Course Description: Psychology is the scientific study of behavior and mental processes. The course will emphasize the mind and its development, principles of learning, memory, sensation and perception, personality theories, emotion and stress, states of consciousness, motivation, and abnormal behavior.

Attendance: Students are required to be in school every day. Students are responsible for communicating with their teachers to make up for missed learning.

Course Expectations: Although not everything is graded, everything is important. In order to demonstrate growth and learning, students will need to:

1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions) without distractions (cell phones, games, etc.)
2. Use morning time and the teacher to seek help outside of class when needed.
3. Complete all assessments within teacher timelines.

Grading

Academic Behavior Goals	• Collaborative goals created by the student and teacher to improve academic and personal abilities
Practices	• work and assignments designed to help students <u>build knowledge</u> <u>and skills</u> (daily work, notes, participation work)
Scrimmages	• work and assignments designed to <u>formatively assess</u> student progress towards learning targets (quizzes, learning checks)
Games	• assignments designed to <u>summatively assess</u> a students achievement of a learning target (tests, essays, projects)

Proficiency Scale			
4	**3**	**2**	**1**
Exceeds Proficiency	Meets Proficiency	Approaching Proficiency	Developing Foundations

Course Skills:

Skill #1	Evaluating Sources
	A. I can gather and evaluate relevant sources
Skill #2	Argumentation of Concepts
	A. I can identify arguments B. I can support and defend arguments
Skill #3	Comprehension
	A. I can demonstrate social studies comprehension
Skill #4	Communication and Collaboration (not calculated in grade)
	A. I can communicate and collaborate with others

Grade Determination:

The proficiency score for each skill will be determined based on recency, growth, and common trends on assessments. Semester Exams will be given to students as a chance to re perform in any skill that has not yet met proficiency.

A	B	C	D	F
100% - 90%	80% - 89%	70% - 79%	60% - 69%	0% - 59%
All skills achieved at 3 or 4 levels	All skills achieved at 2, 3 or 4 levels with at most one skill at 2 level	All skills achieved at 2, 3 or 4 levels with two or more skills at 2 level	All skills achieved at 1, 2, 3 or 4 levels with at most one skill at 1 level	All skills achieved at 1, 2, 3 or 4 levels with two or more skills at 1 level

Central High School Courses:

-Will determine grades based on student learning and growth.
-Will not include practice and behavior in grade determination.
-Will give all students regardless of absence an opportunity to demonstrate learning.
-Will not include extra credit.

Instructional Resources:

Visualizing Psychology (Carpenter and Huffman), AP Psychology (Myers), Supplemental videos via Crash Course Psychology, Activities pulled from online sources available via Canvas LMS

Course Calendar/Pacing:

August/September

		30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October

2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

January

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April

2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

May/June

		1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

Unit 1: Foundations of Psychology

Unit 2: Development, Learning, and Cognition

Unit 3: Personality and Individuality

Unit 4: Social Psychology

Semester Exams

Professional Development

2nd Semester

	Unit 1: Psychological Inquiry (4 weeks)	Unit 2: Development, Learning, and Cognition (4 weeks)	Unit 3: Personality and Individuality (3 weeks)	Unit 4: Social Psychology (3 weeks)
Skill: Source Evaluation **Subskill:** 1A I can gather and evaluate relevant sources	Learning Targets: 1. I can use psychological research methods to study behavior and mental processes. 2. I can interpret graphical representations of data as used in both quantitative and qualitative methods.	Learning Targets: 1. I can identify the principles of classical conditioning, operant conditioning, and observational and cognitive learning when presented in textual or real world scenarios. 2. I can use texts describing cognitive processes to describe thought and obstacles to thought, including problem solving and decision making.	Learning Targets: 1. I can analyze texts and identify theories of personality, assessment, and influence related to personality.	Learning Targets: 1. I can analyze psychological research examining race, ethnicity, socioeconomic status, gender, gender identity, and sexual orientation.

Skill: Argumentation Subskill: 2A I can identify arguments 2B I can support and defend arguments	Learning Targets: 1. I can compare a variety of quantitative and qualitative research methods on the basis of validity and purpose, and determine when those methods are most applicable. 2. I can determine the benefits and ethical dangers of psychology, and argue for measures to ensure ethical practice. 3. I can create and defend a thesis on the subject of nature vs. nurture.	Learning Targets: 1. I can evaluate theories of language acquisition, and develop and defend a thesis statement for the efficacy of one of those theories. 2. I can identify and support a thesis for improving the encoding, storage, and retrieval of memories.	Learning Targets: 1. I can argue the reliability and validity of personal assessment techniques. 2. I can argue the idea self-concept, with reference to factors of influence. 3. I can explain why psychologists use a variety of treatment options, and I can argue the efficacy of treatments for particular disorders.	Learning Targets: 1. I can argue psychological research examining race, ethnicity, socioeconomic status, and gender, gender identity, and sexual orientation, with reference to the impact of those factors on individuals and society.
Skill: Comprehension Subskill: 3A I can demonstrate psychological comprehension	Learning Targets: 1. I can define the key terms for this chapter (empirical psychology scientific method validity ethical qualitative quantitative Statistics biological nervous system neuron endocrine system genetic heredity) 2. I can trace the development of psychology as an empirical science. 3. I can describe a variety of quantitative and qualitative research methods.	Learning Targets: 1. I can define the key terms for this chapter (lifespan classical conditioning operant conditioning observational and cognitive learning encoding storage retrieval cognitive process problem solving decision making) 2. I can explain theories of lifespan development and describe changes at each stage of the lifespan. 3. I can describe the principles of classical and operant conditioning and	Learning Targets: 1. I can define the key terms for this chapter (motivation emotion Personality disorders abnormal schizophrenic disorders mood disorders anxiety disorders personality disorders) 2. I can explain theories of motivation, emotion, and factors that influence emotional interpretation and expression 3. I can explain categories of psychological disorders and treatment.	Learning Targets: 1. I can define the key terms for this chapter (stereotyping prejudice discrimination culture minority groups race ethnicity socioeconomic status gender and gender identity sexual orientation) 2. I can describe the ways in which behavior is influenced by the situation, the presence of others, group and individual dynamics.

	4. I can explain the structure and functions of the nervous and endocrine systems.	cognitive learning. 4. I can explain the structural features of language, theories of language acquisitions, and the relationship of brain structures and language.		
Skill: Communication and Collaboration Subskill: 4A I can communicate and collaborate with others	Learning Targets: 1. I can communicate or collaborate effectively.	Learning Targets: 1. I can communicate or collaborate effectively.	Learning Targets: 1. I can communicate or collaborate effectively.	Learning Targets: 1. I can communicate or collaborate effectively.