

# Unit 5 - Cognitive Domain (2020)

Content Area: **Social Studies**  
Course(s): **Psychology**  
Time Period: **March**  
Length: **1**  
Status: **Published**

## Enduring Understandings:

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- The human mind processes information similar to a computer by taking in information (encoding), keeping it (storage), and getting it back out (retrieval)
- Memory is malleable and prone to errors
- Human thought is comprised of basic elements common to all individuals
- Individuals can be hindered in their problem solving, decision making, and judgments by various obstacles

## Essential Questions:

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- What factors influence the encoding of information?
- How can encoding be improved?
- What are the differences between sensory, short-term, and long-term memories?
- Why is short-term memory also called working memory?
- What biological processes are at work in the storage of memory?
- What are the different types of memory?
- What role do retrieval cues play in memory?
- What causes the forgetting of information and why are memories sometimes malleable?
- What are the basic elements which comprise thought?
- What obstacles can affect problem solving, decision making, and judgments and how can they be overcome?

## Lesson Titles:

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- Information Processing Model
- Encoding
- Storage
- Retrieval
- Forgetting
- Memory Construction
- Thinking
- Language

## 21st Century Skills and Career Ready Practices:

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- Global perspectives
- Health Literacy
- Creativity and Innovation
- Information Literacy
- Critical Thinking and Problem Solving
- Media Literacy
- Communication and Collaboration

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

## Inter-Disciplinary Connections:

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- Health and PE
- Language Arts

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.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.
LA.RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
HPE.2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
HPE.2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
HPE.2.3.12.B.CS1	There are immediate and long-term consequences of risky behavior associated with substance abuse.

### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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- Teacher Instruction - Building Memory (Blooms: Remember, Understand, Apply)
- Student input from HW - Encoding (Blooms: Understand, Apply, Analyze)
- Effortful Processing examples (Blooms: Apply, Analyze)
- Self-Reference Effect Demonstration (Blooms: Apply, Analyze)
- Question/Answer - Storage (Blooms: Remember, Understand, Apply, Analyze)
- Student input from HW - Retrieval (Blooms: Remember, Understand, Apply)
- Note Outline - Forgetting/Memory Construction (Blooms: Understand, Apply, Analyze)
- False Memory Exercise (Blooms: Apply, Analyze, Evaluate)
- Teacher Instruction - Thinking (Blooms: Remember, Understand, Apply)
- Review and Discussion - Intelligence (summer work) (Blooms: Understand, Apply, Analyze, Evaluate)
- Graphic Organizer - Intelligence Theories (Blooms: Analyze, Evaluate, Create)
- Delsea One
- SWAG

### **Modifications**

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### **Formative Assessment:**

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#### **Warm-Ups:**

- STM Demonstration
- Question - Studying strategies
- WWI IQ Test

#### **Anticipatory Set:**

- Memory Exercise - massed vs. distributed
- Question - first memory
- HW Review - Forgetting/Memory construction
- Encoding failur - penny example
- False Memory Exercise

**Closure:**

- The angry rioter...
- Self-Reference Effect Demonstration
- Forget 308
- Improving Memory strategies
- Whip Around
- Exit Ticket
- Random Sampling
- Homework Assignments
- Classnote revisions

**Summative Assessment:**

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- Chapter Test - Memory
- Online Quiz - Thinking
- Open-Note Quiz - Intelligence
- Marking Period Assessment - aligned to unit

**Benchmark (Assessments):**

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Skills-based assessment

Reading responses

Writing responses

**Alternative Assessment(s):**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

**Resources & Materials:**

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- Thinking About Psychology, 4e
- Textbook companion website

- Textbook Test Generator
- Dictionary of Psychology, Reber
- Brain Games - Misinformation Effect
- Crash Course - Memory
- Quizlet - Memory
- Online Quiz - Thinking
- Crash Course - Intelligence
- Inside Out DVD - Intelligence
- Google Classroom
- Google Docs - aligned to unit
- Google Forms - aligned to unit