

# Unit 5: Consciousness

Content Area: **Social Studies**  
Course(s): **Psychology**  
Time Period: **Semester 1 & 2**  
Length: **2 weeks**  
Status: **Published**

## Standards

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SCI.9-12.B.3	Consciousness
SCI.9-12.B.3.1	The relationship between conscious and unconscious processes
SCI.9-12.B.3.1.1	Identify states of consciousness
SCI.9-12.B.3.1.2	Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)
SCI.9-12.B.3.2	Characteristics of sleep and theories that explain why we sleep and dream
SCI.9-12.B.3.2.1	Describe the circadian rhythm and its relation to sleep
SCI.9-12.B.3.2.2	Describe the sleep cycle
SCI.9-12.B.3.2.3	Compare theories about the functions of sleep
SCI.9-12.B.3.2.4	Describe types of sleep disorders
SCI.9-12.B.3.2.5	Compare theories about the functions of dreams
SCI.9-12.B.3.3	Categories of psychoactive drugs and their effects
SCI.9-12.B.3.3.1	Characterize the major categories of psychoactive drugs and their effects
SCI.9-12.B.3.3.2	Describe how psychoactive drugs act at the synaptic level
SCI.9-12.B.3.3.3	Evaluate the biological and psychological effects of psychoactive drugs
SCI.9-12.B.3.3.4	Explain how culture and expectations influence the use and experience of drugs
SCI.9-12.B.3.4	Other states of consciousness
SCI.9-12.B.3.4.1	Describe meditation and relaxation and their effects
SCI.9-12.B.3.4.2	Describe hypnosis and controversies surrounding its nature and use
SCI.9-12.B.3.4.3	Describe flow states

## Enduring Understandings

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**The students will understand that:**

- 1. the different perspectives and controversies related to the existence of an unconscious mind.**
- 2. the brain creates consciousness when it combines external stimulation with internal experience.**
- 3. consciousness changes in cycles that normally correspond to our biological rhythms and to patterns of our environment.**
- 4. An altered state of consciousness occurs when some aspect of normal**

**consciousness is modified by mental, behavioral, or chemical means.**

**5. sleep plays a crucial role in our health and development, but the origin and purpose remain disputed.**

## Essential Questions

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### Essential Questions

- 1. To what extent are there really different levels of consciousness?**
- 2. To what extent are there any functional purposes for different levels of consciousness?**
- 3. How far does the Freudian model of the unconscious mind still appear to be valid?**
- 4. To what extent do we need sleep? What is the purpose of sleep?**
- 5. To what extent are our brains inactive during sleep?**
- 6. How can we determine if our dreams are meaningful or more of a random process?**
- 7. To what extent are psychoactive drugs really harmful?**
- 8. Why do so many people ignore the potential dangers of psychoactive drugs?**
- 9. To what extent is hypnosis a real psychological phenomenon?**
- 10. To what extent are sleep disorders significant enough to keep in the DSM V manual?**

## Knowledge and Skills

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### Learning Objectives (SWBAT)

- Define consciousness.**
- Describe the different stages of sleep.**

- Analyze the different theories of dreaming.**
- Determine the common sleep disorders and their consequences.**
- Differentiate between the different theories of hypnosis.**
- Analyze why psychologists are suspicious of hypnotically enhanced memories.**
- Describe psychoactive drugs and their effects.**
- Differentiate among the different types of psychoactive drugs and their effects.**
- Analyze the consequences of addiction, tolerance, and withdrawal.**

## **Content**

### **A. Sleep and Dreaming**

### **B. Hypnosis**

### **C. Psychoactive Drug Effects**

## **Transfer Goals**

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**Students will be able to independently create a new understanding of consciousness that includes the limits of multitasking and significance of sleep.**

**Students will be able to independently realize the negative impact of mind altering drugs.**

## **Resources**

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**Textbook Reading: Chapter 5 (pages 156-1193)**

**Primary Student Textbook:** Zimbardo, Philip G., Johnson, Robert L., Weber, Ann L., Gruber, Craig W. (2010). *Psychology: AP edition with discovering psychology*. New York: Allyn & Bacon.

### **Course Resources:**

1. Benjamin, Ludy T. Jr., eds. *Favorite Activities for the Teaching of Psychology*. Washington, D.C.: American Psychological Association, 2008.
2. Bensley, D. Alan. *Critical Thinking in Psychology: A Unified Skills Approach*. Pacific Grove, Calif.: Brooks/Cole, 1998.
3. Hock, Roger R. *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research*. 5th ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005.
4. Rolls, Geoff. *Classic Case Studies in Psychology*. London: Hodder Arnold, 2005.
5. Dream Analysis activity
6. Sleep inventory and debate

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

### **Links**

<http://psychcentral.com/>

<http://www.psychologytoday.com/>

<http://www.apa.org/>

<http://www.scientificamerican.com/section/lateststories/>

<http://www.psychologicalscience.org/>

<http://www.sciencedaily.com/news>

<http://www.alleydog.com/>

<http://www.apa.org/research/action/glossary.aspx>

<http://allpsych.com/psychology101/index.html>

<http://www.simplypsychology.org/perspective.html>

## **Assessments**

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<https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit>

## **Modifications**

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<https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit>