**AP Psychology**

**Unit 5: States of Consciousness and Learning**

UNIT OBJECTIVES

1. Contrast conscious and unconscious information processing.

2. Describe the cycle of our circadian rhythm, and identify some events that can disrupt this biological clock.

3. List the stages of the sleep cycle, and explain how they differ.

4. Explain why sleep patterns and duration vary from person to person, and describe several risks associated with sleep deprivation.

5. Identify and describe the major sleep disorders.

6. Compare and contrast the major perspectives on why we dream.

7. Discuss the characteristics of people who are susceptible to hypnosis, and evaluate claims that hypnosis can influence people’s memory, will, health, and perception of pain.

8. Evaluate the arguments for and against hypnosis as an altered state of consciousness.

9. Explain how depressants affect nervous system activity and behavior, and summarize the findings on alcohol and drug abuse.

11. Identify the major stimulants, and explain how they affect neural activity and behavior.

12. Describe the physiological and psychological effects of hallucinogens, and summarize the effects of LSD and marijuana.

13. Discuss the biological, psychological, and social-cultural factors that contribute to drug use.

14. Define learning, and distinguish between associative and observational learning.

15. Describe the basic components (UCS, UCR, CS, CR) of classical conditioning.

16. Describe the timing requirements for the initial learning of a stimulus-response relationship.

17. Summarize the processes of extinction, spontaneous recovery, generalization, and discrimination.

18. Discuss the importance of cognitive processes in classical conditioning, and describe some of the ways that biological predispositions can affect learning by classical conditioning.

19. Evaluate Pavlov’s contribution to our understanding of learning, and describe some current applications of classical conditioning to improve human health and well-being.

20. Identify the two major characteristics that distinguish classical conditioning from operant conditioning.

21. State Throndike’s law of effect, and explain its connection to B.F. Skinner’s research on operant conditioning.

22. Describe the shaping procedure, and explain how it can increase our understanding of what animals and babies can discriminate.

23. Contrast positive and negative reinforcement, and give one example each of a primary reinforcer, a conditioned reinforcer, an immediate reinforcer, and a delayed reinforcer.

24. Discuss the strengths and weaknesses of continuous and partial (intermittent) reinforcement schedules, and identify four schedules of partial reinforcement.

25. Discuss the ways negative punishment, positive punishment, and negative reinforcement differ, and list some drawbacks of punishment as a behavior-control technique.

26. Explain how latent learning and the effect of external rewards demonstrate that cognitive processing is an important part of learning.

27. Explain how biological predispositions place limits on what can be achieved through operant conditioning.

28. Describe the controversy over Skinner’s views of human behavior, and describe some ways to apply operant conditioning in the real world.

29. Describe the process of observational learning, and explain the importance of the discovery of mirror neurons.

30. Describe Bandura’s findings on what determines whether we will imitate a model, and discuss the impact of prosocial modeling.

31. Cite experimental evidence that helps demonstrate a cause-effect link between watching violent TV and violent behavior.

**Post-Test Homework: Myers, pp. 91-95, 100-111**

**Day One:** Tuesday, Nov. 19/Wednesday, Nov. 20

Discussion: Afternoon Naps

 Research findings on sleep

 The Melatonin Craze

Activity: Sleep IQ Test

Survey: Lark or Owl

 **Homework**: **Myers, pp. 112-116, plus pages from old textbook on Hypnosis that will be posted on the website**

**Day Two:** Thursday, Nov. 21 / Friday, Nov. 22

Discussion: Sleep Deficit

 Sleep Disorders

 Remembering Dreams

Surveys: Sleep Deficit, Sleep Strategies

Video Clip: The Mind Hidden and Divided

**Homework: Myers, pp. 117-130**

 **“Getting Stupid” article w/ questions; will be posted on webpage**

**Day Three:** Monday, Nov. 25 / Tuesday, Nov. 26

Discussion: Hypnosis

 Introduction to Psychoactive Drugs

 The LSD Experience

 Is Marijuana Good Medicine?

 Factors In Drug Use

Activity: The Creative Imagination Scale

**Homework: Myers, pp. 280-289**

**Day Four:** Monday, Dec. 2 / Tuesday, Dec. 3

Discussion: Human Taste Aversions

 Cognitive Processes in Learning

 The Association Principle

Activity: Classical Conditioning with a Watergun

Video Clips: Pavlov and Little Albert

**Homework: Practice handout on classical conditioning**

 **Myers, pp. 290-300**

**Day Five:** Wednesday, Dec. 4 / Thursday, Dec. 5

Discussion: Operant conditioning and the work of B.F. Skinner

 Differences Between Reinforcement and Punishment

 Reinforcement Schedules

 The Overjustification Effect

 Practical Applications of Operant Conditioning

Video Clips: Thorndike and Skinner

Activity: The Consequence Matrix

**Homework: Practice handout on reinforcement schedules**

 **Sleep Diary/Dream Journal due next class**

**Day Six:** Friday, Dec. 6 / Monday, Dec. 9

**Due: Sleep Diary/Dream Journal**

Discussion: Observational Learning

Assessment: Quiz on Ch. 7

Video: Zimbardo video on “Learning”

Video Clip: Bandura’s Bobo Doll Experiment

**Homework: Practice handout on reinforcement schedules**

 **Myers, pp. 300-313; Whole-chapter quiz next class (open note)**

**Day Seven:** Tuesday, Dec. 10 / Wednesday, Dec. 11

 TBA: Catch-Up Day

 Test Review

**Homework: Study for Test**

**Day Seven:** Thursday, Dec. 12/ Friday, Dec. 13

**TEST 5 (Format TBA, but likely 70 Multiple Choice questions, 2 FRQ’s)**