

Textbook

Myers, D. G. (2014). *Myers' Psychology for AP* (2nd ed.). New York, NY: W.H. Freeman.

Purpose

The purpose of this AP Psychology course is to introduce students to the study of the behavior and mental processes of the human brain. This class will prepare students for the AP Psychology Exam in May. This class may be your first experience with a social science course. Due to the subjective nature of this class, you will be exposed to thinking styles and terminology that are unique and at first may seem perplexing. As you learn more about this type of material, the initial frustration should diminish. The social sciences (especially this course) are relatively new fields of study. As a result, they can be both fascinating and demanding. There are few absolutes in the social sciences as compared to the natural sciences, but the human aspects of these fields are quite interesting to those who study them. A variety of activities, demonstrations, and projects will be provided to meet the goal of instructing scientific and empirical approaches.

Required Content

Students will learn the following content areas as outlined by the AP Psychology Course and Exam Description (CED). Each content area is followed by the percentage tested on the AP Exam: Scientific Foundations of Psychology (10-14%); Biological Bases of Behavior (8-10%); Sensation and Perception (6-8%); Learning (7-9%); Cognitive Psychology (13-17%); Developmental Psychology (7-9%); Motivation, Emotion and Personality (11-15%); Clinical Psychology (12-16%); and Social Psychology (8-10%).

- **Unit Breakdown, Title (CED Equivalent)**
 - **Unit 1:** Psychology's History and Approaches (CED Unit 1)
 - **Unit 2:** Research Methods (CED Unit 1)
 - **Unit 3:** Biological Bases of Behavior (CED Unit 2)
 - **Unit 4:** Sensation and Perception (CED Unit 3)
 - **Unit 5:** States of Consciousness (CED Unit 3)
 - **Unit 6:** Learning (CED Unit 4)
 - **Unit 7:** Cognition (CED Unit 5)
 - **Unit 8:** Motivation, Emotion, Stress (CED Unit 7)
 - **Unit 9:** Developmental Psychology (CED Unit 6)
 - **Unit 10:** Personality (CED Unit 7)
 - **Unit 11:** Testing and Individual Differences (CED Unit 5)
 - **Unit 12:** Abnormal Behavior (CED Unit 8)
 - **Unit 13:** Treatment of Abnormal Behavior (CED Unit 8)
 - **Unit 14:** Social Psychology (CED Unit 9)

Required Skills

Students will be required to use the following skills while exploring the course content:

- 1. Skill #1, Concept Understanding:** Define, explain and apply concepts, behavior, theories and perspectives.
 - a. Activity: Students will use the case of Andrea Yates to illustrate understanding of psychology's complementary perspectives. **(Skill 1)**.
 - b. Activity: Students will demonstrate and explain differences in reaction times from a neurological viewpoint. **(Skill 1)**.
- 2. Skill #2, Data Analysis:** Analyze and interpret quantitative data.
 - a. Activity: Students will be provided with information about an experiment which sought to determine the behavior of children on Halloween. The researcher hypothesized that children, when left to their own devices, those wearing masks and acting alone would take additional candy from the candy bowl. Students will be given a chart showing the results of the experiment. Students will be asked to identify the two hypotheses, the independent and dependent variables, the operational definition of the dependent variable, and will finally need to determine whether or not the data supports the hypotheses. **(Skill 2)**.
 - b. Activity: Students will analyze scatter plots to test their understanding of correlation. For instance, students will examine a scatter plot that displays data showing the correlation between height and reactive temperament. Students will then have to decide whether the correlation is positive or negative. **(Skill 2)**.

3. Skills #3, Scientific Investigation: Analyze psychological research studies.

- a. Activity: Students will form a hypothesis of their own and test that hypothesis by designing and executing an experiment. Students will then present their findings to the class. **(Skill 3)**
- b. Activity: Students will write an essay exploring the work of a prominent psychologist by examining the psychologist's hypotheses, methods, results, etc. Students may add their own opinions and critiques of the research. **(Skill 3)**.

Grading Overview

1. Summative Assessments (tests, quizzes, essays, and projects) = 60%
2. Formative Assessments (homework, in-class activities, daily writing, etc) = 40%

As opposed to last year's grading procedures, student grades are now reflective of the 9 weeks grading period. The average grade for class participation, classwork, homework, tests, quizzes and other assessments from both 9 weeks will count for 80% of the first semester final average. A midterm exam will be given at the end of the first semester and will count for 20% of the first semester final average. No semester exam will be given for the second semester, as students should instead focus their attention on the AP exam. Instead, second semester grades will reflect the average of third and fourth semester grades.

The AP Exam

As mentioned above, this class is designed to prepare students for the AP Exam in May. Most academic institutions will apply credit for AP Psychology to college coursework if the student earns a 3 or above on the AP Exam. Students may score anywhere from a 1 to a 5, with 5 being the highest score. The design of AP Psychology Exam is outlined below:

1. Section I: Multiple Choice

- a. 100 questions
- b. 1 hour, 10 minutes
- c. 66.7% of exam score

2. Section II: Free Response Questions

- a. 2 questions
 - i. Question 1 - concept application
 - ii. Question 2 - analyzing research and quantitative data
- b. 50 minutes
- c. 33.3% of exam score

Required Materials

- **Three ring binder.** A large amount of material will be covered in AP Psychology. However, it can be difficult to haul around a large three ring binder. You are welcome to use multiple smaller (1 inch) binders.
- **Dividers.** We will cover 14 units in AP Psychology. A simple piece of construction paper can be used as a divider.
- **Spiral notebook.** For book notes.
- **Writing utensils.** Pen or pencil.
- **AMSCO AP Psychology Textbook.** Purchasing suggestions were posted in the summer google classroom feed earlier this year. I have a few class copies to lend.

Classroom Expectations

1. Be an active and engaged learner, which means:
 - a. Demonstrating respect at all times by maintaining a positive, cooperative, and open-minded attitude.
 - b. Voluntarily and thoughtfully participating in class discussions.
 - c. Listening to others.
2. Follow the student handbook rules of conduct. Use a pass when leaving the classroom, including going to the restroom, locker, etc. If a cell phone is used or makes noise in class, it may be handed over to the school office.
3. Carefully and thoroughly read the textbooks as material is covered in class. Come to class prepared: bring and use the required items listed in this document.
4. Use class time appropriately: be punctual and stay on task during all of class time. Submit all assignments in accordance with the deadlines and specific instructions given. Complete all reading and other homework before class begins.

Attendance and Making Up Work

1. Class participation is a vital part of this course; therefore, excessive absences and/or tardies must be avoided. To be counted as on time, you need to be in the classroom when the bell rings.

2. If you know of an upcoming absence, including a study trip or sporting event, you need to get your absent work from me before you leave.
3. In the event of an unexpected absence, you should email me to find out what you are missing, if at all possible. In addition, you will need to come to my classroom *the day you return to school* to retrieve any other handouts, etc. from your absence. You will find your assignments in the absence folder in the back of the room. It is your responsibility to check for work and make appropriate arrangements to complete missing assignments within 3 days upon returning to school. If there was an assignment due on the day of your absence, you must be prepared to turn it in at the beginning of class on the day you return.
4. If you miss an exam due to an absence, you must make up your test within 5 school days, and need to be prepared to take it the day you return. You must schedule make-up tests with me on an individual basis. Please note that the make-up test will likely be a different version of the test your classmates took in class.

Late Work & Due Date Policy

1. Late work that is turned in by the beginning of the next class period will be eligible for 80% of the possible credit. Work that is turned in after that will not be eligible for any credit under normal circumstances. *Computer and internet malfunctions are not a valid excuse for late assignments.*
2. In order to receive full credit, all assignments and projects must be submitted at the beginning of class, or when called for by Mr.s Fox, on the assigned date.

Recording Consent Recording a meeting without the consent of all participants may be illegal and actionable. You must obtain consent to record a meeting from all participants, including external guests and guests who join late.

The 2022 AP Psych Test is scheduled for 12:00 pm on Tuesday, May 3rd!!