Teacher: S. Buck	Class: Psychology	Block(s): 2 & 3	Dates: 9/12-9/16

Standard(s):	SSPBF1: The student will explain the development, structure, and function of biological systems and their role in behavior, cognition, and emotion. a. Discuss the major divisions and sub-divisions of the nervous system and their role in behavior: include central (brain and spinal cord) and peripheral [autonomic (sympathetic and parasympathetic) and somatic]. b. Identify the components and function of a neuron c. Explain the process of neurotransmission: include action potentials and synaptic transmission.
Essential Question(s):	What are neurons? How do neurons transmit information? How do nerve cells communicate with other nerve cells? How do neurotransmitters influence behavior; how do drugs and other chemicals affect neurotransmission?
Activator:	Students will be given a blank sheet of paper on which they are to draw and label a neuron.
Teaching Procedures:	★ Share and discuss neuron drawings with peers. Share with class. (Think-Pair-Share) ★ Socrative Quick Check on the Neuron ★ Complete diagram on the different types of neurons ★ Lecture/Discussion on how neurons communicate ★ Working with a partner, create a chart describing the different neurotransmitters, identifying if the neurons are excitatory or inhibitory, and related disorders. ★ PALS reading on Somatic Nervous System and Autonomic Nervous System (p158-159)
Summarizer:	Vocabulary Activity 6.1
Differentiation:	Grouping for chart & PALS reading Paraphrasing on Socrative Activity

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Essential Question(s):	How do neurotransmitters influence behavior; how do drugs and other chemicals affect neurotransmission?
Activator:	Reading w/Discussion Question- Hormones & Depression
Teaching Procedures:	★ Share and discuss questions on reading ★ Diagram (Flow Map) of the Nervous System ★ Review KaHoot on Neural Communication ★ Socrative Quick Check on the Neural Communication ★ Crash Course Psychology - The Brain #4 w/guide ★ Brief lecture w/note-taking guide on the Hindbrain, Midbrain, and Forebrain. ★ Student pairs will be assigned to research one section of the brain to create a poster to present to class. • diagram • description & function • interaction w/other parts of brain • disorders related to that region
Summarizer:	Vocabulary Activity 6.2
Differentiation:	Grouping for poster Paraphrasing on Socrative Quickcheck

Teacher: S. Buck	Class: Psychology	Block(s): 2 & 3	Dates: 9/12-9/16

Standard(s):	SSPBF1: The student will explain the development, structure, and function of biological systems and their role in behavior, cognition, and emotion. d. identify the major structures and functions of the brain
Essential Question(s):	★ What are the different structures of the brain and how do they function? ★ How is the brain studied? ★ What happens when different parts of the brain experience trauma or disease?
Activator:	Reading w/Discussion Questions - Phineas Gage
Teaching Procedures:	★ Share and discuss questions on reading ★ Students will present posters to the class (rotation activty) as groups move around the room, they must complete their Brain Guide: • label diagram of brain indicating location of part • description & function of each part • interaction w/other parts of brain • disorders related to that region ★ Lecture w/ Guided Note-Taking: The Hemisphere's of the Brain ★ Whole class experiment - Left Brain/Right Brain ★ Pairs experiment on the Split Brain ★ Post Experiment Debrief: • How did completing the tasks differ in the whole brain vs. split brain demonstrations? • How did you adapt to complete the tasks? What are the implications for someone who has had their corpus callosum severed?
Summarizer:	Write a paragraph describing what happens to someone who has had their corpus callosum severed.
Differentiation:	Grouping for poster & experiment frequent check for understanding & paraphrasing as needed

Teacher: S. Buck	Class: Psychology	Block(s): 2 & 3	Dates: 9/12-9/16

Standard(s):	SSPBF1: The student will explain the development, structure, and function of biological systems and their role in behavior, cognition, and emotion. d. identify the major structures and functions of the brain e. describe the methods used to study the brain (neural systems) and their function including: MRI, fMRI, CT Scan, PET Scan, and EEG
Essential Question(s):	★ What are the different structures of the brain and how do they function? ★ How is the brain studied? ★ What happens when different parts of the brain experience trauma or disease?
Activator:	Brain Activity - label the parts of the brain and match their their function.
Teaching Procedures:	★ Phish Driver - listen to the song, identify what function of the brain the song is referring to ★ Brain Scenarios Activity (Think-Pair-Share) ★ KaHoot! reviewing the parts of the brain ★ Socrative Quick Check on the parts of the brain ★ Read pages 165-168. Complete chart on different methods of studying the brain ★ Debrief the methods of studying the brain chart ★ The Brain Study Guide Questions
Summarizer:	Analyze a scenario and explain what is happening in terms of the part of the brain affected and its impact.
Differentiation:	number of scenarios cut in half frequent check for understanding & paraphrasing as needed

Teacher: S. Buck	Class: Psychology	Block(s): 2 & 3	Dates: 9/12-9/16

Standard(s):	SSPBF1: The student will explain the development, structure, and function of biological systems and their role in behavior, cognition, and emotion. d. identify the major structures and functions of the brain e. describe the methods used to study the brain (neural systems) and their function including: MRI, fMRI, CT Scan, PET Scan, and EEG
Essential Question(s):	★ What are the different structures of the brain and how do they function? ★ How is the brain studied? ★ What happens when different parts of the brain experience trauma or disease?
Activator:	Excuses! Excuses! Activity.
Teaching Procedures:	★ Debrief the Excuses! Excuses! Activity ★ Reading - Gender differences in the brain (PALS) followed by whole class debrief ★ Brain Mobile Activity or Zombie Brain Activity (student choice) ★ KaHoot! Nervous System & The Brain ★ Quiz (Student preference - Socrative or paper form)
Summarizer:	Analyze a scenario and explain what is happening in terms of the part of the brain affected and its impact.
Differentiation:	★ Differentiated reading based on level and length ★ Frequent check for understanding & paraphrasing as needed ★ Grouping for Brain Mobile or Zombie Brain project
Study Aids for Fall Break:	★ Quizlet E-Flashcards ★ Quizizz Review Questions ★ KaHoot! Review Game ★ Online Notes ★ Completed charts: Neuron Diagram, Neurotransmitter Chart, Brain Parts, Methods of Studying Brain Chart