Unit 1 Cheat Sheet: Biological Bases of Behavior

AP® Psychology · Unit 1 Review · Blank practice version

The big idea: Unit 1 follows a signal from the world into you. What happens to it in the senses, the neurons, and the brain?

How to use it: Fill in every box from memory before you look anything up. Then check your answers against the full cheat sheet and star anything you missed. Those are your review targets.

KEY TERMS

Heredity and the nervous system (Topics 1.1 and 1.2)

Adoption vs. family studies	
Evolutionary perspective	
Eugenics	
Central vs. peripheral nervous system	
Somatic vs. autonomic	

Neurons and neural firing (Topic 1.3)

Neurons vs. glial cells	
Reflex arc	
Resting potential vs. threshold	
Depolarization vs. refractory period	
Reuptake	
Multiple sclerosis vs. myasthenia gravis	

Hormones and drugs (Topic 1.3)

Neurotransmitters vs. hormones	
Adrenaline, melatonin, oxytocin	
Leptin vs. ghrelin	
Stimulants vs. depressants	
Hallucinogens vs. opioids	
Tolerance vs. withdrawal	

The lower brain (Topic 1.4)

Brainstem (medulla)	
Reticular activating system	
Cerebellum	

Limbic system, cortex, and scans (Topic 1.4)

Thalamus vs. hypothalamus	
Hippocampus vs. amygdala	
Frontal vs. parietal lobe	
Prefrontal cortex	

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Temporal vs. occipital lobe	
Plasticity	
EEG vs. fMRI	

Sleep (Topic 1.5)

Circadian rhythm	
REM rebound	
Restoration vs. consolidation	
Activation-synthesis vs. consolidation	
Insomnia, narcolepsy, sleep apnea	
REM sleep behavior disorder	

Sensation (Topic 1.6)

Sensory adaptation	
Rods vs. cones	
Trichromatic vs. opponent-process	
Place, frequency, volley theories	
Conduction vs. sensorineural	
Olfaction	
Gate control theory	
Vestibular sense vs. kinesthesis	

NEUROTRANSMITTERS (TOPIC 1.3): THE ONLY EIGHT THE EXAM ASKS ABOUT

NEUROTRANSMITTER	WHAT IT DOES
Dopamine	
Serotonin	
Norepinephrine	
Glutamate	
GABA	
Endorphins	

NEUROTRANSMITTER	WHAT IT DOES
Substance P	
Acetylcholine	

DON'T CONFUSE THESE

Twin study logic	
Sympathetic vs. parasympathetic	
All-or-none principle	
Agonist, antagonist, reuptake inhibitor	
Broca's vs. Wernicke's area	
NREM 3 vs. REM sleep	
Absolute threshold vs. just-noticeable difference	
Sensation vs. perception	

STUDIES TO KNOW COLD

Split-brain (Sperry, Gazzaniga)	
Bouchard's twins reared apart	
Maguire's London taxi drivers	
Patel's taxi driver study (2024)	
Dillard's hearing meta-analysis	

FRQ: HOW UNIT 1 SHOWS UP

PROMPT SAYS	WHAT TO DO
Identify or state	
Describe	
Explain	
Propose	
Support or refute	
Use evidence	

Likely Unit 1 FRQ angles

- Identify the method, like a correlational study of death records, and state an operational definition.
- Describe what a difference in mean or median sleep shows.
- Identify an ethical guideline used, like informed consent.
- Explain how far the findings generalize, given who took part, like only ages 12 to 34.
- Explain how a finding supports or refutes the hypothesis.
- Propose a claim, then support it with two sources and a different concept for each (EBQ).

> **FRQ rules:** Apply each concept to the study or source; a definition alone earns nothing. Cite EBQ sources by number (Source 1, 2, or 3). Write in complete sentences.

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