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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level:** | | | 9-12 | | **Teacher/Room**: | | | | Buck | | | / | | 408 | **Course(s)/ Period(s):** | | | Psychology | | | / | 2 & 3 | **Week of:** | | Sept 26-30 | | |
| **Unit Vocabulary:** | | | | osted in Classroom | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | |  | | | | | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | | **Day 2** | | | | | | | **Day 3** | | | | | **Day 4** | | | | | | **Day 5** | | | |
| **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | | | | | **GSE/GPS Standard(s)**: | | | | | **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | |
| SSPBF1 - The student will explain the development, structure, and function oof biological systems and their role in behavior, cognition, and emotion.  SSPBF1D - Identify and describe the major structures and functions of the brain. | | | | | | SSPBF1 - The student will explain the development, structure, and function oof biological systems and their role in behavior, cognition, and emotion.  SSPBF1D - Identify and describe the major structures and functions of the brain.  SSPBF3: The student will discuss the components of stress. | | | | | | | SSPBF1 - The student will explain the development, structure, and function oof biological systems and their role in behavior, cognition, and emotion.  SSPBF1D - Identify and describe the major structures and functions of the brain.  SSPBF3: The student will discuss the components of stress. | | | | | SSPBF1 - The student will explain the development, structure, and function oof biological systems and their role in behavior, cognition, and emotion.  SSPBF1D - Identify and describe the major structures and functions of the brain.  SSPBF3: The student will discuss the components of stress. | | | | | | SSPBF2 - The student will compare different states of consciousness  SSPBF2 A - Describe the different sleep cycles  SSPBF2 B - Explain why we dream | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| What are the different functions of the different lobes of the brain?  How does the brain adapt when it has been damaged through injury or disease? | | | | | | How does the endocrine system impact behavior?  How does stress trigger biological reactions that can alter behavior? | | | | | | | How does the brain, nervous system and endocrine system work together to impact behavior? | | | | | Students will be assessed on all previously studied essential questions. | | | | | | What occurs during the different stages of sleep?  Why do we dream?  How much sleep is necessary for mental health? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Students will understand thed different regions of the cerebral cortex. * Brain adaptation after the separation of the Corpus Callosum | | | | | | * Identify the different parts and function of the endocrine system * Analyze the impact stress has on behavior. | | | | | | | * Review for test | | | | | * Students will take the summative assessment on the biological foundations of behavior. * Introduction to States of Consciousness | | | | | | * Students will be able to identify the different stages of sleep and describe what happens at each level? | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Reviewing the parts of the brain activity. | | | | | | * Brain KaHoot! | | | | | | | * 6.3 Guided Reading/Vocabulary Review Activity | | | | | * Biological Foundations KaHoot | | | | | | * Reading - Dream State | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Pair & share student responses to the activating strategy. * Brief lecture w/discussion on the lobes of the cerebral cortex * **Read p 163 on the split brain operation,** * **Split brain demonstration w/students** * Video clip - separation of the corpus callosom. * **write a paragraph evaluating the extent to which the brain adapts after the separation of the corpus callosom** | | | | | | * Brain Quiz * Introduction of project in Computer Lab * Computer Lab - Create a PPT on Stress and the Endocrine System * Working with a partner, develop an experiment to test how stress impacts behavior. * 3-2-1 Summarizing Activity | | | | | | | * Watch the video - Crash Course Psychology: The Endocrine System & complete the viewing guide. * **Students will be assigned a part of the nervous system, endocrine system, or brain to research and complete the speed dating guide.** * **Students will conduct the biological foundations speed dating review. Partner up and spend two minutes reviewing their part with a partner, then switch.** * **Biological Foundations Test Review Kahoot.** * **Quiz** | | | | | * Students will take the Biological Foundations Summative Assessment * As students finish their tests, they will begin defining their States of Consciousness vocabulary by creating e-flashcards * TPS - how does the amount of sleep you get affect your behavior? | | | | | | * Pretest - The States of Concsciousness * Students will conduct a PALS reading activity on pages 183-187 in textbook * Complete chart on stages of sleep * Working with a partner, analyze a sleep case study * Pair & Share results from case study. * Explain sleep study procedures | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * textbook * Biological Foundations PPT * Brain Parts Review Activity | | | | | | * Computer Lab * **Project Directions** * **6.3 Guided Reading Activity** * **Textbook** | | | | | | | * Student textbook * Speed dating chart * timer * **Kahoot** | | | | | * Biological Foundations Summative Assessment * States of Consciousness Vocabulary | | | | | | * Pretest * textbook * directions | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
|  | | | | | | * Differentiated directions | | | | | | |  | | | | |  | | | | | |  | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
|  | | | | | |  | | | | | | |  | | | | | * Read to, small group, & altered test | | | | | |  | | | |
| **Assessment :** | | | | | | **Assessment :** | | | | | | | **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | |
| ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | | | |  | | | ***Pre-Test:*** | | |  | | ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | |  | |
| ***Post-Test:*** |  | | | | | ***Post-Test:*** | | | |  | | | ***Post-Test:*** | | |  | | ***Post-Test:*** |  | | | | | ***Post-Test:*** | |  | |
| ***Formative:*** | | written responses | | | | ***Formative:*** | | | | |  | | ***Formative:*** | | | | Kahoot & quiz | ***Formative:*** | |  | | | | ***Formative:*** | | |  |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | | Test - Biological Foundations | | | | ***Summative:*** | | |  |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | | PPT & Experiment development | | | | | | | Speed dating chart | | | | | Written Component | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Study for quiz | | | | | | Finish PPT/Google Slides | | | | | | | Study for test | | | | |  | | | | | |  | | | |
| **Resources and Reflective Notes:** | | | | | | | | Resources for test review are available on the classroom. | | | | | | | | | | | | | | | | | | | |