



Perris Union High School District

Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">AP Psychology</div> <p> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">352491, 352492</div> <p>(To be assigned by Educational Services if it's a new course)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">CREDIT TYPE EARNED:</td> <td style="border: 1px solid black; padding: 2px;">CALPADS CODE:</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Elective</td> <td style="border: 1px solid black; padding: 2px;">9193</td> </tr> </table>	CREDIT TYPE EARNED:	CALPADS CODE:	Elective	9193	<p>Subject Area:</p> <p> <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Other </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div>	<p>Grade Level(s)</p> <p> <input type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 </p>
CREDIT TYPE EARNED:	CALPADS CODE:					
Elective	9193					
<p>Was this course <u>previously approved by UC</u> for PUHSD?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services) </p> <p>Which A-G Requirement does/will this course meet?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">G</td> <td style="border: 1px solid black; padding: 2px;"><input type="checkbox"/> Pending</td> </tr> </table>	G	<input type="checkbox"/> Pending	<p style="text-align: center;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> SS: Social Science specific Supplementary Auth: Psychology </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;"> Signature </td> <td style="border: 1px solid black; padding: 5px; text-align: center;"> 3/11/2024 Date </td> </tr> </table>		 Signature	3/11/2024 Date
G	<input type="checkbox"/> Pending					
 Signature	3/11/2024 Date					
<p>Submitted by: Julie Harris Site: SSC Date: 02/16/2024 Email: julie.harris@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other: </p>					
<p>Approvals</p>	<p>Name/Signature</p>	<p>Date</p>				
Director of Curriculum & Instruction		03/06/2024				
Asst. Superintendent of Educational Services		3/7/24				
Governing Board						

Prerequisite(s) (REQUIRED):
None
Corequisite(s) (REQUIRED):
None
Brief Course Description (REQUIRED):
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 major units of study such as biological bases of behavior, cognition, development and learning, social and personality, and mental and physical health. Throughout the course, students employ psychological research methods, including ethical considerations, to evaluate claims, consider evidence, and effectively communicate ideas.

B. COURSE CONTENT

Course Purpose (REQUIRED): <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
The revised AP Psychology course framework is aligned to the American Psychological Association’s (APA) newly articulated recommendations from its Introductory Psychology Initiative (IPI; Gurung & Neufeld, 2022). AP Psychology currently covers the major domains of content recommended by the IPI: biological bases of behavior, cognition, development and learning, social and personality, and mental and physical health. The revised framework continues to focus on these areas, and also reflects the IPI’s recommendation for increased emphasis on research design and data analysis. The ultimate goal of the course is to assist students in successfully completing the AP Exam in psychology given in May annually.
Course Outline (REQUIRED): <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>

The course content is organized into commonly taught units. The unit organization is as recommended by the American Psychological Association's Introductory Psychology Initiative (Gurung & Neufeld, 2022). The AP Psychology Science Practices, with special emphasis on Scientific Inquiry and Research Methods, form the foundation of the course, and the associated skills in each Practice should be taught in all units in the course. Units 1 through 5 represent many of the major domains of knowledge and practice in Psychology. By studying content in these major domains, students will gain an introductory understanding of Psychology and be prepared for more expansive and in-depth study in the discipline.

UNIT 1: Biological Basis of Behavior

Unit 1 introduces the student to biological bases of human behavior. Neurotransmitters, hormones, brain structures, neurology all work together to influence how we behave and interact in our environment. How sensory organs such as the eyes, ears, nose, mouth, and skin are also investigated in the context of how the human brain interprets our world and how we interact within it.

Within this unit, there are the following sections:

- 1.1 Interaction of Heredity and Environment
- 1.2 Overview of the Nervous System
- 1.3 The Neuron and Neural Firing
- 1.4 The Brain
- 1.5 Sleep
- 1.6 Sensation

UNIT 2: Cognition

In this unit, students will understand Cognition is the process of thinking. Unit two introduces the student to perception, how sensory information guides our behavior. This unit also explores how memories are made, stored, and recalled for later use. Intelligence is also explored and graphed using a normal bell curve. Factors that affect intelligence are also explored as well as intellectual and developmental concerns.

Within this unit, there are the following sections:

- 2.1 Perception
- 2.2 Thinking, Problem-Solving, Judgments, & Decision-Making
- 2.3 Introduction to Memory
- 2.4 Encoding Memories
- 2.5 Storing Memories
- 2.6 Retrieving Memories
- 2.7 Forgetting & Other Memory Challenges
- 2.8 Intelligence & Achievement

UNIT 3: Development and Learning

Unit three explores the human lifespan from conception to death. Cognitive, physical, social, and moral

development are addressed in detail. Issues specific to adolescence are a focus with emphasis on gender and sexual orientation. The second half of the unit investigates the processes of learning with a focus on classical and operant conditioning.

Within this unit, there are the following sections:

- 3.1 Themes and Methods in Developmental Psychology
- 3.2 Physical Development Across the Lifespan
- 3.3 Gender and Sexual Orientation
- 3.4 Cognitive Development Across the Lifespan
- 3.5 Communication and Language Development
- 3.6 Social-Emotional Development Across the Lifespan
- 3.7 Classical Conditioning
- 3.8 Operant Conditioning
- 3.9 Social, Cognitive, and Neurological Factors in Learning

UNIT 4: Social and Personality

Unit 4 explores how individuals interact within their environment and the formations of social groups. The key areas of focus involve how some people are excluded from certain groups, why they join others, and how the role of culture and social norms influence how we act. Personality and its scientific measurement Also encompass this unit. Motivation is also investigated relative to intrinsic and extrinsic motivational factors.

Within this unit, there are the following sections:

- 4.1 Attribution Theory & Person Perception
- 4.2 Attitude Formation & Attitude Change
- 4.3 Psychology of Social Situations
- 4.4 Introduction to Personality
- 4.5 Psychoanalytic & Humanistic Theories of Personality
- 4.6 Social-Cognitive & Trait Theories of Personality
- 4.7 Motivation
- 4.8 Emotion

UNIT 5: Mental and Physical Health

Unit five takes a deep look into the world of mental health. The major categories of mental illness are mood, personality and anxiety disorders. Schizophrenia and other dissociative disorders are also included along with their prevailing causes. The major forms of therapy are also addressed from each of the main psychological domains of humanism, behavioral, psychodynamic, and cognitive points of view. Surgical and pharmaceutical approaches to treatment are also shown with their corresponding actions on the brain. Some

time is also spent on positive psychology and mental illness prevention.

Within this unit, there are the following sections:

- 5.1 Introduction to Health Psychology
- 5.2 Positive Psychology
- 5.3 Explaining and Classifying Psychological Disorders
- 5.4 Selection of Categories of Psychological Disorders
- 5.5 Treatment of Psychological Disorders

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Writing assignments focus on those presented when students take the AP Exam at the end of the course. These questions include two free response questions.

Practice for Free Response Questions:

- Explain behavior and apply theories using concepts from different theoretical frameworks or subdomains in the field.
- Analyze psychological research studies, including analyzing and interpreting quantitative data

Psychology in YOUR Life- Psychology is all around you, all the time. The goal of this assignment is for you to apply psychological principles to the “real world”. You should begin by looking for real world manifestations of psychology in your own life.

Requirements

- Choose and accurately explain a psychological principle discussed in lecture or the textbook. This can be a theory, the results of a specific study, etc.
- Explain a real world scenario that demonstrates your chosen principle. This can be something in the news, something that happened to you personally, something you saw on TV or read in a book, etc. What happened? What is the gist of the story?
- *How* is your real world scenario an example of the psychological principle? How could your scenario potentially further our understanding of the principle in question? How would your scenario have been different without the effects of this principle?

Article Responses - Students read articles on topics of interest and write an academic rhetorical response to the information. Teacher can include summary of article or key points, along with applications of the information.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Myers Psychology for AP

Edition: 2nd

Author: David G. Meyers

ISBN: 9781464113079

Publisher: Worth Publishers

Publication Date: 2015

Usage:

- Primary Text
- Read in entirety or near

Textbook #2

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

- Primary Text
- Read in entirety or near

Supplemental Instructional Materials *Please include online, and open source resources if any.*

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*

If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$

Description of Additional Costs:

Additional costs:\$

Total cost per class set of instructional materials: \$

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

- Practice FRQ's with each unit- Students will complete full length FRQ writing assessments that mirror those found on the AP exam.
- Making neurons and demonstrating neural connections- Students use assorted pipe cleaners to make

a neuron and its parts. Students then join their neurons to others in the class to make neural connections.

- Parts of the Brain manipulatives/mock surgery- Using oranges and various candies, students make a brain structure model.
- Multiple Intelligences assessment battery and application- Students take an online version of the multiple intelligences survey.
- Lifespan google slides project- Students create a lifespan project by creating a google slides presentation using pictures of themselves throughout their lives.
- Big 5 personality trait self assessment- Students create a report card of how they assess themselves on each of the Big Personality traits.
- Sour Lemonade classical conditioning assignment- Students are conditioned during a class experiment where they put sour lemonade on their tongue every time the teacher turns the lights on and off. They soon experience the effects of classical conditioning.
- Mock therapy sessions using the different therapy methods - Students practice the various therapy models with a partner. Cognitive Behavioral, Behavioral, Psychodynamic, and Humanistic.
- Research analysis to identify validity and reliability- Students read research studies and outcomes and identify the independent, dependent, confounding Variables. They also evaluate ethics and participant safety.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

- Oral In-Class Participation/Classwork/Homework
- Focus Activities
- Homework/Classwork
- Student Presentations
- Quizzes and Tests
- Writing Assessments
- Projects (including Artifact, Written and Oral Assessment)

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Vocabulary Assessments

- Grammar Assessments
- Lesson Assessments
- Unit/Chapter Assessments
- Individual Presentations
- Group Presentations
- Cumulative Semester Final
- AP Exam