



PURPOSE OF THE COURSE:

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. (from the *Advanced Placement Course Description in Psychology*)

This course is designed to meet and exceed San Diego City School's district standards, University of California A-G requirements, and literacy framework, as well as La Jolla High School's School-wide Student Learner Outcomes. Additionally, the course meets and exceeds the National Standards for Psychology as set forth by the American Psychological Association. The standards may be viewed at the course website, or at <http://www.apa.org/ed/natlstandards.html>.

PRIMARY TEXT:

Myers, David G. *Psychology for AP*, Second Ed. Worth Publishers, New York, NY. 2011

OPTIONAL TEXTS:

A recent AP Exam review book (If you are planning to take the AP Exam)

OBJECTIVES:

1. Students will prepare to take the Advanced Placement Examination in Psychology in **May of 2021**.
2. Students will study the major core concepts and theories of psychology. They will be able to define key terms and use these terms in their everyday vocabulary.
3. Students will learn the basic skills of psychological research. They will be able to devise simple research projects, interpret and generalize from results, and evaluate the validity of research reports.
4. Students will be able to apply psychological concepts to their own lives. They will be able to recognize psychological principles when they are encountered in everyday situations.
6. Students will learn about psychology as a profession, and become aware of the educational requirements that must be met to pursue such careers. They will learn about the ethical standards governing the work of psychologists.

If there is any question in your mind as to whether this is the right course for you, come talk to me.

STUDENT SUPPORT PLAN – WHAT YOU CAN EXPECT FROM ME:

- Prior to beginning a new unit of study, I will outline the major objectives for our focus. It is my goal to make sure you know exactly what is expected of you every step along the way.
- During the unit of study, I will take multiple opportunities to check for understanding. This may include: quizzes, quick/informal comprehension checks, exit slips, etc.
- After assessments, we will review the test and examine which concepts we are clear on and which ones might need a bit more work. You can also plan to visit me during office hours (Wednesday afternoons or by appointment) to get a more detailed look at your tests or assignments.

WHAT IS EXPECTED OF YOU:

1. **Come to class.** If you miss class, it is your responsibility to get notes and assignments from a classmate or on Canvas.
2. **Ask for help.** If you have trouble understanding something, ask me. How can you get help?
 - Ask questions before, during, and after class
 - Arrange to meet me at lunch or afterschool.
 - Contact me by e-mail: kdill@sandi.net
3. **Don't fall behind.** Set a schedule and be disciplined enough to stick to it. Complete assignments and finish readings on time. Be prepared for class every day. Review each week.
4. **Stay focused and engaged in class.** So much of what you need to know for AP Psychology will be covered, discussed, and reviewed in class. Use this time. Distractions such as tech, homework for other classes, etc will only increase your individual workload. Additionally, there are a number of topics/studies that will be covered in class that are not in your textbook.
5. **Read actively.** Don't just look at the words. Preview the chapters before you begin and review frequently. Don't try to read an entire chapter in one sitting. Pay close attention to the pictures, charts, and diagrams - they include important information and make the text more interesting! Take reading notes, it will make it much easier to review for the exam.
6. **Learn the terms** for the course as they relate to the field of Psychology.

OTHER MISCELLANEOUS RULES:

1. Cheating is NOT tolerated. First offense will result in a 0 on the test or assignment. Second offense will result in your removal from the course.
2. Electronic devices may be used at the discretion of the teacher. Any tech that is interfering with your learning must be put away, or may be confiscated. Recording (audio or video) is not permitted at any time in the classroom environment. For the protection and privacy of all students and occupants of my classroom, recording of any type will not be tolerated (video, still photo, and or audio) without the consent of the teacher and parents. This includes phones, cameras and any other form of recording device. Some exceptions will be made with the teacher's direction.
3. YOU MUST BE RESPECTFUL OF EVERYONE IN THIS CLASS – Be a good human and do not be a distraction.

ADDITIONAL COURSE EXPECTATIONS FOR ONLINE LEARNING

- **Check Canvas daily** (M-F) for the daily agenda. Make sure to read any new announcements and messages in the inbox.
- Please **be on time** for zoom sessions. I will be locking the room once we get started to help reduce distractions.
- Make sure that you **use your first and last name** when logging into zoom. You will be placed in a waiting room and I'll let you in as soon as possible. You will need to be logged into your sandi.net account as only **authenticated users** will be allowed to join.
- Your camera preference is your own. Once we start with lecture, I may ask you to turn your video off so you can focus on learning and not be distracted by your face/the face of others :)
- Please dress and act **appropriately**.
- **Stay muted during Zoom sessions** unless speaking to avoid background noise.
- However, please feel free to **ask questions!** You can type questions in the chat box or, if it seems important and relevant, just jump in and ask.
- In accordance with state Ed Code, **you may not take pictures or record** during the zoom sessions. [\[CALIFORNIA EDUCATION CODE\]](#)
- **Be a good human.** It is expected that you be courteous and respectful to me and your fellow classmates.

Communication:

- Communication is more important than ever in online learning environments. There are a few different methods we will be using to help keep connected.
- For students, I will be using the **inbox feature in Canvas** which operates like an internal email system. When you log into Canvas, update your "Account > Settings" and add an email address you check daily.
- Students can also stick around and ask questions at the **end of "class."** There are minutes built into our schedule to facilitate that.
- Students can join the class **Remind** message group. Join details can be found in the announcements section of Canvas. You can message me with any quick questions through this platform via text and I will be able to answer right away. (within reason...I do sleep a few hours each day)
- **Parents/Guardians** can email me at kdill@sandi.net

Q2 GRADING:

Your grade will be determined by your performance on chapter tests, quizzes, assignments, a midterm in Q2 and a final exam in Q4, as well as research projects after the AP. These approximate weights for the various category assignments as follows:

Unit Tests	~ 40%
Quizzes	~ 15%
Notebooks/Classwork	~ 30%
Final	~ 15%

Your grade will be updated regularly on the PowerSchool system. It is your responsibility to inform me if you feel there is an error in this grade.

Letter grades are assigned as follows:

90 - 100 = A; 80 - 89 = B; 70 - 79 = C; 60 - 69 = D; 59 or lower = F

Chapter Tests: Dates of these tests will be posted on the class website. Make-up exams are given by appointment only. I will not remind you of this, or hunt you down, it is up to you. (Warning: All make-up tests are different from the test-day version. They are usually much harder. In addition, the curve does not apply to make-up tests.)

From the La Jolla High School Behavior Code: "Test Avoidance: A pattern of absences on test days for the apparent advantage of performing better on the makeup test. If a student develops a pattern of test avoidance, parents will be notified. Any further absences on test days may result in the forfeiture of makeup opportunities."

Quizzes: There will be about 2-3 quizzes each unit. The dates may, or may not, be announced beforehand. Make-up quizzes are NOT given. Your next quiz grade will be doubled to count for the missed score. If there are no more quizzes in that grading term, the next quiz score will be used.

Final Exams: You will be given two final exams, one during the first semester and one during the second. Dates TBA.

Projects: End of semester projects - to be discussed at a later date. Feel free to forget about it until then!

Grading Update for the Social Studies Department, Effective for Q2, 2020-2021

In accordance with the SDUSD's newly adopted grading policy (AR5121), the following changes will be added as an addendum to the Social Studies Department course syllabi.

- Academic marks shall be based on the competency level of each student and subject-area as it relates to content standards.
- Students are allowed two summative assessment retakes for the quarter with the following stipulations:
 - Summative assessments include chapter or unit exams. The course midterm and final exam will not be available for retake.
 - Only one retake will be allowed for the selected summative assessment.
 - All homework assignments for the unit must be completed in order to be able to retake the exam
 - The retake exam will be comparable to the original exam, but will not be the exact same assessment.
 - The retake exam must be completed prior to the next exam.
 - It is up to the student to contact the teacher requesting the retake.

Academic Marks

A	Exceeding content-area standards
B	Meeting content-area standards
C	Approaching content area standards
D	Beginning progress towards content-area standards
F	Little to no progress towards meeting content area standards

THE ADVANCED PLACEMENT EXAMINATION IN PSYCHOLOGY:

The exam is approximately two hours long and is intended to cover the introductory college course in psychology. It includes a 70-minute multiple-choice section (100 questions), and a 50-minute free-response section consisting of two essays. The multiple-choice section accounts for two-thirds of the exam grade, leaving the last third for the free response.

The multiple-choice questions cover the 9 College Board units covered in the course. In some questions, you may be asked to demonstrate your understanding of a psychological term. In others you may be asked to apply concepts from a particular psychological theory or example of research. The two essay may require that you analyze and evaluate psychological constructs and, more generally, theoretical perspectives.

The test is scored on a five-point scale:

Extremely Well Qualified	5	Possibly Qualified	2
Well-Qualified	4	No Recommendation	1
Qualified	3		

AP EXAM - Summary of Course and Examination Content:

<p>1. Scientific Foundations of Psychology (10–14%)</p> <ul style="list-style-type: none"> 1.1 Introducing Psychology 1.2 Research Methods in Psychology 1.3 The Experimental Method 1.4 Selecting a Research Method 1.5 Statistical Analysis in Psychology 1.6 Ethical Guidelines in Psychology <p>2. Biological Bases of Behavior (8–10%)</p> <ul style="list-style-type: none"> 2.1 Interaction of Heredity and Environment 2.2 The Endocrine System 2.3 Overview of the Nervous System and the Neuron 2.4 Neural Firing 2.5 Influence of Drugs on Neural Firing 2.6 The Brain 2.7 Tools for Examining Brain Structure and Function 2.8 The Adaptable Brain 2.9 Sleep and Dreaming <p>3. Sensation and Perception (6–8%)</p> <ul style="list-style-type: none"> 3.1 Principles of Sensation 	<p>6. Developmental Psychology (7–9%)</p> <ul style="list-style-type: none"> 6.1 The Lifespan / Physical Development in Childhood 6.2 Social Development in Childhood 6.3 Cognitive Development in Childhood 6.4 Adolescent Development 6.5 Adulthood and Aging 6.6 Moral Development 6.7 Gender and Sexual Orientation <p>7. Motivation, Emotion, and Personality (11–15%)</p> <ul style="list-style-type: none"> 7.1 Theories of Motivation 7.2 Specific Topics in Motivation 7.3 Theories of Emotion 7.5 Introduction to Personality 7.6 Psychoanalytic Theories of Personality 7.7 Behaviorism and Social Cognitive Theories of Personality 7.8 Humanistic Theories of Personality 7.9 Trait Theories of Personality 7.10 Measuring Personality <p>8. Clinical Psychology (12–16%)</p> <ul style="list-style-type: none"> 8.1 Introduction to Psychological Disorders
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- 3.2 Principles of Perception
- 3.3 Visual Anatomy
- 3.4 Visual Perception
- 3.5 Auditory Sensation and Perception
- 3.6 Chemical Senses
- 3.7 Body Senses

4. Learning (7–9%)

- 4.1 Introduction to Learning
- 4.2 Classical Conditioning
- 4.3 Operant Conditioning
- 4.4 Social and Cognitive Factors in Learning

5. Cognitive Psychology (13–17%)

- 5.1 Introduction to Memory
- 5.2 Encoding
- 5.3 Storing
- 5.4 Retrieving
- 5.5 Forgetting and Memory Distortion
- 5.6 Biological Bases of Memory
- 5.7 Introduction to Thinking and Problem Solving
- 5.8 Biases and Errors in Thinking
- 5.9 Introduction to Intelligence
- 5.10 Psychometric Principles and Intelligence Testing
- 5.11 Components of Language and Language Acquisition

- 8.2 Psychological Perspectives and Etiology of Disorders
- 8.3 Neurodevelopmental and Schizophrenic Spectrum Disorders
- 8.4 Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders
- 8.5 Trauma- and Stressor-Related, Dissociative, and Somatic Symptom and Related Disorders
- 8.6 Feeding and Eating, Substance and Addictive, and Personality Disorders
- 8.7 Introduction to Treatment of Psychological Disorders
- 8.8 Psychological Perspectives and Treatment of Disorders
- 8.9 Treatment of Disorders from the Biological Perspective
- 8.10 Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders

9. Social Psychology (8–10%)

- 9.1 Attribution Theory and Person Perception
- 9.2 Attitude Formation and Attitude Change
- 9.3 Conformity, Compliance, and Obedience
- 9.4 Group Influences on Behavior & Mental Processes
- 9.5 Bias, Prejudice, and Discrimination
- 9.6 Altruism and Aggression
- 9.7 Interpersonal Attraction