

Semester 1

AP Learning Objectives Self-Assessment Sheets



Units 1-9:

- Unit 1 – History and Approaches
- Unit 2 – Research Methods
- Unit 3 – Cognition
- Unit 4 – Biological Bases of Behavior
- Unit 5 – Sensation-Perception
- Unit 6 – Learning
- Unit 7 – States of Consciousness
- Unit 8 – Testing and Individual Differences
- Unit 9 – Motivation and Emotion

Name: _____ **Per:** _____

History and Approaches Objectives

Objective	Personal Notes	Mastery		
		Practiced	Mastered	Retest?
1.1 Recognize how philosophical and physiological perspectives shaped the development of psychological thought.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2 Describe and compare different theoretical approaches in explaining behavior: <ul style="list-style-type: none"> • <i>structuralism, functionalism, and behaviorism in the early years;</i> • <i>Gestalt, psychoanalytic/psychodynamic, and humanism emerging later;</i> • <i>evolutionary, biological, cognitive, and biopsychosocial as more contemporary approaches.</i> 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.3 Recognize the strengths and limitations of applying theories to explain behavior.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.4 Distinguish the different domains of psychology <ul style="list-style-type: none"> • <i>(e.g., biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial–organizational, personality, psychometric, social).</i> 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.5 Identify major historical figures in psychology <ul style="list-style-type: none"> • <i>(e.g., Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B. F. Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt)</i> 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Note to Self:

I was weakest on: *(Go back and really study for AP Exam/Final)*

Research Methods Objectives

Objective	Personal Notes	Mastery		
		Practiced	Mastered	Retest?
2.1 Differentiate types of research <ul style="list-style-type: none"> (e.g., experiments, correlational studies, survey research, naturalistic observations, case studies) with regard to purpose, strengths, and weaknesses.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.2 Describe how research design drives the reasonable conclusions that can be drawn <ul style="list-style-type: none"> (e.g., experiments are useful for determining cause and effect; the use of experimental controls reduces alternative explanations). 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3 Identify independent, dependent, confounding, and control variables in experimental designs.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4 Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.5 Predict the validity of behavioral explanations based on the quality of research design <ul style="list-style-type: none"> (e.g., confounding variables limit confidence in research conclusions). 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.6 Distinguish the purposes of descriptive statistics and inferential statistics.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.7 Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics <ul style="list-style-type: none"> (e.g., measures of central tendency, standard deviation). 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.8 Discuss the value of reliance on operational definitions and measurement in behavioral research.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.9 Identify how ethical issues inform and constrain research practices.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.10 Describe how ethical and legal guidelines <ul style="list-style-type: none"> (e.g., those provided by the American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Cognition Objectives

Objective	Personal Notes	Mastery		
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7.1 Compare and contrast various cognitive processes: <ul style="list-style-type: none"> • <i>effortful versus automatic processing;</i> • <i>deep versus shallow processing;</i> • <i>focused versus divided attention.</i> 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.2 Describe and differentiate psychological and physiological systems of memory <ul style="list-style-type: none"> • <i>(e.g., short-term memory, procedural memory).</i> 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.3 Outline the principles that underlie effective encoding, storage, and construction of memories		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.4 Describe strategies for memory improvement.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.5 Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.6 Identify problem-solving strategies as well as factors that influence their effectiveness.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.7 List the characteristics of creative thought and creative thinkers.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.8 Identify key contributors in cognitive psychology <ul style="list-style-type: none"> • <i>(e.g., Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller).</i> 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Biological Bases of Behavior Objectives

Objective	Personal Notes	Mastery		
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3.1 Identify basic processes and systems in the biological bases of behavior, including parts of the neuron and the process of transmission of a signal between neurons.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.2 Discuss the influence of drugs on neurotransmitters <ul style="list-style-type: none"> • (e.g., reuptake mechanisms, agonists, antagonists). 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.3 Discuss the effect of the endocrine system on behavior.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.4 Describe the nervous system and its subdivisions and functions: <ul style="list-style-type: none"> • central and peripheral nervous systems; • major brain regions, lobes, and cortical areas; • brain lateralization and hemispheric specialization. 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.5 Discuss the role of neuroplasticity in traumatic brain injury.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.6 Recount historic and contemporary research strategies and technologies that support research <ul style="list-style-type: none"> • (e.g., case studies, split-brain research, imaging techniques). 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.7 Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.8 Predict how traits and behavior can be selected for their adaptive value.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.9 Identify key contributors <ul style="list-style-type: none"> • (e.g., Paul Broca, Charles Darwin, Michael Gazzaniga, Roger Sperry, Carl Wernicke). 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Sensation and Perception Objectives

Objective	Personal Notes	Mastery		
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4.1 Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.2 Describe sensory processes <ul style="list-style-type: none"> (e.g., hearing, vision, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3 Explain common sensory disorders <ul style="list-style-type: none"> (e.g., visual and hearing impairments). 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.4 Describe general principles of organizing and integrating sensation to promote stable awareness of the external world <ul style="list-style-type: none"> (e.g., Gestalt principles, depth perception). 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.5 Discuss how experience and culture can influence perceptual processes <ul style="list-style-type: none"> (e.g., perceptual set, context effects). 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.6 Explain the role of top-down processing in producing vulnerability to illusion.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.7 Discuss the role of attention in behavior.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.8 Challenge common beliefs in parapsychological phenomena.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.9 Identify the major historical figures in sensation and perception <ul style="list-style-type: none"> (e.g., Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel). 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Learning Objectives

Objective	Personal Notes	Mastery		
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6.1 Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning <ul style="list-style-type: none"> (e.g., contingencies). 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.2 Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3 Predict the effects of operant conditioning <ul style="list-style-type: none"> (e.g., positive reinforcement, negative reinforcement, punishment). 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4 Predict how practice, schedules of reinforcement, and motivation will influence quality of learning.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.5 Interpret graphs that exhibit the results of learning experiments.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.6 Provide examples of how biological constraints create learning predispositions		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.7 Describe the essential characteristics of insight learning, latent learning, and social learning.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.8 Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.9 Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.10 Identify key contributors in the psychology of learning <ul style="list-style-type: none"> (e.g., Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson). 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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States of Consciousness Objectives

Objective	Personal Notes	Mastery		
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5.1 Describe various states of consciousness and their impact on behavior.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.2 Discuss aspects of sleep and dreaming: <ul style="list-style-type: none"> • stages and characteristics of the sleep cycle; • theories of sleep and dreaming; • symptoms and treatments of sleep disorders. 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.3 Describe historic and contemporary uses of hypnosis <ul style="list-style-type: none"> • (<i>e.g., pain control, psychotherapy</i>). 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4 Explain hypnotic phenomena <ul style="list-style-type: none"> • (<i>e.g., suggestibility, dissociation</i>). • 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.5 Identify the major psychoactive drug categories <ul style="list-style-type: none"> • (<i>e.g., depressants, stimulants</i>) and classify specific drugs, including their psychological and physiological effects.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.6 Discuss drug dependence, addiction, tolerance, and withdrawal.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.7 Identify the major figures in consciousness research <ul style="list-style-type: none"> • (<i>e.g., William James, Sigmund Freud, Ernest Hilgard</i>). 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Testing and Individual Differences Objectives

Objective	Personal Notes	Mastery		
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11.1 Define intelligence and list characteristics of how psychologists measure intelligence: <ul style="list-style-type: none"> • <i>abstract versus verbal measures;</i> • <i>speed of processing.</i> 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11.2 Discuss how culture influences the definition of intelligence.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11.3 Compare and contrast historic and contemporary theories of intelligence <ul style="list-style-type: none"> • <i>(e.g., Charles Spearman, Howard Gardner, Robert Sternberg).</i> 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11.4 Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11.5 Interpret the meaning of scores in terms of the normal curve.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11.6 Describe relevant labels related to intelligence testing <ul style="list-style-type: none"> • <i>(e.g., gifted, cognitively disabled).</i> 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11.7 Debate the appropriate testing practices, particularly in relation to culture-fair test uses.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11.8. Identify key contributors in intelligence research and testing <ul style="list-style-type: none"> • <i>(e.g., Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Louis Terman, David Wechsler).</i> 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Motivation and Emotion Objectives

Objective	Personal Notes	Mastery		
		Practiced	Mastered	Retest?
8.1 Identify and apply basic motivational concepts to understand the behavior of humans and other animals <ul style="list-style-type: none"> (e.g., instincts, incentives, intrinsic versus extrinsic motivation). 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.2 Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.3 Compare and contrast motivational theories <ul style="list-style-type: none"> (e.g., drive reduction theory, arousal theory, general adaptation theory), including the strengths and weaknesses of each. 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.4 Describe classic research findings in specific motivation systems <ul style="list-style-type: none"> (e.g., eating, sex, social) 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.5 Discuss theories of stress and the effects of stress on psychological and physical well-being.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.6 Compare and contrast major theories of emotion <ul style="list-style-type: none"> (e.g., James–Lange, Cannon–Bard, Schachter two-factor theory) 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.7 Describe how cultural influences shape emotional expression, including variations in body language.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.8 Identify key contributors in the psychology of motivation and emotion <ul style="list-style-type: none"> (e.g., William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye). 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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