

Lesson Plan - Psychology

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

Monday (10/31)	Tuesday (11/1)	Wednesday (11/2)	Thursday (11/3)	Friday (11/4)
<p>SSPBC2: The student will analyze key concepts associated with information processing.</p> <p>a. Describe the components of the human information processing system: include working memory, long term memory, sensory memory, and attention.</p> <p>b. Evaluate strategies that enhance memory: include mnemonics, rehearsal, and elaboration</p> <p>c. Analyze theories of forgetting: include loss of access, interference, displacement, and decay.</p>	<p>SSPBC2: The student will analyze key concepts associated with information processing.</p> <p>a. Describe the components of the human information processing system: include working memory, long term memory, sensory memory, and attention.</p> <p>b. Evaluate strategies that enhance memory: include mnemonics, rehearsal, and elaboration.</p> <p>c. Analyze theories of forgetting: include loss of access, interference, displacement, and decay.</p>	<p>SSPBC2: The student will analyze key concepts associated with information processing.</p> <p>a. Describe the components of the human information processing system: include working memory, long term memory, sensory memory, and attention.</p> <p>b. Evaluate strategies that enhance memory: include mnemonics, rehearsal, and elaboration.</p> <p>c. Analyze theories of forgetting: include loss of access, interference, displacement, and decay.</p>	<p>SSPBC2: The student will analyze key concepts associated with information processing.</p> <p>c. Analyze theories of forgetting: include loss of access, interference, displacement, and decay.</p> <p>d. Explain the phenomena involved in problem solving and decision-making include heuristics, algorithms, biases, expectancies, and mental set.</p>	<p>SSPBC2: The student will analyze key concepts associated with information processing.</p> <p>c. Analyze theories of forgetting: include loss of access, interference, displacement, and decay.</p> <p>d. Explain the phenomena involved in problem solving and decision-making include heuristics, algorithms, biases, expectancies, and mental set.</p>
<p>E: What is memory?</p> <p>How can we improve our memory capacity?</p> <p>Why do we forget?</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 are the different types of thinking that occur?</p> <p>What factors inhibit our ability to think critically and solve complicated problems?</p> <p>How can we improve our critical thinking and problem solving capability?</p>	<p>E. What are the different types of thinking that occur?</p> <p>What factors inhibit our ability to think critically and solve complicated problems?</p> <p>How can we improve our critical thinking and problem solving capability?</p>

Monday (10/31)	Tuesday (11/1)	Wednesday (11/2)	Thursday (11/3)	Friday (11/4)
A. 10.2 Vocabulary Activity	A. P. 290 Reviewing Vocabulary	A. Study for test (Student choice of Quizlet, Quizizz, or KaHoot!)	A. Brain teaser activity	A. 11.1 Vocabulary Activity
<p>Quiz on Information Processing, Part 1 (Socrative 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>	<p>T: Working with a partner, create a graphic organizer on coding memory</p> <p>KaHoot (or Quizizz) on Memory.</p> <p>Secretive Quiz on Memory</p> <p>Read article "Thanks for the Memories" using PALS technique.</p> <p>Watch car accident video.</p> <ul style="list-style-type: none"> - Describe what you saw? - discuss with a partner what you saw? - Were there differences between the multiple accounts? - Were kids getting on or off the school bus? - What are the implications for eyewitness testimony? <p>Critical Thinking Written Response Questions.</p>	<p>Students will take a 30 question test (on Socrative or paper) with choice of written response.</p> <p>As students finish test, they will begin reading the next section on cognition (Chapter 11 in Kasschau) and working on the vocabulary terms.</p> <p>When all students have finished the test, Unpack the new standard, essential questions, and key terms.</p> <p>Part of the Crash Course #14 w/ viewing guide and pauses to discuss concepts.</p> <p>Brief lecture w/ClassFlow: Intro. to Cognition.</p>	<p>Students will discuss the strategies they used to solve the brain teasers.</p> <p>Students will read page 296-297 on Unit of Thought and create a graphic organizer that illustrates the different types of units of thought.</p> <p>Discuss:</p> <ul style="list-style-type: none"> - what are the most primitive units of thought? - What are the most complicated units of thought? - Why is it necessary to have these different units of thought? <p>Brief lecture w/questioning on Kinds of Thinking. Supported with ClassFlow.</p> <ul style="list-style-type: none"> - when problem solving, why does backwards thinking help? - When are algorithm's beneficial? - Why do we use heuristics? 	<p>Review Game (type TBD) on Metacognition</p> <p>Socrative Quiz on Metacognition, part 1.</p> <p>Teacher will model directed note-taking on Types of Heuristics using a FLOW + TREE (FLEE) Map.</p> <p>Students will develop a FLEE Map on Types of Creative Thinking</p> <p>Case Study analysis</p> <ul style="list-style-type: none"> - read case study on "Kasparov vs. Deep Blue" independently - discuss questions with partner - whole group discussion on "can machines be taught to think creatively?" - Watch video on future of AI (a 60 Minutes Segment)

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S: QW: which is better: Classical or Operant Conditioning? Why?	S: Analyze an eyewitness account	S: 3-2-1 Summarizer on Memory & Memory strategies	S: Secretive Ticket Out The Door: what are strategies you use to help solve complicated problems.	S: QuickWrite - What strategies would you use to solve this problem?
HW. Review Operant Conditioning using resources on website	HW: Study for test using website resources, Quizizz, and Quizlet	HW - Relax this evening!	HW: Study Quizlet E-Flashcards on Metacognition	HW:Have a great weekend! Study Quizlet or Quizizz!
D: selective partnering Notes provided as necessary Paper study guide provided for test	D: Selective partnering 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: Notes provided as necessary Quizlet provided on paper if requested	D. Notes & Quizlet provided as necessary. Modified Quiz (on paper only)