

**Building on Past/Leading to Future:**

(Connection to prior knowledge and future knowledge)

Last week, students completed their final psychology unit culminating in a summative psychology exam. Results were distributed to students and clarifications were made.

This week, students will transition from psychology to sociology and garner an understanding of the difference between the two social sciences.

Next week, students will begin to work with the three theoretical paradigms, microlevel and macrolevel orientation.

**Materials/Resources/Technology/Set-up:**

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| Teacher: | Student: |
| Computer, Internet, SmartBoard, textbook, paper copies of handouts & files uploaded to Google classroom | Books, paper, pen, completed work |

**Formative Assessments:**

Tues: entrance ticket

**Summative Assessments:**

**Lesson Accommodations**

**Struggling:** Students on IEPs/504 Plans will be given the option during work time to go to the Resource Room. Explain directions verbally at least twice, leave written directions on SmartBoard. Provide examples of satisfactory and superior work.

**Accelerated:** Students will be encouraged to utilize literary terminology in the explanation of their favorite book or movie.

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| **Instructional Strategies and Learning Tasks:** | | |
| **Day** | **Teacher** | **Student** |
| Mon.,  April 10  88 min. | * Take attendance, have students read through agenda on board (3 min) * Although I have had the same students since January, an “ice breaker” assignment will be used to introduce sociology and enhance community. * Provide handouts and directions to students. Facilitate discussion through the PowerPoint. Explain differences between psychology and sociology. Have students classify examples of field of study questions as psychological or sociological. * Explain that students will complete the ice breaker assignment in order to begin our study of human society and social behavior. * Verbally explain directions at least twice. * Present satisfactory and superior examples of student-completed work. * As one last example, and to add to community enhancement, the teacher should present their own information as an exemplar. * Guide students in work. Praise work that is done well. Redirect students when work could be done better. | *I can*   * Identify sociology as the study of human society and social behavior * Explain how sociology is different from other social sciences |
| Tues.,  April 11  88 min. | * Take attendance, have students read through agenda on board (3 min) * Entrance ticket: Differentiate between the study of psychology and the study of sociology. * Share ice breaker assignments. Validate at least one thing from each set of information that students choose to share. | *I can*   * Identify sociology as the study of human society and social behavior * Explain how sociology is different from other social sciences |

**Final Retrospective:** (What worked, what didn't, for whom? Changes to be made...)

*Students really benefitted from the examples of former students that I shared. They particularly enjoyed the information that I shared about myself. Good connections were made between the beginning of the study of sociology and building community.*

*Ask students what other information they would like to share about themselves and in what other formats they would be willing to share the information.*