

# Unit 2: Learning (Weeks 5-8)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

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This unit will explore the important, fundamental ways people and animals learn.

## ESSENTIAL QUESTIONS

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- How do we learn?
- How do our experiences influence our behaviors and mental processes?

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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#### New Jersey (NJSL) - Grades 11-12 - English Language Arts ELA (2020)

##### NJLSA.R2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

##### NJLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

##### NJLSA.W6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

##### NJLSA.W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.K-12.NJLSA.R2

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## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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CS.9-12.8.1.12.DA.1	Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
CS.9-12.8.1.12.DA.5	Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

## **PRE-ASSESSMENTS**

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[Unit 2 Pre-assessment Gimkit](#)

## **INSTRUCTIONAL PLAN**

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## **MODULE 1**

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Unit 2 ~ Learning

**Student Learning Intentions (SLI) WALT:  
(We are learning to...)**

- identify the contributions of key researchers in the psychology of learning
- interpret graphs that exhibit the results of learning experiments
- describe the essential characteristics of insight learning, latent learning, and social learning
- apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness
- provide examples of how biological constraints create learning predispositions
- describe basic classical conditioning phenomena
- distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.
- predict the effects of operant conditioning
- predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning
- suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems

**Student Learning Strategies**

- activating strategies
  - video clips to engage and link relevant material
  - fact or fiction questions at the intro to units
- relevant vocabulary

- graphic organizers
  - steps in classical conditioning
  - parts of operant conditioning
  - schedules of reinforcement
- student-centered

**Success Criteria**

- I can identify the contributions of key researchers in the psychology of learning
- I can interpret graphs that exhibit the results of learning experiments
- I can describe the essential characteristics of insight learning, latent learning, and social learning
- I can apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness
- I can provide examples of how biological constraints create learning predispositions
- I can describe basic classical conditioning phenomena
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**Formative Assessment (drives instructional decisions)**

Daily quizzes to determine if students have been reading and synthesizing the information presented in class

## Activities and Resources

- conditioning fun project
- schedules of reinforcement practice
- reinforcement vs. punishment
- classical conditioning activities

## Suggested Modifications

### English Language Learners

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### Special Education Students

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have

accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

#### **Students with 504 Plans**

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#### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired

knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

#### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or

instructions are given in limited numbers. Give

directions/instructions verbally and in simple written format.

Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other

students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you

the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **REFLECTIONS**

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### **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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