

COURSE DESCRIPTION

Successfully passing this course will give you 1 credit towards the 4 required Social Studies credits needed for graduation. Advanced Placement Psychology is a American Psychological Association (APA) standards – based, “course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological fact, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice “ (College Board 2004).

An important aspect of this course is that it is equivalent to an introductory college course in psychology and students have the opportunity to receive one semester of college credit pending their performance on the Advanced Placement Psychology test in the spring. It is the philosophy of the social studies department at Kailua High that students who enroll in Advanced Placement Psychology be required to take the AP examination because of the fundamental difference in this courses curriculum when compared to a regular psychology. Therefore, all classroom activities, homework, special projects and assessments in AP Psychology are designed to help students pass the AP Psychology exam.

By no means does all of this mean that AP Psychology is boring! This course is rigorous and students will be required to read challenging materials, develop their skills as psychological researchers, write timed essays and take difficult exams. Students will also be required to engage in class discussions, experiments and a multitude of other hands on projects. From a philosophical standpoint, students in AP Psychology are expected to engage in the class as active constructors of new knowledge, and creators of their own learning experience. On that note, from my observations over the past ten years, students who take psychology courses report that they end up learning more about themselves and those they live with compared to any other course offered in high school.

COURSE SCOPE AND SEQUENCE

Quarter 1

- **Week 1:** Course Intro/Community Building Prologue: History/Approaches
- **Week 2:** Ch. 8 Memory
- **Week 3-5:** Ch. 1 Research Methods: Thinking Critically With Psychological Science
- **Week 6-8:** Ch. 2 The Biology of the Mind
- **Week 9:** Review and Final Exam

Fall Break Project

Quarter 2

- **Week 1:** Ch.3 Consciousness and the Two Track Mind
- **Week 2:** Ch. 4 Nature, Nurture, and Human Diversity
- **Week 3-4:** Ch. 5 Developmental Psychology
- **Week 5-6:** Ch. 6 Sensation and Perception
- **Week 7-9:** Ch. 7 Learning
- **Week 10:** Review and Final Exam

Winter Break Project: Ch. 11 Motivation

Quarter 3

- **Week 1-2:** Ch. 9 & 10 Thinking and Language and Intelligence
- **Week 3:** Ch. 12 Emotions, Stress, and Health
- **Week 4-5:** Ch. 13 Personality
- **Week 6-8:** Ch. 14 & 15 Abnormal Psychology/Therapies
- **Week 9:** Review and Final Exam

Spring Break Project: Social Psychology

Quarter 4:

- **Week 1-3:** Ch. 16 Social Psychology
- **Week 4-5:** Review for AP Exam
- **Week 6:** MAY 2nd AP EXAM

REQUIRED TEXTBOOKS AND RESOURCES

- 1) Meyers, D.G. (2010). *Psychology*. New York: Worth Publishers.
- 2) Your brain (healthy, filled with your unique life experiences, and your genetic make-up that will allow you to think critically with the motivation of this class).

MANDATORY MATERIALS

- Folder Paper
- Colored Pens: Black, Blue, Red, Green, Orange and Purple
- 2 inch, 3 Ring Binder with 17 tabs (one for each unit of study)
- Lab materials (provided by Ms. Shiroma unless otherwise directed).
- Maitland, L.L. (2016). *5 Steps to a 5 AP Psychology 2017 Cross-Platform Prep Course*. New York: McGraw-

Hill Education

PHILOSOPHY FOR CHILDREN (P4C):

P4C is an international movement in education that aims to promote student engagement, and critical thinking, through the application of a philosophical community of inquiry in the K-12 classroom. In Hawaii, p4c (Jackson, 2001) has been particularly successful at the high school level where students are encouraged to think more philosophically about the content in their required coursework. This Advanced Placement Psychology course takes a p4c approach to teaching psychology.

GENERAL LEARNER OUTCOMES

1. Self-directed Learner: The ability to be responsible for one's own learning
2. Community Contributor: The understanding that it is essential for human beings to work together
3. Complex Thinker: The ability to perform complex thinking and problem solving
4. Quality Producer: The ability to recognize and produce quality performance and quality products
5. Effective Communicator: The ability to communicate effectively
6. Effective & ethical User of Technology: The ability to use a variety of technologies effectively, ethically

HABITS OF MIND

1. Managing Impulsivity
2. Thinking Flexibly
3. Thinking about Thinking (metacognition)
4. Striving for Accuracy
5. Questioning and Posing Problems
6. Applying Past Knowledge to New Situations
7. Thinking and Communicating with Clarity and Precision

GRADING POLICY

Students will demonstrate mastery of content through the following methods:

- Assessments (tests, quizzes, projects and discussion based-assessments) = 50%
- Self Directed Learner (class/home activities, binder checks, notes, and study guides) = 25%
- Ethical Self Assessment = 20%
- CCR Literacy = 5%

GRADING SCALE

Grades will be awarded according to the following table:

LETTER GRADES	STANDARD ALIGNMENT	PERCENTAGE	GRADUATION REQUIREMENTS
A	Exceeds the Standard	90 - 100	Passing
B	Meets the Standard	89 - 80	Passing
C	Attempting to Meet the Standard	79 - 70	Passing
D	Attempting to Meet the Standard	69 - 60	Passing
F	Does Not Meet the Standard	Below 60	Not Passing

Students must attend mandatory morning tutorials when grades drop below a C in the course. Grades and attendance will be recorded online at <https://hawaii.infinitecampus.org/hawaii.jsp>

MAKE UP WORK POLICY

It is the student's responsibility to request and complete anything missed due to an excused absence. The student must make an appointment with the teacher to make up the lost class time. This must be done **immediately upon returning to school during study hall**. Students' will not be able to make up an assignment due to an unexcused absence or tardy.

LATE WORK POLICY

Late summative assessments will be taken into consideration depending on the circumstance and are otherwise NOT accepted.

ACADEMIC INTEGRITY

Each student must take pride in their work and act with honesty and integrity when completing assignments.

- Cheating is not tolerated; anyone caught will receive a ZERO for that assignment.
- Copying and allowing someone to copy off of you will also result in a ZERO for that assignment.
- Plagiarism will result in a ZERO as well, if you like what someone wrote...give him or her credit for it by using a citation (APA Format.)

ASSIGNMENTS

In an effort to address the needs of different learning styles, a variety of activities will be assigned. Students must be willing to participate in and complete all assignments that are given. All assignments/tests etc. will be announced in class along with their respective due dates.

INTELLECTUAL SAFETY

As a student it is your responsibility to actively contribute to creating a community that is intellectually safe. An intellectually safe community is one where:

- All participants of the community feel free to ask any question or state any view as long as respect for all peers is honored. ~Dr. Thomas Jackson

STUDENT ACCOMMODATIONS

Accommodations are made based on IEP and/or individual conferences with student, counselor, and/or parent. Lessons are designed to present and learn information in oral, written, visual and kinesthetic form. Teacher is available for extra help during scheduled tutor time and other times as announced in class.

CLASSROOM EXPECTATIONS

1. Be Respectful
 - Treat others as you would like to be treated.
 - Practice intellectual safety
 - Celebrate and appreciate the diversity within the class
2. Be Responsible
 - Come to class on time prepared to learn
 - Keep track of all due dates and assignments
 - Complete work on time and to the best of your ability
3. Be Resourceful
 - Be proactive, if you don't understand something ask for help
 - Be aware of the vast amount of possibilities and opportunities around you
 - Use the resources you have appropriately and efficiently

SCHOOL DISCIPLINE POLICY

Follow the Kailua High School expectations/policies, as well as the Hawaii Department of Education's Chapter 19 rules along with state and federal laws and regulations

SCHOOL ATTENDANCE POLICY

In furtherance of Kailua's Educational Vision, **all students are required to attend classes daily and be present on time.**

1. An excused absence may be cleared for grading purposes only if and when a student makes up class work that was missed during the absence. The teacher will determine a reasonable due date for the completion of the work. It is the responsibility of the student to request make-up work from the teacher. Official attendance records will continue to reflect an absence.
2. The student shall provide a written note for absences to the Registrar's Office.
3. When a student is truant, the student will continue to be enrolled in the class and upon his/her return to school will attend future classes on time and complete class work.
4. Students are required to be present in class on time. An excused tardy may be cleared for grading purposes only if and when a student makes up class work that was missed during the period of absence. The teacher will determine a reasonable due date for the completion of the work. It is the responsibility of the student to request make-up work from his/her teacher.
5. The teacher will complete a **Progress Report** form when a student reaches three and six unexcused absences from a class. The form will be submitted to the counselor for mailing to the student's parent or guardian. *(Note: Mid-Term and Term Progress Reports are entered into eSIS and are generated by the system.)*
6. The teacher will submit an **Action Plan Referral (APR)** to the Student Services Coordinator requesting attendance intervention for a student with 6 or more unexcused absences.
7. The teacher will submit a **Student Referral Form** for a student with 3 or more unexcused tardies to the designated vice-principal for administrative action.

References

Jackson, T. (2001). The art and craft of gently Socratic inquiry. ASCD.

Costa, A. & Kallick, B. (2000). Discovering and exploring habits of mind. ASCD

Please read, complete and **return to Ms. Shiroma by**

_____ Thank you for your time and
feel free to contact me if you have any questions.

Student's Legal Name: _____

Parent/Guardian Name: _____

Contact Numbers:

Home _____ Work _____ Cell _____

Email Address: _____

Parent/Guardian Name: _____

Contact Numbers:

Home _____ Work _____ Cell _____

Email Address: _____

*******Please sign below indicating that you have read and understand the policies for this course*******

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Movies

Throughout the course of the semester we will be viewing, documentaries, news clips, and movies/movie clips. Some of the material could be R rated due to its content. This is a permission slip to document your approval. Students who do not participate will be provided with alternate assignments.

Parent/Guardian Signature

GUEST SPEAKING

If you have any experiences that you would like to share pertaining to the topics of this class, please let me know and I would be happy to arrange for you to guest speak to the class.

NOTE TO PARENT/GUARDIAN

Please take a proactive role when inquiring about your child's progress in this class. If you have any questions at anytime during the school year, feel free to contact me at school through the school's office or e-mail.

Mahalo,

Ms. Cheriesse Shiroma