**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 AQuiz 1 | Nature-Nurture ControversyContinuity-Discontinuity ControversyStability-Change ControversyCritical PeriodZygoteEmbryoFetusTeratogenHabituationTemperament | Classical ConditioningUnconditioned StimulusUnconditioned ResponseConditioned StimulusConditioned ResponseAcquisitionExtinctionSpontaneous RecoveryGeneralizationDiscrimination |
| Level AQuiz 2 | PiagetSensorimotorPreoperationalConcrete OperationalFormal OperationalObject PermanenceEgocentrismConservationAnimismArtificialism | Operant ConditioningLaw of EffectPositive ReinforcementNegative ReinforcementPositive PunishmentNegative PunishmentFixed-Ratio ScheduleVariable-Ratio ScheduleFixed-Interval ScheduleVariable-Interval Schedule |
| Level AQuiz 3 | SchemaAssimilationAccommodationZone of Proximal DevelopmentHenry HarlowMary AinsworthSecure AttachmentInsecure AttachmentFluid IntelligenceCrystalized Intelligence | ShapingInsightJohn B. WatsonIvan PavlovB. F. SkinnerAlbert BanduraEdward ThorndikeEdward TolmanJohn GarciaRobert Rescorla |
| Level AQuiz 4 | VygotskyEricksonTrust vs. MistrustAutonomy vs. Shame/DoubtInitiative vs. GuiltIndustry vs. InferiorityIdentity vs. Role ConfusionIntimacy vs. IsolationGenerativity vs. StagnationIntegrity vs. Despair |  |
| Level A Quiz 5 | KohlbergPreconventionalConventionalPostconventionalBaumrindCarol GilliganAuthoritarian ParentAuthoritative ParentPermissive ParentBowlby |  |
| Level BQuiz 1 | Neonate ReflexesMoro ReflexRooting ReflexPrimary Sex CharacteristicsSecondary Sex CharacteristicsMenarcheMenopauseAlzheimer’s DiseaseTheory of mindPruning | Higher-Order ConditioningPrimary ReinforcerConditioned ReinforcerCognitive MapLatent LearningObservational LearningMirror NeuronsTaste Aversion LearningInstrumental LearningInstinctive Drift |

**Unit Overview**

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| --- | --- | --- | --- |
| Monday | Tuesday | Thursday (BLOCK) | Friday |
| 12/2SWBAT describe Piaget’s stages of cognitive development**HOMEWORK:** Piaget WKSTPsychSim TUTORIAL- Cognitive Development Unit 9PsychSim 5 Online Quiz – Cognitive DevelopmentStudy for Level-Up Quizzes | 12/3SWBAT describe the factors that impact healthy attachment**HOMEWORK:** (NOT COVERED IN CLASS)Gender & Adolescent DevelopmentMyers p 445-453PsycSim 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 p453-461PsycSim 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 461-473Unit 9 Online Quiz 1 & 2*Study for Level-Up Quizzes* |
| 12/9SWBAT review Erickson’s stages of social developmentSWBAT describe Kohlburg’s stages of moral development**HOMEWORK:** Associative Learning & Classical Conditioning Myers p 215-222*Study for Level-Up Quizzes* | 12/10SWBAT explain how classical conditioning impacts learning**HOMEWORK:** Classical & Operant Conditioning Myers p 223-232*Study for Level-Up Quizzes* | 12/12SWBAT explain how operant conditioning impacts learning**HOMEWORK:** Reinforcement & Conditioning ApplicationsMyers p 232-341 *Study for Level-Up Quizzes* | 12/13SWBAT explain the effectiveness of various schedules of reinforcement**HOMEWORK:** Reinforcement WKSTObservational LearningMyers – 242-249 *Study for Level-Up Quizzes*  |
| 12/16SWBAT describe how insight and instincts impact learning**HOMEWORK:** Online Quiz: 6-1 & 6-2 *Study for Level-Up Quizzes* | 12/17SWBAT describe the impact of observational learning**HOMEWORK:** Study for the Unit 5 ExamUnit 9 Review p 476-477Unit 6 review p 252-253*Study for Level-Up Quizzes* | 12/19SWBAT review for Unit 5 ExamSWBAT 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: \_\_\_\_\_\_\_\_**