

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



AP Psychology

Board Approval Date: May 16, 2024	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 11, 12	Subject Area: History/Social Science, Elective Elective Area (if applicable): Social Sciences
Prerequisite(s):	Corequisite(s): None
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (a) History/Social Science	
Graduation Requirement: No	
Course Intent: District Course Program (if applicable): AP	
<p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the Title IX Coordinator(s), Equity Compliance Officer(s) and Section 504 Coordinator(s) :</p> <p>Donald Ogden, Associate Superintendent – Human Resources, Title IX Coordinator (Employees) & Equity Compliance Officer dogden@fcusd.org 916-294-9000 Ext 104410</p> <p>Jim Huber Ed. D., Assistant Superintendent – Educational Services, Title IX Coordinator (Students), Section 504 Coordinator & Equity Compliance Officer jhuber@fcusd.org 916-294-9000 Ext 104625</p>	

COURSE DESCRIPTION:

The purpose of Advanced Placement Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields and perspectives within psychology. The course is designed to introduce students to a college level psychology course while developing advanced skills in reading, writing, reasoning, evaluating critically, and scientific inquiry.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
Introductory Unit: Introduction to Psychological Science and Practices: Research Methods and Data Interpretation	N/A	*Class Notes/Graphic *Organizers *Vocabulary Quizzes *Practice FRQs *Practice Tests	*Multiple Choice Test *Free Response Questions
1. Biological Bases of Behavior	Why do we learn biology in a psychology course? How does knowledge of the connection between biological systems and mental processes help us live healthier lives? How much of who you are is determined by what is in your brain?	*Class Notes/Graphic *Organizers *Vocabulary Quizzes *Practice FRQs *Practice Tests *Neurotransmission schematic	*Multiple Choice Test *Free Response Questions
2. Cognition	Can you always trust your senses? Why don't people always make good decisions? What strategies do you use to help you remember important things? Why aren't our memories recorded by	*Class Notes/Graphic *Organizers *Vocabulary Quizzes *Practice FRQs *Practice Tests	*Multiple Choice Test *Free Response Questions

	the brain exactly how we experienced them?		
3. Development and Learning	<p>Are you the same person now as you were when you were 10 years old?</p> <p>Do you think you will be the same person in 10 years as you are now? Why or why not?</p> <p>How do parents know if their baby is hungry?</p> <p>How can you unlearn a bad habit and replace it with a new, better one?</p>	<ul style="list-style-type: none"> *Class Notes/Graphic *Organizers *Vocabulary Quizzes *Practice FRQs *Practice Tests 	<ul style="list-style-type: none"> *Multiple Choice Test *Developmental Psychology Project
4. Social Psychology and Personality	<p>Do people act the same when they are alone versus when they are in a group? Why or why not?</p> <p>How do expectations, biases, and attitudes affect our relationships with ourselves and others?</p> <p>Why do you do what you do? Is your “why” determined by your personal choices or what you are rewarded to do?</p>	<ul style="list-style-type: none"> *Class Notes/Graphic *Organizers *Vocabulary Quizzes *Practice FRQs *Practice Tests 	<ul style="list-style-type: none"> *Multiple Choice Test *Free Response Questions
5. Mental and Physical Health	<p>How do psychologists define “normal” behaving, thinking, and acting?</p> <p>How can we apply health, positive, and clinical psychology principles to change our lives, organizations, and communities in positive ways?</p> <p>Where can someone</p>	<ul style="list-style-type: none"> *Class Notes/Graphic *Organizers *Vocabulary Quizzes *Practice FRQs *Practice Tests 	<ul style="list-style-type: none"> *Multiple Choice Test *Free Response Questions *Mental health disorders project

	find help if they think they or someone they care about is experiencing a psychological illness?		
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ESSENTIAL STANDARDS:

1. Concept Application

1.A Apply psychological perspectives, theories, concepts, and research findings to a scenario.

1B. Explain how cultural norms, expectations, and circumstances, as well as cognitive biases apply to behavior and mental processes.

2. Research Methods & Design

2.A Determine the type of research design(s) used in a given study.

2.B Evaluate the appropriate use of research design elements in experimental methodologies.

2.C Evaluate the appropriate use of research design elements in non-experimental methodologies.

2.D Evaluate whether a psychological research scenario followed appropriate ethical procedures.

3. Data Interpretation

3.A Identify psychology-related concepts in descriptions or representations of data.

3.B Calculate and interpret measures of central tendency, variation, and percentile rank in a given data set.

3.C Interpret quantitative or qualitative inferential data from a given table, graph, chart, figure, or diagram.

4. Argumentation

4.A. Propose a defensible claim.

4.B. Provide reasoning that is grounded in scientifically derived evidence to support, refute, or modify an established or provided claim, policy, or norm.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Common Core Standards for History/Social Science Courses.

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

N/A

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.apa.org/education-career/k12/psychology-curricula.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://apcentral.collegeboard.org/media/pdf/ap-psychology-course-and-exam-description-effective-fall-2024.pdf>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>Myers' Psychology for the AP Course</i>	Myers, DeWall, Hammer	Bedford, Freeman & Worth Publishers	4th Edition	<i>3/1/2024</i>
<i>Yes</i>		<i>Forty Studies That Changed Psychology</i>	Roger R. Hock	Pearson	7th Edition	<i>9/15/2019</i>