Course Description:
Psychology is the scientific study of human behavior and mental activity. In this course students will study topics such as personality, motivation, learning, abnormal behavior, intelligence, and human development. Students will become familiar with the: History and Approaches, Research Methods, Biology and Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing, Abnormal Psychology, Psychological Disorders, and Social Psychology. Students will learn to apply major theories and research finding to every day life and recognize the multiple perspectives that explain human behavior

AP Psychology is a yearlong course designed to prepare you to take the College Board's AP Psychology exam in order to obtain college/university credit. The pace of the course is such that we will be learning from one chapter of text approximately every one to two weeks. This is a rigorous and demanding course with expectations from a college/university setting. The course is based on essential daily reading.

Textbooks and Reading Materials:

Numerous articles and readings will be drawn from books, newspapers, magazines, and scholarly journals.

Materials Needed:
Textbooks
Three Ring Binder for this class only
Note cards

Grading Scale: (See your school planner or appropriate college grading scale)

College Credits
AP Psychology is also offered through the through the University of Wisconsin-Green Bay as Psychology 102. If you choose to take the course for 3 college credits, you do not have to pay for the course but you will receive the grade you get in the course on your college transcript whether the grade is an A or a F.

AP Psychology also has Transcripted relationships with Lakeshore Technical College. For a transcripted course, you must earn a C or better to earn credit at LTC. This is of no cost to you and may be accepted by 4 year colleges, you just need to check with the colleges admissions office.
AP Exam
You may choose to take the AP Exam at the end of the year in an effort to earn college credit. The AP Exam is a 2 hour exam. 1 hour and 10 minutes for Section 1 of the exam which consists of 100 multiple choice questions that account for 66 2/3% of the total grade. 50 minutes for Sectional 2 which consists of 2 essay questions that account for 33 1/3% of the total grade. The cost of the AP Exam is approximately $90 and is free of charge if you are on free and reduced lunch. Check with the High School Guidance Counselor to register and pay your fee. AP Exams are held in Mid-May. AP Psychology also has an Advanced Standing agreement with LTC.

Student Responsibilities:
Students are responsible for following the school policies (see student handbook) and classroom procedures (see Classroom Procedures handout)

The workload expectations for the course are that of a college/university level course. The AP Psychology curriculum is developed to reflect a 3 credit general psychology course at the college level. One college credit is equivalent to 3 hours of learning per week for the average student to earn an average grade of a C. For a 3 credit class, a student should expect to attend 3 hours of class per week and spend an additional 6 hours per week of coursework outside of the classroom. This is just a general guideline. The amount of time spent outside of class varies greatly on the student and grade they are pursuing.

You will be expected to read an average of one chapter (20+) pages per week as well as 1-2 articles (5-10 pages in length). You will be required to prove that you are taking responsibility for your reading through class participation, completion of notes utilizing a reading strategy from your packet of strategies, scheduled reading quizzes, and Fish Bowl Discussions.

This outside of class reading is essential for your success in this class, the AP Exam, and college course work in the future.

Progress Reports:
Progress reports will be sent home 2 times per term. Progress can continue to be monitored through Power School.

Grades:
Students will earn grades in the following areas:
- Fish Bowl Participation
- Documentation of daily required reading
- My Big Campus Discussions
- Unit Projects
- Quizzes and Tests

In-class and Homework Assignments:
Students will be made aware of assignments and due dates via the Course Calendar.

Tests and Quizzes:
Students will always be made aware of a test 2 days prior and quizzes 1 day prior.

Students may have Reading Quizzes 1-2 times per unit in multiple choice and short answer format. These will cover topics in all three textbooks for that given unit. These will be timed quizzes of 15 minutes. These are open note quizzes. David Myers is considered by most psychology instructors to be
the most readable text on the market. This is a college level textbook. Reading will be an essential component of you success in the course and all of your future college courses. Developing good reading strategies now will enhance your learning experience not only in this course but all future courses.

**Test and Quizzes are subject to late work policy.**

**Study Guides:**
Students will students will make their own for each test during the unit. This is to be completed throughout the unit and turned in the day of the test.

**Study Groups:**
Students are encouraged to participate study sessions for tests. This should be coordinated by the students since this will be a networking skill you will utilize at the college level.

**Late or Make Up Work**
According to School late work policy.

**Course Calendar:**
Most Assignments are found on the course calendar with due dates to be filled in via information provided on the front white board. These dates are subject to change and will be posted on the front board. It is your responsibility to keep track of changing dates. It is also your responsibility to schedule your reading amounts and assignments. It is expected that your reading for the chapter should be a minimum of 1-2 sections of reading per day as well as articles. Use the topics on the course calendar to help you determine which section you should be reading. You are expected to have read the information for the class topic of the day prior to coming to that class.

### 1st Term

<table>
<thead>
<tr>
<th>UNITS</th>
<th>DATES</th>
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<tbody>
<tr>
<td><strong>Introduction to AP Psychology</strong></td>
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<td>Course Outline</td>
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<td>Classroom Procedures</td>
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<td>Distribution of Materials</td>
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<td>Sample AP Exam multiple choice an essay questions</td>
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<td>Letter – Why I am taking AP Psychology</td>
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<tr>
<td>Reading Strategies</td>
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<tr>
<td><strong>Unit 1- History and Approaches</strong></td>
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<tr>
<td>Reading: Myers</td>
<td>Chapter 1</td>
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<tr>
<td>Kasschau</td>
<td>Chapter 1</td>
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<tr>
<td>Topics Covered:</td>
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<tr>
<td>• Logic, Philosophy, and History of Science</td>
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<td>• Approaches</td>
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<td>▪ Biological</td>
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<td>▪ Behavioral</td>
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<td>• Reading Quiz</td>
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<td>▪ Cognitive</td>
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• Humanistic
• Psychodynamic
• Sociocultural
• Evolutionary/sociobiological

• Approaches Chart due/Review for Unit 1 Exam
• Unit 1 Exam

**Unit 2- Research Methods**

**Reading:**
- Myers Chapter 1
- Kasschau Chapter 2

**Topics Covered:**
- Careers In Psychology
- Psychology Research Methods – case study, naturalistic observation, experiment, survey
- Experimental, Correlational, and Clinical Research
  - Correlational – observation, survey, clinical
  - Experimental
  - Longitudinal and Cross Sectional
- Experimental Design PHEOC
- Statistics
  - Descriptive
  - Inferential
- Reading Quiz
- Statistical Analysis of Experiments
- Ethics in Research
  - (watch: 20/20 Basic Instincts – Stanford Prison/Milgrim Obedience)
- Review for Unit 2 Exam
- Unit 2 Exam

**Unit 3- Biology and Behavior**

**Reading:**
- Myers Chapter 2
- Kasschau Chapter 6
- Hock One Brain or Two
  - More Experience = Bigger Brain?
  - Are You a Natural?

**Topics Covered:**
- Physiological Techniques
- Neuroanatomy
- Functional Organization of Nervous System
- Fish Bowl Discussion of 3 studies from Forty Studies that Changed Psychology
- Endocrine System
- Neural Transmission
- Genetics
- Review for Unit 3 Exam
- Unit 3 Exam
Unit 4 - Sensation and Perception

Reading: Myers Chapter 4
        Kasschau Chapter 8
        Hock What You See is What You’ve Learned
        Watch Out for the Visual Cliff

Topics Covered:
- Fish Bowl Discussion of 2 Articles
- Thresholds
- Experiments with Sensory Thresholds
- Sensory Mechanisms
- Reading Quiz
- Sensory Adaptation
- Attention
- Perceptual Processes
- Review for Unit 4 Exam
- Unit 4 Exam

Unit 5 - States of Consciousness

Reading: Myers Chapter 5
        Kasschau Chapter 7
        Hock To Sleep, No Doubt to Dream
        Unromanicing the Dream…

Topics Covered:
- Sleep and Dreaming
- Hypnosis
- Psychoactive Drug Effects
- Fish Bowl Discussion of 2 Articles
- Review for Unit 5 Exam
- Unit 5 Exam

Unit 6 - Learning

Reading: Myers Chapter 6
        Kasschau Chapter 9
        Hock It’s Not Just About Salivating Dogs
        Little Emotional Albert
        Knock on Wood
        Maps in Your Mind
        See Aggression…Do Aggression

Topics Covered:
- Classical Conditioning
- Fish Bowl Discussion 2 Articles
- Operant Conditioning
- Cognitive Processes of Learning
- Reading Quiz
- Fish Bowl Discussion 3 Articles
- Biological Factors
Unit 7 - Cognition: Memory

Reading:
Myers, Chapter 7
Kasschau, Chapter 10
Hock, Thanks for the Memories
Out of Sight, But Not Out of Mind

Topics Covered:
• Memory – Encoding
• Memory -Storage and Retrieval
• Fish Bowl Discussion 2 Articles
• Memory Construction
• Review Unit 7 Exam
• Unit 7 Exam

Term Exam
Review Reading Quizzes
Review AP essay writing
Final Exam

Term 2

Unit 8 – Cognition: Thinking, Problem Solving and Language

Reading:
Myers, Chapter 8
Kasschau, Chapter 11

• Thinking
• Problem Solving and Creativity
• Reading Quiz and Review
• Language
• Review Unit 8 Exam
• Unit 8 Exam

Unit 9—Motivation

Reading:
Myers, Chapter 9 and 10
Kasschau, Chapter 12
Hock, Not used – Articles to be assigned

Topics Covered:
• Theories of Motivation – Instinct, Drive-Reduction, Incentive, Cognitive, and Optimum Arousal
• Harry Harlow and Maslow
• Biological Component-Hunger, Thirst, Sex, and Pain
• Social Motives-Achievement, Intrinsic and Extrinsic
• Fish Bowl Discussion of 4 Articles
• Review for Unit 9 Exam
• Unit 9 Exam

**Unit 10 – Emotions, Stress and Health**

**Reading:**
- Myers Chapter 10
- Kasschau Chapter 12
- Hock Life, Change, and Stress

• Reading Quiz
• Theories of Emotion
  - Physiological- James-Lange and Cannon-Bard
  - Cognitive- Schachter-Singer
  - Opponent Process – Solomon-Corbett
• Experiencing Emotions
• Stress/Health
• Review for Unit 10 Exam
• Unit 10 Exam

**Unit 11- Developmental Psychology**

**Reading:**
- Myers Chapter 3
- Kasschau Chapter 3-5

**Topics Covered:**
• Life-Span Approach-longitudinal and cross sectional studies
• Heredity-Environmental (Nature v. Nutrue) Issues
• Life Span Interviews Questions
• Developmental Theories-Freud, Piaget, Erikson
• Reading Quiz
• Dimensions of Development
  - Physical
  - Cognitive-Piaget
  - Social - Erikson
  - Moral – Kohlberg
• Sex Roles and Sex Differences
• Life Span Interviews Analysis
• Life Span Interviews Analysis
• Life Span Interviews due
• Reading Quiz

**Unit 12- Personality**

**Reading:**
- Myers Chapter 11
- Kasschau Chapter14
- Hock Are You Getting Defensive Again?
  - Are You the Master of Your Fate?
  - The One, The Many…

**Topics Covered:**
• Personality Theories and Approaches
  o Freudian and Neo Freudian – Freud, Jung, Adler
    • Assessing the unconscious
  o Behaviorism – BF Skinner
    • Assessing contingencies of reinforcement
  o Social Cognitive – Bandura
    • Assessing behavior in situations
  o Humanistic – Maslow, Rogers
    • Assessing the Self
  o Trait – Allport, Cattell, Eysenck,
    • Assessing Traits
• Fish Bowl of 3 Articles
• Review for Unit 12 Exam
• Unit 12 Exam

**Unit 13- Individual Differences and Measurement/Testing**

**Reading:**
Myers Chapter 8
Chapter 11 p. 395-396 and p. 401-404
Kasschau Chapter 13
Hock Born First, Born Smarter?
What You Expect is What You Get
Just How Intelligent Are You?

**Topics Covered:**
• Standardization and Norms
• Reliability and Validity
• Theories of Intelligence
  o Two Factor
  o Thurstone
  o Gardner
  o Sternberg
  o Emotional
• Fish Bowl Discussion 3 Article
• Types of Tests
  o IQ-Stanford-Binet and Wechsler
  o Aptitude
  o Achievement
  o Interest
  o Personality
  o Projective
• Ethics and Standards in Testing
• Heredity/Environment (Nature v. Nurture)
• Human Diversity – cultural bias
• Review for Unit 13 Test
• Unit 13 Test

**Unit 14- Psychological Disorders/Abnormal Psychology**

**Reading:**
Myers Chapter 12
Kasschau Chapter 16
Hock Learning to be Depressed
Topics Covered:
- Definitions of Abnormality
- Theories of Psychopathology
- Diagnosis of Psychopathology
- Anxiety Disorders
- Somatoform Disorders
- Dissociative Disorders
- Mood Disorders
- Schizophrenic Disorders
- Organic Disorders
- Personality Disorders
- Review for Unit 14 Exam
- Unit 14 Exam

Unit 15 - Treatment of Psychological Disorders
Reading: Myers Chapter 13
Kasschau Chapter 17

Topics Covered:
- Treatment Approaches
  - Insight Therapies – Psychodynamic/humanistic
  - Behavioral
  - Cognitive
  - Biological – psychopharmacology/psychosurgery
- Modes of Therapy- Individual, Group, Family, Self-Help
- Community and Preventative Approaches
- Review for Unit 15 Exam
- Unit 15 Exam

Unit 16 - Social Psychology
Reading: Myers Chapter 14
Kasschau Chapter 18-20
Hock Not Practicing What You Preach
Thoughts Out of Tune
The Power of Conformity
Obey at Any Cost?
To Help or Not to Help?
Crowding Into the Behavioral Sink

Topics Covered:
- Interpersonal Perception
- Attraction
- Fish Bowl Discussion of 3 Articles
- Attribution Processes
- Reading Quiz
- Attitudes and Attitudes Changes
- Group Dynamics
- Fish Bowl Discussion of 3 Articles
- Watch DVD “A Class Divided
SOCIAL STUDIES PAPER WRITING EXPECTATIONS

When papers are assigned in the Social Studies Department, the following are the minimum expectations to be met:

Students will complete all papers in a typed format, Times New Roman font, 1 inch margins.

Students will use the MLA format for paper layout as well as citations.

Students will rarely be given a page/paragraph requirement. The expectation is for students to determine the length necessary to demonstrate their understanding of the learning targets.

Students will provide a clear thesis that reflects the purpose of the paper.

Students completing Psychology, AP Psychology and/or Sociology papers are expected to provide:
- Operational definitions
- Class and text examples
- Examples from your life

Students completing World History, US History, AP US History, and US History II:
- Document Evidence
- Supportive Evidence
- Analysis

Papers will be graded according to:
- 6 traits of writing: Content, Organization, Voice, Conventions, Ideas, Sentence Fluency
- Demonstration of understanding the learning targets
- Evidence/examples
- Explanation/Analyzing Evidence/Examples

SOCIAL STUDIES MY BIG CAMPUS EXPECTATIONS

POSTS
Students will demonstrate an understanding of the learning targets through their posts. Length of posts should be concise because of this format: introductions and conclusions are not necessary. Students must PROVE what they know by using content language and vocabulary. This is professional writing and text speak is not appropriate. Materials posted/linked need to be from valid educational sources and further demonstrate an understanding of the topic.

CHATS
Students will demonstrate an understanding of the learning targets through their posts. Length of posts should be concise because of this format: introductions and conclusions are not necessary. Students must PROVE what they know by using content language and vocabulary. This is professional writing and text speak is not appropriate. Students will prompt further discussion in this format by posting questions utilizing depth of knowledge questioning.
ASSESSMENTS

Assessments are timed and done during the assessment window.
Academic honesty policy applies.
Online assessments cover any multiple choice questioning.

**Psychology Essay Assignment Rubric**

**Thesis and Learning Targets**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced</strong></td>
<td>Paper thesis and content pertains to the learning targets which are clearly stated and defensible.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Paper thesis and content is defensible, learning targets are not clearly stated.</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>Paper thesis and content is not defensible using the evidence available.</td>
</tr>
<tr>
<td><strong>Minimal</strong></td>
<td>Paper thesis and content does not clearly pertain to learning targets.</td>
</tr>
<tr>
<td><strong>Re-teach</strong></td>
<td>There is no clear thesis stated and content is limited.</td>
</tr>
</tbody>
</table>

**Interpretation and Use of Data**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced</strong></td>
<td>The data is accurately interpreted and links to learning targets, and sufficient data is used to defend the main argument.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>The data is accurately interpreted and links to learning targets, and data is used to defend the main argument, but it might not be sufficient. Data is used to defend the thesis, but it is not accurately interpreted or linked to learning targets, and it is not sufficient.</td>
</tr>
<tr>
<td><strong>Minimal</strong></td>
<td>Data is used to defend the main argument, but it is insufficient and limited or no effort is made link the data to learning targets.</td>
</tr>
<tr>
<td><strong>Re-teach</strong></td>
<td>Data is provided, but it is not used to defend the main argument and is not linked to the learning targets.</td>
</tr>
</tbody>
</table>

**Reflection on Personal Experiences**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Advanced</strong></td>
<td>Personal experiences are examined thoughtfully and critically and support the main argument.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Personal experiences are examined thoughtfully and critically but the main argument may not be clear.</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>Personal experiences are examined, but not in a way that reflects understanding of the external factors. Relation to the main argument also may not be clear.</td>
</tr>
<tr>
<td><strong>Minimal</strong></td>
<td>Personal experiences are discussed, but not in a way that reflects understanding. No effort is made to relate experiences back to the main argument.</td>
</tr>
</tbody>
</table>
Personal experiences are not mentioned.

**Application of Course Readings and Materials**

**Advanced**
Demonstrates solid understanding of the major themes of the course, using course readings and class discussion to accurately.

**Proficient**
Uses course readings and class discussion to place the argument within a broader framework, but does not always demonstrate solid understanding of the major themes.

**Basic**
Uses course readings and class discussion to place the argument within a broader framework, but concepts are poorly defined or not defined at all.

**Minimal**
Course readings and class discussion are used, but paper does not place the argument within a broader framework or define concepts.

**Re-teach**
Course readings and class discussion are only mentioned, with no clear understanding of the relationship between the paper and course themes.

**Organization, Writing, and Mechanics**

**Advanced**
Clear organization and natural “flow” (with an introduction, transition sentences to connect major ideas, and conclusion) with few or no grammar or spelling errors. Scholarly ideas are cited correctly using the MLA format.

**Proficient**
Clear organization (introduction, transition sentences to connect major ideas, and conclusion), but writing might not always be fluid, and might contain some grammar or spelling errors. Scholarly ideas are cited correctly using the MLA format.

**Basic**
Organization unclear or the paper is marred by significant grammar or spelling errors (but not both). Scholarly ideas are cited correctly using the MLA format.

**Minimal**
Organization unclear and the paper is marred by significant grammar and spelling errors. Scholarly ideas are cited correctly using the MLA format.

**Re-teach**
Effort to cite is made, but the scholarly ideas are not cited correctly. (Automatic “F” if ideas are not cited at all.)

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Rubric adapted from University of California Berkeley, retrieved September 12, 2012 from [http://gsi.berkeley.edu/teachingguide/grading/rubrics-creation.html#sociology](http://gsi.berkeley.edu/teachingguide/grading/rubrics-creation.html#sociology)
## Depth of Knowledge (DOK) Levels

<table>
<thead>
<tr>
<th>Level One Activities</th>
<th>Level Two Activities</th>
<th>Level Three Activities</th>
<th>Level Four Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</td>
<td>Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identity patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.</td>
<td>Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.</td>
<td>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.</td>
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<tr>
<td>Conduct basic mathematical calculations.</td>
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<td>Label locations on a map.</td>
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<tr>
<td>Represent in words or diagrams a scientific concept or relationship.</td>
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<tr>
<td>Perform routine procedures like measuring length or using punctuation marks correctly.</td>
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<td>Describe the features of a place or people.</td>
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