AP Psychology

Hofmann

**Intelligence & Learning**

**Chapter 11(holiday break HW) and Chapter 6**

Reading Schedule:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
| Happy New Year! | 5Welcome Back!Intelligence Ch. 11 Partner Exam HW—read pages 214-222 | 6 | 7HW—read pages 223-232 | 8 | 9HW—read pages 232-242 | 10 |
| 11 | 12 | 13HW—read pages 242-252 Do practice test and FRQ | 14 | 15Review and study | 16 | 17 |
| 18 | 19NO SCHOOLMLK Day | 20Review and study(Hofmann out) | 21 | 22**Learning Exam** | 23 | 24 |

**Unit Vocabulary**

**learning**, p. 215

**habituation**, p. 216

**associative learning**, p. 216

**classical conditioning**, p. 218

**behaviorism**, p. 218

**unconditioned response (UR)**, p. 219

**unconditioned stimulus (US)**, p. 219

**conditioned response (CR)**, p. 219

**conditioned stimulus (CS)**, p. 219

**acquisition**, p. 220

**higher-order conditioning**, p. 220

**extinction**, p. 221

**spontaneous recovery**, p. 221

**generalization**, p. 222

**discrimination**, p. 222

**learned helplessness**, p. 223

**respondent behavior**, p. 228

**operant conditioning**, p. 228

**operant behavior**, p. 228

**law of effect**, p. 229

**operant chamber**, p. 229

**shaping**, p. 229

**discriminative stimulus**, p. 230

**reinforcer**, p. 230

**positive reinforcement**, p 231

**negative reinforcement**, p. 231

**primary reinforcer**, p. 231

**conditioned reinforcer**, p. 231

**continuous reinforcement**, p. 232

**partial (intermittent) reinforcement**, p. 232

**fixed-ratio schedule**, p. 232

**variable-ratio schedule**, p. 233

**fixed-interval schedule**, p. 233

**variable-interval schedule**, p. 233

**punishment**, p. 234

**cognitive map**, p. 236

**latent learning**, p. 236

**insight**, p. 236

**intrinsic motivation**, p. 237

**extrinsic motivation**, p. 237

**biofeedback**, p. 240

**observational learning**, p. 242

**modeling**, p. 242

**mirror neurons**, p. 243

**prosocial behavior**, p. 246

**Fact or False?**

Learning Chapter 6

1. Lowly animals, like sea slugs, behave by instinct and are incapable of learning.
2. Humans are the only animals that can learn behaviors merely by observing others perform them.
3. The study of inner thoughts, feelings, and motives has always occupied a central place in psychology.
4. A person can be more readily conditioned to dislike a particular food than to dislike the place where the food was eaten.
5. With training, pigeons can be taught to discriminate between Bach’s music and Stravinsky’s.
6. Negative reinforcement is another term for punishment.
7. Psychologists agree that punishment, regardless of its form, has little effect on behavior.
8. Animals learn only when rewards are given.
9. Animals can learn to make virtually any response if consistently rewarded for it.
10. Research indicates that televised violence leads to aggressive behavior by children and teenagers who watch the programs.

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**Testing and Individual Differences (5–7%)**

**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).

**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).
* 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).