

Lesson Plan - 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>SSPBC1: The student will identify the characteristics and major approaches to learning? SSPBC1A - Identify learning as a relatively permanent change in behavior based on experience. SSPBC1B - Explain the behavioral approach to learning. SSPBC1D - Describe changes in behavior using the social learning theory</p>	<p>SSPBC1: The student will identify the characteristics and major approaches to learning? SSPBC1A - Identify learning as a relatively permanent change in behavior based on experience. SSPBC1B - Explain the behavioral approach to learning. SSPBC1C - compare and contrast classical and operant conditioning. SSPBC1D - Describe changes in behavior using the social learning theory</p>	<p>SSPBC1: The student will identify the characteristics and major approaches to learning? SSPBC1A - Identify learning as a relatively permanent change in behavior based on experience. SSPBC1B - Explain the behavioral approach to learning. SSPBC1C - compare and contrast classical and operant conditioning. SSPBC1D - Describe changes in behavior using the social learning theory</p>	<p>SSPBC2: The student will analyze key concepts associated with information processing. a. Describe the components of the human information processing system: include working memory, long term memory, sensory memory, and attention. b. Evaluate strategies that enhance memory: include mnemonics, rehearsal, and elaboration.</p>	<p>SSPBC2: The student will analyze key concepts associated with information processing. a. Describe the components of the human information processing system: include working memory, long term memory, sensory memory, and attention. b. Evaluate strategies that enhance memory: include mnemonics, rehearsal, and elaboration.</p>
<p>E: What are the underlying principles of operant conditioning (OC)?</p> <p>How does OC impact behavior and learning?</p> <p>What are the applications and limitations to OC?</p> <p>What types of reinforcement & reinforcements schedules are most effective</p>	<p>E: How do people learn from social interactions?</p> <p>How can the behavioral approach improve study habits and personal student performance?</p>	<p>E: Students will be assessed on all previously studied EQ's related to Learning.</p> <p>What is memory?</p>	<p>E. What is memory?</p> <p>How do we store information into our memory?</p> <p>How can we improve our memory capacity?</p>	<p>E. What is memory?</p> <p>How do we store information into our memory?</p> <p>How can we improve our memory capacity?</p> <p>Why do we forget?</p>

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A. KaHoot! on Operant Conditioning	A. Vocabulary Activity on Social Learning	A. Study for test (Student choice of Quizlet, Quizizz, or KaHoot!)	A. Memory Experiment, Part 3	A. Information Processing KaHoot!
<p>T: Students will analyze a series of scenarios to identify the variables and reinforcement schedules.</p> <p>Brief Lecture/Discussion on Discrimination and Avoidance in OC</p> <p>Operant Conditioning Quiz (Socratic)</p> <p>Students will compare and contrast classical and operant conditioning using a Venn Diagram.</p> <p>With a partner, students will analyze a series of scenarios to determine if they are classical or operant conditioning.</p> <p>Debrief analysis activity as a class.</p> <p>Given a scenario, students will determine if it is classical or operant and identify its variables by responding in a paragraph.</p>	<p>T: Working with a partner, analyze a scenario to determine if it is CC or OC.</p> <p>Socratic Quick Check on determining if a situation is CC or OC</p> <p>Brief Lecture w/Discussion on Social Learning</p> <p>Social Learning Demonstration and debrief.</p> <p>Working with a partner, students will create and conduct a short experiment using social learning.</p> <p>S4QR Explanation and practice</p> <p>KaHoot! to Review for Test</p>	<p>Students will take a 30 question test (on Socratic or paper) with choice of written response.</p> <p>As students finish test, they will begin reading the next section on memory and cognition (Chapter 10 in Kasschau) and working on the vocabulary terms.</p> <p>When all students have finished the test, the class will begin the Memory Experiment, Part 1</p> <p>Part of the Crash Course #13 w/ viewing guide and pauses to discuss concepts.</p> <p>Brief lecture w/ClassFlow: Intro. to Memory</p> <p>Memory Experiment, Part 2.</p>	<p>T: Discussion: What happened to your ability to recall the list from yesterday?</p> <p>Vocabulary Activity: Intro. to Memory.</p> <p>Brief: Lecture/Discussion: Information Processing Model w/ PPT.</p> <p>Students will illustrate the Information Processing Model by creating a Flow Chart or Diagram to show how memory is encoded.</p> <p>Memory Experiment, Part 4. Discuss: Why were you able to remember more this time?</p> <p>Model Memory Strategy Product. Jigsaw Activity on Memory Strategies. - students will be assigned a memory strategy to research, create a teaching aide, and develop a demonstration.</p>	<p>T: Quiz on Information Processing, Part 1 (Socratic or on paper)</p> <p>Video clip from 60 Minutes interview on people who can't forget.</p> <ul style="list-style-type: none"> - what are the benefits of a perfect memory? - what are the trade-offs to having a photographic memory? <p>Memory Strategies Jigsaw, part 2. Students will get into groups and teach each other their different memory strategies.</p> <p>Students will pick a memory strategy to practice with learned content.</p> <p>Brief lecture/discussion: Forgetting</p> <ul style="list-style-type: none"> - Encoding Failures - Storage Decay - Retrieval Failure - Interference <p>Memory Experiment, Part 5: why do you still know it?</p>

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S: QW: which is better: Classical or Operant Conditioning? Why?	S: Analyze a Scenario of Social Learning	S: What happened between Part 1 & Part 2 of the Memory Demonstration. Why?	S: ReCap Video: What is the difference between working memory and explicit memory?	S: QuickWrite - What strategy are you using to learn content, and how are you doing it?
HW. Review Operant Conditioning using resources on website	HW: Study for test using website resources, Quizizz, and Quilts	HW - Relax this evening!	HW: Vocabulary Activity on Information Processing	HW: Use memory strategy over weekend to encode new content.
D: selective partnering Notes provided as necessary	D: Selective Grouping Notes & Quizlet provided on paper as needed	D: Testing in Small Groups & Read To Modified Test Choice of using tech or paper for the test.	D: Selective Grouping Notes provided as necessary Quizlet provided on paper if requested	D. Notes & Quizlet provided as necessary. Modified Quiz (on paper only)