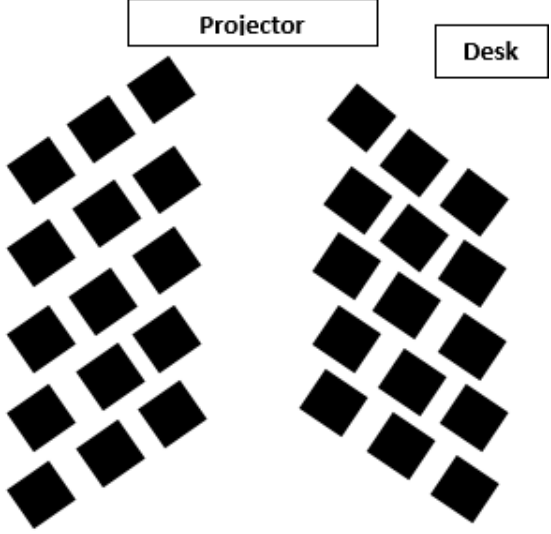


AP Psychology: Memory Lesson Plan

<p>Grade: 11th Grade (16-17 years old)</p> <p>Materials: Pencil, Folder</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling <p>Standard(s) PSY. 6.12.1 Utilize critical thinking and problem-solving skills to develop an understanding of psychology (Baesler, 2019, p. 43).</p> <p>Objective(s)</p> <ol style="list-style-type: none"> 1. Students will analyze and explain the process of encoding memory by understanding the components of the brain and memory through lecture and reinforcing the components in guided notes. 2. Students will analyze and explain human “physical, cognitive, and social development” through lecture and reinforcing the components in guided notes (Baesler do2019, p. 43). 3. Students will “apply observational and cognitive learning to everyday life” by understanding memory and development in their own life by completing an observation, analyzation, conclusion model (Baesler, 2019, p. 43) <p>I Can Statements:</p> <ol style="list-style-type: none"> 1. I can analyze the process of encoding memory 2. I can see real life examples and recognize how this content applies in real life. 3. I can understand the components of the brain reinforced through guided notes. 4. I can explain the various developmental stages of memory. 5. I can observe, analyze and conclude the terminology used in reference to memory. <p>Bloom’s Taxonomy Cognitive Level: Analyze, Apply, Understand</p> <p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>I will greet the class at the door when each student enters. By entering the room each student will sit in the assign seat and discuss the “Question of the Day.” The chairs will be divided into five rows with 6 columns, the chairs from the first 3 columns face the chairs with the last three columns with a large space between (See Model Below). This demonstrates a walking area to increase the proximity of teacher and student, but also to allow the teacher to face the students in the classroom. The students will remain in their seats during this lecture and will pick their own groups increasing students’ choices but reflecting the ability for 16-17 year old students to make responsible decision in student pairings. The guided notes will seemingly be passed out randomly, but the more complete guided notes will reach all students who are below proficiency.</p>	<p>Subject: AP Psychology</p> <p>Technology Needed: 1 Laptop / 1 Projector</p> <p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic <p>Differentiation</p> <p>Below Proficiency:</p> <p>Students with Below Proficiency will be able to have a more extensively filled out note guide, while being able to ask and receive help from those with above proficiency classroom skills.</p> <p>Above Proficiency:</p> <p>Students with Above Proficiency will be able to have a less extensively filled out note guide, while being able to answer and give help to those with below proficiency classroom skills.</p> <p>Approaching/Emerging Proficiency:</p> <p>Students with Approaching/Emerging Proficiency needs will be able to provide below proficiency students guidance and help, while also receiving help from above proficiency students with a with a mediumly extensive filled out note guide.</p> <p>Modalities/Learning Preferences: Technology Integration, Audio Learning (Direct Instructions), Visual Learning (Guided Notes), Collaborative Learning (Turn and Talks)</p> <p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students will begin with their question of the day and turn and talks. Then students will be expected to be engaged with the conflict, note-taking and can prompt discussion and questions throughout the lecture. Likewise, students will have the opportunity to have turn and talks which naturally allows for clarification and refocusing. Students are expected to enter class on time, quickly and quietly. Students will be seated before or by when the bell rings or they will be marked tardy which has been clearly communicated since day 1. Currently normal classroom procedures include raising hand to ask questions which allows the teacher to choose when there is a good moment to break from the lecture content. Current and normal classroom procedures will remain in place including not needing to ask to go to the bathroom but indicating this by taking one’s assignment notebook with them when leaving the classroom. The</p>
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AP Psychology: Memory Lesson Plan

	<p>exception. Additionally, students are expected to follow the oral and written instructions given and available on the board.</p>
Minutes	Procedures
15 Minutes	<p>Set-up/Prep:</p> <ol style="list-style-type: none"> 1. Prepare Warm Up Question: What is the most vivid memory you have and why? (1 Minute) 2. Prepare Introductory Video: Lokai: Nelson Dellis and the Power of Memory 3. Prepare Power Point Presentation (attached in another file) (Balgobin, 2002-2020, p. 1) (4 Minutes) 4. Print Student Guided Notes (See files below lesson plan) (5 Minutes) 5. Print Student Homework observation, analyzation, conclusion model assignment (5 minutes)
5 Minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ol style="list-style-type: none"> 1. Warm- Up Question: What is the most vivid memory you have and why? 2. Warm- Up Video: Lokai: Nelson Dellis and the Power of Memory (https://www.youtube.com/watch?v=pd_sCg2x0_k)
10 Minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>I will begin with the Question warm up which draws upon an emotional memory in the student’s life indirectly allowing the students to see the importance of memory. The introductory video then builds the direct importance of memory and development, while also allowing students to recognize a good memory is learned, practice and develop, but not innate. Students will then receive differentiated guided notes based on below, above or emerging proficiency levels. Guided notes will increase student involvement over an outline and will help students keep pace with the fast college level coursework in AP psychology. I will explain that the guided notes follow the slides and can be filled in directly using the PowerPoint. I will also explain that it will be beneficial to take notes of on the border of the guided notes, but the all the major terms are provided in the guided notes. For students below level, depending how much difficulty they have, I will include a differentiated note guide that is the “Master Guide.” I will also include as an option for students below level to receive the guided notes – 3 (Above Proficiency) before class and complete as pre-homework with the PowerPoint, so that they will have more practice and will not need to fill out anything in class. I will also provide students with below level, notes on the sheet giving examples, explanations and focal points/things they should ignore. As this is an AP Course, certain content must be cover and cannot be reduced, but the way in which it can be covered can give students an ability to have a longer time to process this information, by understanding the content before class or allowing them to study (Master Notes) after class.</p>
60 Minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>These guided notes will help, and construct students focus to the lecture, but also help students be able to absorb the content rather than simply copying the information. Also, throughout the lecture I will draw upon typical situations both in my real life and a typical High School Junior’s real-life situation to explain and make connections to the content. The lecture will include terminology, psychologists, theories and experiments which have primarily influenced the study of memory and memory development in individuals (Guided Notes & Powerpoint). Throughout the lecture, students will have chances to ask questions and students will be provided with several opportunities to turn and talk with a neighbor, what would be one real life example of the theory that I most recently presented or recalled on? I will pair below proficiency students in ways that naturally situate</p>

AP Psychology: Memory Lesson Plan

	<p>them near above proficiency students in the turn and talks. Additionally, I will give them the questions I will ask them in class beforehand, so that they know what and when I'm going to ask them. This will help not take them by surprise and allow them longer to process the material and content in making connections to a real-life example they can share with the class. Likewise, as a teacher, I "will find it particularly effective to find opportunities to publicly praise (when justified) the contributions of students who struggle" (Beal & Bolick, 2013, p. 158). This ultimately will result in building a student up both mentally and emotionally helping them to keep up with the fast pace academic style class AP Psychology offers.</p>
<p style="text-align: center;">5 Minutes</p>	<p>Review (wrapup and transition to next activity):</p> <p>Students will receive Choice Boards included within their homework assignment of observe, analyze and conclude allowing them not only to pick the observation and psychological connection, but also which form they would like to present. This form of homework will allow students to buy into their homework, but also generate creative diverse thought preventing copying, cheating or rote memorization. The Student homework assignment & the rubric are attached in the document attached below the lesson plan.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Formative assessments including monitoring the guided notes, turn and talks in addition to prompting students to ask and respond to questions throughout the lecture.</p> <p>Consideration for Back-up Plan: If a printer malfunction happens, Student can be asked to take notes and if</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ol style="list-style-type: none"> Students will be assessed on their ability to "apply observational and cognitive learning to everyday life" by understanding memory and development in their own life by completing an observation, analyzation, conclusion model (Baesler, 2019, p. 43) <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Accommodations will be based on passing out guided notes of three major skillsets, these modified guided notes will help students below, above and emerging proficiencies to each have a mode of learning that pushes their growth. These equal, but different modes of learning help reach students to success by covering the same content but allowing students with higher proficiency levels to grow, process and be required higher expectation, but covering the same benchmarks for the AP exam. Although many students may see it as randomly passing out notes, if fairness is called into question, I will explain that each student has a different ability to focus while taking notes and processing the lecture content. I want success for all students and if one is struggling, they should come in after class to make accommodations. This instantly takes the discussion out of the public classroom discussion but provides a fair opportunity to all students to discuss this with me after class. This also helps build a classroom environment which the teacher "can achieve equitable treatment of students by suspending their initial judgement on what they can expect of each student with respect to classroom performance, learning, behavior, and aspirations" (Beal & Bolick, 2013, p. 155). This is ultimately due to allowing each student to be able to achieve mastery over the same amount of content, but in a different format and way each student can attain it.</p>	

AP Psychology: Memory Lesson Plan

AP Psychology – Mr. Kaiser Guided Notes – Master Guide

1. Memory: A system that encodes, stores and retrieves information.
2. According to the *information-processing model*, the human brain takes essentially meaningless information and turns it into meaningful patterns.
3. Not all sensory memory consists of images, each sensory receptor has its own sensory register.
4. *Encoding*: the modification of information to fit the preferred format for the memory system.
 - a) Semantic Encoding is the Encoding of meaning, including the meaning of words
 - b) Acoustic Encoding is the encoding of sound, especially sounds of words
 - c) Visual Encoding is of picture images
5. *Storage*: the retention of encoding material over time.
6. Retrieval: The locating and recovering of information from memory.
7. Sensory memory is the shortest of our memories and generally holds sights, sounds, smells, textures and other sensory information for a fraction of a second.
8. Eidetic imagery is a technical term for a photographic memory.
9. Central Executive: Drives the whole system (e.g. the boss of working memory) and allocates data to the subsystems (VSS & PL).
10. *Visuo-spatial sketchpad*: (inner eye): Stores and processes information in a visual or spatial form. The VSS is used for navigation
11. *Phonological loop*: stores and utilizes semantic (word) information. The phonological loop is the part of working memory that deals with spoken and written material. It can be used to remember a phone number. It consists of two parts
12. Rehearsal: This is a process where information is repeated to keep it from fading while in working memory.
13. The Levels-of-processing theory -The idea that the way information is encoded affects how well it is remembered. The deeper the level of processing, the easier the information is to recall
14. Of all our forms of memory, a few are exceptionally clear and vivid. We call these *flashbulb memories*.
15. *Retrograde Amnesia*: Unable to recall events that occurred before the development of amnesia.
16. *Anterograde Amnesia*: Loss of the ability to create new memories after the event that caused the amnesia
17. Encoding specificity principal: the more closely the retrieval clues match way the information was encoded, the better the information will be remembered.
18. Mood-congruent memory: a theory which says we tend to selectively remember memories that match (are congruent with) our current mood.
19. Recall: a retrieval method in which one must reproduce previously presented material.
20. Recognition: a retrieval method in which one must identify information that is provided, which has previously been presented.
21. Absent-mindedness: forgetting caused by lapses in attention.
22. *Proactive Interference*: When an old memory disrupts the learning and remembering of a new memory.
23. *Retroactive Memory*: When a new memory blocks the retrieval of an old memory.

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24. Misattribution: Memory faults that occur when memories are retrieved, but are associated with the wrong time, place or person.
25. *Expectancy Bias*: A memory tendency to distort recalled events to fit one's expectations.
26. *Self-consistency Bias*: A commonly held idea that we are more consistent in our attitudes and beliefs, over time, than we actually are.
27. Cognition: mental activity associated with processing, understanding, and communicating information
28. Cognitive Psychology: The Study of concept formation, problem solving, decision making, logical and illogical thinking and judgement formation.
29. *Natural concepts*: imprecise mental classifications that develop out of our everyday experiences.
30. *Artificial concepts*: concepts defined by a set of rules or characteristics, such as dictionary definition or mathematical equations.
31. Assimilation: The process by which people translate incoming information into a form they can understand
32. Accommodation: The process by which people adapt current knowledge structures in response to new experiences
33. Script: Schemas about sequences of events and actions expected to occur in particular settings.
34. *Algorithms*: Problem solving procedures or formulas that guarantee a correct outcome if correctly applied
35. *Heuristics*: Simple, basic rules that serve as shortcuts to solve complex mental tasks.
36. Confirmation Bias: tendency to search for information that confirms one's preconception
37. Fixation: inability to see things from a new perspective
38. Functional Fixedness: The inability to perceive a new use for an object associated with a different purpose.
39. *Hindsight bias*: Tendency to second guess a decision after the event has happened.
40. *Representative bias*: rule of thumb for judging the likelihood of things in terms of how well they seem to represent, or match, particular prototypes
41. *Availability bias*: Estimating the likelihood of events based on their availability in memory. If instances come readily to mind (perhaps because of their vividness), we presume such events are common
42. Belief Bias: the tendency for one's preexisting beliefs to distort logical reasoning
43. Belief Perseverance: clinging to one's initial conceptions after the basis on which they were formed has been discredited
44. Language: our spoken, written, or gestured works and the way we combine them to communicate meaning
45. Phoneme: in a spoken language, the smallest distinctive sound
46. Morpheme: in a language, the smallest unit that carries meaning
47. Grammar: a system of rules in a language that enables us to communicate with and understand others
48. Pragmatics: practical aspects of communicating with others, or the social niceties of language
49. Semantics: the set of rules by which we derive meaning from morphemes, words, and sentences in each language
50. Syntax: the rules for combining words into grammatically sensible sentences in a given language
51. Babbling Stage: the stage of speech development in which the infant spontaneously utters various sounds at first unrelated to the household language
52. One-Word Stage-holophrases: the stage in speech development during which a child speaks mostly in single words
53. Two-Word Stage the stage in speech development during which a child speaks mostly two-word statements

AP Psychology: Memory Lesson Plan

54. Telegraphic Speech early speech stage in which the child speaks like a telegram – “go car” – using mostly nouns and verbs and omitting “auxiliary” words
55. 18 Months: They Group words in short sentences
56. 6 Months: They are fluent in language
57. Linguistic Relativity: Whorf’s hypothesis that language determines the way we think

AP Psychology – Mr. Kaiser Guided Notes – Level 1 (Below Proficiency)

1. Memory: A _____ that encodes, stores and retrieves information.
2. According to the _____, the human brain takes essentially meaningless information and turns it into meaningful patterns.
3. Not all sensory memory consists of images, each sensory receptor has its own sensory register.
4. _____: the modification of information to fit the preferred format for the memory system.
 - d) Semantic Encoding is the Encoding of meaning, including the meaning of words
 - e) Acoustic Encoding is the encoding of sound, especially sounds of words
 - f) Visual Encoding is of picture images
5. *Storage*: the retention of encoding material over time.
6. Retrieval: The locating and recovering of information from _____.
7. Sensory memory is the shortest of our memories and generally holds sights, sounds, smells, textures and other sensory information for a fraction of a second.
8. Eidetic imagery is a technical term for a photographic memory.
9. _____: Drives the whole system (e.g. the boss of working memory) and allocates data to the subsystems (VSS & PL).
10. *Visuo-spatial sketchpad*: (inner eye): Stores and processes information in a visual or spatial form. The VSS is used for navigation
11. _____: stores and utilizes semantic (word) information. The phonological loop is the part of working memory that deals with spoken and written material. It can be used to remember a phone number. It consists of two parts
12. Rehearsal: This is a process where information is repeated to keep it from fading while in _____.
13. *The Levels-of-processing theory* -The idea that the way information is _____ affects how well it is remembered. The deeper the level of processing, the easier the information is to recall
14. Of all our forms of memory, a few are exceptionally clear and vivid. We call these _____.
15. *Retrograde Amnesia*: Unable to recall events that occurred before the development of amnesia.
16. _____: Loss of the ability to create new memories after the event that caused the amnesia
17. Encoding specificity principal: the more closely the retrieval clues match way the information was encoded, the better the information will be remembered.
18. Mood-congruent memory: a theory which says we tend to selectively remember memories that match (are congruent with) our _____ mood.
19. Recall: a _____ method in which one must reproduce previously presented material.
20. Recognition: a retrieval method in which one must identify information that is provided, which has previously been presented.
21. Absent-mindedness: forgetting caused by lapses in attention.
22. *Proactive Interference*: When an old memory disrupts the learning and remembering of a new memory.

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23. *Retroactive Memory*: When a new memory blocks the retrieval of an old memory.
24. *Misattribution*: Memory faults that occur when memories are retrieved, but are associated with the wrong time, place or person.
25. _____: A memory tendency to distort recalled events to fit one's expectations.
26. *Self-consistency Bias*: A commonly held idea that we are more consistent in our attitudes and beliefs, over time, than we actually are.
27. _____: mental activity associated with processing, understanding, and communicating information
28. *Cognitive Psychology*: The Study of concept formation, problem solving, decision making, logical and illogical thinking and judgement formation.
29. *Natural concepts*: imprecise mental classifications that develop out of our everyday experiences.
30. _____: concepts defined by a set of rules or characteristics, such as dictionary definition or mathematical equations.
31. *Assimilation*: The process by which people translate incoming information into a form they can understand
32. *Accommodation*: The process by which people adapt current knowledge structures in response to new experiences
33. *Script*: Schemas about sequences of events and actions expected to occur in particular settings.
34. _____: Problem solving procedures or formulas that guarantee a correct outcome if correctly applied
35. *Heuristics*: Simple, basic rules that serve as shortcuts to solve complex mental tasks.
36. *Confirmation Bias*: tendency to search for information that confirms one's _____.
37. *Fixation*: inability to see things from a new perspective
38. *Functional Fixedness*: The inability to perceive a new use for an object associated with a different purpose.
39. _____: Tendency to second guess a decision after the event has happened.
40. *Representative bias*: rule of thumb for judging the likelihood of things in terms of how well they seem to represent, or match, particular prototypes
41. *Availability bias*: Estimating the likelihood of events based on their availability in memory. If instances come readily to mind (perhaps because of their vividness), we presume such events are common
42. _____: the tendency for one's preexisting beliefs to distort logical reasoning
43. *Belief Perseverance*: clinging to one's initial conceptions after the basis on which they were formed has been discredited
44. *Language*: our _____, written, or gestured works and the way we combine them to communicate meaning
45. *Phoneme*: in a spoken language, the smallest distinctive sound
46. *Morpheme*: in a language, the smallest unit that carries meaning
47. *Grammar*: a system of rules in a language that enables us to communicate with and understand others
48. *Pragmatics*: practical aspects of communicating with others, or the social niceties of language
49. _____: the set of rules by which we derive meaning from morphemes, words, and sentences in each language
50. *Syntax*: the rules for combining words into grammatically sensible sentences in a given language
51. *Babbling Stage*: the stage of speech development in which the infant spontaneously utters various sounds at first unrelated to the household language
52. _____: the stage in speech development during which a child speaks mostly in single words

AP Psychology: Memory Lesson Plan

- 53. Two-Word Stage: the stage in speech development during which a child speaks mostly two-word statements
- 54. _____: early speech stage in which the child speaks like a telegram – “go car” – using mostly nouns and verbs and omitting “auxiliary” words
- 55. 18 Months: They Group words in short sentences
- 56. 6 Months: They are fluent in language
- 57. Linguistic Relativity: _____ that language determines the way we think

AP Psychology: Memory Lesson Plan

AP Psychology – Mr. Kaiser Guided Notes – Level 2 (Emerging Proficiency)

1. Memory: A _____ that _____, _____ and retrieves information.
2. According to the _____, the human brain takes essentially meaningless information and turns it into meaningful patterns.
3. Not all sensory memory consists of images, each sensory receptor has its own sensory register.
4. _____: the modification of information to fit the preferred format for the memory system.
 - d) Semantic Encoding: the Encoding of meaning, including the meaning of words
 - e) _____ Encoding is the encoding of sound, especially sounds of words
 - f) Visual _____ is of picture images
5. Storage: the retention of encoding material over time.
6. Retrieval: The _____ and recovering of information from _____.
7. _____ is the shortest of our memories and generally holds sights, sounds, smells, textures and other sensory information for a fraction of a second.
8. Eidetic imagery is a _____ term for a _____ memory.
9. _____: Drives the whole system (e.g. the boss of working memory) and allocates data to the subsystems (VSS & PL).
10. Visuo-spatial sketchpad: (inner eye): Stores and processes information in a visual or spatial form. The VSS is used for navigation
11. _____: stores and utilizes semantic (word) information. The phonological loop is the part of working memory that deals with spoken and written _____. It can be used to remember a _____ _____. It consists of two parts
12. _____: This is a process where information is repeated to keep it from fading while in _____.
13. The Levels-of-processing theory -The idea that the way information is _____ affects how well it is remembered. The deeper the level of processing, the easier the information is to _____
14. Of all our forms of memory, a few are exceptionally clear and vivid. We call these _____.
15. Retrograde Amnesia: Unable to recall events that occurred before the development of amnesia.
16. _____: Loss of the ability to create new memories after the event that caused the amnesia
17. Encoding specificity principal: the more closely the _____ clues match way the information was encoded, the better the information will be remembered.
18. Mood-congruent memory: a theory which says we tend to selectively remember memories that match (are congruent with) our _____ mood.
19. Recall: a _____ method in which one must reproduce previously presented material.

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20. Recognition: a retrieval method in which one must identify information that is provided, which has previously been presented.
21. Absent-mindedness: _____ caused by lapses in attention.
22. Proactive Interference: When an old memory disrupts the learning and remembering of a new memory.
23. Retroactive Memory: When a _____ memory blocks the retrieval of an old memory.
24. Misattribution: Memory faults that occur when memories are retrieved, but are associated with the wrong time, place or person.
25. _____: A memory tendency to distort recalled events to fit one's expectations.
26. Self-consistency Bias: A commonly held _____ that we are more consistent in our attitudes and beliefs, over time, than we actually are.
27. _____: mental activity associated with processing, understanding, and communicating information
28. Cognitive Psychology: The Study of concept formation, problem solving, decision making, logical and illogical thinking and judgement formation.
29. Natural _____: imprecise mental classifications that develop out of our everyday experiences.
30. _____: concepts defined by a set of rules or characteristics, such as dictionary definition or mathematical equations.
31. Assimilation: The process by which people translate incoming information into a form they can _____.
32. Accommodation: The process by which people adapt current knowledge structures in response to new _____.
33. Script: _____ about sequences of events and actions expected to occur in particular settings.
34. _____: Problem solving procedures or formulas that guarantee a correct outcome if correctly applied
35. Heuristics: Simple, basic rules that serve as shortcuts to solve complex mental tasks.
36. Confirmation Bias: tendency to search for information that confirms one's _____.
37. Fixation: inability to see things from a new perspective
38. Functional _____: The inability to perceive a new use for an object associated with a different purpose.
39. _____: Tendency to second guess a decision after the event has happened.
40. _____ bias: rule of thumb for judging the likelihood of things in terms of how well they seem to represent, or match, particular prototypes
41. Availability _____: Estimating the likelihood of events based on their availability in memory. If instances come readily to mind (perhaps because of their vividness), we presume such events are common
42. _____: the tendency for one's preexisting beliefs to distort logical reasoning
43. Belief Perseverance: clinging to one's initial conceptions after the basis on which they were formed has been discredited
44. Language: our _____, written, or gestured works and the way we combine them to communicate meaning
45. _____: in a spoken language, the smallest distinctive sound

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46. Morpheme: in a language, the smallest _____ that carries _____
47. _____: a system of rules in a language that enables us to communicate with and understand others
48. Pragmatics: practical aspects of communicating with others, or the social niceties of language
49. _____: the set of rules by which we derive meaning from morphemes, words, and sentences in each language
50. Syntax: the rules for combining words into grammatically sensible _____ in a given language
51. Babbling Stage: the stage of speech development in which the infant spontaneously utters various sounds at first unrelated to the household language
52. _____: the stage in speech development during which a child speaks mostly in single words
53. _____ - _____: the stage in speech development during which a child speaks mostly two-word statements
54. _____: early speech stage in which the child speaks like a telegram – “go car” – using mostly nouns and verbs and omitting “auxiliary” words
55. 18 Months: They _____ words in short sentences
56. 6 Months: They are _____ in language
57. Linguistic Relativity: _____ that language determines the way we think

AP Psychology: Memory Lesson Plan

AP Psychology – Mr. Kaiser Guided Notes – Level 3 (Above Proficiency)

1. Memory: A _____ that _____, _____ and _____ information.
2. According to the _____, the human brain takes essentially meaningless information and turns it into meaningful _____.
3. Not all sensory memory consists of _____, each sensory receptor has its own sensory _____.
4. _____: the modification of information to fit the _____ format for the memory system.
 - a) Semantic Encoding: _____ of meaning, including the meaning of words
 - b) _____: the encoding of sound, especially sounds of words
 - c) _____ is of picture images
5. _____: the retention of encoding material over _____.
6. Retrieval: The _____ and recovering of information from _____.
7. _____ is the shortest of our memories and generally holds sights, sounds, _____, _____ and other sensory information for a fraction of a second.
8. Eidetic imagery is a _____ term for a _____.
9. _____: Drives the whole system (e.g. the boss of working memory) and _____ data to the subsystems (VSS & PL).
10. Visuo-spatial sketchpad: (inner eye): Stores and _____ in a visual or spatial form. The VSS is used for navigation
11. _____: stores and utilizes semantic (word) information. The _____ loop is the part of working memory that deals with spoken and written _____. It can be used to remember a _____. It consists of two parts.
12. _____: This is a process where _____ is repeated to keep it from fading while in _____.
13. _____: The idea that the way information is _____ affects how well it is remembered. The deeper the level of processing, the easier the information is to _____.
14. Of all our forms of memory, a few are exceptionally clear and vivid. We call these _____.
15. _____: Unable to recall events that occurred before the development of amnesia.
16. _____: Loss of the ability to create new memories after the event that caused the amnesia
17. _____: the more closely the _____ clues match way the information was encoded, the better the information will be remembered.
18. _____: a theory which says we tend to selectively remember memories that match (are congruent with) our _____ mood.

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19. Recall: a _____ method in which one must reproduce previously presented material.
20. Recognition: a retrieval method in which one must identify information that is provided, which has previously been presented.
21. Absent-mindedness: _____ caused by lapses in attention.
22. _____: When an old memory disrupts the learning and remembering of a new memory.
23. _____: When a _____ memory blocks the retrieval of an old memory.
24. _____: Memory faults that occur when memories are retrieved, but are associated with the wrong time, place or person.
25. _____: A memory tendency to distort recalled events to fit one's expectations.
26. _____: A commonly held _____ that we are more consistent in our attitudes and beliefs, over time, than we actually are.
27. _____: mental activity associated with processing, understanding, and communicating information
28. _____ The Study of concept formation, problem solving, decision making, logical and illogical thinking and judgement formation.
29. Natural _____: imprecise mental classifications that develop out of our everyday experiences.
30. _____: concepts defined by a set of rules or characteristics, such as dictionary definition or mathematical equations.
31. _____: The process by which people translate incoming information into a form they can _____.
32. _____: The process by which people adapt current knowledge structures in response to new _____.
33. Script: _____ about sequences of events and actions expected to occur in particular settings.
34. _____: Problem solving procedures or formulas that guarantee a correct outcome if correctly applied
35. Heuristics: Simple, basic rules that serve as shortcuts to solve complex mental tasks.
36. _____: tendency to search for information that confirms one's _____.
37. _____: inability to see things from a new perspective
38. _____: The inability to perceive a new use for an object associated with a different purpose.
39. _____: Tendency to second guess a decision after the event has happened.
40. _____ bias: rule of thumb for judging the likelihood of things in terms of how well they seem to represent, or match, particular prototypes
41. Availability _____: Estimating the likelihood of events based on their availability in memory. If instances come readily to mind (perhaps because of their vividness), we presume such events are common
42. _____: the tendency for one's preexisting beliefs to distort logical reasoning

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43. _____: clinging to one's initial conceptions after the basis on which they were formed has been discredited
44. _____: our _____, written, or gestured works and the way we combine them to communicate meaning
45. _____: in a spoken language, the smallest distinctive sound
46. _____: in a language, the smallest _____ that carries _____
47. _____: a system of rules in a language that enables us to communicate with and understand others
48. Pragmatics: practical aspects of communicating with others, or the social niceties of language
49. _____: the set of rules by which we derive meaning from morphemes, words, and sentences in each language
50. _____: the rules for combining words into grammatically sensible _____ in a given language
51. _____: the stage of speech development in which the infant spontaneously utters various sounds at first unrelated to the household language
52. _____: the stage in speech development during which a child speaks mostly in single words
53. _____ - _____: the stage in speech development during which a child speaks mostly two-word statements
54. _____: early speech stage in which the child speaks like a telegram – “go car” – using mostly nouns and verbs and omitting “auxiliary” words
55. _____ Months: They _____ words in short sentences
56. _____ Months: They are _____ in language
57. _____ Relativity: _____ that language determines the way we think

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Mr. Kaiser's Student Choice Homework Instructions: Observation, Analysis, Conclusion

1. Choose one form of expression depicting the ideas in *Chapter 7: Memory*

- a) Draw and Create your own memory palace using the terms from the notes
 - 1) (Observation) Include at least 10 terms in your drawn memory "house"
 - 2) (Analysis) Show what object represents each term and how you connect them
- b) Create flashcards with term definitions and your own real-life examples
 - 1) (Observation) Include at least 15 terms
 - 2) (Analysis) Include at least 15 personal real-life examples demonstrating each term
- c) Create a crossword including the definition and a real-life example.
 - 1) (Observation) Include at least 12 terms
 - 2) (Analysis) Include at least 12 personal real-life examples demonstrating each term
- d) Create a short story including correctly used terms and real-life example.
 - 1) Create a story demonstrating correct use of 10 terms.
 - 2) Create a story which you create 5 scenarios that describe 5 of the 10 terms.
- e) Create a Picture Board expressing your knowledge of 10 terms.
 - 1) Take 10 pictures expressing 10 psychological terms from the notes.
 - 2) Create a brief (2-4 sentences) explaining why the picture reflects the term's definition.
You may include the definition as part of the explanation to help if beneficial.

2. Format one of the above projects in an Observe, Analyze and Conclude format to easily follow.

- a) Example Option #1:
 - 1) Highlighted Observed Terms in Blue
 - 2) Highlighted Analysis/Real Life Examples in Yellow
 - 3) Label Conclusion as Conclusion
- b) Example Option #2:
 - 1) Bold Observed Terms
 - 2) Underline Analysis/Real Life Examples
 - 3) Italicize Conclusion

3. Conclude your project.

- a) Include a brief (5-10 sentences) paragraph for a conclusion to the project
- b) Reflect on one term you understood more after the project
- c) Reflect why you chose the project format you chose
- d) Reflect on how this helps you remember memory from a psychological perspective.

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Chapter 7: Observation, Analysis & Conclusion Rubric						
<i>Grading Scale</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>
Grammar, Syntax & Sentence Fluency	0 -1 Minor Mistakes were made	1-5 Minor Mistakes were made.	5-10 Major and Minor Mistakes were made.	+10 major and minors' mistakes were made.	+10 major or minor mistakes made it impossible to comprehend work fully.	No Attempt was Made
Content & Benchmarks	0 Components of the project were missing	1-2 Components of the project were missing	3-4 Components of the project were missing	5-6 Components of the project were missing	7-12 Components of the project were missing	No Attempt was Made
Understanding	The Student went above and beyond expectations, meeting and exceeding them with diverse and unique examples.	The Student met all expectations but may have included generic examples.	The Student missed 0 – 2 major components of the definition or example.	The Student missed 3-5 major components of the definition or example.	The Student missed 6+ components of the definitions or examples.	No Attempt was Made
Project Organization	Students organize the components in a sequential, easy to find format. Should follow the Observe, Analyze and Conclude format	The Student's organization is moderately easy to follow and understand, but does not include the Observe, Analyze and Conclude format.	The Student's organization is difficult, but comprehensible to follow.	The Student's organization is complex and confusing.	The Student's organization is impossible to follow.	No Attempt was Made
Conclusion	All components of the conclusion were successfully explained.	All components of the conclusion were attempted to be explained thoroughly.	1-2 components of the conclusion were not explained.	1-2 components of the conclusion were missing.	3 or more components of the conclusion were missing	No Attempt was Made
Bonas Psychologist - Connection	Students identify, explain and connect a relevant psychologist and their philosophy in their project thoroughly.	Students identify, explain and connect a psychologist and their philosophy in their project.	Students identify and explain a psychologist and their philosophy in their project well.	Students identify and explain a psychologist and their philosophy in their project.	Students identify and explain a psychologist and their philosophy in their project.	No Attempt was Made

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Mr. Kaiser's Student Choice Accommodated Homework Instructions: Observation, Analysis, Conclusion

4. **Choose one form of expression depicting the ideas in Chapter 7: Memory**
 - f) Draw and Create your own memory palace using the terms from the notes
 - 3) (Observation) Include at least 6 terms in your drawn memory "house"
 - 4) (Analysis) Show what object represents each term and how you connect them
 - g) Create flashcards with term definitions and your own real-life examples
 - 3) (Observation) Include at least 8 terms
 - 4) (Analysis) Include at least 8 personal real-life examples demonstrating each term
 - h) Create a crossword including the definition and a real-life example.
 - 3) (Observation) Include at least 6 terms
 - 4) (Analysis) Include at least 6 personal real-life examples demonstrating each term
 - i) Create a short story including correctly used terms and real-life example.
 - 3) Create a story demonstrating correct use of 5 terms.
 - 4) Create a story which you create 2 scenarios that describe 5 of the 10 terms.
 - j) Create a Picture Board expressing your knowledge of 5 terms.
 - 3) Take 5 pictures expressing 5 psychological terms from the notes.
 - 4) Create a brief (1-2 sentences) explaining why the picture reflects the term's definition.
You may include the definition as part of the explanation to help if beneficial.
5. **Format one of the above projects in an Observe, Analyze and Conclude format to easily follow.**
 - c) Example Option #1:
 - 4) Highlighted Observed Terms in Blue
 - 5) Highlighted Analysis/Real Life Examples in Yellow
 - 6) Label Conclusion as Conclusion
 - d) Example Option #2:
 - 4) Bold Observed Terms
 - 5) Underline Analysis/Real Life Examples
 - 6) Italicize Conclusion
6. **Conclude your project.**
 - e) Include a brief (4-7 sentences) paragraph for a conclusion to the project
 - f) Reflect on one term you understood more after the project
 - g) Reflect why you chose the project format you chose
 - h) Reflect on how this helps you remember memory from a psychological perspective.

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Chapter 7: Observation, Analysis & Conclusion Rubric (Modified)

<i>Grading Scale</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>
Grammar, Syntax & Sentence Fluency	0 -1 Minor Mistakes were made	1-5 Minor Mistakes were made.	5-10 Major and Minor Mistakes were made.	+10 major and minors' mistakes were made.	+10 major or minor mistakes made it impossible to comprehend work fully.	No Attempt was Made
Content & Benchmarks	0 Components of the project were missing	1-2 Components of the project were missing	3-4 Components of the project were missing	5-6 Components of the project were missing	7-12 Components of the project were missing	No Attempt was Made
Understanding	The Student went above and beyond expectations, meeting and exceeding them with diverse and unique examples.	The Student met all expectations but may have included generic examples.	The Student missed 0 – 2 major components of the definition or example.	The Student missed 3-5 major components of the definition or example.	The Student missed 6+ components of the definitions or examples.	No Attempt was Made
Project Organization	Students organize the components in a sequential, easy to find format. Should follow the Observe, Analyze and Conclude format	The Student's organization is moderately easy to follow and understand, but does not include the Observe, Analyze and Conclude format.	The Student's organization is difficult, but comprehensible to follow.	The Student's organization is complex and confusing.	The Student's organization is impossible to follow.	No Attempt was Made
Conclusion	All components of the conclusion were successfully explained.	All components of the conclusion were attempted to be explained thoroughly.	1-2 components of the conclusion were not explained.	1-2 components of the conclusion were missing.	3 or more components of the conclusion were missing	No Attempt was Made
Bonas Guided Notes	Students take home and fully complete the guided notes before the lesson to grasp a brief understanding of the lesson before it is produced.	Same requirements as a 5, but with 1-3 missing blanks.	Same requirements as a 5, but with 4-6 missing blanks.	Same requirements as a 5, but with 7-11 missing blanks.	Students Partially complete the Guided Notes before class.	No Attempt was Made

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Major academic modifications would be made based on the severity of the student's need. I would accommodate the student by taking both proactive and in the moment measures. I would first give the student a choice between which guided notes they would want to take in class. I would offer them one out of the four options above. Students would have the choice between completed notes, below, emerging and advance proficiency noteguides. I would offer the students who are struggling the ability to complete the advance proficiency guided notes before class for extra credit on their projects as this would both destigmatize having accommodations with guided notes to their peers (as they would be filling out the hardest notes), but also they would have the opportunity to earn the extra credit on their projects by doing extra work outside class and prepping for the class. I would accommodate these individuals with notes to help provide "individualized instruction which makes provisions for some set of differences among learners. Since there are many differences among students, it would be impossible for a single to consider all of them for any given learning task" (Beal & Bolick, 2013, p. 165). I would also accommodate students who are below proficiency to include less vocabulary words in their projects as the expectation is that they will need to spend more time understanding the words as a whole, but also applying the specific words to their own projects. This provides students with less work, so that they are able to function at their highest ability. Accommodating AP Psychology Memory lesson is unique in the sense that no content should be taken out as this will hinder their ability and access to knowledge on the final exam, but should be accommodated so that they can better and more efficiently keep up and access the material. Likewise, by already having various options for students with below-proficiency levels, I will also be able to give them the option to collaborate with peers, provide examples and individually work with and prompt them with questions to help to check that they are on the right path of discovery. This allows them to understand and build a better community approach within the classroom, but also allows them to still reach the same quality of content, but placing their focus in different areas.

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Resources

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