SAMPLE SYLLABUS #2

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 #2

The AP® Psychology course is designed to introduce students to the systematic and scientific study of behavior and the mental processes of human beings and other animals. Students are exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and their practice.

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

Course Content **CR2**

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.

Note: Research-related concepts will be included across all units.

CED Unit 1: **Biological Bases of Behavior**

- Heredity and Environment
- The Nervous System, Brain Structure and Function
- Consciousness
- Sensation

CED Unit 2: **Cognition**

- Perception
- Memory
- Thinking and Language
- Intelligence and Testing

CED Unit 3: **Development and Learning**

- Developmental Psychology
- Classical and Operant Conditioning
- Social, Cognitive, Neural Factors in Learning

CED Unit 4: **Social and Personality**

- Personality
- Motivation and Emotion
- Social Psychology

CED Unit 5: **Physical and Mental Health**

- Positive Psychology
- Disorders
- Treatment
- Health Psychology

Science Practice 1 CR3

Free-response question (FRQ) practice once per month:

1. Students will practice answering the Concept Application FRQ from a previous exam, which incorporates 7 different terms into one scenario.
2. Students will review released scoring guidelines and student samples before scoring their own writing.

Biological processes activity:

1. Students will open envelopes containing strips of paper, each with a term related to biology.
2. Students will demonstrate knowledge of biological processes by grouping terms useful in explaining a particular behavior, e.g., driving a car.
3. Students will explain the role of each brain part, nervous system component, neurotransmitter, or hormone involved in each activity.

Science Practice 2 CR4

Research methods strengths and weaknesses:

Students will create a graphic organizer that describes the benefits and pitfalls of each of the following research methods:

a. Surveys
b. Case Studies
c. Experimentation
d. Naturalistic Observation
e. Correlational Studies

Research study design:

Students will work with a partner or in groups to design a research study answering the following hypothesis: Teachers at this school who regularly consume caffeinated beverages are more alert during the day. Students must identify the following elements in their research design:

a. Independent and dependent variables
b. Operational definitions of each variable
c. Confounding variables
d. Control and experimental groups
e. Placebo method
f. Population and sample

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").

Science Practice 3 CR5

Recognizing graphs

Students will identify psychological concepts after being presented graphs and charts of the following:

a. Flynn effect
b. Ebbinghaus curve
c. Serial position effect
d. Spontaneous recovery
e. Positive and negative correlations

Interpreting data

Students will use Microsoft Excel to create a table of data and generate a chart comparing two groups' data, calculating the mean, median, mode, and standard deviation. Students will also create a scatterplot, either by hand or using Excel.

Science Practice 4 CR6

Argumentation paper

1. Students will select one of the following psychological fields or perspectives:
   a. Personality
   b. Memory
   c. Racism, prejudice, and discrimination
   d. Abnormal psychology
   e. Other (approved by instructor)

2. Students will then write a two to three-page paper describing three common myths found in their chosen topic. The paper will contrast the difference between what is empirically known against what is commonly misunderstood. Students will end their paper with an idea for further empirical research on their chosen topic.

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")