



AP/IB PSYCHOLOGY, YEAR 1

Renton School District,
Family & Consumer Sciences Department
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Class Site: <http://staff.rentonschools.us/rhs/ap-psychology>



I. **Course Description:** Psychology is defined as the systematic study of human behavior & experience. This course offers students an introduction to a field of study that brings together several academic disciplines. The Renton School District's goal is to expose students to an overview of psychology that includes the units of study listed below in a way that prepares them for success on the IB/AP examination, for their future as professionals in a wide range of careers and as family members.

II. **Course Credit:** Students who take AP Psychology earn a .5 Occupational Education or elective credit. Some colleges & universities offer credit to students who meet scoring requirements (usually 3 or 4+). For more information on university policies go to:
<https://apscore.collegeboard.org/creditandplacement/search-credit-policies>

Students who take IB Psychology earn a .5 Occupational Education or elective credit. Some colleges and universities offer credit to students who meet scoring requirements (usually 4+). For more information see below or go to individual university websites:

<http://www.ibo.org/recognition/university/>

Washington State University	http://admission.wsu.edu/requirements/ib-credit.html
University of Washington	http://admit.washington.edu/Admission/Freshmen/College/IB
Eastern Washington University	http://www.ewu.edu/undergrad/freshman/earnedcredit
Western Washington University	http://admissions.wvu.edu/transfer/t_apib.html
Evergreen State College	http://www.evergreen.edu/admissions/priorlearningassessment.htm

III. **Text:** Myers, David G. Psychology for AP, New York: Worth Publishers, 2011 (or Pearson Psychology for IB, London: Pearson Education, 2010). It is expected that the student will be personally responsible for reading assignments outside of class. It will not be possible to pass the AP test without doing the required reading.

IV. **Materials:** Come prepared with pens, pencils, highlighters, note cards, & composition book and 3-Ring Binder

Course Plan

Unit 1: History & Approaches (2-4% of AP Test)	
A. Logic, Philosophy & History of Science	Pages 2-8
B. Approaches	Pages 10-14
C. Assessment: a. Activity: Outrageous Celebrities, Socratic Seminar, & Approaches to truth. b. Online interactive discussion & reflection; PsychSims c. People, terms & research findings d. FRQ & Multiple Choice Test	
Unit 2: Research Methods (8-10% of AP Test)	
A. Experimental, Correlational, & Clinical Research	Pages 19-36
B. Statistics	Pages 37-42
C. Ethics in Research	Pages 42-44
D. Assessment: a. Activity: Operational Definition, Dice and Bell Curve, M-n-M Lab, Counting Shoes, and Case Study. b. Online interactive discussion & reflection; PsychSims c. People, terms & research findings d. FRQ & Multiple Choice Test	
Unit 3: Biological Bases of Behavior (8-10% of AP Test)	
A. Physiological Techniques (e.g. imaging, surgical)	Pages 67-68
B. Neuroanatomy	Pages 67-94
C. Functional Organization of Nervous System	Pages 59-61
D. Neural Transmission	Pages 55-58
E. Endocrine System	Pages 62-63
F. Genetics	Pages 95-102
G. Evolutionary Psychology	Pages 103-108
H. Assessment a. Activity: Zombies, Brain Visuals, & Trip to the bathroom. b. Online interactive discussion & reflection: PsychSims c. People, terms & research findings d. FRQ & Multiple Choice Test	
Unit 4: Sensation & Perception (6-8% of AP Test)	
A. Thresholds & Signal detection Theory	Pages 120-123
B. Sensory Mechanisms	Pages 124-150
C. Attention	Pages 117-120
D. Perceptual Processes	Pages 151-167
E. Assessment a. Activities: Optical illusions, blind spot location, Sensation and perception kits, Perceptual set experiment (backmasking/Jeff Milner) b. Online interactive discussion & reflection: PsychSims c. People, terms & research findings d. FRQ & Multiple Choice Test	

Unit 5: States of Consciousness (2-4% of AP Test)	
A. Sleep & Dreaming	Pages 176-191
B. Hypnosis	Pages 192-196
C. Psychoactive Drug Effects & Addiction	Pages 197-207
D. Assessment <ul style="list-style-type: none"> a. Activities: Dream Journals, Hypnotizability, Drug Awareness b. Online interactive discussion & reflection; PsychSims c. People, terms & research findings d. FRQ & Multiple Choice Test 	

Unit 6: Learning (7-9% of AP Test)	
A. Cognitive Processes	Pages 215-217
B. Classical Conditioning	Pages 218-227
C. Operant Conditioning	Pages 228—241
D. Biological Factors	Page 225
E. Social Learning	Pages 242-249
F. Assessment <ul style="list-style-type: none"> a. Activities: Hot & Cold conditioning activity; Heart Rate, and Habit Change Project. b. Online interactive discussion & reflection; PsychSims c. People, terms & research findings d. FRQ & Multiple Choice Test 	

Unit 7: Cognition (8-10% of AP Test)	
A. Memory	Pages 255-297
B. Language	Pages 298-321
C. Thinking	Pages 298-321
D. Problem Solving & Creativity	Pages 298-321
E. Assessment <ul style="list-style-type: none"> a. Activities: Sleepless cognition test; Spot the Gorilla; Eyewitness, Brain Games, Field Trip, & A Special Pre-Primer. b. Online interactive discussion & reflection; PsychSims c. People, terms & research findings d. FRQ & Multiple Choice Test 	

Unit 8: Motivation & Emotion (6-8% of AP Test)	
A. Biological Bases	Pages 331-358
B. Theories of Motivation	Pages 328-365
C. Hunger, Thirst, Sex, & Pain	Pages 331-358
D. Social Motives	Pages 359-365
E. Theories of Emotion	Pages 366-369
F. Stress	Pages 397-407
G. Assessment <ul style="list-style-type: none"> a. Activity: Facial Emotion Recognition; The Disgust Scale, Thespian Motivation, Maslow Commercial, & Soundtrack of Your Life. b. Online interactive discussion & reflection; PsychSims c. People, terms & research findings d. FRQ & Multiple Choice Test 	

Unit 9: Developmental Psychology (7-9% of AP Test)	
A. Life-Span Approach	Pages 411-470
B. Research Methods (e.g. longitudinal, cross-sectional)	Pages 462-465
C. Heredity-Environment Issues	Pages 472-473
D. Developmental Theories	Pages 417-426, 429, 448-454, 472
E. Dimensions of Development	Pages 415-470
F. Sex Roles & Gender Roles	Pages 435-440
G. Assessment <ul style="list-style-type: none"> a. Activities: Babies Video, My Awesomeness Project, Life's Greatest Miracle & Glad I'm a Boy/Girl. b. Online interactive discussion & reflection; PsychSims c. People, terms & research findings d. FRQ & Multiple Choice Test 	
Unit 10: Personality (5-7% of AP Test)	
A. Personality Theories & Approaches	Pages 480-515
B. Assessment Techniques	Pages 496-497
C. Growth & Adjustment	Pages 511-518
D. Assessment <ul style="list-style-type: none"> a. Activities: Personality Tests and Mask, Astrology Personality, & Defense Mechanism Role Play. b. Online interactive discussion & reflection: PychSims c. People, terms & research findings d. FRQ & Multiple Choice 	
Unit 11: Testing & Individual Differences (5-7% of AP Test)	
A. Standardization & Norms	Pages 536-538
B. Reliability & Validity	Pages 538-539
C. Types of Tests	Pages 532-539
D. Ethics & Standards in Testing	Pages 548-556
E. Intelligence	Pages 524-531
F. Assessment <ul style="list-style-type: none"> a. Activities: IQ, EQ and MI Sample Questions, Mensa, Word Puzzles, & Rain Man. b. Online interactive discussion & reflection; PsychSims c. People, terms & research findings d. FRQ & Multiple Choice 	
Unit 12: Abnormal Behavior (7-9% of AP Test)	
A. Definitions of Abnormality	Pages 562-563
B. Theories of Psychopathology	Pages 564-565
C. Diagnosis of Psychopathology	Pages 565-568
D. Types of Disorders	Pages 569-599
E. Assessment <ul style="list-style-type: none"> a. Activities: Peanut Butter test & discussion; Disorder Research Project/Presentations, & DSM V Overview. b. Online interactive discussion & reflection; PsychSims c. People, terms & research findings d. FRQ & Multiple Choice 	

Unit 13: Treatment of Abnormal Behavior (5-7% of AP Test)	
A. Treatment Approaches	Pages 606-637
B. Modes of Therapy (i.e. Individual, group)	Pages 617-618
C. Community & Preventative Approaches	Pages 637-638
D. Assessment <ul style="list-style-type: none"> a. Activities: How the Grinch Stole Psychology Class, Theories/Therapies. b. Online interactive discussion & reflection; PsychSims c. People, terms & research findings d. FRQ & Multiple Choice Test 	

Unit 14: Social Psychology (8-10% of AP Test)	
A. Group Dynamics	Pages 643-663
B. Attribution Processes	Pages 644-645
C. Interpersonal Perception	Pages 646-649; 678-684
D. Conformity, Compliance, Obedience	Pages 650-653
E. Attitudes & Attitude Change	Pages 646-649
F. Organizational Behavior	Pages 664-670
G. Aggression/Antisocial Behavior	Pages 670-677
H. Cultural Influences	Pages 661-662
I. Assessment <ul style="list-style-type: none"> a. Activities: Social Psychology Experiment, Teacher Analysis, Social Media Review, & Quack like a Duck. b. Online interactive discussion & reflection; PsychSims c. People, terms & research findings d. FRQ & Multiple Choice Test 	

AP Test is May 2nd!

Unit 15: Careers in Psychology (Not assessed on AP Test)	
A. Careers in Psychology	A1-B17
B. Psychology at Work	
C. Assessment: <ul style="list-style-type: none"> a. Career web page exploration – Have students create pages of a career book. Include visuals. Post on SWIFT page. (ebook career research project) b. Online interactive discussion & reflection 	

Course Expectations

I. How your grade will be calculated:

- 40%: Multiple Choice tests and Free-Response Questions (FRQs) will be administered. The multiple choice questions & the FRQs will reflect the format of the AP examination.
- 30% Class Projects (Including group projects)
- 20% Homework, Workbooks and In-Class Assignments (Including attendance, class discussion, Cornell/Outline notes of assigned reading, and attentiveness.)

A	94-100	4.0	C	74-76.99	2.0
A-	90-93.99	3.7	C-	70-73.99	1.7
B+	87-89.99	3.3	D+	64-69.99	1.3
B	84-86.99	3.0	D	60-63.99	1.0
B-	80-83.99	2.7	F	0-59.99	0.0
C+	77-79.99	2.3			

II. **Reading & note-taking requirement.** You will not be able to pass the AP examination without reading & absorbing the material in the textbook. Note-taking in an organized manner will help you absorb & retain the information. Time in class will be spent reviewing & further exploring & applying the information you have read. If you have not done the reading, you will not be prepared for class. The reading schedule follows. You are responsible for having the reading done before the unit begins.

III. **Accountability partners:** You are expected to partner with another student as a “study buddy.” If you notice your buddy is absent, please collect materials & information for him or her. When you miss a class, call that person to learn what you missed & collect any notes or assignments. It will also be helpful to create study sessions to review with this person, or combine with other partners to form study groups.

IV. **Leadership:** Details will be provided.

V. **Late work:** You are expected to turn in all work as assigned on time. Late work will not be accepted under most circumstances. Individual extenuating circumstances may be considered. Late work, if accepted, is the lowest priority for grading & may not show up in the gradebook in a timely manner.

VI. **Make-up work:** If you miss one day, school policy allows two days for you to make up work, if & only if the absence is excused. If you are absent, check the SWIFT website, copy missing work from the board, and see your buddy for handouts or assignments. Talk with your instructor if you need more information. Missed tests & FRQs must be made up during office hours.

VII. **Academic Honesty:** School policy states that an incident of academic dishonesty will result in no credit on the assignment. A subsequent incident will result in loss of credit in the course. You are expected to personally perform the work assigned.

VIII. **Seating:** You will always have an assigned seat. I will change your seat if I feel that it becomes necessary. If you have a problem such as you cannot see the board or you are sitting next to somebody you know will distract you in class, see me. Until then, you will sit in your assigned seat.

“The purpose of psychology is to give us a completely different idea of the things we know best”

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Basic Expectations

My classroom behavior will reflect a business-like attitude. I will be responsible for developing and maintaining good work/study habits which are conducive to a pleasant and business-like learning environment for the enjoyment and benefit of all students.

- Electronics shouldn't be out/used
- Attend class & be on time & work
- Use appropriate language in the class
- Leave an orderly, clean work area
- Be respectful
- Leave food & drink outside the class

Tardy Policy

A student is tardy when they are not in their seat when the bell rings. Tardiness can be made up by coming after school for 30 minutes, for every 3 tardies. Consequences for not making up tardies will result in referrals. Cumulated tardies will also result in referrals.

Hall Passes

Students need to be in class in order to learn. Even though Renton High School is a large school, there is plenty of time to get from one side of campus to another without being late. Use your 5 minutes between classes and lunch wisely. It is the student's responsibility to have their hall passes with them in order to go to the bathroom. Hall passes will be restricted based on teacher discretion. Students are also not permitted to leave the classroom during the first and last 10 minutes of class.

Consequences (Minor Offenses)

1. Verbal Warning
2. Student Conversation
3. Lunch Detention
4. Phone Call Home

Consequences (Major Offenses)

1. Office Referral

STUDENTS: I have read this classroom syllabus and understand the rules, assignments, consequences, and expectations. If I have any questions, comments or concerns I will ask my teacher for assistance.

It is expected that this syllabus remain in your composition book where you can refer to it as needed.

Student Signature _____ Date _____

Student Printed Name _____

PARENT/GUARDIAN: My Student has discussed the syllabus with me. I understand and will support you, your class, and your rules. If I have any questions I will call the teacher at Renton High School.

Signature _____ Date _____ Phone _____

Printed Name _____

Email _____