# H8: Learning - Chapter 6

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

## Standards

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|---|---|
| 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.

Students will be able to differentiate between various learning theories (e.g., behaviorism vs. cognitivism) and articulate their strengths, limitations, and appropriate applications.

## 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/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0