This semester course is a challenging and fascinating study of individual behavior. The basic emphasis is on what psychologists have learned about what people do and why they do it. It also takes a look into personality development and their effect on one’s own behavior and explores career options associated with the field of psychology. Psychology is defined as the scientific study of the mind and behavior. In a high school psychology course, students are introduced to the scientific method and the core ideas and theories of psychology. As a result, students gain an understanding of the complexities and diversity of human thought and behavior.

**During the course of the year, we may cover the following areas:**

1. Approaches to Psychology
2. The Life Span
3. The Workings of Mind & Body
4. Learning & Cognitive Process
5. Personality & Individuality
6. Adjustment & Breakdown
7. Social Psychology

**Psychology Textbook:**

**Grading/Assessment Methods:**
Everyone learns differently! For example, some students might prefer to do projects over tests while others would rather take a test than spend time on a project. Therefore, there will be a variety of ways to evaluate your work. This may be accomplished through daily discussion/participation, daily assignments, quizzes, chapter/unit tests, projects/presentations, and a final exam.

**Class Projects & Experiences**
Class projects and experiences are a fun way to learn class material. This allows you to have hands on experience with information being discussed. These projects are graded on a separate basis and may be equal to or count more in value than an exam.

**Assignments:**
Organization is a key to being a successful student! It is expected that all assignments and projects will be handed in on time. Assignments are due at the beginning of the class period. If homework is handed in after the assignment is collected, it will be considered one day late. If homework is handed in late, you may lose up to one letter grade for each day it is late. The week’s itinerary will be written out each Monday. Lesson plans, posted on my website, will be updated for each chapter/unit.

**Cumulative Semester Exam:**
In order to gauge information learned during the semester, a cumulative semester exam may be given at the end of each semester.

**Class Behavior:**
Learning can be fun and exciting if students behave and act appropriately. Therefore, it is expected that all students will behave and act accordingly. Listed below is the classroom discipline plan that will be followed in the classroom.

1. Follow Directions
2. Keep hands, feet and objects to yourself
3. Be in seat with all materials when bell rings
4. No teasing, swearing, or obscene gestures
5. No severe behavior

**Technology**
Technology can be a fundamental tool in the education process as long as it is utilized appropriately and as intended. Technology will be an integral part of my classroom. Misuse of technology in my classroom may result in sanctions.

**Website/Email:**
My website will have the lesson plans for the current chapter/unit. You will be able to find out what you are doing the next day in class and when you are having a test or a quiz. This site also includes other educational information. You can find cool links and maybe even some extra credit opportunities! The address is [www.mrsfischbach.weebly.com](http://www.mrsfischbach.weebly.com). You can email me anytime with questions or concerns. I will get back to you as soon as possible. My email address is [deanna.fischbach@k12.sd.us](mailto:deanna.fischbach@k12.sd.us).
Extra Credit:
Extra credit will be available throughout each semester. Please keep in mind that some extra credit will not be added to your grade until the end of each quarter.

Bonus Question of the Week: This is a weekly extra credit opportunity. At the beginning of each week, a question will be posted on the board. Answers are to be turned in by the end of the week. If correct, one extra credit point will be awarded. The correct answer will be given the following week. If you bring in a question (with the correct answer), and it is used in class, you will be awarded two points for that week.

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**National Standards for HS Psychology Curricula**
American Psychological Association (APA) 2011 Revision
https://www.apa.org/education/k12/psychology-curricula.pdf

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**Scientific Inquiry Domain**
- Standard Area: Perspectives in Psychological Science
  - Standard 1: Development of psychology as an empirical science
  - Standard 2: Major subfields within psychology
- Standard Area: Research Methods, Measurement, & Statistics
  - Standard 1: Research methods & measurements used to study behavior & mental processes
  - Standard 2: Ethical issues in research with human & non-human animals
  - Standard 3: Basic concepts of data analysis

**Biopsychology Domain**
- Standard Area: Biological Bases of Behavior
  - Standard 1: Structure and function of the nervous system in human & non-human animals
  - Standard 2: Structure and function of the endocrine system
  - Standard 3: The interaction between biological factors & experience
  - Standard 4: Methods & issues related to biological advances
- Standard Area: Sensation and Perception
  - Standard 1: The processes of sensation & perception
  - Standard 2: The capabilities & limitations of sensory processes
  - Standard 3: Interaction of the person & the environment in determining perception
- Standard Area: Consciousness
  - Standard 1: The relationship between conscious & unconscious processes
  - Standard 2: Characteristics of sleep & theories that explain why we sleep & dream
  - Standard 3: Categories of psychoactive drugs & their effects
  - Standard 4: Other states of consciousness

**Development and Learning Domain**
- Standard Area: Life Span Development
  - Standard 1: Methods & issues in life span development
  - Standard 2: Theories of life span development
  - Standard 3: Prenatal development & the newborn
  - Standard 4: Infancy (i.e., the first 2 years of life)
  - Standard 5: Childhood
  - Standard 6: Adolescence
  - Standard 7: Adulthood & aging
- Standard Area: Learning
  - Standard 1: Classical conditioning
  - Standard 2: Operant conditioning
  - Standard 3: Observational & cognitive learning
- Standard Area: Language Development
  - Standard 1: Structural features of language
  - Standard 2: Theories & developmental stages of language acquisition
  - Standard 3: Language & the brain

**Sociocultural Context Domain**
- Standard Area: Social Interactions
  - Standard 1: Social cognition
  - Standard 2: Social influence
  - Standard 3: Social relations
- Standard Area: Sociocultural Diversity
  - Standard 1: Social & cultural diversity
  - Standard 2: Diversity among individuals

**Cognition Domain**
- Standard Area: Memory
  - Standard 1: Encoding of memory
  - Standard 2: Storage of memory
  - Standard 3: Retrieval of memory
- Standard Area: Thinking
  - Standard 1: Basic elements comprising thought
  - Standard 2: Obstacles related to thought
- Standard Area: Intelligence
  - Standard 1: Perspectives on intelligence
  - Standard 2: Assessment of intelligence
  - Standard 3: Issues in intelligence

**Individual Variations Domain**
- Standard Area: Motivation
  - Standard 1: Perspectives on motivation
  - Standard 2: Domains of motivated behavior in humans & non-human animals
- Standard Area: Emotion
  - Standard 1: Perspectives on emotion
  - Standard 2: Emotional interpretation & expression
  - Standard 3: Domains of emotional behavior
- Standard Area: Personality
  - Standard 1: Perspectives on personality
  - Standard 2: Assessment of personality
  - Standard 3: Issues in personality
- Standard Area: Psychological Disorders
  - Standard 1: Perspectives on abnormal behavior
  - Standard 2: Categories of psychological disorders

**Applications of Psychological Science Domain**
- Standard Area: Treatment of Psychological Disorders
  - Standard 1: Perspectives on treatment
  - Standard 2: Categories of treatment & types of treatment providers
  - Standard 3: Legal, ethical, & professional issues in the treatment of psychological disorders
- Standard Area: Health
  - Standard 1: Stress & coping
  - Standard 2: Behaviors & attitudes that promote health
- Standard Area: Vocational Applications
  - Standard 1: Career options
  - Standard 2: Educational requirements
  - Standard 3: Vocational applications of psychological science