

Psychology: Consciousness and Cognition

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to describe biological, psychological, and sociocultural factors in order to explain their influence on human behaviors and perceptions. - Students will demonstrate the ability to examine and apply psychological knowledge in order to draw evidenced based conclusions - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. - Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. - Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. - Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. - Psy.13.9-12. Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing. - Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. - Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge.	Transfer	
	<i>Students will be able to independently use their learning to act responsibly based upon their knowledge and strategies of maintaining better mental health and well-being.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - learning is a personal process that is impacted by both biological and environmental processes. - consciousness is a highly complex phenomenon that involves several physiological structures or processes. - scientists differ on a common definition of consciousness.	ESSENTIAL QUESTIONS Does consciousness create reality?
Acquisition		
Students will know... - that the definition of learning is “a relatively permanent change in behavior that results from practice or experience.” - that human beings learn through conditioning – and what it means to be conditioned. - that there are social or observational learning to consider regarding how children learn. - that consciousness is awareness of one’s self and one’s environment. - that there are three main levels of consciousness–normal or waking consciousness, the subconscious, and the unconscious. - that there are altered states of consciousness including daydreaming, drug-induced states, hallucinations, meditative states, states induced by biofeedback, and lucid dreaming states. - that shift work, jetlag, and other common problems impact consciousness. - that sleep and dreaming play an integral role in the functions of the body. - that there are three different theories surrounding why people sleep.		
Students will be skilled at... - explaining the complexities of human thought and behavior and individual differences. - describing the influence of multiple factors. - explaining the interaction of biology and experience. - explaining influences on individual cognitive and physical abilities. - explaining the common themes across multiple fields of Psychology. - formulating conclusions using existing evidence. - using critical thinking skills. - acknowledging the interconnectedness of knowledge. - applying psychological knowledge. - applying major theoretical approaches to characteristics of culture. - understanding the relationship between psychological knowledge and civic engagement.		

• Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. • Psy.18.9-12. Apply psychological knowledge to their daily lives. • Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.	• that there are different stages of sleep with different brain waves that accompany those stages. • that there are different types of sleep disorders and symptoms of those disorders. • that consciousness is a complex phenomenon. <u>vocabulary</u>: cognition, short-term memory, long-term memory, encoding, retention, retrieval, Albert Bandura, positive/negative reinforcement, hypnosis, REM sleep, alternate states of consciousness, subconscious, unconscious, preconscious, nonconscious, sleep disorders, hallucinations, biofeedback, daydreaming, drug-induced state, meditative state, lucid dreaming, types of conscious experience – ESP, internal sensory perception, abstract awareness, awareness of self, Renee Descartes, Sigmund Freud	
Content Area Literacy Standards		21st Century Skills
• RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. • RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.		• <i>reason effectively</i> • <i>think creatively</i> • <i>assess and evaluate information</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials