The Room Decision

How perception and memory shape a practical choice

PS.3 "Describe the fundamental processes of cognition, including thinking and problem solving, memory, perception, and intelligence. Explain process involved in effective problem solving and decision making. Describe principles of perception..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB As you read, underline two places where Nia checks an assumption against evidence. Circle one detail about perception and one about memory that could affect her decision.

Choosing a Tutoring Room

1. At her school's tutoring night, Nia must choose between two empty rooms. Room 104 is beside a gym; Room 212 faces a street. At first, 104 seems quiet because its door is closed. Nia expects gym noise and thinks she hears bouncing balls, but a cart is rattling down the hall. Perception is not a camera recording. The brain organizes sensory signals and uses expectations to interpret them. Nearby sounds and a closed door also shape what Nia notices. She opens both doors and listens during practice, separating what she assumes from what she can observe.

2. Nia remembers that last month's tutoring group lost focus beside a noisy room. She encoded that experience because she paid attention to repeated interruptions, and the memory remained available over time. A note in her planner serves as a retrieval cue, helping her recall when the interruptions happened. But she cannot remember whether the noise came from the gym or the cafeteria. Similar events can interfere with retrieval, and details may fade when they are not revisited. Rather than treat an uncertain memory as proof, she checks the current rooms during the hours tutoring will meet.

3. Nia defines the problem as finding a room where students can hear one another and reach supplies. She compares the rooms using the same criteria: noise during tutoring hours and distance from the supply cabinet. Room 104 is louder during practice but closer to supplies; Room 212 is quieter but farther away. She asks tutors which trade-off matters most and chooses 212 after they say conversation is their priority. She will check again next week and change rooms if conditions shift. This flexible use of evidence and past experience shows intelligence in action, not a fixed score.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do Nia's expectation and the sounds around her combine to affect what she thinks she hears?

2. Trace Nia's memory of last month's tutoring group from encoding to retrieval. What helped at each point?

3. Why is Nia's memory alone not enough to identify the source of the noise last month, and what does she do instead?

4. Explain how Nia uses criteria and a trade-off to choose a room. How will she test her choice later?

3 YOUR TURN

Your own words

Invent a choice between two options unrelated to tutoring. In four or five sentences, explain how an expectation could affect your perception, how a memory cue or possible forgetting could affect your choice, and how you would compare evidence, decide, and revisit your decision.

The Room Decision

PART 1 · READ AND MARK

As you read, underline two places where Nia checks an assumption against evidence. Circle one detail about perception and one about memory that could affect her decision. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do Nia's expectation and the sounds around her combine to affect what she thinks she hears?	**She expects noise from the gym, so she interprets the sound of a cart in the hall as bouncing balls.**
2	Trace Nia's memory of last month's tutoring group from encoding to retrieval. What helped at each point?	**Paying attention to repeated interruptions helped her encode the experience, which remained available over time. Her planner note cued her to retrieve when the interruptions happened.**
3	Why is Nia's memory alone not enough to identify the source of the noise last month, and what does she do instead?	**Similar events may interfere with retrieval, and details may have faded. She checks both rooms during tutoring hours instead of relying on the uncertain memory.**
4	Explain how Nia uses criteria and a trade-off to choose a room. How will she test her choice later?	**She compares noise and distance from supplies. Because the tutors value conversation more, she chooses the quieter but farther Room 212. She will check conditions next week and change rooms if needed.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I must choose between two routes to the weekend market. Because I expect the riverside path to be crowded, I might mistake a few voices for a large crowd. A saved message about last week's roadwork helps me recall a delay, but I may have forgotten when the work ended. I would compare current travel times and safety on both routes, then choose the shorter safe route. I would check conditions again next weekend and switch routes if the evidence changes.

Accept other accurate explanations of how expectations interact with sensory information. For the open task, look for a distinct choice, a plausible perception effect, a memory factor, evidence-based comparison, a decision, and a way to revisit it.