

Unit Reading Guide
Unit Five: States of Consciousness
Unit Six: Learning

Unit Five: States of Consciousness

Key Terms:

For key terms, be able to explain the meaning of the term (like with any vocabulary), but also be able to explain what is significant about the term in the context of the unit (i.e., what the book says) and in the larger context of the study of psychology. Your textbook is the first place to start. Online sources, such as Quizlet, are helpful for study and review but should not be your only source of information. Bolded terms correlate to what is shown in the AP Psychology Course Requirements.

Concepts			
Consciousness	Delta Waves	Latent Content	Barbiturates
Hypnosis	NREM Sleep	REM Rebound	Opiates
Posthypnotic Suggestion	Suprachiasmatic Nucleus (SCN)	Substance Use Disorder	Stimulants
Dissociation	Insomnia	Psychoactive Drug	Amphetamines
Circadian Rhythm	Narcolepsy	Tolerance	Nicotine
REM Sleep	Sleep Apnea	Addiction	Cocaine
Alpha Waves	Night Terrors	Withdrawal	Methamphetamine
Sleep	Dream	Depressants	Ecstasy (MDMA)
Hallucinations	Manifest Content	Alcohol Use Disorder	Hallucinogens
LSD	Near-Death Experience	THC	
Key Individuals			
William James	Ernest Hilgard	Sigmund Freud	

Unit Five Essential Questions

These do not represent the entirety of what students must understand. They do, however, point people in the correct direction. Use these questions to see where the concepts above “fit.” Also, use the questions listed as a guide in your reading.

1. In what way have people been fascinated with the study of consciousness throughout history?
2. What is hypnosis, and how does the process generally work?
3. Consider: is hypnosis an altered state of consciousness?
4. How do the body’s biological rhythms influence daily life?
5. What are the different stages of sleeping and dreaming?
6. What are the different biological and environment influences on sleep patterns?
7. Why is sleep important?
8. What are the effects of sleep loss?
9. What are the major sleep disorders?
10. How can we understand common dream content?
11. What are the leading thoughts on why might people dream?
12. How do tolerance and addiction work both physiologically and psychologically?
13. What are the common misconceptions about addiction?
14. What are depressants, including specific examples of such provided in the reading, and what effect do they have on behavior and the body?
15. What are stimulants, including specific examples of such provided in the reading, and what effect do they have on behavior and the body?
16. What are hallucinogens, including specific examples of such provided in the reading, and what effect do they have on behavior and the body?

Unit Six: Learning

Key Terms:

For key terms, be able to explain the meaning of the term (like with any vocabulary), but also be able to explain what is significant about the term in the context of the unit (i.e., what the book says) and in the larger context of the study of psychology. Your textbook is the first place to start. Online sources, such as Quizlet, are helpful for study and review but should not be your only source of information. Bolded terms correlate to what is shown in the AP Psychology Course Requirements.

Concepts			
Learning	Extinction	Reinforcement Schedule	Extrinsic Motivation
Habituation	Spontaneous Recovery	Continuous Reinforcement	Coping
Associative Learning	Generalization	Partial (intermittent) Reinforcement	Problem-Focused Coping
Stimulus	Discrimination	Fixed-Ratio Schedule	Emotion-Focused Coping
Cognitive Learning	Operant Conditioning	Variable-Ratio Schedule	Learned Helplessness
Classical Conditioning	Law of Effect	Variable-Interval Schedule	External Locus of Control
Behaviorism	Operant Chamber	Punishment	Internal Locus of Control
Neutral Stimulus	Reinforcement	Biofeedback	Self-Control
Unconditioned Response (UR)	Shaping	Respondent Behavior	Observational Learning
Unconditioned Stimulus (US)	Discriminative Stimulus	Operant Behavior	Modeling
Conditioned Response (CR)	Positive Reinforcement	Cognitive Map	Mirror Neurons
Conditioned Stimulus (CS)	Negative Reinforcement	Latent Learning	Prosocial Behavior
Acquisition	Primary Reinforcer	Insight	
Higher Order Conditioning	Conditioned Reinforcer	Intrinsic Motivation	
Key Individuals			
Ivan Pavlov	John B. Watson	B.F. Skinner	Edward Thorndike
John Garcia	Robert Rescorla	Edward Tolman	Albert Bandura

Unit Six Essential Questions

These do not represent the entirety of what students must understand. They do, however, point people in the correct direction. Use these questions to see where the concepts above “fit.” Also, use the questions listed as a guide in your reading.

1. What is the definition of learning?
2. What is the behaviorist view of learning?
3. What are the basic components and processes of classical conditioning?
4. Why does Pavlov’s work remain so important?
5. In what way does classical conditioning apply to human health and well-being?
6. What are the basic components and processes of operant conditioning?
7. What are the differences between positive and negative reinforcement and how reinforcers are used?
8. What are the differences among the different reinforcement schedules and how they affect behavior?
9. What is similar, and different, about punishment and reinforcement?
10. What are the ways in which operant conditioning applies to real-world examples, such as those related to school, sports, work, home, and self-improvement?
11. What are the differences (and maybe similarities) between classical and operant conditioning?
12. In what way does biology constrain conditioning, and how does cognition affect conditioning?
13. In what ways are coping and personal control related to conditioning?
14. How does observational learning work?
15. How do mirror neurons contribute to our understanding of observational learning?
16. How does observational learning affect prosocial and antisocial behavior?

Advanced Placement Psychology Unit Outlines

Unit Five: States of Consciousness (2–4% of the AP Exam)—AP Topic Outline

Understanding consciousness and what it encompasses is critical to an appreciation of what is meant by a given state of consciousness. The study of variations in consciousness includes an examination of the sleep cycle, dreams, hypnosis, circadian rhythms, and the effects of psychoactive drugs.

AP students in psychology should be able to do the following:

- Describe various states of consciousness and their impact on behavior.
- Discuss aspects of sleep and dreaming:
 - stages and characteristics of the sleep cycle;
 - theories of sleep and dreaming;
 - symptoms and treatments of sleep disorders.
- Describe historic and contemporary uses of hypnosis (e.g., pain control, psychotherapy).
- Explain hypnotic phenomena (e.g., suggestibility, dissociation).
- Identify the major psychoactive drug categories (e.g., depressants, stimulants) and classify specific drugs, including their psychological and physiological effects.
- Discuss drug dependence, addiction, tolerance, and withdrawal.
- Identify the major figures in consciousness research (e.g., William James, Sigmund Freud, Ernest Hilgard)

Unit Five: Learning (7–9% of the AP Exam)—AP Topic Outline

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).