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.

Students will be able to independently apply effective cognitive strategies (e.g., metacognition, chunking, mnemonics, divergent thinking) to improve their learning, memory, problem-solving abilities, and overall academic performance.

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

Albert I.O.

Openstax

Amsco Review Book

TOPSS (Teachers of Psychology in Secondary Schools)

Verywell Mind

ProQuest

Gale in Context

Ebsco

Jstor

Science Direct

Gale in Context: Opposing View points

News publications, including but not limited to NYTimes, Washington Post.

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0