

## **AP Psychology**

Social Studies Department  
Martin County High School  
Stuart, FL

Course Syllabus 2016-2017

Teacher: Ms. Kenna

Email: [KennaJ@martin.k12.fl.us](mailto:KennaJ@martin.k12.fl.us)

Conference Sessions: By Appointment, I am in my room every morning by 7:15am and you are always welcome to stop by to ask any questions. If you need more in-depth session you need to make an appointment.

Course Location: F3

Class Website: <http://www.mskenna.com>

### **General Description:**

College Board: "The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental process of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use their science and practice."

AP Psychology is designed for students who wish to complete studies that are equivalent to an introductory psychology college course. This course will be taught at the college level. A.P Psychology is highly structured and very demanding. Students are required to thoroughly read the college- level textbook and prepare text notes, which usually take an outline form, prior to attending lecture on the assigned reading. A daily schedule of study is required to meet the expectations of this course- typically one to two hours of preparation per class meeting.

### **Course Objectives:**

1. Students will study the major core concepts and theories of psychology. Students will be able to define key terms and use these terms in their everyday vocabulary. Students will be able to compare and contrast the major theories in psychology. Students will develop an understanding of the biological and psychological bases of behavior.
2. Students will learn the basic skills of psychological research. Students will be able to devise simple research projects, interpret and generalize from results, and evaluate the general validity of research reports. Students will be able to recognize the scientific nature of investigation in psychology.

3. Students will be able to apply psychological concepts to their own lives. Students will be able to recognize psychological principles when they are encountered in everyday situations.
4. Students will develop critical thinking skills. Students will become aware of the danger of accepting or rejecting any psychological theory without careful, objective evaluation.
5. Students will build their reading, writing, and discussion skills.
6. Students will learn about the ethical standards governing the work of psychologists. Students will maintain high ethical standards and sensitivity in applying the principles of psychology to themselves, other people, and other organisms.

### **My Expectations:**

1. You must arrive to class before the bell rings and begin your daily assignment warm-up. Class starts on time and ends on time. If you are late or need to get organized, do so quietly as to not disturb those around you.
2. Actively participate in class and use class time effectively.
3. Come see me if you are having problems. I am on your side. I want to help you. If you do not know what to do, you need an explanation, you need help getting organized, or anything else, please come see me. We are on the SAME team! Don't forget that!!!
4. All work you submit MUST be YOUR OWN!!! Plagiarism is not tolerated, and I will be checking to ensure that any work you submit is your own. If it's not, that's an automatic zero!
5. Respect is MANDATORY!: for yourselves, your peers, and for Ms. Kenna!
6. Have FUN!

### **Attendance:**

Attendance is crucial to your success in this class. A majority of this class is based on lecture, discussion, and in-class activities. All assignments will be posted on the class website. If you do not have internet at home, use the computers in the MCHS library, or the computer in class, to see what you missed. It is YOUR RESPONSIBILITY to find out what you need to make up after an absence!

### **Pre- Arranged Absences (sports, Opus, other activities):**

Students must ask for their work before leaving. Any missed assignment(s) will be due at the same time as everyone else unless otherwise agreed upon with the teacher.

### **Quizzes/Tests:**

It is the student's responsibility to reschedule any quiz or unit test missed during the year. Due to the rigorous pacing of the course, Tests and Quizzes must be made up within 3 school days.

Make up times must be arranged in advance with Ms. Kenna. Due to the amount of material that must be covered during class, quizzes and test must be made up outside of class time.

### **Retesting:**

- Students may retake a test for which they received a grade of less than 70% if the following provisions are met
  - Students must make an appointment with me to review their test.
  - Students have 5 days from the date of receiving their grade to schedule a conference for retesting. A conference and retesting may not happen in the same day! Conference- Study- Retest!
  - If a student fails to show up for a confront or a retest, the grade from the original test will remain.
  - No grade higher than 70% will be recorded for a retest.
  - It is a completely DIFFERENT test

### **Grading Policy:**

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

### **Material and Supplies:**

Notebook: (3 ring binder preferably)

I expect students to create and maintain a notebook that they can use as an ongoing study tool to prepare for the AP exam. Notebooks are divided up into study sections.

- Beginning- personal and course information (title page, syllabus, scoring guidelines, general handouts)
- Warm-up and Agendas- a daily record of what goes on in class, assignments, and a quick write up response to the start of class.
- Notes and activities- An ongoing collection of lecture, discussion, and reading notes from class sessions, and personal notes recorded during demonstrations or similar activities.
- Graded work- A collection of study materials and an accumulation of all evaluated and returned student work that is intended to be a check on grade records.
- Students are to subdivide each of the sections and label them into unites for studying purposed.
- Notebooks are graded throughout the year.

### **Index Cards:**

Students come to class with a limited knowledge of the subject matter, and they become overwhelmed with vocabulary. To help them master the vocab. I require them to create an account with Quizlet.

When students begin to study for a test, they will log into Quizlet and begin studying for the next Unit test. I am able to see the progress of each student and each unit. Note cards are due on the day of the test.

Review Book - Barons AP Psych

AP Psych Crash Course- you can find these at Barnes & Noble, but also on Amazon.

Highlighter

Blue/Black Pens

Sticky Notes- to help with book note taking (optional)

### Grade Breakdown

**Tests: 50%**

**Quizzes: 30%**

**Daily Activities: 20%**

### Course Outline:

\* Please note that all dates in the syllabus are tentative and are subject to change.

Semester	Unit Title	Percentage of AP Exam	Approximate Dates
<b>Fall</b>	Unit 1: History and Approaches	2-4%	2 Days + Test
	Unit 2: Research Methods	8-10%	2 Days + Test
	Unit 3: Biological Bases of Behavior	8-10%	Neurons: 2 Days + Test Brain: 3 Days + Test
	Unit 9: Development	7-9%	3 Days + Test
	Unit 5: States of Consciousness	6-8%	2 Days + Test
	Unit 6: Learning	7-9%	3 Days + Test
	Unit 7: Cognition	8-10%	3 Days + Test
	Unit 8: Motivation and Emotion	6-8%	2 Days + Test

<b>Spring</b>	Unit 4: Sensation & Perception	6-8%	2 Days + Test
	Unit 10: Personality/Intelligence	10-14%	3 Days + Test
	Unit 11: Abnormal Psychology	7-9%	2 Days + Test
	Unit 12: Treatment of Abnormal Behavior	5-7%	2 Days + Test
	Unit 13: Social Psychology	8-10%	3 Days + Test
	Review for AP Psychology Exam		2-3 Weeks of Review
	Final		

**The AP Psychology Exam:**

- \* Multiple Choice Section: 100+ questions, 70 minutes
- \* Free Response Section: 2 essay questions 50 minutes total

Exam Grades:      5= Extremely well qualified  
                           4= Well qualified  
                           3= Qualified

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                          2= Possibly qualified  
                           1= No recommendation

**Review for AP exam:**

We will review for the AP exam using selected number of activities: Various collaborated review activities, after school review, after school review sessions, using posted review materials online, related released AP psychology practice tests (both multiple choice and FRQ), and working in small groups to complete review activities.

Course Outline:

## **Unit 1: History and Approaches of Psychology**

### **Topics of Study**

1. Textbook reading:
2. Logic, philosophy, and history of science
3. Approaches/perspectives

### **Objectives:**

1. Define psychology and identify early milestones in the field.
2. Compare and contrast the psychological perspectives
3. Identify subfields of psychology
4. Identify major historical figures

### **Questions to consider:**

1. When and how did psychological science begin?
2. How did psychology continue to develop from the 1920's through today?
3. When is psychology's historic big issue?
4. What are psychology's main subfields?
5. How can psychological principles help you as a student?

## **Unit 2: Research Methods**

### **Topics of Study**

1. Textbook reading:
2. Experimental, correlational, and clinical research
3. Statistics
4. Research Methods and Ethics

### **Objectives:**

1. Identify elements of experiment
2. Compare and contrast research methods
3. Explain correlational studies
4. Discuss the ethics of animal and human research

### **Questions to consider:**

1. Why are the answer that flow from the scientific approach more reliable than those based on intuition and common sense?
2. What are the three main components of the scientific attitude?
3. How to theories advance psychological science?
4. How do psychologists observe and describe behavior?
5. Can laboratory experiments illuminate everyday life?
6. Why do psychologists study animals, and is it ethical to experiment on animals?
7. Is it ethical to experiment on people?
8. Is psychology free of value judgments?

## **Unit 3: Biological Bases of Behavior**

## **Topics of Study**

1. Textbook reading:
2. Physiological techniques
3. Neuro-anatomy
4. Functional organization of the nervous system
5. Endocrine system
6. Neural transmission
7. Genetics

## **Objectives:**

1. Describe the structure of a neuron and explain neural impulses.
2. Describe neural communication and discuss the impact of neurotransmitters.
3. Classify and explain major divisions of the nervous system.
4. Identify and describe the functions of brain structures
5. Describe the four lobes of the cerebral cortex and their functions.
6. Discuss the association areas
7. Explain split- brain studies.
8. Describe the endocrine system.

## **Questions to consider:**

1. What are neurons, and how do they transmit information?
2. How do nerve cells communicate with other nerve cells?
3. How do neurotransmitters influence behavior, and how do drugs and other chemicals affect neurotransmission?
4. What are the functions of the nervous system's main divisions?
5. How does the endocrine system - the body's slower information system- transmit information?
6. How do neuroscientists study the brain's connections to behavior and mind?
7. What are the functions of important lower-brain structures?
8. What functions are served by various cerebral cortex regions?
9. What do split brains reveal about the functions of our two brain hemispheres?

## **Unit 4: Sensation and Perception**

1. Textbook reading:
2. Thresholds and signal detection theory
3. Sensory mechanisms
4. Attention
5. Perceptual process

## **Objectives:**

1. Contrast the processes of sensation and perception
2. Distinguish between thresholds
3. Label a diagram of the parts of the eye and the ear
4. Describe the operation of the sensory system (the five senses)
5. Differentiate the Young-Helmholtz and opponent- process theory of color vision
6. Explain the place and the frequency theories of pitch
7. Describe Gestalt principles, figure-ground, and depth perception
8. Discuss monocular and binocular cues

## **Questions to consider:**

1. What are sensation and perception? What do we mean by bottom-up processing and top-down processing?
2. What are the absolute and difference thresholds, and do stimuli below the absolute threshold have any influence?
3. What is the function of sensory adaptation?
4. What is the energy that we see a visual light?
5. What are the characteristics of air pressure waves that we hear as sound?
6. How do the eye and ear transform light and sound energy into neural messages?
7. How do we experience each of the body's senses?
8. How do Gestalt psychologists understand perceptual organization?
9. How adaptable is our ability to perceive?
10. How do our expectations, contexts, and emotions influence our perceptions?

### **Unit 5: States of Consciousness**

1. Textbook reading:
2. Sleep and dreaming
3. Hypnosis
4. Psychoactive drug effects

#### **Objectives:**

1. Describe the sleep cycle and identify what occurs in each stage.
2. Compare differences between NREM and REM.
3. Describe the major sleep disorders.
4. Explain the purpose of dreams.
5. Discuss hypnosis and describe the characteristics of those more likely to be hypnotized.
6. Discuss dependence, tolerance, and withdrawal in relation to drug use.
7. Chart names and effects of depressants, stimulants, and hallucinogens.

#### **Questions to consider:**

1. What is consciousness?
2. How much information do we consciously attend to at once?
3. How do our biological rhythms influence our daily functioning and our sleep and dreams?
4. What is the biological rhythm of our sleep?
5. What is sleep's function?
6. How does loss of sleep affect us?
7. What are the major sleep disorders?
8. What is the function of dreams?
9. What are the functions of hypnosis and meditation?
10. What are tolerance, dependence, and addiction?

### **Unit 6: Learning**

1. Textbook reading:
2. Classical conditioning
3. Operant conditioning
4. Cognitive process
5. Biological factors

## 6. Social learning

### **Objectives:**

1. Describe classical conditioning (Pavlov's experiment)
2. Explain acquisition, extinction, spontaneous recovery, generalization, and discrimination in conditioning.
3. Describe operant conditioning (Skinner's experiments).
4. Identify the different type of reinforcers (positive, negative, partial, continuous, primary, and secondary).
5. Describe the schedules of reinforcement.
6. Explain cognitive processes and biological predispositions in conditioning.
7. Discuss the effects of punishment on behavior.
8. Describe the process of observational learning (Bandura's experiments)

### **Questions to consider:**

1. What are some basic forms of learning?
2. What is classical conditioning, and how did Pavlov's work influence behaviorism?
3. In classical conditioning, what are the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination?
4. What is Pavlov's work important?
5. What is operant conditioning, and how does it differ from classical conditioning?
6. What are basic types of reinforcers?
7. How do different reinforcement schedules affect behavior?
8. How does punishment affect behavior?
9. Do cognitive processes and biological constraints affect operant conditioning?
10. What is observational learning, and how is it enabled by mirror neurons?

## **Unit 7: Cognition**

1. Textbook reading:
2. Memory
3. Language
4. Thinking
5. Problem solving and creativity

### **Objectives:**

1. Describe sensory memory, short-term memory, and long-term memory
2. Distinguish between automatic and effortful processing
3. Explain the encoding process (imagery, chunking, hierarchies)
4. Differentiate between implicit and explicit memory
5. Discuss the impact of retrieval cues on memory
6. Discuss the effects of interference and motivated forgetting on retrieval
7. Describe Loftus's research on memory reconstruction
8. Identify mnemonic devices (acronyms, method of loci, peg-word)
9. Define concepts and prototypes
10. Differentiate algorithms and heuristics when solving problems.
11. Explain how the representativeness and availability heuristics are used to make decisions
12. Describe the structure of language developmental stages (babbling, one word)
13. Explain the nature-nurture debate for language acquisition (Chomsky v. Skinner)

14. Discuss Whorf's linguistic relativity hypothesis
15. Describe the research on animal communication

**Questions to consider:**

1. How do psychologists describe the human memory system?
2. What information do we encode automatically? What information do we encode effortfully, and how does the distribution of practice influence retention?
3. What is sensory memory?
4. What are the duration and capacity of short-term and long-term memory?
5. How do we get information out of memory?
6. Why do we forget?
7. How do misinformation, imagination, and source amnesia influence our memory construction? How real-seeming are false memories?
8. How can an understanding of memory contribute to more effective study techniques?

**Unit 8: Motivation and Emotion**

1. Textbook reading:
2. Biological bases
3. Theories of motivation
4. Hunger, thirst, sex, pain
5. Social motives
6. Theories of emotion
7. Stress

**Objectives**

1. Define motivation and identify motivational theories
2. Explain Maslow's hierarchy of needs
3. Describe the symptoms of anorexia nervosa and bulimia nervosa
4. Define achievement motivation, including intrinsic and extrinsic motivation
5. Describe the three theories of emotion (James-Lange, Cannon-Bard, Schachter-Singer)
6. Identify physiological changes that occur during emotional arousal
7. Discuss the catharsis hypothesis
8. Describe the biological response to stress

**Questions to consider:**

1. From what perspectives do psychologists view motivated behavior?
2. What physiological factors produce hunger?
3. What psychological and cultural factors influence hunger?
4. How do anorexia nervosa, bulimia nervosa, and binge-eating disorder demonstrate the influence of psychological forces on physiologically motivated behavior?
5. What stages mark the human sexual response cycle?
6. How do internal and external stimuli influence sexual behavior?
7. What has research taught us about sexual orientation?
8. What is the role of organizational psychologists?
9. What are the components of an emotion?
10. How do we communicate nonverbally? Are nonverbal expressions of emotion universally understood?

11. What is stress, and what types of events provoke stress response?
12. What factors affect our ability to cope with stress?

### **Unit 9: Developmental Psychology**

1. Textbook reading:
2. Life-span approach
3. Research methods
4. Heredity-environment issues
5. Developmental theories
6. Dimensions of development
7. Sex roles and gender roles

#### **Objectives:**

1. describe the course of prenatal development
2. Discuss Piaget's theory of cognitive development
3. Discuss the effects of social development (body contact, familiarity, and parenting styles)
4. Illustrate development changes in physical, cognitive, moral, and social areas.
5. Describe the early development of self-concept
6. Identify Kohlberg's moral development stages and apply to scenarios
7. Describe Erikson's psychosocial development stages

#### **Questions to consider:**

1. How does life develop before birth?
2. What are some newborn abilities, and how do researchers explore infants' mental abilities?
3. During infancy and childhood, how do the brain and motor skills develop?
4. From the perspective of Piaget and today's researchers, how does a child's mind develop?
5. How do parent-infant attachment bonds form?
6. What physical changes mark adolescence?
7. How did Piaget, Kohlberg, and later researchers describe adolescent cognitive and moral development?
8. What are the social tasks and challenges of adolescence?
9. What is emerging adulthood?
10. What physical changes occur during middle and late adulthood?
11. How do memory and intelligence change with age?
12. What themes and influences mark our social journey from early adulthood to death?

### **Unit 10: Personality and Intelligence**

1. Textbook reading:
2. Theories of Personality
3. Assessment Techniques
4. Self-Concept/Self-Esteem
5. Growth and adjustment
6. Standardization and norms
7. Reliability and validity
8. Types of tests

9. Ethics and standards in testing
10. Intelligence

**Objectives:**

1. Describe Freud's iceberg theory (ego and superego)
2. Explain how defense mechanisms protect the ego
3. Describe the contributions of the new-freudians (Jung, Adler, Horney)
4. Describe the humanistic perspective on personality (Maslow's self-actualization and Roger's self-concept)
5. Identify how personality inventories are used to assess traits
6. Discuss the social-cognitive perspective on personality (Bandura's reciprocal determinisms)
7. Identify locus of control, learned helplessness, and optimism
8. Compare and contrast the psychoanalytic, humanistic, trait, and social-cognitive perspectives on personality.
9. Discuss the origins of intelligence testing
10. Describe the nature of intelligence
11. Differentiate intelligence theories (Spearman, Thurstone, Gardner, and Sternberg)
12. Distinguish between aptitude and achievement tests
13. Describe the importance of standardization
14. Distinguish between the reliability and validity of intelligence tests
15. Discuss genetic and environmental influences on intelligence

**Questions to consider:**

1. What was Freud's view of personality and its development?
2. How did Freud think people defended themselves against anxiety?
3. What are projective tests, and how are they used?
4. How do contemporary psychologists view personality, and what was their goal in studying personality?
5. How did humanistic psychologists assess a person's sense of self?
6. How do psychologists use traits to describe personality?
7. What are personality inventories, and what are their strengths and weaknesses as trait-assessment tools?
8. In the view of the social-cognitive psychologists, what mutual influences shape an individual's personality?
9. Are we hindered by high self-esteem?
10. What argues for an against considering intelligence as one general mental ability?
11. How do Gardner's and Sternberg's theories of multiple intelligences differ?
12. What makes up emotional intelligence?
13. When and why were intelligence tests created?
14. What is the difference between aptitude and achievement tests, and how can we develop and evaluate them?
15. What are the traits of those at the low and high intelligence extremes?
16. How and why do gender and racial groups differ in mental ability scores?

**Unit 11: Abnormal Psychology**

1. Textbook reading:
2. Definitions of abnormality

3. Theories of psychopathology
4. Diagnosis of psychopathology
5. Types of disorders

**Objectives:**

1. Discuss the purpose of the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM 5)
2. Explain the impact of Rosenhan's study on diagnostic labels
3. Describe and identify symptoms of anxiety disorders (generalized, panic, phobias, post traumatic stress disorder, and obsessive compulsive disorder)
4. Discuss dissociative disorders (amnesia, fugue, dissociative identity disorder)
5. Describe and explain the development of somatoform disorders
6. Differentiate hallucinations and delusions, and identify subtypes of schizophrenia.
7. Describe the three clusters of personality disorders (anxiety, eccentric, impulsive)

**Questions to consider:**

1. How should we draw the line between normality and disorder?
2. What perspectives can help us understand psychological disorders?
3. How and why do clinicians classify psychological disorders?
4. What are anxiety disorders, and how do they differ from ordinary worries and fears?
5. What produces the thoughts and feelings that mark anxiety disorders?
6. What are somatoform disorders?
7. What are dissociative disorders, and why are they controversial?
8. What are mood disorders, and what forms do they take?
9. What patterns of thinking, perceiving, feeling, and behaving characterize schizophrenia?
10. What causes schizophrenia?
11. What characteristics are typical of personality disorders?
12. How many people suffer, or have suffered, from psychological disorder?

**Unit 12: Treatment of Psychological Disorders**

1. Textbook reading:
2. Treatment approaches
3. Modes of therapy (individual, group)
4. Community and preventive approaches

**Objectives:**

1. Describe psychoanalytic therapeutic techniques (free association, interpretation)
2. Discuss Rogers's client-centered therapy
3. Identify counter conditioning techniques
4. Describe the goals of the cognitive therapies
5. Discuss the benefits of group therapy and family therapy
6. Differentiate between anti anxiety, antidepressant, and antipsychotic medications
7. Describe electroconvulsive therapy and lobotomies
8. Discuss the effectiveness of the psychotherapies

**Questions to consider:**

1. What are the aims and methods of psychoanalysis, and how have they been adapted in psychodynamic therapy?

## Return this page to Ms. Kenna by:

2. What are the basic themes of humanistic therapy, such as Rogers' client-centered approach?
3. What are the assumptions and techniques of the behavior therapies?
4. What are the goals and techniques of the cognitive therapies?
5. What are the aims and benefits of group and family therapy?
6. Are some therapies more effective than others?
7. How do culture and values influence the therapist-client relationship?
8. What are drug therapies? What criticisms have been leveled against drug therapies?
9. How, by caring for their bodies with a healthy life-style, might people find some relief from depression?
10. What is the rationale for preventive mental health programs?

### **Unit 13: Social Psychology**

1. Textbook reading
2. Group dynamics
3. Social thinking
4. Social influence
5. Conformity, Compliance, and Obedience
6. Social relations

#### **Objectives:**

1. Describe the fundamental attribution error
2. Describe Zimbardo's prison guard experiment and the effects of role-playing on attitudes
3. Discuss the results of Asch's experiments on obedience
4. Explain social facilitation, social loafing, and de-individuation
5. Differentiate group polarization and group think
6. Define and give examples of prejudice
7. Discuss the issues related to aggression and attraction

#### **Questions to consider:**

1. How do we tend to explain others' behavior and our own?
2. Does what we think affect what we do, or does what we do affect what we think?
3. What do experiments on conformity and compliance reveal about the power of social influence?
4. How is our behavior affected by the presence of others or by being part of a group?
5. What is prejudice? What are its social, emotional, and cognitive roots?
6. What psychological factors may trigger aggressive behavior?
7. Why do we befriend or fall in love with some people but not with others?
8. How do social trap and mirror-image perceptions fuel social conflict?
9. How can we transform feelings of prejudice, aggression, and conflict into attitudes that promote peace?

\*Units of study may not occur in the same order as presented on this syllabus  
Student Syllabus Acknowledgement Statement:

**Return this page to Ms. Kenna by :**

**Student Syllabus Acknowledgment Statement:**

- I acknowledge that I have read and understand the contents of the AP Psychology Syllabus.
- I understand that AP Psychology is a rigorous, college-level course and I will be expected to challenge myself academically and complete many assignments, as well as homework and studying, on my own time outside of class.
- I understand that I am expected to follow all MCHS policies while in AP Psychology class, including the attendance, tardy, academic honesty, and electronics policies.
- I understand that I am expected to come to class each day with the required supplies, materials, and resources.
- I understand that the majority of my grade in AP Psychology will be made up of test and quiz scores, in order to be prepared for the national AP Exam in May 2017.
- I understand that I have the ability to improve my scores on quizzes and tests by retesting. I can re-take quizzes and tests only after scheduling a review appointment five days from the date of the test.
- I understand that it is my responsibility to obtain missed assignments and schedule quiz and test make-ups due to absences, both excused and unexcused.
- I understand that I can (and should) access my grade in AP Psychology through the FOCUS, and that Ms. Kenna's AP Psychology website can be used as a supplementary resource for the class.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

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Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_