



Coeur d'Alene Public Schools
DIVISION OF TEACHING AND LEARNING
INVEST | INSPIRE | INNOVATE

NEW COURSE PROPOSAL FORM - 2100F1

Due: December 22, 2023

Date of Last Update: 31 October 2022

Course Title: AP Psychology	
Initiator: Vinny Lupinacci	School/Department: CHS / Social Studies

NATURE OF REQUEST

New Course - select one:	<input type="checkbox"/>	Standard credit	<input type="checkbox"/>	Special Education	<input type="checkbox"/>	Honors
	<input checked="" type="checkbox"/>	Advanced Placement (AP)	<input type="checkbox"/>	Intervention	<input type="checkbox"/>	Magnet
	<input type="checkbox"/>	Career/Technical	<input type="checkbox"/>	Gifted and Talented	<input type="checkbox"/>	Hybrid / Online

OR

Change in Course - select one:	<input type="checkbox"/>	Change in course description	<input type="checkbox"/>	Change in title (will require a new code)
	<input type="checkbox"/>	Change in prerequisites	<input type="checkbox"/>	Change in credit distribution (will require a new code)
	<input type="checkbox"/>	Change in course length		
Student Prerequisites for Placement:				

MEETING STATE AND FEDERAL REQUIREMENTS-

Follow this [LINK](#) to find required information to include in the box below for State Courses and Assignments.

Follow this [LINK](#) to find required information to include in the boxes below for CTE Industry Certifications..

State Course Assignment Code:	04256	State Requirements for Teaching Course:	7200 Social Studies Endorsement (6-12)
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CTE Industry Certifications:	N/A	CTE Director initials	N/A
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REQUIRED DOCUMENTS (please provide as an attachment; templates available on MyCdaSchools > Curriculum)
FROM COURSE PACING GUIDE –Year at a Glance and Scope and Sequence (pages 3 & 4 of this document) *Please only use district template.*

NOVEL RATIONALE: required for new courses that use fictional / non-fictional novels for whole group instruction.

COURSE DESCRIPTION

Required for new courses. New course description to be included in the school catalog and/or handbook. When appropriate include old course description with changes. Schools are encouraged to use the state course description.

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

Credits:	Course length:	<input type="checkbox"/> Semester	<input checked="" type="checkbox"/> Year	<input type="checkbox"/> Trimester
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ADVANCEMENT / GRADUATION REQUIREMENTS

Please identify the advancement / graduation requirements that the course meets.

<input type="checkbox"/> Electives (General)	<input type="checkbox"/> Math (High School)	<input type="checkbox"/> Science (Elective)
<input type="checkbox"/> English / Language Arts	<input type="checkbox"/> Math (Elective)	<input type="checkbox"/> Social Studies (United States History)
<input type="checkbox"/> Health and Wellness	<input type="checkbox"/> Math – Middle school	<input type="checkbox"/> Social Studies (American Government)
<input type="checkbox"/> Humanities (Fine / Perf. Arts)	<input type="checkbox"/> Physical Education	<input type="checkbox"/> Social Studies (Economics)
<input type="checkbox"/> Humanities (World History)	<input type="checkbox"/> Career Technical Ed.	<input checked="" type="checkbox"/> Social Studies (Elective)
<input type="checkbox"/> Humanities (World Languages)	<input type="checkbox"/> Science (Biological Science)	<input type="checkbox"/> Other – Please explain:
<input type="checkbox"/> Language Arts - Middle school	<input type="checkbox"/> Science (Physical Science)	



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Intended
grade
levels:

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

☐ 11

☐ 12

Follow these links to fill in the box below for this section: **IDAHO CONTENT STANDARDS** and / or **INDUSTRY STANDARD REFERENCE** (please navigate to the page with the program area you are proposing. Pathways and standards documents are linked at the bottom.) *If no state, national, or industry standards exist, attach other standards documentation, such as organizational standards.*

AP Psychology Skills

Category 1: Concept Understanding - Define, explain, and apply concepts, behavior, theories, and perspectives

Category 2: Data Analysis - Analyze and interpret quantitative data

Category 3: Scientific Investigation - Analyze psychological research studies

DISTRICT ADOPTIONS identify district / state approved textbooks, ancillary materials with cost for each item, listing the vendor and the source of funding that will be used

Title	ISBN	Cost	Vendor	Source of Funding
Myers Psychology For AP Course 3rd ED	9781319070502	\$174.98	Bedford, Freeman & Worth	AP Funding

FINANCIAL IMPACT Identify the potential cost of offering the course including staffing, supplemental and laboratory materials.

No additional staffing needed to offer course, Materials needed would be AP Approved Textbook for the course

ALIGNMENT OF ADOPTIONS TO STANDARDS

Follow these links to fill in the box below for this section:

Adoption is specifically designed to be implemented in AP Psychology. It is designed to address the the categories of AP Psychology skills, and provide college level content in the unit areas mapped out for this specific AP course.

OPTIONAL DOCUMENTS FOR SUBMISSION

- Statement of articulation with colleges or universities
- Lesson examples
- Ancillary materials: films, multimedia, authentic documents, etc.

SIGNATURES – Indicates approval

Teacher / Initiator

Date

Deputy Superintendent

Date

Building Administrator

Date

Curriculum Coordinator

Date

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.	<i>See page:</i> 2
CR2	The course provides opportunities to develop student understanding of the required content outlined in each of the nine units described in the AP Course and Exam Description.	<i>See page:</i> 4
CR3	The course provides opportunities for students to develop understanding of the learning targets related to Skill Category 1: Define, explain, and apply concepts, behavior, theories, and perspectives.	<i>See page:</i> 4
CR4	The course provides opportunities for students to develop understanding of the learning targets related to Skill Category 2: Analyze and interpret quantitative data.	<i>See page:</i> 4
CR5	The course provides opportunities for students to develop understanding of the learning targets related to Skill Category 3: Analyze psychological research studies.	<i>See page:</i> 4

Advanced Placement Psychology Sample Syllabus #1

Textbook

Weiten, Wayne. *Psychology: Themes and Variations*. Belmont, CA: Wadsworth, Cengage Learning. 2019, 10th edition **CR1**

Supplementary Materials

Academic journals, case studies, online media, and other resources used for topic enrichment.

CR1

The syllabus must list the title, author(s), and the publication date of a college-level psychology textbook.

AP Support & Resources: AP Classroom

By completing a simple activation process at the start of the school year, students will receive access to a robust set of resources. AP[®] Classroom is a dedicated online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of powerful resources and tools to provide yearlong support to teachers and enable students to receive meaningful feedback on their progress.

- Unit Guides
- Personal Progress Checks
- Progress Dashboard
- AP Question Bank

Student Practice

Throughout each unit, **Topic Questions** will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

At the end of each unit or at key points within a unit, **Personal Progress Checks** will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question's answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.

Purpose

The purpose of this AP Psychology course is to introduce students to the study of the behavior and mental processes of the human brain. This class will prepare students for the AP Psychology Exam in May.

Expectations

There are several requirements that all AP classes have in common: high expectations of the students, a high level of rigor, and the expectation that students will engage in self-learning outside the classroom. There are many topics on the AP Exam in May. We will learn a great deal in class with rigorous learning activities. However, as in college, it will be necessary for all students to complete work and research topics at home that we may not discuss in class.

Important

Psychology is a course that includes a number of sensitive topics that you may feel uncomfortable talking or hearing about in class. I will discuss with you the nature of the movies and documentaries I am going to show you so that you can decide if you are comfortable with the topic. I may send home permission slips for a signature from your parent or guardian if I feel that a documentary I plan to show may be of a particularly powerful nature.

Assignments

For each unit, students must complete these regular assignments to the instructor's satisfaction:

- Vocabulary notecards (Definition, Example, Picture)
- Reading questions (from the text and other sources)
- Demonstration and case study analyses
- Free Response Questions
- Personal Progress Checks

Each unit will require the completion of vocabulary notecards, reading questions, and projects:

- Vocabulary- from a list of terms and commonly used psychological vocabulary, the student is expected to not only define the term, but also create an example and choose a visual representation of the term (can be physical or electronic).
- FRQs (Free Response Questions)- each topic will be accompanied by a free response question. As the topic is learned, the student will be prepared to answer the question fully and critically.
- Reading Questions- Reading is a large part of this class. Students are required to read the text and other supplemental readings, and they must answer questions on the readings.
- Personal Progress Checks- Research shows that testing your own knowledge helps with retention and retrieval. Students are required to complete a Personal Progress Check (PPC) on AP Classroom with each unit.

Assessments

Traditional assessments include unit tests, research papers, and exams. Tests and exams will model the format of the AP Psychology Exam, with a combination of multiple-choice and free-response essays. Other assessments consist of psychology simulations, experiments, class presentations, collaborative/individual research projects, and online activities, such as assessments on AP Classroom.

Course Outline: Skills

The AP Psychology skills describe what a student should be able to do while exploring course concepts. The table that follows presents the skills that students should develop during the AP Psychology course. These skills form the basis of tasks on the AP Exam.

1. **Concept Understanding** – Students will define, explain, and apply concepts, behavior, theories, and perspectives. **CR3**
 - a. Activity: Students will create developmentally appropriate toys for each of Piaget's Stages of Cognitive Development and explain how they will help the child accomplish the stage's main task. **(Skill 1)**
 - b. Activity: Students will watch the movie *Mockingbird Don't Sing* and debate the concept of the "critical period" within language acquisition. **(Skill 1)**
2. **Data Analysis** – Students will analyze and interpret quantitative data. **CR4**
 - a. Activity: Students will look at current health data from Moore Co., identify the most concerning issues within the data, and present solutions on how to help improve the problem in the community. **(Skill 2)**
 - b. Activity: Students will be given the opportunity to analyze a normal curve as it relates to modern intelligence testing (e.g., WAIS and WISC). Students will be given the opportunity to interpret the normal curve with respect to mean, standard deviation, and percentiles for the given intelligence test data. **(Skill 2)**
3. **Scientific Investigation** – Students will analyze psychological research studies. **CR5**
 - a. Activity: Students will formulate a hypothesis about social loafing or social facilitation. They will then gather data. Students will compare their results with published research studies of the same topic and analyze the results of these studies as they compare to their results. **(Skill 3)**
 - b. Activity: Students will analyze research from the developmental theorists (Piaget, Erikson, etc.) and consider the methodology, results, ethics, and criticisms. **(Skill 3)**

COURSE OUTLINE AS PRESENTED IN THE AP PSYCHOLOGY COURSE AND EXAM DESCRIPTION: **CR2**

Unit #: Name	% Tested on AP Exam
Unit 1: Scientific Foundations of Psychology	10%–14%
Unit 2: Biological Bases of Behavior	8%–10%
Unit 3: Sensation and Perception	6%–8%
Unit 4: Learning	7%–9%
Unit 5: Cognitive Psychology	13%–17%
Unit 6: Developmental Psychology	7%–9%
Unit 7: Motivation, Emotion, and Personality	11%–15%
Unit 8: Clinical Psychology	12%–16%
Unit 9: Social Psychology	8%–10%

CR3

The syllabus must include a description of at least two course activities (e.g., labs, student-driven demonstrations and/or presentations) or one series of activities incorporating Skill Category 1. Each activity or series of activities must be labeled as Skill Category 1.

CR4

The syllabus must include a description of at least two course activities (e.g., labs, student-driven demonstrations and/or presentations) or one series of activities incorporating Skill Category 2. Each activity or series of activities must be labeled as Skill Category 2.

CR5

The syllabus must include a description of at least two course activities (e.g., labs, student-driven demonstrations and/or presentations) or one series of activities incorporating Skill Category 3. Each activity or series of activities must be labeled as Skill Category 3.

CR2

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

Unit 1: Scientific Foundations of Psychology

10%–14%

Topics:

- 1.1 Introducing Psychology - Skill 1.C
- 1.2 Research Methods in Psychology - Skill Category 3.0
- 1.3 The Experimental Method - Skill Category 3.0
- 1.4 Selecting a Research Method - Skill Category 3.0
- 1.5 Statistical Analysis in Psychology - Skill Category 2.0
- 1.6 Ethical Guidelines in Psychology - Skill 1.A

Unit 1 MCQ Personal Progress Check

Unit 1 FRQ Personal Progress Check

Unit 2: Biological Bases of Behavior

8%–10%

Topics:

- 2.1 Interaction of Heredity and Environment - Skill 1.B
- 2.2 The Endocrine System - Skill 1.A
- 2.3 Overview of the Nervous System and the Neuron - Skill 1.A
- 2.4 Neural Firing - Skill 1.A
- 2.5 Influence of Drugs on Neural Firing - Skill 1.A
- 2.6 The Brain - Skill 1.A
- 2.7 Tools for Examining Brain Structure and Function - Skill Category 2.0
- 2.8 The Adaptable Brain - Skill 1.A
- 2.9 Sleeping and Dreaming - Skill 1.A

Unit 2 MCQ Personal Progress Check

Unit 2 FRQ Personal Progress Check

Unit 3: Sensation and Perception

6%–8%

Topics:

- 3.1 Principles of Sensation - Skill 1.A
- 3.2 Principles of Perception - Skill 1.B
- 3.3 Visual Anatomy - Skill 1.A
- 3.4 Visual Perception - Skill 1.B
- 3.5 Auditory Sensation and Perception - Skill 1.B
- 3.6 Chemical Senses - Skill Category 3.0
- 3.7 Body Senses - Skill 1.A

Unit 3 MCQ Personal Progress Check

Unit 3 FRQ Personal Progress Check

Unit 4: Learning

7%–9%

Topics:

- 4.1 Introduction to Learning - Skill 1.B
- 4.2 Classical Conditioning - Skill 1.B
- 4.3 Operant Conditioning - Skill 1.B
- 4.4 Social and Cognitive Factors in Learning - Skill 1.B

Unit 4 MCQ Personal Progress Check

Unit 4 FRQ Personal Progress Check

Unit 5: Cognitive Psychology

13%–17%

Topics:

- 5.1 Introduction to Memory - Skill 1.A
- 5.2 Encoding - Skill 1.B
- 5.3 Storing - Skill 1.B
- 5.4 Retrieving - Skill 1.B
- 5.5 Forgetting and Memory Distortion - Skill 1.B
- 5.6 Biological Bases of Memory - Skill 1.A
- 5.7 Introduction to Thinking and Problem Solving - Skill 1.A
- 5.8 Biases and Errors in Thinking - Skill 1.B
- 5.9 Introduction to Intelligence - Skill 1.C
- 5.10 Psychometric Principles and Intelligence Testing - Skill Category 3.0
- 5.11 Components of Language and Language Acquisition - Skill 1.C

Unit 5 MCQ Personal Progress Check

Unit 5 FRQ Personal Progress Check

Unit 6: Developmental Psychology

7%–9%

Topics:

- 6.1 The Lifespan and Physical Development in Childhood - Skill Category 3.0
- 6.2 Social Development in Childhood - Skill 1.C
- 6.3 Cognitive Development in Childhood - Skill 1.C
- 6.4 Adolescent Development - Skill 1.B
- 6.5 Adulthood and Aging - Skill 1.C
- 6.6 Moral Development - Skill Category 3.0
- 6.7 Gender and Sexual Orientation - Skill 1.A

Unit 6 MCQ Personal Progress Check

Unit 6 FRQ Personal Progress Check

Unit 7: Motivation, Emotion, and Personality

11%–15%

Topics:

- 7.1 Theories of Motivation - Skill Category 3.0
- 7.2 Specific Topics in Motivation - Skill 1.A
- 7.3 Theories of Emotion - Skill 1.C
- 7.4 Stress and Coping - Skill 1.A
- 7.5 Introduction to Personality - Skill Category 3.0
- 7.6 Psychoanalytic Theories of Personality - Skill 1.C
- 7.7 Behaviorism and Social Cognitive Theories of Personality - Skill 1.C
- 7.8 Humanistic Theories of Personality - Skill 1.C
- 7.9 Trait Theories of Personality - Skill 1.C
- 7.10 Measuring Personality - Skill 1.C

Unit 7 MCQ Personal Progress Check

Unit 7 FRQ Personal Progress Check

Unit 8: Clinical Psychology

12%–16%

Topics:

- 8.1 Introduction to Psychological Disorders - Skill 1.A
- 8.2 Psychological Perspectives and Etiology of Disorders - Skill 1.C
- 8.3 Neurodevelopmental and Schizophrenic Spectrum Disorders - Skill 1.B
- 8.4 Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders - Skill 1.B
- 8.5 Trauma- and Stressor-Related, Dissociative, and Somatic Symptom and Related Disorders - Skill 1.B
- 8.6 Feeding, Eating, Substance and Addictive, and Personality Disorders - Skill 1.B
- 8.7 Introduction to Treatment of Psychological Disorders - Skill 1.A
- 8.8 Psychological Perspectives and Treatment of Disorders - Skill 1.C
- 8.9 Treatment of Disorders from the Biological Perspective - Skill Category 3.0
- 8.10 Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders - Skill Category 3.0

Unit 8 MCQ Personal Progress Check

Unit 8 FRQ Personal Progress Check

Unit 9: Social Psychology

8%–10%

Topics:

- 9.1 Attribution Theory and Person Perception - Skill 1.C
- 9.2 Attitude Formation and Attitude Change - Skill Category 3.0
- 9.3 Conformity, Compliance, and Obedience - Skill Category 3.0
- 9.4 Group Influences on Behavior and Mental Processes - Skill 1.B
- 9.5 Bias, Prejudice, and Discrimination - Skill 1.B
- 9.6 Altruism and Aggression - Skill 1.B
- 9.7 Interpersonal Attraction - Skill 1.B

Unit 9 MCQ Personal Progress Check

Unit 9 FRQ Personal Progress Check

