

## Winslow Township School District

### Psychology

#### Unit 5: Cognition

**Overview:** Cognitive psychology is the scientific study of mental processes such as attention, language use, memory, perception, problem solving, creativity, and thinking. The topics covered in this unit are diverse but fundamental in the study of psychology. The topics will also benefit the student in further educational endeavors.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<b>Unit 5</b>  <b>Cognition</b>	IVB-1 IVB-2 IVB-3 IVB-4 IVB-5 IVB-6 IVC-1 IVC-2 IVE-1 IVE-2 IVE-3 IVE-4  WIDA 1, 5	<ul style="list-style-type: none"> <li>• The types of memory.</li> <li>• The models of memory.</li> <li>• The difference between short and long term memory.</li> <li>• The phenomena of false memories.</li> <li>• Ways to improve retrieval of memories.</li> <li>• The units of Thought.</li> <li>• Various problem solving strategies</li> <li>• Different theories on intelligence.</li> <li>• Test reliability and validity.</li> <li>• The factors that influence the results of intelligence tests.</li> <li>• The effects of labeling on individual performance.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the different mental processes that you use on a daily basis?</li> <li>• How do you know you have remembered information?</li> <li>• What are some strategies you use when having to make an important decision?</li> <li>• How is creativity as important as intelligence?</li> <li>• How can emotional intelligence be taught?</li> <li>• What factors indicate that language milestones are universal?</li> </ul>
<b>Unit 5:</b> <b>Enduring</b> <b>Understandings</b>	<ul style="list-style-type: none"> <li>• There are many influences on a person’s memory.</li> <li>• There are many reasons why people remember and forget.</li> <li>• Memories can be constructed.</li> <li>• Schemas create patterns of thought.</li> <li>• Human thought processes are currently debated.</li> <li>• There are different definitions of intelligence.</li> <li>• How intelligence is defined determines its ability to be measured.</li> <li>• Ramifications of classifying students according to intelligence testing</li> </ul>		

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**Unit 5: Cognition**

Curriculum Unit 5	Standards		Pacing	
			Days	Unit Days
<b>Unit 5: Cognition</b>	IVB-1	Encoding, or getting information into memory	3	32
	IVB-2	Sensory, working or short-term, and long-term memory systems	3	
	IVB-3	Retrieval, or getting information out of memory	3	
	IVB-4	Biological bases of memory	2	
	IVB-5	Methods for improving memory	2	
	IVB-6	Memory constructions	2	
	IVC-1	Basic elements comprising thought	1	
	IVC-2	Strategies and obstacles involved in problem solving and decision-making	2	
	IVE-1	Concepts related to measurement of individual differences	2	
	IVE-2	Influence and interaction of heredity and environment on individual differences	2	
	IVE-3	Nature of intelligence	3	
	IVE-4.	Nature of intelligence testing	3	
	Assessment, Re-teach and Extension		4	

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<b>Unit 3</b>		
<b>Content Statement</b>	<b>Indicator #</b>	<b>Indicator</b>
Encoding, or getting information into memory	IVB-1	Characterize the difference between surface and deep (elaborate) processing and identify other factors that influence encoding.
Sensory, working or short-term, and long-term memory systems	IVB-2	Describe the operation of sensory, working/short-term, and long term memory.
Retrieval: getting information out of memory	IVB-3	Analyze the importance of retrieval cues in memory.
Biological bases of memory	IVB-4	Identify the brain structures most important to memory.
Methods for improving memory	IVB-5	Describe strategies for improving memory.
Memory constructions	IVB-6	Describe research (e.g., Loftus) on the tendency to construct memories
Basic elements comprising thought	IVC-1	Identify mental images/verbal symbols as elements that comprise thinking
Strategies and obstacles involved in problem solving and decision-making	IVC-2	Describing the steps involved in the problem-solving process. Analyze the obstacles that inhibit problem solving and decision-making.
Concepts related to measurement of individual differences	IVE-1	Define and understand the nature of test constructs, such as intelligence, personality, and creativity.
Influence and interaction of heredity and environment on individual differences	IVE-2	Explain how intelligence and personality may be influenced by heredity and environment.
Nature of intelligence	IVE-3	Comparing traditional psychometric theories of intelligence to more recent approaches

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Assessment Plan	
<ul style="list-style-type: none"> <li>• Graphic Organizer Chart completion and success</li> <li>• Graphic Organizer Chart completion and success</li> <li>• Timeline completion and success</li> <li>• Chapter and/or Section Guided Reading worksheet completion and success</li> <li>• Graphic Organizer Web completion and success</li> <li>• Graphic Organizer Chart completion and success</li> <li>• Outline completion and success</li> <li>• Graphic Organizer Chart completion and success</li> <li>• Chapter and/or Section worksheet completion and success</li> <li>• Unit Assessment Test</li> </ul>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> <li>• Debate</li> <li>• Oral Report</li> <li>• Role Playing</li> <li>• Think Pair Share</li> <li>• Projects</li> <li>• Portfolio</li> <li>• Presentations</li> <li>• Prezi</li> <li>• Gallery Walks</li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>• Thinking About Psychology 3<sup>rd</sup> edition, 2013</li> <li>• Thinking About Psychology 3<sup>rd</sup> edition, 2013 assessment and activity binder</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter Assessment Quiz</li> <li>• Class Notes and Vocabulary</li> <li>• Chapter and Section Guided Reading sheet</li> <li>• Chapter and/or Section worksheet</li> <li>• Unit Assessment Test</li> </ul>
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol>

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##### 9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation an Training & 9.4 Life Literacies and Key Skills

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

##### **Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

##### **Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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##### Modifications for Special Education/504

**Students with special needs:** Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Team Intervention Plan, and may include (but are not limited to) the following:

**Presentation accommodations:** ☑ Listen to audio recordings instead of reading text ☑ Learn content from audiobooks, movies, videos and digital media instead of reading print versions ☑ Use alternate texts at lower readability level ☑ Work with fewer items per page or line and/or materials in a larger print size ☑ Use magnification device, screen reader, or Braille / Nemeth Code ☑ Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) ☑ Be given a written list of instructions ☑ Record a lesson, instead of taking notes ☑ Have another student share class notes with him ☑ Be given an outline of a lesson ☑ Be given a copy of teacher's lecture notes ☑ Be given a study guide to assist in preparing for assessments ☑ Use visual presentations of verbal material, such as word webs and visual organizers ☑ Use manipulatives to teach or demonstrate concepts ☑ Have curriculum materials translated into native language

**Response accommodations:** ☑ Use sign language, a communication device, Braille, other technology, or native language other than English ☑ Dictate answers to a scribe ☑ Capture responses on an audio recorder ☑ Use a spelling dictionary or electronic spell-checker ☑ Use a word processor to type notes or give responses in class ☑ Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:** ☑ Work or take a test in a different setting, such as a quiet room with few distractions ☑ Sit where he learns best (for example, near the teacher, away from distractions) ☑ Use special lighting or acoustics ☑ Take a test in small group setting ☑ Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) ☑ Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:** ☑ Take more time to complete a task or a test ☑ Have extra time to process oral information and directions ☑ Take frequent breaks, such as after completing a task

**Scheduling accommodations:** ☑ Take more time to complete a project ☑ Take a test in several timed sessions or over several days ☑ Take sections of a test in a different order ☑ Take a test at a specific time of day

**Organization skills accommodations:** ☑ Use an alarm to help with time management ☑ Mark texts with a highlighter ☑ Have help coordinating assignments in a book or planner

##### Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li><li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li><li><input type="checkbox"/> Oral Language</li></ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"><li>• Relate to and identify commonalities in psychology studies in student's home country</li><li>• Assist with organization</li><li>• Use of computer</li><li>• Emphasize/highlight key concepts</li><li>• Teacher Modeling</li><li>• Peer Modeling</li><li>• Label Classroom Materials - Word Walls</li></ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"><li>• Raise levels of intellectual demands</li><li>• Require higher order thinking, communication, and leadership skills</li><li>• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles</li><li>• Provide higher level texts</li><li>• Expand use of open-ended, abstract questions</li><li>• Critical and creative thinking activities that provide an emphasis on research and in-depth study</li><li>• Enrichment Activities/Project-Based Learning/Independent Study</li></ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"><li>❖ <a href="#">Gifted Programming Standards</a></li><li>❖ <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li><li>❖ <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li></ul>

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##### Interdisciplinary Connections

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

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

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

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

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

##### Integration of Computer Science and Design Thinking NJSLS 8

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.