2. Biopsychological

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **4 weeks**
Length: **4 weeks**
Status: **Published**

Unit Overview

This unit of Psychology introduces students to concept of biological basis of behavior, sensation and perception, motivation and emotion, and states of consciousness. It will address how biology impacts behavior and mental processes.

This curriculum is divided into 4 units, allowing the teachers to design their course in an effort to highlight each of the 4 core domains. Teacher must select at least one learning goal from each unit in order to allow students to be exposed to a diverse selection of psychological concepts without sacrificing any key components of psychology.

Transfer

Students will be able to independently use their learning to...

Determine the role biology plays in producing mental processes and behavior, such as emotion and motivation, states of consciousness, and sensation and perception.

Meaning

Understandings
Students will understand....

Biological Basis of Behavior:

1. The organization of the nervous system and the various functions

Sensation and Perception:

2. Basic concepts explaining the capabilities and limitations of the sensory and perceptual processes

Motivation and Emotion:

3. The role of biology and learning in motivation and emotion and the effects of it on perception, cognition, and behavior.

States of Consciousness

4. The nature of consciousness and how it is related to the mental processes.

Essential Questions
Students will keep considering...

Biological Basis of Behavior:

1. How does the body and brain communicate and produce behavior and mental processes?

Sensation and Perception

2. What is sensation and what is its relationship to perception?

Motivation and Emotion

3. What do our emotions do for us and where do they come from?

4. How does motivation produce behavior?

States of Consciousness

5. What relationship does consciousness have to other processes?

6. What cycles occur in everyday consciousness and what other forms can it take?

Application of Knowledge and Skill

Students will know...
Students will know...

Biological Basis of Behavior:

1. The process of neural transmission

2. The structure and function of brain regions

Sensation and Perception:

1. The concept of transduction and how it applies to the senses.

Motivation and Emotion:

1. The different theories of emotion and motivation

States of Consciousness

1. Define the states of consciousness and describe the levels of consciousness.

2. Describe the sleep cycle and compare and contrast the theories about sleep and dreams

Students will be skilled at...

Students will be skilled at...

Biological Basis of Behavior:

1. Diagramming and identifying the structure and functions of a neuron

Sensation and Perception

1. Describing the operation of the various sensory systems

2. Explaining how sensation becomes perception and relationship between the two.

3. Comparing and contrasting the different perceptual concepts

Motivation and Emotion

1. Explaining how learning, memory, problem solving, and decision making strategies are influenced by motivation and emotion.

States of Consciousness

1. Investigating sleep disorders

Academic Vocabulary

Recommended vocabulary. May vary depending on student ability.

Biological Basis of Behavior:

Neuron

neurotransmittors

Brain

Lobes

Corpus Callosum

Sensation and Perception

Sensation

Perception

transduction

adaptation

threshold

Gestalt

Motivation and Emotion

Emotion

Motivation

Hierarchy of Needs

Stress

States of Consciousness

Consciousness

Circadian Rhythms

REM

Dreams

Hypnosis

Learning Goal 1

Analyze the role of biology in the development of behavior and mental processes

- Analyze the role of biology in the development of behavior and mental processes

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
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CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
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CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal.

	They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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SOC.6.3.12.CS6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
SOC.6.3.12.CS7	Take actions that result in a more just and equitable society.
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TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
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TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

Target 1

Describe the process of neuraltransmission by identifying the structure and function of different parts of the neuron

- Describe the process of neuraltransmission by identifying the structure and function of different parts
of the neuron

Target 2

Identify the structure and function of the major regions of the brain

- Identify the structure and function of the major regions of the brain

Learning Goal 2

Compare and contract the process of sensation and perception

- Compare and contract the process of sensation and perception

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TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
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Target 1

Compare and contrast the sensory systems and explain their operation

- Compare and contrast the sensory systems and explain their operation

Target 2

Explain perceptual processing and the theoretical explanations.

- Explain perceptual processing and the theoretical explanations.

Learning Goal 3

Compare and contrast the purpose and function of emotion and motivation and explain how they guide behavior.

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Target 1

Identify the major emotions and the psychological and neuroscience perspectives regarding their function and purpose

• Identify the major emotions and the psychological and neuroscience perspectives regarding their function and purpose

Target 2

Compare and contrast the different types of motivation and analyze the role it plays in behavior

- Compare and contrast the different types of motivation and analyze the role it plays in behavior

Learning Goal #4

Define the nature of consciousness and the theories used to explain its purpose

- Define the nature of consciousness and the theories used to explain its purpose

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CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP11.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

SOC.6.3.12.CS6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
SOC.6.3.12.CS7	Take actions that result in a more just and equitable society.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

Target 1

Define and explain the diffferent states that consciousness can take.

- Define and explain the diffferent states that consciousness can take.

Summative Assessment

All assessments are differentiated and aligned to the social studies standards and curriculum. Alternate assessments may include, but not be limited to problem based learning, projects, common assessments, and other activities. Common summative assessments will be devised by core content teachers and must include benchmark assessments.

Formative Assessment and Performance Opportunities

Accommodations/Modifications

Differentiation: 504 accommodations and IEP modifications are met as required

 All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers

- Chunked Readings

- RAFT Activites (Role, Audience, Format, Topic)

- Layered Curriculum/Tiered Assignments

- Academic Games to practice skills and deepen understanding of topics

- Think-Pair-Share Activities

- Stations and Learning Centers

- Utilizing Pre-tests to reteach complex content before summative assessment

- Providing additional resources for indpendent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- Compare and Contrast Foldable

- Online Practice Game

- Graphic Organizer

- Perspectives Journal Writing

- Timelines

- Debate

- Play Re-Enactment and Song Analysis

- Research Activity http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html

Online Resources:

Text to Speech: Natural Readers - https://www.naturalreaders.com/

Content Vocabulary: Academic Word Finder - http://achievethecore.org/academic-word-finder/

Ref's   Description
0x   • student choice research projects
0x   • guided notes
0x   • leveled readings
0x   • modified assessments
0x   • modified assignments
0x   • task-based assessments
0x   • test corrections

Unit Resources

May include, but not be limited to:

Psychology Textbook

Online websites and resources

DVD's

Social Studies Databases

Student Response Systems

Projector/Speaker Systems

Primary Source Documents

Document Cameras

Online Portfolios

Teacher Resource Kit

Interdisciplinary Connections