**AP® PSYCHOLOGY**

**”Like all science, psychology is knowledge; and like science again, it is knowledge of a definite thing, the mind.” *-*** *James M. Bald*



Welcome to AP Psychology! I am excited to learn and grow with you this coming year as we gain a greater appreciation for our Creator through social science.

**Contact Information:**

Stephenie Hopper

Room: A203

Ext- 1475

 Stephenie.hopper@sfcakings.org

Please be aware of the unusual spelling of my first name)

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| *Textbook:* |  | Myers, David G. (2010). *Psychology for AP\*.* New York, Worth Publishing, 2010. |
| *Membership:* |  | * American Psychology Association (APA)
* Teachers of Psychology in Secondary Schools (TOPSS)
* Society for the Teaching of Psychology (STP)
* All are encouraged and not required. The quality of support provided for teachers and students is outstanding from these organizations. Offerings include journals, news releases, sample units, lesson plans, and interactive message boards.
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| *Journals, Magazine, Websites, and other resources:* |  | * To include AP Psychology Course Description, Released Exams, and support materials provided by the College Board.
* Library, Search Engines, Worksheets, and Class Assignments.
* TBA in class and used for chapter and topic enrichment.
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*Materials* –

* Spiral notebook with perforated pages, label the front with first and last name
* 3-ring binder
* Something to write with
* Assigned work for the day
* Do *not* bring-
	+ Food or drink (see handbook for directive)

*Technology*

“All high school students are required to have a fully charged, fully functioning laptop in class each day. Cell phones and other tablets are not acceptable devices.”

*Category Weights & Course Expectations*

Calculation of your grade is based on your home learning (10%), quizzes (30%), tests (50%), in-class activities and preparation (10%).

**Course Description**

AP Psychology will provide students an opportunity to acquire a comprehensive understanding of the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. Students will learn about the methods that psychologists use in their science and practice. Content will include, but not be limited to, methods, biological basis of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing for intelligence and personality, abnormal psychology, treatment of disorders, and social psychology. Course outline will adhere to the guidelines of the College Board.

In this yearlong course, students will be expected to understand objective, empirical methods of collecting and interpreting data, make meaningful interconnection between disparate concepts and analyze, evaluate and analyze thematic perspectives. A goal of this course is to provide students with a learning experience equivalent to that obtained in most college introductory psychology courses, in addition to preparing students for the AP Exam.

This college level course will expand your knowledge, challenge your mind and, at times, actually be entertaining! It will help you to better understand yourself and those around you. All students will be prepared and expected to take the Advanced Placement Psychology Exam.

**Purpose of the Course**

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice.

**Course Objectives**

The central question addressed in AP Psychology is “How do psychologists think?” The psychology David Myers wrote that to think as a psychologist, one must learn to “restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding” (Sternberg, 1997). Whether students choose to pursue a career related to psychology or a career in some entirely different field, this habit of mind will be of great value.

*All students will be able to:*

* Distinguish between the major core concepts and theories of psychology.
* Utilize key terms and use them in their everyday vocabulary.
* Demonstrate mastery of the explorations and discoveries made by psychologists  over the past century.
* Assess diverse approaches to psychology that are adopted by psychologists,  including biological, behavioral, cognitive, humanistic, psychodynamic, and  socio-cultural perspectives.
* Show basic skills of psychological research and be able to apply psychological  concepts to their own lives through critical thinking skills.  Most important, students will come to an appreciation of how psychologists think, as well as an appreciation of the kind of critical analysis that psychologists espouse in practice.

**Assessment Practices**

Traditional exam assessments will include cumulative tests, reading and vocabulary quizzes. Exams model the format of the AP Psychology Exam, with a combination of multiple-choice and free-response essays at the end of each chapter. Quizzes can emphasize multiple-choice questions, short answer questions, free- response essays, or labeling diagrams/fill-in-the-blank questions

Each unit will require a different amount of work that will adequately cover the chapter. Assigned readings are scheduled each week with assignment packs covering chapter material and vocabulary. Other possible assignments given to students are Psych Simulation activities, experiments, class presentations, collaborative projects, individual projects, online activities and papers. These assignments vary with each unit being covered.

**Expectations**

* Students who will be a part of SFCA’s Blended Learning program will have videos and/or recordings and assignments posted in Canvas by 8 AM the day following instruction. Any work assigned for that day will be due by midnight. Work turned in after midnight will be considered late and receive point deductions.
* Be familiar with the student handbook in regards to student expectations, absences and tardies.
* Remember the work you turn in is a reflection of your effort on the assignment. This is a college level course I expect college level work.
* If you are tardy unexcused and miss a reading or vocabulary quiz, you will not be able to make it up later. It is a zero. If you are absent for a reading or vocabulary quiz, it is your responsibility to come to me for a make-up date. I will not seek you out.
* Do not cheat, the expectation is for you to pass the AP Exam, not buff your grade. The amount of work you do, money spent on the exam and book, as well as the money that could be saved in college should be motivation to get this done.

**Availability:**

* Help sessions and study sessions are available every Wednesday from 2:50-3:30. There is no need to make arrangements as I will be there waiting for you ☺. All other days after school, please let me know if you would like to come in and I will make sure to be in my room unless I have a scheduled after school duty. As we progress in the year, we may need to come up with a schedule for specific days for AP Psych, as I will need to help my chemistry and AP Bio students as well.

**Course Units:**

Material in this syllabus is subject to modification by instructor at instructor’s discretion.

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| **First Quarter** |
| **Topic/Themes** | **Reference** | **Activities**  |
| Story of Psychology * History
* Historic Approaches
* Contemporary Approaches
 | Myers, David G. (2010). *Myers for AP Psychology*.Study GuidePsych Sim | Reading, Lecture, and Writing Group WorkSimulationsMulti-Media and Interactive Learning ModulesDemonstration |
| Research Methods/Thinking Critically with Psychological Science* The Need for Psychological Science
* Description
* Correlation
* Experimentation
* Statistical Reasoning
* Testing
 | Myers, David G. (2010). *Myers for AP Psychology*.Study GuidePsych Sim | Reading, Lecture, and Writing Group WorkSimulationsLearning ModulesDemonstration |
| Nature Vs. Nurture* Genes/Biological Bases of Behavior
* Evolutionary Psychology
* Behavior Genetics
* Environmental Influence
* Gender
 | Myers, David G. (2010). Myers for AP Psychology.Study GuidePsych Sim | Reading, Lecture, and Writing Group WorkSimulationsMulti-Media and Interactive Learning ModulesDemonstrationExperiment |
| Neuroscience and Behavior* Neural Communication
* The Nervous System
* The Brain
* The Endocrine System
 | Myers, David G. (2010). Myers for AP Psychology.Study GuidePsych Sim | Reading, Lecture, and Writing Group WorkSimulationsMulti-Media and Interactive Learning ModulesDemonstration |
| Developmental Psychology & the Life Span * Prenatal Development and the Newborn
* Infancy and Childhood
* Adolescence
* Adulthood
 | Myers, David G. (2010). Myers for AP Psychology.Study GuidePsych Sim | Reading, Lecture, and Writing Group WorkSimulationsMulti-Media and Interactive Learning ModulesDemonstration |

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| **Second Quarter** |
| Topic | Reference | Activities  |
| Memory* Encoding
* Storage
* Retrieval
* Forgetting

Sensation* Basic Principles
* Vision
* Hearing
* Senses
 | Myers, David G. (2010). Myers for AP Psychology.Study GuidePsych SimMyers, David G. (2010). Myers for AP Psychology.Study GuidePsych Sim | Reading, Lecture, and Writing Group WorkSimulationsLearning ModulesDemonstrationMemory Tests/ExperimentReading, Lecture, and Writing Group WorkSimulationsMulti-Media and Interactive Learning ModulesDemonstration |
| Perception* Attention
* Illusions
* Interpretation
* ESP
 | Myers, David G. (2010). Myers for AP Psychology.Study GuidePsych Sim | Reading, Lecture, and Writing Group WorkSimulationsLearning ModulesDemonstration |
| States of Consciousness* Waking Consciousness
* Sleep and Dreams
* Hypnosis
* Drugs and Consciousness (Depressants, Stimulants, and Hallucinogens)
 | Myers, David G. (2010). Myers for AP Psychology.Study GuidePsych Sim | Reading, Lecture, and Writing Group WorkSimulationsLearning ModulesDemonstrationDream Journal |
|  Learning* Classical Conditioning
* Operant Conditioning
* Learning by Observation
 | Myers, David G. (2010). Myers for AP Psychology.Study GuidePsych Sim | Reading, Lecture, and Writing Group WorkSimulationsLearning ModulesDemonstrationLearning Experiments |
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**Third Quarter**

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| **Topic** | **Reference** | **Activities**  |
| Thinking and Language* Cognition
* Thinking
* Language
* Animal Thinking and Language
 | Myers, David G. (2010). Myers for AP Psychology.Study GuidePsych Sim | Reading, Lecture, and Writing Group WorkSimulationsLearning ModulesDemonstration |
| Intelligence* Intelligence Testing
* Assessing Intelligence
* Genetic and Environmental Influences
 | Myers, David G. (2010). Myers for AP Psychology.Study GuidePsych Sim | Reading, Lecture, and Writing Group WorkSimulationsLearning ModulesDemonstrationMultiple Intelligence Testing |
| Motivation and Work* Motivational Concepts
* Hunger
* Sexual Motivation
* The Need to Belong
* Motivation at Work
 | Myers, David G. (2010). Myers for AP Psychology.Study Guide | Reading, Lecture, and Writing Group WorkSimulationsLearning ModulesDemonstrationExperiment |
| Emotion* Theories of Emotion
* Embodied Emotion
* Expressed Emotion
* Experienced Emotion
 | Myers, David G. (2010). Myers for AP Psychology.Study GuidePsych Sim | Reading, Lecture, and Writing Group WorkSimulationsLearning ModulesDemonstrationExperiment |
| Stress and Health* Stress and Illness
* Promoting Health
 | Myers, David G. (2010). Myers for AP Psychology.Study Guide | Reading, Lecture, and Writing Group WorkSimulationsMulti-Media and Interactive Learning ModulesDemonstration |

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| Personality* Historic Perspectives on Personality
* Contemporary Research on Personality
* Individual Differences
 | Myers, David G. (2010). Myers for AP Psychology.Study GuidePsych Sim | Reading, Lecture, and Writing Group WorkSimulationsLearning ModulesDemonstrationPersonality Tests |
| Psychological Disorders* Perspectives disorders
* Anxiety Disorders
* Mood Disorders
* Schizophrenia
* Personality Disorders
* Abnormal Psychology
* Therapy and Treatment
 | Myers, David G. (2010). Myers for AP Psychology.Study Guide | Reading, Lecture, and Writing Group WorkSimulationsLearning ModulesDemonstrationVideo Series on Psychological Disorders |
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| **Fourth Quarter** |
| **Topic** | **Reference** | **Activities**  |
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| Social Psychology* Social Thinking
* Social Influence
* Social Relations
 | Myers, David G. (2010). Myers for AP Psychology.Study GuidePsych Sim | Reading, Lecture, and Writing Group WorkSimulationsLearning ModulesDemonstration |
| AP REVIEW/PREPARATION  | Myers, David G. (2010). Myers for AP Psychology. | AP Practice ExamsTerminology ReviewsUnit Reviews |

*Portions of this syllabus have been copied and used with permission from Kimberly Cruz.*

Please read the AP Psych syllabus and then sign and return this sheet by Monday the 16th.

My child and I have read the syllabus given.

Student name printed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Again, if you have any questions, please do not hesitate to email! Just remember the spelling: stephenie.hopper@sfcakings.org

I look forward to a GREAT year!

Mrs. Hopper