



Naperville North
 AP Psychology Syllabus

Department Chair: Joanna Berg (imberg@naperville203.org)

District 203 Mission

To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors

Social Studies Department Mission:

Our mission is to equip students with knowledge and skills so they can be active global citizens, curious thinkers and empathetic and compassionate human beings through our dynamic teaching and collaboration

Course Description: This Advanced Placement course in Psychology provides students with the opportunity to pursue the equivalent of a college course. Students will study the following psychological concepts: psychoanalytic theory, behaviorism, abnormal psychology, critical and scientific experimental research methods, physiological psychology, states of consciousness, developmental psychology, social psychology, and treatments for psychological dysfunctions. The course will allow students to pursue special interests in psychology through projects, activities, classroom presentations, and exposure to the psychological community. In addition to receiving a weighted grade, students are expected to take the College Board AP Psychology exam in May. – Teacher Recommendation Required

Units: [Follows the AP Myers' Textbook Unit / Module Breakdown]

<u>1st Semester:</u>	<u>2nd Semester:</u>
1. Module 1.1 & 1.2: Scientific Foundations 2. Module 7 Part 2: Personality 3. Module 5 Part 2: Testing & Individual Differences 4. Module 4: Learning 5. Module 7 Part 1: Motivation, Emotion, & Stress 6. Module 8.1 & 8.2: Clinical Psychology	1. Module 2.1: Biological Bases of Behavior 2. Module 3: Sensation & Perception 3. Module 2 Part 2: States of Consciousness 4. Module 5.Part 11: Cognition 5. Module 6: Developmental Psychology 6. Module 9: Social Psychology

Field Trips (if permissible): Learning & Naturalistic Observation at the Brookfield Zoo (1st Semester) & Psych Stations at Museum of Science and Industry (2nd Semester). The field trips are designed to enrich the learning experience of the students to make more solid connections to the content of the course. **The field trips, while such great learning experiences, are a privilege.** Students must be passing all of their classes and in compliance with our attendance policy in order to qualify for the field trip experience

Expectations: This course is a college-level course intended to prepare you for exceeding on the AP Psychology Exam this spring. As you know, this is a weighted course, so expectations of academic work are greater than ordinary course standards. Also, if you are enrolled to simply pad your GPA, please take another class. If you have a sincere desire to learn, to grow/evolve as an individual, debate, explore, challenge, and cooperatively develop your intellect and emotional quality (as both a responsible citizen and a member of our community of learners)...welcome!

Your Responsibilities: Be ready to learn. Come to class prepared. Bring your chromebook and any other materials you need for class. Check CANVAS **EVERY DAY**. Do not use your cell phone. Excuse yourself when necessary, quietly & considerately. Use your common sense and good judgment. Do not ask silly questions, such as, "Can I go to the bathroom?" or "May I fill up my water bottle?" Just do what you need to do. Instead, ask me tough, challenging, and thoughtful questions, such as, "Why do you believe that...?" , "Why is a liberal arts education necessary in the 21st Century?," or "Is human nature quantifiable?" **Read, Study and Learn.**

My Responsibilities: Be ready to teach and to learn. To try my best to make sure you have every opportunity to succeed in this class.

Canvas: Check Canvas every evening. All assignments and outside readings will be posted on Canvas. There will generally be several reading assignments throughout each week. If a reading assignment is posted on Canvas you can be quizzed upon it the next day in class. Be Prepared!



Materials: It is highly recommended to have a binder / folder and index cards or spiral notebook dedicated to vocabulary terms. There are a significant number of vocabulary terms that we will discuss and that are relevant to the AP exam that it would be helpful to record those terms throughout the school year.

Attendance: You are expected to be in class every day and be on time. After 10 absences you may no longer have the ability to make up missed assignments. Arriving to class late more than 10 times will result in a referral to the Dean's Office..

Grading Disbursement

A=100-89.5%, B=89.4-79.5%, C= 79.4-69.5%, D=69.4-59.5%, F=59.4-0%

Semester Grade = Coursework (85%) + Final (15%)

Coursework consists of...

- **Practice Work – 10%**- Module Work, Notes, Worksheets, etc.
- **Evidence Work- 90%**- Reading Quizzes, Vocabulary Quizzes, Labs, Papers, Unit Tests & Projects

Grading Practices

At Naperville North we define "**Practice**" and "**Evidence**" work as follows:

- Practice work is a fundamental part of the learning and preparation process and will not be accepted after the due date unless specifically requested by the teacher.
- Evidence of learning (Summative or formative assessments) submitted after the due date cannot be penalized more than a total of 10% and must be submitted within 5 school days after the original due date.
- A zero on a summative assessment will only indicate that no attempt was made by the student. OR If a legitimate attempt is made on an assessment, a score of 50% will be the lowest possible grade.
 - Students will be eligible for the 50% floor through timely and consistent completion of practice work and formative assessments.

Reassessment Policy

- The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient.
- Students who have demonstrated sufficient learning of the essential standards, but scored below 80% will be allowed reassessment opportunities on summative assessments if they so choose. To be eligible for reassessment, students must
 - Demonstrate readiness for the assessment through timely and consistent completion of practice work and formative assessments.
 - Complete designated learning experiences as assigned by the teacher
- Reassessments MUST be completed within 5 school days of the student receiving feedback unless otherwise determined by the instructor. The reassessment deadline should be communicated in an IC comment.
- Project-based assessments that include multiple opportunities for feedback and improvement in the assessment process will represent multiple attempts and be considered a re-assessment.
- Higher reassessment grades will replace the original assessment score (but will not exceed 80-90% selected by the school).
- Practice work is not eligible for reassessment.
- Evidence of Learning work may be eligible for reassessment. Refer to the chart below for eligibility:

<input type="checkbox"/> The assessment included multiple opportunities for feedback and improvement in the process for the final product OR formative assessments are aligned to standards, allow students to practice in the same assessment format, and gain feedback for improvement before the summative assessment.	<input type="checkbox"/> There was timely and consistent completion of practice work and formative assessments. <input type="checkbox"/> A one-time performance on an assessment does not reflect the student's level of proficiency leading up to the assessment. <input type="checkbox"/> Summative assessment score is below 85%.
Not eligible for reassessment	Eligible for reassessment if all three statements above are true.

Academic Integrity: I want to receive *your* work throughout this semester. There will be strict consequences for any work turned in that does not adhere to the academic integrity code here at NNHS. If you use an outside source, cite it! Violations of academic integrity policy will be consequence by administration in collaboration with the DC/teacher.

D203 AI Belief Statement: At Naperville North High School, we strive to build a learner's mindset in all students, developing qualities such as adaptability, communication, critical thinking, and global citizenship. Generative Artificial Intelligence (AI), offers new opportunities to engage with important technology relevant to the future that also raises significant educational considerations. AI tools provide unique ways to engage students in the learning process, hence we encourage our staff to guide students in using AI responsibly. Teachers have the authority to establish guidelines for AI use in their classrooms, setting clear expectations for how AI can be used on learning tasks. Concurrently, we recognize that reliance on AI risks replacing genuine student engagement and original thought, undermining the attributes we aim to cultivate. Striking a balance between leveraging AI tools effectively and maintaining educational standards is crucial to the learning experience of each student.

Cell Phone and Ear Policy: All Cell Phones and earbuds should be put away at the start of the class period. Only when directed to do so can students use earbuds to listen to music or use their phones. It is the expectation that students are paying attention and engaged in course work so students are to put all phones away in their bag during class instruction and activities. When leaving the classroom for the restroom, the cell phone remains in the classroom in the student's backpack. Should a student need constant reminders regarding cell phone usage, they will put their phones in a bag labeled with their name and can retrieve it at the end of the class period.

AP Psychology Skill Standards:

1. Drawing meaning from artifacts

- a. Identify compelling questions addressed by an artifact (inquiry)
- b. Cite specific details as evidence to support analysis of artifacts (understanding fact & opinion)
- c. Analyze how a key terms are used and refined over the course of an artifact (understanding vocabulary)
- d. Determine main ideas (summarizing)
- e. Evaluate artifacts to determine strength of evidence (evaluating bias)
- f. Identify connections between concepts (inference)
- g. Evaluate possible explanations for evidence (divergent thinking)

2. Using the scientific method

- a. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information (critical thinking)
- b. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks (scientific method)
- c. Analyze the specific results (correlation)

3. Reading, writing, & speaking grounded in evidence from artifacts

- a. Craft knowledgeable claims that are increasingly Concise, Logical, Argumentative, Interpretive, & that Map Reasons (claim writing)
- b. Distinguish claim from alternate or opposing claims (compare & contrast)
- c. Create an organization that logically sequences the claim, counterclaims, reasons, and evidence (organization)
- d. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims (significance)
- e. Use words, phrases, and clauses as well as varied syntax to clarify the relationships between claims, reasons, evidence, and counterclaims (grammar)
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing (formal style)

4. Making appropriate conclusions

- a. Integrate claims presented by diverse artifacts (synthesis)
- b. Apply claims to individual, group, cultural, & human behavior in general (application)
- c. Analyze & comprehend claims of artifacts independently and proficiently (evaluation)

AP Psychology Course Syllabus - Mrs. Berg's Class



***Media Parent Notification:**

This is to notify you that throughout the semester, the AP Psychology classes will be watching films in their entirety or excerpts related to the topic of psychology. Some of these films may contain adult content such as language, violence, or graphic scenes. These films are an integral part of the curriculum and offer a unique point of view which cannot be otherwise presented. It is the Psychology Team's responsibility to determine the maturity level necessary to comprehend and appreciate these films, and we feel that these films are appropriate to be viewed by your child. However, if you prefer for your child not to view these films for whatever reason, he/she will be sent to a study area to complete an appropriate alternate assignment. There will be no academic or disciplinary penalty for any student who may choose this alternate assignment.

Films included in the curriculum may include:

<i>The Breakfast Club</i> <i>Inception</i> <i>Good Will Hunting</i> <i>Split</i> <i>What About Bob?</i> <i>The Stanford Prison Experiment</i>	<i>Inside Out</i> <i>Shutter Island</i> <i>A Beautiful Mind</i> <i>Identity</i> <i>Infinitely Polar Bear</i>	<i>Little Miss Sunshine</i> <i>Good Will Hunting</i> <i>The Dark Knight</i> <i>As Good As It Gets</i> <i>Mean Girls</i> <i>Three Identical Strangers</i>	<i>Silver Linings Playbook</i> <i>Pursuit of Happyness</i> <i>Proof</i> <i>The Aviator</i> <i>Captain Fantastic</i>
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Looking forward to a great school year together

Student and Parent/ Guardian Waiver - Please complete and return the bottom portion by Monday.

I _____(student) have read through the entirety of this course syllabus and understand

the expectations of the course. _____(signature) _____(date)

I _____(Parent/ Guardian) of the above student have read and understand the course expectations and approve of my student watching the above films as well.

_____ (signature) _____(date)