**SAN LEANDRO UNIFIED SCHOOL DISTRICT**
**COURSE PROPOSAL: Course of Study**
**SECTION A. COVER PAGE**

| | |
|---|---|
| 1. Course Title:<br>AP Psychology _____ | 7. Action<br>▢X New Course<br>▢ Course Revision<br>▢ Title Change Only |
| 2. Date Submitted:<br>10/16/19 | 8. Grade Level(s)<br>▢ 6 ▢9 ▢X 11<br>▢ 7 ▢10 ▢X 12<br>▢ 8 |
| 3. Transcript Title/Abbreviation(s)<br>AP Psychology | 9. Prerequisites (Please list.)<br><br>▢ Recommended Summer Assignment |
| 4. Transcript Course Code/Course Number : | 10. Seeking Program Distinction?<br>▢ YES (Check one below.) ▢NO<br>▢Honors ▢X AP ▢Other |
| 5. Subject Area<br>Social Science | 11. Is this a CTE course?<br>▢ YES<br>▢X NO<br>If YES, complete Section C |
| 6. Department<br>Social Science | 12. Previously approved by UC?<br>▢ YES ▢X NO ▢ NA for 6th-8th<br>Year approved<br>Year removed |
| 13. UC ELIGIBILITY<br>Already eligible? ▢ NA for 6th-8th ▢YES ▢NO<br>a ▢ b▢ c▢ d▢ e▢ f▢ g▢<br><br>Proposing eligibility?▢ NA for 6th-8th ▢YES ▢NO<br>a ▢ b▢ c▢ d▢ e▢ f▢ g▢<br><br>Please mark one for approved eligibility or proposed eligibility. | 14. Unit Value/Course Credit/Length of Course<br>▢ 0.5 (semester or half-year<br>▢ X 1.0 (one year equivalent)<br>▢ 2.0 (two-year equivalent)<br>▢ Other |

**15. School Contact and Course Developer**
Name: Valarie Sowers
Phone: 510 618-4600 x2213
Email: vsowers@slusd.us
Position: **Social Science Secondary**

**16. Approval Signatures:** **Approval Date:**
Department Chair Ruby Smart
Principal: Dr(s) RE/RO Richarson 01/11/2020

**DISTRICT OFFICE USE ONLY**
**Date approved by Board Curriculum Committee**
1/27/20
**Date approved by Board**

SECTION B. COURSE CONTENT

**17. Course Description & Course Goals**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

18. **Major Student Outcomes**

-Connecting psychological concepts and theories to real-life scenarios; understanding and interpreting data; and analyzing research in psychology.

19. **Course Objectives (standards)**

The purpose of AP Psychology is to introduce students to the study of behavior and mental processes of humans and animals. Students will be provided with a critical overview of the study of psychology, focusing on the theories and research methods used in psychological science and practice. Because psychology is a fascinating course, it is possible to explore the field using a variety of methods. The course information will be presented through lectures, class participation activities, demonstrations, and audio-visual aids. Students will use the text books and other resources such as the internet, popular media, newspapers, and professional Psychological publications in order to conduct research throughout the year. Students will learn about the methods and ethical approaches of professional psychology.

Course follows History-Social Science California Framework
https://www.cde.ca.gov/ci/cr/cf/documents/histsocsciframe.pdf

**Course follows National Standards for High School Psychology**
https://www.apa.org/education/k12/national-standards

**Standard Area: Perspectives in Psychological Science**
**Content Standards**
1. Development of psychology as an empirical science
2. Major subfields within psychology

Content Standards With Performance Standards
Content Standard 1: Development of psychology as an empirical science
Students are able to (performance standards):

1.1 Define psychology as a discipline and identify its goals as a science.

1.2 Describe the emergence of psychology as a scientific discipline.

1.3 Describe perspectives employed to understand behavior and mental processes.

1.4 Explain how psychology evolved as a scientific discipline.

Content Standard 2: Major subfields within psychology
Students are able to (performance standards):

2.1 Discuss the value of both basic and applied psychological research with human and non-human animals.
2.2 Describe the major subfields of psychology.
2.3 Identify the important role psychology plays in benefiting society and improving people's lives.

**Standard Area: Research Methods, Measurement, and Statistics**
**Content Standards**
1. Research methods and measurements used to study behavior and mental processes
2. Ethical issues in research with human and non-human animals
3. Basic concepts of data analysis

Content Standards With Performance Standards
Content Standard 1: Research methods and measurements used to study behavior and mental processes
Students are able to (performance standards):

1.1 Describe the scientific method and its role in psychology.

1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.

1.3 Define systematic procedures used to improve the validity of research findings, such as external validity.

1.4 Discuss how and why psychologists use non-human animals in research.

Content Standard 2: Ethical issues in research with human and non-human animals
Students are able to (performance standards):

2.1 Identify ethical standards psychologists must address regarding research with human participants.
2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals.

Content Standard 3: Basic concepts of data analysis
Students are able to (performance standards):

3.1 Define descriptive statistics and explain how they are used by psychological scientists.
3.2 Define forms of qualitative data and explain how they are used by psychological scientists.

3.3 Define correlation coefficients and explain their appropriate interpretation.
3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods.
3.5 Explain other statistical concepts, such as statistical significance and effect size.
3.6 Explain how validity and reliability of observations and measurements relate to data analysis.

**Standards Area: Biological Bases of Behavior**
**Content Standards**
1. Structure and function of the nervous system in human and non-human animals
2. Structure and function of the endocrine system
3. The interaction between biological factors and experience
4. Methods and issues related to biological advances

Content Standards With Performance Standards
Content Standard 1: Structure and function of the nervous system in human and non-human animals
Students are able to (performance standards):

1.1 Identify the major divisions and subdivisions of the human nervous system.

1.2 Identify the parts of the neuron and describe the basic process of neural transmission.

1.3 Differentiate between the structures and functions of the various parts of the central nervous system.

1.4 Describe lateralization of brain functions.

1.5 Discuss the mechanisms of, and the importance of plasticity of the nervous system.

Content Standard 2: Structure and function of the endocrine system
Students are able to (performance standards):

2.1 Describe how the endocrine glands are linked to the nervous system.
2.2 Describe the effects of hormones on behavior and mental processes.
2.3 Describe hormone effects on the immune system.

Content Standard 3: The interaction between biological factors and experience
Students are able to (performance standards):

3.1 Describe concepts in genetic transmission.
3.2 Describe the interactive effects of heredity and environment.
3.3 Explain how evolved tendencies influence behavior.

Content Standard 4: Methods and issues related to biological advances
Students are able to (performance standards):

4.1 Identify tools used to study the nervous system.
4.2 Describe advances made in neuroscience.
4.3 Discuss issues related to scientific advances in neuroscience and genetics.

**Standard Area: Sensation and Perception**

**Content Standards**

1. The processes of sensation and perception
2. The capabilities and limitations of sensory processes
3. Interaction of the person and the environment in determining perception

Content Standards With Performance Standards

Content Standard 1: The processes of sensation and perception
Students are able to (performance standards):

1.1 Discuss processes of sensation and perception and how they interact.

1.2 Explain the concepts of threshold and adaptation.

Content Standard 2: The capabilities and limitations of sensory processes
Students are able to (performance standards):

2.1 List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.
2.2 Describe the visual sensory system.
2.3 Describe the auditory sensory system.
2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesis (e.g., skin senses, kinesthesis, and vestibular sense).

Content Standard 3: Interaction of the person and the environment in determining perception
Students are able to (performance standards):

3.1 Explain Gestalt principles of perception.
3.2 Describe binocular and monocular depth cues.
3.3 Describe the importance of perceptual constancies.
3.4 Describe perceptual illusions.
3.5 Describe the nature of attention.
3.6 Explain how experiences and expectations influence perception.

**Standard Area: Consciousness**

**Content Standards**

1. The relationship between conscious and unconscious processes
2. Characteristics of sleep and theories that explain why we sleep and dream
3. Categories of psychoactive drugs and their effects
4. Other states of consciousness

Content Standards With Performance Standards

Content Standard 1: The relationship between conscious and unconscious processes
Students are able to (performance standards)

1.1 Identify states of consciousness.

1.2 Distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit).

Content Standard 2: Characteristics of sleep and theories that explain why we sleep and dream

Students are able to (performance standards)

2.1 Describe the circadian rhythm and its relation to sleep.
2.2 Describe the sleep cycle.
2.3 Compare theories about the functions of sleep.
2.4 Describe types of sleep disorders.
2.5 Compare theories about the functions of dreams.

Content Standard 3: Categories of psychoactive drugs and their effects
Students are able to (performance standards):

3.1 Characterize the major categories of psychoactive drugs and their effects.
3.2 Describe how psychoactive drugs act at the synaptic level.
3.3 Evaluate the biological and psychological effects of psychoactive drugs.
3.4 Explain how culture and expectations influence the use and experience of drugs.

Content Standard 4: Other states of consciousness
Students are able to (performance standards)

4.1 Describe meditation and relaxation and their effects.
4.2 Describe hypnosis and controversies surrounding its nature and use.
4.3 Describe flow states.

**Standard Area: Life Span Development**
**Content Standards**
1. Methods and issues in life span development
2. Theories of life span development
3. Prenatal development and the newborn
4. Infancy (i.e., the first two years of life)
5. Childhood
6. Adolescence
7. Adulthood and aging

Content Standards With Performance Standards
Content Standard 1: Methods and issues in life span development
Students are able to (performance standards):

1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.

1.2 Explain issues of continuity/discontinuity and stability/change.

1.3 Distinguish methods used to study development.

1.4 Describe the role of sensitive and critical periods in development.

1.5 Discuss issues related to the end of life.

Content Standard 2: Theories of life span development
Students are able to (performance standards):

2.1 Discuss theories of cognitive development.
2.2 Discuss theories of moral development.
2.3 Discuss theories of social development.

Content Standard 3: Prenatal development and the newborn
Students are able to (performance standards):

3.1 Describe physical development from conception through birth and identify influences on prenatal development.
3.2 Describe newborns' reflexes, temperament, and abilities.

Content Standard 4: Infancy (i.e., the first two years of life)
Students are able to (performance standards):

4.1 Describe physical and motor development.
4.2 Describe how infant perceptual abilities and intelligence develop.
4.3 Describe the development of attachment and the role of the caregiver.
4.4 Describe the development of communication and language.

Content Standard 5: Childhood
Students are able to (performance standards):

5.1 Describe physical and motor development.
5.2 Describe how memory and thinking ability develops.
5.3 Describe social, cultural, and emotional development through childhood.

Content Standard 6: Adolescence
Students are able to (performance standards):

6.1 Identify major physical changes.
6.2 Describe the development of reasoning and morality.
6.3 Describe identity formation.
6.4 Discuss the role of family and peers in adolescent development.

Content Standard 7: Adulthood and aging
Students are able to (performance standards):

7.1 Identify major physical changes associated with adulthood and aging.
7.2 Describe cognitive changes in adulthood and aging.
7.3 Discuss social, cultural, and emotional issues in aging.

**Standard Area: Learning**
**Content Standards**
1. Classical conditioning
2. Operant conditioning
3. Observational and cognitive learning

Content Standards With Performance Standards
Content Standard 1: Classical conditioning
Students are able to (performance standards):

1.1 Describe the principles of classical conditioning.

1.2 Describe clinical and experimental examples of classical conditioning.

1.3 Apply classical conditioning to everyday life.

Content Standard 2: Operant conditioning
Students are able to (performance standards):

2.1 Describe the Law of Effect.
2.2 Describe the principles of operant conditioning.
2.3 Describe clinical and experimental examples of operant conditioning.
2.4 Apply operant conditioning to everyday life.

Content Standard 3: Observational and cognitive learning
Students are able to (performance standards):

3.1 Describe the principles of observational and cognitive learning.
3.2 Apply observational and cognitive learning to everyday life.

**Standard Area: Language Development**
**Content Standards**
1. Structural features of language
2. Theories and developmental stages of language acquisition
3. Language and the brain

Content Standards With Performance Standards
Content Standard 1: Structural features of language
Students are able to (performance standards):

1.1 Describe the structure and function of language.

1.2 Discuss the relationship between language and thought.

Content Standard 2: Theories and developmental stages of language acquisition
Students are able to (performance standards):

2.1 Explain the process of language acquisition.
2.2 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.
2.3 Evaluate the theories of language acquisition.

Content Standard 3: Language and the brain
Students are able to (performance standards):

3.1 Identify the brain structures associated with language.
3.2 Discuss how damage to the brain may affect language.

**Standard Area: Social Interactions**
**Content Standards**
1. Social cognition
2. Social influence

3. Social relations

Content Standards With Performance Standards
Content Standard 1: Social cognition
Students are able to (performance standards):

1.1 Describe attributional explanations of behavior.

1.2 Describe the relationship between attitudes (implicit and explicit) and behavior.

1.3 Identify persuasive methods used to change attitudes.

Content Standard 2 : Social influence
Students are able to (performance standards):

2.1 Describe the power of the situation.
2.2 Describe effects of others' presence on individuals' behavior.
2.3 Describe how group dynamics influence behavior.
2.4 Discuss how an individual influences group behavior.

Content Standard 3: Social relations
Students are able to (performance standards):

3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination.
3.2 Describe determinants of prosocial behavior.
3.3 Discuss influences upon aggression and conflict.
3.4 Discuss factors influencing attraction and relationships.

**Standard Area: Sociocultural Diversity**
**Content Standards**
1. Social and cultural diversity
2. Diversity among individuals

Content Standards With Performance Standards
Content Standard 1: Social and cultural diversity
Students are able to (performance standards):

1.1 Define culture and diversity.

1.2 Identify how cultures change over time and vary within nations as well as internationally.

1.3 Discuss the relationship between culture and conceptions of self and identity.

1.4 Discuss psychological research examining race and ethnicity.

1.5 Discuss psychological research examining socioeconomic status.

1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

Content Standard 2: Diversity among individuals

Students are able to (performance standards):

2.1 Discuss psychological research examining gender identity.
2.2 Discuss psychological research examining diversity in sexual orientation.
2.3 Compare and contrast gender identity and sexual orientation.
2.4 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.
2.5 Discuss the psychological research on gender and how the roles of women and men in societies are perceived.
2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
2.7 Discuss psychological research examining differences in individual cognitive and physical abilities.

**Standard Area: Memory**
**Content Standards**
1. Encoding of memory
2. Storage of memory
3. Retrieval of memory

Content Standards With Performance Standards
Content Standard 1: Encoding of memory
Students are able to (performance standards):

1.1 Identify factors that influence encoding.

1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing.

1.3 Discuss strategies for improving the encoding of memory.

Content Standard 2: Storage of memory
Students are able to (performance standards):

2.1 Describe the differences between working memory and long-term memory.
2.2 Identify and explain biological processes related to how memory is stored.
2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias).
2.4 Discuss strategies for improving the storage of memories.

Content Standard 3: Retrieval of memory
Students are able to (performance standards):

3.1 Analyze the importance of retrieval cues in memory.
3.2 Explain the role that interference plays in retrieval.
3.3 Discuss the factors influencing how memories are retrieved.
3.4. Explain how memories can be malleable.
3.5 Discuss strategies for improving the retrieval of memories.

**Standard Area: Thinking**
**Content Standards**
1. Basic elements comprising thought
2. Obstacles related to thought

Content Standards With Performance Standards
Content Standard 1: Basic elements comprising thought
Students are able to (performance standards):

1.1 Define cognitive processes involved in understanding information.

1.2 Define processes involved in problem solving and decision making.

1.3 Discuss non-human problem-solving abilities.

Content Standard 2: Obstacles related to thought
Students are able to (performance standards):

2.1 Describe obstacles to problem solving.
2.2 Describe obstacles to decision making.
2.3 Describe obstacles to making good judgments.

**Standard Area: Intelligence**
**Content Standards**
1. Perspectives on intelligence
2. Assessment of intelligence
3. Issues in intelligence

Content Standards With Performance Standards
Content Standard 1: Perspectives on intelligence
Students are able to (performance standards):

1.1 Discuss intelligence as a general factor.

1.2 Discuss alternative conceptualizations of intelligence.

1.3 Describe the extremes of intelligence.

Content Standard 2: Assessment of intelligence
Students are able to (performance standards):

2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.
2.2 Identify current methods of assessing human abilities.
2.3 Identify measures of and data on reliability and validity for intelligence test scores.

Content Standard 3: Issues in intelligence
Students are able to (performance standards):

3.1 Discuss issues related to the consequences of intelligence testing.
3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence.

**Standard Area: Motivation**
**Content Standards**
1. Perspectives on motivation

2. Domains of motivated behavior in humans and non-human animals

Content Standards With Performance Standards
Content Standard 1: Perspectives on motivation
Students are able to (performance standards):

1.1 Explain biologically based theories of motivation.

1.2 Explain cognitively based theories of motivation.

1.3 Explain humanistic theories of motivation.

1.4 Explain the role of culture in human motivation.

Content Standard 2: Domains of motivated behavior in humans and non-human animals
Students are able to (performance standards):

2.1 Discuss eating behavior.
2.2 Discuss sexual behavior and orientation.
2.3 Discuss achievement motivation.
2.4 Discuss other ways in which humans and non-human animals are motivated.

**Standard Area: Emotion**
**Content Standards**
1. Perspectives on emotion
2. Emotional interpretation and expression
3. Domains of emotional behavior

Content Standards With Performance Standards
Content Standard 1: Perspectives on emotion
Students are able to (performance standards):

1.1 Explain the biological and cognitive components of emotion.

1.2 Discuss psychological research on basic human emotions.

1.3 Differentiate among theories of emotional experience.

Content Standard 2: Emotional interpretation and expression
Students are able to (performance standards):

2.1 Explain how biological factors influence emotional interpretation and expression.
2.2 Explain how culture and gender influence emotional interpretation and expression.
2.3 Explain how other environmental factors influence emotional interpretation and expression.

Content Standard 3: Domains of emotional behavior
Students are able to (performance standards):

3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear.

3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.

**Standard Area: Personality**
**Content Standards**
1. Perspectives on personality
2. Assessment of personality
3. Issues in personality

Content Standards With Performance Standards
Content Standard 1: Perspectives on personality
Students are able to (performance standards):

1.1 Evaluate psychodynamic theories.

1.2 Evaluate trait theories.

1.3 Evaluate humanistic theories.

1.4 Evaluate social-cognitive theories.

Content Standard 2: Assessment of personality
Students are able to (performance standards):

2.1 Differentiate personality assessment techniques.
2.2 Discuss the reliability and validity of personality assessment techniques.

Content Standard 3: Issues in personality
Students are able to (performance standards):

3.1 Discuss biological and situational influences.
3.2 Discuss stability and change.
3.3 Discuss connections to health and work.
3.4 Discuss self-concept.
3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality.

**Standards Area: Psychological Disorders**
**Content Standards**
1. Perspectives on abnormal behavior
2. Categories of psychological disorders

Content Standards With Performance Standards
Content Standard 1: Perspectives on abnormal behavior
Students are able to (performance standards):

1.1 Define psychologically abnormal behavior.

1.2 Describe historical and cross-cultural views of abnormality.

1.3 Describe major models of abnormality.

1.4 Discuss how stigma relates to abnormal behavior.

1.5 Discuss the impact of psychological disorders on the individual, family, and society.

Content Standard 2: Categories of psychological disorders
Students are able to (performance standards):

2.1 Describe the classification of psychological disorders.
2.2 Discuss the challenges associated with diagnosis.
2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
2.4 Evaluate how different factors influence an individual's experience of psychological disorders.

**Standard Area: Treatment of Psychological Disorders**
**Content Standards**
1. Perspectives on treatment
2. Categories of treatment and types of treatment providers
3. Legal, ethical, and professional issues in the treatment of psychological disorders

Content Standards With Performance Standards
Content Standard 1: Perspectives on treatment
Students are able to (performance standards):

1.1 Explain how psychological treatments have changed over time and among cultures.

1.2 Match methods of treatment to psychological perspectives.

1.3 Explain why psychologists use a variety of treatment options.

Content Standard 2: Categories of treatment and types of treatment providers
Students are able to (performance standards):

2.1 Identify biomedical treatments.
2.2 Identify psychological treatments.
2.3 Describe appropriate treatments for different age groups.
2.4 Evaluate the efficacy of treatments for particular disorders.
2.5 Identify other factors that improve the efficacy of treatment.
2.6 Identify treatment providers for psychological disorders and the training required for each.

Content Standard 3: Legal, ethical, and professional issues in the treatment of psychological disorders
Students are able to (performance standards):

3.1 Identify ethical challenges involved in delivery of treatment.
3.2 Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).

**Standard Area: Health**
**Content Standards**
1. Stress and coping

2. Behaviors and attitudes that promote health

Content Standards With Performance Standards
Content Standard 1: Stress and coping
Students are able to (performance standards):

1.1 Define stress as a psychophysiological reaction.

1.2 Identify and explain potential sources of stress.

1.3 Explain physiological and psychological consequences for health.

1.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.

Content Standard 2: Behaviors and attitudes that promote health
Students are able to (performance standards):

2.1 Identify ways to promote mental health and physical fitness.
2.2 Describe the characteristics of and factors that promote resilience and optimism.
2.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues.

**Standard Area: Vocational Applications**
**Content Standard**
1. Career options
2. Educational requirements
3. Vocational applications of psychological science

Content Standards With Performance Standards
Content Standard 1: Career options
Students are able to (performance standards):

1.1 Identify careers in psychological science and practice.

1.2 Identify careers related to psychology.

Content Standard 2: Educational requirements
Students are able to (performance standards):

2.1 Identify degree requirements for psychologists and psychology-related careers.
2.2 Identify resources to help select psychology programs for further study.

Content Standard 3: Vocational applications of psychological science

3.1 Discuss ways in which psychological science addresses domestic and global issues.
3.2 Identify careers in psychological science that have evolved as a result of domestic and global issues.

**20. Course Outline**

Unit 1: Scientific Foundations of Psychology 10–14%

- Major historical figures in psychology
- Theoretical approaches to describing behavior
- Branches of psychology
- A variety of research methods used by psychologists
- The application of research design and statistical analysis in psychology
- Ethical guidelines

Unit 2: Biological Bases of Behavior 8–10%

- The interaction of inherited traits, environment, and evolution in shaping behavior
- Structures and functions of biological systems, including the endocrine system and nervous system
- Brain function, neural firing, and the influence of medication
- The study of the brain and research techniques for studying its structure and function
- States of consciousness, including sleeping and dreaming
- Addiction and drug dependence

Unit 3: Sensation and Perception 6–8%

- Basic principles of how humans experience and process stimuli
- The role of experience and culture in perception
- The mechanisms of the 5 senses and sensory disorders

Unit 4: Learning 7–9%

- Influential researchers and theories of learning
- Results of famous learning experiments
- Types of learning
- Types of conditioning and their effects
- Social and cognitive factors in learning

Unit 5: Cognitive Psychology 13–17%

- The cognitive and physiological processes that make up memory
- Forgetting and typical memory errors
- The biological basis of short- and long-term memory
- Creative thinking and problem-solving strategies
- Biases and errors in thinking
- Defining and measuring intelligence
- The processes of learning and using language

Unit 6: Developmental Psychology 7–9%

- Physical and social development in childhood
- Theories of cognitive development in childhood
- Adolescent development and challenges

- Adulthood and aging
- Theories of moral development
- Gender and sexual orientation

Unit 7: Motivation, Emotion, and Personality 11–15%

- Theories of motivation behind human and animal behavior
- Major theories of emotion
- The effects of stress
- Conceptions of personality, including behaviorist, social cognitive, humanistic, and trait theories
- Research and assessments to measure personality

Unit 8: Clinical Psychology 12–16%

- Standards for diagnosing and approaches to explaining psychological disorders
- Neurodevelopmental and schizophrenic spectrum disorders
- Bipolar, depressive, anxiety, and obsessive-compulsive disorders
- Dissociative, somatic, and trauma- and stress-related disorders
- Substance abuse, eating disorders, personality disorders, and related conditions
- Historical developments in psychological treatment
- Modern treatment options and methods

Unit 9: Social Psychology 8

- How social and cultural categories like gender and race can impact self-concept and behavior
- The factors that lead people to form and change attitudes
- Group dynamics, including conformity, compliance, and obedience to authority
- Types of behavior caused by the presence of others
- Bias, prejudice, and discrimination
- Altruism and aggression
- The variables that contribute to attraction

**21. Instructional Materials:**

Myers, David G. *Myers' Psychology for AP*. New York: Worth.

Supplementary materials

While publishers are increasingly including primary source material in textbooks, introducing students to a wide variety of source material provides opportunities to analyze data from diverse sources. These sources should include data tables, charts, graphs, and diagrams. Ancillary materials and online resources that accompany most recently published textbooks may also provide quality materials to supplement classroom instruction. If a textbook does not provide ample primary sources, or its sources are too brief, it can be supplemented with journal articles and/ or abstracts from scientific literature related to particular topic areas

**22. Instructional Methods and/or Strategies (Key Assignments)**

The AP Psychology course framework outlines the concepts and skills students must master in order to be successful on the AP Exam. To address those concepts and skills effectively, it helps to incorporate a variety of instructional approaches into daily lessons and activities.

The following list presents strategies that can help students apply their understanding of course concepts.

Example Ask the Expert (or Students as Experts)

Students are assigned as "experts" on concepts they have mastered; groups rotate through the expert stations to learn about concepts they have not yet mastered.

Provides opportunities for students to share their knowledge and learn from one another.

Assign students as "experts" on psychological disorders.

Have them rotate through stations in groups, working with the station expert to complete a series of questions on the topic.

Construct an Argument

Students use reasoning to present assumptions about scenarios, support conjectures with scientifically relevant and accurate data, and provide a logical progression of ideas leading to a conclusion that makes sense.

Helps develop the process of evaluating scientific information, developing reasoning skills and enhancing communication skills in supporting conjectures and conclusions.

Present students with a written or visual scenario of the results of a research study.

Then have them work together to draw conclusions about the study and support their conclusions with data by having each student or group of students add a sentence to the conclusion.

Once the conclusion is complete, read the conclusion (or show it on a screen) and then facilitate a class discussion.

Debate

Engaging in an informal or formal argumentation of an issue.

Provides students with an opportunity to collect and orally present evidence supporting the affirmative and negative arguments of a proposition or an issue.

When learning about developmental psychology, have students debate a situation in a given scenario from the perspective of the key contributors to the field.

Fishbowl

Some students form an inner circle and model appropriate discussion techniques while an outer circle of students listens, responds, and evaluates.

Provides students with an opportunity to engage in a formal discussion and to experience the roles of both participant and active listener; students also have the responsibility of supporting their opinions and responses using specific evidence.

Divide students into two groups and ask them to form two concentric circles. The inner circle explains psychological disorders to the students in the outer circle. The outer circle explains treatments of psychological disorders to students in the inner circle.

Example Graph and Switch

Generate a graph to represent data and then switch papers to review each other's representations.

Allows students to practice evaluating different representations of data as they give and receive feedback on each other's work. Given an unlabeled graph, have students label the independent and dependent variables and other required parts of the graph.

Graphic Organizers

Representing ideas and information visually (e.g., pictures, tables, graphs, lists, models, Venn diagrams, flowcharts, cluster maps, concept maps, concept webs) for the organization and/or interpretation of information. Provides a visual system for organizing multiple ideas, details, and/or textual support to facilitate increased comprehension and discussion.

Use graphic organizers to help students understand research methods. Students can draw flowcharts to outline the steps of a research study.

Index Card Summaries/ Questions/Definitions

Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

Functions as a formative assessment technique. At the beginning or end of class, show students an image of a normal distribution. On one side of an index card, have students summarize what the graph is showing and why it is important. On the other side of the card, have them write a question about the topic.

Collect the cards and read through them, noticing any trends in student responses. Address all questions that day (if done at the beginning of class) or the next day (if given at the end of class).

Jigsaw

Reading different texts or passages from a single text, students take on the role of "experts"; sharing information from that reading, students share with a specific group and then return to their initial group to share their new knowledge.

Allows students to summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) without having each student read the text in its entirety.

Use this strategy to help students learn about psychological disorders. Divide students into groups and assign each group a disorder. Have them learn about their disorder in detail: cause, symptoms, consequences, and treatments.

Once students are experts, divide them into groups so that there is one student from each area of expertise in a group. Have each student share their expertise with their new group.

Manipulatives

Using a kinesthetic approach to making meaning in which students are asked to assemble parts of a whole as a way of understanding a concept. Provides a tactile and visual means of examining a concept in order to encourage multiple ways of understanding the concept.

Have students use clay to model the brain or the neuron, using different colors to indicate different parts of the organ/cell.

Misconception Check

Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and to explain why.

The misconception check can also be presented in the form of a multiple-choice or true-false quiz. Functions as a formative assessment technique. Provide students with a statement on the board or on paper, such as, “Culture influences intelligence.” Ask them if the statement is true or false and to explain their reasoning. Address any misconceptions according to the answers they give. One-Minute Essay A one-minute essay question (or a one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Functions as a formative assessment technique. Give students one minute to respond to a prompt such as, “Describe strategies to improve memory.” Once students have completed their essay, have them share their answers; then facilitate a class discussion.

Quickwrite

Writing for a short, specific amount of time about a designated topic related to a text. Allows students to generate multiple ideas in a quick fashion that could be turned into longer pieces of writing at a later time (may be considered as part of the drafting process).

Prior to teaching about motivation, ask students to take a few minutes to explain why they think motivation is important.

At the conclusion of the lesson, have them revisit their answer and revise it to reflect what they learned.

Think-PairShare

Considering and thinking about a topic or question and then writing what has been learned; pairing with a peer or a small group to share ideas; sharing ideas and discussion with a larger group. Allows students to construct meaning about a topic or question; to test thinking in relation to the ideas of others; to prepare for a discussion with a larger group.

When teaching about behaviors, ask students to reflect on their current learning with the following prompt: “Explain how each behavior can be explained by the different psychological perspectives.” Then have them turn to a neighbor and share their answer.

After two to three minutes of sharing, engage the class in a discussion to ensure that students are building the necessary foundational understandings

23. **Assessment Methods and/or Tools**

Multiple assessment methods such as: timed writing, Project-Based Learning, peer critiques, study essays, Thesis Project, formal exams (practice AP tests), oral presentations, formative and summative assessments.

24. **Grading Policy**

Grading will follow the San Leandro Unified School District’s policy.