

# Zanesville City Schools

## Social Studies Scope and Sequence

### 2021-2022



**Course: Psychology**

**Unit: Learning      Length of Unit: 2 weeks**

<b>Title/Theme: Cognitive processes Domain from the National standards of High School Psychology</b>	
<b>Social Studies Standards</b>	<p>Standard Area: Learning Content Standards After concluding this unit, students understand: 1. Classical conditioning 2. Operant conditioning 3. Observational and cognitive learning Content Standards With Performance Standards Content Standard 1: Classical conditioning Students are able to (performance standards): 1.1 Describe the principles of classical conditioning 1.2 Describe clinical and experimental examples of classical conditioning 1.3 Apply classical conditioning to everyday life Development and Learning Domain Content Standard 2: Operant conditioning Students are able to (performance standards): 2.1 Describe the Law of Effect 2.2 Describe the principles of operant conditioning 2.3 Describe clinical and experimental examples of operant conditioning 2.4 Apply operant conditioning to everyday life Content Standard 3: Observational and cognitive learning Students are able to (performance standards): 3.1 Describe the principles of observational and cognitive learning 3.2 Apply observational and cognitive learning to everyday life</p>
<b>ELA Anchor Standards</b>	<p><b>WLHSS 9.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p>WLHSS 9.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WLHSS 9.9 - Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WLHSS 9.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How does one “learn” automatically using Classical conditioning principles?</li> <li>2. How does the process of operant conditioning work?</li> <li>3. What are examples of positive and negative reinforcement? Positive and negative punishment? How can one decide which it is?</li> <li>4. What are schedules of reinforcement?</li> <li>5. How does memory work?</li> </ol>
<b>Resources</b>	<p>Text: Glencoe, Understanding Psychology. Columbus, Oh: McGraw-Hill, 2008.</p> <p>Selected Readings from: Hock, Roger R. <i>Forty Studies that Changed Psychology</i>, 7th ed. Upper Saddle River, NJ: Pearson, 2012.</p> <p>Materials developed over the years of teaching Psychology as a semester course and adapted materials shared with me from AP training sessions with Mr. Mahoney at APSI in Indianapolis Indiana (worksheets, checklists, matching activities video clips recommended by other Psychology teachers, etc.)</p>
<b>Formatives</b>	<p>Edpuzzle videos on classical and operant conditioning</p> <p>Demonstration of how to classically condition student to react to word, “CAN”</p> <p>Worksheets and guided notes over learning principles</p>
<b>Writing Tasks</b>	<p>Classical and/or operant conditioning lab - Train your pet, boyfriend, girlfriend or parent</p>
<b>Key Vocabulary</b>	<p>Unconditioned Stimulus</p> <p>Unconditioned Response</p> <p>Neutral Stimulus</p> <p>Conditioned Response</p> <p>Conditioned Stimulus</p> <p>Generalization</p> <p>Discrimination</p> <p>Extinction</p> <p>Reinforcement</p> <p>Positive &amp; Negative Reinforcement</p> <p>Positive &amp; Negative Punishment</p> <p>Schedules of Reinforcement</p> <p>Social Learning</p> <p>Mirror Neurons</p>
<b>Summative</b>	<p>Test on Learning</p>

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