

# H8: Learning - Chapter 6

Content Area: **Social Studies**  
Course(s): **Psychology**  
Time Period: **Semester 1**  
Length: **2 weeks**  
Status: **Published**

## Standards

---

SCI.9-12.DL	Development and Learning
SCI.9-12.DL.1	Life Span Development
SCI.9-12.DL.1.1	Methods and issues in life span development
SCI.9-12.DL.1.1.1	Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
SCI.9-12.DL.1.1.2	Explain issues of continuity/discontinuity and stability/change
SCI.9-12.DL.1.1.3	Distinguish methods used to study development
SCI.9-12.DL.1.1.4	Describe the role of sensitive and critical periods in development
SCI.9-12.DL.1.1.5	Discuss issues related to the end of life
SCI.9-12.DL.1.2	Theories of life span development
SCI.9-12.DL.1.2.1	Discuss theories of cognitive development
SCI.9-12.DL.1.2.2	Discuss theories of moral development
SCI.9-12.DL.1.2.3	Discuss theories of social development
SCI.9-12.DL.1.3	Prenatal development and the newborn
SCI.9-12.DL.1.3.1	Describe physical development from conception through birth and identify influences on prenatal development
SCI.9-12.DL.1.3.2	Describe newborns' reflexes, temperament, and abilities
SCI.9-12.DL.1.4.1	Describe physical and motor development
SCI.9-12.DL.1.4.2	Describe how infant perceptual abilities and intelligence develop
SCI.9-12.DL.1.4.3	Describe the development of attachment and the role of the caregiver
SCI.9-12.DL.1.4.4	Describe the development of communication and language
SCI.9-12.DL.1.5	Childhood
SCI.9-12.DL.1.5.1	Describe physical and motor development
SCI.9-12.DL.1.5.2	Describe how memory and thinking ability develops
SCI.9-12.DL.1.5.3	Describe social, cultural, and emotional development through childhood
SCI.9-12.DL.1.7	Adulthood and aging
SCI.9-12.DL.1.7.1	Identify major physical changes associated with adulthood and aging
SCI.9-12.DL.1.7.3	Discuss social, cultural, and emotional issues in aging
SCI.9-12.DL.2	Learning
SCI.9-12.DL.2.2.1	Describe the Law of Effect
SCI.9-12.DL.2.3	Observational and cognitive learning
SCI.9-12.DL.2.3.1	Describe the principles of observational and cognitive learning
SCI.9-12.DL.2.3.2	Apply observational and cognitive learning to everyday life

## **Enduring Understandings**

---

### **The students will understand that:**

- 1. there are different perspectives and controversies related to learning.**
- 2. there are different ways to learn.**
- 3. different methods of conditioning on the non-conscious level impacts our behavior and mental processes**
- 4. cognitive approaches to learning counter the behaviorist model, but both models explain different elements of learning.**

## **Essential Questions**

---

- 1. How do psychologists define learning?**
- 2. How do principles of classical conditioning work to create learning?**
- 3. In what ways does classical conditioning work in human contexts?**
- 4. How do principles of operant conditioning work to create learning?**
- 5. In what ways does operant conditioning work in human contexts?**
- 6. How do principles of observational learning work to create learning?**
- 7. In what ways does observational learning work in human contexts?**
- 8. How are the various principles discussed different and similar?**

## **Knowledge and Skills**

---

### **Learning Objectives (SWBAT)**

- Describe the elements of classical conditioning.**
- Apply classical conditioning to different situations.**

- Describe the elements of operant conditioning.**
- Differentiate among the various forms of reinforcement and punishment.**
- Apply elements of operant conditioning to different situations.**
- Describe observational learning.**
- Describe how biology influences learning.**
- Describe how cognition influences learning.**

## **Content**

**A. Classical Conditioning**

**B. Operant Conditioning**

**C. Cognitive Processes**

**D. Biological Factors**

**E. Social Learning**

## **Transfer Goals**

---

**Students will be able to independently design conditioning tasks that facilitate learning based on principles of operant, classical, and observational conditioning.**

## **Resources**

---

**extbook 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>