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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 consciousnessSSPBF2 A - Describe the different sleep cyclesSSPBF2 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
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| ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** |
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| ***Assessment:*** | ***Assessment:*** | ***Assessment:*** | ***Assessment:*** | ***Assessment:*** |
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 | * 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. |