SOC.4445/4446 **AP Psychology**

2019-2020 FY Syllabus

Jennifer Paige Carey • Rm. 239 • Per. 1, 2, and 4A

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**Course Description:** The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

**College Course Equivalent:** The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course (PSY101) usually taken during the first college year.

**Prerequisites:** There are no prerequisites for AP Psychology. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

**Course Objectives:** At the end of this course, I will be able to…

* Apply topics learned in class to case studies, in addition to better understand myself, others, and situations and events in their lives.
* Develop critical thinking skills by becoming aware of the danger of blindly accepting or rejecting any psychological theory without a careful, objective evaluation.
* Explore social and cultural diversity, individual differences and similarities using case studies, journal articles, and class discussions.
* Prepare to pass the national College Board AP Psychology Exam on Tuesday, May 12, 2020 (please note: the AP Latin Exam is on the same day and time slot, so you will need to talk to Mr. Smith about this conflict).

**Course Skills:** At the end of this course, I will be able to:

* Define, explain, and apply concepts, behavior, theories, and perspectives (Concept Understanding)
* Analyze and interpret quantitative data (Data Analysis)
* Analyze psychological research studies (Scientific Investigation)

**Text:** David Myers, *Psychology 9th Ed., in Modules* (New York, 2011).

\*Please note, students will be issued a textbook at the beginning of the academic year and will asked to bring it home, where it will be available for homework assignments, The textbook is heavy and there is no need to carry it in a backpack…Ms. Carey will have classroom copies for students to borrow. If a student does not return the book in May, then they will be expected to pay a replacement fee. The textbook does not have the most up-to-date information on the DSM-5; therefore, there will be several units that we will use supplemental material to receive the most updated information as possible.

**Course Content includes nine units identified by the Fall 2019 College Board Frameworks:** at the beginning of each unit of study, you will receive a unit outline that identifies the essential questions, the unit outline and learning targets, vocabulary to master, and key people to know to support your learning and to prepare you for unit assessments and the College Board Exam on May 12, 2020. In addition, you will be assigned Personal Progress Checks for each unit, designed by the College Board, which will offer feedback on the areas where you may need to focus as you master the material. Please note: the percentage noted is the weighting on the multiple-choice section of the College Board Exam and the weeks outlined may be adjusted due to snow days, assemblies, PSAT and MCAS testing.

**Unit 1.** Scientific Foundations of Psychology (Weeks 2-4)

* Provides foundational knowledge about the field of psychology and introduces you to the research methods associated with various theories, schools, of thought, and perspectives (10-14%).

**Unit 2.** Biological Bases of Behavior (Weeks 5-7)

* Focuses on blending knowledge about physiological processes and psychology to provide better explanations of behavior and mental processes (8-10%).

**Unit 3.** Sensation and Perception (Weeks 7-9)

* Builds on the biological foundation of psychology established in Unit 2, by understanding the brain, the sensory organs, and the central nervous system, which are involved in an individual’s perception of their surrounding (6-8%).

**Unit 4.** Learning (Weeks 9-12)

* Integrates knowledge about physiological processes and psychological concepts from Units 2 and 3 within the context of learning processes (7-9%).

**Unit 5.** Cognitive Psychology (Weeks 12-16)

* Builds on the anatomical strictures and biological processes learned in Units 2 and 3, this unit emphasizes the memory processes of encoding, storing, and retrieving information from the brain (13-17%).

**Unit 6.** Developmental Psychology (Weeks 17-19)

* Connects aspects of physiological, cognitive, psychological, and moral development to understand how behavior and mental processes change over the course of a person’s life (7-9%).

**1st Semester Exams.** (Week 20; January 20-24, 2020)

**Unit 7.** Motivation, Emotion, and Personality (Weeks 21-23)

* Identifies and explains how biological structures and physiological processes help explain behavior or mental processes in relation to motivation, emotion, and personality (11-15%).

**Unit 8.** Clinical Psychology (Weeks 24-27)

* Evaluates many of the psychological concepts, theories, and perspective learned in earlier units through the lens of psychological disorders and their treatments (12-16%).

**Unit 9.** Social Psychology (Weeks 27-30)

* Pulls together the previous units of study to describe and explain behavior and mental processes within the context of social psychology and how theses processes may influence our experiences in social situations (8-10%).

**Review for College Board Exam.** (Weeks 31-33)

**\*Please see the separate room management plan for classroom conduct expectations, grading policy, deadlines and make-up work policy, and other issues that will help our class run smoothly.**