


## SUGGESTED SKILL

 *Concept Understanding*

## 1.A

Define and/or apply concepts.



## AVAILABLE RESOURCE

- Classroom Resource > [Cognition and Language](#)

## TOPIC 5.1

# Introduction to Memory

### LEARNING TARGET

**5.A**

Compare and contrast various cognitive processes.

**5.B**

Describe and differentiate psychological and physiological systems of memory.

### EXAMPLES

**5.A.1**

Effortful versus automatic processing

**5.A.2**

Deep versus shallow processing

**5.A.3**

Selective versus divided attention

**5.A.4**

Metacognition

**5.B.1**

Short-term memory

**5.B.2**

Implicit memory (procedural)

**5.B.3**

Long-term memory

**5.B.4**

Sensory memory (echoic, iconic)

**5.B.5**

Prospective memory

**5.B.6**

Explicit memory (semantic, episodic)

**5.B.7**

Physiological systems

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**LEARNING TARGET**

**5.C**

Identify the contributions of key researchers in cognitive psychology.

**EXAMPLES**

**5.C.1**

Contributions of Noam Chomsky

**5.C.2**

Contributions of Hermann Ebbinghaus

**5.C.3**

Contributions of Wolfgang Köhler

**5.C.4**

Contributions of Elizabeth Loftus

**5.C.5**

Contributions of George A. Miller



**Topic Planning Notes**

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

 *Concept Understanding*

**1.B**

Explain behavior in authentic context.

# TOPIC 5.2

## Encoding

### LEARNING TARGET

**5.D**

Outline the principles that underlie construction and encoding of memories.



### Topic Planning Notes

Use the space below to plan your approach to the topic.

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# TOPIC 5.3

## Storing

**SUGGESTED SKILL**

 *Concept Understanding*

**1.B**

Explain behavior in authentic context.

**LEARNING TARGET**

**5.D**

Outline the principles that underlie effective storage of memories.



### Topic Planning Notes

Use the space below to plan your approach to the topic.

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**SUGGESTED SKILL**

 *Concept Understanding*

**1.B**

Explain behavior in authentic context.

# TOPIC 5.4

## Retrieving

### LEARNING TARGET

**5.F**

Describe strategies for retrieving memories.



### Topic Planning Notes

*Use the space below to plan your approach to the topic.*

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# TOPIC 5.5

## Forgetting and Memory Distortion

**SUGGESTED SKILL**

 *Concept Understanding*

**1.B**

Explain behavior in authentic context.



**AVAILABLE RESOURCE**

- Classroom Resource > [Cognition and Language](#)

**LEARNING TARGET**

**5.G**

Describe strategies for memory improvement and typical memory errors.



### Topic Planning Notes

Use the space below to plan your approach to the topic.

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**SUGGESTED SKILL**

 *Concept Understanding*

**1.A**

Define and/or apply concepts.



**AVAILABLE RESOURCE**

- Classroom Resource > [Cognition and Language](#)

**TOPIC 5.6**

# Biological Bases for Memory

**LEARNING TARGET**

**5.H**

Describe and differentiate psychological and physiological systems of short- and long-term memory.



## Topic Planning Notes

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# TOPIC 5.7

## Introduction to Thinking and Problem Solving

**SUGGESTED SKILL**

 *Concept Understanding*

**1.A**

Define and/or apply concepts.

**LEARNING TARGET**

**5.I**

Identify problem-solving strategies as well as factors that influence their effectiveness.

**5.J**

List the characteristics of creative thought and creative thinkers.



### Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

 *Concept Understanding*

1.B

Explain behavior in authentic context.

TOPIC 5.8

# Biases and Errors in Thinking

LEARNING TARGET

5.K

Identify problem-solving strategies as well as factors that create bias and errors in thinking.



## Topic Planning Notes

Use the space below to plan your approach to the topic.

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## TOPIC 5.9

# Introduction to Intelligence

**SUGGESTED SKILL**

 *Concept Understanding*

**1.C**

Apply theories and perspectives in authentic contexts.

**LEARNING TARGET****5.L**

Define intelligence and list characteristics of how psychologists measure intelligence.

**5.M**

Discuss how culture influences the definition of intelligence.

**5.N**

Compare and contrast historic and contemporary theories of intelligence.

**EXAMPLES****5.L.1**

Abstract versus verbal measures

**5.L.2**

Speed of processing

**5.L.3**

Fluid intelligence

**5.L.4**

Crystallized intelligence

**5.L.5**

Flynn effect

**5.L.6**

Stereotype threat

**5.L.7**

Savant syndrome

**5.N.1**

Charles Spearman, intelligence theorist

**5.N.2**

Howard Gardner, intelligence theorist

**5.N.3**

Robert Sternberg, intelligence theorist

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**LEARNING TARGET**

**5.0**

Identify the contributions of key researchers in intelligence research and testing.

**EXAMPLES**

**5.0.1**

Contributions of Alfred Binet, key researcher in intelligence

**5.0.2**

Contributions of Francis Galton, key researcher in intelligence

**5.0.3**

Contributions of Howard Gardner, key researcher in intelligence

**5.0.4**

Contributions of Charles Spearman, key researcher in intelligence

**5.0.5**

Contributions of Robert Sternberg, key researcher in intelligence

**5.0.6**

Contributions of Lewis Terman, key researcher in intelligence

**5.0.7**

Contributions of David Wechsler, key researcher in intelligence



**Topic Planning Notes**

*Use the space below to plan your approach to the topic.*

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TOPIC 5.10

# Psychometric Principles and Intelligence Testing

SUGGESTED SKILL

 *Scientific Investigation*

**3**

Analyze psychological research studies.

**LEARNING TARGET**

**5.P**

Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.

**5.Q**

Interpret the meaning of scores in terms of the normal curve.

**5.R**

Describe relevant labels related to intelligence testing.

**EXAMPLES**

**5.R.1**

Gifted

**5.R.2**

Intellectual disability



## Topic Planning Notes


Use the space below to plan your approach to the topic.

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**SUGGESTED SKILL**

 *Concept Understanding*

**1.C**

Apply theories and perspectives in authentic contexts.



**AVAILABLE RESOURCE**

- Classroom Resource > [Cognition and Language](#)

**TOPIC 5.11**

**Components of Language and Language Acquisition**

**LEARNING TARGET**

**5.S**

Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.

**5.T**

Debate the appropriate testing practices, particularly in relation to culture-fair test uses.



**Topic Planning Notes**

*Use the space below to plan your approach to the topic.*

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