INTRO TO PSYCHOLOGY COURSE SYLLABUS
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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
The curriculum of this course focuses on human thought and behavior and is an introductory level behavioral science course. Some units of study in this course include, but not limited to; personality, emotions, sensation, perception, and learning and memory. Students will also explore and engage in learning related to mental health and abnormal psychology. The course content also emphasized the connection between theory and its practical application and utilizes college preparatory objectives as its guidelines.

Course Skills
- Visual Literacy (including maps, charts, graphs, political cartoons, and economic data)
- Consumer Economics and Personal Finance Application
- Examination of cause and effect relationships based on economic indicators and trends
- Macro and Micro Economic Analysis
- Textual Analysis
- Claim Writing and identification of appropriate support
- Research Skills including using the library databases

Course Skills

Skill Standards	Content Standards
1.Create an argument using psychological perspective. Using content specific vocabulary develop claims and counterclaims fairly and thoroughly supplying the most relative data for each, while pointing out the strengths and limitations of both claims and counterclaims. 2.Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.	1. **SS.Psy.1.9-12 Identify scientific methodologies utilized in psychological research.** 2. **SS.Psy.2.9-12 Evaluate the conclusions made by psychological research, including ethical concerns.** 3. **SS.Psy.3.9-12 Understand a variety of psychological perspectives and apply their concepts and theoretical ideas to the investigation of similarities and differences in behavior and mental processes.** 4. **SS.Psy.4.9-12 Analyze how biological, psychological, and sociocultural factors and their interactions influence individuals' behavior and mental processes.** 5. **SS.Psy.5.9-12 Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.** 6. **SS.Psy.6.9-12 Identify and apply psychological thinking to personal and societal experiences and issues.** 7. **SS.Psy.7.9-12 Apply psychological knowledge to their daily lives.** 8. **SS.Psy.8.9-12 Use appropriate psychological terminology with reference to psychologists, their experiments, and theories in order to explain the possible causes of and impact on behavior and mental processes**

Grading Disbursement and Grading Practices
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 Infinite Campus 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).

The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 85%.

- Practice work is not eligible for reassessment.
- Evidence of Learning work may be eligible for reassessment. Refer to the chart below for eligibility:

☐ 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.	☐ There was timely and consistent completion of practice work and formative assessments. ☐ A one-time performance on an assessment does not reflect the student's level of proficiency leading up to the assessment. ☐ Summative assessment score is below 85%.
Not eligible for reassessment	Eligible for reassessment if all three statements above are true.

Academic Integrity Code Statement

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect and trust. The integrity of our district's academic programs is built upon these principles.

Academic integrity violations include cheating; plagiarism, self-plagiarism or copy infringement; obtaining or providing an unfair advantage; falsification of documents; unauthorized access to records; and inappropriate collaboration, whether intentional or unintentional. **The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.**

☐ 203 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.

Communication
- You are encouraged to communicate with your teacher regarding questions.
- Teachers make every effort to respond to emails and phone calls within 24 hours during the work week.

- The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered

Films

This course may utilize the use of films to support the learning targets and essential standards of the course. Any permission slip will be sent home (via hardcopy or through Infinite Campus) for any film that is Rated R and an alternative assignment and/or learning experience will be provided for students who choose not to view the film.

Field Trips

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

Additional Resources for Support
➢ You can make an appointment with your teacher should they need additional instruction or support in learning material.
➢ You can attend your teachers WIN sessions to review material or work on mastery of content
➢ Peer Tutoring is provided during all Lunch periods in the Literacy Center

Parents or Guardians

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.

We encourage students and parents to:
- Actively check Infinite Campus for their student's grade.
    o Infinite Campus is a tool to progress monitor student work until the final course grade is posted.
    o Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks and review upcoming projects and assessments.