**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.
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**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.
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**Unit Vocabulary**

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| **Priority** | **Testing & Individual Difference (Book Unit 11)** | **Priority** | **Testing & Individual Difference (Book Unit 11)** |
| Level AQuiz 1 | Spearman’s Intelligence TheoryGardner’s Intelligence TheorySternberg’s Intelligence TheoryGeneral Intelligence (g)Triarchic Theory of IntelligenceEmotional IntelligenceMental AgeStanford-BinetIntelligence Quotient (IQ)Wechsler Adult Intelligence Scale (WAIS) | Level B Quiz 1 | Savant SyndromeAchievement TestAptitude TestSplit-Half ReliabilityTest-Retest ReliabilityContent ValidityPredictive ValidityConstruct ValidityStereotype ThreatFlynn Effect |
|  | **Cognition (Book Unit 7)** |  | **Cognition (Book Unit 7)** |
| Level AQuiz 1 | PrototypePhonemeMorphemeBabbling StageOne-Word StageTwo-Word StageTelegraphic StageLanguage Acquisition DeviceOvergeneralizationOverregulation | Level AQuiz 2 | Sensory MemoryShort-Term MemoryLong-Term MemoryWorking MemoryFlashbulb MemoryImplicit MemoryExplicit MemoryProcedural MemoryDeclarative MemorySemantic Memory |
| Level AQuiz 3 | AmnesiaRecallRecognitionMood Congruent MemoryProactive InterferenceRetroactive InterferenceSource AmnesiaRetrieval CuesAnterograde AmnesiaRetrograde Amnesia | Level AQuiz 4 | EncodingStorageRetrievalSerial Position EffectRehearsalLong-Term PotentiationRecency EffectPrimacy EffectState-Dependent MemoryIntuition |
| Level AQuiz 5 | AlgorithmHeuristicConfirmation BiasFixationMental SetFunctional FixednessRepresentativeness HeuristicAvailability HeuristicBelief PerseveranceFraming |  |  |
| Level BQuiz 1 | Automatic ProcessingEffortful ProcessingAcoustic EncodingSemantic EncodingIconic MemoryEchoic MemoryMnemonicsChunkingMaintenance RehearsalElaborative Rehearsal | Level BQuiz 2 | Noam ChomskyHermann EbbinghausWolfgang KohlerAtkinson-ShiffrinConceptSemanticsSyntaxLinguistic DeterminismInductive ReasoningDeductive Reasoning |
| Level B Quiz 3 | ImageryPrimingDéjà vuMisinformation EffectDecay TheoryDivergent ThinkingConvergent ThinkingDistributed PracticeMassed PracticeTip-of-the-Tongue Phenomenon | Level CQuiz 1 | Fergus CraikEndel TulvingBenjamin WharfSpacing EffectVisual EncodingRelearning EffectElizabeth LoftusGeorge A MillerEpisodic MemoryGrammar |

Unit Overview

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| Monday | Tuesday | Thursday (BLOCK) | Friday |
| 9/29SWBAT describe the various stages and types of memories**FRIDAY 9/25 HOMEWORK****DUE MON: Myers p 255-260****Homework:**Myers – Encoding & Storage p 261-268Study for Level-Up quiz | 9/30SWBAT describe how people process & encode memories**Homework:**Myers – Storage & Retrieval p 268-278Study for Level-Up quiz | 10/2SWBAT describe how people encode & store memories**Homework:**Myers – Forgetting p 278-284 *PsycSim 5-Trusting Your Memory*Study for Level-Up quiz | 10/3SWBAT describe how people retrieve memories**Homework:**Myers – Memory Construction p 285-294*Myers Unit 7A Quiz 1 & 2,* Study for Level-Up quiz |
| 10/6SWBAT explain current theories of forgetting**Homework:**Myers – Theories of Intelligence p 523-531Study for Level-Up quiz | 10/7SWBAT describe the factors that shape construction of memories. SWBAT define various types of memory**Homework:**Myers – Origins & Principles of Testing p 532-543Study for Level-Up quiz | 10/9SWBAT 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 | 10/10SWBAT 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 |
| 10/13No 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 Day10/16 (Thu)Regular daySWBAT describe how intelligence tests are constructed and normed **Homework:**Myers –Language p 313-319Study for Level-Up quiz | 10/17SWBAT 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 |
| 10/20SWBAT describe how heuristics shape thinking**Homework:**Unit 7A MC & FRQ p296-297Review for the Unit 3 ExamStudy for Level-Up quiz | 10/21SWBAT describe how people learn & construct language**Homework:**Unit 7B MC & FRQ p324-325Unit 11 MC&FRQ p558-559Review for the Unit 3 ExamStudy for Level-Up quiz | 10/23SWBAT review for the unit 3 exam**Homework:**Review for the Unit 3 ExamStudy for Level-Up quiz | 10/24SWBAT take the unit 3 examSWBAT 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! |