

# Unit 6: Learning

Content Area: **Template**  
Course(s):  
Time Period: **Marking Period 3**  
Length: **7 Classes**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit VI: Learning [SC7]

- A. Classical Conditioning*
- B. Operant Conditioning*
- C. Cognitive Processes in Learning*
- D. Biological Factors*
- E. Social Learning (Observational Learning)*

## Learning Objectives

- Objective 1 - Describe the process of classical conditioning (Pavlov's experiments).
- Objective 2 - Explain stimulus/response relationships and how they influence behavior.
- Objective 3 - Explain the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination.
- Objective 4 - Describe the process of operant conditioning, including the procedure of shaping, as demonstrated by Skinner's experiments.
- Objective 5 - Identify the different types of reinforcers and describe the schedules of reinforcement.
- Objective 6 - Discuss the importance of cognitive processes and biological predispositions and constraints in conditioning.
- Objective 7 - Discuss the effects of punishment on behavior.
- Objective 8 - Describe the process of observational learning (Bandura's experiments).

## Essential Skills

- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste

- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

## Standards

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SOC.9-12.4	Learning
SOC.9-12.4.1	Introduction to Learning
SOC.9-12.4.A	Identify the contributions of key researchers in the psychology of learning.
SOC.9-12.4.A.1	Contributions of Albert Bandura, key researcher to the psychology of learning
SOC.9-12.4.A.2	Contributions of Ivan Pavlov, key researcher in the psychology of learning
SOC.9-12.4.A.3	Contributions of Robert Rescorla, key researcher in the psychology of learning
SOC.9-12.4.A.4	Contributions of B. F. Skinner, key researcher in the psychology of learning
SOC.9-12.4.A.5	Contributions of Edward Thorndike, key researcher in the psychology of learning
SOC.9-12.4.A.6	Contributions of Edward Tolman, key researcher in the psychology of learning
SOC.9-12.4.A.7	Contributions of John B. Watson, key researcher in the psychology of learning
SOC.9-12.4.A.8	Contributions of John Garcia, key researcher in the psychology of learning
SOC.9-12.4.B	Interpret graphs that exhibit the results of learning experiments.
SOC.9-12.4.C	Describe the essential characteristics of insight learning, latent learning, and social learning.
SOC.9-12.4.D	Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
SOC.9-12.4.E	Provide examples of how biological constraints create learning predispositions.
SOC.9-12.4.2	Classical Conditioning
SOC.9-12.4.F	Describe basic classical conditioning phenomena.
SOC.9-12.4.F.1	Acquisition
SOC.9-12.4.F.2	Extinction
SOC.9-12.4.F.3	Spontaneous recovery
SOC.9-12.4.F.4	Generalization
SOC.9-12.4.F.5	Stimulus discrimination
SOC.9-12.4.F.6	Higher-order learning
SOC.9-12.4.F.7	Unconditioned stimulus
SOC.9-12.4.F.8	Unconditioned response
SOC.9-12.4.F.9	Neutral/conditioned stimulus
SOC.9-12.4.F.10	Conditioned response
SOC.9-12.4.G	Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.

SOC.9-12.4.G.1	Contingencies
SOC.9-12.4.3	Operant Conditioning
SOC.9-12.4.H	Predict the effects of operant conditioning.
SOC.9-12.4.H.1	Positive reinforcement
SOC.9-12.4.H.2	Negative reinforcement
SOC.9-12.4.H.3	Positive punishment
SOC.9-12.4.H.4	Negative punishment
SOC.9-12.4.I	Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.
SOC.9-12.4.4	Social and Cognitive Factors in Learning
SOC.9-12.4.J	Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.

## **Instructional Tasks/Activities**

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- Activity 1
- Activity 10
- Activity 2
- Activity 3
- Activity 4
- Activity 5
- Activity 6
- Activity 7
- Activity 8
- Activity 9

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project

- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving

- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## Resources

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- Resource 1
- Resource 2
- Resource 3
- Resource 4
- Resource 5