

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Psychology

CAC Approval Date: November 19, 2025 Board Approval Date: December 11, 2025	Course Length: 1 Semester
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: Elective Elective Area (if applicable):
Prerequisite(s): none	Corequisite(s): none
CTE Sector/Pathway:	
Intent to Pursue ‘A-G’ College Prep Status: No	
A-G Course Identifier:	
Graduation Requirement: No	
Course Intent: Program (if applicable):	
<p style="text-align: center;">Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement</p> <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, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact:</p> <p>Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580</p> <p>Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org 916-294-9000 x 104415</p>	

**1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

In this one-semester course, students investigate why human beings think and act the way they do. This is an introductory course that broadly covers several areas of psychology. Instructional material presents theories and current research for students to critically evaluate and understand. Each unit introduces terminology, theories, and research that are critical to the understanding of psychology and includes tutorials and interactive exercises. Students learn how to define and use key terms of psychology and how to apply psychological principles to their own lives. Unit topics include Methods of Study, Biological Basis for Behavior, Learning and Memory, Development and Individual Differences, and Psychological Disorders.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
Unit 1	Students are introduced to some of the history of psychology and learn about theories, research methods, and ethical concerns. <ul style="list-style-type: none"> • What is Psychology? • Early Attempts to Understand Behavior • First Psychology Laboratory • Theories and Approaches • Research Methods and Ethical Concerns 	*Discussions *Graded Assignments *Quizzes	*Unit Tests
Unit 2	Students learn how the brain and the nervous system affect behavior. <ul style="list-style-type: none"> • How the Brain is Studied • The Brain • The Neuron and the Nervous System • Sensation • Perception • Consciousness 	*Discussions *Graded Assignments *Quizzes	*Unit Tests
Unit 3	Students explore the concepts of classical and operant conditioning and investigate how memory works. <ul style="list-style-type: none"> • Classical Conditioning • Operant Conditioning • Social-Cognitive Learning • Memory 	*Discussions *Graded Assignments *Quizzes	*Unit Tests

	• Retrieval and Forgetting		
Unit 4	<p>Students learn about developmental stages of children and adults and consider the concept of nature vs. nurture.</p> <ul style="list-style-type: none"> • Prenatal Development and Infancy • Childhood and Adolescence • Adulthood • Personality and Individual Differences • Testing and Individual Differences 	<ul style="list-style-type: none"> *Discussions *Graded Assignments *Quizzes 	*Unit Tests
Unit 5	<p>Students learn about stress and the history of abnormal behavior and investigate some of the major disorders and treatment options.</p> <ul style="list-style-type: none"> • Stress 	<ul style="list-style-type: none"> *Discussions *Graded Assignments *Quizzes 	*Unit Tests
Unit 6	Semester Review and Final		*Final Exam

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.

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.

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 applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

[https://docs.google.com/document/d/1oZ3RbjtFtV-](https://docs.google.com/document/d/1oZ3RbjtFtV-ZliRQ8tpkOs8cHBLEl2OO/edit?usp=sharing&oid=104956413096596664509&rtpof=true&sd=true)

[ZliRQ8tpkOs8cHBLEl2OO/edit?usp=sharing&oid=104956413096596664509&rtpof=true&sd=true](https://docs.google.com/document/d/1oZ3RbjtFtV-ZliRQ8tpkOs8cHBLEl2OO/edit?usp=sharing&oid=104956413096596664509&rtpof=true&sd=true)

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Textbook Title ISBN #	Author(s)	Publisher	Edition
<i>Yes</i>	<i>Psychology--Online content</i>	Stride K12		