**AP Psychology**

**Teacher Contact Information:**

Teacher Name: Mr. Steve Beermann

Classroom Number: 316

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\*\*\*Email is the preferred method of contact\*\*\*

**Course Description:**

AP Psychology is a one-year introductory course, designed to provide students with a learning experience equivalent to that of a college level psychology course, and to prepare students for the AP Psychology exam. This course is designed to allow students to experience an in-depth exploration of human thought processes and behavior through various psychological perspectives, including the psychoanalytic, biological, cognitive, behavioral, sociocultural, and humanistic schools of thought. Key terms, concepts, leaders, and principles of psychology are introduced, as well as contradicting viewpoints as to how these basic factors can be interpreted.

Students enrolled in this course must commit to engaging in a strong amount of coursework and homework, including reading, outlining, research, discussion, essay writing, as well as various assessments. Major goals of the course are to expand students’ knowledge of psychology, allow students to apply course concepts to themselves and the surrounding world, and to fully prepare students for the AP Psychology exam.

***AP Psych Exam is May 16th***

**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.

**Student Materials:**

2-Pocket folder

Notebook/paper & Writing utensil

Laptop & charger

**Textbook:**

Discovering Psychology: Science of the Mind 3e. Cacioppo, Freburg, Cengage

**Classroom Expectations:**

1. Be on time and ready to learn with your laptop and classroom supplies.

2. Be an active listener in the classroom.

3. Respect towards everyone in our classroom.

**Classroom Management Plan:**

It is my goal that all of my students are in class and learning. I always strive for my classroom to be a positive learning environment. To that end my priority is for you to be in my class as much as possible. I will try to exhaust all of my options to make sure that we work together to solve any behavior issues that arise throughout the year.

Type III infractions as outlined in the 24/25 SLPS Student Code of Conduct will be dealt with according to the following protocols:

1. 1st redirect/Verbal warning
2. 2nd redirect/ Conversation with student
3. Phone call and email to parent

If behavior persists and is unresolved the following steps may be used:

1. Referral to Deans
2. Parent - Teacher Meeting
3. Restorative Intervention / Conference
4. Referral to Counselor
5. Alternative Setting for Self-Reflection
6. Removal of Privileges

**Assignments:**

* **Summative 60%**
  + **Tests**
  + **Projects/Presentations**
  + **FRQ Essays (Free Response Questions)**
* **Formative 40%**
  + **Do Now/Exit Slips**
  + **Quizzes**
  + **Homework guided notes**
  + **Class Assignments**

**Course Outline: (Subject to change)**

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| **Week** | **Topic** |
| Week 1 - Intro | Class Introduction and Ice Breakers |
| Week 2-4 | Unit 0: Scientific Methods |
| Week 5-10 | Unit 1: Biological Bases of Behavior |
| Week 11-15 | Unit 2: Cognition |
| Week 16-20 | Unit 3 – Cultural Conversations |
| Week 21-25 | Unit 4 – Cultural Perspectives |
| Week 26-30 | Unit 5 – Cultural Perspectives |
| Week 31-35 | Time to cover additional topics if needed and Exam Prep |