



LISLE SENIOR HIGH SCHOOL

LISLE SENIOR HIGH SCHOOL PSYCHOLOGY SYLLABUS

Department Contact Information

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DEPARTMENT MISSION

A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It is the mission of the Lisle District 202 Social Studies Department to utilize the tools of the Common Core to provide students with the historical thinking skills to become good citizens, neighbors, members of society and informed participants on a local, national, and global level. With the culmination of their studies, students will be prepared to successfully navigate the requirements of capstone courses. Social Studies must also help students understand, respect, and appreciate the commonalities and differences that give people character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

We as Social Studies teachers will strive to refine our methods, collaborate to coordinate curriculum and general learning philosophies, and stay informed regarding best practices and pedagogical innovation.

COURSE DESCRIPTION

Introductory course in psychology that is designed to create active intellectual and emotional involvement by the student, not only in life, but in learning the science of psychology: Psychology encompasses broad areas of research about the individual human mind. This information is made available to students wishing to understand themselves and others better.

(.5 credit) (Junior-Senior)





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COURSE LEARNING STANDARDS

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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 understanding of the subject under investigation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- Identify scientific methodologies utilized in psychological research.
- Evaluate the conclusions made by psychological research, including ethical concerns.
- 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.
- Analyze how biological, psychological, and sociocultural factors and their interactions influence individuals' behavior and mental processes.
- Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
- Identify and apply psychological thinking to personal and societal experiences and issues.
- Apply psychological knowledge to their daily lives.
- 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.

COURSE GRADING POLICY

Course Grading

Your course grade will reflect the following during the course of the semester:

Summative Assessments- 85%

Formative Assessments- 15%





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Overall Semester grade

80 % Semester Grade +
20% Final Exam
= 100% Overall Semester Grade

Grading Disbursement

A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 59 and Below

LATE WORK POLICY

Formative Assignments: All late work must be completed by the **due date**. Anything turned in after the due date up until the **deadline** for late work will receive a maximum grade of 90%.

Summative Assignments: All late summative test assessments must be completed by the assigned **deadline date** or they will receive a zero. Arrangements must be made between the student and teacher for an appropriate time usually before or after school or during the student's study hall. All summative project based work must be turned in on the **due date** for full credit. After the **due date** the assessment will receive a maximum grade of 90%. If a summative assignment is not completed by the **deadline date** a student will receive a zero.

COMMUNICATION WITH COURSE TEACHER(S)

- Make an appointment with your teacher before or after school.
- Teachers make every effort to respond to emails and phone calls within 48 hours during the workweek.
- The best way to communicate with teachers is through email; however, if you have not received a response in 48 hours, please resend the email or call their voicemail. Your email may have gone into the spam folder.

OTHER SUPPORT

- Attend peer tutoring in the Learning Resource Center M, W & F during all study halls.
- Drop in for peer tutoring during lunch periods or before and after school through the Learning Resource Center.

