

***HSP3M : An Introduction to Anthropology, Psychology and Sociology  
Grade 11 (University / College Preparation)***

***Socialization: Building Me***

***Unit 2: Forces that Influence and Shape Behaviour***

***Connie Caramanna, Pramila David, and Sandra Fabris***

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## ***Table of Contents***

<b>2. Image of the Learner</b>	<b>Page 3</b>
<b>3. Unit Overview</b>	<b>Page 4</b>
<b>4. Enduring Understandings &amp; Unit Expectations Chart</b>	<b>Page 5</b>
<b>5. Major Assessment Task/ Culminating Activity</b>	<b>Page 6</b>
<b>6. Instructional Organizer for Unit</b>	<b>Page 9</b>
<b>7. Lesson Plan – Introduction to Unit</b>	<b>Page 10</b>
<b>8. Précis of Learning Activities / Strategies</b>	<b>Page 11</b>
<b>9. Statement of the Design Process</b>	<b>Page 18</b>



## **2. Image of the Learner:**

Evergood School #123, OhSoFine District

Evergood is located north of the city, in a suburban area. The school offers a complete semester program of both Academic and Applied studies. The majority of the school students participate in the mandated curriculum and about 60% indicate that they are interested in pursuing a post secondary education. Evergood provides a wide range of courses that cater to those needs since the majority of the courses offered are either at the university or college level. A smaller percentage of students take part in special education programs, which are offered to meet the needs of students, including students with exceptionalities, such as behavioural communication, and physical learning disabilities.

At Evergood, approximately 55% of the student population is female, and 45% are male. Most of the students (95%) at the school are English speaking and were born in Canada. The remaining students have lived in Canada for less than five years. It is culturally diverse with predominance from the Middle Eastern, Asian, and European cultures.

The student body comes from a broad range of socio-economic status. There are middle class families; white and blue collar workers, to low economic refugee families found in the neighbourhood. Single parent homes account for 30% of the student demographic, 30% belong to an extended family, and the remaining were brought up in a nuclear family setting.

The students participate in organized music events and are immersed in pop media. The extra curricular activities provided by the school offers students a chance to further develop their social and physical skills. The soccer club is very popular, as is badminton.

The class size is 28.

### **3. Unit Overview**

#### **3a) Location of the unit within the course**

The forces that influence and shape human behaviour are the focus of Unit 2. In Unit 1, students would have been introduced to the development of the Social Sciences as well as the research skills. In Unit 2, the students will be challenged to understand themselves in relation to the social elements affecting their behaviour.

This unit analyzes the various ways in which one's innate behaviour and outlook are moulded by individuals and groups (called social institutions). This process is called socialization, and it largely determines the type of person you will become. Although there are many social factors shaping our behaviour, this specific unit will concentrate on the family, media and peer group relations.

Under the strand of "Self and Others" students are required to examine the forces that influence and shape behaviour. Students are asked to identify and assess influences that contribute to social development while analyzing their role of the mass media in influences individual and group behaviour. Students are also required to identify and evaluate the influence of media on the socialization of individuals within our society.

#### **3b) Rationale**

Students will be required to examine a variety of media sources (e.g. television commercials, magazine advertisements, billboards, newspaper advertisements) and critically examine the messages that are prevalent in these media sources. This material is important to the unit because it will force students to recognize the underlying messages in the mass media and identify how they can influence the body image of the consumer.

In the culminating activity for this unit, students will create a portfolio to illustrate their analysis of the forces that have shaped and influenced their own personal social development. Students will explore the forces affecting them from three perspectives (mass media, family, and peer groups), using theories from psychology, anthropology and sociology. All artistic pieces will be followed by a short explanatory paper outlining different theories used, and showing analytical thinking.

#### 4. Enduring Understanding & Unit Expectations Chart

Enduring Understanding	Overall Expectations Of Unit	Specific Expectations Of Unit
1. Students will be able to identify the various sources of mass media that influence our perceptions of body image (i.e., students will identify the channels through which industries advertise).	Demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists.	Analyze the role of the mass media in influencing individual and group behaviour.
2. Students will be able to critically analyze and question the messages that the advertisers trying to convey (i.e., students will be able to look at an ad and be able to identify hidden messages).	Demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists.	Identify and assess the major influences that contribute to an individual's personal and social development.
3. Students will be able to explain why forces in the mass media are able to influence our behaviour specifically with regards to body image.	Demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists.	Identify the primary and secondary agents of socialization (e.g. family, school, peers, media, work) and evaluate their influence.

## **5. Major Assessment Task/ Culminating Activity**

### **5a) Teacher Guide**

Description of Activity: Students will create a portfolio representing an analysis of the forces that have been influential in shaping their development and behaviour. Within this portfolio students will include:

- 5a-i Students will create a Family Tree. Using photographs and captions students will include the person's name, date of birth, relation to them (example, paternal grandfather). At the end of the family tree, students will write a page stating how their family has influenced their behaviour, being sure to include or relating it back, to one of the theories studied in lecture.
- 5a-ii Relating back to mass media lessons, students will create a T-Chart collage of print related ads, which have shaped them in both a positive and negative way. Students will then have an opportunity to reflect on why the images they chose, has made a significant impact on their lives.
- 5a-iii Based on their homework assignments, students will create a choice of two artworks showing how theories of emotion, motivation and social role relate to their lives. The first choice is a mixed media collage of themselves illustrating traits shared with family members; the second is a to create two decks of 7 'cards' showing Maslow's hierarchy, and how those needs are fulfilled at two periods in their lives; the third choice is to make a jigsaw illustration of themselves, on each piece of which is written a group to which they belong; and the final choice is a Warholesque quartet of self-images, over which are written notes on a role taken, the group, rewards & sanctions used.

### 5b) Student Guide: How will you do the Portfolio Creation Assignment?

Individually, you will create a portfolio which illustrates the forces that have shaped your personal development and behaviour. Within this portfolio, you will include extensions of assignments which will be discussed in class.

#### Culminating Activity Checklist

All 6 components were met \_\_\_\_\_

<i>Portfolio Prepared</i>	<i>Formative Assessment</i>	<i>Good Copy for Culminating Task</i>	<i>Teacher Comments</i>	<i>Final Evaluation</i>
Family Tree				
Family Tree one page write-up				
Mass Media T-Chart Collage				
Mass Media College Analysis				
<i>Choice of 2:</i>				
Personality/Socialization Art Piece #1				
Personality/Socialization Paper #1				
Personality/Socialization Art Paper #2				
Personality/Socialization Paper #2				

#### Evaluation:

The assessment of your assignment will focus on how well the learning from this unit illustrated in the various assignments (see rubric for exact evaluation criteria).

Each student is expected produce or submit a written paper explaining the content of each artistic piece. This paper should capture the fundamental elements, the theoretical and practical reasons of how and why behaviour has been shaped.

Family Tree	20%
Family Tree Reflective Paper	10%
Media Collage T-Chart	20%
Media Collage Paper	10%
Personality/Socialization Art Piece #1	10%
Personality/Socialization Paper #1	10%
Personality/Socialization Art Piece #2	10%
Personality/Socialization Paper #2	10%

## 5c) Culminating Activity: Portfolio Assessment Rubric

<b>Level 1 (50% - 59%)</b>	<b>Level 2 (60% - 69%)</b>	<b>Level 3 (70% - 79%)</b>	<b>Level 4 (80% - 100%)</b>
<b>Knowledge</b>			
Limited ability to define the concepts that are central to anthropology, psychology, and sociology	Moderate ability to define the concepts that are central to anthropology, psychology, and sociology	Considerable ability to define the concepts that are central to anthropology, psychology, and sociology	Thorough ability to define the concepts that are central to anthropology, psychology, and sociology
Identifies given concepts making limited reference to specific examples	Identifies given concepts making some reference to specific examples	Identifies given concepts making considerable reference to specific examples	Identifies given concepts making thorough reference to specific examples
<b>Thinking / Inquiry</b>			
The portfolio displays little thinking and inquiry skills about the facts	The portfolio accurately displays some thinking and inquiry skills about the facts	The portfolio accurately displays most thinking and inquiry skills about the facts	The portfolio accurately displays thinking and inquiry skills about the facts
Limited ability to analyze the role of the mass media, family, and peer groups in influencing individual and group behaviour	Moderate ability to analyze the role of the mass media, family, and peer groups in influencing individual and group behaviour	Considerable ability to analyze the role of the mass media, family, and peer groups in influencing individual and group behaviour	Thorough ability to analyze the role of the mass media, family, and peer groups in influencing individual and group behaviour
Description of concept demonstrated limited organization	Description of concept demonstrated some organization	Description of concept demonstrated considerable organization	Description of concept demonstrated a high level of organization
Analysis of concepts results in conclusions with limited factual support	Analysis of concepts results in conclusions with some factual support	Analysis of concepts results in conclusions with considerable factual support	Analysis of concepts results in conclusions with thorough factual support
Demonstrated limited ability to evaluate information using a logical process	Demonstrated some ability to evaluate information using a logical process	Demonstrated considerable ability to evaluate information using a logical process	Demonstrated a high degree of ability to evaluate information using a logical process
<b>Communication</b>			
Limited ability to use the terminology of anthropology, psychology, and sociology	Moderate ability to use the terminology of anthropology, psychology, and sociology	Considerable ability to use the terminology of anthropology, psychology, and sociology	Thorough ability to use the terminology of anthropology, psychology, and sociology
Limited ability in explaining why behaviour varies depending on context and individuals involved	Moderate ability in explaining why behaviour varies depending on context and individuals involved	Considerable ability in explaining why behaviour varies depending on context and individuals involved	Thorough ability in explaining why behaviour varies depending on context and individuals involved
Limited ability to demonstrate an understanding of the social forces that influence and shape behaviour	Moderate ability to demonstrate an understanding of the social forces that influence and shape behaviour	Considerable ability to demonstrate an understanding of the social forces that influence and shape behaviour	Thorough ability to demonstrate an understanding of the social forces that influence and shape behaviour
<b>Application</b>			
The portfolio is not aesthetically pleasing	The portfolio is minimally pleasing	The portfolio is aesthetically pleasing	The portfolio is very attractive and aesthetically pleasing
Evaluation of information to determine main ideas demonstrates limited understanding	Evaluation of information to determine main ideas demonstrates some understanding	Evaluation of information to determine main ideas demonstrates considerable understanding	Evaluation of information to determine main ideas demonstrates thorough understanding

### Teacher Comments:

## 6. Instructional Organizer for Unit

**Unit Number (2)** Forces that Influence and Shape Behaviour

**Overarching Question:** What are the major influences that shaped the person that I have become?

<p><i>Main Topical Questions:</i></p> <ul style="list-style-type: none"> <li>• What are my needs and motivations, and how are they being fulfilled right now?</li> <li>• How does mass media affect me directly and indirectly? How are my beliefs affected by what I see, what I hear, and what attitudes are shown?</li> <li>• What physical and emotional traits do I share with my family? What reactions, attitudes and emotions have I learned from my family and friends?</li> </ul>	<p><i>Enduring Understandings</i></p> <ul style="list-style-type: none"> <li>• The perception of ‘normal is influenced by internal and external factors.</li> <li>• Family, friends, and institutions affect our behaviour</li> <li>• Self-development is a life-long process</li> </ul>
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### Expectations

<p><i>Knowledge/Understanding</i></p> <ul style="list-style-type: none"> <li>• terminology, (mass media, nuclear family, etc.)</li> <li>• Describe some differences and similarities in the approaches taken by anthropology, psychology and sociology to the concept of self in relation to others</li> </ul>	<p><i>Thinking/Inquiry</i></p> <ul style="list-style-type: none"> <li>• Compare, contrast, analyze, socialization patterns from the perspectives of anthropology psychology, and sociology</li> </ul>
<p><i>Application</i></p> <ul style="list-style-type: none"> <li>• formulate questions</li> <li>• promote self-awareness and develop strategies to support the negative impact society can have on the social and personal development of an individual</li> </ul>	<p><i>Communication</i></p> <ul style="list-style-type: none"> <li>• Communicate the results and inquiries through culminating task and in-class presentations</li> </ul>

### Culminating Activity

Students will create a portfolio representing an analysis of the forces that have been influential in shaping their development and behaviour. Within this portfolio, students will include 4 of the following:

- Two of :
- mixed media collage picture of self & one-page summary
  - 2 pop-out cards with labels/ information & one-page summary
  - jigsaw or cubist picture with labels/ information & one-page summary
  - Warhol-esque picture with labels/information & one page summary
  - Family history tree & timeline
  - t-chart collage of media ads & one-page summary

### Unit Evaluation

Quiz	25%	Class discussion and assigned homework –	10%
Culminating Activity Portfolio Pieces	25%	Student presentation of Culminating Activity	15%
Culminating Activity Comments/ Papers	25%		

Title <i>(Each lesson is 75 min)</i>	Topics Covered, expectations
Lesson 1: Forces that shape personality	Heredity, Modelling, Role Taking, Stages of Life
Lesson 2: Emotion & personality	Emotion – learning, heredity, maturity
Lesson 3: Motivation	Common cultural elements, hierarchy of needs
Lesson 4: Social Groups	Primary, secondary, network groups; social expectations, conflicts
Lesson 5: Agents of Socialization	Family, peer group, school culture
Lesson 6: Groups & Behaviour	Roles, norms, sanctions
Lesson 7: Family	-primary agent
Lesson 8. Family (cont’d)	- functionalist, conflict theory
Lesson 9: Mass Media, part 1	Mass media def, influences (eg. Modeling)
Lesson 10: Mass Media , part 2	Language norms, fashion social indicator, organizing/cultural/ gender/role stereotypes
Lesson 11: Mass Media, part 3	Review of previous concepts

## **7. Lesson Plan – Introduction to Unit**

### **Lesson 1:** Forces that Shape Personality (*One 75 min period*)

#### **Overview** (*P. David*)

Students will understand that we look at others and what people say to find models for how we should behave. Students will explore this using the ‘Adventures of Stickman’ sketch activity. The instructor will present the class with one of a series of pre-prepared index cards indicating a child’s emotional reaction to a situation. Asking for student input, he/she will then write the one-word reaction at the top of a cartoon. Modelling for the students he/she will create a crude stickman cartoon showing an encouraging adult or peer comment. Then, he will create an alternative frame (or two) showing a negative adult/peer comment.

Students will understand that we each take a social role within a group, and that we behave how we are expected to behave for that function. The ‘All I Need to Know, I Learned in Kindergarten’ poster should be displayed at the front of the class. Student will work in groups to fill in a ‘scroll’ or ‘tablet’ formatted handouts with a ‘life-rule’ and the childhood game that they learned it from. These sheets can be put up at the side of the class.

Students will understand that they these are two of the ways in which the social environment that we participate in shapes our behaviour. During the unit, they will be creating a series of artworks that will demonstrate how various forces have shaped their own personality. The rubric and assignment will be distributed.

Students will understand that there are different stages in life, each with its own needs to be fulfilled. Students will receive a handout outlining Erickson’s Stages of Life, and 2 accompanying handouts for them to fill in for homework.

Students will understand that there will be a quiz based on material in the handouts during Lesson 4 and Lesson 6.

#### **Resources**

- Text for Unit: Images of society: Introduction to Anthropology, Psychology, and Sociology. (2001). McGraw-Hill Ryerson Limited. ISBN# 0-07-088032-8
- Teacher-created handouts, ‘All I Need To Know I Learned in Kindergarten’ Poster.

#### **Assessment options**

n/a

#### **Learning Issues Integrated**

Visual Instruction, Minimal note-taking, small group work, advance information to structure and prioritize learning activities for students

## **8. Lesson Plans – Précis of Learning Activities/ Strategies**

### **Lesson 2: Emotion & Personality** (*One 75 min period*)

#### **Overview** (*P. David*)

Students will understand that people identify emotional expressions the same way across cultures. Photocopies showing emotional expressions from the text should be stuck on the board. Students will be asked to write down a word for each expression. The reactions will be shared.

Students will understand that twins have similar traits, even when reared apart. Students will understand that we have different emotional reactions at different times in our lives.

Students will understand that we learn to identify appropriate ways of expressing emotion. Students will do a skit/ or tableaux activity. Cue cards indicating emotions will be distributed among groups, indicating a person, a role, and an emotion (male, authority figure, anger). Students are to improv 2 examples of expressing that emotion.

Students will be given a handout indicating activity for culminating task, and a handout of a figure divided into 5 sections. They are to identify shared traits (expressions, reactions, etc.) with family members that they may have inherited.

#### **Link to Culminating task**

*Assignment choice:* Make mixed media collage picture of self – identify shared traits with family members probably inherited – using objects to represent them in collage

#### **List of Key resources**

Text; Emotional Reaction photocopies; cuecards for skit activity; task handout; homework handout

#### **Assessment options**

n/a

#### **Learning Issues Integrated**

Visual Instruction, Minimal note-taking, small group work, advance information to structure and prioritize learning activities for students, active involvement (improve)

**Lesson 3: Motivation** (*One 75 min period*)**Overview** (*P. David*)

Students will understand that cultures have elements in common. They will receive a handout based on the text showing a reference chart. In small groups, they will choose several of the similarities and come up with examples from their own lives.

Students will understand that a person has different needs on different levels. They will receive one handout outlining Maslow's hierarchy of needs, and another 2 handouts divided into sections, one for each of the needs. They will work on filling in how these needs are being met currently, and how they anticipate that these needs will be met in 7 years. They will continue the activity for homework

**Link to Culminating task**

*Assignment Choice:* Maslow's hierarchy playing cards - one 'deck' illustrating how needs are currently met, the other 'deck' illustrating how needs might be met in next 7 years.

**List of Key resources**

Text, handouts for cultural similarities & Maslows' hierarchy, handouts for homework

**Assessment options**

n/a

**Learning Issues Integrated**

Visual Instruction, Minimal note-taking, small group work, advance information to structure and prioritize learning activities for students, active involvement (improv)

## **Lesson 4: Social Groups** (*One 75 min period*)

### **Overview** (*P. David*)

Students will complete a quiz on Emotion, Motivation and Personality handouts distributed earlier. When finished, student will brainstorm a list of groups that they belong to.

Students will understand that we belong to different groups which require different behaviour or expectations. They will receive a handout defining crowds, groups, primary groups, secondary groups, and networks.

Students will sort their (brainstormed) groups into categories, according to the handout. For homework, students will receive a handout of a face or figure, with a 'crackle' effect watermarked behind it. They will divide the image into sections, and indicate a group (and classification) for each section.

Students will have time to work independently on projects for task, and to consult with teacher.

### **Link to culminating task**

*Assignment Choice:* create 'jigsaw' of face or figure, each piece a different colour or texture, include group and classification on each piece

### **List of Key resources**

Text, handout for definitions of groups, handout for culminating task portion, and homework

### **Assessment options**

homework completion checklist, quiz, anecdotal participation checklist

### **Learning Issues Integrated**

Visual Instruction, Minimal note-taking, small group work, advance information to structure and prioritize learning activities for students

**Lesson 5: Agents of Socialization** (*One 75 min period*)**Overview** (*P. David*)

Students will understand that that different groups have more or less influence at different times in our lives.

They will receive a handout outlining the agents of socialization: family, peer group, school, and culture.

Working from the text, they will complete the concept map on pg. 125 to hand in for a homework check at the end of the next lesson.

Students will have time work independently on projects for task, and to consult with teacher. Teacher will consult several students about participating in the Asch activity, without alerting them to the activity itself.

**Link to Culminating Task**

Students will continue work on previous assignment choices. Teacher will consult with students on progress, and complete homework check.

**List of Key resources**

Text

**Assessment options**

homework completion checklist, anecdotal participation checklist

**Learning Issues Integrated**

Visual Instruction, information organizer (concept map)

**Lesson 6:** Groups & Behaviour (*One 75 min period*)**Overview** (*P. David*)

The Asch experimental diagram should be on the board, as per the text, but covered with a screen. Students will receive a handout outlining the role and role behaviour, as well as the ways to control behaviour (norms & sanctions). The handout will contain a cloze exercise. Students will also receive a study guide handout containing cloze exercises & definitions to work on. During the work period, the teacher will choose of the 'dupe' students who agreed to participate in the previous class, and send them out on a dummy errand, the teacher will then brief class on the activity. When the student returns, the class will respond as indicated. The activity will continue for a few minutes, as long as the dupe does not display undue distress (who should be thanked at the end of the activity).

Student will understand that groups have ways of exerting pressure on individuals to conform to unspoken norms. As a follow up to the previous activity, they will view excerpts from videos/dvds of the Milgram and Zimbardo experiments. Afterwards, the class will discuss the reactions, and their own feelings, using the text as a reference.

For homework, they will receive a sheet divided into four sections, with a silhouette watermarked on each section. They will fill in 4 different groups & situations, and the norms and sanctions associated with that situation.

**Link to Culminating Task**

*Assignment Choice:* Warhol-esque picture & text- image is coloured and watermarked on paper, text is superimposed. The text describes different roles that the person takes in 4 different situations. Underneath the image, students should write typical rewards & sanctions.

**List of Key resources**

Asch experiment diagram, dummy errand set-up, Text, Video of Zimbardo & Milgram experiments, handout for element of culminating task, handout for homework,

**Assessment options**

homework completion checklist, anecdotal participation checklist

**Learning Issues Integrated**

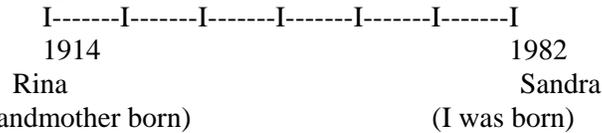
relevant instruction (video), class discussion, minimal writing, demonstration, equity and respect for participants.

## Lessons 7 & 8: How Do We Become Socialized? (Two 75 min periods)

**Estimated Time:** 2 hours and 20 minutes

### Link to Culminating Task

In this activity students will be required to complete a time line on their family e.g..



This activity will help students with the culminating task because students will gather family information that will also be used for the family tree (i.e. person's name, date of birth and relation). In addition, the timeline will be assessed to ensure its completion and also to provide feedback for the culminating task, ensuring students have met all the criteria.

### Overview (S. Fabris)

#### Lesson 7

Students will be introduced to the family which is called a “primary agent of socialization” because it is the means by which an individual learns most of the basic or primary norms and values of society, such as the difference between right and wrong, manners and proper behaviour, and gender roles. At the beginning of the class, students will write the names of their family members. Students will be introduced to the history of the family. They will then be expected to analyze their interpretation of the family. Students will watch a power point lesson on: “The Family as an Institution” The presentation will explore the “global forms of marriage and marriage for love or property, and family types.”

#### Lesson 8

Students will examine functionalist vs. conflict theorists' arguments on the family. Students will be expected to choose a theory between functionalism and conflict theory to support and to debate the issue as a class. Students will receive a handout outlining the assignment, and will be given worktime to complete a family tree worksheet.

### Resources

pages 173 – 183 and pages 228 – 233 in Unit Textbook:

- assignment choice handout; family tree worksheet; functionalist/conflict theory handout

### Assessment Options

Checklist: Timeline (criteria based on: person name, date of birth, relation).

**Lessons 9-11:** Mass Media Influence (*Three 75 min periods*)  
**Estimated Time:** 4 hours and 40 minutes

## Links to Culminating Task

These lessons are linked to the culminating task because they are required to produce a T-Chart collage of media ads which have personally shaped them in both a positive and negative way. They must write a one-page summary of their findings. Activities and homework produced during the lessons will be formally assessed in order to provide sufficient feedback for the culminating activity.

## Overview (C. Caramanna)

### Lesson 9

Students will be introduced to the lesson by viewing recorded music videos from Much Music.

- In a group 4, students will examine how these videos attempt to target teenage life by language, fashion, and social groups.
- Students share in whole groups discussions their opinions and interpretations of whether these videos and music lyrics reflect them and if it influences them in any way.
- Students will choose a line from a song and explain how it may shape teens and affect their behaviour.
- By referring to pages 354-357, in the text, *Our Social World* students will be able to answer the questions:
  1. What is mass media? Answer: Methods of communication that can transmit messages to large number of people.
  2. How does mass media affect us?
  3. How are pop culture and mass media related?
- For homework students will be expected to choose a television program they normally watch and evaluate what language, fashion, stereotypes and social groups are identifiable to socialize the viewer as well as influence pop culture.

### Lesson 10

- Whole group discussion regarding findings of lasts nights' homework.
- Students will complete a one-page summary explaining the program, how and why it affects human behaviour.
- Students will be divided into groups of five or six and provided with a variety of magazines, as well as a handout to guide them to search and identify certain items.
- As a group they will analyze photographs, pictures, or articles, which they believe have shaped teens in a negative way. Each group will present their findings in whole group format along with a collage of pictures to support their viewpoints.
- Each student will prepare an individual reflection on the impact of this exercise.

### Lesson 11

- Whole group discussion regarding findings of lasts nights homework.
- Worktime for assignment choice

## Resources:

*Our Social World*, pages 354-357; Magazines, Television, Much Music Videos, handouts

## Assessment Options

Rubric and checklist

## **9. Statement of the Design Process**

The construction of the unit design for the “Curriculum Development Project” turned out to be more challenging than first considered. At first, as a group we decided to choose our topic on Personality, but later realized that the depth and the scope were much too broad. Collectively, we then decided to change our topic to Socialization, encompassing three main factors affecting behaviour (family, media, and peer groups).

We combined our professional understanding of our learners with our professional knowledge of the Ontario Ministry Curriculum Document on Social Science and Humanities for grade 11 and 12 students and came up with our overall expectations for this unit.

After combining appropriate expectations we came up with an authentic culminating activity that would provide students with the opportunity to experience success in demonstrating their understanding of the knowledge and skills outlined in these expectations.

The work of refining and writing these unit plans was divided equally among all group members. Cooperative efforts were used to complete the unit overview, the enduring understandings, instructional organizer, and the design process. Opportunities for diagnostic, formative, and summative assessments were created throughout the unit. We decided summative assessment for various components of the portfolio would take place as each component was completed.

We enjoyed working collectively and appreciated the different ideas that each group member brought to make an effective unit for a senior level course.