

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Psychology Social Studies Course.

Psychology/9 - 12 - Unit Five - Behavior, Learning, & Cognition	
Elaborated Unit Focus	<p>In this unit, students will explore and demonstrate their understanding of the major theories of human development and learning/conditioning. Using the theme, Beliefs and Ideals, students will develop their knowledge of human development through the study of the theories of Piaget, Chomsky, Skinner, Whorf, Lenneberg, Erikson, and Kohlberg. These models include cognitive, language, psychosocial, and moral development. Using the theme, Human Environmental Interaction, students will build their knowledge of the conditioning theories of Thorndike, Skinner, Watson, Pavlov, and Bandura. These conditioning theories include operant conditioning, classical conditioning, and observational learning.</p>
Connection to Connecting Theme/Enduing Understandings	<ul style="list-style-type: none"> • Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences. • Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.
GSE for Social Studies (standards and elements)	<p>SSPBC1 Identify the characteristics of and major approaches to learning.</p> <ul style="list-style-type: none"> a. Identify learning as a relatively permanent change in behavior based on experience. b. Explain the behavioral approach to learning. c. Compare and contrast the paradigms of classical and operant conditioning. d. Describe changes in behavior using the social learning theory. <p>SSPBC2 Analyze key concepts associated with information processing and memory.</p> <ul style="list-style-type: none"> a. Describe the components of the human information processing system, include: sensory memory, attention, short term memory (working memory), encoding, long term memory, and retrieval. b. Evaluate strategies that enhance memory, include: mnemonics, maintenance rehearsal, and elaborative rehearsal. c. Analyze theories of forgetting, include, encoding failure, decay, proactive/retroactive interference, types of amnesia (retrograde, anterograde, source, and infantile). d. Explain the phenomena involved in problem solving and decision-making, include: heuristics, algorithms, biases, expectancies, and mental set. <p>SSPBC3 Describe behavioral, social, and cognitive changes from the prenatal period throughout the life span.</p> <ul style="list-style-type: none"> a. Chart physical changes of a human being from conception through late adulthood. b. Explain the developmental models of Freud, Piaget, Kohlberg, and Erikson. c. Compare and contrast the theories of language and language acquisition, include: Chomsky, Skinner, and Whorf. d. Describe the role of critical periods in development.

<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST5: 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>L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: 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>
--	---

- L11-12RHSS2:** 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.
- L11-12RHSS4:** 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).
- L11-12RHSS10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.
- L11-12WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- L11-12WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L11-12WHST5:** 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.
- L11-12WHST6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- L11-12WHST7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- L11-12WHST8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- L11-12WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.
- L11-12WHST10:** 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>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Information Processing Skills:</p> <ol style="list-style-type: none">1. compare similarities and differences2. organize items chronologically3. identify issues and/or problems and alternative solutions5. identify main idea, detail, sequence of events, and cause and effect in a social studies context11. draw conclusions and make generalizations15. determine adequacy and/or relevancy of information16. check for consistency of information
--	---



Essential Questions and Related Supporting/Guiding Questions

<p>Enduring Understanding 1</p>	<p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences.</p> <ul style="list-style-type: none"> • Essential Question: How do individuals, groups, and institutions influence behavior? <ul style="list-style-type: none"> ○ “Life Lesson” – how does experience change our behaviors? ○ What is the behavioral approach to learning? ○ How do we learn language?
<p>Enduring Understanding 2</p>	<p>Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.</p> <ul style="list-style-type: none"> • Essential Question: How is learning a product of environmental interaction? <ul style="list-style-type: none"> ○ What is the purpose of classical and operant conditioning? ○ How are developmental changes in physiology linked with behavioral changes? ○ What are the critical periods in human development?

Sample Instructional Activities/Assessments

The Heinz Dilemma

Have students, either individually or in groups, analyze the [Heinz Dilemma](#) and the [Brother's Dilemma](#). They should make a moral decision about both scenarios while remaining cognizant of which perspective they are taking, e.g. Heinz and Alex (the younger brother). Afterwards, stop and discuss the students' responses to each of the dilemmas. Then explain or have students research the three levels and six stages of Kohlberg's moral ladder. Information about Kohlberg's levels and stages can be found in almost any introductory psychology textbook and on the internet. Afterwards, have students, either individually or collaboratively create their own moral dilemma with appropriate moral decisions that match the six stages of Kohlberg's moral ladder. [For example, students could pose this dilemma: The key (answers) to a hard test has been found by another student. You are tempted to cheat because the test is worth a large portion of your grade and if you fail it, you will more than likely fail the class. Should you ask the other student for a copy of the key and cheat on the test?] When finished, have students volunteer to share their moral dilemmas with the class. The student can then share a few of their moral decisions and the class can identify which of the six stages of Kohlberg's moral ladder they fall under. (See [Heinz and Brother's Dilemmas Handouts](#), [Stages of Moral Reasoning](#), [Create Your Own Dilemma worksheet](#))

Assessment:

Students will be assessed on creating a moral dilemma and creating appropriate answers for each stage of Kohlberg's moral ladder ([See rubric](#)).

Possible student resources for this activity:

- <https://courses.lumenlearning.com/wmopen-psychology/chapter/psychology-in-real-life-moral-development/>
- <https://courses.lumenlearning.com/teachereducationx92x1/chapter/kohlbergs-stages-of-moral-development/>
- <https://www.education.com/reference/article/kohlbergs-moral-reasoning/>

Khan Academy (9:52 min video) - Kohlberg Moral Development - <https://youtu.be/Onkd8tChC2A>

GSE Standards and Elements	<p>SSPBC3 Describe behavioral, social, and cognitive changes from the prenatal period throughout the life span.</p> <p>b. Explain the developmental models of Freud, Piaget, Kohlberg, and Erikson.</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standards:</p> <p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

	<p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: 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> <p>L11-12RHSS2: 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.</p> <p>L11-12RHSS4: 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).</p> <p>L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L11-12WHST10: 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> <p>Social Studies Matrices:</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. compare similarities and differences 3. identify issues and/or problems and alternative solutions 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 11. draw conclusions and make generalizations 15. determine adequacy and/or relevancy of information <p>Enduring Understanding(s):</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences.</p> <ul style="list-style-type: none"> • Essential Question: How do individuals, groups, and institutions influence behavior? <ul style="list-style-type: none"> ○ “Life Lesson” – how does experience change our behaviors?
--	---

Memory

In this activity students will be asked to evaluate three memory enhancing techniques – maintenance rehearsal, mnemonics (elaborative rehearsal), and chunking.

Activity Sequence:

1. Students will first read about the three techniques starting with maintenance rehearsal, then chunking, and finally the article about mnemonics (ask them to stop reading the article before the practice lists at the end).
2. Place students in groups of three. Using the practice list at the end of the mnemonics article have the students try each technique on a different list. On any one list each student should be trying a different memory strategy.

- Ex. List 1

Student 1 – mnemonics

Student 2 – chunking

Student 3 – maintenance rehearsal

Give the students approximately 5 mins to try each technique. At the end of the 15 mins have each student try to recall the three lists and record how accurate they were.

3. Based on the results from their practice students should evaluate the techniques based on accuracy, ease of use, and personal preference. This can be based on discussion between the students.

<i>Memory Enhancing Strategy</i>	Accuracy			Ease of Use			Personal Preference		
Maintenance Rehearsal	1	2	3	1	2	3	1	2	3
Mnemonics	1	2	3	1	2	3	1	2	3
Chunking	1	2	3	1	2	3	1	2	3

4. After completing their evaluation students should write a paragraph explaining which memory enhancing strategy they feel is best including pros and cons for that strategy.

Formative Assessment:

Criteria	1 Below Standard	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard
Activity: Student read all three articles and attempted all three memory techniques	Student made little to no attempt to meet criteria.	Student read articles but had difficulty applying techniques to practice lists.	Student read all three articles and attempted all three memory techniques	In addition to meeting the standard the student was able to help teammates who were having difficulty.
Evaluation: Student completed evaluation form.	Student made little to no attempt to meet criteria.	Student was able to complete some of the evaluation form.	Student completed evaluation form.	In addition to meeting the standard the student was able to contribute positively to team discussion.
Paragraph: Student completed paragraph explaining their choice of memory technique which included pros and cons of the technique.	Student made little to no attempt to meet criteria.	Student wrote paragraph but failed to meet all criteria.	Student completed paragraph explaining their choice of memory technique which included pros and cons of the technique.	In addition to meeting the standard the student was able to include a description of how they might be able to use the strategy in their life.

Student Reading Articles:	
<ul style="list-style-type: none"> • "Chunking Strategy." <i>The Peak Performance Center</i>. N.p., n.d. Web. 24 May 2018. <http://thepeakperformancecenter.com/educational-learning/thinking/chunking/chunking-as-a-learning-strategy/>. • Congos, Dennis. "9 Types of Mnemonics for Better Memory." <i>The Learning Center Exchange</i>. N.p., Jan. 2006. Web. 24 May 2018. <https://www.learningassistance.com/2006/january/mnemonics.html>. • "Maintenance Rehearsal." <i>Stigma Definition Psychology Glossary</i>. N.p., 2018. Web. 24 May 2018. <https://www.alleydog.com/glossary/definition.php?term=Maintenance%2BRehearsal>. 	
GSE Standards and Elements	<p>SSPBC2 Analyze key concepts associated with information processing and memory.</p> <p>b. Evaluate strategies that enhance memory, include: mnemonics, maintenance rehearsal, and elaborative rehearsal.</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standards:</p> <p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: 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> <p>L11-12RHSS2: 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.</p> <p>L11-12RHSS4: 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).</p> <p>L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when</p>

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

L11-12WHST10: 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.

Social Studies Matrices:

Information Processing Skills:

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
11. draw conclusions and make generalizations
15. determine adequacy and/or relevancy of information

Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences.

- **Essential Question:** How do individuals, groups, and institutions influence behavior?
 - “Life Lesson” – how does experience change our behaviors?

Classical and Operant Conditioning

In this activity students will compare and contrast the paradigms of classical and operant conditioning.

Students will have two articles to read.




- Mcleod, Saul. "Skinner's Theory of Operant Conditioning." *Simply Psychology*. *Simply Psychology*, n.d. Web. 24 May 2018. <<https://www.simplypsychology.org/operant-conditioning.html#class>>.
- McLeod, Saul. "Classical Conditioning." *Simply Psychology*. N.p., 2014. Web. 24 May 2018. <<https://www.simplypsychology.org/classical-conditioning.html>>.

After reading the two articles students will work in groups to role play scenarios in which classical conditioning is used and another where operant conditioning. In role playing the two scenarios students will be trying to demonstrate the similarities and differences between the two approaches.

Role Play Process:



1. The teacher will explain that in this activity the students will applying their learning by role playing two scenarios in which they demonstrate classical conditioning and operant conditioning. These scenarios do not need to be overly complex.
 - a. Students will need to brainstorm to think of two scenarios in which they can demonstrate each kind of conditioning.
 - b. Students will then need to develop a storyboard so that everyone in the group understands the sequence of each scenario
 - c. Students will have an opportunity to practice their scenarios. After practice the students need to have a brief discussion to decide if what they did “worked” or if they needed to make some changes.
 - d. Groups will observe each other’s role play scenario and peer-evaluate using the peer-evaluation checklist. A check mark is used if the observed group are meeting the goal; a cross if they did not meet; a question mark if you have a question or saw something interesting (note: the question mark can be used with both a check mark or a cross). Students can ask questions or comment on something interesting after the scenarios.

Peer-Evaluation Checklist	  
You can identify conditioning type	
They are convincing in their roles	
They are demonstrating the conditioning type accurately	
Their scenario demonstrates the differences between each conditioning type	
The speech was clear with appropriate volume and tone	
The role play captured and maintained audience interest	

2. The teacher assigns students to role play groups (3-4 students per group).
3. Students practice and then perform their role plays for partner group.

<p>4. Class reconvenes to conduct a debrief.</p> <ul style="list-style-type: none"> a. What did they see that was interesting? b. What did they see that provoked questions? c. What was their experience of the activity? <p>5. Storyboards and peer-evaluation checklists are turned in for formative assessment.</p>	
<p>GSE Standards and Elements</p>	<p>SSPBC1 Identify the characteristics of and major approaches to learning.</p> <ul style="list-style-type: none"> a. Identify learning as a relatively permanent change in behavior based on experience. b. Explain the behavioral approach to learning. c. Compare and contrast the paradigms of classical and operant conditioning.
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards:</p> <p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L11-12RHSS2: 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.</p> <p>L11-12RHSS4: 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).</p> <p>L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Social Studies Matrices:</p> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> 1. compare similarities and differences 3. identify issues and/or problems and alternative solutions 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 11. draw conclusions and make generalizations 15. determine adequacy and/or relevancy of information <p>Enduring Understanding(s):</p> <p>Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.</p> <ul style="list-style-type: none"> • Essential Question: How is learning a product of environmental interaction? <ul style="list-style-type: none"> ○ What is the purpose of classical and operant conditioning?

Culminating Unit Performance Task

Title

Students will compose a creative short story from the perspective of a developmental psychologist conducting a case study of a fictional child. Throughout the story, the student will display understanding of the various learning and developmental models covered in this unit. This story can pull from either autobiographical or creative sources (or a combination of the two). The case study fictional child, the main character of the story, will pass through selective stages of cognitive, psychosocial, moral, and language development. In addition, the character will be conditioned through association and observation. The students will be required to mention the following elements in their story which will occur in the development of the focus of his or her case study:

- 1) at least two of Piaget's stages of cognitive development and two milestones (i.e. object permanence)
- 2) at least three stages of Erikson's psychosocial development
- 3) at least two stages of Kohlberg's moral development
- 4) one theory of language development (either Skinner, Chomsky, or Whorf)
- 5) one critical period
- 6) at least one instance of classical conditioning
- 7) at least one instance of operant conditioning
- 8) at least one instance of observational learning.

The number of items for these eight requirements is arbitrary and of course amendable. For instance, the teacher could require four stages of Erikson's psychosocial development instead of three. The story should be typed, double-spaced, with one-inch margins, and twelve-point font. The students should provide a title for their stories and should edit their work before submitting it for review.

Recommendations:

- 1) The student should not be required to mention the stage or theory by name (this might sap the creativity and natural flow of the story). It should be clear through context if they are addressing one of the required elements by providing a distinctive and descriptive situation during which the main character goes through a developmental stage or is conditioned.
- 2) Other options than writing a short story can be provided for those students who may be identified as ESOL or having special needs. The teacher may want to consider a photo album with captions or teachers can alter the number of content requirements as well. For the artistically talented students, teachers may want to provide the options of creating a graphic novel, video diary, composing and performing a song, or writing a play.

Objective:

Students will apply their grasp of the various developmental and conditioning models by extracting information from their own lives during which development and learning occurred or creating fictional situations that show students can apply this knowledge.

Resources:

[Student Handout](#)

[Rubric](#)

<p>GSE Standards and Elements</p>	<p>SSPBC1 Identify the characteristics of and major approaches to learning.</p> <ul style="list-style-type: none"> a. Identify learning as a relatively permanent change in behavior based on experience. b. Explain the behavioral approach to learning. c. Compare and contrast the paradigms of classical and operant conditioning. d. Describe changes in behavior using the social learning theory. <p>SSPBC3 Describe behavioral, social, and cognitive changes from the prenatal period throughout the life span.</p> <ul style="list-style-type: none"> a. Chart physical changes of a human being from conception through late adulthood. b. Explain the developmental models of Freud, Piaget, Kohlberg, and Erikson. c. Compare and contrast the theories of language and language acquisition, include: Chomsky, Skinner, and Whorf. d. Describe the role of critical periods in development.
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST5: 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>L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: 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> <p>L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include

	<p>formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L11-12WHST5: 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>L11-12WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L11-12WHST10: 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> <p>Social Studies Matrices:</p> <p>Information Processing Skills:</p> <p>3. identify issues and/or problems and alternative solutions</p> <p>15. determine adequacy and/or relevancy of information</p> <p>16. check for consistency of information</p> <p>Enduring Understanding(s):</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences.</p> <p>e. Essential Question: How do individuals, groups, and institutions influence behavior?</p> <ul style="list-style-type: none"> ○ “Life Lesson” – how does experience change our behaviors? ○ What is the behavioral approach to learning? <p>Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.</p> <p>f. Essential Question: How is learning a product of environmental interaction?</p> <ul style="list-style-type: none"> ○ What is the purpose of classical and operant conditioning? ○ How are developmental changes in physiology linked with behavioral changes? ○ What are the critical periods in human development?
--	--

Learning and Development Culminating Performance Task Student Handout

Directions: You will be writing a creative short story using the elements and theories you have learned in this unit. You will be taking the perspective of a developmental psychologist who is conducting a case study of a maturing human being. The fictional character that you create will need to experience the following developmental stages/milestones and learning paradigms during the duration of your story:

- A Minimum of 2 of Piaget's Stages of Cognitive Development and 2 Milestones (i.e. Object Permanence, Conservation, Theory of Mind, etc.)
- A Minimum of 3 of Erikson's Stages of Psychosocial Development
- A Minimum of 2 of Kohlberg's Stages of Moral Development
- A Minimum of 1 Theory of Language Development (either Skinner, Chomsky, or Whorf)
- A Minimum of 1 Critical Period
- A Minimum of 1 Instance of Classical Conditioning
- A Minimum of 1 Instance of Operant Conditioning
- A Minimum of 1 Instance of Observational Learning

Your paper should be typed, double-spaced, and well edited. There is no length requirement for this paper; your grade is instead based on the required content. That being said, your paper should smoothly transition from one content requirement to the next. Your story should follow the character chronologically and the developmental stages and milestones should match the age at which they typically occur. Instances of conditioning can fall at any point in the story since these types of learning are not age specific. Remember, you are taking the perspective of a developmental psychologist and should maintain a professional and articulate voice throughout the paper. As a professional, you should integrate psychological jargon whenever appropriate. Remember as a developmental psychologist, you are the evaluator of the theories associated with your discipline. You can be critical of the theories you are addressing if it is appropriate in the context of your story. Your paper should be written primarily in third person (he, she, it, they, Joe, etc.) since you are showcasing the development of another character.

Be creative and have fun with your story. You are welcome to incorporate pictures if you believe they add depth and meaning to your character and your story.

Date Assigned: _____

Date Due: _____

Grade Assigned to the Project: _____

Performance Task Rubric

Scale Criteria	1 Below Standard	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard
<i>(2x Points)</i> Integrates at least two stages and two milestones from Piaget's theories of cognitive development.	Incorrectly integrates two of Piaget's stages of cognitive development. Age and/or milestone are incorrectly matched with the cognitive stage.	Correctly integrates one of Piaget's stages of cognitive development. But, age and/or milestone are incorrectly matched with the cognitive stage.	Correctly integrates two of Piaget's stages of cognitive development. Age and/or milestone are correctly matched with the cognitive stage.	In addition to everything in 3 (meets standard): Infers that Piaget's stages of cognitive development are based on maturation.
<i>(2x Points)</i> Integrates at least three stages from Erikson's theories of psychosocial development.	Incorrectly integrates three of Erikson's stages of psychosocial development. Age and/or social crisis are incorrectly matched with the psychosocial stage.	Correctly integrates one to two of Erikson's stages of psychosocial development. Age and/or social crisis are correctly matched with the psychosocial stage.	Correctly integrates three of Erikson's stages of psychosocial development. Age and/or social crisis are correctly matched with the psychosocial stage.	In addition to everything in 3 (meets standard): Infers that Erikson's stages of psychosocial development originate from physiological development.
<i>(2x Points)</i> Integrates at least two stages from Kohlberg's theories of moral development.	Incorrectly integrates two of Kohlberg's stages of moral development.	Correctly integrates one of Kohlberg's stages of moral development.	Correctly integrates two of Kohlberg's stages of moral development.	In addition to everything in 3 (meets standard): Infers that development beyond the preconventional level of morality requires abstract thinking and empathy.
<i>(2x Points)</i> Integrates the three learning models: classical conditioning, operant conditioning, and observational learning.	Incorrectly integrates the three learning models: classical conditioning, operant conditioning, and observational learning.	Correctly integrates one to two of the three learning models: classical conditioning, operant conditioning, and observational learning.	Correctly integrates the three learning models: classical conditioning, operant conditioning, and observational learning.	In addition to everything in 3 (meets standard): Infers that learning is the product of associations.
Organization, Grammar, and Spelling	The short story does not have a title and does not follow the format required (typed, 12-point font, double-spaced). The short story contains numerous grammar and spelling errors.	The short story does have an appropriate title and does follow the format required (typed, 12-point font, double-spaced). The short story contains sporadic grammatical and spelling errors.	The short story does have an appropriate title and does follow the format required (typed, 12-point font, double-spaced). The short story contains rare grammatical and spelling errors.	In addition to everything in 3 (meets standard): The paper is clean of any grammar and spelling errors.
Creativity, Integration of Content into the Short Story, Flow (transitioning from one part of the story the next)	The short story lacks creativity. Student provides disconnected situations to integrate content. The short story lacks flow and continuity.	The short story shows a minimal amount of creativity through original thought and interesting storytelling methods. Student attempts to connect situations that integrate content. The short story contains some flow and continuity.	The short story shows creativity through original thought and interesting storytelling methods. Student connects situations that integrate content. The short story contains flow and continuity.	In addition to everything in 3 (meets standard): Story should be considered for publication.
Perspective and Maintaining Continuity of Case Study Character	The student fails to take the perspective of a developmental psychologist and the case study character lacks continuity and roundness of character.	The student takes the perspective of a developmental psychologist and the case study character maintains continuity, but the story does not maintain and 3 rd person perspective.	The student takes the perspective of a developmental psychologist and the case study character maintains continuity and a 3 rd person perspective.	In addition to everything in 3 (meets standard): The developmental psychologist and the case study character are believable and authentic within the context of the story.

The Heinz and Brother's Dilemma

Kohlberg interviewed children and young adults and presented them with a total of ten moral dilemmas. Kohlberg collected and compared the children's answers to develop the levels and stages of his moral ladder. Presented below are two of his most famous and cited moral dilemmas, the Heinz Dilemma and the Brother's Dilemma. Read each of the situations and answer the question posed at the end. Make sure to justify or explain your decision.

Heinz Dilemma

"In Europe, a woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging 10 times what the drug cost him to make. He paid \$200 for the radium and charged \$2000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about \$1000, which is half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said, „No, I discovered the drug and I'm going to make money from it.“ So Heinz got desperate and broke into the man's store to steal the drug for his wife. Should the husband have done this?" (pg. 17)

The Brother's Dilemma

"Joe's father promised he could go to camp if he earned the \$50 for it, and then changed his mind and asked Joe to give him the money he had earned. Joe lied and said he had only earned \$10 and went to camp using the other \$40 he had made. Before he went, he told his younger brother, Alex, about the money and about lying to their father. Should Alex tell his father?" (pg. 17)

Source

Kohlberg (1964). Development of moral character and moral ideology. In H. Hoffman & L. Hoffman (Eds.), *Review of child development research* (Vol. 1). New York: Russell-Sage Foundation

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

Stages of Moral Reasoning

<p>Level One: <u>Pre-conventional Morality</u></p>	Stage 1: Punishment-Obedience Orientation
	Stage 2: Instrumental Relativist Orientation
<p>Level Two: <u>Conventional Morality</u></p>	Stage 3: Good Boy-Nice Girl Orientation
	Stage 4: Law and Order Orientation
<p>Level Three: <u>Post-Conventional Morality</u></p>	Stage 5: Social Contract Orientation
	Stage 6: Universal Ethical Principle Orientation

Movement through the Stages

Much like Jean Piaget’s theories of cognitive development and Erik Erikson’s theories of psychosocial development, Kohlberg’s morality theories are based on stages. Kohlberg believed that individuals develop morally in a sequential, set order, but unlike Piaget and Erikson, Kohlberg’s moral development is not based on age or maturation. Kohlberg believed that developing humans cannot skip stages and literally cannot cognitively grasp more than one stage above the one they currently are in. For example, a child who bases moral decisions on Stage 1: Punishment-Obedience Orientation, can understand, or at least try to understand Stage 2, but any stage above is beyond his or her reasoning abilities. Parents and educators should take these limitations into consideration while aiding their children in students in moral decision making and development. Development occurs when an individual reaches a point at which he or she begins to feel that their current methods for managing moral dilemmas is insufficient and experiences cognitive dissonance; the dissonance in turn pushes the individual to move on to the next stage.

Create Your Own Moral Dilemma:

Student Name: _____

Directions: Write a moral dilemma. Write six possible answers, one for each of the six stages of Kohlberg's moral ladder.

Dilemma: _____

<p>Level One: <u>Pre-conventional</u> <u>Morality</u></p>	Stage 1: Punishment-Obedience Orientation
	Answer:
	Stage 2: Instrumental Relativist Orientation
<p>Level Two: <u>Conventional</u> <u>Morality</u></p>	Answer:
	Stage 3: Good Boy-Nice Girl Orientation
	Answer:
<p>Level Three: <u>Post-Conventional</u> <u>Morality</u></p>	Stage 4: Law and Order Orientation
	Answer:
	Stage 5: Social Contract Orientation
<p>Level Three: <u>Post-Conventional</u> <u>Morality</u></p>	Answer:
	Stage 6: Universal Ethical Principle Orientation
	Answer:
<p>Level Three: <u>Post-Conventional</u> <u>Morality</u></p>	

Rubric for Create Your Own Moral Dilemma

Student Name: _____

Criteria	1 Below Expectations	2 Approaching Expectations	3 Meets Expectations
Student creates a dilemma that involves a moral judgement.	Student does not complete task.	Student completes dilemma, but moral judgement is unclear.	Student completes dilemma with a clear moral judgement needed.
Student response is appropriate for Stage 1: Punishment-Obedience Orientation	Student response is not appropriate.	Student response demonstrates some aspects of the stage.	Student response clearly demonstrates an accurate understanding of the stage.
Student response is appropriate for Stage 2: Instrumental Relativist Orientation	Student response is not appropriate.	Student response demonstrates some aspects of the stage.	Student response clearly demonstrates an accurate understanding of the stage.
Student response is appropriate for Stage 3: Good Boy-Nice Girl Orientation	Student response is not appropriate.	Student response demonstrates some aspects of the stage.	Student response clearly demonstrates an accurate understanding of the stage.
Student response is appropriate for Stage 4: Law and Order Orientation	Student response is not appropriate.	Student response demonstrates some aspects of the stage.	Student response clearly demonstrates an accurate understanding of the stage.
Student response is appropriate for Stage 5: Social Contract Orientation	Student response is not appropriate.	Student response demonstrates some aspects of the stage.	Student response clearly demonstrates an accurate understanding of the stage.
Student response is appropriate for Stage 6: Universal Ethical Principle Orientation	Student response is not appropriate.	Student response demonstrates some aspects of the stage.	Student response clearly demonstrates an accurate understanding of the stage.