

## Lesson Plan - AP Psychology

(S=Standard E=Essential Question A=Activator T=Teaching Strategies S=Summarizer HW=Homework D=Differentiation)

Monday (10/24)	Tuesday (10/25)	Wednesday (10/26)	Thursday (10/27)	Friday (10/28)
<p>AP PSYCH VI: Students in psychology should be able to do the following:</p> <p>a. Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e g , contingencies)</p> <p>b. Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning</p>	<p>AP PSYCH VI: Students in psychology should be able to do the following:</p> <p>a. Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e g , contingencies)</p> <p>c. Predict the effects of operant conditioning (e g , positive reinforcement, negative reinforcement, punishment)</p> <p>d. Predict how practice, schedules of reinforcement, and motivation will influence quality of learning</p>	<p>AP PSYCH VI: Students in psychology should be able to do the following:</p> <p>a. Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e g , contingencies)</p> <p>e. Provide examples of how biological constraints create learning predispositions</p> <p>f. Describe the essential characteristics of insight learning, latent learning, and social learning</p>	<p>AP PSYCH VI: Students in psychology should be able to do the following:</p> <p>a. Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e g , contingencies)</p> <p>e. Provide examples of how biological constraints create learning predispositions</p> <p>f. Describe the essential characteristics of insight learning, latent learning, and social learning</p>	<p>AP PSYCH VI: Students in psychology should be able to do the following:</p> <p>a. Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e g , contingencies)</p> <p>e. Provide examples of how biological constraints create learning predispositions</p> <p>f. Describe the essential characteristics of insight learning, latent learning, and social learning</p>
<p>E. What are the basic principles of Classical Conditioning?</p> <p>How does Classical Conditioning affect human behavior?</p> <p>What are the strengths and limitations of classical conditioning?</p>	<p>E: What are the back principles of Operant Conditioning?</p> <p>How does changing the reinforcement schedules change the effectiveness of operant conditioning?</p> <p>What are the similarities and differences of Operant and Classical Conditioning?</p>	<p>E: What are the similarities and differences of Classical and Operant Conditioning?</p> <p>How do people learn from observation?</p> <p>What factors limit a person's ability to learn?</p>	<p>E: How do people learn from observation?</p> <p>What are the implications from prosocial and antisocial modeling?</p> <p>What factors limit a person's ability to learn?</p>	<p>E: assess all previously studied essential questions.</p> <p>How do psychologists describe the human memory system?</p>

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<p>A: Classical Conditioning demonstration w/ volunteer.</p>	<p>A: Writing Analysis of a scenario (FRQ Practice)</p>	<p>A: Writing analysis of a scenario w/ operant conditioning (FRQ Practice)</p>	<p>A. Who has been an important role model? How have they impacted you?</p>	<p>A. Study for today's test using Quizizz, Quizlet, or KaHoot!</p>
<p>T: Brief lecture on the development of Classical Conditioning and its basic principles. (supported by PPT and video clips)</p> <p>Whole class demonstration on classical conditioning. Whole class debrief.</p> <p>Students will watch a video clip from "The Office" on classical conditioning and identify the different components.</p> <p>Students will break up into groups and analyze a series of scenarios for the various components of classical conditioning.</p> <p>Brief lecture w/ PPT and video clips on generalization, discrimination, extinction, and spontaneous recovery.</p> <p>Analyze scenarios for changes to classical conditioning.</p>	<p>T: Quiz on Socrative. Students may use homework.</p> <p>Brief lecture supported by PPT &amp; video clip examples on basics of Operant Conditioning.</p> <p>Q &amp; A Demonstration using operant conditioning.</p> <p>Students will analyze a video clip from "Big Bang Theory" on operant condition components.</p> <p>Break into pairs to analyze a series of scenarios using operant conditioning.</p> <p>Students will research Schedules of Reinforcement and create a chart illustrating the four main types of schedules.</p> <p>Video clip to illustrate w/ discussion: What is the most effective.</p>	<p>T: Operant Conditioning KaHoot.</p> <p>Students will be shown a video clip: Identify whether it is Classical or Operant Conditioning and the corresponding parts.</p> <p>Working with a partner, students will compare and contrast Classical and Operant Conditioning by creating a Venn Diagram, Tri-Chart, or Double Bubble on poster paper.</p> <p>Given a series of scenarios, students have to identify if classical or operant condition &amp; identify corresponding parts.</p> <p>Socrative Quiz comparing classical &amp; operant conditioning.</p> <p>Brief Lecture on types of Observational Learning w/ video clip from Bandura.</p>	<p>T: Debrief opening assignment and homework through whole group discussion.</p> <p>Brief lecture (w/PPT) on intrinsic &amp; extrinsic motivation for learning.</p> <p>Read &amp; discuss article on conflicting roles in youth sports.</p> <p>students will analyze a series of scenarios on intrinsic and extrinsic motivations for learning</p> <p>Brief lecture on Prosocial and Antisocial modeling</p> <p>Whole class discussion on implications of social modeling on behavior.</p> <p>Learning Review KaHoot!</p> <p>Test Practice Questions (via Socrative) in groups.</p>	<p>T: Students will the summative assessment on Learning. Includes 40 AP style multiple choice questions (on Socrative) and an FRQ.</p> <p>After students finish the test, they will begin working on the vocabulary for Unit 7 - Memory (begins on page 255 in Myers) OR watch the Crash Course #13 - Memory and complete the viewing guide.</p> <p>Once all students are finish, Memory demonstration, part 1.</p> <p>PALS Reading strategy on pages 255-257. Followed by discussion of "What is memory?"</p> <p>Memory Demonstration Part 2.</p> <p>Brief Lecture: Introduction to the Information Processing System.</p>

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S: KaHoot on Classical Conditioning	S: Identify the type of schedules of reinforcement in given scenarios.	S: What are examples of observational learning in your life (Today's Meet)	S: Identify accomplishments of key learning theorists.	S: Memory Demonstration, Part 3
HW: Read Myers Psychology for AP pages 229-241 & complete reading guide.	HW: Read Myers Psychology for AP, pages 242-249. Complete reading guide	HW - Case Study Analysis	HW: Study for Test	HW - Have a great Weekend!