

# Unit 5: States of Consciousness

Content Area: **Template**  
Course(s):  
Time Period: **Marking Period 3**  
Length: **3 Classes**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit V: States of Consciousness [SC6]

- A. Sleep and Dreaming*
- B. Hypnosis*
- C. Psychoactive Drug Effect*

## Learning Objectives

- Objective 1 - Describe the cyclical nature and possible functions of sleep.
- Objective 2 - Identify the major sleep disorders.
- Objective 3 - Discuss the content and possible functions of dreams.
- Objective 4 - Discuss hypnosis, noting the behavior of hypnotized people and claims regarding its uses.
- Objective 5 - Discuss the nature of drug dependence.
- Objective 6 - Chart names and effects of depressants, stimulants, and hallucinogenic drugs.
- Objective 7 - Compare differences between NREM and REM.
- Objective 8 - Describe the physiological and psychological effects of depressants, stimulants, and hallucinogens.

## Essential Skills

- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste

- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

## **Standards**

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SOC.9-12.2	Biological Bases of Behavior
SOC.9-12.2.8	The Adaptable Brain
SOC.9-12.2.O	Describe various states of consciousness and their impact on behavior.
SOC.9-12.2.R	Identify the contributions of major figures in consciousness research.
SOC.9-12.2.R.1	Contributions of William James, major figure in consciousness research
SOC.9-12.2.R.2	Contributions of Sigmund Freud, major figure in consciousness research

## **Instructional Tasks/Activities**

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- Activity 1
- Activity 10
- Activity 2
- Activity 3
- Activity 4
- Activity 5
- Activity 6
- Activity 7
- Activity 8
- Activity 9

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction

- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning

- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## Resources

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- Resource 1
- Resource 2
- Resource 3
- Resource 4
- Resource 5