

Advanced Placement Psychology

Course Syllabus and Survival Guide

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Home of the VIKINGS!!!!

ALERT!!!!!!

PLEASE REMEMBER TO COMPLETE SUMMER ASSIGNMENT, PRIOR TO THE BEGINNING OF SCHOOL!

Purpose of the Course

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. (Taken from the Advanced Placement Course Description in Psychology by the College Board)

Course Objectives

1. Students will prepare to do acceptable work on the Advanced Placement Examination in Psychology.
2. Students will study the major core concepts and theories of psychology. They will be able to define key terms and use these terms in their everyday vocabulary.
3. Students will learn the basic skills of psychological research. They will be able to devise simple research projects, interpret and generalize from results and evaluate the validity of research reports.
4. Students will be able to apply psychological concepts to their own lives. They should be able to recognize psychological principles when they are encountered in everyday situations.
5. Students will develop critical thinking skills. They will become aware of the danger of blindly accepting or rejecting any psychological theory without careful, objective evaluation.
6. Students will build their reading, writing, and discussion skills.
7. Students will learn about psychology as a profession, and become aware of the educational requirements which must be met to pursue such careers. They will learn about the ethical standards governing the work of psychologists.

Questions to Think About Before We Begin

1. Why are you taking this class? Do you want to learn about psychology? Are you ready for a “college level” class? Are you serious about preparing for and taking the AP Exam in May? Would the regular psychology class better suit your goals?
2. What are your priorities? Are academics near the top of the list, or are you more concerned with athletics, social life, a part-time job, television, and so on?
3. How much time will you need to devote to this class? This will depend on your own strengths and weaknesses. A rule of thumb suggested by many colleges is to spend two to three hours working outside of class for every hour you spend in class. Since most college courses meet three hours a week, this translates to about six to nine out of class hours per week. Are you willing to make this commitment?
4. Are you a strong reader? In terms of course assignments, nothing will occupy more of your time than reading and studying the text. Research has shown that the strongest prediction of success in high school AP classes is reading ability. If you are a good reader, you have a distinct advantage. If you are not a good reader, know that it is going to require extra time and effort to compensate for that weakness.
5. What is your motivation level? Your level of motivation is much more important than your ability level. If you want to succeed in AP Psychology and you are willing to put in the necessary effort, you will succeed. Attitude, study skills, determination, and discipline count for more than intelligence toward your success in this class.

After considering the above, if you have any questions, concerns, etc. as to whether AP Psychology is the course for you, please see me ASAP, preferably today!

Grading

Grades are based on a point scale. All activities, tests, homework, seminars, etc. receive a certain number of points.

The letter grade is determined by putting the percentage on the scale below.

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

Since the grades are recorded on a computer, you will be regularly informed of your grade throughout the year.. Because this is an Advanced Placement course, you will probably find it more difficult to earn top grades in this class compared to other classes you have taken. In general, students have found the course difficult at first but have done better as the year progresses.

Discussion/Participation Grade

Discussion is an integral part of any psychology class. Included in each of the SIX WEEKS is a discussion/participation grade. The total number of points for this grade is approximately 10 of the SIX WEEKS grade, around 50 points. Class discussion, team work/presentations, note taking, SOCRATIC SEMINARS, and audio visual days, are all factors included in the participation grade. Below is a general guide for determination of the participation grade.

- 90 - 100% always on task in discussions, note taking, class activities and SEMINARS. Actively pays attention during class, discussions and AV days. Outstanding contributions to class discussions, showing initiative and thought.
- 80 - 90% always on task in discussion, class activities and class work. Actively pays attention during class, discussions and AV days. Volunteers pertinent information frequently.
- 70 - 80% normally on task in SEMINARS, class activities and class work. Pays attention during class notes, discussions and AV days. Answers questions when called upon, occasionally volunteers.
- 60 - 70% normally on task in SEMINARS, class activities and class work. Pays attention during class notes, discussions and AV days. Rarely contributes to class discussion.
- 0 - 60% Usually NOT on task in labs, class activities and class work. Usually does not pay attention during class notes, discussion and AV days (i.e. doing other work, sleeping, talking, etc.) Does not contribute to class discussions!!!

New: Classroom NOTES (Mandatory for all chapters, weekly check)

Each student is to have a notebook and bring it to class each day. Notebooks may be collected at any point in the year so please keep them as neat as possible. Along with reading the textbook, taking notes is the primary way you will learn psychology. The points below may help you in your note taking.

1. Take complete, dated class notes.
2. Your notes should be more than just what items are listed on the blackboard or screen.
3. Put the notes in your own words. Don't write down something you don't understand without asking about it.
4. Leave some blank spaces on each page to make additions and/or clarifications.
5. Review your class notes each day while they are fresh in your mind. Expand them, clarify them, and add examples so they will make sense when you go back to study them later. Note anything that doesn't make sense and ask questions in class the following day.
6. Before class look over the notes from the proceeding class. This is especially important if a topic is presented over multiple days.
7. If you are absent on class note days, you are responsible for obtaining the notes from other students.

Assignments

All written work for the class, i.e. chapter sheet, reports, data sheets, etc., should be word processed or written legibly. Anything written which is unable to be read will be marked wrong. Written work should be an attempt to communicate one's thoughts, ideas or feelings. Sloppy work, one word answers, and poor spelling/grammar fail in their goal of communicating.

Late paper

In almost all cases students are given more than adequate time, at minimum of 48 hours, to finish assignments so there should be few possible reasons for late papers. Assignments are due at the beginning of class. If you know you are going to be absent on the day an assignment is due please make an effort to hand in the assignment early. Since I realize emergencies or problems do come up, once a semester, students will be allowed one extra day to hand in work late without penalty

Absentee papers

If you are absent on a due date the assignment is due upon your return. Exceptions will be made for extended absences.

Attendance

All students will be accounted for each in class. If you are absent, upon your return to school, please get an excuse slip and return to Ms. Joe in front office. It is the student's responsibility to see that their absences are excused and to turn in any assignments due that day. Unexcused absences can the day's discussion/participation points.

Textbook

Myers, David (2007) *Psychology (7th edition)* New York, NY; Worth Publishers.

Each student will be issued a copy of the Myers' *Psychology* text. This text is used at many colleges and universities throughout the country for their Introductory Psychology course. If you were taking this course in college and had to purchase the text, it would cost you well over \$85. Use the book, get the most information about psychology from it you can, but please handle it with extra care. I would strongly recommend putting some type of cover on the text. Any damage to the text will be the responsibility of the student. Do not bring the book with you to class on a daily basis. Some helpful hints in reading the text include:

1. Keep up with the reading assignments! Don't fall behind! Set a schedule for yourself and be disciplined enough to stick to it. Be prepared in class to discuss the reading assigned for that day and/or take a quiz on the material.
2. Learn to read more effectively.
 - a. Read actively; don't just look at the words. If you spend a half hour "reading" but are unable to recall anything when you are done, you have wasted your time. Reading a college level text requires a great deal more effort and concentration than the latest novel does.
 - a. Do not try to read the entire chapter at once. Each chapter of your text is divided into several major sections. Limit your reading to one of these sections at a sitting.
 - a. Do NOT ignore pictures, diagrams, tables, sidebars, etc. in your textbook. These features were added to your text for a reason. They make the text more interesting and usually provide important information.
- d. Preview the chapter before you start reading. Read the chapter summary when you finish.
- e. Take notes as you read. If you can condense a 30 page chapter to a few pages of good notes, it's going to be much easier to review.

Tests and Quizzes

Unit Tests

At the conclusion of each unit a test will be given. All tests for the class are scored using the scanner so a #2 pencil is needed. Tests are usually announced well in advance therefore only those absent the day of the test should need to take a makeup. If a student misses only the test date they will take the test on their return during a study hall or a lunch hour in the Testing Center. In a few cases the test may be taken during the class hour dependent on the class activities of the day. Students missing for more than just the test day must make up the test outside of class time within a week of the missed test. Exceptions will be made for extended absences.

Cumulative Tests To help prepare for the AP Exam in May, a cumulative test will be given at the end

of the first, second, and third quarters, and prior to the AP Exam. Each test will cover all the material from the beginning of the school year to that point.

Semester Final Exams

At the end of each semester a final exam will be given consisting of 200 questions. The questions will be taken from previous unit and cumulative tests from that semester. The second semester final exam will NOT be cumulative for the complete school year.

Quizzes

Announced or unannounced quizzes may be given at anytime during the year. Usually quizzes are based on the activities of the previous day or the assigned reading for the day.

Getting Help

Please don't be afraid to get help if you do not understand something. The ultimate responsibility to learn psychology is yours but I am willing to help you in any way I can. To get help you can:

1. Ask questions before, during and/or after class.
2. See me before or after school. On most days, I am in the school building around 6:45 am and usually leave about 3:00 pm. If possible, try to coordinate a time with me, so I can make sure I'm available.
3. Arrange to meet with me after school in Room 214-1.
4. If you have access to internet, you can email me at hesterst@pcsb.org

Other Helpful Hints to Succeed in AP Psychology

These are ideas to help you succeed in the course other than those already stated.

Notecards (MANDATORY FOR ALL CHAPTERS)

1. A large portion of psychology is learning various terms and concepts. One way to help learn the items is to create vocabulary flashcards on 3X5 index cards. On one side is the term, name or concept; on the other is a definition or an explanation. The flashcards will help you in the following ways:
 - Making the cards helps you learn the vocabulary.
 - You can easily separate the terms you know from those you need to work on. This makes for efficient studying.
 - You can look at the terms and practice the definitions, or you can look at the definitions and practice the terms.
 - The cards provide an excellent review which will be very useful for the cumulative tests and the AP Exam in May.
2. Form a study group with other students. This is an excellent way to help each other. Beware that working in groups does have some disadvantages. Before forming a group make sure each member is willing to put in their fair share of the work. I'd be happy to meet with any group that wants to discuss ways they can work together.
3. If you're having trouble understanding the Myers textbook, you might want to borrow a different introductory psychology text. Sometimes students find reading a different author's explanation of a concept helps them better understand our text. DO NOT substitute for reading the Myers textbook by reading a different text. Each author does not necessarily cover the same material.

For the class tests you are responsible for the material in the Myers text.

4. If you have Internet access, there are various sites which are designed to help students who are learning psychology. Some sites include explanations of concepts and even practice tests you may take. I will be happy to give you URL's for the sites I am aware of.
5. In your reading, studying for tests, taking notes, etc. always remember you will be tested on the material not only in the test at the end of that particular unit, but the cumulative tests at the end of each quarter and the AP Exam in May. At the end of each unit look over the material and organize it for later review.

It is my sincere hope that years from now, you will remember this course as one of the best you ever took; a course that challenged you and encouraged you to learn all you could about a most fascinating subject - psychology. I look forward to working with you this year. Good Luck!!!

What you should know about Psychology and Advanced Placement...

Psychology is the scientific study of how people think, act (behave) and feel. It is about the things people do and the thought process (or lack thereof) behind the actions. Since this is an *Advanced Placement* course the achievements of high school students are compared statistically to the achievements of college students in an introductory college psychology course. The validity of the Advanced Placement program rests on a positive correlation between the two student groups. Doing well in an advanced placement course eases the transition to college level expectations and your high school work can be used towards college credit and/or waivers as defined by the college you attend.

What you need to know about grading and classroom procedures...

Course Grades – Grades are determined by: Tests/ Reading/Vocabulary Quizzes/ Classroom/Participation

Makeups- missed tests and quizzes are made up **after school** allowing one day for each consecutive day absent. While this is the rule, extenuating circumstances will be considered. Make-ups are all free response/fill-in the blank.

Classroom Expectations – students are expected to arrive on time and be prepared and attentive. Note-taking is recommended. Students need pencil for scantron tests and blue or black fine-tip pen/markers for free responses.

What you should know about the materials we will use...

In addition to classroom activities and guidance students are encouraged to consider some of the optional resources included in the resources cited below.

- ✓ David G. Myers. Psychology 7th edition – a widely used textbook on college campuses that will be the required textbook for the course and the mainstay of instruction. It is a very necessary resource for students to use faithfully.
- ✓ College Board/Advanced Placement Psychology sample exams and free response materials.

- ✓ Discovering Psychology - Annenberg/Corporation for Public Broadcasting video series depicting theories and college research as the basis for an understanding of the discipline of psychology.
- ✓ The Brain – a video series produced by Annenberg/Corporation for Public Broadcasting composed of vignettes of topics relevant to class discussion and learning.
- ✓ Laura Lincoln Maitland. 5 Steps To A 5. McGraw Hill

What you should know about the AP examination...

The AP Psychology Examination includes a 70-minute multiple-choice section that accounts for two-thirds of the student's exam grade and a 50-minute free-response section made up of two questions, which accounts for one-third of the student's exam grade.

Students often ask whether they should guess on the multiple-choice section, candidates who have some knowledge of a question and can eliminate one or more answer choices will usually find it advantageous to guess from among the remaining choices.

Free-response questions are an appropriate tool for evaluating a student's mastery of scientific research principles and ability to make connections among constructs from different psychological domains (e.g., development, personality, learning). Students may be asked to analyze a general problem in psychology (e.g., depression, adaptation) using concepts from different theoretical frameworks or subdomains in the field, or to design, analyze or critique a research study.

What you should know about the AP Exam coverage...

Curricular Requirements for Research, Ethics and Content - As relevant to each of fourteen (14) content areas outlined in the currently available *Advanced Placement Course Description*, the course also provides instruction in:

- empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments
- ethics and research methods used in psychological science and practice.

I. History and Approaches (2-4 %)

- A. Logic, Philosophy, and History of Science
- B. Approaches (Perspectives)
 - 1. Biological
 - 2. Behavioral
 - 3. Cognitive
 - 4. Humanistic
 - 5. Psychodynamic
 - 6. Sociocultural
 - 7. Evolutionary/Sociobiological

CR 1 – Evidence of Curricular Requirement: This course provides instruction in psychology's history and approaches.

Objectives

- Describe psychology's concerns regarding stability and change, rationality and irrationality, nature and nurture
- Describe the different perspectives from which psychologists examine behavior and mental processes, and explain their complementarity
- Identify some of the basic and applied research subfields and differentiate clinical psychology from psychiatry

II. Research Methods (6-8 %)

- A. Experimental, Correlational, and Clinical Research
 - 1. Correlational (e.g. observational, survey, clinical)
 - 2. Experimental
- B. Statistics
 - 1. Descriptive
 - 2. Inferential
- C. Ethics in Research (Asch, Milgrim, Watson, Zimbardo)

CR 2 – Evidence of Curricular Requirement: This course provides instruction in psychological research methods.

Objectives

- Compare and contrast case studies, surveys, and naturalistic observation and explain the importance of proper sampling
- Describe both positive and negative correlation and explain why correlational research fails to provide evidence for cause-effect
- Identify the basic elements of an experiment and discuss how experimental control contributes to causal explanation
- Describe three measures of central tendency and two measures of variation
- Discuss three principles for making generalizations from samples and how psychologists make inferences from groups

III. Biological Bases of Behavior (8-10 %)

- A. Physiological Techniques (e.g. imaging, surgical)
- B. Neuroanatomy
- C. Functional organization of the Nervous System
- D. Neural Transmission
- E. Endocrine System
- F. Genetics

CR 3– Evidence of Curricular Requirement: This course provides instruction in biological bases of behavior.

Objectives

- Discuss the structure and function of a neuron, neural impulses and how drugs and neurotransmitters effect behavior

- Identify and describe two major divisions of the nervous system and the three types of neurons that transmit information
- Contrast the simplicity of a neural pathway in a reflex with the complexity of a neural network
- Describe split-brain research and several other techniques for studying the brain
- Describe the functions of the brainstem, thalamus, cerebellum, and limbic system
- Identify the four lobes of the cerebral cortex and the importance of the sensory, motor and associations areas and how damage can impair language functioning
- Discuss the capacity of the brain to reorganize following injury

IV. Sensation and Perception (7-9 %)

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

CR 4 – Evidence of Curricular Requirement: This course provides instruction in sensation and perception.

Objectives

- Contrast the processes of sensation and perception
- Discuss sensory thresholds, subliminal stimulation and the functional value of sensory adaptation
- Describe sensory adaptation and explain its functional value
- Describe visual process including the transduction of light energy and levels of visual information processing
- Explain Young-Helmholtz and opponent-process theories of color vision
- Explain auditory process, stimulus input and the place and frequency theories of pitch perception
- Discuss the nature and cause of hearing loss
- Describe selective attention and how illusions help us understand perception
- Discuss Gestalt psychology, grouping, and the effects of experiences, assumptions, expectations on perception

V. States of Consciousness (2-4 %)

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

CR 5– Evidence of Curricular Requirement: This course provides instruction in states of consciousness.

Objectives

- Discuss the nature of consciousness and its relation to subconscious information processing
- Describe sleep and dreams in terms of its cyclical nature, disorders and stages
- Discuss consciousness in terms of drug action, physiological and psychological effects

VI. Learning (7-9 %)

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

CR 6– Evidence of Curricular Requirement: This course provides instruction in learning.

Objectives

- Describe three types of learning mechanisms for humans and animals
- Discuss the importance of cognitive processes and biological predispositions in classical and operant conditioning
- Explain Pavlov's work and the implications for human health and well-being
- Describe Skinner's operant conditioning and its major applications
- Describe and contrast punishment with the different types of reinforcements and schedules
- Explain social learning theory and the significance of Albert Bandura's research

VII. Cognition (8-10 %)

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

CR 7 – Evidence of Curricular Requirement: This course provides instruction in cognition

- Describe the information processing model of memory and the factors that promote or inhibit encoding, storage and/or retrieval
- Explain forgetting in terms of benefits, decay and/or retrieval failure and the role of motivated retrieval failures
- Describe the origins and structure of language systems through developmental stages and the relevance to thought
- Describe the nature of concept formation and problem solving as key processes of cognition
- Describe the nature and origin of intelligence and its component abilities in contrast to creativity

VIII. Motivation and Emotion (7-9 %)

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

CR 8– Evidence of Curricular Requirement: This course provides instruction in motivation and emotion.

Objectives

- Discuss motivation in terms of Maslow's hierarchy and drive reduction theory
- Describe hunger and sex as motivated behaviors influenced by nature and nurture
- Describe the adaptive value of social attachments and the need to belong
- Discuss achievement motivation in terms of employee performance, satisfaction and organizational engagement
- Describe and contrast the James-Lange and Cannon-Bard theories of emotion
- Discuss Schachter's two-factor theory in the context of cognition
- Discuss emotion in terms of physiological and nonverbal manifestations
- Describe the catharsis hypothesis and its relation to expressing anger

IX. Developmental Psychology (7-9 %)

- A. Life-Span Approach
- B. Research Methods (e.g. longitudinal, cross-sectional)
- C. Heredity-Environment Issues
- D. Developmental Theories
 - 1. Physical
 - 2. Cognitive
 - 3. Social
 - 4. Moral
- F. Sex Roles, Sex differences

CR 9 – Evidence of Curricular Requirement: This course provides instruction in developmental psychology.

Objectives

- Describe development in terms of its physical, cognitive and social aspects
- Describe major developmental theories (Freud, Erikson, Piaget and Kohlberg)
- Discuss development in terms of physical growth and major changes throughout the lifespan
- Identify the elements of social responsiveness and responsive parenting that influence attachment and self-concept
- Discuss longitudinal and cross-sectional methodologies for research

X. Personality (6-8 %)

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

CR 10– Evidence of Curricular Requirement: This course provides instruction in personality.

Objectives

- Describe personality and its development by psychodynamic, humanistic, trait and social-cognitive means
- Discuss Sigmund Freud's psychosexual development and dynamic personality interactions
- Discuss ego defense and its relation to anxiety
- Describe the humanistic perspective derived from considerations of Maslow's focus on self-actualization and Roger's emphasis on potential for growth.
- Describe personality assessment and the search to identify fundamental personality traits and inventories
- Describe projective tests and their use in personality and diagnostic assessment

XI. Testing/Indiv. Differences (5-7 %)

- 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

CR 11 – Evidence of Curricular Requirement: This course provides instruction in testing and individual differences.

Objectives

- Describe principles of generalization from samples and making inferences about differences between groups
- Describe ethics in the treatment of human and animal subjects
- Discuss the history of intelligence assessment in its relation to modern tests and theories
- Describe intelligence in relation to reliability, validity and standardization in normal assessment
- Describe the different types and purposes of representative psychometric instruments
- Discuss intelligence in terms of nature, nurture and culture

XII. Abnormal Psychology (7-9 %)

- A. Definitions of Abnormality
- B. Theories of Psychopathology
- C. Diagnosis of Psychopathology
 - 1. Anxiety Disorders
 - 2. Somatoform Disorders
 - 3. Mood Disorders
 - 4. Schizophrenic Disorders
 - 5. Organic Disorders
 - 6. Personality disorders
 - 7. Dissociative Disorders

CR 12– Evidence of Curricular Requirement: This course provides instruction in abnormal psychology.

Objectives

- Describe criteria for judging whether behavior is psychologically disordered and the DSM-IV system of classification
- Explain how disorders might be explained according to the medical, and bio-psycho-social models of pathology
- Describe the symptoms and development of representative anxiety disorders from a learning and biological perspective
- Describe representative mood disorders with emphasis on biological and socio-cognitive perspectives
- Describe the characteristics and possible causes of dissociative identity disorder
- Describe the nature of personality disorders, focusing on the characteristics of the antisocial personality disorder
- Describe the symptoms, subtypes and research on the causes of schizophrenia

XIII. Treatment of Psychological Disorders (5-7 %)

- A. Treatment Approaches
 - 1. Insight Therapies: Psychodynamic/ Phenomenological Approaches
 - 2. Behavioral Approaches
 - 3. Cognitive Approaches
- B. Modes of Therapy (e.g., individual, group)
- C. Community and Preventive Approaches

CR 13 – Evidence of Curricular Requirement: This course provides instruction in treatment of psychological disorders.

Objectives

- Discuss the aims and methods of psychoanalysis in the context of its critical concerns
- Describe the characteristics, goals and client-centered nature of humanistic therapies
- Identify the basic assumptions of behavioral therapies from both operant and classical conditioning perspectives
- Discuss the assumptions and goals of cognitive therapies and their application to the treatment of depression
- Discuss the findings and commonalities among psychotherapies regarding effectiveness
- Describe the biomedical therapies in terms of drug, electroconvulsive, and psychosurgeries

XIV. Social Psychology (7-9 %)

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

CR 14 Evidence of Curricular Requirement: This course provides instruction in social psychology.

Objectives

- Describe the influences on social thinking in terms of attribution and error, attitudes and cognitive-dissonance
- Discuss social influence in terms of Asch's conformity and Milgrim's obedience studies and our susceptibility to such influences
- Describe group dynamics in terms of how the presence of others facilitates or impedes individual actions
- Describe social relations in terms of emotional and cognitive factors that contribute to the persistence cultural, ethnic, and gender prejudice and discrimination
- Discuss aggression in terms of the impact of biological, aversive events and learning experiences
- Discuss the effects of viewing pornography and violence on social attitudes and behavior
- Describe interpersonal attraction in terms of physical attractiveness, proximity and similarity
- Contrast passionate love with companionate love

I pledge to maintain a high level of respect and integrity as a student in AP Psychology. I understand and will work hard in the VIKING spirit to help our school advance authentic learning. I will not lie, cheat, plagiarize. I make this pledge in the spirit of honor and trust.

Student Name

Student Signature

Parent Signature

Date
