



Curriculum Proposal for Board of Education Curriculum Committee

Guidelines for Curriculum Proposal

Please provide clear, concise, and thorough statements for each of the following that apply.

- A. Current Curricular Description
- B. Standards for Learning
- C. Expected Student Learning Outcomes
- D. Time Requirements
- E. Personnel Requirements
- F. Facilities/Equipment Requirements
- G. Teaching Strategies and/or Methodologies
- H. Material/Textbook Needs
- I. Costs
- J. Schedules
- K. Evaluation Procedures
- L. Follow-up
- M. Other Staff Affected

Building Administrator: Don Eastman GLHS

Date: 1/21/25

Dept./Gr. Level Chair: Scott Minehart, Social Studies Dept. Chair

Date: 1/21/25

Other Staff Affected:

CURRICULUM PROPOSAL FORM

Proposal must be submitted to the Assistant Superintendent of Curriculum & Instructional Technology

2 weeks prior to a presentation before the Board of Education Committee

Proposal / Course Title: AP Psychology

Staff Member Requesting: Josh Cunningham

Department/Grade Level: Social Studies/11-12

THIS IS A PROPOSAL FOR (*italicize all that apply*):

New Course

Course Content Change

Instructional Methods Change

Textbook Review or Change

Other

Number of Classes: 1 year-long class

Total Number Students: 24-28

Total Number of Teachers: 1

Requirements (facilities, materials, textbooks, anticipated costs, equipment):

A standard classroom will suffice for this course. The AP Textbook has already been purchased, so year 1 is ready to go in that regard. Supplemental costs may include lab materials and/or visiting speakers. Anticipated costs not to exceed \$500 in year 1.

A Current Curricular Description

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

B. Standards for Learning

The AP Psychology framework is aligned with content and skills used in college-level courses and recommended by the American Psychological Association (APA) Introductory Psychology Initiative. The framework is organized into five units that mirror the content organization recommended by the APA. This framework integrates key skills throughout the course that students need to be successful in subsequent courses in psychology. The focus of the framework is to provide the student with a learning experience that supports the learning of introductory psychology content and skills.

C. Expected Student Learning Outcomes

[AP Psychology Course and Exam Description](#)

D. Time Requirements

3 trimesters/1 school year (possibly 2 trimesters. The curriculum calls for 45-minute classes, 5 days a week for an entire school year. The fact that we have 72-minute classes, may allow for us to complete the curriculum in 2 trimesters. I can confer with AP representatives when I take the training session this summer.)

E. Personnel Requirements

[Certified to teach psychology](#). Trained in the AP approach. (Workshop is \$150)

F. Facilities and Equipment Requirements

Minimum requirements: Standard high school classroom with an AP textbook.

G. Teaching strategies and methodologies

[AP Psychology Course and Exam Description](#)

H. Materials and Textbook needs

The AP Textbook has already been purchased, so year 1 is ready to go in that regard. Supplemental costs may include lab materials and/or visiting speakers.

I. Costs

Anticipated costs not to exceed \$500 in year 1 for the course. The workshop for the teacher is \$150.

J. Schedules

NA

K. Evaluation Procedures

Students will prepare for and voluntarily participate in the AP Psychology Exam in May offered through CollegeBoard.

L. Follow up

Stay apprised of changes in the AP test and curriculum. Resources include online support from CollegeBoard and other sites designed to keep teachers up to date on key developments in curriculum and exams.

M. Other staff affected

Counselors track prerequisites and encourage students to enroll. Occasional conversations with the department head to discuss the progression of the curriculum and any materials to support it.

Lab and Supplemental Materials 9/12/25 Curriculum Committee

<u>Experiment</u>	Associated Book	Cost
<u>Learning</u>		
Watson and Little Albert	Conditioned Emotional Reactions: The Case of Little Albert	8.99
Skinner and superstitious behavior	Psychology Classics: Superstition in the Pigeon	\$9.99
Thorndike and the law of effect	Animal Intelligence	8\$
Instrumental conditioning in cats	Classical & Operant Conditioning - The Comprehensive Guide: Understanding Behavior, Methods, and Practical Application in Everyday Life	18.99
Tolman and latent learning		\$27
Garcia on taste aversion (one-trial learning)	John Garcia: Life of a Neuroethologist and History of Conditioned Taste Aversion	\$24.95
Seligman and learned helplessness	Learned Helplessness: A Theory for the Age of Personal Control	\$44.77
Seligman on biological predispositions of learning	Biological Boundaries of Learning	\$14.29
Rescorla and the cognitive model of classical conditioning	Classical Conditioning and Operant Conditioning	\$58.39
Breland and Breland's instinctual drift	Animal Behaviour	\$93.99
<u>Social</u>		
Milgram and obedience	Obedience to Authority: An Experimental View	10.39
Bandura and observational learning of aggression	Aggression: A Social Learning Analysis	\$21.97
Sherif and autokinetic illusion	An Outline of Social Psychology	\$36.84
Sherif and superordinate goals	Group Conflict and Co-operation: Their Social Psychology	\$61.99
Asch and conformity	Social Psychology	20.71
Zimbardo and prisons	The Lucifer Effect	\$12
Festinger and cognitive dissonance	A Theory of Cognitive Dissonance	\$35.00

Latane and Darley on the bystander effect	The unresponsive bystander: Why doesn't he help?	\$39.88
<u>Emotion</u>		
Schacter Singer - cognitive appraisal of emotion	Emotion, obesity, and crime	\$15.44
<u>Memory/Cognition</u>		
Sperling and sensory storage	Visual Intelligence: How We Create What We See	\$23.16
Peterson and Peterson on short-term memory duration	Cognitive Psychology: A Guide to Neuropsychology, Neuroscience and Cognitive Psychology	\$14.99
Miller on short-term memory capacity	Short-Term and Working Memory	\$55.19
Deese–Roediger–McDermott false memory paradigm	Associative Illusions of Memory: False Memory Research in DRM and Related Tasks (Essays in Cognitive Psychology)	\$23.04
<u>Clinical</u>		
Rosenhan Being Sane in Insane Places	The Great Pretender by Susannah Cahalan	\$21.99
<u>Developmental</u>		
Gibson and the visual cliff	Principles of Perceptual Learning and Development by Eleanor Gibson	\$33.58
Harlow and attachment	Love at Goon Park	\$14
Piaget and object permanence	Jean Piaget's Theory of Cognitive Development	\$10.99
Piaget on conservation	Childs Conception of Number	\$10
<u>Biological</u>		
Sperry and Gazzaniga split-brain surgery	Tales from Both Sides of the Brain: A Life in Neuroscience	7.48 and up
Hubel and Wiesel Feature Detectors	Brain and Visual Perception	\$43.56
Classic and Operant Conditioning		52.39
	TOTAL	\$866.42

