Green Run High School/ODU Spring 2016

Daily Learning Plan

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| **Teacher:** **Erica Guardino & Becky Burnsworth** | **Date:** March 16 and 17, 2016 | **Unit: P2 Unit 3** |
| **Enduring Understandings:** **There are a variety of approaches to explain personality.** | **Essential Questions:** **What theories did Sigmund Freud develop about the mind? Why do people use defense mechanisms? What are Freud’s main stages of personality development? Who are other important psychanalytic theorists? How to psychologists evaluate the psychoanalytic approach?** |  |
| **Strategies / 21st Century Skills**  | **Learning Target(s):** **I can describe the psychodynamic approach to personality and begin to analyze what has influenced my personality.** | **Assessment(s)** |
| *Suggested Strategies*☐ [3-2-1](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/3_2_1.docx)☐ [Acrostic](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Acrostic%2520Poems.docx) ☐ [Annotation](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Close%2520Reading_Annotation)☐ [Anticipation Guide](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Anticipation%2520Guide.docx)☐ [Chalk Talk](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Chalk%2520Talk.docx)☐ [Character Map](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Character%2520Map.docx) ☐ [Close Reading & Written Response](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Close%2520Reading_Annotation)☐ [Cloze](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Cloze%2520Procedure.docx)☐ [Content Frames](http://www.readingquest.org/strat/storymaps.html)☐ [Cornell Notes](https://schools.vbcps.com/sites/MLK/litcor/_layouts/15/start.aspx#/Curriculum%2520R%2520%2520W/Forms/AllItems.aspx?RootFolder=%252Fsites%252FMLK%252Flitcor%252FCurriculum%2520R%2520%2520W%252FLiteracy%2520Strategies%2520Index%252FAdditional%2520Strategies%252FCornell%2520Notes&FolderCTID=0x012000D974138935C79B4DACC78A12C92053E8&View=%257B689238CE%252D9950%252)☐ [Critical Thinking](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Critical%2520Thinking.docx)☐ [Diamante/Cinquain](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Diamante_and_Cinquain.docx)☐ [Entrance/Exit Ticket](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Entrance%2520and%2520Exit%2520Tickets)☐ [Fact Storming](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Fact%2520Storming.docx)☐ [Frayer Word Map](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Frayer%2520Vocabulary%2520Model.docx)☐ [Graphic Organizer](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Graphic%2520Organizers.docx)☐ [GIST](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/GIST_Summary.docx)☐ [Guided Reading](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Guided%2520Reading%2520Procedure.docx)☐ [Insert](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/INSERT)☐ [Kaplan’s Icons](https://schools.vbcps.com/sites/HGR/Literacy/Literacy%2520Documents/one_page_icons.pdf?Web=1) ☐ [Kahoot](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Kahoot.docx) ☐[K**3**C](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/K3C%2520Vocabulary)☐ [KWL Plus](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/KWL%2520plus%2520Summary.docx)☐ [MAB/E](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/MABE%2520Vocabulary%2520Strategy.docx) ☐ [Magic Square](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Magic%2520Squares.docx)☐ [Philosophical Chairs](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Philosophical%2520Chairs)☐ [Placemat Consensus](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Placemat%2520Consensus.docx)☐ [Plickers](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Plickers.docx)☐ [Possible Sentences](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Possible%2520Sentences.docx) ☐ [QAR](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Q%2520A%2520R.docx)☐ [Quick Write](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Quick%2520Writes_Learning%2520Logs%2520and%2520Journals.docx) ☐ [RAFT](http://www.readingquest.org/strat/raft.html) ☐ [RATA](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/RATA_Read%2520Aloud-Think%2520Aloud.docx) ☐ [ReQuest](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/ReQuest%2520Strategy.docx)☐ [RT](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/RT_Reciprocal%2520Teaching.docx)☐ [Say Something](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Say%2520Something)☐ [Socratic Seminar](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Socratic%2520Seminars%2520Procedures.docx)☐ [Story Map](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Story%2520Map.docx)☐ [SQ3R](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/SQ3R.docx)☐ [THIEVES](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/THIEVES.docx)☐ [Think Aloud](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Think%2520Aloud.docx)☐ [Walkabout](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/WalkAbout.docx)☐ [Webbing](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Webbing.docx)☐ [Word Sort](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Word%2520Sorts.docx)☐ [Word Splash](https://schools.vbcps.com/sites/MLK/litcor/Curriculum%2520R%2520%2520W/Literacy%2520Strategies%2520Index/Additional%2520Strategies/Word%2520Splash.docx)☐ Other | **BEFORE LEARNING:** [Before Learning Strategies Index](https://schools.vbcps.com/sites/HGR/Literacy/Literacy%2520Documents/Before%2520Learning%2520Strategies%2520Index.docx)* Teacher focuses attention and sparks curiosity; students are caused to think about what they already know
* Set the purpose (not the agenda) for why students will be doing what they’re doing
 |
| Introduction to unit 3 objectives; Overview of the unit objectives/ Personality Mask Project. |  |
| **DURING LEARNING:** [During Learning Strategies Index](https://schools.vbcps.com/sites/HGR/Literacy/Literacy%2520Documents/During%2520Learning%2520Strategies%2520Index.docx)* Strategies for active engagement with the new content
* What are students doing **while** reading, viewing, or listening?
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| **PowerPoint presentation on new material: Psychodynamic approach to personality.** | Formative; oral assessment of new content |
| **AFTER LEARNING:** [After Learning Strategies Index](https://schools.vbcps.com/sites/HGR/Literacy/Literacy%2520Documents/After%2520Learning%2520Strategies%2520Index.docx)* How will students apply the new knowledge?
* How will students be prompted to reflect on what they learned and how they learned it?
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| **Quick Lab: How Have External Forces Shaped Your Personality?** | Formative; handout on psychoanalytic approaches |
| **CLOSURE:** |
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| **LESSON REFLECTION:** | **Homework:** |
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| **Short Description of Lesson**This lesson is designed as an introduction to unit 3: personality. We will begin with an overview of all the objectives to be covered in the unit and will then go on to look at the first section of standards: PSYII.3.1- Describe components of psychoanalytic personality theory. Students will use a handout that aligns to the PowerPoint to take notes during presentation, after which they will begin their first activity of the personality unit. This activity, a “Quick Lab” is designed to help them begin to analyze their own personality and to prepare them for the cumulative project due at the end of the unit, their personality mask. |
| **Focus*****Virginia Beach Standards (\*there are not state or national standards for psychology or sociology)***PSYII.3.1 Describe components of psychoanalytic personality theory. Content Specifications:  Sigmund Freud - concept of conscious, unconscious - parts of personality ⬥ id ⬥ ego ⬥ super ego - defense mechanisms ⬥ repression ⬥ rationalization ⬥ displacement ⬥ regression ⬥ projection ⬥ reaction formation ⬥ sublimation ⬥ denial  Carl Jung - persona - personal unconscious - collective unconscious  Alfred Adler - concept of inferiority complex - concept of sibling rivalry |
| **Procedures****Lesson Set***PowerPoint with guided notes**Quick Lab**(time permitting) Personality story telling**Oral assessment* **Rationale**This lesson is designed as an introduction to unit 3: personality. We will begin with an overview of all the objectives to be covered in the unit and will then go on to look at the first section of standards: PSYII.3.1- Describe components of psychoanalytic personality theory. Students will use a handout that aligns to the PowerPoint to take notes during presentation, after which they will begin their first activity of the personality unit. This activity, a “Quick Lab” is designed to help them begin to analyze their own personality and to prepare them for the cumulative project due at the end of the unit, their personality mask. **Techniques and Activities**1. PowerPoint with guided notes
2. Quick Lab
3. (time permitting) Personality story telling
4. Oral assessment

 **Student Products***Guided lecture notes* *Results of Quick Lab**(time permitting) 1-2 page personality story***Differentiated instruction***Upon request students can be emailed a copy of the PowerPoint so that they can take down notes at their own pace (if they require additional time for writing) or if they are more visual or auditory learners and need to part of the presentation before they can write about it. Their personality story could also be typed and emailed or handwritten and turned in.***Collaboration with Families***Parents will have received my contact information and can reach me by phone or email, or through contact with Mrs. Burnsworth as necessary.* |
| **Resources** **Materials and Additional Resources***Laptop* *Rathus, S. A. (2010). Holt McDougal psychology: Principles in practice. Austin, TX: Holt McDougal.**Promethean board**Cables to connect computer and board**Quick Lab handout**Directions for personality story**Guided lecture notes handout* **Web and Attachment Resources** |
| **Self-Assessment Reflection** |