

AP Psychology Syllabus

2022-2023

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Course Description

AP Psychology is a full year, college-level course.. The goal is to prepare students for success on the AP Exam in May. The topics in this syllabus have been chosen to reflect the material included in the booklet *AP Psychology Course Description* from the College Board. The reading load and vocabulary required for this course is extensive, and students are expected to complete a large amount of work outside of class so they are ready to discuss and ask questions when they arrive at class.

Course Resources

Textbook:

Myers, David G. *Myers' Psychology for AP, 2nd Edition*. New York: Worth Publishers, 2014.

Suggested Additional Resources:

- Strive for 5: Preparing for the AP Psychology Examination
- Free and Open Resources on the Online textbook website, accessed through <http://www.macmillanlearning.com/Catalog/studentresources/MyersAP2e>
- Any AP Psychology Exam Prep / Review Book (5 Steps to a 5 is a good one)

Course Website:

Find online practice quizzes, homework, videos, lecture notes and more on Google Classroom.

Supplies:

Binder or folder for storing class notes and handouts in an organized way
Notebook for class notes
Computer fully charged and ready for class

The AP Psychology Exam

The AP Psychology exam will be administered on May 2nd 2023. The exam is made up of a 70-minute, 100 question multiple-choice section (2/3 of the exam grade) and a 50-minute free-response section made up of two questions (1/3 of the exam grade). Unit tests in our course will reflect the types of questions that will appear on the AP exam.

Student Responsibilities

AP Psychology is equivalent to an introductory psychology course at the undergraduate university level. With this in mind, your level of commitment to this class will be similar to that required as a first year college student.

Your responsibilities for this course include, but are not limited to:

- Completing assigned readings from your textbook and other resources

- Memorizing vocabulary and relevant terms for each chapter (flashcards are recommended)
- Preparing and studying for quizzes and tests
- Participating actively in class discussions
- Checking Google Classroom for course information and assignments
- Taking notes in class and being engaged
- Maintaining an organized folder with all class materials saved throughout the year
- Taking challenges and risks to make larger content connections

[Master Calendar Link](#)

Classroom Expectations

1. **Promptness.** Be on time to class. Be in your seat when the bell rings.
2. **Preparedness.** Have your materials ready, your reading and homework done, and questions ready to ask.
3. **Respect.** Treat everyone in the classroom as you wish to be treated. Be honest in your actions.
4. **English speaking.** For a long list of reasons, all students are expected to follow the KISJ Language Support Policy and communicate in English at all times once they enter this classroom.
5. **Technology use.** Your Macbook is a great tool, but it is also a great distraction. For this reason, your computer should be closed when the bell rings and only open when I give permission. Upon violation of this expectation, you will lose your computer privileges for 1 week.

Academic Integrity Policy

Academic integrity is at the heart of KISJ's commitment to academic excellence. Honesty and openness are among our highest values, and students must take full responsibility for their integrity. Violations of academic integrity demean the violator, degrade the learning process, deflate the meaning of grades, discredit the accomplishments of past and present students, and tarnish the reputation of Korea International School, Jeju for all its members. Students engaged in academic work are expected to submit their own original material and ideas; lying or cheating will result in disciplinary proceedings. Please note that cheating and plagiarism are viewed as one with a single set of consequences.

Under this policy, plagiarism will be defined as the use, or close imitation, of another person's work without proper authorization or credit given. Cheating will be defined as a violation of rules or regulations, or to take a test in a dishonest way.

All students involved in academic dishonesty, including but not limited to online translation, copying homework, cheating, or plagiarism, will receive consequences. The number of instances is a **rolling total** with no chance of reduction for as long as the student attends KISJ High School. Prior infractions are considered in all cases of academic dishonesty. KISJ expects you to approach your work with honesty and integrity.

The following guidelines will be applied in cases of academic dishonesty committed by students at KISJ: see updated academic integrity policy****You must read this****

Homework

Homework is designed to support the learning that takes place in the classroom. All homework and due dates will be posted on the class calendar for the course. Work not turned in on time is subject to the late policy.

Additional Help

With prior arrangement, students may request academic support during Study Hall. Students may not just show up at a teacher's door during their study hall and expect a teacher to be available without prior approval. Teachers are available most days until 4:20 pm to support students. You are also expected to make use of the regular, scheduled Academic Support opportunities the school offers on Tuesday and Thursday afternoons and your presence will be demanded if you are failing to achieve the standards set. Students must be proactive in scheduling other additional time with their teachers.

Academic Grading and Reporting

The academic year is divided into two semesters. Progress reports (Q1 and Q3) will be issued mid-semester with report cards being issued at the end of each semester. Letter grades are based on your demonstration of understanding of the academic standards only. (Please see the section below for a description of how the DRAGONS are now reported). KISJ employs a system of standards-based grading and uses a four-point scale to evaluate academic standards.

**The following benchmark qualifiers are used:
KISJ High School Assessment Policy:**

Assessment: KISJ is a standards referenced grading school. KISJ uses a four point scale to evaluate academic standards.

Proficiency Level	Beginning 1	Approaching 2	Proficient 3	Exemplary 4
Descriptions	<p>Student has yet to demonstrate basic proficiency in the grade level standard.</p> <p>The student's performance is inconsistent, even with guidance and support.</p> <p>Product/evidence of learning is task-specific and inconsistent.</p>	<p>Student demonstrates basic proficiency of a part of, or inconsistently demonstrates independent proficiency in, the standard.</p> <p>The student grasps and applies some of the key concepts, processes, and skills, but with significant errors.</p>	<p>Student demonstrates independent proficiency in the grade level standard.</p> <p>The student consistently grasps and applies the key concepts, processes, and skills with limited errors.</p>	<p>Student demonstrates mastery of the grade level standard with high levels of fluency and consistency.</p> <p>The student applies and may extend the key concepts, processes, and skills of the grade level.</p>

Grades: Letter grades are used to summarize the assessment of benchmark performance in each course according to teacher assessed proficiency levels. Students will have at least one opportunity every two weeks for assessment and feedback. This assessment may be informal (i.e. an exit card, graded warm-up or homework) or formal (i.e. a quiz, test or project). This work will be graded, entered into PowerSchool, and returned within no more than two weeks

from the submission date. This enables students to have multiple opportunities over time to show mastery of standards. Additionally, timely feedback will provide students with specific skills and areas to improve as they continue to work toward proficiency.

Proficiency to Grade Scale

4	Exemplary	A+, A
3	Proficient	A-, B+, B, B-
2	Approaching	C+, C, C-
1	Beginning	D+, D, D-
0	Incomplete	I / F

Assessing Standards:

Any assessment that counts towards the final grade must have a minimum one academic standard and one DRAGONS standard attached to it.

- Academic and DRAGONS standards are graded from 1 (lowest) to 4 (highest)
- Any assessment that counts towards the final course grade must be given a letter grade according to the proficiency to grade scale.
- Formative assessments that do not count towards the final course grade may or may not be given a letter grade at the teacher’s discretion.

Assessment Categories:

There are two categories of assessments used at KISJ:

- *10 and 5 Point Major and Minor summative assessments and Projects*
- *3 and 1 Point minor formative assessments and assignments*

Major, Minor Assignments & Points:

There are two types of assessments outside of the final exam: Major and Minor.

- Major assignments are large: end of unit type exams, labs, projects, etc.
- Minor assignments are smaller: homework, quizzes, in-class, exit-cards, formative type works.
- The number of points assigned to a single assessment is at the discretion of the teacher. However, one of four-point totals must be assigned to assignments: 10pts. / 5pts. / 3pts. / 1pt.
- Teachers must record a minimum of 2 major (5 or 10 pt.) and 5 other (1, 3, or 5 pt.) assessments per quarter in PowerSchool.

Late work:

Major Assignments:

Major assessments that a teacher will allow to be revised, corrected, or re-done will receive a maximum score of B- for the reassessed work.

- For major assessments such as tests, projects, presentations, or labs, teachers must decide whether or not reassessment is possible and alert students at the onset of the unit.
- **If not clearly stated as re-assessable, major assessments will not be reassessed.**
- Students must contact the instructor within a calendar week of the grade being posted in PowerSchool or shared back on Google Classroom to make arrangements with the instructor to be eligible for reassessment.
- Additionally, all work given prior to the original major assessment must have been completed and turned in on time in order for reassessment to occur.
- Teachers may require a reteaching session or provide a relearning assignment that is mandatory before students are able to reassess.
- Students will retake the reassessment in a timely manner as determined by the teacher, the retake may not occur outside of the quarter in which the original work was assigned, nor will it occur more than one week past the end of the unit.
- The teacher should determine and share a set final deadline for accepting late major assessments for credit.
- No work will be accepted outside of the quarter in which the assessment occurred.
- Major assignments, such as projects or essays, that are reassessed or turned in late will automatically be considered for a maximum grade of B-.

Minor Assignments:

1 and 3 point assessments do not represent the final opportunity for a student to show proficiency of a standard and so do not merit reassessment. Minor work assigned as homework will be graded according to the following policy:

- Minor assessment homework turned in by a time designated by the teacher as the due date will receive full credit in terms of the final letter grade (A,B,C).
- Minor assessment homework turned in after the due date and before the beginning of the next class period will receive a maximum letter grade of C.
- Work turned in after the beginning of the class period following the assignment's original due date, and before the unit's final assessment, will receive a grade of F.
- Work not turned in will receive an NG.
- Teachers will not accept minor assignments after a unit's final Major assessment (exam, test, project, essay, etc.).
- No work will be accepted outside of the quarter in which the assessment occurred.

Reporting:

The final course letter grade will be reported via a transcript. In addition to the normal letter grade, there will be a second report which will include our assessment of the DRAGONS standards scores for this course. This will also be reported to universities or other educational institutions.

All exams will be returned and reviewed as a class and then returned to the teacher. If you have any questions you will need to see me during academic support to go over them individually. We will discuss this process in class so that it is clear and any questions can be addressed.

HS Language Support Policy 2022-23

Using English in academic spaces is expected at all times at KISJ. When an adult hears non-English, this will be recorded as a Language Support (LS) mark in PowerSchool.

If your teacher feels you need additional language support this will be given with scaffolds in class and after school. This support may include mandatory Academic Support with a subject teacher or semester attendance at the Academic English Language Club. Students will be provided with a Growth Plan for Success (GPS) that is shared with the teachers so they can differentiate and scaffold. The ELL Coordinator, teachers, counselors, advisors, and administrators will work with the student and family to support the development of academic English.

Please read the following document carefully - [HS Language Support Policy Document](#)

- Students at or above grade level reading/writing who earn:
 - 1st LS mark (counts as LLD) - weekly auto email to student and parent
 - 2nd mark (counts as LLD) - student has a conversation with administration and calls their parent from the office to recount what has been discussed and that they have learned / ability to meet the expectations for speaking English.
 - 3rd and additional marks (count as LLDs)

***It is the student's duty to understand and abide by the policies if KIS Jeju. A lack of knowledge or understanding of the policies above does not omit students from being held responsible for them.

Assessments You Will See in Our Class

Unit Tests: Each unit will end with a *major* assessment consisting of multiple choice and free response questions. To reinforce your knowledge, a percentage of each test will cover material from previous units. Tests will be timed in proportion to the real AP exam. These tests will be graded in the same format as the AP Exam. These exams should give you a clear indication of where you stand in regards to the actual AP Exam you take in May.

Quizzes (announced and unannounced): Quizzes will be used to check that students are reading on their own and taking good notes. These are considered *formative* assessments.

Daily Homework: This class will have a significant daily homework load. The more effort you put into your daily homework, the more it will benefit you. As a result, each homework assignment will be graded under the Responsibility DRAGONS rubric. Some homework assignments will be graded as formative assessments based on the instructor's discretion.

Textbook Organization

The textbook is organized into **Units** that consist of **Modules**. You will be required to read 1-2 **Modules** before each class session. At the end of a **Unit**, you will have a **Unit Test** over all the **Modules** in that **Unit**.

Homework and Google Classroom

The AP exam will cover a huge amount of content. Anything in your textbook (and more) can be on the exam. Because of this, you must do a lot of the work at home. Homework will be checked and be entered as a DRAGON grade. A homework may be collected and graded as a formative-this will be determined by the instructor. Homework assignments will not be posted on Google Classroom; only larger assessments will show up as assignments there. Therefore, it is *your* responsibility to have your homework done by each class period it is due. You can find a schedule of what is due and when on Google Classroom in the Course Materials folder.

Typically, the daily homework assignment will include:

1. Read the assigned textbook module(s).
2. Take handwritten notes on the module(s) (*typed notes not accepted*). Use a format you prefer. Keep your notes well organized by unit and module in one notebook.
3. Answer the multiple-choice questions at the end of each module. Write this at the end of your notes page. We will check these in class.
4. Answer the 2nd practice FRQ (#1 has the answer on the page) of each Module you read. Write this on your notes. *Remember, the time you put into doing this correctly will greatly improve your exam score.*

The daily homework is subject to change. Other possible assignments include posting online or completing exercises rather than taking notes.

Course Outline and Learning Objectives

The order of these sections might be adjusted to best meet students' learning needs.

I. History and Approaches – Unit 1, Modules 1–3; 2-4% of AP Exam MC section

* The History and Approaches Section is woven throughout all units.

- A. Logic, Philosophy, and History of Science
- B. Three levels of analysis
- C. Approaches
 - 1. Biological
 - 2. Behavioral
 - 3. Cognitive
 - 4. Humanistic
 - 5. Psychodynamic
 - 6. Social-cultural
 - 7. Evolutionary

II. Research Methods – Unit 2, Modules 4–8; 8-10% of AP

* The Research Methods Section is woven throughout all units.

- A. The Scientific Method
- B. Descriptive Research
 - 1. Naturalistic observation, survey, case studies, and correlational research
- C. Experimental Research
- D. Ethics in Research
- E. Statistics
 - 1. Descriptive vs. inferential
 - 2. Basic concepts: graphs, measures of central tendency, standard deviation

III. Social Psychology – Unit 3, Modules 74–80; 8-10% of AP

- A. Attitudes and Attitude Change
- B. Social Cognition
- C. Attribution Processes
- D. Conformity, Compliance, Obedience
- E. Prejudice and Discrimination
- F. Liking and Loving
- G. Aggression and Antisocial Behavior
- H. Helping and Prosocial Behavior

IV. Biological Bases of Behavior – Unit 4, Modules 9–15; 8-10% of AP

- A. Interaction of Heredity and Environment
- B. Neurons
- C. Neural Transmission
- D. Organization of Nervous System
- E. Evolutionary Psychology
- F. Endocrine System
- G. The Brain

H. Sleep and dreaming

V. Sensation and Perception – Unit 5, Modules 16–21; 6-8% of AP

- A. Sensation vs. perception
- B. Absolute and difference thresholds
- C. Signal detection theory (in supplement)
- D. The eye and its structures
- E. The other senses and pain
- F. Auditory Sensation and Perception
- G. Perceptual organization
- H. Chemical Senses
- I. Body Senses

VI. States of Consciousness – Unit 6, Modules 22–25; 2-4% of AP

- A. Sleep and Dreaming
- B. Hypnosis
- C. Drug Effects

VII. Learning – Unit 7, Modules 26–30; 7-9% of AP

- A. Classical Conditioning
- B. Operant Conditioning
- C. Social and Cognitive Processes

VIII. Cognition – Unit 8, Modules 31–36; 8-10% of AP

- A. Encoding, Storing, Retrieving
- B. Sensory, short-term and long-term memory
- C. Reliability of memory
- D. Concepts, algorithms, and heuristics
- E. Problem solving and creativity
- F. Development of language

IX. Motivation, Emotion and Stress – Unit 9, Modules 37–44; 6-8% of AP

- A. Biological Bases
- B. Theories of Motivation
- C. Stress and coping
- D. Hunger, Thirst, Sex, and Other Needs
- E. Theories of Emotion

X. Developmental Psychology – Unit 10, Modules 45–54; 7-9% of AP

- A. Nature vs. nurture
- B. Prenatal development
- C. Developmental Theories
- D. Childhood, adolescent, adult development
- E. Dimensions of Development - Physical, Cognitive, Social, and Moral
- F. Sex Roles and Gender Roles

XI. Personality – Unit 11, Modules 55–59; 5-7% of AP

- A. Personality Theories and Approaches

- B. Personality Psychoanalytic, behaviorism & social cognitive, humanistic
- C. Trait theories
- D. Assessment Techniques

XII. Testing and Individual Differences – Unit 12, Modules 60–64; 5-7% of AP

- A. Defining intelligence
- B. Assessing intelligence
- C. Is intelligence stable or changing?
- D. Genetic and environmental influences
- E. Group differences and bias in intelligence testing

XIII. Abnormal Behavior – Unit 13, Modules 65–69; 7-9% of AP

- A. Definitions of Abnormality
- B. Theories of Psychological Disorders
- C. Types of Disorders
- D. Cultural Context of Disorders

XIV. Treatment of Abnormal Behavior – Unit 14; Modules 70–73; 5-7% of AP

- A. Treatment Approaches: Psychodynamic, Behavioral, Cognitive, Humanistic, Biomedical
- B. Modes of Therapy (eg. individual, group)
- C. Community and Preventative Approaches

XV. Review for AP Psychology Exam

- A. Review of Psychology Theories and Principles
- B. Practice Exams (Multiple Choice and Free Response)