



# Making AP Engaging for ALL Students: Lessons from AP Psychology

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# Today's Process

- Today's presentation/discussion is designed to be very similar to the experience our students have in our classes.
- All of our materials are online - please sign on to our Google form to get access to our course website.
- Please ask clarifying questions during the presentation.
- Hold big questions to the end. Just about every point on every slide has been a discussion for us; we will try to follow your lead on what you would like to discuss.

# Evanston Township High School

- Equity and excellence
- ETHS pulls from the City of Evanston and the eastern edge of the Village of Skokie
- Current enrollment is 3,120
- Our population is 31% black, 16.6% Latino, 4% Asian, 43.4% white, 4.8% two or more races
- 41% of our students receive free or reduced lunch
- Graduation rate is 85.6%
- College attendance rate is 76%



# **ETHS Advanced Placement Classes 2013-2014** ***(27 Total Classes in Six Different Departments)***

## **English**

Language and Composition  
Literature and Composition

## **Fine Arts**

Art History  
Portfolio/Studio  
Music Theory

## **History & Social Sciences**

European History  
Psychology  
United States History

## **Mathematics**

Calculus AB  
Calculus BC  
MV Calculus/Linear Algebra  
Computer Science  
Statistics

## **Science**

Biology  
Chemistry  
3 Chemistry/Physics  
4 Chemistry/Physics  
Environmental Science  
Physics B  
Physics C

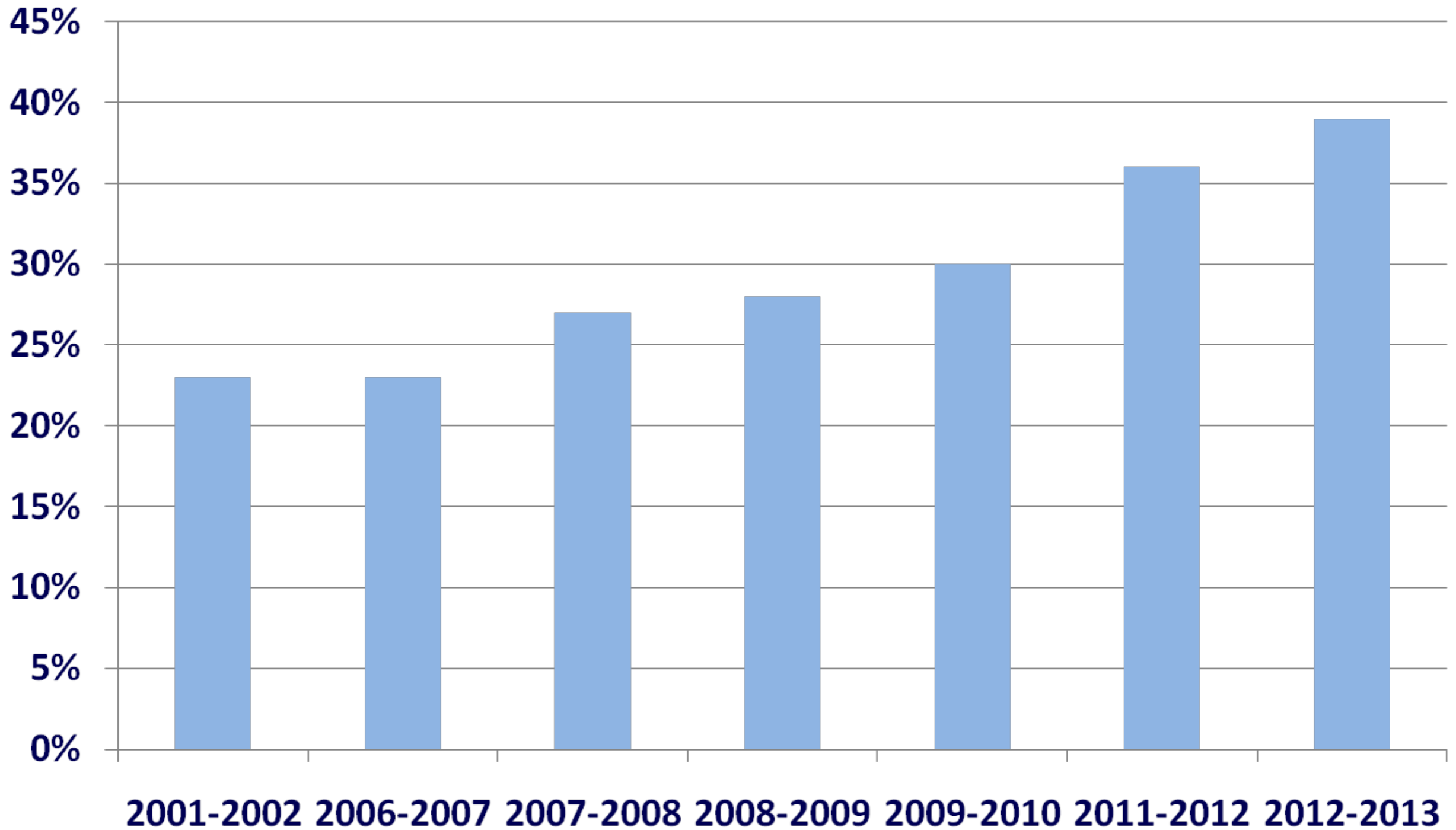
## **World Languages**

5 French  
4 German  
Latin  
4 Spanish Heritage Literature & Language  
4 Spanish Literature & Language  
5 Spanish Literature & Language  
Advanced Spanish Language

# Enrollment in Advanced Placement

- **Enrollment**  
290 in 1995 → 948 in 2014
- **Percentage in grades 11/12**  
40% in 2000 → 68% in 2014
- **Percentage change for Black, Latino and White**  
→  
**Black:**     13% in 2007 → 38% in 2014  
**Latino:**    22% in 2007 → 58% in 2014  
**White:**     61% in 2007     82% in 2014

## Percentage of Students of Color in AP at ETHS



# What we believe....

- AP is for everyone.
- Learning is social, should be relevant and student-centered.
- Intelligence is malleable and can be grown.
- Relationships matter.
- Attitude and effort count - high expectations with lower anxiety.
- This course is about the student's journey AND destination.





# The Evolution of AP Psychology at ETHS

Psych begins at  
ETHS;  
7 sections,  
3 teachers;  
“Traditional” AP

11 sections,  
5 teachers;  
Who’s taking AP and  
are we serving them?

2007

2010

2011

2013

Purposefully  
creating  
community; Why  
are students  
taking this  
course?

8 sections,  
4 teachers;  
Overt effort to  
include more  
students;  
Test retake debate

13 sections,  
5 teachers;  
52% of all seniors  
300+ students);  
“Contract” work;  
Course-wide survey

# Part 1 - “Priming” Lecture

## Unit 3: Biology of the Brain & Nature, Nurture and Human Diversity (Chapters 2, 4)

### Essential Questions:

1. What is the role of your brain and nervous systems in your daily functioning?
2. To what degree does biology play a role in your identity and behavior (Nature)?
3. How much do your personal experiences influence your biology and behavior (Nurture)?

| Monday  | Tuesday   | Wednesday  | Thursday  | Friday   |
|---|---|--|---|--|
| 9/30  | 10/1  | 2  | 3<br>Unit 2 Test Review<br>+<br>Intro to Unit 4   | 4<br>Neural<br>Communication<br>Lecture – <i>Neurons,<br/>Neurotransmitters &amp;<br/>the Nervous System</i> |
| 7<br><u>Study Group – Neural<br/>Communication</u><br>(concept assessment,<br>group discussion & plan<br>mini-contract 3.1)<br><br><b>*Notes p. 48-60 due</b> | 8<br><u>Mini-Contract 3.1 –<br/>Neural Communication</u><br>Work day  | 9 – <i>Assessment Day</i><br><br>Parent/Teacher<br>Conferences 6-9p          | 10 – <i>Non-Attendance<br/>Day for Students</i><br><br>Parent/Teacher<br>Conferences<br>3:30 – 5:30 & 6:30 –<br>9:00p | 11<br><br>Non-Attendance Day   |
| 14<br><br>The Brain Lecture<br><br><b>*Mini-Contract 3.1 due</b>  | 15<br><u>Study Group - The<br/>Brain</u><br>(concept assessment,<br>group discussion & plan<br>mini-contract 3.2)<br><br><b>*Notes p. 61-81</b>   | 16<br><br>Mini-Contract 3.2 –<br><i>The Brain</i><br><br>Work day #1         | 17<br><br>Mini-Contract 3.2 –<br><i>The Brain</i><br><br>Work day #2  | 18<br><br>Genetics & Natural<br>Selection Lecture<br><i>NATURE</i><br><br><b>*Mini Contract 3.2 due</b>      |
| 21<br><br>Experiences Influence<br>on Behavior Lecture<br><i>NURTURE</i>  | 22 – <i>Movie Night 7-9p Aud.</i><br>Study Group – <i>Nature<br/>&amp; Nurture</i><br>(concept assessment,<br>group discussion & plan<br>mini-contract 3.3)<br><br><b>*Notes p. 128-163</b> | 23<br><br>Mini-Contract 3.3 –<br><i>Nature &amp; Nurture</i><br><br>Work day | 24<br><br>Wrap Up Unit<br>&<br>Review<br><br><b>*Mini Contract 3.3 due</b>  | 25<br><br>Unit 3 Test  |

# Part 2 - Reading/Vocabulary

## Chapter 3: Sleep and Dreams

3-4: How do our biological rhythms influence our daily functioning?

3-5: What is the biological rhythm of our sleeping and dreaming stages?

3-6: How do biology and environment interact in our sleeping patterns?

3-7: What are sleep's functions?

3-8: How does sleep loss affect us, and what are the major sleep disorders?

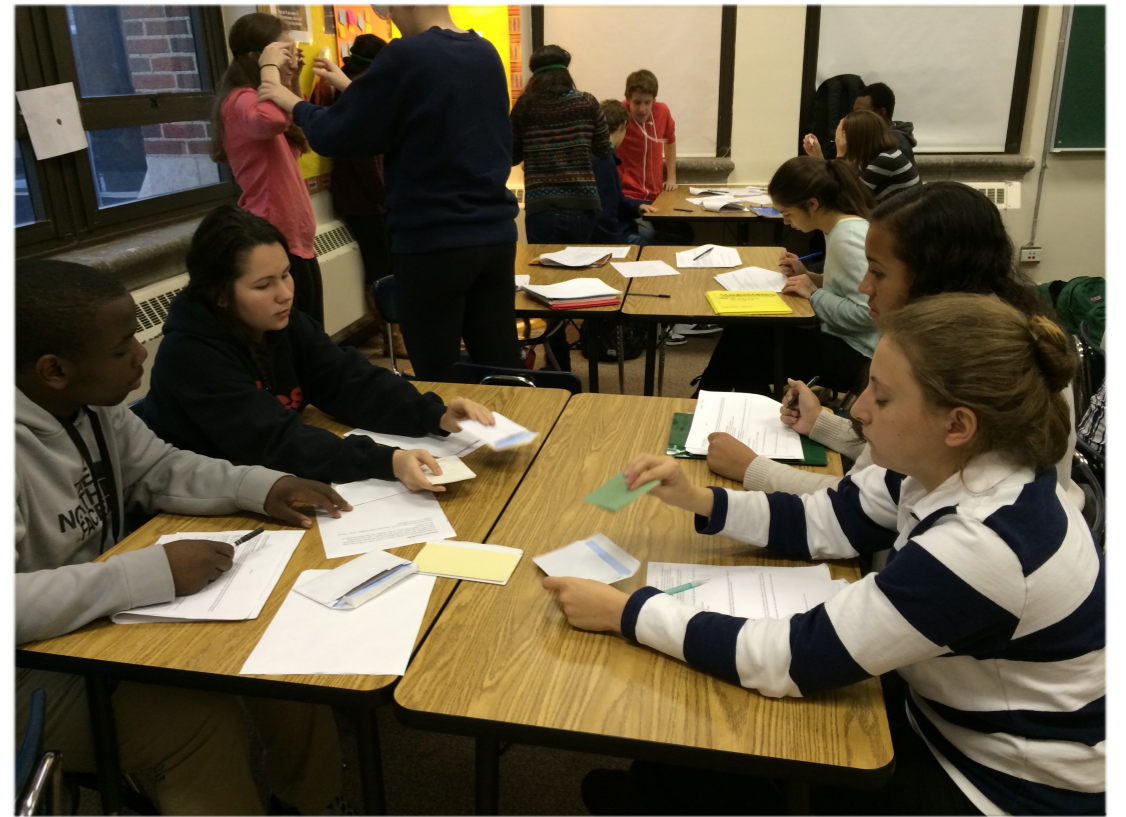
3-9: What do we dream?

3-10: What are the functions of dreams?

| Mastery<br>1-5 | Term                  | Definition | Connection or Example |
|----------------|-----------------------|------------|-----------------------|
|                | Circadian rhythms     |            |                       |
|                | REM sleep             |            |                       |
|                | Alpha waves           |            |                       |
|                | Sleep                 |            |                       |
|                | Hallucinations        |            |                       |
|                | NREM-1                |            |                       |
|                | Hypnagogic            |            |                       |
|                | NREM-2                |            |                       |
|                | Sleep spindles        |            |                       |
|                | NREM- 3               |            |                       |
|                | Delta waves           |            |                       |
|                | Paradoxical sleep     |            |                       |
|                | Sleep Patterns        |            |                       |
|                | Sleep theories        |            |                       |
|                | Effects of sleep loss |            |                       |
|                | Insomnia              |            |                       |
|                | Narcolepsy            |            |                       |
|                | Sleep apnea           |            |                       |

# Part 3 - Group Work/Concept Assessment

- How do we create groups
- Group work
  - Pre-assessment
  - Vocabulary and big idea discussions
  - Concept assessment (individual vs. group)
  - Planning for contract work



# Part 4 - “Contract” Work

- Do I know what I don't know?
- Response to quiz, pre-assessment
- What are you going to work on and why?
- Application vs extension
- Unit 3 contract



Name: \_\_\_\_\_

Period: \_\_\_\_\_

**Chapter 12: Emotions, Stress, and Health (p.486 – 511) - Mini-Contract #5.2 – Stress and Health**

Please choose and complete 3 of the following activities and the mini-contract reflection by **Tuesday, December 3**. Check the box next to the activities you choose AND evaluate your process and mastery of each activity after you have completed it.

**Process**

- 5 = It went smoothly; I knew exactly what to do.
- 4 = One thing confused me, but I figured it out.
- 3 = Ultimately I got it, but it needed some explaining.
- 2 = Did I do it right?
- 1 = Wait, what was I supposed to do?

**Mastery**

- 5 = I can teach it!
- 4 = I am confident with my knowledge.
- 3 = I still have some questions?
- 2 = I'm a little lost... help!
- 1 = Wait, what?

Application Choices:

| Done?<br>(check<br>off<br>here) | Process<br>5-1<br>(evaluate<br>here) | Mastery<br>5-1<br>(evaluate<br>here) | Activity   |
|---------------------------------|--------------------------------------|--------------------------------------|--|
|                                 |                                      |                                      | <b>PsychSim Tutorial #3: All Stressed Out</b> - Read through the tutorial and complete the "PsychSim 5: All Stressed Out" worksheet (in your packet)   |
|                                 |                                      |                                      | <b>TED Talk: Kelly McGonigal – How to Make Stress Your Friend:</b><br><a href="http://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend.html">http://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend.html</a>                    |
|                                 |                                      |                                      | <b>Article: "Why We Worry About the Things We Shouldn't..."</b> – Read, annotate, and complete a journal response: <a href="http://ksuweb.kennesaw.edu/~shagin/080923risk.pdf">http://ksuweb.kennesaw.edu/~shagin/080923risk.pdf</a>                             |
|                                 |                                      |                                      | <b>Article: "Who Says Stress is Bad For You?"</b> – Read, annotate, and complete a journal response: <a href="http://mag.newsweek.com/2009/02/13/who-says-stress-is-bad-for-you.html">http://mag.newsweek.com/2009/02/13/who-says-stress-is-bad-for-you.html</a> |
|                                 |                                      |                                      | <b>Vocab Work</b> – Quizlet, textbook flash cards, study group vocab sheet, etc.   |
|                                 |                                      |                                      | <b>Seek out a classmate</b> for collaboration on a topic with which you are struggling (use T-Chart)   |
|                                 |                                      |                                      | <b>Quiz 5.2B</b> – (get from instructor) to be completed if you scored lower than 70% on Quiz 5.2A   |

Extension Choices:

| Done?<br>(check<br>off<br>here) | Process<br>5-1<br>(evaluate<br>here) | Mastery<br>5-1<br>(evaluate<br>here) | Activity  |
|---------------------------------|--------------------------------------|--------------------------------------|---|
|                                 |                                      |                                      | <b>Breathing Meditation</b> – Use the following YouTube video to walk through a sample meditative exercise:<br><a href="http://www.youtube.com/watch?v=7wFX9Wn70eM&amp;feature=related">http://www.youtube.com/watch?v=7wFX9Wn70eM&amp;feature=related</a>                            |
|                                 |                                      |                                      | <b>Activity: Between a Rock and Hard Place</b> – Read and complete the activity (activity in packet).   |
|                                 |                                      |                                      | <b>Article: "Life, Change, and Stress"</b> – Read, annotate, and complete a journal response: <a href="http://www.edmondschools.net/Portals/3/docs/Terri_McGill/READ-Adjustment%20scale.pdf">http://www.edmondschools.net/Portals/3/docs/Terri_McGill/READ-Adjustment%20scale.pdf</a> |
|                                 |                                      |                                      | <b>Help teach</b> the concept to classmates – (use the T chart) work with one or more classmates  |
|                                 |                                      |                                      | <b>Psych in Your World #5.2</b> – short write-up of stress and health in your life or the world   |

# Part 5 - Reflection: How we assess our students

Name: \_\_\_\_\_

Period: \_\_\_\_\_

## UNIT \_\_\_\_\_ EVALUATION

| Evaluation Criteria<br>1-5  | Student<br>Evaluation<br>1-5 | Teacher<br>Evaluation<br>1-5 | Comments |
|---|------------------------------|------------------------------|----------|
| <p><b><u>Evidence of Learning:</u></b></p> <p>Unit Test Score _____</p> <p>Unit Test Retake _____</p>   |                              |                              |          |
| <p><b><u>Evidence of Preparation:</u></b></p> <p>Book Notes _____</p> <p>Class Notes _____</p> <p>Mini-Contracts _____</p> <p>Other? _____</p>                |                              |                              |          |
| <p><b><u>Personal Outcomes:</u></b></p> <p>Participation _____</p> <p>Self-Directedness _____</p> <p>Time Management/ _____<br/>Organization of Materials</p> |                              |                              |          |

Final Unit Evaluation: \_\_\_\_\_

# Part 6 - Do it

- This power point was priming (our lecture day)
- Vocabulary work and big ideas in your groups
- Concept assessment
- Contract work (go to one of four stations)



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