

I9: Cognition - Chapter 7

Content Area: **Social Studies**
Course(s): **Psychology**
Time Period: **Semester 2**
Length: **2 weeks**
Status: **Published**

Standards

SCI.9-12.C	Cognition
SCI.9-12.C.1	Memory
SCI.9-12.C.1.1	Encoding of memory
SCI.9-12.C.1.1.1	Identify factors that influence encoding
SCI.9-12.C.1.1.2	Characterize the difference between shallow (surface) and deep (elaborate) processing
SCI.9-12.C.1.1.3	Discuss strategies for improving the encoding of memory
SCI.9-12.C.1.2.1	Describe the differences between working memory and long-term memory
SCI.9-12.C.1.2.2	Identify and explain biological processes related to how memory is stored
SCI.9-12.C.1.2.3	Discuss types of memory and memory disorders (e.g., amnesias, dementias)
SCI.9-12.C.1.2.4	Discuss strategies for improving the storage of memories
SCI.9-12.C.1.3	Retrieval of memory
SCI.9-12.C.1.3.1	Analyze the importance of retrieval cues in memory
SCI.9-12.C.1.3.2	Explain the role that interference plays in retrieval
SCI.9-12.C.1.3.4	Explain how memories can be malleable
SCI.9-12.C.1.3.5	Discuss strategies for improving the retrieval of memories
SCI.9-12.C.2	Thinking
SCI.9-12.C.2.1	Basic elements comprising thought
SCI.9-12.C.2.1.1	Define cognitive processes involved in understanding information
SCI.9-12.C.2.1.2	Define processes involved in problem solving and decision making
SCI.9-12.C.2.1.3	Discuss non-human problem-solving abilities
SCI.9-12.C.2.2	Obstacles related to thought
SCI.9-12.C.2.2.1	Describe obstacles to problem solving
SCI.9-12.C.2.2.2	Describe obstacles to decision making
SCI.9-12.C.2.2.3	Describe obstacles to making good judgments
SCI.9-12.C.3.1.3	Describe the extremes of intelligence
SCI.9-12.C.3.2	Assessment of intelligence
SCI.9-12.C.3.2.1	Discuss the history of intelligence testing, including historical use and misuse in the context of fairness
SCI.9-12.C.3.2.2	Identify current methods of assessing human abilities
SCI.9-12.C.3.2.3	Identify measures of and data on reliability and validity for intelligence test scores
SCI.9-12.C.3.3.1	Discuss issues related to the consequences of intelligence testing
SCI.9-12.C.3.3.2	Discuss the influences of biological, cultural, and environmental factors on intelligence
SCI.9-12.SC	Sociocultural Context

SCI.9-12.SC.1	Social Interactions
SCI.9-12.SC.1.1	Social cognition
SCI.9-12.SC.1.1.1	Describe attributional explanations of behavior
SCI.9-12.SC.1.1.2	Describe the relationship between attitudes (implicit and explicit) and behavior
SCI.9-12.SC.1.1.3	Identify persuasive methods used to change attitudes

Enduring Understandings

The students will understand that:

- 1. the conscious mind is a vital part of some memories, but non-conscious processes also play a role in memory acquisition.**
- 2. there are three different levels of memory that each play a role in encoding, storage, and retrieval.**
- 3. our memories only work well when we work at encoding the material and we can't remember when we don't pay attention.**
- 4. memory is not storage in one location in the brain.**
- 5. language acquisition is a vital part of human development and problem solving.**

Essential Questions

- 1. How do humans encode, store, and retrieve information from memory?**
- 2. How can humans enhance memory encoding, storage, and retrieval?**
- 3. How do humans think?**
- 4. In what ways is **thinking flawed or constrained**? How can people avoid falling for these errors in thinking?**
- 5. How do humans acquire language?**
- 6. How do humans use language to communicate ideas?**
- 7. How is language flawed or constrained? How can people avoid falling for these errors in using language?**

Knowledge and Skills

Objectives:

- Analyze how humans encode, store, and retrieve information in memory.**
- Apply memory enhancement techniques to everyday life.**
- Describe the characteristics of language and evaluate the importance of language.**
- Define a concept, explaining why it is useful to problem solving.**
- Differentiate between algorithms and heuristics.**
- Analyze how fixation, **confirmation bias**, heuristics, overconfidence, framing, and belief perseverance influence the ability to solve problems.**

Content

- 1. Memory**
- 2. Language**
- 3. Thinking**
- 4. Problem Solving and Creativity**
- 5. Intelligence**
- 6. Multiple Intelligence**

Assessment:

- 1. Participation Board**
- 2. Formal Quizzes**
- 3. Discussion questions**
- 4. Review concepts**
- 5. Application activities**
- 6. Research and Application-based projects**
- 7. Do now questions**

8. Formal and Authentic Assessment

Unit specific Activities and Projects

-Critical Thinking in Psychology: Chapter 7 – Critical Thinking and Learning: Making Predictions and Reasoning from Definitions. Students will answer review questions from the reading, conduct a debate using their opinions, and complete a position paper about the topic.

-Critical Thinking in Psychology: Chapter 8 – Memory and Thinking. Students will answer review questions from the reading, conduct a debate using their opinions, and complete a position paper about the topic.

Activities:

- 1. Interactive PowerPoint**
- 2. Discussion and debate topics**
- 3. Application activities**
- 4. Case study analysis**
- 5. YouTube video analysis**
- 6. Memory Analysis projects**

Transfer Goals

Students will be able to independently self-access their cognitive strategies in order to improve their ability to maximize their memory.

Resources

Textbook Reading:

Primary Student Textbook: Myers Psychology for AP

Course Resources:

1. Benjamin, Ludy T. Jr., eds. *Favorite Activities for the Teaching of Psychology*. Washington, D.C.: American Psychological Association, 2008.
2. Bensley, D. Alan. *Critical Thinking in Psychology: A Unified Skills Approach*. Pacific Grove, Calif.: Brooks/Cole, 1998.
3. Hock, Roger R. *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research*. 5th ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005.
4. Rolls, Geoff. *Classic Case Studies in Psychology*. London: Hodder Arnold, 2005.
5. Application Activities: schedules of reinforcement and reinforcement v. punishment
6. Shaping Activity: Playing Pigeon
7. Classical Conditioning simulation

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Links

<http://psychcentral.com/>

<http://www.psychologytoday.com/>

<http://www.apa.org/>

<http://www.scientificamerican.com/section/lateststories/>

<http://www.psychologicalscience.org/>

<http://www.sciencedaily.com/news>

<http://www.alleydog.com/>

<http://www.apa.org/research/action/glossary.aspx>

<http://allpsych.com/psychology101/index.html>

<http://www.simplypsychology.org/perspective.html>

Assessments

<https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit>

Modifications

<https://docs.google.com/document/d/1XtUWvYfqhUpgTH9A995xZIQ64jsDH2LtXo1yBo7zxDw/edit>