

UbD Planning Worksheet

Stage 1--Desired Results

Established Goals:

Students will understand that our knowledge of the brain is limited. We often learn more by examining instances of patients that help us study / gain further knowledge of **Sensation & Perception**.

Understandings:

Students will understand that...
-Damage to the brain has consequences for how we interact with the world

-The area of brain damage has specific consequences and affects particular sensory perceptions

Essential Questions:

"How can damaged brains help us understand what's supposed to be happening?"

Students will know...

-function of specific sensory cortex regions

Students will be able to...

-interpret results of test of impaired individuals

Stage 2--Assessment Evidence

Performance Tasks:

-Students should be able to interpret an MRI image showing damage to a particular region of the cortex and the individual's performance on a certain task and explain which pathway is affected and the results of this damage.

Other Evidence:

-Students will be able to suggest other tests or information they'd like to have to better diagnose/understand the patient's condition.

Stage 3--Learning Plan

Learning Activities:

1. Lecture / Q&A on Cortex Map (follows last week's discussion of neurons)
2. Discussion of Test Results / Interviews with Patients
(examples) -DF [damage to temporal cortex]
 -HM [Damage to hypothalamus]
3. Small Group Activity -- Brain Scans & Patient Interviews-->Diagnoses & more tests
4. Homework: Read excerpts from "Man who mistook his wife for a hat", answer questions