**Unit 8 Cognition & Testing**

**Cognition (8–10%)**

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)

**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).

**Chapters:**

* Chapter 8
* Chapter 9
* Chapter 10

**Assignments:**

* 6.1 wkst – January 5th, 2016
* 6.2 wkst – January 7th, 2016
* 6.3 wkst – January 8th, 2016
* Fill-In the Blank: Memory – January 8th, 2016 (bring book to class)
* Bilingual Article – January 13th, 2016
* 7.1 wkst – January 14th, 2016
* Chimpanzee Article – January 14th, 2016
* 7.2 wkst – January 15th, 2016
* 7.3 wkst – January 25th, 2016
* Unit 8 Test – January 29th, 2016
	+ Cornell Notes Due
	+ Vocabulary Due

|  | **January 2016** |  |
| --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  |  |  |  | 1  | 2  |
| 3  | 4 **Unit 8 –Cognition: Memory**-Seven Dwarves | 5 -Telephone Game-6.1 wkst Due-Active Psych Memory Video | 6 -Information Processing Chart-Active Psych Memory Video | 7 -6.2 wkst Due | 8 -6.3 wkst Due-Matt Brown – Reconstructing A Memory-Memory Fill-In Blank Due | 9  |
| 10  | 11 **Unit 8 Cognition – Thinking**-Problem Solving Sets -Active Psych Video | 12  | 13 **Unit 8 Cognition – Language**-Read & Summarize: Bilingual Language Article | 14 -Read & Answer Questions: Chimp. Article-7.1 wkst Due-Genie Video (YouTube) | 15 **Unit 8 Cognition – Testing** -7.2 wkst Due-Gardner’s Multiple Intelligence, Spearman’s G, IQ Tests | 16  |
| 17  | 18  | 19  | 20  | 21 AP PsychologyMidterm Exam | 22 NO SCHOOL | 23  |
| 24  | 25 -7.3 wkst Due-Intelligence Fill-In the Blank | 26  | 27 Inside Out Movie & Review | 28  | 29 **Unit 8 Test** -Cornell Notes Due-Vocabulary Due | 30  |
| 31  | Notes: |

**Cognition,** includes-memory, language & thinking

1. Long term memory/LTM
2. Working memory
3. Semantic memory
4. Episodic memory
5. Chunking
6. Implicit memory
7. Proactive interference
8. Retroactive interference
9. Procedural memory
10. Prospective memory
11. Anterograde amnesia
12. Encoding
13. Explicit memory
14. Retrograde amnesia
15. Sensory memory
16. Flashbulb memory
17. Eidetic memory
18. Memory
19. Rote rehearsal
20. Overjustification
21. Elaborative rehearsal
22. Mnemonic devices
23. Retrieval
24. Tip of the tongue
25. Source amnesia
26. Storage
27. Short term memory/STM
28. Serial position effect
29. Priming
30. Recognition
31. Declarative memory
32. Primacy effect
33. Amnesia
34. Long term potentiation
35. Maintenance rehearsal
36. Recall
37. Decay theory
38. Encoding specificity principle
39. Heuristic
40. Algorithms
41. Functional fixedness
42. Prototypes
43. Concept
44. Morpheme
45. Phoneme
46. Syntax
47. Insight learning
48. Availability heuristic
49. Mental set
50. Representative heuristic
51. Language
52. Semantics
53. Confirmation bias
54. Telegraphic speech
55. Critical period
56. Overregularization
57. Language acquisition
58. I.Q.
59. Linguistic theories
60. Framing
61. Metacognition
62. Scheme

**Testing & Individual Differences**

1. Reliability
2. Validity
3. Intelligence quotient/IQ
4. Intelligence
5. Crystallized intelligence
6. Fluid intelligence
7. Flynn effect
8. Aptitude
9. Achievement
10. Bell curve
11. G factor
12. Standardization
13. Emotional intelligence
14. Mental age
15. Mental retardation
16. Cognitively disabled
17. Gifted
18. Triarchic theory of intelligence
19. Norms/testing