**AP Psychology Unit 3: Testing & Individual Differences/Cognition**

**Unit 3 Essential Questions:**

* How do we define and test intelligence in a way that is fair and accurate?
* Are intelligence labels useful and/or important?
* How does our natural processing help or hurt our ability to recall information and solve problems?
* How do we improve our ability to store and recall new information?

**XI. Testing & Individual Differences (6-7%)**

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| **College Board Description** | **Enduring Understandings** |
| An understanding of intelligence and assessment of individual differences is highlighted in this portion of the course. Students must understand issues related to test construction and fair use.  AP students in psychology should be able to do the following:  • Define intelligence and list characteristics of how psychologists measure intelligence:  — abstract versus verbal measures;  — speed of processing.  • Discuss how culture influences the definition of intelligence.  • Compare and contrast historic and contemporary theories of intelligence (e.g., Charles Spearman, Howard Gardner, Robert Sternberg).  • Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.  • Interpret the meaning of scores in terms of the normal curve.  • Describe relevant labels related to intelligence testing (e.g., gifted, cognitively disabled).  • Debate the appropriate testing practices, particularly in relation to culture-fair test uses.  • Identify key contributors in intelligence research and testing (e.g., Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Louis Terman, David Wechsler). | * Intelligence is defined differently by different people and within different cultures. There is not one accepted definition of intelligence. * Tests need to be created carefully to ensure they are valid and reliable. * Intelligence tests can be used in ways that expand or limit people’s opportunities. This is why their use can be controversial. |

**VII. Cognition (8-10%)**

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| **College Board Description** | **Enduring Understandings** |
| In this unit students learn how humans convert sensory input into kinds of information. They examine how humans learn, remember, and retrieve information.  This part of the course also addresses problem solving, language, and creativity.  AP students in psychology should be able to do the following:  • Compare and contrast various cognitive processes:  — effortful versus automatic processing;  — deep versus shallow processing;  — focused versus divided attention.  • Describe and differentiate psychological and physiological systems of memory (e.g., short-term memory, procedural memory).  • Outline the principles that underlie effective encoding, storage, and construction of memories.  • Describe strategies for memory improvement.  • Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.  • Identify problem-solving strategies as well as factors that influence their effectiveness.  • List the characteristics of creative thought and creative thinkers.  • Identify key contributors in cognitive psychology (e.g., Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller). | * Many factors impact our ability to store and retrieve information. We can use specific strategies to make this process more effective and efficient. * Most humans follow the same pattern when learning a language, regardless of native language or culture. * Our brain is designed to process information quickly and with as little effort as is possible. At times this is helpful and at times this can impede our ability to solve new problems. |

**Unit Vocabulary**

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| **Priority** | **Testing & Individual Difference (Book Unit 11)** | **Priority** | **Testing & Individual Difference (Book Unit 11)** |
| Level A  Quiz 1 | Spearman’s Intelligence Theory  Gardner’s Intelligence Theory  Sternberg’s Intelligence Theory  General Intelligence (g)  Triarchic Theory of Intelligence  Emotional Intelligence  Mental Age  Stanford-Binet  Intelligence Quotient (IQ)  Wechsler Adult Intelligence Scale (WAIS) | Level B  Quiz 1 | Savant Syndrome  Achievement Test  Aptitude Test  Split-Half Reliability  Test-Retest Reliability  Content Validity  Predictive Validity  Construct Validity  Stereotype Threat  Flynn Effect |
|  | **Cognition (Book Unit 7)** |  | **Cognition (Book Unit 7)** |
| Level A  Quiz 1 | Prototype  Phoneme  Morpheme  Babbling Stage  One-Word Stage  Two-Word Stage  Telegraphic Stage  Language Acquisition Device  Overgeneralization  Overregulation | Level A  Quiz 2 | Sensory Memory  Short-Term Memory  Long-Term Memory  Working Memory  Flashbulb Memory  Implicit Memory  Explicit Memory  Procedural Memory  Declarative Memory  Semantic Memory |
| Level A  Quiz 3 | Amnesia  Recall  Recognition  Mood Congruent Memory  Proactive Interference  Retroactive Interference  Source Amnesia  Retrieval Cues  Anterograde Amnesia  Retrograde Amnesia | Level A  Quiz 4 | Encoding  Storage  Retrieval  Serial Position Effect  Rehearsal  Long-Term Potentiation  Recency Effect  Primacy Effect  State-Dependent Memory  Intuition |
| Level A  Quiz 5 | Algorithm  Heuristic  Confirmation Bias  Fixation  Mental Set  Functional Fixedness  Representativeness Heuristic  Availability Heuristic  Belief Perseverance  Framing |  |  |
| Level B  Quiz 1 | Automatic Processing  Effortful Processing  Acoustic Encoding  Semantic Encoding  Iconic Memory  Echoic Memory  Mnemonics  Chunking  Maintenance Rehearsal  Elaborative Rehearsal | Level B  Quiz 2 | Noam Chomsky  Hermann Ebbinghaus  Wolfgang Kohler  Atkinson-Shiffrin  Concept  Semantics  Syntax  Linguistic Determinism  Inductive Reasoning  Deductive Reasoning |
| Level B Quiz 3 | Imagery  Priming  Déjà vu  Misinformation Effect  Decay Theory  Divergent Thinking  Convergent Thinking  Distributed Practice  Massed Practice  Tip-of-the-Tongue Phenomenon | Level C  Quiz 1 | Fergus Craik  Endel Tulving  Benjamin Wharf  Spacing Effect  Visual Encoding  Relearning Effect  Elizabeth Loftus  George A Miller  Episodic Memory  Grammar |

Unit Overview

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| Monday | Tuesday | Thursday (BLOCK) | Friday |
| 9/29  SWBAT describe the various stages and types of memories  **FRIDAY 9/25 HOMEWORK**  **DUE MON: Myers p 255-260**  **Homework:**  Myers – Encoding & Storage  p 261-268  Study for Level-Up quiz | 9/30  SWBAT describe how people process & encode memories  **Homework:**  Myers – Storage & Retrieval  p 268-278  Study for Level-Up quiz | 10/2  SWBAT describe how people encode & store memories  **Homework:**  Myers – Forgetting p 278-284 *PsycSim 5-Trusting Your Memory*  Study for Level-Up quiz | 10/3  SWBAT describe how people retrieve memories  **Homework:**  Myers – Memory Construction p 285-294  *Myers Unit 7A Quiz 1 & 2,*  Study for Level-Up quiz |
| 10/6  SWBAT explain current theories of forgetting  **Homework:**  Myers – Theories of Intelligence p 523-531  Study for Level-Up quiz | 10/7  SWBAT describe the factors that shape construction of memories. SWBAT define various types of memory  **Homework:**  Myers – Origins & Principles of Testing p 532-543  Study for Level-Up quiz | 10/9  SWBAT define key terms and describe key research on intelligence and cognition  **Homework:**  Myers - Genetic & Environmental Influences p 544-548  *PsycSim 5 – Get Smart*  Study for Level-Up quiz | 10/10  SWBAT compare various theories of intelligence.  **Homework:**  Myers **-** Group & Individual Differences p 548-556  Myers – Thinking p 298-303  *Myers Unit 11 Quiz 1 & 2*  Study for Level-Up quiz |
| 10/13  No School for Students | 10/14  **LAST DAY TO RE-TAKE**  **UNIT 2 TEST**  SWBAT explain what factors can impact intelligence  **Homework:**  Myers – Decision making p 303-312 (you can skip Fear Factor Section)  Study for Level-Up quiz | 10/15(Wed)  Testing Day  10/16 (Thu)  Regular day  SWBAT describe how intelligence tests are constructed and normed  **Homework:**  Myers –Language p 313-319  Study for Level-Up quiz | 10/17  SWBAT identify factors that improve and inhibit problem solving.  **Homework:**  Myers – Thinking & Language  p 319-322  *Myers Unit 7B Quiz 1 & 2*  Study for Level-Up quiz |
| 10/20  SWBAT describe how heuristics shape thinking  **Homework:**  Unit 7A MC & FRQ p296-297  Review for the Unit 3 Exam  Study for Level-Up quiz | 10/21  SWBAT describe how people learn & construct language  **Homework:**  Unit 7B MC & FRQ p324-325  Unit 11 MC&FRQ p558-559  Review for the Unit 3 Exam  Study for Level-Up quiz | 10/23  SWBAT review for the unit 3 exam  **Homework:**  Review for the Unit 3 Exam  Study for Level-Up quiz | 10/24  SWBAT take the unit 3 exam  SWBAT score an AP style FRQ  **Homework:**  Quarter Exam Review |

**Unit 3 Quiz Tracking Sheet**

**Quizzes come from the terms lists for the Testing and Cognition units.**

***Unit 3 Level-Up Grades:***

*60% = Pass 4 As*

*70% = Pass 6 As*

*80% = Pass 6 As & 2 Bs*

*90% = Pass 6 As & 4 Bs*

*100% = Pass 6 As, 4 Bs, & 1 C*

You can take quizzes during the first seven minutes of any class. You may take as many quizzes as you would like as long as you finish in the first seven minutes. You can also take quizzes after school if you tell me in advance so I can be sure to be available.

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| **Quiz Title** | **Score 1** | **Score 2** | **Score 3** | **Sticker**  **Passed! ☺** |
| Cognition - Level A - Quiz 1 |  |  |  |  |
| Cognition – Level A – Quiz 2 |  |  |  |  |
| Cognition – Level A – Quiz 3 |  |  |  |  |
| Cognition – Level A – Quiz 4 |  |  |  |  |
| Cognition– Level A – Quiz 5 |  |  |  |  |
| Testing – Level A – Quiz 1 |  |  |  |  |
| Cognition – Level B – Quiz 1 |  |  |  |  |
| Cognition – Level B – Quiz 2 |  |  |  |  |
| Cognition – Level B – Quiz 3 |  |  |  |  |
| Testing – Level B – Quiz 1 |  |  |  |  |
| Cognition – Level C – Quiz 1 |  |  |  |  |

**Overall Unit 3 Grade: \_\_\_\_\_\_\_\_**

**Scores to be “On Track”**

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| Week | On Track for 4  (& 70%+ on weekly quiz) | Achieve a 5  (& 90%+ on weekly quiz) |
| Week 1: 9/28-10/2 | 2 As | 3 As |
| Week 2: 10/5-10/9 | 6 As | 6 As & 1 B |
| Week 3: 10/13-10/16 | 6 As & 2 Bs | 6 As, 4 Bs |
| Week 4: 10/19-10/23 | ALL COMPLETE! | ALL COMPLETE! |