**AP Psychology Unit 5: Development & Learning**

**VI. Learning (7–9%)**

This section of the course introduces students to differences between learned and unlearned behavior. The primary focus is exploration of different kinds of learning, including classical conditioning, operant conditioning, and observational learning. The biological bases of behavior illustrate predispositions for learning.

AP students in psychology should be able to do the following:

• Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies).

• Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.

• Predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment, schedules of reinforcement).

• Predict how practice, schedules of reinforcement, and motivation will influence quality of learning.

• Interpret graphs that exhibit the results of learning experiments.

• Provide examples of how biological constraints create learning predispositions.

• Describe the essential characteristics of insight learning, latent learning, and social learning.

• Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.

• Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.

• Identify key contributors in the psychology of learning (e.g., Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson).

**IX. Developmental Psychology (7–9%)**

Developmental psychology deals with the behavior of organisms from conception to death and examines the processes that contribute to behavioral change throughout the life span. The major areas of emphasis in the course are prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood.

AP students in psychology should be able to do the following:

• Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior.

• Explain the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse).

• Discuss maturation of motor skills.

• Describe the influence of temperament and other social factors on attachment and appropriate socialization.

• Explain the maturation of cognitive abilities (e.g., Piaget’s stages, information processing).

• Compare and contrast models of moral development (e.g., Kohlberg, Gilligan).

• Discuss maturational challenges in adolescence, including related family conflicts.

• Characterize the development of decisions related to intimacy as people mature.

• Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.

• Describe how sex and gender influence socialization and other aspects of development.

• Identify key contributors in developmental psychology (e.g., Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, Lev Vygotsky).

**Unit Vocabulary**

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| **Priority** | **Developmental (Book Unit 9)** | **Learning (Book Unit 6)** |
| Level A  Quiz 1 | Nature-Nurture Controversy  Continuity-Discontinuity Controversy  Stability-Change Controversy  Critical Period  Zygote  Embryo  Fetus  Teratogen  Habituation  Temperament | Classical Conditioning  Unconditioned Stimulus  Unconditioned Response  Conditioned Stimulus  Conditioned Response  Acquisition  Extinction  Spontaneous Recovery  Generalization  Discrimination |
| Level A  Quiz 2 | Piaget  Sensorimotor  Preoperational  Concrete Operational  Formal Operational  Object Permanence  Egocentrism  Conservation  Animism  Artificialism | Operant Conditioning  Law of Effect  Positive Reinforcement  Negative Reinforcement  Positive Punishment  Negative Punishment  Fixed-Ratio Schedule  Variable-Ratio Schedule  Fixed-Interval Schedule  Variable-Interval Schedule |
| Level A  Quiz 3 | Schema  Assimilation  Accommodation  Zone of Proximal Development  Henry Harlow  Mary Ainsworth  Secure Attachment  Insecure Attachment  Fluid Intelligence  Crystalized Intelligence | Shaping  Insight  John B. Watson  Ivan Pavlov  B. F. Skinner  Albert Bandura  Edward Thorndike  Edward Tolman  John Garcia  Robert Rescorla |
| Level A  Quiz 4 | Vygotsky  Erickson  Trust vs. Mistrust  Autonomy vs. Shame/Doubt  Initiative vs. Guilt  Industry vs. Inferiority  Identity vs. Role Confusion  Intimacy vs. Isolation  Generativity vs. Stagnation  Integrity vs. Despair |  |
| Level A  Quiz 5 | Kohlberg  Preconventional  Conventional  Postconventional  Baumrind  Carol Gilligan  Authoritarian Parent  Authoritative Parent  Permissive Parent  Bowlby |  |
| Level B  Quiz 1 | Neonate Reflexes  Moro Reflex  Rooting Reflex  Primary Sex Characteristics  Secondary Sex Characteristics  Menarche  Menopause  Alzheimer’s Disease  Theory of mind  Pruning | Higher-Order Conditioning  Primary Reinforcer  Conditioned Reinforcer  Cognitive Map  Latent Learning  Observational Learning  Mirror Neurons  Taste Aversion Learning  Instrumental Learning  Instinctive Drift |

**Unit Overview**

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| Monday | Tuesday | Thursday (BLOCK) | Friday |
| 12/2  SWBAT describe Piaget’s stages of cognitive development  **HOMEWORK:**  Piaget WKST  PsychSim TUTORIAL- Cognitive Development Unit 9  PsychSim 5 Online Quiz – Cognitive Development  Study for Level-Up Quizzes | 12/3  SWBAT describe the factors that impact healthy attachment  **HOMEWORK:**  (NOT COVERED IN CLASS)  Gender & Adolescent Development  Myers p 445-453  PsycSim 5 Online Quiz –  Who am I?  PsycSim 5 Online Quiz – Conception to Birth  *Study for Level-Up Quizzes* | 12/5  (Ms. Greenwald Out)  Discovering Psychology Online Videos – Development & Learning (Important video illustration of key concepts AND some concepts not covered in book/lecture)  **HOMEWORK:**  (NOT COVERED IN CLASS)  Adolescent & Adult Development Myers p453-461  PsycSim 5 Online Quiz –  Signs of Aging  *Study for Level-Up Quizzes* | 12/6  SWBAT describe the various types of parenting styles & Erickson’s stages of social development  **HOMEWORK:**  (NOT COVERED IN CLASS)  Adulthood  Myers p 461-473  Unit 9 Online Quiz 1 & 2  *Study for Level-Up Quizzes* |
| 12/9  SWBAT review Erickson’s stages of social development  SWBAT describe Kohlburg’s stages of moral development  **HOMEWORK:**  Associative Learning & Classical Conditioning  Myers p 215-222  *Study for Level-Up Quizzes* | 12/10  SWBAT explain how classical conditioning impacts learning  **HOMEWORK:**  Classical & Operant Conditioning Myers p 223-232  *Study for Level-Up Quizzes* | 12/12  SWBAT explain how operant conditioning impacts learning  **HOMEWORK:**  Reinforcement & Conditioning Applications  Myers p 232-341  *Study for Level-Up Quizzes* | 12/13  SWBAT explain the effectiveness of various schedules of reinforcement  **HOMEWORK:**  Reinforcement WKST  Observational Learning  Myers – 242-249  *Study for Level-Up Quizzes* |
| 12/16  SWBAT describe how insight and instincts impact learning  **HOMEWORK:**  Online Quiz: 6-1 & 6-2  *Study for Level-Up Quizzes* | 12/17  SWBAT describe the impact of observational learning  **HOMEWORK:**  Study for the Unit 5 Exam  Unit 9 Review p 476-477  Unit 6 review p 252-253  *Study for Level-Up Quizzes* | 12/19  SWBAT review for Unit 5 Exam  SWBAT explain the Winter Break review assignment  **HOMEWORK:**  Study for the Unit 4 Exam  *Study for Level-Up Quizzes* | 12/20  **Unit 5 Exam**  (30 min class so exam starts IMMEDIATELY!!! Come prepared with pen and pencil ready to go!)  **HOMEWORK:**  Review packet to prepare for cumulative final exam  (25% of grade!!) |

**Unit 5 Quiz Tracking Sheet**

**Quizzes come from the terms lists for the Development and Learning Unit.**

***Unit 5 Level-Up Grades (Count as a UNIT TEST grade):***

*60% = Pass 4 As*

*70% = Pass 6 As*

*80% = Pass 8 As*

*90% = Pass 8 As & 1 B*

*100% = Pass 8 As, 2 Bs*

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! ☺** |
| Development - Level A - Quiz 1 |  |  |  |  |
| Development – Level A – Quiz 2 |  |  |  |  |
| Development – Level A – Quiz 3 |  |  |  |  |
| Development – Level A – Quiz 4 |  |  |  |  |
| Development – Level A – Quiz 5 |  |  |  |  |
| Learning – Level A – Quiz 1 |  |  |  |  |
| Learning – Level A – Quiz 2 |  |  |  |  |
| Learning – Level A – Quiz 3 |  |  |  |  |
| Development – Level B – Quiz 1 |  |  |  |  |
| Learning – Level B – Quiz 1 |  |  |  |  |

**Overall Unit 5 Grade: \_\_\_\_\_\_\_\_**