

Welcome to Neuropsychology!
1st Semester – 2018-2019

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COURSE DESCRIPTION

Neuropsychology is a science course that uses a layered curriculum approach to obtain evidence that either supports or refutes various claims related to the following essential question: What makes us human? This question is explored through inquiry based observation activities, brainstorming sessions that involve the relationship between humans and collecting observational data. The class culminates in a project-based assessment in which we will use our knowledge of scientific inquiry to study the inner workings of human behavior.

This course explores the following **essential question**:

*** What makes us human?**

UNITS OF STUDY- The major assessments for all units are the A and B Layers.

Unit of Study	Essential Question	Unit Objectives	CCLS	Resources	Major Assessments
Unit 1- Introduction to Psychology	*How does psychology benefit society?	<p><i>1.1 I can explain the goal of psychology (DOK 1)</i></p> <p><i>1.2 I can contrast structuralism with functionalism (DOK 3)</i></p> <p><i>1.3 I can contrast psychoanalysis with behaviorism (DOK 3)</i></p> <p><i>1.4 I can differentiate between the</i></p>	<p>WHST 1a,c,d, 2d, 4-6, 8-9</p> <p>RST – 1,2,7,8, 9</p>	<p>Unit 1 Menu and all activities, 1.1-14 Keynotes, Plickers Account, David Matsumoto video: https://www.youtube.com/watch?v=bu3ayOWHX0w, EdPuzzle Video: https://edpuzzle.com/assignments/5979f2c6d431f970a5fe8c68/watch, EdPuzzle Video: https://edpuzzle.com/assignments/5991aba645d710401cbf3ddd/watch,D</p>	<p>B Layer Assignments (Summative Assessment) Complete the following projects (see project description for details)</p> <p>-Teach a class a lesson on the early days of psychology (See Unit 1 B-Layer #10)</p> <p>-Read magazine or internet article describing a research study in psychology (See</p>

		<p><i>different subfields of psychology (DOK 2)</i></p>		<p>evelopmental Psychology Video: https://www.youtube.com/watch?v=8O6z5-WTHt0, Social Psychology Experiment Video (dealing with gender): https://www.youtube.com/watch?v=a71h6LZKXTc, Social Psychology: The Bystander Effect Video: https://www.youtube.com/watch?v=OSsPfbup0ac</p>	<p>Unit 1 B-Layer #11) -A T-Chart with the psychological perspectives and subfields (See Unit 1 B-Layer #12) -Outrageous Celebrity (See Unit 1 B-Layer #13) -Unit 1 B-Layer Extra Credit #1: Crossword Puzzle Create a crossword puzzle using all the important terms from Unit 1 (see directions on Unit 1 B-Layer-Extra Credit #1) -Unit 1 B-Layer Extra Credit #2: Complete Quiz (Quiz is on Google Classroom) A Layer Assignments Discussion of prompts by writing a three-paragraph essay, designing a presentation, or leading a class discussion. -Respond to ONE of the following prompts using the A layer format. 1) How does psychology benefit society? 2) Identify the different subfields in psychology and explain which one you would like to</p>
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					work in and why. Explore career opportunities for college majors and college graduates with a psychology major.
Unit 2-Memory (PBAT work is also included here)	Unit EQ: How can scientific knowledge of memory help us make sense of the world?	<p><i>2.1 I can differentiate between sensory memory, short-term memory, and long-term memory (DOK 3)</i></p> <p><i>2.2 I can differentiate between different types of long-term memory (DOK 3)</i></p> <p><i>2.3 I can design an experiment that includes a scientific question, a hypothesis, variables, and a procedure (DOK 4)</i></p> <p><i>2.4 I can differentiate between random errors and bias (DOK 2-3)</i></p> <p><i>2.4b I can critique the validity of psychological experiments using case studies (DOK 4)</i></p> <p><i>2.5 I can investigate the</i></p>	WHST 8,9 RST 1a, 7-9	Unit 2 Menu and all activities, “Psychology” Textbook by Minter and Elmhurst Video: Selective Attention Test by Simons and Chabris (1999), Video: Pay Attention! Game 1-National Geographic Brain Games, Video: Derren Brown-Person Swap, MEMORY: A Five-Day Unit Lesson Plan for High School Psychology Teachers by May and Einstein from the APA, Teacher Resource: Examining Similarities and Differences by Marzano Research, Article: Stages of Memory Encoding Storage and Retrieval by Saul McLeod, Article: Memory (Encoding, Storage,	<p>B Layer Assignments</p> <ul style="list-style-type: none"> · Design and conduct a memory experiment for the PBAT -WCI using memory experiments <p>A Layer Assignments</p> <ul style="list-style-type: none"> *-Respond to ONE of the following prompts using the A layer format. 1) Imagine that you are a juror in a murder case where an eyewitness testifies. In what ways might your knowledge of memory errors affect your use of this testimony? 2)How true to life do you think television shows such as CSI or Law & Order are in their portrayals of eyewitnesses? 3) Many jurisdictions in the United States use “show-ups,” where an eyewitness is brought to a suspect (who may

		<p><i>factors that influence how memories are retrieved (DOK 3)</i></p> <p><i>2.6 I can investigate ways to improve our ability to retrieve memories (DOK 3)</i></p> <p><i>2.7 I can develop a logical argument discussing the reliability of our memories (DOK 3)</i></p> <p><i>2.8 I can investigate factors that cause us to forget (DOK 3)</i></p>		<p>Retrieval) by McDermott and Roediger III, Video: The Art of Misdirection Ted Talk-Apollo Robbins</p>	<p>be standing on the street or in handcuffs in the back of a police car) and asked, “Is this the perpetrator?” Is this a good or bad idea, from a psychological perspective? Why?</p>
<p>Unit 3-The PBAT Experiment</p>	<p>*What do effective problem solvers do when they get stuck?</p>	<p><i>3.1 I can explain the requirements and the purpose of the science PBAT (DOK 1-2)</i></p> <p><i>3.2 I can use interpersonal skills to form a cohesive group for my PBAT (DOK 4)</i></p> <p><i>3.3 I can create a scientific question for my experiment (DOK 3-4)</i></p> <p><i>3.4 I can distinguish between a good source and a</i></p>	<p>WHST 8,9</p> <p>RST 1a,4,5</p> <p>7-9</p>	<p>-Unit 3 menu</p> <p>-Student work from past years</p> <p>-Samples of various publications-some reliable sources, some unreliable sources</p>	<p>B Layer Assignments</p> <ul style="list-style-type: none"> · Design and conduct your PBAT memory experiment (DOK 4) <p>A Layer Assignments</p> <p>*We will be using the Question Formulation Technique to come up with an A Layer question.</p> <p>*This question will be the focus of your research. You will then answer the question using an option of your</p>

		<i>bad source (DOK 2)</i> <i>3.5 I can design an experiment that includes a scientific question, a hypothesis, variables, and a procedure (DOK 4)</i>			choice
Unit 4-Writing the PBAT	*How can I justify my scientific claims?	<i>4.1 I can set the proper margins, font, and spacing for a PBAT paper in MLA format (DOK 2)</i> <i>4.2 I can explain how to correctly use MLA in-text citations (DOK 2)</i> <i>4.3 I can construct a data table and graph that would exceed standards on a PBAT (DOK 2)</i> <i>4.4 I can differentiate between random errors and bias in an experiment (DOK 2)</i>	RST 1-9 WHST 1-9	-Unit 4 menu, Unit 4 Keynote, Unit 4 assignments -Graphing for Kids: http://nces.ed.gov/nceskids/createagraph/default.aspx	B Layer Assignments · The PBAT Paper A Layer Assignments *We will be using the Question Formulation Technique to come up with an A Layer question. *This question will be the focus of your research. You will then answer the question using an option of your choice

Due Dates for Science PBAT

10/19 - PBAT Plan Approval Due (signed by me)

11/5 – 1st Draft of PBAT Due: Introduction and Background Sections

11/12 - 2nd Draft of PBAT Due: Materials List, Procedure, Experimental Design Sections

11/19 – 3rd Draft of PBAT Due: Results/Data and Analysis Sections Due

11/26 – 4th Draft of PBAT Due: Conclusion and Works Cited Sections Due

12/3 - 5th Draft of PBAT Due: All sections completed and revised
12/5 - DEPARTMENT PBAT READS (the department will be reading your completed paper)
12/12 - Revised PBAT from Department reads Due
12/19 – 1st Draft of Presentation Due
1/2 - Presentation Final Due
1/9 - ALL MATERIALS DUE FOR PRESENTATIONS
End of January - Final PBAT Presentations

FHS COMMON GRADING POLICY:

40% Learning Activities - Classwork and Homework
30% Formative Assessments – C Layer activities
30% Summative Assessments – B and A Layer activities

You will receive THREE classwork points a day if the following is true:

- 1-Arrive on time and complete the Do Now (1 pt.)
- 2-Stay on task the entire time (2 pts.)

***YOU CAN NEVER MAKE UP A DO NOW OR CLASSWORK POINTS.** If you are late or absent to class, you lose the chance receive full credit. If your absence is excused, you will not lose the credit, but you will also not be given credit.

Late to Class

If you are with an adult and going to be late to class, ensure the adult writes you a pass. If you are late for no good reason come in and get to work. You will lose the appropriate amount of classwork points based on how late you are. Don't waste more learning time racing around the school trying to find some adult to write you a pass.

PROGRESS REPORTS

You can check your grade anytime online at www.pupilpath.com. See Danny for your access code to see your grades.

CLASS RULES

- Respect
- Think deeply

CELL PHONES

Schoolwide Policy: Cell phones are allowed in the school building but must be locked in your lockers. If your cell phone is out, we will either keep it until:

- a.) The end of the class period then give it back to you before you leave
- b.) The end of the day then give it back to you when you come get it from one of us at the end of the day
- c.) Turn the cell phone into the admin office/dean office.

Uniform (Hats, hoodies, and collared shirts, especially)

You are expected to follow the school uniform policy in this class.

If you walk into the room with a hat on or a hoodie on, you will be asked to remove it. **THIS IS YOUR WARNING. THERE IS NO OTHER WARNING.** You have the option of giving me your hoodie and I will store it for you to the end of the day, or I will call Courtney or a member of admin to come and take it from you.

If your shirt or pants are out of uniform, (for example, your shirt does not have a collar), you will be sent to the admin office to receive an appropriate uniform then return to class in appropriate uniform.