Unit 07: Memory

Content Area: **Social Studies**
Course(s):
Time Period: **Semester**
Length: **1.5 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objectives:

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

Students will understand that the highly complex process of creating memory makes it highly subjective.

Essential Question:

How is memory encoding, storage and retrieval influenced by our biology, attention, motivation, and environment?

CONTENT AREA STANDARDS

SCI.9-12.C.1	Memory
SCI.9-12.C.1.1	Encoding of memory
SCI.9-12.C.1.1.1	Identify factors that influence encoding
SCI.9-12.C.1.1.2	Characterize the difference between shallow (surface) and deep (elaborate) processing
SCI.9-12.C.1.1.3	Discuss strategies for improving the encoding of memory
SCI.9-12.C.1.2	Storage of memory
SCI.9-12.C.1.2.1	Describe the differences between working memory and long-term memory
SCI.9-12.C.1.2.2	Identify and explain biological processes related to how memory is stored
SCI.9-12.C.1.2.3	Discuss types of memory and memory disorders (e.g., amnesias, dementias)
SCI.9-12.C.1.2.4	Discuss strategies for improving the storage of memories
SCI.9-12.C.1.3	Retrieval of memory
SCI.9-12.C.1.3.1	Analyze the importance of retrieval cues in memory
SCI.9-12.C.1.3.2	Explain the role that interference plays in retrieval
SCI.9-12.C.1.3.3	Discuss the factors influencing how memories are retrieved
SCI.9-12.C.1.3.4	Explain how memories can be malleable

SCI.9-12.C.1.3.5	Discuss strategies for improving the retrieval of memories
SCI.9-12.C.2.1	Basic elements comprising thought
SCI.9-12.C.2.1.1	Define cognitive processes involved in understanding information
SCI.9-12.C.2.1.2	Define processes involved in problem solving and decision making
SCI.9-12.C.2.1.3	Discuss non-human problem-solving abilities

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

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.RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
CS.K-12.2.d	Evaluate and select technological tools that can be used to collaborate on a project.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.9.4.12.CI	Creativity and Innovation
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. Encoding of memory

2. Storage of memory

3. Retrieval of memory

Procedural Knowledge

Students will be able to:

- Identify, explain, assess, and apply concepts related to memory such as:
    - Factors that influence encoding.
    - The difference between shallow (surface) and deep (elaborate) processing.
    - Strategies for improving the encoding of memory.
    - The differences between working memory and long-term memory.
    - Biological processes related to how memory is stored.
    - Types of memory and memory disorders (e.g., amnesias, dementias).
    - Strategies for improving the storage of memories.
    - The importance of retrieval cues in memory.
    - The role that interference plays in retrieval.
    - The factors influencing how memories are retrieved.
    - How memories can be malleable.
    - Strategies for improving the retrieval of memories, 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 7 Study Guide- https://docs.google.com/document/d/1wQgw9KJuO--I2yX2-q_9CWPD2XeUz6NpZ4UHS5f0BQY/edit

- Questioning:
    - How do our sensory, short-term, and long-term memory systems differ, and how does the process of memory relate to these different systems?
    - How is memory encoding, storage and retrieval influenced by our biology, attention, motivation, and environment?
    - How does the process of Social Learning influence thoughts and behavior?
- Review challenge: Learning & Memory- Students will make mind maps to review content in expert groups. There will be different maps with different categories for learning and memory and in small groups and different colored markers, students will silently illustrate the concepts and ideas related to the topics.

Summative Assessments

- Combined Learning and Memory multiple choice/true false test.
- Flashbulb Memories Lab

RESOURCES (Instructional, Supplemental, Intervention Materials)

Slides notes- https://drive.google.com/file/d/1U8U7l8q4YpQb9OqvfdUXLE2B2fttGiTv/copy?usp=sharing

Resources:

https://www.youtube.com/watch?v=KkaXNvzE4pk

https://www.youtube.com/watch?v=PB2OegI6wvI

https://www.youtube.com/watch?v=qG2SwE_6uVM&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=12

https://www.youtube.com/watch?v=128Ts5r9NRE&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=13

INTERDISCIPLINARY CONNECTIONS

VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.

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

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