

Unit 06: Learning

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

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objective:

Students will understand different content areas within psychological science are interconnected and psychological knowledge relates to everyday life.

Essential Question:

How does the processes of the different types of learning influence thoughts and behavior?

CONTENT AREA STANDARDS

SCI.9-12.DL.2.1	Classical conditioning
SCI.9-12.DL.2.1.1	Describe the principles of classical conditioning
SCI.9-12.DL.2.1.2	Describe clinical and experimental examples of classical conditioning
SCI.9-12.DL.2.1.3	Apply classical conditioning to everyday life
SCI.9-12.DL.2.2	Operant conditioning
SCI.9-12.DL.2.2.1	Describe the Law of Effect
SCI.9-12.DL.2.2.2	Describe the principles of operant conditioning
SCI.9-12.DL.2.2.3	Describe clinical and experimental examples of operant conditioning
SCI.9-12.DL.2.2.4	Apply operant conditioning to everyday life
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
SCI.9-12.DL.3	Language Development

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CS.K-12.6	Testing and Refining Computational Artifacts
CS.K-12.6.c	Evaluate and refine a computational artifact, multiple times, to enhance its performance, reliability, usability, and accessibility.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.

STUDENT LEARNING TARGETS

Declarative Knowledge

After concluding this unit, students understand:

1. Classical conditioning

2. Operant conditioning

3. Observational and cognitive learning

Procedural Knowledge

Students will be able to:

- Identify, explain, assess, and apply concepts related to learning such as:
 - The principles of classical conditioning.
 - Clinical and experimental examples of classical conditioning.
 - Classical conditioning to everyday life.
 - The Law of Effect.
 - The principles of operant conditioning.

- Clinical and experimental examples of operant conditioning.
- Operant conditioning to everyday life.
- The principles of observational and cognitive learning, and other important concepts.

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Formative Assessments

- Chapter 6 Study Guide https://drive.google.com/file/d/1_FS9K5CpLH3AlypBdVnLHvhT-HenbYm0/copy
- Questioning:
 - How does the process of Classical Conditioning influence thoughts and behavior?
 - How does the process of Operant Conditioning influence thoughts and behavior?
 - How does the process of Social Learning influence thoughts and behavior?
- Flashbulb Memories Lab
- Practice sorting Positive/Negative Reinforcement/Punishment examples into place. After the task is completed, the teacher will reveal the answers and the groups will have to produce one example of negative reinforcement each as an exit ticket.

Summative Assessments

- Combined Learning and Memory multiple choice/true false test.
- Observation Activity: Observe any fast food restaurant, mall, play area and look for examples of 3 of the 5 principles of operant conditioning. Evaluate when they are being correctly used or incorrectly used in the cases of observing three subjects. If needed: students will be given digital resources to conclude this assignment.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Slides notes- <https://share.nearpod.com/RI1IUO8w0hb>

Resources:

<https://www.youtube.com/watch?v=dmBqwWIJg8U>

INTERDISCIPLINARY CONNECTIONS

VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
SCI.HS-LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
SCI.HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

- Provide enrichment activities that include more advanced material
- Use of Higher Level Questioning Techniques
- Extended time to complete assignments
- Extended time on classroom tests and quizzes
- Restate, reread, and clarify directions/questions
- Establish procedures for accommodations /modifications for assessments
- Provide oral reminders and check student work during independent work time
- Extended time to complete assignments: Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases
- Provide enrichment activities that include more advanced material
- Pair visual prompts with verbal presentations

Syracuse University welcomes people with disabilities and, in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act, does not discriminate on the basis of disability. Students who require special consideration due to a learning or physical disability or other situation should make an appointment

with the course instructor as soon as possible to make appropriate arrangements. Syracuse University values diversity and inclusion and is committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. If there are aspects of the instruction or design of this course that result in barriers to one's inclusion or accurate assessment or achievement, any such student should meet with the instructor or appropriate administrator to discuss additional strategies beyond accommodations that may be helpful to the student's success.