

Advanced Placement Psychology

Our Mission

Point Loma High School provides a safe, supportive learning environment that cultivates knowledge, skills, and character to prepare all students for college and/or career readiness and success in a global society.

Our Vision

Point Loma High School will empower students to become responsible, empathetic, and engaged members of the global community, equipped with the skills and mindset needed to thrive in a dynamic world.

Synopsis of Course

AP Psychology is an entry-level college psychology course. It will serve two practical foci. It is academic in orientation culminating with an AP exam in early May. It is also functional in orientation allowing students opportunity to give personal application to the content of the course.

Materials/Supplies/Textbook Policy

The materials needed are your brain, a pen, paper, and a 3-ring binder to keep handouts, notes, research, experiments, quizzes and personal journals (responses to various topics, ideas, and personal insights).

Meyers, David G. Myer's Psychology for AP Second Edition 2014Worth Publishers (4th edition)

Supplement Texts:

Supplement Texts:

Hock, Roger R., Forty Studies That Changed Psychology (5th Edition)

Sign up on Remind:

<https://www.remind.com/>: or Text 81010 Join Code @36kkh98

Sign up on College Board for this class

(exam date: May 12, 2026)

<https://myap.collegeboard.org/>

Period 4 code: E4QV77

Period 5 code: PQQJAR

Teacher web sites:

http://www.pointlomahigh.com/apps/pages/index.jsp?uREC_ID=25497&type=u&pREC_ID=37697

Student Expectations:

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Advance Placement Psychology is the academically, highest-level, psychology course offered to high school students. This course has the potential to provide college credit for students successful in passing the AP Exam. Therefore, AP Psych students have very specific expectations both academically and behaviorally:

- **Read assigned text and supplement materials** (Reading is an integral part of this course, students must be disciplined and prepared for extensive reading and note-taking in order to be prepared for the AP Exam)
- Participate as both team members and leaders, in discussions, activities...
- Turn in all assignments on time (late work is either not allowed or will result in drastic reduction in points)
- Communicate effectively (orally and in writing)
- Be responsible and self-directed learner
- Ask questions
- Be courteous and use good conduct at all time- Make this a safe place to discuss heavy issues (maturity is key)

All students are expected, but not required, to take the Advance Placement Exam.

Student Groups:

Students will create or be assigned Collaborative/Support/Discussion Groups (all of the students will be divided into groups of 5 maximum)

Parent Communication

Parents please help support your student. Talk to them about what they are learning and how things are going. I want to encourage you to contact me throughout the semester and to keep an eye on your student's progress. This is an extremely rigorous course and it will be difficult... the Pandemic will make it even worse. I promise to do my part in supporting strong student achievement.

Parents may sign up on "REMIND." Please help me by paying attention to the needs of your students.

Lastly, I want to assure parents that I am here to support your child in learning the material of the course. This is an Advanced Placement course, it is accelerated, and it is difficult. If we work together and support each other, we'll get through it. Do not hesitate to contact me.

Course Assignments

Grading/Assessment/Methods/Strategies:

Assignment Types:

Textbook Readings Document Analysis Outside Readings Creative Applications Reflective Writing: Takeaway Responses	Video Production Video Analysis Discussion Collaboration Graphic Organizers Study Guides
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Tests, quizzes, essays, homework, discussions, participation and projects. A traditional ten percent scale will be used to calculate letter grades:

A = 100-90 %, B 89-80, C = 79-70, D = 69-60, F= 59%.

Each assignment will be given a point value and will be broken down along this 10% scale.

Tests:

Combination of:

Short Answer

Multiple choice

Long Written Response

I believe in as much objective testing as possible in order for students to demonstrate concrete evidence of learning.

Students should not miss tests. Parents, please notify me if your student will miss a test due to illness or other difficulty. If a student must miss a test they must make it up at the discretion of the teacher.

If a student earns a "D" or "F" on a test they may retake the test within 1 week to earn the maximum "C" (70%)

Test questions may be different than the original test...

Due Dates/Late Work/Makeup Work/Absences

AP classes put the burden on students to be motivated and organized.

All assignments will have due dates.

According to the school district policies accommodations must be made for students who, for whatever reason, need extra time; therefore, I will accept SOME late assignments but there are limits.

My recommendation to you, do not get in the habit of procrastinating and turning in work late.

We will have a lot of work, mostly reading, if you do not keep up you will miss important content and will be unprepared for tests and discussions.

It is in your best interest to practice disciplined work habits. I will do my best to reinforce strong academic behaviors for success.

Do your due diligence and complete assignments in a timely manner.

If you need a little additional time I will help accommodate your needs but only within reason and before the unit tests.

No late assignments will be accepted after a unit test.

Please do not be afraid to communicate with me when you are having difficulty with assignments. I promise to do my part and help solve problems. If you are doing your due diligence, are organized, dedicated, and motivated, you will be successful in the course.

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Discussion Norms

Throughout the semester, students are required to engage with their fellow classmates in discussion groups. In order to facilitate effective discussion, the following discussion norms are expected of all students:

1. Students must be prepared for the discussion (read the documents closely, taken notes or annotations, analyzed the documents, and organized their thoughts before the discussion)
2. Students are authentic in their responses to all discussion prompts
3. All members of the group are actively engaged and practicing discussion techniques (see Zoom Discussion Guidelines)

Tardy Policy:

If students must come late to class they should not talk to the teacher or interrupt the class when they come in. Students should sign the tardy sign in sheet, sit down, and begin work and I will speak with students at the end of class. Students who come late to class will be assigned detention and citizenship will be lowered.

Seating Charts will be used. All students will sit in assigned seats.

Supplies Needed: Binders/notebooks, textbooks, paper, pencils, pens

Academic Honesty:

Thank you for always doing your own work and trying your best.

Academic dishonesty (plagiarism, cheating) will result in double loss of grade for that assignment and counseling. The school policy on Academic Honesty will be followed.

This syllabus can be amended at the discretion of the instructor.

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AP Outline

- I. History and Approaches (2–4%)
- II. Research Methods (6–8%)
- III. Biological Bases of Behavior (8–10%)
- IV. Sensation and Perception (7–9%)
- V. States of Consciousness (2–4%)
- VI. Learning (7–9%)
- VII. Cognition (8–10%)
- VIII. Motivation and Emotion (7–9%)
- IX. Developmental Psychology (7–9%)
- X. Personality (6–8%)
- XI. Testing and Individual Differences (5–7%)
- XII. Abnormal Psychology (7–9%)
- XIII. Treatment of Psychological Disorders (5–7%)
- XIV. Social Psychology (7–9%)

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AP Psychology Year Outline, Exam Monday May 12, 2026, 12 noon
(APUSH May 8, 8am)

First Semester

1 st 6 weeks	1.	August 11-15	
	2.	August 18-22	Unit 1. History and Approaches (2 weeks)
	3.	August 25-29	Unit 1 History and Approaches (2 Weeks)
	4.	Sept 1-5 (Labor Day Holiday)	Unit 2 Research Methods (1 Week)
	5.	Sept 8-12	Unit 3 Biological Bases of Behavior (3 Weeks)
	6.	Sept 15-19	Unit 3 Biological Bases of Behavior (3 Weeks)
2 nd Six Weeks	7.	Grading Period Ends	Stress Modules 43 and 44
	8.	Sept 22-26	Unit 4 Sensation and Ch. 6 Perception (2 weeks)
	9.	Sept 29-October 3	Unit 4 Sensation and Ch. 6 Perception (2 weeks)
	10.	October 6-10	Unit 9 Developmental Psychology (3 weeks)
	11.	October 13-17	Unit 9 Developmental Psychology (3 weeks)
	12.	October 19-24	Unit 9 Developmental Psychology (3 weeks)
3 rd Six Weeks	13.	October 27- 31	Unit 8 Conditioning and Learning (3 weeks)
	14.	Grading Period Ends	Unit 8 Conditioning and Learning (3 weeks)
	15.	November 3-7	Unit 8 Conditioning and Learning (3 weeks)
	16.		TBD
	17.	November 10-14	Unit 5 Consciousness (2 weeks)
	18.	(Holiday Veterans Day)	Unit 5 Consciousness (2 weeks)
	19.	November 17-21	Finals
	20.	November 24-28	TBD
End of First Semester	21.	Thanksgiving Break	TBD
		December 1-5	

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AP Psychology Year Outline, Exam Monday May 12, 12 noon

Second Semester

1 st Six Weeks	1.	January 5-9	Unit 7 Cognition and Memory (2 weeks)
	2.	January 12-16	Unit 7 Cognition and Memory (2 weeks)
	3.	January 19-23 (Holiday January 19)	Unit 11 Testing and Individual Differences (1 weeks)
	4.	January 26-30	Unit 8 Motivation and Ch. 13 Emotion (2 week)
	5.	February 2-6	Unit 8 Motivation and Ch. 13 Emotion (2 week)
	6.	February 9-13 (Holiday Feb 13)	Unit 10 Personality
2 nd Six Weeks	7.	February 16-20 (Holiday February 16)	Unit 10 Personality
	8.	February 23-27	Unit 10 Personality
	9.	March 2-6	Unit 14 Social Psychology
	10.	March 9-13 (Holiday March 9)	Unit 14 Social Psychology
	11.	March 16-20	Unit 12 Abnormal Psych (2 week)
	12.	March 23-27	Unit 12 Abnormal Psych (2 week)
	13.	March 30-April 3 Spring Break	TBD
Last Six Weeks	14.	April 6-10	Unit 13 Treatment
	15.	April 13-17	Unit 13 Treatment (1 week)
	16.	April 20-24	300 terms
	17.	April 27-May 1	Review
	18.	May 4-8	Review
	19.	May 11-15	AP Exam: May 16 (noon)
	20.	May 18-22	Film Study
		May 25-28 (Holiday May 25)	

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Semester One

Weeks 1-2

Psychology Orientation Essay Assignment

[History and Approaches \(2–4%\)](#)

[Research Methods \(6–8%\)](#)

Chapter 1 Introduction to Psychology and Research Methods 12

Ethics in the practice of Psychology

Week 3-4

[Biological Bases of Behavior \(8–10%\)](#)

Chapter 2 Brain and Behavior 56

Nervous System

Neurons

Neural Transmitters

Brain Anatomy

Glands and Behavior

Week 5-6

[Sensation and Perception \(7–9%\)](#)

Chapter 5 Sensation and Reality 174

Sensory systems

Private Sensations

The eyes/brain/chemical and neural elements of senses

Controlling Pain

Chapter 6 Perceiving the World 212

Perception

Size, shape, brightness, stereoscopic vision

Adaptation

Gestalt Principles

Depth perception

Illusions

Week 7

Chapter 15 Health, Stress, and Coping 548 (1 week)

Week 8-10

[Developmental Psychology \(7–9%\)](#)

Chapter 3 Child Development 92

Heredity

Nature vs. Nurture

Emotional Attachment

Piaget's Theory of Cognitive Stages

Vygotsky's Socio-cultural Theory of Learning

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Chapter 4 From Birth to Death: Life-Span Development 136

- Life Stages
- Sibling Rivalry
- Learning Disorders
- Erikson, life span and development
- Aging and Death

Week 11-12

States of Consciousness (2–4%)

Chapter 7 States of Consciousness 250

- “The Doctors”
- Altered States of consciousness
- Brain Waves and Sleep
- Hypnosis
- Psychoactive Drugs

Week 13-14

Learning (7–9%)

Chapter 8 Conditioning and Learning 292

Week 15-16

Review for Final

Semester Two

Week 1-2

Cognition (8–10%)

- Chapter 9 Memory 330
- Chapter 10 Cognition, Language, and Creativity 366
- Chapter 11 Intelligence 402

Week 3

Motivation and Emotion (7–9%)

Chapter 12 Motivation and Emotion 430

Week 4-5

Personality (6–8%)

Chapter 14 Personality 508

Week 6-7

Social Psychology (7–9%)

Testing and Individual Differences (5–7%)

- Chapter 18 Social Behavior 666
- Chapter 19 Attitudes, Culture, and Human Relations 696
 - Attitudes and Behavior:** Fundamental attribution error, roles, Festinger and cognitive dissonance

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Group Influence: Asch and conformity, Milgram and obedience, facilitation and loafing, Janis and groupthink

Prejudice and Scapegoating, Altruism: Darley and Latané

Spring Break (Review Activity)

Week 8-9

[Abnormal Psychology \(7–9%\)](#)

Chapter 16 Psychological Disorders 586

Week 10-11

[Treatment of Psychological Disorders \(5–7%\)](#)

Chapter 17 Therapies 628

Week 12,13,14

Review, Projects, and Final Exam

AP Exam May 5, Noon

Project: [Brave New World](#)

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Other Resources:

“Secrets of the Mind” Dr. Vilayanur Ramachandran, Phantom Limb Pain (Video)

The Man Who Mistook His Wife for a Hat Dr. Oliver Sacks, Case Studies from
Neurological patients (Book)

50 Studies that Changed Psychology

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Orientation to Psychology Papers...Personal Statement

Directions: Please type this assignment using 12-point Times New Roman or Arial font and double-spaced. Please note that late assignments are not accepted. Be thorough and complete while being direct and to the point. Please write in paragraphs using appropriate English and grammar. Know that homework is confidential and never shared with anyone else.

Motivation: Psychology is defined as *the science of human and animal behavior and mental processes* (Myers, 2001). In order to get to know you better, I would like to learn what I could about how you view yourself and the world in which you live. Please answer each of the eight questions below. Be as open as you feel comfortable in being. Reading these papers gives me a feel for you as a person and helps me pick topics to study and discuss that are relevant and meaningful to you. Please title each section (see below) so that I know what question you are answering. You will receive extra credit for an outstanding paper.

You and your traits:

1. What kind of person are you? Describe characteristic personality qualities, talents. It is ok to share both positive and negative traits. Trust me, we all have them.

Your family and friends:

2. What kind of family and friends do you have and how have they affected your life?

Your social persona:

3. How has your gender, race/ethnic background, religious beliefs and socioeconomic status effected your attitudes and life?

Your achievements:

4. List as many of your accomplishments, times, recognition, awards that you can recall. Describe two that you consider to be your greatest achievements. Make one an intellectual achievement such as a paper, project, product, or performance.

Your present and past problems:

5. What have been or are your greatest problems? Describe any unusual circumstances or challenges you have faced and the ways you have responded.

Your future plans:

6. What do you plan for yourself after high school and after college or whatever?

Your interests:

7. What are your interests? List all areas or as many as come to mind. Include something academic like your favorite subject in school.

You and psychology:

8. What subjects, issues, questions, in psychology would you like us to discuss in depth?

For example: why young adolescents rebel and sometimes hurt themselves and their families; boy-girl relationships; body image; what makes people popular; how God and spirit might interact with our genetic inheritance; specific mental disorders such as depression or sexual obsession; effects of divorce on children; effects of emotional, physical, and sexual abuse on children, teens or even adults; effects of death and loss; how to improve

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1052

2025-2026

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your intelligence or your social or athletic skills; how to motivate yourself to deal with an addiction or strong habit;
the truth about drugs and their effects on your maturation, etc., etc., etc...

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Pretest- Notables in the Study of Psychology

Instructions: For each of the following names, circle one of the choices and, if you can, write a brief phrase or sentence indicating the person's main contributions to psychology.

0 = Do not recognize this Individual

1 = Recognize this name.

2 = recognize this name and can describe the person's contribution to psychology

Name	Contribution	Name	Contribution
1. Alfred Adler		33. Paul Broca	
2. Mary Ainsworth		34. Jean Martin Charcot	
3. Solomon Asch		35. Anna Freud	
4. Albert Bandura		36. Luigi Galvani	
5. Alfred Binet		37. Herman Von Hemholtz	
6. Noam Chomsky		38. Carl Jung	
7. Erik Erikson		39. Phineas Gage	
8. Sigmund Freud		40. Albert Ellis "Baby Albert"	
9. Carol Gilligan		41. Konrad Lorenz	
10. Harry Harlow		42. Philip Zimbardo	
11. David Hubel		43. H. Rorschach	
12. Torsten Wiesel		44. Stanley Milgram	
13. William James		45. Ernest Weber	
14. Lawrence Kohlberg		46. Lewis Terman	
15. Elizabeth Loftus		47. Karl Wernicke	
16. Alexandria Luria		48. Gordon Allport	
17. Abraham Maslow		49. Clark Hull	
18. Stanley Milgram		50. H. Ebbinghaus	
19. Ivan Pavlov		51. Sir Francis Galton	
20. Jean Piaget		52. James Lange	
21. Roberta Rescorla		53. Karen Horney	
22. Carl Rogers		54. Robert Sternberg	
23. Stanley Schacter		55. Schachter-Singer	
24. B.F. Skinner		56. Cannon-Bard	
25. George Sperling		57. Martin Seligman	
26. Edward Tolman		58. Charles Spearman	
27. John Watson		59. David Weschler	
28. Benjamin Whorf		60. Elisabeth Kubler-Ross	
29. Wilhelm Wundt			
30. Lewis Terman			
31. Benjamin Whorf			
32. William Sheldon			

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Psychology Prior Knowledge

Students brainstorm first- individually, then in small group of two, followed by whole group creation of a list.

The results represent our understanding of psychology as we perceive it today.

One large list will be made and then that list will be correlated to the AP OUTLINE

1. What are the main elements of psychology-psychiatry?	2. What popular images of psychology are you familiar with?
3. What are the main functions of psychology?	4. List as many topics related to the study of psychology as you can.

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Review the AP Outline for Psychology:

In groups of two, students are assigned one of the following portions of the AP Outline:
Next to the Prior Knowledge responses, create a list of content contained under the AP Psych outline.

- [I. History and Approaches \(2–4%\)](#)
- [II. Research Methods \(6–8%\)](#)
- [III. Biological Bases of Behavior \(8–10%\)](#)
- [IV. Sensation and Perception \(7–9%\)](#)
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- [IX. Developmental Psychology \(7–9%\)](#)
- [X. Personality \(6–8%\)](#)
- [XI. Testing and Individual Differences \(5–7%\)](#)
- [XII. Abnormal Psychology \(7–9%\)](#)
- [XIII. Treatment of Psychological Disorders \(5–7%\)](#)
- [XIV. Social Psychology \(7–9%\)](#)