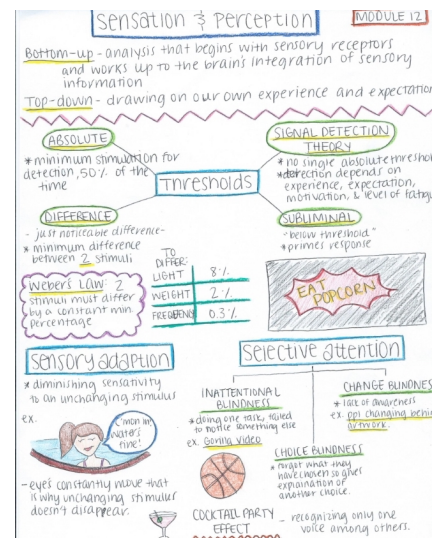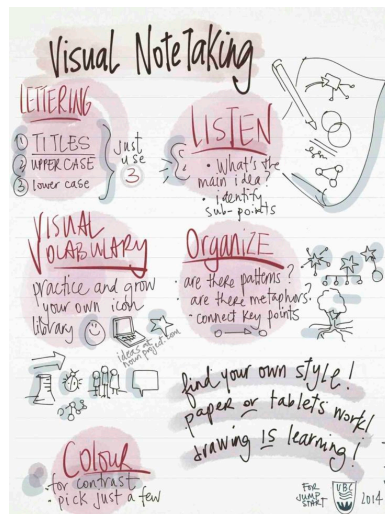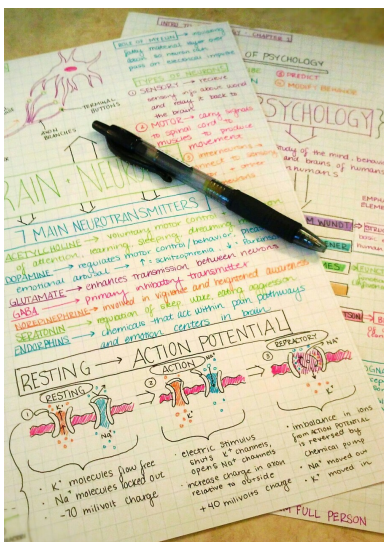**What are concept maps?**

A concept map is graphic diagram illustrating the interconnections, and often the hierarchy, of a particular concept or topic. The use of concept maps was popularized with science educators by Joseph Novak and Bob Gowin based on the learning theories of David Ausubel. Different from a flowchart or an outline, a concept map is usually nonlinear and web-like. The main topic is connected to secondary subtopics, which in turn are connected to tertiary subtopics within the diagram. Concept maps are especially important in teaching science because they depict the interrelationships among the elements of a concept or a system. (Adapted from Llewellyn, Douglas. "Making the Most of Concept Maps. " Science Scope. (Jan 2007)

In short, Concept Maps are designed to help you remember. Visual note-taking offers a more effortful process of memory and can be a very useful study tool.

For this unit, you will be working with a small group to create a concept map of the terms and material from a selection you are assigned. While you have a great deal of latitude with your final work, there are a few requirements:
- Work with a team – all members must contribute.
- Read your selection and pull the important information.
- Create a visual output of these details – in the form of a concept map, mind map, or similar work. You do not need to follow any particular structure, but you must include pertinent topics, definitions, and other important details. You should use COLOR, pictures, etc.
- Your output size should be 8.5 x 11. The work can be computer generated or hand-illustrated.
- Submit or share (kdill@sandi.net) a scanned image or PDF copy of your work to me by the due date: **end of class on , November 21.**
- Present your work to the class on your assigned date.

Unit Topics and Presentation Dates

GROUP NUMBER	SECTION OF THE BOOK TO COVER
1	**Module 31: Studying and Building Memories (Presenting on Friday, 11/22)** 31-1 Studying Memory 31-2 Memory Models 31-3 Building Memories: Encoding 31-4 Automatic Processing and Implicit Memories
2	**Module 31: Studying and Building Memories (Presenting on Friday, 11/22)** 31-5 Sensory Memory 31-6 Short Term and Working Memory 31-7 Effortful Processing Strategies 31-8 Levels of Processing
3	**Module 32: Memory Storage and Retrieval (Presenting on Monday, 12/2)** 32-1 Memory Storage 32-2 Explicit-Memory 32-3 Implicit-Memory 32-4 Amygdala, Emotions, and Memory
4	**Module 32: Memory Storage and Retrieval (Presenting on Monday, 12/2)** 32-5 Synaptic Changes 32-6 Retrieval: Getting Info Out 32-7 Retrieval Cues
5	**Module 33: Forgetting, Memory Construction, and Memory Improvement (Presenting on Monday, 12/2)** 33-1 Forgetting 33-2 Memory Construction Errors
6	**Module 33: Forgetting, Memory Construction, and Memory Improvement (Presenting on Monday, 12/2)** 33-3 Children's Eyewitness Recall 33-4 Improving Memory
7	**Module 34: Thinking, Concepts, and Creativity (Presenting on Tuesday, 12/3)** 34-1 Thinking and Concepts 34-2 Creativity
8	**Module 35: Solving Problems and Making Decisions (Presenting on Tuesday, 12/3)** 35-1 Problem Solving 35-2 Forming Good and Bad Decisions and Judgments
9	**Module 36: Thinking and Language (Presenting on Tuesday, 12/3)** 36-1 Language Structure 36-2 Language Development/Why do we learn language? 36-3 Explaining Language Development 36-5 Language and Thought

Wednesday, 12/4: Review
Thursday, 12/5: Free Response Test
Friday, 12/6: Multiple Choice Test