



AP Psychology 24-25



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***When trying to contact me, please email first.**

About me: I was raised 'all over' Nevada County, and therefore attended many elementary schools, maybe even yours. I moved to Santa Barbara, where I attended UC Santa Barbara and graduated with a degree in Sociology. I later attended CSU Sacramento where I earned my Masters degree in Sociology with an emphasis in Psychological/Social Psychology. Since then I went on to earn several teaching credentials and a Masters in Education too. I have been in Education for 13 years and teaching at Nevada Union for 9 years.

I have worked in various Health related fields over the years, including as a Surgical Assistant, a Mental Health Case Manager for Nev. Co. Behavioral Health, and as the County Health Educator for Nev. Co. Public Health, but teaching High School is what I was absolutely meant to do! It is my passion and I love it! I look forward to teaching you, and learning from you, over the course of the semester.

Course Description & Objectives

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental process of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice.

The goal of AP Psychology is to provide qualified students who wish to complete studies in

high school equivalent to an introductory college course of Psychology. A detailed overview of course units covered are listed below.

Additionally, upon completion of this course:

- Students will be prepared to do acceptable work on the AP Psychology exam.
- Students will understand and be able to apply the major core concepts and theories of psychology.
- Students will learn and be able to apply the basic skills of psychological research and statistical analysis.
- Students will be able to apply basic psychological concepts and theories to their own lives in practical, productive, and beneficial ways.
- Students will develop their critical thinking skills.
- Students will build their reading, writing, and discussion skills.

Required Materials

- Three ring binder with lined paper
- Pencils and Highlighters
- Charged Chromebook
- Myers, David G., DeWall, C. Nathan, and Hammer, Elizabeth Yost. *Myers' Psychology for the AP Course.* 4th edition. New York: Worth Publishers, 2024. (Provided.)
- Hock, Roger R. *Forty Studies that Changed Psychology.* Upper Saddle River, NJ: Pearson Prentice Hall, 2005. (PDF available online.)

Participation Expectations

Please note that your participation in class is mandatory and will make up a portion of your final grade. Excused absences will not affect your participation grade; unexcused absences will. To get an absence excused please contact the attendance office at (530)273-4431 within two days of your absence.

What constitutes “participation” is detailed below.

- Respond to daily Warm-Up: this will take place during the first 5 minutes of class and cannot be made up if you are absent or tardy. Excused absences = excused Warm-up; unexcused absences and/or tardies = zero points for Warm-up.
- Respond to writing prompts throughout class.
- Actively engage in class instruction via reading along, taking notes, asking and answering teacher and student questions, etc.
- Participate in classroom activities and projects as assigned.

I expect students to participate in all other assignments as outlined below:

- Complete all homework reading and note taking PRIOR to class.
- Follow assignment instructions when completing assignments.
- Submit assignments by their due dates; if you need an extension, ask for one prior to the due date.

Classwork assignments will be discussions, class participation, handouts, reflection and

response papers, etc. There will be continued emphasis on building your knowledge and skills in the Science Practices that will be a large part of the AP Psychology Exam

Homework assignments will primarily be reading and notes. For each unit, students are required to submit a notebook with notes taken while doing the reading. Notes are required to be kept in the notebook and not removed. They are also required to be in the proper format. Specific reading assignments from the supplementary resources will be periodically assigned as well. Notes will be handwritten and turned in via photograph if not present in class on test day. Typed notes are not permitted. There will also be Albert.io questions for each unit (to help prepare for the exams) and studies from the *Forty Studies* book to read and answer questions. There are ways to opt-out of all of these homework assignments, however. That will be covered on a separate page. AP Classroom Progress Checks will also be completed, but not scored for a grade.

Unit tests will all be cumulative and given at each unit's conclusion. End-of-unit tests will be a combination of 60 Multiple Choice questions and 1-2 Free Response Questions. The tests will be graded along the same lines as the AP Psychology Test, with the Free Response Questions making up 1/3 of the total test grade and the Multiple Choice accounting for the other 2/3. Mid-unit tests may be given periodically over specific topics, from the textbook, and from the supplementary materials, at the discretion of the teacher.

You can expect me to:

- Provide consistent and (hopefully) engaging instruction relevant to YOU!
- Be prepared, present, and engaged.
- Be available for additional support should you need it.
- Respond to emails and/or calls within two school days.
- Update grades no less than bi-weekly.

Grading Policy

Your overall grade will be based on demonstration of mastering the Essential Learning Outcomes (ELO) posted below.

Final grade scale will be based on the following percentages:

| Grade | Percentage | ELO correlation |
|-------|------------|---|
| A | 90-100% | Excellent mastery of nearly all of ELOs |
| B | 80-89% | Mastery of majority of ELOs |
| C | 70-79% | Average mastery of a large portion of ELOs |
| D | 60-69% | Sufficient mastery of a large portion of ELOs |
| F | Below 60% | Insufficient mastery of majority of ELOs |

Grades in this class are weighted as follows:

Homework & Classwork Assignments - 35% of total grade.
Assessments - 50% of total grade
Research projects & Presentations - 15% of total grade

Late Work Policy

Assignments are tools to assess student progress towards mastering ELOs and to provide feedback prior to assessments. As the assessments reflect overall mastery of ELO's, it is imperative that students complete assignments on time.

Due dates will be included in the assignment details and students are expected to turn work in on time **OR** ask me for an extension **PRIOR** to the due date in the event that you are struggling with content comprehension and need additional support.

Late assignments turned in during the unit, but late, and without an extension, may be docked 20%. Unless prior arrangements have been made with me, late work may not be accepted after the end of each unit.

Opt-Out & Reward Policies

Opt-Out Policies

The opportunities to skip reading notes, Learning Curve questions, and studies from the *Forty Studies* book are one of the things that can make this class significantly less time-consuming if you can achieve success without those tasks.

Earning Opt-Outs is dependent on your unit test scores. Each time you score a certain level at or above (as outlined below), you earn an "Opt-Out" for one or more tasks.

If your overall test score is: You earn an Opt-Out for:

- 80% or above Textbook reading notes for one unit
- 85% or above *Forty Studies* questions for one unit
- 90% or above Learning Curve study questions for one unit

So if you scored 90%, you would earn *one unit* of Opt-Outs for all tasks.

Reward Policies

Because reading notes, *Forty Studies* questions, and Albert.io study questions are important and beneficial, I want to encourage you to do them regardless of whether you earn Opt-Outs. So the following policies will apply if you **complete** them **all** within the unit timeline.

If you completed all of the semester's:

Your reward will be:

- Learning Curve Questions 5% bonus on final unit test
- Reading Notes 5% bonus on final exam
- *Forty Studies* Questions 5% bonus on final exam

Re-testing & Test Correction Policies

Retesting Policies

Students whose overall test score is below 50% will be required to attend at least one Flex session within 2 weeks of receiving the test score for some reteaching and reassessment. Depending on the area of weakness, the reteaching might focus on Multiple Choice and involve required corrections or it might focus on FRQ and require rewrites of the FRQ.

Test Corrections Policies

Corrections will be done for most tests. Students will write out the multiple-choice questions that they missed and write explanations of why the correct choice was a better answer. For each question corrected in this way, a portion of the missed point will be recovered on the final test grade. **If you get a zero on the Reading Notes, Albert.io questions, or *Forty Studies* assignments, you will not be allowed to do test corrections.**

Essential Learning Outcomes (ELOs) & Course Schedule

These are the content areas covered in the College Board CED ([linked here](#)) and what you can expect to learn and be tested on throughout the course and during the AP Exam:

Unit 0 - Research Methodology of Psychology (CED Science Practices)

Reading - Myers Modules 0.1 - 0.6

- A. Research Methods in Psychology
- B. The Experimental Method
- C. Selecting a Research Method
- D. Statistical Analysis in Psychology
- E. Ethical Guidelines in Psychology

Unit I. Biological Bases of Behavior (CED Unit 1)

Reading - Myers Modules 1.1 - 1.6d and Forty Studies Readings 1-3 + 6-7

- A. Interaction of Heredity and Environment
- B. Overview of the Nervous System
- C. Neurons and Neural Firing
 - 1. Influence of Drugs on Neural Firing
- D. The Brain
 - 1. Tools for Examining Brain Structure and Function
 - 2. The Adaptable Brain
- E. Sleep and Dreaming
- F. Principles of Sensation
 - 1. Visual Anatomy and Perception
 - 2. Auditory Sensation and Perception
 - 3. Chemical Senses
 - 4. Body Senses

Unit II. Cognition (CED Unit 2)

Reading - Myers Modules 2.1a - 2.8d and Forty Studies Readings 4-5, 13-14, + 16

- A. Perception
- B. Introduction to Memory
 - 1. Biological Bases of Memory
- C. Encoding Memories
- D. Storing Memories

- E. Retrieving Memories
- F. Forgetting and Other Memory Challenges
- G. Thinking, Problem Solving, Judgments, and Decision Making
 - 1. Biases and Errors in Thinking
- H. Intelligence and Achievement
 - 1. Psychometric Principles and Intelligence Testing

Unit III. Development and Learning (CED Unit 3)

Reading - Myers Modules 3.1 - 3.9 and Forty Studies Readings 9-12 + 17-18 + 31

- A. Themes and Methods in Developmental Psychology
- B. Physical Development Across the Lifespan
- C. Research on Gender and Sexual Orientation
- D. Cognitive Development Across the Lifespan
- E. Communication and Language Development
 - 1. Components of Language and Language Acquisition
- F. Social-Emotional Development Across the Lifespan
- G. Classical Conditioning
- H. Operant Conditioning
- I. Social, Cognitive, and Neurological Factors in Learning

Unit IV. Mental and Physical Health (CED Unit 5)

Reading - Myers Modules 5.1a - 5.5d and Forty Studies Readings 29 + 32-34

- A. Introduction to Health Psychology
- B. Positive Psychology
- C. Explaining and Classifying Psychological Disorders
 - 1. Psychological Perspectives and Etiology of Disorders
- D. Selection of Categories of Psychological Disorders
 - 1. Neurodevelopmental disorders
 - 2. Schizophrenia Spectrum disorders
 - 3. Depressive disorders
 - 4. Bipolar disorders
 - 5. Anxiety disorders
 - 6. Obsessive-Compulsive and related disorders
 - 7. Dissociative disorders
 - 8. Trauma and Stressor-related disorders
 - 9. Feeding and Eating disorders
 - 10. Personality disorders
- E. Treatment of Psychological Disorders
 - 1. Psychological Perspectives and Treatment of Disorders
 - 2. Treatment of Disorders from the Biological Perspective
 - 3. Effective uses of Hypnosis
 - 4. Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders

Unit V. Social Psychology and Personality (CED Unit 4)

Reading - Myers Modules 4.1 - 4.8b, EM.2, and Forty Studies Readings 22-24 + 30 + 35-36

- A. Attribution Theory and Person Perception
- B. Attitude Formation and Attitude Change
 - 1. Bias, Prejudice, and Discrimination
- C. Psychology of Social Situations
 - 1. Conformity, Compliance, Obedience
 - 2. Group Influences on Behavior and Mental Processes

- 3. Altruism and Prosocial behavior
- D. Psychoanalytic and Humanistic Theories of Personality
- E. Social-Cognitive and Trait Theories of Personality
 - 1. Measuring Personality
- A. Motivation
 - 1. Specific Topics in Motivation
- B. Emotion

Unit VI. Practice Tests, Review, and AP Test

- A. Practice Tests and Review
- B. AP Exam - May 16, 2024

Unit XII. TBA

Electronic Devices

The District policy for electronic devices is outlined in the Student Handbook. Classrooms have been provided with cell phone holders, which will be used as a way to alleviate distractions and enhance student learning. Students must turn in cell phones as a part of daily attendance. If a student does not have a cell phone or will not be participating, please make a note below. Students who do not put their cell phone in the pouch and have it out during class will have their phone taken to the office on the first offense. Headphones, which serve as a distraction to student learning, are also prohibited in class unless otherwise stated by teacher or educational plan.

Resources

Below is a list of resources that may be helpful to you. There are school specific resources, and general “health” resources for both teens and parents. Hope they are helpful.

- Nevada Union High School Mental Health Services:
<https://nevadaunion.njuhsd.com/Counseling/Mental-Health/index.html>
- Need Food? Click here for information on Nevada Union’s curbside food pickup:
<https://drive.google.com/file/d/1NHFB0hgHDQwXk0-McIbrYPBeeNjmAniU/view>