

2018-2019 AP PSYCHOLOGY SUMMER ASSIGNMENT

There are a couple things that you need to complete so that we are ready to begin the year in September. The list might look daunting but most of it is truly painless.

Check off the "assignments" below as you complete them and I can't wait to see you September 4th!

___ 1. **Register for the class website asap**- do not wait until school starts. Explore the website and make sure that you read the page on class procedures. Students and parents may enroll themselves by going to <https://www.myhaikuclass.com/mrsjsammons/apppsychology2018-2019/signup> and entering **WJG2C**.

___ 2. Read the attached article, "**Do Smartphones Have a Place in the Classroom?**" Then answer:

What role should phones have in the classroom?

Post your response to the discussion forum on the main page of the class website and respond to at least one other student.

___ 3. **Register for our class Remind**. Follow the link on the main page of your class website.

___ 4. **Purchase supplies for the class**. You will need 14 pocket folders, lots of index cards (at least 140: 10/unit, and there are 14 units), paper, and writing utensils.

___ 5. **Read, initial, and sign the Class Contract in the back of this packet**. This will be collected on Sept 4th

___ 6. **Complete the reading for Unit 1**. I wouldn't start this too early- you don't want to forget what you read by the time we start school. This should take a couple hours to complete (it's a slightly longer homework assignment)- you will have plenty of time if you don't start until sometime in August!

- Read pages 1-14 in your textbook. This is the prologue, but it is the content for Unit 1.
- Complete the color coded notes for the reading. You will need a black, red, blue, green, and purple pen, as well as a pencil to complete this assignment. This should be handwritten.

Steps for color codes notes:

- 1) Write the two main headings in **black pen**. There are two main headings in this reading: **What is Psychology?** (page 2) and **Contemporary Psychology** (page 8).
- 2) Take each bolded subsection of the chapter and, with your **red pen**, turn it into a question in the top center of your notebook paper. (Ex: The first heading of a subsection in the prologue is "Psychology's Roots." You would rewrite this as, "*What are the roots of psychology?*"). There are 2 subsections addressing **What is Psychology?** and 3 subsections under **Contemporary Psychology**.
- 3) Underneath your heading, list each vocabulary word from this section in **blue** on the left side of your paper. (Ex: For the first subsection there is only one vocabulary word- *Empiricism*)
- 4) Next, in the center of the page use a **green** pen to write an accurate definition of each term to the left. You can also use the green pen to jot down any other information that you feel will be helpful in answering the question in red. (Ex: Since there is only one vocabulary word in the first section, much of what you write here will be facts that you have gathered from your reading.)
- 5) On the right side of your paper, use a **purple** pen to add reflections, comments, or questions in order to personally connect to the material. (A simple "that's neat" won't cut it.)
- 6) Finally, in **pencil**, write a complete summary in paragraph form. (You should have 5 summaries when this assignment is complete- one for each of the 5 subsections.)

SUMMER ASSIGNMENTS SHOULD BE COMPLETED BY SEPTEMBER 4th!

HUNTINGTOWN HIGH SCHOOL

CLASS OUTLINE: MRS. SAMMONS

AP PSYCHOLOGY: 2018-2019

Welcome to AP Psychology!

I am looking forward to an exciting and successful school year, and I hope that you are too. In order for us to work together most effectively, some guidelines are necessary. Listed below are the class rules, materials you will need each class, explanations of requirements and evaluations, along with the attendance policy. Please read them carefully and let me know if you have any questions. **Throughout this class we will be examining research on different topics in psychology. We will be focusing on the importance of scientific research methods and ethics when it comes to analyzing some of the “common sense” parts of psychology.**

Let's make this a great year!

Sincerely,

Mrs. Sammons

sammonsj@calvertnet.k12.md.us

CLASS RULES:

1. Always arrive on time.
2. Be prepared- bring all materials to class (book, folder, writing utensil, etc.).
 - ***YOU MUST BRING A PENCIL ON TEST DAYS!!!***
3. Come to class ready to learn.
4. Display your best effort everyday.
5. Show respect for your classmates, the teacher, and objects in the room.
6. Take care of personal needs prior to class.
7. ***Do not leave/pack up until the teacher dismisses the class. (Personal Pet Peeve)***

MATERIALS NEEDED EACH CLASS:

- 14 pocket folders
- pen and pencil/paper
- index cards (10/unit: 14 units)

EVALUATIONS:

1. A major test will be given after each unit of study.
2. Homework will be assigned at least twice a week.
3. Unit Folders will be collected and graded at the end of each unit.
4. Class participation is a requirement in order to demonstrate the understanding of the material. Your class participation grade can be negatively affected by being unprepared for class or causing class disruptions.
5. Cooperative group work, reports, and projects will be graded.
6. Announced and unannounced quizzes will be given.

ATTENDANCE:

County guidelines regarding absences and tardiness will be strictly enforced. It is YOUR responsibility to get any missed warm-ups/objectives/notes and to find out what make-up work you need to complete. Work must be completed within a timely manner (1-3 days).

AP TEST ⇒ MAY 9

Textbook: Myers, D.G. (2007). *Psychology*. New York, Worth Publishers.

Unit 1- History and Approaches (4 days):

Introduction

- A. History of Psychology
- B. Perspectives in Psychology
 - 1. Biological
 - 2. Behavioral
 - 3. Cognitive
 - 4. Humanistic
 - 5. Psychodynamic
 - 6. Sociocultural

Unit 2- Methods (10 days):

Chapter 1

- A. Research
 - 1. Correlational
 - 2. Experimental
- B. Statistics
 - 1. Descriptive
 - 2. Inferential
- C. Ethics in Research

Unit 3- Biological Bases of Behavior (13 days):

Chapter 2, Chapter 3- *Genes: Our Biological Blueprint*

- A. Physiological Techniques
- B. Neuroanatomy
- C. Functional Organization of Nervous System
- D. Neural Transmission
- E. Endocrine System
- F. Genetics

Unit 4- Sensation and Perception (12 days):

Chapters 5 & 6

- A. Thresholds
- B. Sensory Mechanisms
- C. Sensory Adaptation
- D. Attention
- E. Perceptual Processes

Unit 5- States of Consciousness (4 days):

Chapter 7

- A. Sleep and Dreaming
- B. Hypnosis
- C. Psychoactive Drug Effects

Unit 6- Learning (12 days):

Chapter 8

- A. Classical Conditioning
- B. Operant Conditioning
- C. Social Learning
- D. Cognitive Processes in Learning

Unit 7- Cognition (13 days):

Chapters 9 & 10

- A. Memory
- B. Language
- C. Thinking
- D. Problem Solving and Creativity

Unit 8- Motivation and Emotion (12 days)

Chapters 12 & 13

- A. Biological Bases
- B. Theories of Motivation
- C. Hunger, Thirst, Sex, and Pain
- D. Social Motives
- E. Theories of Emotion
- F. Stress

Unit 9- Developmental Psychology (12 days)

Chapters 3 & 4

- A. Life-Span Approach
- B. Research Methods (longitudinal/cross-sectional)
- C. Heredity-Environment Issues
- D. Developmental Theories
- E. Dimensions of Development
 - 1. Physical
 - 2. Cognitive
 - 3. Social
 - 4. Moral
- F. Sex Roles & Sex Differences

Unit 10- Personality (10 days):

Chapter 14

- A. Personality Theories and Approaches
- B. Assessment Techniques
- C. Self-concept & Self-esteem
- D. Growth and Adjustment

Unit 11- Testing and Individual Differences (9 days):

Chapter 11

- A. Standardization and Norms
- B. Reliability and Validity
- C. Types of Tests
- D. Ethics and Standards in Testing
- E. Intelligence
- F. Heredity/Environment and Intelligence
- G. Human Diversity

Unit 12- Abnormal Psychology (12 days):

Chapter 15

- A. Definitions of Abnormality
- B. Theories of Psychopathology
- C. Diagnosis of Psychopathology
- D. Anxiety Disorders
- E. Somatoform Disorders
- F. Mood Disorders
- G. Schizophrenic Disorders
- H. Organic Disorders
- I. Personality Disorders
- J. Dissociative Disorders

Unit 13- Treatment of Psychological Disorders (9 days):

Chapter 16

- A. Treatment Approaches
 - 1. Insight Therapies- Psychodynamic
 - 2. Behavioral Approaches
 - 3. Cognitive Approaches
 - 4. Biological Approaches
- B. Types of Therapy (individual, group...)
- C. Community and Preventive Approaches

Unit 14- Social Psychology (12 days):

Chapter 18

- A. Group Dynamics
- B. Attribution Processes
- C. Interpersonal Perception
- D. Conformity, Compliance, Obedience
- E. Attitudes and Attitude Change
- F. Organizational Behavior
- G. Aggression/Antisocial Behavior

Do Smartphones Have a Place in the Classroom?

theatlantic.com/education/archive/2016/04/do-smartphones-have-a-place-in-the-classroom/480231/

LOUISVILLE, Ky.—Walking the hallways between classes at Fern Creek High School in Louisville, Kentucky, I dodge students whose heads are turned down to glowing screens. Earbuds and brightly colored headphones are everywhere. And when I peer into classrooms, I see students tuning out their peers and teachers and focusing instead on YouTube and social media.

These are issues I deal with as an English teacher at Fern Creek. I have guidelines for cellphone and smartphone use, but it's a constant struggle to keep kids engaged in lessons and off their phones. Even when I know I've created a well-structured and well-paced lesson plan, it seems as if no topic, debate, or activity will ever trump the allure of the phone.

Many teachers at Fern Creek are stumped about how to deal with student cellphone and smartphone use.

On the one hand, we know that most students bring a mini-supercomputer to school every day, a device with vast potential for learning. On the other hand, just how and even if smartphones might help students learn remains a troubling question. It's especially vexing with regard to students who already have low achievement levels or learning problems.

According to our principal, roughly 75 percent of Fern Creek students are considered "gap" kids under Kentucky's definition—students who belong to groups that, on average, have historically performed below achievement goals. These sometimes overlapping groups include students receiving free or reduced-priced lunch, African American students, English Language Learners, and special-education students. More than half of our gap students scored at the novice (lowest) level on last year's 10th-grade reading exam. I frequently talk with colleagues about the possibility and challenge of using phones to help gap students from all backgrounds learn.

Students Adonis Scott (left), and Donavin Haugen (right) use their smartphones to sign up for an online review quiz. (Paul Barnwell)

To us, it seems that some kids can handle the multitasking that using phones in school would require; for others, the smartphone is almost always a distraction. Even the visible presence of a phone pulls students—and many adults—away from their focus. Some kids can "switch" attention between the phone as an entertainment device and as a learning tool; for others, the phone's academic potential is routinely ignored.

"The variance in student ability to focus and engage in the actual task at hand is disconcerting," said Rob Redies, a Fern Creek chemistry teacher, via email. "Because although technology and the wealth of information that it can provide has the potential to shrink achievement gaps, I am actually seeing the opposite take place within my classroom."

The phone could be a great equalizer, in terms of giving children from all sorts of socioeconomic backgrounds the same device, with the same advantages. But using phones for learning requires students to synthesize information and stay focused on a lesson or a discussion. For students with low literacy skills and the frequent urge to multitask

on social media or entertainment, incorporating purposeful smartphone use into classroom activity can be especially challenging. The potential advantage of the tool often goes to waste.

And I know smartphones do have wonderful learning potential, having had occasional success with them in my own classroom. I've had students engage in peer-editing using cloud-based word processing on their phones, for example. I've also heard and read about other educators using phones for exciting applications: connecting students to content experts via social media, recording practice presentations, and creating "how-to" videos for science experiments.

We also know that other school districts across the country are in the midst of trying to incorporate technology to enhance learning, and to close the so-called digital divide—to ensure all students have access to an Internet-enabled device. One way to solve the access issue is to allow students to use smartphones in class. At Fern Creek, where I'd estimate that at least 80 percent of students have smartphones, this would seem like a logical choice, given the relatively low numbers of tablets and computers we have available for student use.

Because of my own frustration with school phone use, and spurred on by conversations with colleagues, I decided to delve into the research about smartphones and education. Can and should smartphones be used to enhance learning for *all* students? Or should we avoid using phones in class because of the distractibility factor, and because many kids seem resistant to using them for learning?

Paul Barnwell answers a student's question during his English II course at Fern Creek High School in Louisville.
(Zvannha Clay)

Research supporting the idea that smartphones—specifically—can be used to enhance learning for all students, even underachievers, is hard to find. However, Stanford University's [2014 study](#) on at-risk students' learning with technology concludes that providing "one-to-one access" to devices in school (students don't have to share) provides the most benefit. The study does not, however, mention smartphones as a choice tool to achieve greater engagement and academic success.

I next contacted Richard Freed, a clinical psychologist and the author of *Wired Child: Reclaiming Childhood in a Digital Age*, who works with a wide range of children and families in the San Francisco Bay area.

"High levels of smartphone use by teens often have a detrimental effect on achievement, because teen phone use is dominated by entertainment, not learning, applications," he said.

I considered the Stanford study and my conversation with Freed as I observed students in my own classroom. Struggling students (from all backgrounds) seem to be more susceptible than their higher-achieving peers to using their smartphones for noneducational purposes while in school. Also, the device does make a difference: When I design and schedule instruction allowing for one-to-one computer access, students get better results than when I try the same thing with one-to-one phone access.

Nonetheless, Redies and I and many of our colleagues attempt to use smartphones productively in class, but I don't know of any Fern Creek teacher who allows students open access to their devices at all times. This contrasts with the approach of Brianna Crowley, a colleague with whom I've worked through the [Center for Teaching Quality](#).

Pennsylvania's Hershey High School, where Crowley taught English for eight and a half years before recently leaving the classroom for a full-time consulting job with the Center for Teaching Quality, is part of a high-achieving district with few disadvantaged students. For three years, the district has been implementing a "bring your own device" (BYOD) policy in an effort to maximize students' learning opportunities.

Still, even Crowley has noticed the challenges for struggling students. "Many students who may perform poorly on academic measures seem to see their devices as useful for a narrow range of tasks—most of which involve passive consuming of entertainment or knowledge-level content," she wrote in an email. If all students are to be successful using smartphones and other technology for learning, Crowley added, then it's clear that different students may need different activities and different types of support from teachers.

But at schools like Fern Creek, the fact that so many students have below grade-level reading skills, coupled with their tendency to use their phones for entertainment in school, means that teachers here are having a tougher time figuring out how smartphones might support learning.

Fern Creek's principal, Nathan Meyer, recently asked faculty members to provide input on how to best address the challenges of integrating (or not) students' smartphones into the learning environment. "I see students using cellphones and earbuds as a way to disengage with their peers," he said. "The isolation squanders opportunities for students to learn to engage and communicate with empathy." The cellphones and easy access to social media, according to Meyer, are also at the root of much of the student disruption and conflict that happens on campus.

Students Tony Rogers (center), Alvin Thomas (right), and Haley Senter (left) relax after finishing group work. (Paul Barnwell)

The findings of a recent study on student [phone access and the achievement gap](#) by Louis-Philippe Beland and Richard Murphy for the London School of Economics and Political Science echoed my concerns. "We find that mobile phone bans have very different effects on different types of students," the authors wrote. "Banning mobile phones improves outcomes for the low-achieving students ... the most, and has no significant impact on high achievers."

The study focused on standardized-test data, however, and many educators, like Crowley, question the usefulness of that measure; they would prefer to evaluate learning based on more varied, deeper measures, such as student projects.

"We shouldn't put these results on a pedestal," Crowley said.

Yet analyses of other academic metrics seem to support limiting students' smartphone access, too. Researchers at Kent State University, for example, found that among college students, more daily cellphone use (including smartphones) correlated with lower overall GPAs. The research team surveyed more than 500 students, controlling for demographics and high-school GPA, among other factors. If college students are affected by excessive phone

use, then surely younger students with too much access to their phones and too little self-control and guidance would be just as affected academically if not more.

Some school districts with large percentages of struggling students have forged ahead to increase student access to their phones. Last year, New York City's public-school system lifted its ban.

"It's like giving kids equal access to cigarettes and candy," Freed said. "There is a reason that adults have tried to limit and regulate young people's behavior, given that teens are not as adept at understanding risk and cause and effect."

However, Crowley believes teachers must adapt classroom instruction to the modern world. "If educators do not find ways to leverage mobile technology in all learning environments, for all students, then we are failing our kids by not adequately preparing them to make the connection between their world outside of school and their world inside school," she said.

So, is the best learning environment one that's free from digital distractions for struggling learners—a refuge from the constant barrage of information? Or should schools adapt to the realities of a hyper-connected world in which the vast majority of students carry access to almost-infinite information in their pockets? Or is there a middle ground?

For myself, Redies, Meyer and the staff at Fern Creek—and at many other schools serving large numbers of disadvantaged learners—there is no simple answer.

This post appears courtesy of [The Hechinger Report](#).

AP PSYCHOLOGY CLASS CONTRACT

2018-2019

AP Psychology is a rigorous but rewarding class. Like much in life, you will get out of this course what you put into it. You will be expected to do AP level work throughout the year and through that process you will learn about the fascinating topic of human behavior. Please read the class expectations below, initial next to each expectation, sign at the bottom and have your parents sign as well. I am looking forward to working with you this upcoming school year!

_____ I will place my phone in the cellphone caddy in the classroom upon entry into class. I have read the article ***“Do Smartphones Have a Place in the classroom?”*** and understand that phones can be an asset to class when used appropriately, and a distraction when not used appropriately. I am committed to making sure that I do not let my phone distract me from learning about this intriguing subject.

_____ I understand that there is not enough time to cover all material without students completing readings on topics covered in class. I commit myself to completing the readings. I will try to connect the information that I read to what I already know and I will take notes on important information. I will make every effort to become thoroughly engaged with the material. I will not simply copy vocabulary terms nor will I copy someone else's notes.

_____ I will abide by the HHS Academic Honesty policy. I will not share what is on test with other students or ask students in other classes what was on a test. I will do my own work and ask for assistance when I need it.

_____ I understand that this class will have the rigor of an AP class. I will not get discouraged if I earn a grade that I am unhappy with. I will accept that I have the power to improve my grade by coming in at lunch for test corrections and tutoring.

_____ I agree that I have taken this class with the intention of taking the AP exam on May 9th, 2019. I plan to sign up to take the test and work hard all year to prepare for this exam.

_____ When absent, I agree to make up missed work within one week of my return. I will check the back board to see what items I missed from my folder, get handouts from the bin in the front of the room, and always check the class website for notes that I missed.

_____ I agree to participate in class discussions and activities. I acknowledge that I am part of the class- not a passive observer. We are team AP Psych and I will do my best to support the learning environment. I will share my opinion and respect others.

_____ I have explored the class website, especially making sure that I familiarize myself with the class procedures, and the class syllabus.

Please sign below:

Student signature

Parent/Guardian signature

AP PSYCHOLOGY TEST PREP BOOK ORDER FORM

Psychology: Preparing for the Advanced Placement Examination

by Charles D. Schallhorn (AMSCO Publication)

This test prep manual will be extremely useful in preparing for the AP Psych exam next spring, and for unit tests throughout the year. If you choose to purchase one the pertinent information is below. If you would like to purchase one and financially cannot right now please see Mrs. Sammons and we will try to work out a solution.

ORDER DUE DATE: Friday 9/7

COST: \$21

You can purchase online at: <http://osp.osmsinc.com/Calvert>

Select "Huntingtown High School"- You should then see a screen that looks like this:

HUNTINGTOWN HIGH SCHOOL								
Select	Image	Activity No.	Activity Name	Teacher/Sponsor	Grade	Course/Class	Act. Date	Price
<input type="checkbox"/>	NO IMAGE AVAILABLE	EQ217-25	A.P. Government AMSCO Advanced Placement: United States Government & Politics Book	Meyer,Dee	N/A	NA	1/1/1900	\$21.00
<input type="checkbox"/>	NO IMAGE AVAILABLE	EQ217-29	A.P. Psychology Psychology: Preparing for the Advanced Placement Examination	Meyer,Dee	N/A	NA	1/1/1900	\$21.00
<input type="checkbox"/>	NO IMAGE AVAILABLE	EQ217-28	A.P. U.S. History United States History: Preparing for the Advanced Placement Examination	Meyer,Dee	N/A	NA	1/1/1900	\$21.00

OR

you can submit this paper with a check/cash the first week of school. Please make checks out to HHS.

Attach checks or cash to this form or put both this form and the check/cash in an envelope. You will receive a receipt the next class period.

Student Name: