




Hopkins County Central High School

Social Studies Department Syllabus

“The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.” -NCSS

<p>Course: Teacher Information: Phone: Email: Class Location: Office Hours (Students): Office Hours (Parents):</p>	<p>AP Psychology Mr. Kevin Fritz (270)-825-6133 ext. 1072 kevin.fritz@hopkins.kyschools.us Room #1072 Before and after school by appointment By appointment – via phone or email</p>
<p>ONLINE CLASS</p> <p>Teacher Web-page</p>	<p>classroom.google.com</p>  <p>kevinjfrizt.weebly.com</p>
<p>Course Description:</p>	<p>Psychology is an introduction to the basic scientific theoretical principles of individual human behavior. Students will be exposed to various topics in the field of psychology research.</p>
<p>Course Text:</p>	<p>Gazzaniga, Michael S. (2018). <i>Psychological Science</i>. New York, NY: W.W. Norton & Company.</p>
<p>Prerequisites:</p>	<p>None</p>
<p>Course Objectives and Goals</p>	<ol style="list-style-type: none"> 1. Students will be prepared for the AP Examination. 2. Students will find joy in learning. 3. Students will identify major theories and terms. 4. Students will develop a thorough understanding of the field of psychology.

	<p>5. Students will analyze theories and circumstances from the psychological perspective.</p> <p>6. Students will form their own psychological perspective drawing upon prior research and theory.</p>																					
Grading	<p><u>Assessments are weighted 80% and Assignments are weighted 20%: within those categories students' grades will be determined by points earned divided by total possible points.</u></p> <table border="1"> <thead> <tr> <th><u>Element</u></th> <th><u>Points</u></th> <th><u>Frequency</u></th> </tr> </thead> <tbody> <tr> <td>Projects</td> <td>50-100</td> <td>4 +/-</td> </tr> <tr> <td>Quizzes</td> <td>20-30</td> <td>Weekly +/-</td> </tr> <tr> <td>Tests</td> <td>100</td> <td>Every 2 Weeks +/-</td> </tr> <tr> <td>Bell Ringers</td> <td>25</td> <td>Weekly +/-</td> </tr> <tr> <td>Classwork or Notes</td> <td>10-20</td> <td>Daily</td> </tr> <tr> <td>Final Examination</td> <td>20% Overall</td> <td>Once</td> </tr> </tbody> </table> <p><i>A rubric will be provided for assignments and projects.</i></p>	<u>Element</u>	<u>Points</u>	<u>Frequency</u>	Projects	50-100	4 +/-	Quizzes	20-30	Weekly +/-	Tests	100	Every 2 Weeks +/-	Bell Ringers	25	Weekly +/-	Classwork or Notes	10-20	Daily	Final Examination	20% Overall	Once
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Grading Scale	<p><u>Grading Scale (10 Point Scale):</u></p> <p>A 90-100 B 80-89 C 70-79 D 60-69 F 0-59</p>																					
Academic Integrity	<p>Submitting the work of another source (Internet, classmate, etc.) will not be tolerated. Egregious plagiarism and repeated offences will result in a 0 for the assignment with no opportunity to resubmit. Since we are in high school, part of the lesson is to learn how to properly use and cite sources; for this reason minor offences will be documented, feedback provided, and only one resubmission allowed. Chicago Style Citations are required for all major assignments. See your instructor for help to ensure the originality of your work.</p>																					
Classroom Expectations	<ol style="list-style-type: none"> 1. Be in your SEAT before the tardy bell. 2. Be prepared for class with appropriate materials. 3. Respect other's personal space and property. 4. Follow teacher directions/instructions. 																					
Consequences for Breaking Rules	<p>1st Offense Warning (written, verbal, nod, etc.)</p> <p>2nd Offense 30 minutes detention and contact parent</p>																					

	<p>3rd Offense 60 minutes detention and contact parent</p> <p>4th Offense Refer to Office</p> <p>Severe Clause: <u><i>Teacher reserves the right to skip consequences regarding extreme or chronic violations.</i></u></p> <p>Any tardy will be handled according to the policy in your student agenda. Refer to page 38-39 for consequences for each tardy.</p> <p>You must have my permission to go on a school field trip. You will receive a 2nd offense detention if you do not have me sign your form.</p>
<p>Late Work Policy</p>	<p>Make-up work: The student with an excused absence has the amount of days absent from day of returning to school to complete all missed work (for example: If you missed 2 days, you get 2 days to make up work.) LATE WORK WILL NOT RECEIVE FULL CREDIT.</p> <p><i>A late penalty of -10% per week up to -50% will be assessed. No late work will be accepted in the last week of the term.</i></p> <p>Any student with an UNEXCUSED absence will NOT be able to make up missed work (HCCHS Handbook, 37).</p>
<p>Supplies Needed (Bring to class everyday)</p>	<p>Required:</p> <ul style="list-style-type: none"> ● Pencils and Pens <p>Optional:</p> <ul style="list-style-type: none"> ● 3-ring binder – 1-2 inches with blank paper and five dividers.

AP® Psychology: Syllabus

College Board Scoring Components:

SC1 The course provides instruction in history and approaches.

SC2 The course provides instruction in research methods used in psychological science, practice and ethics.

SC3 The course provides instruction in biological bases of behavior.

SC4 The course provides instruction in sensation.

SC5 The course provides instruction in perception.

SC6 The course provides instruction in states of consciousness.

SC7 The course provides instruction in learning.

SC8 The course provides instruction in cognition.

SC9 The course provides instruction in motivation.

SC10 The course provides instruction in emotion.

SC11 The course provides instruction in developmental psychology.

SC12 The course provides instruction in personality.

SC13 The course provides instruction in testing and individual differences.

SC14 The course provides instruction in abnormal psychology.

SC15 The course provides instruction in treatment of psychological disorders and ethics used in psychological practice.

SC16 The course provides instruction in social psychology.

SC17 As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.

Adapted from AP® Psychology Syllabus 1

Courses are scheduled in a six-period schedule. Each class meets for a 55-minute block every day. In a 182-day school year, allowing eight days for trimester exams, classes meet approximately 132 days each year. Approximately 12 to 15 of those days occur in late May and June, after the administration of the AP® Exam.

Course Objectives The central question addressed in AP Psychology is “How do psychologists think?” The psychologist David Myers wrote that to think as a psychologist, one must learn to “restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding” (Sternberg 1997). Whether students choose to pursue a career related to psychology or one in some entirely different field, this habit of mind will be of great value.

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings.

- Students learn about some of the explorations and discoveries made by psychologists over the past century.
- Students assess some of the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives.
- Most important, students come to an appreciation of how psychologists think (or at least an appreciation of the kind of critical analysis that psychologists espouse and hope to model in their words and actions).

Resources for Teaching AP Psychology

1. Text:

Gazzaniga, Michael S. (2018). <i>Psychological Science</i> . New York, NY: W.W. Norton & Company.

(TOPSS). The quality of support provided for high school teachers is outstanding. From journals and news releases to sample unit plans, this is something a new teacher of psychology should make a priority. 2007 and 2004 AP Released Exam in Psychology (1999 Released Exam is located on the course home page on AP Central); other support materials.

Supplemental Reading Numerous short articles and readings drawn from books, newspapers, magazines, and journals are assigned.

Grading Policy The course grade is a weighted average consisting of the following elements:

Assessments 80% within each term. Assignments 20% within each term. Final exam grade is 20% of overall final grade.

Course Outline

I. Scope, History, and Methodology [SC1 & SC2]

SC1—The course provides instruction in history and approaches.

SC2—The course provides instruction in research methods used in psychological science, practice and ethics.

- Historical Schools: Functionalism vs. Structuralism
- Modern Approaches: Psychodynamic, Behaviorist, Cognitive, Humanistic, Evolutionary, Neuroscience
- Nature of Scientific Inquiry: Sources of bias and error
- Research Methods: Introspection, observation, survey, psychological testing, controlled experiments
- Statistics: Central tendency, variance, significance, correlation
- Ethics in Research: Human participants, animal subjects

II. Behaviorism

- Historical Background and Philosophy of Radical Behaviorism
- Classical Conditioning: Pavlov, Watson, applications, biological critique, cognitivist challenge
- Operant Conditioning: Thorndike, Skinner, Bandura, behavior modification, biological critique, cognitivist challenge

III. Neuroscience [SC3]

SC3—The course provides instruction in biological bases of behavior.

- Neuron: Neuronal and synaptic transmission, psychopharmacology, drug abuse
- Brain: Research methodology, neuroanatomy, brain development and aging, hemispheric specialization
- Nervous System: Structural and functional organization
- Endocrine System: Anatomy, HPA-axis, and immune system
- Genetics and Heritability

IV. Sensation and Perception [SC4 & SC5]

SC4—The course provides instruction in sensation.

SC5—The course provides instruction in perception.

- Psychophysics: Thresholds (absolute, difference, Weber's constants), signal detection theory

- Sensory Organs and Transduction: Visual (including color vision and feature detection), auditory, olfactory, gustatory, proprioceptive (including kinesthetic and vestibular)
- Perception: Attention, processing, illusions (including Gestalt psychology), camouflage

V. Developmental Psychology [SC11]

SC11—The course provides instruction in developmental psychology.

- Methodology: Longitudinal and cross-sectional studies
- Nature vs. Nurture (maturation versus learning)
- Influential Theories: Piaget and cognitive development, Freud and psychosocial development, Kohlberg and moral development, Gilligan and gender differentiation
- Infancy, Childhood, Adolescence, and Adulthood

VI. Intelligence and Psychological Testing [SC13]

SC13—The course provides instruction in testing and instruction in individual differences.

- Psychological Testing: Methodology, norms, reliability, validity
- Intelligence: Defining intelligence, history of intelligence and aptitude testing, nature-nurture issues

SC6—The course provides VII. Consciousness, Memory, and Language [SC6]

SC6—The course provides instruction in states of consciousness.

- States of Consciousness: Waking, sleep and dreaming, hypnosis, altered states
- Memory: Information processing, storage, retrieval
- Accuracy of Memory: Loftus and Schacter
- Cognition: Problem solving and heuristics [SC8]

SC8—The course provides instruction in cognition.

- Language: Skinner and Chomsky

SC9—The course provides VIII. Motivation and Emotions [SC9 & SC10]

SC9—The course provides instruction in motivation.

SC10—The course provides instruction in emotion.

- Motivational Concepts: Instincts, drives, optimal arousal, Maslow's hierarchy
- Hunger and Eating Disorders

- Sexuality and Sexual Orientation
- Achievement Motivation: McClelland and the TAT, intrinsic versus extrinsic motivators
- Physiology of Emotion: Fear, anger, happiness
- Expression of Emotion: Darwin and Ekman
- Theories of Emotion: James-Lange, Cannon-Bard, Schacter-Singer

IX. Personality [SC12]

SC12—The course provides instruction in personality.

- Psychodynamic Perspective: Freud, Jung, Adler • Trait Perspective: Allport, factor analysis and the five-factor model, assessment (Myers-Briggs, MMPI)
- Humanistic Perspective: Maslow and Rogers
- Social-Cognitive Perspective: Bandura and Seligman

X. Stress and Health

- Stress as a Concept: Selye
- Stress and Health
- Adjustment

XI. Abnormal Psychology [SC14]

SC14—The course provides instruction in abnormal psychology.

- Approaches to Abnormality: The Rosenhan study, historical approaches (deviance), instruction in abnormal the medical model, the biopsychosocial model [SC17] psychology.

SC17—As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.

- Classifying Disorders: Evolution of the latest Diagnostic and Statistical Manual (DSM) • Major Categories of Disorders: Anxiety disorders, dissociative disorders, mood disorders, schizophrenia, personality disorders
- Major Approaches to Psychotherapy: Psychoanalysis, behavioristic, humanistic, cognitive, group, pharmacological [SC15]

SC15—The course provides instruction in treatment of psychological disorders and ethics used in psychological practice.

- Does Therapy Work? Eysenck, outcome studies, the Consumer Reports study terminology, and associated phenomena, perspectives, XII. Social Psychology [SC16] and major figures.

SC16—The course provides instruction in social psychology.

- Attitudes and Behavior: Fundamental attribution error, roles, Festinger and cognitive dissonance •

Group Influence: Asch and conformity, Milgram and obedience, facilitation and instruction in treatment loafing, Janis and groupthink of psychological disorders

- Prejudice and Scapegoating
- Altruism: Darley and Latané and ethics used in psychological practice.

XIII. Learning [SC7]

SC7—The course provides instruction in learning.

- Classical conditioning
- Operant conditioning
- Social learning

SC7—The course provides Assessment Practices

Traditional Assessments

Unit Tests These tests are modeled on the AP Exam, with 50 multiple-choice questions and one essay to be completed in 55 minutes.

Quizzes are based off the reading and guided reading packet for each chapter. These quizzes have several fill in the blank and short answer questions. The short answer questions mirror the components of the AP Psychology FRQ questions.

Projects

Naturalistic Observation

Each student completes a 15-minute observation of a human participant in a naturalistic setting. The purpose is to familiarize students with this method, to improve their powers of observation, and to help them distinguish between subjective and objective records.

Experimental Design

Students are given a hypothetical research problem and told to write a proposal for a controlled experiment to solve it. The exercise serves to improve their understanding of research methodology.

Behavior Modification

Each student designs an application of operant conditioning principles to modify a human participant's behavior. After receiving IRB (institutional review board) approval, students attempt the modification over a three-week period. The project develops firsthand experience of Skinner's theory.

Review of Literature

Students research a topic of their choice. The final paper must develop an original thesis on a controversial topic.