AP Psychology
Van Over

Unit Reading Guide
Unit Ten: Personality
Unit Eleven: Testing and Individual Differences (Intelligence)

Unit Ten: Personality
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	(In general order from	right to left) →→→→→→	→→→→→→→
Personality	Free Association	Psychoanalysis	Unconscious
Id	Ego	Superego	Psychosexual Stages
Oedipus Complex	Identification	Fixation	Defense Mechanisms
Repression	Psychodynamic Theories	Collective Unconscious	Projective Test
Thematic Apperception Test	Rorschach Inkblot Test	False Consensus Effect	Terror-Management Theory
Humanistic Theories	Self-Actualization	Unconditional Positive Regard	Self-Concept
Trait	Personality Inventory	Minnesota Multiphasic Personality Inventory (MMPI)	Empirically Derived Test
Social-Cognitive Perspective	Behavioral Approach	Reciprocal Determinism	Positive Psychology
Self	Spotlight Effect	Self-Esteem	Self-Efficacy
Self-Serving Bias	Narcissism	Individualism	Collectivism

Unit Ten 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. How did Freud arrive at his view of the unconscious mind through his views on psychological disorders?
2. What is Freud's view of personality?
3. According to Freud, what are defense mechanisms?
4. How do contemporary psychologists view Freud's perspective on personality development? Which ideas were rejected and which were accepted by his followers?
5. How do projective tests work and how are they applied?
6. How do critics view projective tests?
7. What is the modern view of the unconscious?
8. How did the humanistic psychologists view personality?
9. What were the goals of humanistic psychologists in studying personality?
10. What are the assessment techniques used by humanistic psychologists to determine a person's sense of self?
11. What are the ways in which humanistic theories have influenced psychology?
12. What do the critics say about humanistic psychology?
13. How are traits used to describe personality?
14. What are the strengths and weaknesses of personality inventories?
15. Which traits provide the most useful information about personality variation?
16. Does research support the consistency of personality traits over time and across situations?
17. Who developed the social-cognitive perspective on personality?
18. How do the researchers of the social-cognitive theory describe personality development?
19. How do social-cognitive researchers explore behavior—and how have those views been criticized?
20. Why is research often focused on the self?
21. How is self-esteem important to a person's well-being?
22. What is the evidence for self-serving bias?
23. What are the differences between defensive and secure self-esteem?
24. What are the differences between individualist and collective cultures and their influences on personality?

Unit Eleven: Testing and Individual Differences (Intelligence)
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	(In general order from	right to left) →→→→→→	→→→→→→→
Intelligence	Intelligence Test	General Intelligence	Factor Analysis
Savant Syndrome	Grit	Emotional Intelligence	Mental Age
Stanford-Binet	Intelligence Quotient (IQ)	Achievement Test	Aptitude Test
Wechsler Adult Intelligence Scale	Standardization	Normal Curve	Reliability
Validity	Content Validity	Predictive Validity	Cohort
Crystallized Intelligence	Fluid Intelligence	Intellectual Disability	Down Syndrome
Heritability	Stereotype Threat		
Key Contributors			
Charles Spearman	L.L. Thurstone	Howard Gardner	Robert Sternberg
Francis Galton	Alfred Binet	Louis Terman	David Wechsler
Carol Dweck			

Unit Eleven 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 are the different definitions of intelligence—and why are there so many different definitions?
2. Is intelligence a description of general ability?
3. What are the differences between the theories of Gardner and Sternberg?
4. What are the four components of emotional intelligence?
5. To what extent is brain anatomy and neural processing speed linked to intelligence?
6. What are the reasons that intelligence tests were created?
7. What are the differences between achievement tests and aptitude tests?
8. What is standardization and how is it related to the normal curve?
9. How stable are intelligence scores over the lifespan?
10. What are the characteristics of intelligence scores when it comes to extremes of intelligence?
11. What evidence exists of genetic and environmental links to intelligence and heritability?
12. How do genders differ in mental ability scores? Why?
13. How do racial and ethnic groups differ in mental ability scores? Why?
14. In what way do some researchers believe that intelligence tests are biased?

Advanced Placement Psychology Unit Outlines
X. Personality (5–7% of the AP Exam)
In this section of the course, students explore major theories of how humans develop enduring patterns of behavior and personal characteristics that influence how others relate to them. The unit also addresses research methods used to assess personality.
- Compare and contrast the major theories and approaches to explaining personality (e.g., psychoanalytic, humanist, cognitive, trait, social cognition, behavioral).
- Describe and compare research methods (e.g., case studies and surveys) that psychologists use to investigate personality.
- Identify frequently used assessment strategies (e.g., the Minnesota Multiphasic Personality Inventory [MMPI], the Thematic Apperception Test [TAT]), and evaluate relative test quality based on reliability and validity of the instruments.
- Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g., collectivistic versus individualistic cultures).
- Identify key contributors to personality theory (e.g., Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, Carl Rogers).

XI. Testing and Individual Differences (5–7% of the AP Exam)

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).