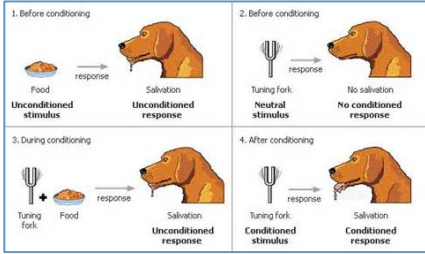
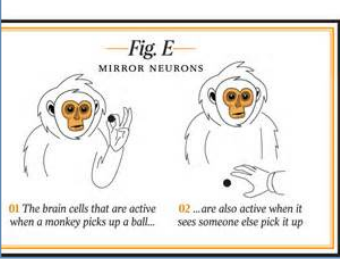


Rigorous Learning Goal/Scale – 3 learning goals: CC, OC & Obs/modeling 1
“ LGoals AP PSYCH SP Ch 5.docx”
2015-2016

<p>Course:</p>	<p>#1 AP PSYCHOLOGY UNIT 5 : Classical Conditioning</p>
<p>Score 4 Additional Success with the complex content and concepts—inferences, novel applications</p>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. <i>Students will be able to connect Classical Conditioning to survival.</i> <i>Conditioning helps an animal reproduce (get food, avoid anger, mate).</i> <i>Learning enables animals to adapt to their environment.</i> <i>This is biologically constrained.</i></p> <div style="text-align: center;">  </div> <p>Student makes no major errors or omissions regarding the score 4 content</p>
<p>Score 3 Mastery of complex content and concepts of learning goal</p>	<p>TARGET LEARNING GOAL: The student will be able to <i>independently</i> explain the principals of <i>Classical Conditioning</i></p> <ul style="list-style-type: none"> • <i>Pavlov’s experiment (vocabulary sets 1 & 2 below)</i> • <i>Extending Pavlov’s understanding (sets 3 & 4 below)</i> • <i>Pavlov’s legacy: CC and objective study of learning</i> • <i>Applications: Cravings/triggers, basis for Watson/Rayner/little albert</i> <p>Student makes no major errors or omissions regarding the score 3 content</p>
<p>Score 2 Success with simpler content—vocabulary, foundational skills</p>	<p>Vocabulary: Set 1: Conditioning = learning, Classical conditioning, behaviorism, unconditioned response (UR), unconditioned stimulus (US), Conditioned response (CR), Conditioned stimulus (CS), Neutral stimulus (NS)</p> <p>Set 2: acquisition, higher-order conditioning, extinction, spontaneous recovery, generalization and discrimination</p> <p>Set 3: <u>Extending Pavlov’s understanding: cognitive processes</u> Rescorla and Wagner –predictability & expectancy Martin Seligman – learned helplessness In general, humans respond best to CC + cognitive training</p> <p>Set 4: <u>Extending Pavlov’s understanding: biological predispositions</u> Each animal’s learning is constrained by biology (survival principle) Martin Seligman – learned helplessness In general, humans respond best to CC + cognitive training John Garcia – organisms are primed to CC stimuli that help them survive. (birds: sight)</p> <p>Student makes no major errors or omissions regarding the score 2 content</p>
<p>Score 1</p>	<p>Some success, with help.</p>
<p>Score 0</p>	<p>No success, even with help</p>

Rigorous Learning Goal/Scale – 3 learning goals: CC, OC & Obs/modeling **2**
“ LGoals AP PSYCH SP Ch 5.docx”
2015-2016

<p>Course:</p>	<p>#2 AP PSYCHOLOGY UNIT 5 : Operant Conditioning</p>
<p>Score 4</p> <p>Additional Success with the complex content and concepts—inferences, novel applications</p>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught using one of these concepts:</p> <ul style="list-style-type: none"> • <i>Conditioning tells you what to do, punishment only tells you what not to do.</i> • <i>In comparing CC and OC, behavior is key.</i> <div data-bbox="834 466 1109 741" style="text-align: center;"> </div> <p>Student makes no major errors or omissions regarding the score 4 content</p>
<p>Score 3</p> <p>Mastery of complex content and concepts of learning goal</p>	<p>TARGET LEARNING GOAL: The student will be able to explain the principals of <i>Operant Conditioning</i></p> <ul style="list-style-type: none"> • <i>Skinner’s experiment – based upon Thorndike’s</i> • <i>Extending Skinner’s understanding</i> • <i>Skinner’s legacy</i> <p>Student makes no major errors or omissions regarding the score 3 content</p>
<p>Score 2</p> <p>Success with simpler content—vocabulary, foundational skills</p>	<p>The student will recognize or recall specific vocabulary or basic content, such as:</p> <p><i>Concepts</i></p> <ul style="list-style-type: none"> • <i>Negative reinforcement is NOT punishment</i> • <i>Associative learning (Learned associations between behavior and results)</i> • <i>Thorndike’s Law of effect</i> • <i>Basis of Skinner’s behavioral technology/behavior control</i> • <i>Operant chamber/Skinner Box</i> • <i>Respondent behavior vs. Operant behavior</i> • <i>Shaping/successive approximations</i> <p><i>How does operant conditioning work? – the goal (generally) is to MAINTAIN a behavior</i></p> <ul style="list-style-type: none"> • <i>Positive</i> • <i>Negative</i> • <i>Reinforcement</i> • <i>Stimulus</i> • <i>Quadrants of operant conditioning</i> • <i>Primary reinforce</i> • <i>Conditioned (or secondary) reinforcer</i> • <i>Continuous reinforcement unlikely – leads to extinction</i> <p><i>(Partial) Reinforcement schedules: fixed, variable, ratio, interval</i> <i>Punishment: positive, negative; Drawbacks of punishment: suppressed behavior, discrimination (picking time and place), fear, modeling aggression</i> <i>Extending Skinner :</i> <i>Latent Learning – Tolman & Honzik/cognitive map</i> <i>Insight learning</i> <i>Intrinsic and extrinsic motivation</i> <i>Insinctive drift Keller & Marian Breland)</i></p> <p>Student makes no major errors or omissions regarding the score 2 content</p>
<p>Score 1</p> <p>Partial success with help</p>	<p>With help, student achieves partial success at score 2 content and/or score 3 content</p>
<p>Score 0</p> <p>No success even with help</p>	<p>Even with help, no success</p>

<p>Course:</p>	<p>#3 AP PSYCHOLOGY UNIT 5 : Observation/Modeling</p>
<p>Score 4</p> <p>Additional Success with the complex content and concepts—inferences, novel applications</p>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught:</p> <ul style="list-style-type: none"> • <i>What is observational learning and how is it enabled by mirror neurons?</i> • <i>That we have mirror neurons shows how social we are</i> <div style="text-align: center;">  <p style="text-align: center;">Fig E MIRROR NEURONS</p> <p>01 The brain cells that are active when a monkey picks up a ball... 02 ...are also active when it sees someone else pick it up</p> </div> <p>Student makes no major errors or omissions regarding the score 4 content</p>
<p>Score 3</p> <p>Mastery of complex content and concepts of learning goal</p>	<p>TARGET LEARNING GOAL: The student will be able to explain the principals of <i>What is Observatonal learning (AKA Social Learning)</i> <i>Mirror neurons (Giacomo Rizzolatti)</i> <i>Theory of mind (inferring another’s mental state)</i></p> <p>Student makes no major errors or omissions regarding the score 3 content</p>
<p>Score 2</p> <p>Success with simpler content—vocabulary, foundational skills</p>	<p>The student will recognize or recall specific vocabulary or basic content, such as:</p> <p><i>Albert Bandury/Bobo</i> <i>Prosocial and antisocial effects</i> <i>Desensitization to violence</i></p> <p>Student makes no major errors or omissions regarding the score 2 content</p>
<p>Score 1 Partial success with help</p>	<p>With help, student achieves partial success at score 2 content and/or score 3 content</p>
<p>Score 0 No success even with help</p>	<p>Even with help, no success</p>