Unit 3: Conditioning and Learning

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **3 weeks**
Status: **Published**

Summary

Students in the Introduction to Psychology course study behavior and mental processes in both humans and animals. Beginning with a firm understanding of the pillars of psychology and the importance of the scientific method and research processes, students explore various psychological topics, including behavioral biology, learning theory, personality theories, cognition, and clinical psychology. The semester course ends with the timely mental health and mindfulness topic to reduce stigma, while shedding light on common misconceptions to bring about awareness in the brave spaces of our classroom community and beyond.

This unit is part of the larger aforementioned course sequence and specifically focuses on how organisms learn and are conditioned or trained to experience behavioral change. By the end of this unit, students will be able to apply different approaches to conditioning and learning to everyday life, including classical conditioning, operant conditioning, cognitive learning, and social learning. More specifically, classical experiments in learning will be examined in depth to give the students amore comprehensive understanding of psychological research, ethical issues, and theories of learning. A variety of hands-on learning experiences will be used so students are able to apply theories directly.

Standards

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International

Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

APA Standards for High School Psychology Curricula- THINKING AND LEARNING CONTENT STANDARD 1: Classical Conditioning

Students are able to (learning targets):

- 1.1. Describe the processes of classical conditioning
- 1.2. Describe clinical and experimental examples of classical conditioning

APA Standards for High School Psychology Curricula- THINKING AND LEARNING CONTENT STANDARD 2: Operant Conditioning

Students are able to (learning targets):

- 2.1. Describe the processes of operant conditioning
- 2.2. Describe clinical and experimental examples of operant conditioning

APA Standards for High School Psychology Curricula- THINKING AND LEARNING CONTENT STANDARD 3: Observational learning, social learning theory, and mental processes in learning

Students are able to (learning targets):

- 3.1. Describe observational learning and social learning theory
- 3.2. Describe the role of mental processes in learning

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness,

and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- How do we learn?
- How do our experiences influence our behaviors and mental processes?
- To what extent is our behavior due to free will?

Enduring Understandings:

- Learning goes far beyond the scope of a classroom and occurs constantly in many different forms
- The factors that underlie learning are complex and come from a variety of sources

Objectives

Students will know:

- Human behaviors are a product of both nature and nurture.
- Environmental control is critical to fostering strong learning conditions
- Classical conditioning is an inherently biological and unconscious process.
- Operant conditioning orients itself in consciousness and voluntarism.
- Some individual habits are difficult to change or eliminate because of how they are learned.
- Learned helplessness is a powerful force in human behavior, and early failures without support can create a helpless attitude which persists..
- Humans often shape their behavior according to the reinforcement which the environment provides, not according to internal drives.
- Human reflexes can be paired with stimuli to imprint behaviors as learned.
- More advanced understanding of learning theory acknowledges the role of cognition in learning.
- Direct reinforcement or punishment is not needed for humans to learn; vicarious learning takes place

frequently.

Students will be skilled at:

- Examining classical and operant conditioning designs in authentic contexts.
- Applying principles of social learning to major social issues, including aggression, conformity, and bullying.
- Recognizing how philosophical and psychological perspectives, specifically behaviorism, have shaped the development of psychological thought.
- Comparing and contrasting the different domains of Psychology.
- Differentiating theoretical approaches in explaining behavior.
- Recognizing the strengths and limitations of applying psychological theories to explain behavior.
- Evaluating how major historical unfoldings influenced subsequent events in the field of Psychology.
- Differentiating types of research, both quantitative and qualitative, and evaluating the strengths and weaknesses of each.
- Describing how research design drives the reasonable conclusions that can be drawn (e.g., experiments are useful for determining cause and effect; the use of experimental control reduces alternative explanations).
- Predicting the validity of behavioral explanations based on the quality of research design and related alignment (e.g., confounding variables limit confidence in research conclusions).
- Applying relevant theories and perspectives from the unit in authentic contexts.
- Analyzing the design and conclusions of relevant studies from the unit.

Learning Plan

This unit plan includes but is not limited to the following strategies:

Classical Conditioning: An All-Purpose Demonstration Using a Toy Watergun: Students will see how human classical conditioning actively unfolds via a watergun demonstration. See Activity 1.1

Salivating to Music: Students will experience classical conditioning firsthand and test their understanding of classical conditioning principles. See also Cogan and Cogan (1984). Link

Shaping Demonstration: Students will participate in an activity that deals with shaping, that is, reinforcing successive approximations of one behavior to the exclusion of other behaviors. The exercise helps students learn the basic principles of reinforcement and makes it possible for them to compare the effects of positive reinforcement and punishment. Link

Schedules of Reinforcement: Students will complete the following worksheet ctivity for teaching where they will distinguish among the four major schedules of reinforcement. Link

Pavlov's Dog via NobelPrize.org: Pavlov's Dog http://www.nobelprize.org/educational/medicine/pavlov - Students will play the game "Pavlov's dog" to see how well they can condition Ivan (Pavlov's virtual dog) to salivate to a sound.

Operant Conditioning Exercises: Students will complete exercises compiled by Joe Swope to gain a better understanding of operant conditioning concepts Link

Classical Conditioning Exercises: Students will complete activities compiled by Alan Feldman to gain an overview of how to apply classical conditioning principles to everyday experiences Link

Psychology Archive Series: Inside Pavlov and Watson's Labs: Students will watch classic film footage showing the original experiments in classical conditioning conducted by Pavlov and Watson at the turn of the 20th century. They will then discuss the components of the experiment and underlying ethical and scientific issues. Link

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to

demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows/ Exit Slips
- Class Activities
- Completion of worksheets applying learning principles to examples
- Class Jeopardy Review
- Open-note quizzes on learning theory design and principles

Summative Assessments:

- Unit test including multiple choice and analytical free response questions
- Research Methods Analysis Question (RAQ) Responses
- Concept Application free response questions
- Lab Reports: Students, after completing an exercise experiencing research in Psychology, complete a write up in a standardized laboratory format.

Alternative Assessments:

- Notebook Check: Students submit portions of class notebook/notes guide at conclusion of unit to promote organizational skills
- Careers Presentation: In groups, students research a specific career in Psychology and present the steps to achieving it to the class.
- Learning theories scavenger hunt: Students go around the building and find examples within the school of the various types of classical and operant conditioning, taking pictures and creating a collage.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core

Book List.

The following are approved resources that teachers can include to further unit related objectives:

Additional recommended hard copy resource texts for instructors:

Forty Studies that Changed Psychology: (Roger R. Hock, 7th Edition)

Activities Handbook for the Teaching of Psychology (Ludy T. Benjamin, all volumes)

Handbook of Activities and Demonstrations in the Teaching of Psychology (Ware & Johnson, all volumes)

The Critical Thinking Companion for Introductory Psychology (Halonen, 2nd Ed.).

50 great Myths of Popular Psychology: Shattering widespread misconceptions about human behavior

Media:

Discovering Psychology Telecourse w/Phil Zimbardo- "Unit 8: Learning" via Annenberg: Annenberg Learner

Psychology Archive Series: Inside Watson and Pavlov's Labs - Link

Inside Out- Introductory Psychology Video Series Link

The Office: Shaping and Conditioning Segments: Link

Bandura's Bobo Doll Study: Link

Worth Publishers Psychology Teachers Video Toolkit series Link

Scientific American Frontiers Introductory Psychology Series Link

Promoting Psychological Science: A Compendium of Laboratory Exercises for Teachers of

High School Psychology: Link

A Guide for Beginning Teachers of Psychology: Link

CROW Psychology Teaching Resources: Link

APA Videos for Classroom Use: Link

Learning Education Portal: Education Portal: Learning http://education-portal.com/academy/topic/learning.html The instructor may use short video clips, transcripts, and quizzes on most topics in the learning unit.

Learning in the News: http://topix.teachpsych.org/w/page/23075923/Learning%20in%20the%20News This

page is from the APA Division 2: The Society for the Teaching of Psychology (http://teachpsych.org) Teaching of Psychology Idea Exchange (ToPIX) with excellent content about learning theory topics.

Other:

TOPSS Learning Theory Unit Plan: Link

TOPSS 2 Day Activity Plan: Link

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Psychology content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials and include graphic organizers for writing.
- Repeating directions and presenting directions in multiple ways