

SYLLABUS DEVELOPMENT GUIDE

AP[®] Psychology

The guide contains the following information:

Curricular Requirements

The curricular requirements are the core elements of the course. A syllabus must provide explicit evidence of each requirement based on the required evidence statement(s).

The Unit Guides and the “Instructional Approaches” section of the *AP[®] Psychology Course and Exam Description (CED)* may be useful in providing evidence for satisfying these curricular requirements.

Required Evidence

These statements describe the type of evidence and level of detail required in the syllabus to demonstrate how the curricular requirement is met in the course.

Note: Curricular requirements may have more than one required evidence statement. Each statement must be addressed to fulfill the requirement.

Samples of Evidence

For each curricular requirement, three separate samples of evidence are provided. These samples provide either verbatim evidence or descriptions of what acceptable evidence could look like in a syllabus.

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> 3
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> 6
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> 7
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> 8

Curricular Requirement 1

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.

Required Evidence

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

Samples of Evidence

1. Richard A. Griggs. *Psychology: A Concise Introduction*, 5th edition, 2016.
2. The syllabus includes a statement of the title, publication date, and author(s) of an approved text.
Ex: *Psychology for AP*, 2e, David G. Myers, 2014.
3. The syllabus includes a reference for the text and any supplemental material to include title, author, and date of publication.

Curricular Requirement 2

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 (CED).

Required Evidence

- 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.

Note: If the syllabus demonstrates a different approach than the units outlined in the *AP Psychology Course and Exam Description (CED)*, the teacher must indicate where the content of each unit in the CED will be taught.

Samples of Evidence

1. Students will learn about the following content areas: Psychology as a Science; Biological Underpinnings of Psychology; Sensation and Perception; Learning; Cognitive Processes; Human Development; Motivation, Emotion, and Personality; Clinical Psychology; and Social Psychology.

Teacher's Units (CED Unit Equivalent)

- Social Psychology (CED Unit 9)
 - Research Methods (CED Unit 1)
 - Biological Bases of Behavior (CED Unit 2)
 - Cognition (CED Unit 5)
 - Consciousness (CED Unit 3)
 - History and Approaches (CED Unit 1)
 - Motivation and Emotion (CED Unit 7)
 - Developmental Psychology (CED Unit 6)
 - Personality (CED Unit 7)
 - Testing and Individual Differences (CED Unit 5)
 - Clinical Psychology (CED Unit 8)
 - Treatment with Clinical Psychology (CED Unit 8)
2. The syllabus includes the required content organized into the following units based on the AP Course and Exam Description:
 - Unit 1: Scientific Foundations of Psychology
 - Unit 2: Biological Bases of Behavior
 - Unit 3: Sensation and Perception
 - Unit 4: Learning
 - Unit 5: Cognitive Psychology
 - Unit 6: Developmental Psychology
 - Unit 7: Motivation, Emotion, and Personality
 - Unit 8: Clinical Psychology
 - Unit 9: Social Psychology

3. The syllabus includes a course overview outlining the content for each of the nine units as taught throughout the course. Additional units may be included as long as the nine units from the AP Course and Exam Description (CED) are part of the overview.

Example of 1st Term:

Class Unit, (CED Unit), Mod #:	Standard/Topic:
Class Intro	Pre-Test/Note Taking/Writing Free Response Questions (FRQs), 2.5 days
Unit 1 (1) 1-3	
Unit 2 (9) 74-80	History/Approaches/Careers, 3.5 days
Midterm Exam	Social Psychology, 6.5 days
Unit 3 (1) 4-8	50 Multiple Choice Questions (MCQ)/1 FRQ, 1 day
Final Exam	Research Methods and Statistics, 6.5 days
	50 MCQ/1 FRQ, 1 day

Curricular Requirement 3

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, as outlined in the AP Course and Exam Description (CED).

Required Evidence

- 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.

Samples of Evidence

1. **Course Activity Series:** Students will read excerpts from *Forty Studies That Changed Psychology: Explorations into the History of Psychological Research* by Roger R. Hock. Students will apply the concepts from the corresponding unit to each of the studies throughout the course. **(Skill 1)**

2. **Course Activity 1:** Students learn brain anatomy by mapping the parts of the brain on a swim cap. Students place a plain white swim cap on a model foam head and then use a black marker to outline the parts of the brain to scale. Each part of the brain can be colored with a marker and then labeled. **(Skill 1)**
Course Activity 2: Using the model, students explain the relationship between physical components of the brain and specific behaviors or sets of behaviors. **(Skill 1)**

3. **Course Activity 1:** Using a split-brain patient research, students will identify the stages through which a visual stimulus is recognized in the human brain. **(Skill 1)**
Course Activity 2: Provide students with various scenarios of physiological changes in the body related to the endocrine system. Students should read the scenario, identify the hormone, and explain why the change is occurring. At the end of the unit, or after Topic 2.3 of the AP Course and Exam Description, have students compare and contrast neurotransmitters and hormones. **(Skill 1)**

Curricular Requirement 4

The course provides opportunities for students to develop understanding of the learning targets related to Skill Category 2: Analyze and interpret quantitative data, as outlined in the AP Course and Exam Description (CED).

Required Evidence

- 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.

Samples of Evidence

1. **Course Activity Series:** First, students will read summaries of several research studies for a given unit. Next, each of the research studies will be discussed in class as they relate to the unit content. Finally, students will be asked to identify the type of statistical analysis described in each of the studies and interpret the data presented on a questionnaire or a handout. **(Skill 2)**

2. **Course Activity 1:** 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)**
Course Activity 2: Students are provided a research article specifically related to short-term memory. Students will analyze the data and the conclusion in the article. **(Skill 2)**

3. **Course Activity 1:** Activity involves providing students with graphed data. Students will interpret data related to a unit topic, using the data to develop a strategy for application to resolve a problem or address a stated situation. **(Skill 2)**
Course Activity 2: Students will be presented with hypotheses from a research study and must articulate an appropriate analytic strategy to test those hypotheses. **(Skill 2)**

Curricular Requirement 5

The course provides opportunities for students to develop understanding of the learning targets related to Skill Category 3: Analyze psychological research studies, as outlined in the AP Course and Exam Description (CED).

Required Evidence

- 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.

Samples of Evidence

1. **Course Activity Series:** The syllabus provides specific examples of research studies (references, articles, etc.) as well as a description of how the research studies are used as part of a lab or class activity. **(Skill 3)**

2. **Course Activity Series:** As part of a lab, students formulate a hypothesis. Next, students are given an opportunity to test their hypothesis and gather data. Finally, students read about published research studies related to the lab hypothesis and analyze the results of these studies as they compare to the results of the study conducted in the classroom. **(Skill 3)**

3. **Course Activity 1:** Students are provided with a research study related to a specific unit topic. Students are required to analyze the report and then explain the concept and apply the concept through a description of behavior, theories, and/or perspective specific to a situation. **(Skill 3)**
Course Activity 2: Students will generate operational definitions of various psychological constructs throughout the course. Students are asked to analyze research studies within a specific content area. **(Skill 3)**