


<b>Unit Goal</b>	<p><b>Enduring Understandings</b></p> <p><b>Unit I for S.U.P.A. Psychology focuses around the first five chapters of Weiten's <u>Psychology: themes &amp; variations</u> (2017) focuses on the evolution of Psychology, the body and brain and our various states of Consciousness. This unit is really focusing on the physiological parts of Psychology. It is extremely difficult to study the field of Psychology without exploring what are functions of various parts of the brain and what do they do. Key objectives to keep in mind are the following:</b></p> <ul style="list-style-type: none"> <li>✓ The development of scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology</li> <li>✓ A recognition of the diversity of individuals who advance the field.</li> <li>✓ An acknowledgement that psychology explores behavior and mental processes of both human and non-human animals.</li> <li>✓ An appreciation for ethical standards that regulate scientific research and professional practice.</li> <li>✓ An understanding that different content areas within psychological science are interconnected.</li> <li>✓ An ability to relate psychological knowledge to everyday life.</li> <li>✓ A knowledge of the variety of careers available to those who study psychology</li> </ul>
<b>Big idea(s)</b>	<ul style="list-style-type: none"> <li>• “Yesterday is but today’s memory, and tomorrow is today’s dream” – Khalil Gibran</li> <li>• “Dreams are necessary to life” – Anais Nin</li> <li>• “I’ve never met a strong person with an easy past” – Atticus</li> <li>• “You have to dream before your dreams can come true” – A.P.J. Abdul Kalam</li> <li>• “The best way to make your dreams come true is to wake up” – Paul Valery</li> <li>• Somethings are more complicated than when first looked at.</li> </ul>
<b>Essential Question(s)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do we dream?</li> <li><input type="checkbox"/> What do dreams mean?</li> <li><input type="checkbox"/> Can we really understand dreams?</li> <li><input type="checkbox"/> Are dreams cultural?</li> <li><input type="checkbox"/> What are common dreams around the world?</li> <li><input type="checkbox"/> Are there unique features of dreams based on the culture you are from?</li> <li><input type="checkbox"/> Do dreams have meanings?</li> <li><input type="checkbox"/> How important are our dreams to our lives?</li> </ul>
<b>Focus Question(s)</b>	<ul style="list-style-type: none"> <li>• Do you dream?</li> <li>• What affects our dreams?</li> <li>• Who is Sigmund Freud and what are his attitudes toward dreams?</li> <li>• Are dreams in color? Do they have sound?</li> <li>• What are common dreams that people experience?</li> <li>• When did you last dream?</li> <li>• What was your last dream about?</li> </ul>


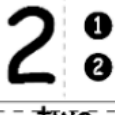
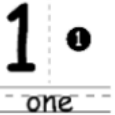
<p><b>National Standards for Teaching Psychology</b></p>  <p><a href="http://www.apa.org/education/k12/national-standards.aspx?item=4">http://www.apa.org/education/k12/national-standards.aspx?item=4</a></p> <p><b>College, Career, &amp; Civil Life C3 Frameworks For Social Studies State Standards</b></p> <p><b>College-Wide Learning Outcomes (used from SUNY E.S.F.)</b></p> <p><b>Key Ideas &amp; Performance Indicators</b></p>	<p><b>Overarching Themes</b></p> <ul style="list-style-type: none"> <li>• The development of scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology</li> <li>• A recognition of the diversity of individuals who advance the field.</li> <li>• A multicultural and global perspective that recognizes how diversity is important to understanding psychology.</li> <li>• An awareness that psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made.</li> <li>• An acknowledgement that psychology explores behavior and mental processes of both human and non-human animals.</li> <li>• An appreciation for ethical standards that regulate scientific research and professional practice.</li> <li>• An understanding that different content areas within psychological science are interconnected.</li> <li>• An ability to relate psychological knowledge to everyday life.</li> <li>• A knowledge of the variety of careers available to those who study psychology.</li> <li>• An appreciation that psychological science and knowledge can be useful in addressing a wide array of issues, from individual to global levels.</li> <li>• An awareness of the importance of drawing evidence-based conclusions about psychological phenomena</li> </ul> <ul style="list-style-type: none"> <li>• D2.Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena.</li> <li>• D2.Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge.</li> <li>• D2.Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology.</li> <li>• D2.Psy.18.9-12. Apply psychological knowledge to their daily lives.</li> <li>• D2.Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.</li> <li>• D2.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.</li> <li>• D2.Psy.14.9-12. Use information from different psychological sources to generate research questions.</li> </ul> <p><b>College-wide Learning Outcomes:</b> For detailed information about the college learning outcomes please visit <a href="http://www.esf.edu/facgov/iqas.htm">www.esf.edu/facgov/iqas.htm</a> This course addresses the following College Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Scientific Reasoning</li> <li>2. Basic Communication Skills</li> <li>3. Technological and Information Literacy</li> <li>4. Values, Ethics and Diverse Perspectives</li> <li>5. Critical Thinking</li> </ol> <p><b>Chapter 5: Variations in Consciousness</b> Students will be able to ...</p> <ol style="list-style-type: none"> <li>a. explain Freud ‘s dream theory.</li> <li>b. discuss and explain common dreams and nightmares people experience.</li> <li>c. describe the stages of sleep and their functioning.</li> <li>d. analyze the effects of drugs on the brain and body</li> </ol>
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Learning Experiences & Assessment(s)	Reflection
<p><b>This lesson will take 3 – 5 days.</b></p> <ol style="list-style-type: none"> <li>1. <b>DIN</b> □ Students are to complete the Dream Fortune Telling Sheet</li> </ol> <p>Provide each table with the answer sheet (after 5 minutes) to check their work.</p> <ol style="list-style-type: none"> <li>2. <b>Activity</b> – <ol style="list-style-type: none"> <li>a. Students are to watch, listen, and follow along with the following YouTube clip:  <a href="https://www.youtube.com/watch?v=7GGzc3x9WJU">https://www.youtube.com/watch?v=7GGzc3x9WJU</a>  (vsauce – Why we dream?) and discuss the items students found most interesting. Students will be given a post it and indicate three things that caught their attention.</li> </ol> </li> </ol>	

- b. Students will read and annotate Freud's Dreams as Wish Fulfillment. Upon complete students will revisit the DIN. Students will explore how the dreams in the DIN may or may not be similar to their own dreams and why or why not?

3. Ticket out the door ☐ Complete a rate the day.

Name \_\_\_\_\_ Rate the day!!!

 <a href="http://blog.fridaysoff.ca">blog.fridaysoff.ca</a>	 <a href="http://www.reddirtchronicles.com">www.reddirtchronicles.com</a>	 <a href="http://changeonesmind.wordpress.com">changeonesmind.wordpress.com</a>
<p>➤ I am leaving today and I know and understand what we did.</p> <p>➤ I can explain class to a fellow classmate and he/she would learn what I explained to them.</p>	<p>➤ I am leaving today and I generally understand what we did.</p> <p>➤ I can somewhat explain what we did to a fellow classmate and he/she would learn some.</p>	<p>➤ I am leaving class and I know I don't understand what we did</p> <p>➤ I cannot explain what we did in class and need help from you or a classmate.</p>
<p>Question(s) / Insights:</p> <p>1. _____</p> <p>2. _____</p>	<p>Question(s) / Insights:</p> <p>1. _____</p> <p>2. _____</p>	<p>Question(s) / Insights:</p> <p>1. _____</p> <p>2. _____</p>

This rate the day form is to check for understanding

**Homework Assignments:**

- Students will be asked to either read the Mary Fields Assignment and Annotate it to explore dream interpretation or they will be asked to write about a dream they had and what they think it means. For both assignments, students will be asked to create a visual of the dream whether it is theirs or Mary Fields.