



AP Psychology Grand Haven High School



Course Number: C78 A, C78 B

Grade Level: 10-12

Credits : .5 per semester

Prerequisite Courses : None - Be prepared for college level work load in reading, note taking, quizzes, multiple choice & essay tests.

Course Description

The most important concept to understand is that this course is a college level course. It is designed to replace Introduction to Psychology in a student's freshman year of college. Students who chose this course should do so with the understanding that only self-motivated, dedicated, serious students will be successful. Unlike an AP course in literature, which deals mainly with skills the students must master to discuss an unknown piece of literature (difficult for other reasons), this class deals with content, content, content. In order to master that content, students must be self-directed and intrinsically motivated to succeed. While it will vary for some students, you can expect to spend an average of 8-10 hours outside of class per week preparing for this class.

Course Objectives

In addition to the course objectives listed below by the APA, my main objective in teaching this course is to prepare students to score at least a 3 on the AP Exam offered by the College Board in May.

As listed in the APA High School Program: Statement on the Curriculum for the High School Psychology Course, the course objectives are listed below.

1. Students should [read will for should] study the major core concepts and theories of psychology. They should be able to define key terms and to use these terms in their everyday vocabulary. Students should be able to compare and contrast major theories in psychology. It is impossible to cover all the material in class, therefore it is imperative that you keep up with your reading and assignments in order to be prepared for each test.
2. Students should learn the basic skills of psychological research. They should be able to devise simple research projects, interpret and generalize from results, and evaluate the general validity of research reports.

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3. Students should be able to apply psychological concepts to their own lives. They should be able to recognize psychological principles when they are encountered in everyday situations.
4. Students should develop critical thinking skills. They should become aware of the danger of blindly accepting or rejecting any psychological theory without careful, objective evaluation.
5. Students should build their reading, writing, and discussion skills.
6. Students should learn about the ethical standards governing the work of psychologists. They should maintain high ethical standards and sensitivity in applying the principles of psychology to themselves, other peoples, and other

Student Expectations

- Read and outline each chapter of the text (I will give you tips before the first reading assignment)
- keep a library of note cards covering the vocabulary
- take notes in class
- do outside readings
- conduct simple experiments and analyze the data
- write essays, create projects, utilize the internet
- participate in class discussions and group work
- take practice tests, write rubrics, score essays, and learn strategies for test-taking
- attend class—choose class over senate, student government activities, or other in-school fun stuff (just say no to missing class)
- All assignments are due at the beginning of the class on the date announced, unless otherwise stated. Late work will NOT be accepted.
- All class work will be completed if an absence occurs. Students are responsible for informing me ahead of time for anticipated absences (e.g. extracurricular responsibilities, field trips, sporting events, appointments, etc.) and making arrangements in advance for completing missed work. Late work that was pre-arranged will not be penalized. Work missed as a result of a student not making prior arrangements for pre-arranged absences will be penalized. Work missed due to an unexcused absence must be completed, but zero credit will be given for that day's class and any assignment that was due (including exams). You have two days for each day you are absent to turn in make up work. Work not submitted on time will be penalized. Example: if you have a pre-excused absence for an athletic event, which means you'll miss my class and we have an assignment due that day, you are responsible for turning in that assignment before you leave.
- I have no sympathy for students who schedule senior pictures, prom fittings, hair appts, etc... during my class or who miss for concerts downstate, road trips, hang-

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overs, etc... and then want me to help them with work missed. I realize you're juniors or seniors, but you're going to have to deal with it without slighting this class.

- Submit work directly to me. If you need to turn in work and you can't find me, please give it to the secretary in the main office and have her date, time, and sign it. Late work will not be accepted.
- All written work must be word-processed, unless otherwise specified (learning objectives and class notes are the exceptions). Work not word-processed will not be accepted, and thus will receive a late grade. Problems with computers, printers, disks, or related issues, are student issues. Plan ahead. Be sure to keep both hard copy and disk back-ups of all work turned in. In the event your printer fails, email the work to me (portenga@ghaps.org) and I will print it out.
- All work should be proofread thoroughly before being turned in. Organization of material is essential for clarity and persuasiveness. It is therefore critical that you organize your writing clearly. Grammar counts. Spell-checkers are nice, but do not let them do the job alone.
- Extra credit may be given to the class but does not occur very often. You're primary concern should be your daily assignments and studying. Only students who have completed all of their required assignments are eligible for extra credit.
- All work is expected to be completed by the student. Plagiarism is prohibited. Students who are caught copying work, lending work to be copied, or submitting work not authored by said student, will receive a double 0 on that assignment and be required to re-do the assignment also for 0 credit. You may also be asked to drop the class. Please read the Code of Academic Integrity handout carefully (posted online and in the room). You will be held responsible for this information.

Communication

Room 5206 Phone: 850-6172 Home: 846-4144

Email: aaronportenga@gmail.com

Class Website: www.ghaps.org/portengaa

Remind 101 Text Messages - see website for instructions to sign on.

Grading Policy

Your final grade will be calculated as follows:

Assignments/Homework are worth 20%, Class work is worth 10% and quizzes are worth 20%. Tests and major projects are worth 50%. Grades will be posted weekly in class by student ID number and are available on the Internet in the "Parent" section at www.ghaps.org. The grading scale each marking period is as follows:

A = 92-100

B = 82-87

C = 72-77

D = 62-67

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A- = 90-91
B+ = 88-89

B- = 80-81
C+ = 78-79

C- = 70-71
D+ = 68-69

D- = 60-61
F = 59 or less

Your semester grade is calculated as follows:
80% Semester Grade
20% Final Exam

FINAL EXAM: Exams will be given at the end of the 1st Semester. There are two options for the 2nd Semester final exam. (Teacher has the option of giving a mid-term exam in 1st or 2nd Semesters)

You can take the AP Psychology test administered by the College Board in May and receive CR for your exam grade. In this case, your final semester average will be used as your exam grade for the Final Semester. The option of opting out of your Final Semester exam is available as long as you have not violated the absence or tardy policy and are passing the class.

Your other option is to take a final exam to be administered by me on the same day the College Board administers their exam. This exam will be a released copy of an actual AP Psychology exam. This exam will be scored and your final semester grade will be calculated by averaging your semester grade (80%), and the raw score of your final exam (20%) grades. Any student (including seniors) who has not paid for the AP Psychology exam by the due date required will automatically be required to take my final exam.

In either case, all students will be required to attend class and complete all assignments in order to receive credit for the semester. Please understand that there are typically 2 ½ -3 weeks of school after the exam is taken. A student does have the option of taking the A.P. College Board Exam and then taking the Final Semester Exam for the class in an effort to raise their grade in the class.

Scope and Sequence

Content Area (multiple-choice section)	Percentage Goals for Exam
I. History and Approaches	2-4%
A. Logic, Philosophy, and History of Science	
B. Approaches	
1. Biological	
2. Behavioral	
3. Cognitive	
4. Humanistic	
5. Psychodynamic	
6. Sociocultural	
7. Evolutionary	
II. Research Methods.	8-10%
A. Experimental, Correlational, and Clinical Research	

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- B. Statistics
 - 1. Descriptive
 - 2. Inferential
- C. Ethics in Research

- III. Biological Bases of Behavior 8-10%
 - A. Physiological Techniques (e.g., imaging, surgical)
 - B. Neuroanatomy
 - C. Functional Organization of Nervous System
 - D. Neural Transmission
 - E. Endocrine System
 - F. Genetics
 - G. Evolutionary Psychology

- IV. Sensation and Perception 6-8%
 - A. Thresholds and Signal Detection Theory
 - B. Sensory Mechanisms
 - C. Attention
 - D. Perceptual Processes

- V. States of Consciousness 2-4%
 - A. Sleep and Dreaming
 - B. Hypnosis
 - C. Psychoactive Drug Effects

- VI. Learning 7-9%
 - A. Classical Conditioning
 - B. Operant Conditioning
 - C. Cognitive Processes
 - D. Biological Factors
 - E. Social Learning

- VII. Cognition 8-10%
 - A. Memory
 - B. Language
 - C. Thinking
 - D. Problem Solving and Creativity

- VIII. Motivation and Emotion 6-8%
 - A. Biological Bases
 - B. Theories of Motivation
 - C. Hunger, Thirst, Sex, and Pain
 - D. Social Motives
 - E. Theories of Emotion
 - F. Stress

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- IX. Developmental Psychology 7-9%
 - A. Life-Span Approach
 - B. Research Methods (e.g., longitudinal, cross-sectional)
 - C. Heredity-Environment Issues
 - D. Developmental Theories
 - E. Dimensions of Development
 - 1. Physical
 - 2. Cognitive
 - 3. Social
 - 4. Moral
 - F. Sex Roles and Gender Roles

- X. Personality 5-7%
 - A. Personality Theories and Approaches
 - B. Assessment Techniques
 - C. Growth and Adjustment

- XI. Testing and Individual Differences 5-7%
 - A. Standardization and Norms
 - B. Reliability and Validity
 - C. Types of Tests
 - D. Ethics and Standards in Testing
 - E. Intelligence

- XII. Abnormal Behavior 7-9%
 - A. Definitions of Abnormality
 - B. Theories of Psychopathology
 - C. Diagnosis of Psychopathology
 - D. Types of Disorders
 - 1. Anxiety
 - 2. Somatoform
 - 3. Mood
 - 4. Schizophrenic
 - 5. Organic
 - 6. Personality
 - 7. Dissociative

- XIII. Treatment of Abnormal Behavior 5-7%
 - A. Treatment Approaches
 - 1. Psychodynamic
 - 2. Humanistic
 - 3. Behavioral
 - 4. Cognitive
 - 5. Biological
 - B. Modes of Therapy (i.e., individual, group)
 - C. Community and Preventive Approaches

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- XIV. Social Psychology 8-10%
- A. Group Dynamics
 - B. Attribution Processes
 - C. Interpersonal Perception
 - D. Conformity, Compliance, Obedience
 - E. Attitudes and Attitude Change
 - F. Organizational Behavior
 - G. Aggression/Antisocial Behavior
 - H. Cultural Influences

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