



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*Individuals and Societies AP Psychology*

<b>Unit title</b>	<i>Unit 4- Learning</i>	<b>Unit duration (hours)</b>	<i>10 Hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GA DoE Standards**

4.1 Key researchers in the psychology of learning:

.4.2 Information processing of psychological research graphics.

4.3 Characteristics of learning. .

4.4 Application of learning principles to explain behavior phenomena. .

4.5 Biological constraints impact learning.

4.6 Classical conditioning.

Acquisition, Extinction, Spontaneous recovery, Generalization, Stimulus discrimination, Higher-order learning, Unconditioned stimulus, Unconditioned response, Neutral/conditioned stimulus, Conditioned response

G.Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.

H. Predict the effects of operant conditioning: Positive reinforcement, Negative reinforcement, Positive punishment , Negative punishment

I. Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.

J. Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.

**Information Processing Skills:**

16. check for consistency

**Map and Globe Skills:**

6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps

**Literacy Skills:**

**RHSS6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**RHSS8:** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**WHST1:** Write arguments focused on discipline-specific content.

**MCS Gifted Standards:**

**MCS.Gifted.S5A.** Explore personal beliefs, feelings, and understanding of self, regarding one's own unique giftedness.

**MCS.Gifted.S5B.** Recognize and build upon strengths and limitations.

**MCS.Gifted.S5C.** Develop and practice critical analysis in judgment of one's actions, feelings and thoughts.

**MCS.Gifted.S5D.** Develop a shift in actions, feelings and thoughts.

**MCS.Gifted.S5E** Advocate for self.

**Essential Questions**

How do we learn?

How do our experiences influence our behaviors and mental processes?

How does classical conditioning lead to learning?

In classical conditioning, what are the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination?

How do cognitive processes affect classical conditioning?

How do biological predispositions affect classical conditioning?

What is operant conditioning?

How does it differ from classical conditioning?

What are the basic types of reinforcers?

How does punishment affect behavior?

How are our behaviors shaped?

How do different reinforcement schedules affect behavior?

Do cognitive processes affect operant conditioning?

Do biological constraints affect operant conditioning?

How do you explain the controversy over Skinner's views of human behavior?

How might operant conditioning principles be applied at school, in sports, at work at home, and for self-improvement?

What is observational learning, and how is it enabled by mirror neurons?

### Assessment Tasks

*List of common formative and summative assessments.*

#### **Formative Assessment(s):**

- Classical Conditioning Quiz
- Free Response Question
- Operant Conditioning Quiz
- Conditioning Project
- Negative and Positive Reinforcement Quiz
- Unit 4 Vocabulary Quiz
- Schedules of Reinforcement Quiz
- Quiz- Operant Conditioning

**Summative Assessment(s):**

Vocabulary Unit 4

Unit 4 Summative

**Learning Experiences**

Add additional rows below as needed.

Objective or Content	Learning Experiences	<b>Personalized Learning and Differentiation</b>  All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.
<b>Learning and Classical Conditioning</b>	Prezi Notes- Connect Map Spray Bottle demonstration Application Experience - Classical Conditioning Read Applications of Classical Conditioning Prep for Formative quiz	Read Basic Learning Concepts and Classical Conditioning.
<b>Operant Conditioning and Reinforcement</b>	Prezi - Operant Conditioning and Reinforcement Concept Map Powerful Consequences: practice identifying positive and negative reinforcement, positive and negative punishment	Read Applications of Classical Conditioning.
<b>Skinner and Application of Operant Conditioning</b>	Review Powerful Consequences Shaping Demonstration- Pigeons- Trainer- Trained. Prezi discussion: Schedules of Reinforcement  Schedules of Reinforcement Practices Operant Conditioning Formative Quiz	Read Operant Conditioning.

<b>Observational Learning</b>	<p>Observational Learning PPt</p> <p><a href="#">Bandura Bobo Doll.wmv - YouTube</a></p> <p>Examples- PUTting on Makeup, setting the table for Thanksgiving. Directions to your house</p> <p>Mirror Neurons</p> <p>Latent Learning</p> <p>Cognitive Maps</p>	Read Biology, Cognition, and Learning.
<b>Mirror Neurons</b>	<p>Yawning, Empathy</p> <p>Examples and Definition:</p> <ol style="list-style-type: none"> <li>1. Token Economy</li> <li>2. Observational learning</li> <li>3. Latent learning</li> <li>4. Cognitive map</li> <li>5. prosocial behavior</li> <li>6. Antisocial behavior</li> <li>7. Chaining</li> <li>8. Insight learning</li> <li>9. Instinctive drift</li> <li>10. Learned helplessness</li> <li>11. Overjustification effect</li> <li>12. Self-efficacy</li> <li>13. Garcia Effect</li> <li>14. Aversive Conditioning</li> <li>15. Vicarious reinforcement</li> <li>16. Vicarious punishment</li> </ol>	<p>Quiz: Biology, Cognition, and Learning FRQ</p> <p>Many pioneering researchers have devoted their careers to understanding how we learn. For each of the following 5 individuals, identify the type of learning (classical conditioning, operant conditioning, observational learning) researched, briefly explain the research they conducted, and provide a real life example implied by their research.</p> <ul style="list-style-type: none"> <li>· Ivan Pavlov</li> <li>· John Watson</li> <li>· John Garcia</li> <li>· B.F. Skinner</li> <li>· Albert Bandura</li> </ul>
<b>Content Resources</b>		
<p>Kahoot, Blooket, Quizlet, Quiziz</p> <p>Barron's FLASHcards Box</p> <p>Myers Textbook AP Psychology 9th Edition</p> <p>Barron's AP Psychology Review</p>		

#### Additional Supports

[College Board psychology Course and Exam Information](#)

[AP Classroom](#) (students create an account and have access to AP resources and tools)

[DoE Psychology Inspire Site](#)

[Discovery Education Experience](#) (searchable by subject- login required: student Google Email)