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UNIT SYNOPSIS

Cognition plays a major role in the field of psychology. Building on the knowledge of anatomical structures and biological processes students learned in Unit 1, this unit introduces them to the memory processes and contains content that is relevant to their daily lives, such as how people remember and perceive the world around them. In Unit 2, students learn about the basic elements of thought, judgment, and problem-solving, as well as research-based strategies for memory improvement that can be directly applicable to their lives outside of the classroom. Students also delve into the measurement of intelligence and achievement, including how these assessments have been used both to identify students with aptitude to increase opportunities in school and the workplace, but also to limit access to jobs, military ranks, and educational institutions. The focus on perception in this unit, coupled with sensation from Unit 1, helps connect biological bases of behavior with cognitive psychology—ideas about how expectations and biases filter sensations to produce perception relate to theories about memory construction, forgetting, and judgment. Unit 2 content will remain important as students move on to discussions of cognitive development in children and adults in Unit 3, where they will encounter a reappearance of concepts, such as schema and memory failure.

Essential Questions: Can you always trust your senses? Why don't people always make good decisions? What strategies do you use to help you remember important things? Why aren't our memories recorded by the brain exactly how we experienced them?

ENDURING UNDERSTANDINGS AND CONTENT STANDARDS

Below are the standards **taught** and **assessed** in this unit.

Topic, Enduring Understanding, Learning Objectives (<i>Students will be able to...</i>)
2.1 Perception <ul style="list-style-type: none">• 2.1.A: Explain how internal and external factors influence perception.• 2.1.B: Explain how visual perceptual processes produce correct or incorrect interpretations of stimuli.
2.2 Thinking, Problem-Solving, Judgments, and Decision Making <ul style="list-style-type: none">• 2.2.A: Explain how psychological concepts and theories account for thinking, problem-solving, judgment, and decision-making.
2.3 Introduction to Memory <ul style="list-style-type: none">• 2.3.A: Explain how the types, structures, and processes of memory work.
2.4 Encoding Memories <ul style="list-style-type: none">• 2.4.A: Explain how different encoding processes work to get information into memory.
2.5 Storing Memories <ul style="list-style-type: none">• 2.5.A: Explain how memory storage processes retain information in memory.
2.6 Retrieving Memories <ul style="list-style-type: none">• 2.6.A: Explain how memory retrieval processes get information out of memory.
2.7 Forgetting and Other Memory Challenges <ul style="list-style-type: none">• 2.7.A: Explain possible reasons why memory failure or errors may occur.
2.8 Intelligence and Achievement <ul style="list-style-type: none">• 2.8.A: Explain how modern and historical theories describe intelligence.• 2.8.B: Explain how intelligence is measured.• 2.8.C: Explain how systemic issues relate to the quantitative and qualitative uses of intelligence assessments.• 2.8.D: Explain how academic achievement is measured and experienced as compared to intelligence.