

# AP PSYCHOLOGY

Syllabus 2024-2025

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## COURSE OVERVIEW:

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

## EXPECTATION OF SCHOLARLY WORK & BEHAVIOR:

*Greyhound Scholars are expected to be:*

- Self-Aware – demonstrate learning independently and model self-care strategies
- Curious – asks questions, problem solves, explores new ideas, and takes ownership of learning
- Inclusive – embraces different points of view, respects cultural differences, and challenges of the status quo
- Caring - shows compassion, kindness, and respect to others
- Creative - sees solutions through multiple possibilities and explores ideas and emotions in a variety of ways
- Collaborators - respects and works with a variety of people, values the work of others, and is an agent of change

AP Psychology students are expected to be able to engage with challenging work and embrace productive struggle. Students are expected to put forth their best thinking and effort, continuously revise and challenge their own thinking and abilities in the classroom.

*Use of Greyhound Time:*

Clayton High School provides a common time each day to support the academic and personal growth of students. This time may be used in a variety of ways such as academic support (tutoring, reassessment, conferences), club meetings, exercise and mental wellness activities. While students are encouraged to be proactive in meeting their academic needs, teachers may require students to come to office hours for additional assistance. The expectation is that students will prioritize their academic needs during this time. Failure to comply with teacher requests may result in a loss of privileges until their academic obligations are met.

## COURSE UNIT:

### First Semester

- Unit Sparkle: Science Practices
- Unit 1: Biological Bases of Behavior
- Unit 2a: Sensation and Perception
- Unit 2b: Conditioning & Cognition

### Second Semester

- Unit 3: Development
- Unit 4: Social Psychology & Personality
- Unit 5: Mental and Physical Health
- Review for AP Test

## REQUIRED CLASS MATERIALS:

- Myer's Psychology for the AP Course 4th ed.
- Chromebook/Computer - Google Classroom
- Headphones
- 1 in. binder specifically for Psychology
- Writing Utensils, Highlighters
- **Assignment Notebook/Planner**

## CHS GRADING SCALE:

100 - 98 = A+	89 - 87 = B+	79 - 77 = C+	69 - 67 = D+	59 - 0 = F
97 - 93 = A	86 - 83 = B	76 - 73 = C	66 - 63 = D	
92 - 90 = A-	82 - 80 = B-	72 - 70 = C-	62 - 60 = D-	

## TYPES OF ASSESSMENTS

Formative Assessments - these are assignments you will complete to form your understanding of the unit. This category includes: in-class activities, homework, key terms/contributors and essential question assignments, and open-note pop quizzes. Formative assessments will make up about 35% of your grade.

Summative Assessments - these are assessments which demonstrate what you know and are able to do at the end of each unit. Study guides and online review sites will be given and some reviewing may be done during class. Retakes are possible, see Reassessment Policy below for more details. Test will make up about 65% of your grade.

## GRADING POLICY

Students' grades will be calculated by total points.

PowerSchool Codes and Categories:

- Formative Assessments - around 35% of your grade (in-class activities, homework assignments, pop quizzes)
- Summative Assessments - around 65% of your grade (tests)
- INS = insufficient evidence for feedback (0%), can still be turned in/revised until the end of the unit.
- M = Missing work that can be turned in by the end of the unit
- FM = Late work that can no longer be turned in.

## LATE/MISSING WORK

Late work will be accepted within the unit of study. Students must turn in all late-work by the day of the unit assessment. After the unit test has passed, all missing work will be coded as FM in the grade book, resulting in a 48% signaling that the student can no longer submit that work.

## REASSESSMENT POLICY

Students have the ability to reassess EITHER the multiple choice OR the writing portion of a unit test. **Students must have their key terms/contributors and essential question assignment turned in on the day of the test** in order to be eligible for reassessment. In order to qualify for a reassessment of a test, students must engage in the following process:

1. Attend a test review session during Greyhound Time (to be announced by teacher).
2. Engage in the review session by asking specific questions and reflect on errors and misunderstandings of the test.
3. After a test review session, students can reassess with a different/new exam.
4. The reassessment process must be completed within one week of the original assessment.

## **DEFINITION OF CHEATING:**

Any form of cheating will not be tolerated. Cheating has various definitions and can look like any of the following:

- Copying and pasting information from the internet or AI chatbot into your assignment.
- "Working together" on any assignment and having the same exact word for word answers as other students.
- Asking to see another student's paper and copying from it.
- Sharing a Google Doc assignment with another student and copying from it.
- Sending/receiving pictures of completed assignments to/from other students to copy.
- Using any form of artificial intelligence (AI).

Any cheating will result in a ZERO/insufficient code in the gradebook. It is expected that students report cheating if they see it happening around them as it hurts the entire class.

## **STUDENT ABSENCES**

If a student is absent, the responsibility to check Google Classroom and the Daily Agenda hyperdoc (on Classroom) to understand what was missed is on the student. Students should not email teachers asking if they have missed anything, without first having checked Google Classroom, as many of the assignments and materials will be found there.

If a student is absent the day of a test, the student will be **required to take the test immediately** when they return either during Greyhound Time, a free period, or the first AP Psychology class they attend. If a student misses the day before a test, they will be required to take the test on the original assessment date. If a student does not take the test on the day they return to school, they will only be able to earn up to 50% on the assessment. If a student is absent the day an assignment is due, they are expected to turn it in the first AP Psychology class they attend. If students are absent for long periods of time for extenuating circumstances, they should communicate with the teacher to make a plan to get caught up.

Per building policy, **a student will not be allowed more than EIGHT (8) absences per semester**, excused or unexcused. On the ninth absence, "No Credit - Absences" (NCA) will be issued for the class.

## **CHS TECHNOLOGY POLICY**

Our goal at Clayton High School is always to maintain a distraction free, academic environment. With this in mind, the use of electronic devices such as (but not limited to) cell phones and earbuds is prohibited during instructional time. Smart watches and similar wearable devices should be placed in airplane or school mode. The expectation is that all students will have these devices put away during instructional time unless the teacher has given permission for use in a specific instructional activity. Students who violate the personal electronic device expectations will be subject to progressive disciplinary consequences including, but not limited to, loss of privileges. Exceptions to this rule may apply based on accommodations included in a student's 504, IEP or health plan. As a reminder, students should only access the internet through district-provided networks during the school day.

## **AP TESTING**

Advanced Placement tests are college-level exams on specific subjects and are administered in May upon the completion of an AP course taken at a student's high school. At many colleges and universities, a high enough score will earn the student three college credits in psychology. The AP Psychology exam will be May 16th, in the afternoon. The deadline to sign up for the test will be announced in class when College Board announces it (it is a hard deadline). The cost of the test is \$98.

## EXTRA CREDIT

There will be several opportunities to earn extra credit in this course. No matter how many points you may earn through any of these extra activities, they can only change your quarter and/or semester grade by one increment (e.g. from a B- to a B, from a C+ to a B-, etc.)

1. Television Documentary - Every so often, there will be a documentary, usually on channel 9 (PBS) that is especially relevant to this course. Ms. Hornberg will inform the class of the upcoming show, and you will need to watch it live or record it for later viewing. After watching, you will need to write a report that contains the following:
  - A one page description of the show, in your own words, with heavy emphasis on explaining any original research done by the producer, or used by the producer. If possible, summarize and explain an experiment that was done or cited.
  - A one-half page description of how the documentary tied into the unit, and what specific knowledge you gained from having watched it.
  - If applicable, you can also go to the related website, spend some time on it, and include a short description of the material, and its relevance to the class.

This report will be worth up to fifteen (15) extra credit points.

2. Cartoons or Psychology in the News – Using the *St. Louis Post-Dispatch*, peruse the front page and news analysis sections, and the section that has the comics, to find either full articles about a new study or research results, or a cartoon that deals with psychological issues. For the news story, you will follow the guidelines for the TV documentary as above, but the article will probably be less detailed and scholarly. For the cartoon, you will need to explain, in layman's terms, the psychological principle(s) being used and why it is funny. You must include the original article or cartoon with your review/explanation.
3. Scholarly Article Review – Once a quarter, you may find a full-length scholarly article that relates to a topic/unit from that quarter, and write a review of the article. **All articles must be previewed and approved by Ms. Hornberg!**
4. Film Review – Once this semester, each student may watch a feature-length movie that relates to any of the topics/units from this first semester of psychology, and write a scholarly review of the film and its portrayal of the psychological issues. **Again, all movies must be pre-approved by Ms. Hornberg!**