

***AP Psychology – Learning Goals
Myers’ Psychology for AP: Unit XI
Intelligence & Testing***

Discuss the difficulty of defining <i>intelligence</i> .
Present arguments for and against considering intelligence as one general mental ability.
Compare Gardner’s and Sternberg’s theories of intelligence.
Describe the four components of emotional intelligence.
Describe the relationship between intelligence and brain anatomy.
Describe the relationship between intelligence and neural processing speed.
Discuss the history of intelligence testing.
Distinguish between aptitude and achievement tests.
Explain the meaning of standardization , and describe the normal curve . Be able to interpret the meaning of test results when provided with mean, standard deviation, and a z-score .
Explain the meanings of reliability and validity .
Describe the stability of intelligence scores over the lifespan, differentiating between crystallized and fluid intelligence.
Describe the traits of those at the high and low intelligence extremes.
Discuss the evidence for a genetic influence on intelligence, and explain what is meant by heritability .
Discuss the evidence for environmental influences on intelligence.
Describe how and why the genders differ in mental ability scores.
Describe how and why racial and ethnic groups differ in mental ability.
Discuss whether intelligence tests are inappropriately biased.

Key People (be able to describe their contributions):

- Charles Spearman
- Howard Gardner
- Robert Sternberg
- Francis Galton
- Lewis Terman
- Alfred Binet
- David Weschler
- Carol Dweck