



Marietta City Schools

District Unit Planner

*Individuals and Societies AP Psychology*

Unit title	Unit duration (hours)	15-25% Exam	14 Days
<i>Unit 3: Development and Learning</i>			

**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GA DoE Standards**

3.1 Themes and Methods in Developmental Psychology

3.2 Physical Development Across the Lifespan

3.4 Cognitive Development Across the Lifespan

3.5 Communication and Language Development

3.6 Social-Emotional Development Across the Lifespan

3.7 Classical Conditioning

3.8 Operant Conditioning

3.9 Social, Cognitive, and Neurological Factors in Learning

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

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

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

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

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

**Information Processing Skills:**

9. construct charts and tables

16. check for consistency of information

**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**

**Developmental Theories:**

- How do Piaget's stages of cognitive development differ from Erikson's psychosocial stages?
- What are the core concepts of Vygotsky's sociocultural theory?
- How does the concept of attachment theory explain early social development?

**Cognitive Development:**

- What are the major milestones in language acquisition?

- How does reasoning and problem-solving ability develop throughout childhood and adolescence?
- What are the cognitive changes associated with aging?

**Learning Mechanisms:**

- Explain the key principles of classical conditioning and operant conditioning.
- How does observational learning contribute to development?
- What role do reinforcement schedules play in shaping behavior?

**Social and Emotional Development:**

- How does morality develop according to Kohlberg's theory?
- What are the key factors influencing self-esteem and identity formation?
- What are the potential impacts of social isolation during development?

**Environmental Factors:**

- How can parental practices and socioeconomic status impact development?
- What are the effects of early childhood experiences on later life outcomes?
- What are the considerations for cultural variations in development?

**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 3 Vocabulary Quiz
- Schedules of Reinforcement Quiz
- Quiz- Operant Conditioning
- Physical Development Quiz

-Adolescent Quiz

**Summative Assessment(s):**

Vocabulary Unit 3

Unit 3 Summative

Stand By Me Development Assessment- Optional At Home Project

- Optional Project- My Baby Book

**Learning Experiences**

Add additional rows below as needed.

<b>Objective or Content</b>	<b>Learning Experiences</b>	<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	Read Operant Conditioning.

	Operant Conditioning Formative Quiz	
<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>		

Myers Textbook AP Psychology Updated 3rd Edition

Barron's AP Psychology Review

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)