



**Examples of UWorld's Commitment to Diverse and
Unbiased Content in AP[®] Teaching and Learning
Solutions**



I. About UWorld

At UWorld, we build exceptional online learning tools that make really hard stuff easy to understand.

We are dedicated to ensuring that students are successful on their path to college and beyond. Our research-based learning tools help empower students to do their best in their AP® courses and exams and on the SAT® & ACT® exams. We save teachers time, boost student success, and ensure educators have what they need to support instruction, monitor progress, and build student confidence.

II. Commitment to Diverse and Unbiased Content

UWorld's College Readiness content team consists of former teachers, tutors, AP readers, Table Leaders, and administrators who are all committed to producing the highest quality content possible. This commitment includes ensuring that all student populations are appropriately represented within our content. Our content team also implements a rigorous content review process that includes looking for and eliminating bias and ensuring inclusiveness.

While our primary objective is to make sure that the questions, explanations, and other content in our products are as closely aligned to AP courses and exams as possible, we are proud that we include a substantial amount of diversity in our chosen source materials and our original content.

- In our math courses, we make sure to include diverse names in questions.
- In our ELA products, 42% of our prose and poetry selections are written by women.
- We also include LGBTQ+ authors like Oscar Wilde, D. H. Lawrence, Virginia Woolf, and Willa Cather.
- Our illustration team is specifically training to promote diversity in our images and ensure all demographics are represented.

The following content from our Learning Tools for AP Courses show examples of some of our diverse content.

III. Examples

1. AP English Literature and Composition - "The Eagle" by Native American Poet Joy Harjo

Questions 1–10 are based on the following passage.
"Eagle Poem" by Joy Harjo

Line To pray you open your whole self
To sky, to earth, to sun, to moon
To one whole voice that is you.
And know there is more

5 That you can't see, can't hear,
Can't know except in moments
Silently growing, and in language
That aren't always sound but other
Circles of motion.

10 Like eagle that Sunday morning
Over Salt River. Circled in blue sky
In wind, swept our hearts clean
With sacred wings.
We see you, see ourselves and know

15 That we must take the utmost care
And kindness in all things.
Breathe in, knowing we are made of
All this, and breathe, knowing
We are truly blessed because we

20 Were born, and die soon within a
True circle of motion,
Like eagle rounding out the morning
Inside us.
We pray that it will be done

25 In beauty,
In beauty.

(1990)

In the context of the first sentence, "you open your whole self" (Line 1) implies the

- A reader's expectations (0%)
- B reader's challenge to the speaker (0%)
- C reader's vulnerability (100%)
- D speaker's emerging identity (0%)
- E speaker's feelings of uncertainty (0%)

Omitted
Correct answer: C
Collecting Statistics
0 secs
Time Spent
06/28/2022
Last Updated

Explanation

To pray you open your whole self
To sky, to earth, to sun, to moon
To one whole voice that is you.

Read and summarize the first sentence, which includes the phrase in question, then draw a conclusion about what the phrase implies.

The speaker addresses the reader by saying that "you open your whole self" to the "voice that is you." In other words, the speaker is describing how prayer requires the reader to be vulnerable (open). Therefore, it is reasonable to conclude the phrase implies the reader's vulnerability.

(Choices A and B) In the poem, it is the speaker who addresses the reader. The reader does not challenge the speaker, nor does the speaker address any expectations of the reader.

(Choice D) There is not enough evidence to show that the speaker's identity is changing or emerging. In contrast, the speaker is conveying the hope that the reader will be open to hearing the "whole voice that is you."

(Choice E) The poem does not mention how the speaker is feeling. Instead, it represents the speaker's advice for the reader.

Things to remember:
Read the entire sentence that includes the phrase and draw a conclusion about what it implies.

Copyright © UWorld. All rights reserved.

2. AP U.S. History - Native American Ghost Dance

Ghost Dance (late 19th-century)

A Native spiritual ceremony dedicated to nonviolence and shunning of American ways. Through a trance-like dance, followers believed their ancestors would tell them of a day when Americans would be gone and the buffalo would return.



©UWorld

3. AP English Language and Composition - Zoom Fatigue & Hearing Impairment

Questions 1–8 are based on the following passage.

The passage below is a draft.

Zoom Fatigue

(1) With more people than ever now working from home (as I have been for the past year), holding video conferences on Zoom or other platforms has become an essential tool for meeting and collaborating in real time. (2) It is not uncommon for such sessions to drag on for an hour or more and take place numerous times throughout the day. (3) It should be no surprise, then, that many of us have begun to report feeling "Zoom fatigue" at the end of the workday. (4) Mario Svirsky, professor of hearing science at NYU Langone Health Medical Center, confirms that this effect is the result of what audiologists refer to as "concentration fatigue." (5) During video calls, auditory interference (e.g., background noise, pinging email alerts, or generally poor sound or connection quality) requires us to work harder to understand each other. (6) Often this auditory overload is exacerbated by overwhelming visual stimuli. (7) As we are working hard to listen and calculate the timing of our own comments, we are also processing multiple images of co-workers shifting about, making it difficult to determine where to focus in order to read facial expressions and body language.

(8) Although Zoom fatigue is a relatively new phenomenon of our technological age, it is similar to what the deaf and hard of hearing communities experience regularly. (9) These individuals expend extra mental energy in most interactions to focus on lipreading and reading sign language while still paying attention to facial expressions and body language. (10) As they juggle all this complex input, bits of information inevitably get dropped; to the contrary, the brain must work harder to piece together a coherent message from what remains. (11) Ariel Hight, a postdoctoral fellow at NYU Langone Health Center, who has hearing loss himself, explains that even if "you're just missing one or two words or a little bit of information, it can have a snowball effect" and can impact your ability to participate or contribute.

(12) Some of the same techniques that the deaf and hard of hearing community use to address these challenges could work for anyone experiencing Zoom fatigue. (13) Hight suggests being "proactive with the people you work with about communication." (14) My colleagues and I have done this by discussing video conferencing etiquette and hashing out whether we really need to chat about business on camera. (15) Finally, both Hight and Svirsky advise everyone to consider a very basic strategy: give yourself the time you need to unplug and recharge.

4. AP U.S. History - Women's Liberation Movement

Women's Liberation Movement (est. mid-1960s)

Young women disillusioned by their second-class roles in the Civil Rights movement made personal freedom a political issue. They rejected traditional gender roles as oppressive and asserted a woman's right to control her reproduction.



©UWorld

5. AP English Language and Composition - Alex Marzano-Lesnevich, non-binary/trans experience

Questions 1–12 are based on the following passage.

The excerpt below is from a recent memoir about the author's experiences growing up as a girl.
 "Hungry and Careless" by Alex Marzano-Lesnevich

Line How I hated the jodhpurs! If you've worn them, you know why, can probably compare their feel against your legs: the heavy yet too stretchy material, that color like sand or Play-Doh or a pallid doll's hard plastic flesh, a color that has never looked good on anyone, only determinedly offensive, the most offensive thing about it. Just then the horrible cling of those pants, the way they were just your shape in them, the bad bloom of your body right there for you and your man and the other horse girls to see. Worse yet was that the pants somehow conveyed in their very fabric the suggestion of how they were supposed to look: smooth and elegant, like you were tall and thin and had hair as straight and plain as the pants. Like you were one of the cool blond saplings of a Ralph Lauren ad, part of an idea of America that had taken British tradition and Western adventure and forged a wholesome new myth from it.

5 Like, in other words, you had money. Money was what the tall black riding boots cost, as well as the 14-karat horseshoes that hung on chains from the horse girls' necks and dangled from their charm bracelets. Money meant that your hair was honeyed and your clothes cut well and you'd learned to dance at the country club on the hill, where your father played golf, and that the pants and the helmet and the riding crop and even the horse weren't borrowed, but your very own. The one time I remember going to the tack¹ shop a town over in northern New Jersey—ours shirring to be a lousy town of cash, always shirring, but the other far better, my sisters and I raised to be affluent to that difference—I gaped at the perfection of what was on display: tiny dapple horses with their finer, briefly caryocomb; the gorgeous gleaming leather of the saddles. Imagine coming your own saddle! Here, slumping through racks of jodhpurs for ever smaller sizes, were the girls who never got messy even as they mucked stalls, the girls whose hair stayed neat in their ponytails as they rode the backs of hunking, sweating creatures. Who were long-limbed and loose-limbed and who went to, oh god, summer camp. A tribe of girls, a flock of girls, a stable—the collective noun—of horse girls.

10 Then there was me.

I looked like a perfectly ordinary girl, if you want to know the truth. I tell you that to remind myself of it, too, so hard it remains to look at photographs from that time. The girl in them has long curly hair that pokes up around her face with fizz and snarls in the back into a dark, knotted cloud. Her glasses are big and round and always sliding down her nose. That nose is tickled, and while it might not have anything as obvious as nevusprint on it, it somehow nonetheless carries the suggestion that it belongs in a book. If you could coax her to speak, her voice would barely get a whisper. She pretends the shadows at the sides of the stalls. She seems to want to be swallowed up by the shadows, the way her dark green T-shirt swallows her up before the light betrayal of the pants.

20 A borrowed riding crop in her hand, a borrowed helmet on her head, all these needed props that tie her to this role. That riding helmet was hard plastic covered in the soft fuzz of black velvet, an adult men's large, size 7^{1/2}, and I still know that size because it always occasioned comment at the store, that a girl should have a men's-size head.

But let's go back to those pants. Because only writing this do I realize I've conflated two pictures, two outfits: the pale gray of Little League's "stripa party", paired with the dark green shirt. Those stripes were stretchy, they clung, but still, I felt only pride wearing them, never shame. The other kids on the team were all boys, and I took my place with them as though there I might belong, as though the pants fit me the same way they did them, proud to be a pitcher, proud to throw my one no-hitter and collect the signed game ball after covered in my classmate's "scowls." Why was I happier then, when I looked in the mirror after games, my hair lank and sweaty under the ball cap, my shirt come untucked, dirt patches at my knees, the glove I oiled and kept under my mattress still clenched in my fist? What power did these symbols have, this context, that spun a story that let me forget my body and my unease? And when a retrograde state law swept through our backyards, sunning young women from Little League at a supposed fear for our developing shoulders, and redirecting us to softball, why did I never take to softball like the other girls, to what was supposed to be the sport for growing girl bodies?

25 I hated, I suppose, orderliness, all the *shoulds* that had suddenly arrived into my life.

A perfectly ordinary girl. Sometimes when I reach back into the past, when I—let's go for the language, why not—try to muck out the past, this is what I come up against: I don't understand how I felt back then. I didn't have words for what I felt, or a narrative that could tell me who I was. But now that I do, the signs of what was writing are everywhere, obstacles laid out to be jumped.

1. brown pants that are part of the traditional English horse-riding uniform
 2. equipment needed for riding a horse
 3. stretchy pants with straps at the end of the legs that slide under one's feet

The author most likely chose to begin this narrative by describing the look and feel of jodhpurs (Lines 1–4) in order to

- A illustrate the importance of adhering to the traditions of English riding (0%)
- B focus the audience on the author's unique perspective and emotional responses (100%)
- C reveal the author's underlying motivation for abandoning English riding (0%)
- D demonstrate the challenges young people face when taking up a new sport (0%)
- E refer to an experience that the audience is likely to have had (0%)

Unlimited
 Correct answer: B

Collecting Statistics

0 secs
 Time Spent

11/11/2022
 Last Updated

Explanation

Examine the description of jodhpurs in Lines 1–4 and consider how these details prepare the audience to understand the author's purpose in the rest of the passage.

The author begins by describing the awful look and feel of jodhpurs (English riding pants) and how uncomfortable it felt to wear them:

- "the heavy yet too stretchy material"
- "a color that has never looked good on anyone"
- "the horrible cling, there was just your shape in them"
- "Worse yet was that the pants somehow conveyed in their very fabric the suggestion of how they were supposed to look: smooth and elegant... tall and thin..."

By beginning with a strong dislike for jodhpurs and implying that she wasn't the "tall and thin" girl they seemed to be designed for, the author focuses the audience on personal memories and emotions, such as feeling out of place among the thin, blonde, and wealthy "horse girls" or experiencing pride when playing Little League. Therefore, the description of jodhpurs focuses the audience on the author's unique perspective and emotional responses.

(Choices A, C, D, and E) The author expresses hatred for jodhpurs in these lines but does NOT:

- Choice A: Suggest that traditions of English riding culture, such as wearing jodhpurs, must be followed
- Choice C: Indicate that the author abandoned English riding
- Choice D: Indicate that horse riding was a new sport for the author
- Choice E: Expect everyone to know why jodhpurs are so unpleasant. Instead, the author states "if you've worn them," which indicates some are expected to be unfamiliar with them and need an explanation.

Things to remember:

When asked about the strategy used to introduce the passage, select the answer choice that reflects the details of the introduction and fits with the ideas in the rest of the passage.

Copyright © UWorld. All rights reserved.

6. AP U.S. History - Harlem Renaissance

Langston Hughes



Influential poet that shaped the African-American literary style

Zora Neale Hurston



Author and anthropologist. Her writing shaped African-American identity in the 20th century

Thomas "Fats" Waller



Musician that established the "Harlem Stride" piano style

7. AP U.S. History - Cesar Chavez



©UWorld

Like the Civil Rights movement, the **Latino movement in the Southwest** was built on a growing resistance to racism against Mexican Americans. Latino migrant workers in the region were exposed to harmful chemicals, starvation wages, corrupt labor contracts, intense labor for long hours, and deplorable conditions in migrant camps.

Led by **Cesar Chavez**, who was **inspired by the Civil Rights movement**, Latino activism in the 1960s shared many similarities with the Civil Rights movement:

- charismatic leaders and strong ties with churches
- nonviolent protests, organized marches, and boycotts
- the use of media to attract national attention
- volunteers who organized the resistance
- alliances with organized labor

(Choice A) Southern **sharecroppers**, a mix of black and white poor farmers, were socially divided by racism. Therefore, the Civil Rights movement didn't inspire renewed activism by this group.

(Choice B) School teachers, as a whole, were divided over the issues regarding the racial desegregation of public schools in the second half of the 20th century, but in more recent times have begun unified protests. Nevertheless, the Civil Rights movement didn't directly influence teacher activism.

(Choice D) The Progressive movement peaked in the early 20th century, and the activism depicted in the image didn't renew it.

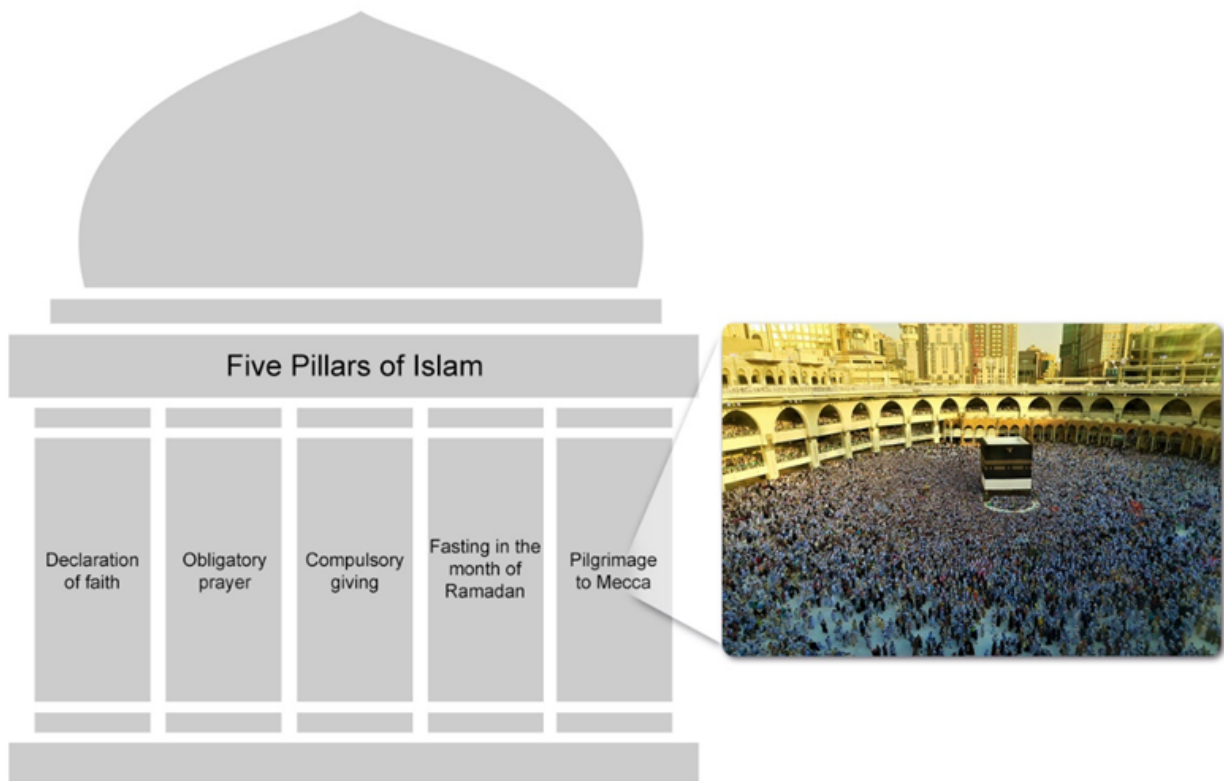
Things to remember:

The movement among African Americans for racial equality that began with the Civil Rights movement in the mid-1950s inspired other movements, including Latino activism for migrant workers in the late 1960s.

8. AP World History - Islam

Islam (est. mid-7th century)

Monotheistic religion founded by the Prophet Mohammad. Adherents have five key duties, called the Pillars of Islam, to fulfill during their lives. There are nearly 2 billion Muslims today, mainly divided between the Sunni and Shi'a sects.



©UWorld

Shi'a Islam (est. mid-600s)

Faith originating in the Arabian Peninsula based on the Prophet Mohammad's teachings. Believers hold that Islam's spiritual leaders, beginning with Ali ibn Abi Talib, must be related to the Prophet. With 200 million followers, it is the second-largest sect of Islam.



©UWorld

Sunni Islam

Faith originating in the Arabian Peninsula based on the Prophet Mohammad's teachings. Believers hold that Islam's spiritual leaders don't need to be descendants of the Prophet. With 1.8 billion followers, it is by far the largest sect of Islam.



Sheikh Zayed Grand Mosque, Abu Dhabi, UAE

©UWorld



9. AP English Language and Composition - Zavi Kang Engles, Korean-American Experience

Questions 1–13 are based on the following passage.

The following passage is from an essay published in the twenty-first century.

"My Mother's Tongue" by Zavi Kang Engles

Line My first word was *umma*, mom in Korean. But I called my father Dad. He was an early pioneer of the English teaching craze, the handsome American teacher on a morning public access TV show. My mother and her family woke up early to watch the show and recite useful English phrases to each other. He said he wanted to be a cook. She said he should become an English professor instead. Together, they enrolled in graduate school in the United States, two bewildering new worlds converging on my mother at once. She poured her emotions into painting, and her language into me. We walked often through the woods, holding hands, pointing out butterflies, leaves, flowers. *Nabi, Ip, Kott*. After every word I said correctly, she would clap, momentarily as giddy as the child I was. I would delight in her delight. We sang Korean folk songs while pinching off honeysuckle blossoms to taste the minute sweetness. I glowed with her love, basked in the warm security of what I thought was a language between us. Perhaps this is why strangers asked for our photos, in an attempt to capture a secret world between two people.

5 During extended stays in Korea, my cousins and I often wandered the streets unsupervised. Once, we stumbled on a Dippin' Dots ice cream machine on an otherwise unremarkable street in Seoul. Buzzing with anticipation, we carefully thumbed the requisite number of coins into the machine, yet it remained inert. After fumbling with the buttons in vain, my cousin disappeared into the adjacent store entrance. An old woman soon emerged, scowling and grumbling at my cousin behind her, but her expression quickly rearranged into one of intense curiosity when her eyes fell on me. "*Juhgiyo... iguh weh andaeoyo?*" I asked her why the machine wasn't working and her wrinkles re-constellated as she smiled, remarking on how wonderfully I spoke the language. "My mom is Korean," I offered. She nodded and said, "You're so pretty, your father must be American!"

10 As a child, speaking Korean in its land of origin had the same effect as an incantation, causing strangers to exclaim at my native accent and search my face for signs of my being one of them. When I spoke Korean, I unearthed a hidden thread that bound us together. Until the early 1990s, South Korea was one of the most ethnically homogenous countries in the world. It was only in 2007 that the foreign population in the entire country exceeded a million in a country of forty-nine million. Growing up, I was accustomed to the quizzical looks and double-takes as my speech sparked a recognition contradicted by my appearance, revealing a sameness that hadn't been seen before. Your *barim* is wonderful, I was told over and over. *Barim*—the word resonates like a homonym, meaning pronunciation but also breath, wind. In speaking well, I commanded the air, shaped the elementary force into a magical token that proved I belonged.

15 I visited extended family in Korea every summer, sometimes traveling with my parents, often alone. Humid days stretch long in my memory, listening to cicadas scream, growing fat on the many culinary expressions of love prepared for me by my aunts and my grandmother. My cousins and I were all close in age and we joked and argued in a constant, effortless babble. Back then, I translated often for my cousins, most of whom have now—as a symptom of what critics have called Korea's "English-worshipping"—surpassed my Korean ability with their English. I was the youngest one, the sore thumb. I remember asking my cousin if there was an opposite of double eyelid surgery—could I have mono-lids? She responded by poking me in the ribs. "First you have to get rid of all that American fat," she laughed. The phrase "almond-shaped eyes" describes nearly every Asian woman in English literature. I looked for them frequently in the mirror. Where was the Korean in me?

20 I had thought Korean was an ocean inside of me, its tide ebbing and flowing in conjunction with my proximity to other Koreans. Instead, it drained out of me over time, as if dripping from a sieve. My parents divorced, exacerbating the financial issues that had sparked the rupture. Costly flights to Korea ended in an abrupt collision with puberty. My cousins came to me instead, encouraged by their parents to immerse themselves in English. I threw myself into now-unhyphenated American adolescence, lapping up Plath and Sexton, dead white women who gave voice to the sense of loss that I could not contain nor name. Our home shrunk down to my father, who had stopped practicing his own Korean, and me. Occasionally, I watched Korean movies, assuming the words I couldn't understand were simply obscure. As time went on, I began to rely on other cues, a dramatic shift in music or a change in facial expression, to deduce what was happening. My mother had moved away, taking her tongue with her.

10. AP U.S. Government - Gay Marriage



The maps show the effect of the Supreme Court's decision in *Obergefell v. Hodges* (2015), which declared state bans on gay marriage unconstitutional.

The Court ruled that marriage is a fundamental liberty protected by the **due process clause** of the Fourteenth Amendment. The **due process clause** prevents the states from passing laws that deprive people of "life, liberty, or property without the due process of law." The Court ruled that states' denial of the right for same-sex couples to marry infringes upon liberty because it interferes with an individual's freedom to choose whom they wish to marry.

In states where gay marriage was illegal, same-sex unions were denied the same legal protections as opposite-sex marriages. Therefore, the Court found that denying same-sex couples the right to marry also violated the **equal protection clause** of the Fourteenth Amendment, which requires the equal application of the law to all citizens.

(Choice A) The **Second Amendment** covers the right to bear arms and isn't relevant to the legalization of gay marriage.

(Choice C) The **Seventeenth Amendment** instituted the direct election of senators, which has no connection to the legalization of gay marriage.

(Choice D) The right for same-sex couples to marry is not supported by the **Nineteenth Amendment**, which holds that voting rights cannot be denied on the basis of sex.

Things to remember:

In *Obergefell v. Hodges* (2015), the Supreme Court found that state bans on gay marriage violated both the due process clause and the equal protection clause of the Fourteenth Amendment.



11. AP English Language and Composition - Sign Language

Questions 1-9 are based on the following passage.

The passage below is a draft.

Why the World Needs a Universal Sign Language

(1) The DOE also cites the importance of early language acquisition; it plays a pivotal role in developing literacy, social and emotional learning skills, and an understanding of how to access key services. (2) Given the central role of language in communicating effectively and functioning successfully in society, extra care must be given to children who are deaf and hard of hearing to prevent them from falling behind developmentally. (3) Recent studies have found that approximately 1 in 1,000 children is born with some type of hearing loss. (4) One way to ensure their success is by teaching them sign language between 6 and 12 months of age. (5) Those with this learning experience tend to perform better in school, understand more of other languages, and have better life power in general. (6) Early language acquisition also reduces feelings of isolation and, as a result, instances of depression later in life. (7) Unfortunately, most deaf and hard of hearing people depend on lip reading, which isn't always a reliable method of communicating. (8) During the recent Covid-19 pandemic, more than 85% of deaf and hard of hearing people reported difficulty communicating due to masking, as well as increased feelings of isolation and depression. (9) In places like the United States, only 1% of deaf and hearing-impaired people use sign language, likely because only several hundred schools in the US offer American Sign Language (ASL). (10) So, even if deaf and hearing-impaired students are knowledgeable in ASL, their classmates typically are not. (11) Additionally, more than 300 different types of sign language exist across the globe, with great variation even among the most popular versions: Chinese, Brazilian, and Indo-Pakistani. (12) This makes it extremely difficult for global agencies to standardize sign language curricula, largely resulting in deaf and hard of hearing people being unable to communicate with people in other countries. (13) Despite any obstacles, the documented benefits of sign language use by those with severe hearing loss are irrefutable. (14) If countries are able to work together to streamline sign language into a more universal model, the benefits could be even greater. (15) A 2017 World Health Organization report concluded that the global cost of lost productivity due to unemployment among the deaf and hearing impaired was around \$165 billion annually. (16) Isolation-related issues cost another \$7.3 billion a year. (17) Even though a universal sign language would help provide those impacted by hearing loss with a better quality of life, it would free up global spending for other areas of need. (18) Let's match down to our local schools and get them to make a change today!

Which of the following sentences, if placed before [sentence 1](#), would best introduce the topic to the audience and help set up the main argument of the passage?

- A The US Department of Education (DOE) was created in 1979 when Congress passed the Department of Education Organization Act, which combined several federal agencies into one. (0%)
- B The US Department of Education (DOE) published a report in 2009 that found 37% of fourth grade students in the United States have failed to achieve basic levels of literacy, with low-income and minority groups facing the biggest challenges. (0%)
- C A 2020 report by the US Department of Education (DOE) shows that acquiring basic language skills is particularly difficult for children impacted by severe hearing loss. (100%)
- D American Sign Language uses approximately 4,000 different signs to enable deaf and hard of hearing people to communicate with one another. (0%)
- E As of 2016, around 14% of the world's population didn't have the skills necessary to read and write, though the global literacy rate has continued to climb every year as programs improve. (0%)

Omitted Correct answer C Collecting Statistics 0 secs Time Spent 11/11/2022 Last updated

Explanation

An opening sentence helps introduce readers to the subject that follows. Summarize each paragraph to determine the issue the passage focuses on and select the sentence that introduces this issue.

- P1: Learning language early is important in developing key life skills, and deaf and hard of hearing children need extra help to achieve that goal.
- P2: Those with hearing impairment should learn sign language early to ensure success in school and life and to prevent feelings of isolation and depression.
- P3: Learning sign language is more challenging than many realize because it's rarely taught in schools and has many variations worldwide.
- P4: Learning sign language has clear benefits, and countries should collaborate to create a universal sign language.

Because each paragraph focuses on the importance of language acquisition and the challenges hard of hearing and deaf individuals face in acquiring language, the new sentence should address this issue. One sentence does so: A 2020 report by the US Department of Education (DOE) shows that acquiring basic language skills is particularly difficult for children impacted by severe hearing loss.

(Choice A) This sentence mentions the Department of Education, which is the focus of (1), but does not introduce the focus of the passage: the challenges deaf and hard of hearing people face when acquiring key language skills.

(Choices B and E) These sentences mention the literacy levels of fourth grade students and the world's population overall. However, neither mentions the passage's focus: the challenges deaf and hard of hearing people face in acquiring key language skills.

(Choice D) This sentence examines the number of signs deaf and hard of hearing people use to communicate. Although it examines one aspect of sign language, it does not address the focus of the passage: the importance of acquiring language and the challenges the deaf and hard of hearing people face in doing so.

Things to remember:

Summarize each paragraph to determine the passage's focus and choose the sentence that introduces that issue.

Copyright © UWorld. All rights reserved.

12. Additional Examples - Representation in Images

Synesthesia

A rare neurological condition in which the stimulation of one sense leads to the experience of another sense

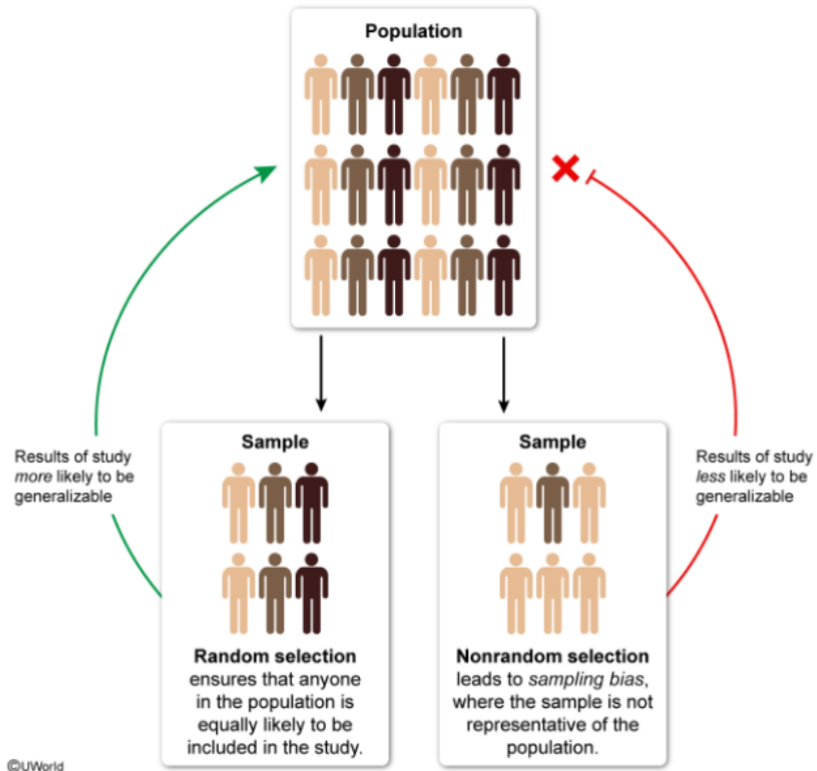


For example, an individual with synesthesia hears a note played on a cello and sees the color blue.

©UWorld

Sampling bias

Occurs when a sample inaccurately reflects the population from which it was drawn



A research study is considered **generalizable** if its results can be applied to other people (eg, to the population) or situations (eg, outside the laboratory).

Habituation

A decrease in a behavioral response after repeated exposure to a stimulus

For example:



Individual notices flickering lights

Light flickers repeatedly over time



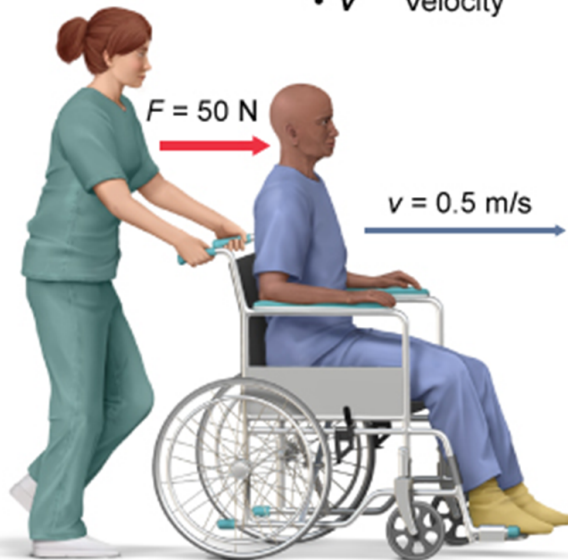
Individual no longer notices flickering lights over time

©UWorld

Power as a function of force & velocity

$$P = \frac{W}{t} = F \cdot v$$

- P Power
- W Work
- t Time
- F Force
- v Velocity



$$P = (50 \text{ N}) \cdot (0.5 \frac{\text{m}}{\text{s}}) = 25 \text{ W}$$

©UWorld

Sensory interaction in the perception of flavor

The perception of flavor requires **sensory information** from **taste buds in the mouth** and **olfactory receptors in the nose**.



©UWorld

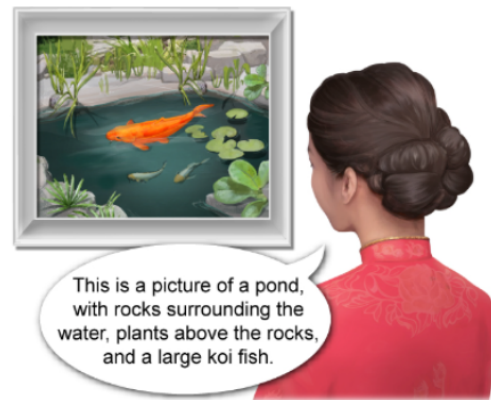
Perceptual set

The tendency to focus on certain details of a stimulus while overlooking other details; influenced by culture, experiences, mood, and expectations.

For example, in an experiment, when asked to describe an image depicting numerous plants and animals...



...participants from an individualistic culture tended to focus on the largest animal.



...participants from a collectivistic culture tended to describe the entire context.

©UWorld

Nature vs nurture in social development



Newborns, without having learned any social behaviors, demonstrate a preference for looking at faces, indicating a genetic origin for this behavior.

©UWorld



Children learn social behaviors (eg, how to share toys) from their environment.

Insight

Occurs when an individual suddenly realizes the solution to a problem all at once, often after thinking about the problem for a while and making little progress.



For example, an individual runs out of pots while planting vegetable seeds.

©UWorld

Later



Later that day, he suddenly realizes he can use plastic cups as pots, which solves his problem.

Insight learning occurs when an individual **suddenly realizes the solution** to a problem **all at once**, often after thinking about the problem for a while and making little progress.

For example, a student forgets to pack the algebra textbook she is supposed to bring to her afternoon class. Later, while eating lunch, the student may suddenly realize she can borrow the textbook from a friend who takes algebra at a different time.

Therefore, when Miriam suddenly realizes she can borrow a textbook from a friend who takes algebra at a different time, *insight learning* has occurred.