SAMPLE SYLLABUS #1

AP® Psychology

Curricular Requirements

CR1	The teacher and students have access to college-level resources, including a recently published (within the last 10 years) college-level textbook(s) in print or electronic format.	*See page:* 2
CR2	The course provides opportunities to develop student understanding of the required content outlined in each of the five units described in the current AP Psychology Course and Exam Description.	*See page:* 2
CR3	The course provides opportunities for students to develop understanding of the course content related to Science Practice 1: Concept Application.	*See page:* 3
CR4	The course provides opportunities for students to develop understanding of the course content related to Science Practice 2: Research Methods & Design.	*See page:* 3
CR5	The course provides opportunities for students to develop understanding of the course content related to Science Practice 3: Data Interpretation.	*See page:* 4
CR6	The course provides opportunities for students to develop understanding of the course content related to Science Practice 4: Argumentation.	*See page:* 4

Advanced Placement Psychology Sample Syllabus #1

This course is designed to present an experience equivalent to an undergraduate introductory psychology course. Students will learn about the field of psychology through an in-depth study, discussion, and science practices. The course content is guided by College Board's current AP® Psychology Course and Exam Description.

Course Outline: This is a yearlong class.

Textbook provided on the AP Course Audit form. **CR1**

Course Content **CR2**

Unit 1 – Biological Bases of Behavior

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

Unit 2 – Cognition

- Perception 2.1
- Thinking, Problem-Solving, Judgements, and Decision-Making 2.2
- Memory 2.3–2.7
- Intelligence, Testing, and Achievement 2.8

Unit 3 – Developmental and Learning

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

Unit 4 – Social and Personality

- Attribution Theory and Person Perception 4.1
- Attitude Formation and Attitude Change 4.2
- Psychology of Social Situations 4.3
- Personality (Introduction, Psychoanalytic, Humanistic, Social-Cognitive, and Trait) 4.4–4.6
- Motivation and Emotion 4.7 & 4.8

CR2
The syllabus must include an outline of course content by unit title or topic using any organizational approach to demonstrate inclusion of required course content.

Unit 5 – Physical and Mental Health

- Health Psychology 5.1
- Positive Psychology 5.2
- Disorders 5.3 & 5.4
- Treatment 5.5

AP Psychology Science Practices and Course Activities

Psychology is a science and, as such, there are certain skills a student in AP Psychology should develop during the course. These practices form the basis of the tasks on the AP Psychology Exam and will be touched on throughout the course. The following examples are not exhaustive. However, students will be exposed to all practices throughout the course.

Practice 1 – Concept Application CR3

Explain and apply psychological perspectives, theories, concepts, and research findings.

Students will demonstrate their understanding of cognitive thinking and biases by creating memes to explain cognitive principles. (Examples: framing, heuristics, algorithms, biases, mental set, belief perseverance, etc.)

Practice 2 – Research Methods and Design CR4

Evaluate qualitative and quantitative research methods and study designs.

After watching a video on research investigating if babies are born with language, students will:

1. Evaluate the type of research design (case study, naturalistic observation, survey, correlational study or experiment) and explain why they think it was used.
2. Identify the following in the study: independent variable, dependent variable, confounding variables target population, operational definitions.
3. Explain the conclusions of the study and why those conclusions can be drawn.

CR3

The syllabus must include a description of at least one activity (e.g., labs, student-driven demonstrations and/or presentations, etc.) or one series of activities incorporating Science Practice 1: Concept Application. The description must explicitly state what content students will apply in the activity or series of activities.

Each activity or series of activities must be labeled (e.g., “SP1,” “Practice 1,” “Science Practice 1”).

CR4

The syllabus must include a description of at least one activity (e.g., labs, student-driven demonstrations and/or presentations, etc.) or one series of activities incorporating Practice 2: Research Methods & Design. The description must explicitly state what research methods and/or design element students will apply in the activity or series of activities.

Each activity or series of activities must be labeled (e.g., “SP2,” “Practice 2,” “Science Practice 2”).

Practice 3 – Data Interpretation CR5

Evaluate representations of psychological concepts depicted in quantitative research (graphs, charts, tables, figures, and diagrams) and in qualitative research.

Students will be given a small data set and calculate its measures of central tendency and variability.

Practice 4 – Argumentation CR6

Develop and justify psychological arguments using evidence.

Students will read a current primary source that presents empirical findings. They will write a summary of how the evidence supports the findings and then an explanation of how empirical content covered in class may refute the claims being presented. Topics will be dependent on sources available.

CR5

The syllabus must include a description of at least one activity (e.g., labs, student-driven demonstrations and/or presentations, etc.) or one series of activities incorporating Practice 3: Data Interpretation. The description must explicitly state what students will identify, calculate or interpret in the activity or series of activities.

Each activity or series of activities must be labeled (e.g., "SP3," "Practice 3," "Science Practice 3").

CR6

The syllabus must include a description of at least one activity (e.g., labs, student-driven demonstrations and/or presentations, etc.) or one series of activities incorporating Practice 4: Argumentation. The description must explicitly state that students are proposing a claim or supporting or refuting an existing claim using evidence the activity or series of activities.

Each activity or series of activities must be labeled (e.g., "SP4," "Practice 4," "Science Practice 4")