

Unit Outline by Carmen Sánchez Sadek, Ph.D.

Topic: Understanding the brain and its role in effective personal decisions
 Objectives: Mastery of expository writing skills to prepare a report on brain research relating to effective personal decisions
 Title: How can we make successful personal decisions by understanding our brains?

Standards	Lesson
Students will identify and try to overcome behaviors that hold them back from success by studying the following five brain systems:	“When your brain works right, so can you! When your brain doesn’t work right, neither can you!”
1. Deep Limbic System	How can the Deep Limbic System help a student make successful personal decisions? Where? What does it control? Influences
2. Basal Ganglia	How can the Basal Ganglia help a student make successful personal decisions? Where? What does it control? Over-active Under-active Influences
3. Pre-frontal Cortex	How can the Pre-frontal Cortex help a student make successful personal decisions?
4. Cingulate	How can the Cingulate help a student make successful personal decisions? Where? What does it control? Under-active Influence
5. Temporal Lobes	How can the Temporal Lobes help a student make successful personal decisions? Where? What do the Temporal Lobes control? Over-active Influence
Student will identify brain-based prescriptions to optimize brain effectiveness: <ol style="list-style-type: none"> 1. Behavioral Prescriptions 2. Cognitive Prescriptions 3. Nutritional Prescriptions 	“Why do you do what you do and what can you do about it?”
W 2.3 Write research report: <ol style="list-style-type: none"> a. Define a thesis. 	Lessons selected from: Los Angeles Unified School District

<p>b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.</p> <p>c. Use a variety of primary and secondary sources and distinguish the nature and value of each.</p> <p>d. Organize and display information on charts, maps, and graphs.</p>	<p>English/Language Arts Middle School Exposition/Research Instructional Services</p>
<p>W 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p>	<p>Lessons selected from: Los Angeles Unified School District English/Language Arts Middle School Exposition/Research Instructional Services</p>
<p>W 1.5 Achieve an effective balance between research information and original ideas.</p>	<p>Lessons selected from: Los Angeles Unified School District English/Language Arts Middle School Exposition/Research Instructional Services</p>
<p>W 1.6 Revise writing for word choice, appropriate organization; consistent point of view; transitions between paragraphs, passages and ideas.</p>	<p>Lessons selected from: Los Angeles Unified School District English/Language Arts Middle School Exposition/Research Instructional Services</p>
<p>LS 1.9 Interpret and evaluate various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.</p>	<p>Lessons selected from: Los Angeles Unified School District English/Language Arts Middle School Exposition/Research Instructional Services</p>
<p>R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</p>	<p>Lessons selected from: Los Angeles Unified School District English/Language Arts Middle School Exposition/Research Instructional Services</p>
<p>LC 1.4 Edit written manuscripts to ensure that correct grammar is used.</p>	<p>Lessons selected from: Los Angeles Unified School District English/Language Arts Middle School Exposition/Research Instructional Services</p>
<p>LC 1.5 Use correct punctuation and capitalization.</p>	<p>Lessons selected from: Los Angeles Unified School District</p>

	English/Language Arts Middle School Exposition/Research Instructional Services
LC 1.6 Use correct spelling conventions.	Lessons selected from: Los Angeles Unified School District English/Language Arts Middle School Exposition/Research Instructional Services
Overarching Central Question: How can we make successful personal decisions by understanding our brains?	
Sub-questions	How can the Deep Limbic System help a student make successful personal decisions?
	How can the Basal Ganglia help a student make successful personal decisions?
	How can the Pre-frontal Cortex help a student make successful personal decisions?
	How can the Cingulate help a student make successful personal decisions?
	How can the Temporal Lobes help a student make successful personal decisions?