

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 this semester, 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:

Kasschau, Richard. And Jay McTighe. Understanding Psychology. Bothell, WA: McGraw-Hill Education. 2014.

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

Faith Grading Scale

A+→99-100%
A→96-98%
A-→94-95%
B+→92-93%
B→89-91%
B-→87-88%
C+→84-86%
C→80-83%
C-→77-79%
D+→75-76%
D→73-74%
D-→70-72%
F→69% & below

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.

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 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.

Website/ Technology

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. Technology utilized in my classroom includes Google Classroom. The class code is **wjplcjk** and will be also given to students at the beginning of the course.

Lesson Plans are on Planbook.com. You will need to choose **Log In/Register**, type in my email (deanna.fischbach@k12.sd.us) & the student key: Fischbach.

Technology (Student Use)

Technology can be a fundamental tool in the education process if 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.

Email:

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.

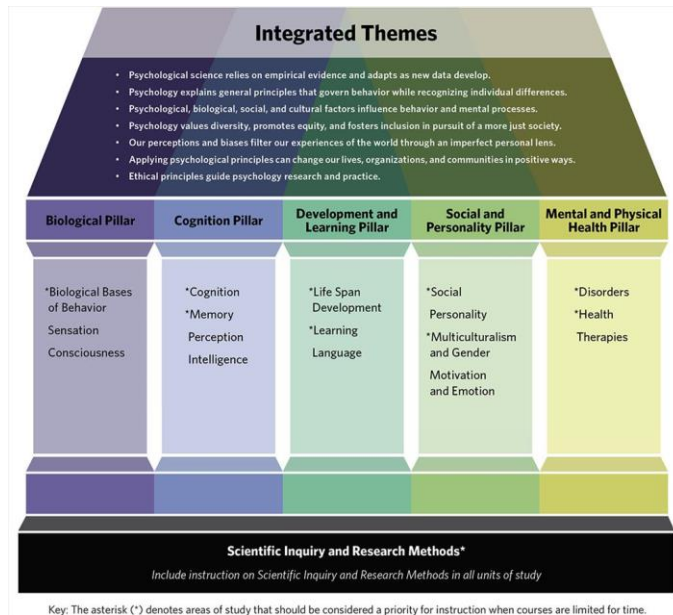
Extra Credit:

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.

National Standards for HS Psychology Curricula American Psychological Association (APA) 2022 Revision

<https://www.apa.org/education-career/k12/psychology-curricula.pdf>



Scientific Inquiry and Research Methods (Included in all units of study)

- Standard 1: The nature of psychological science
- Standard 2: Research methods & measurements used to study behavior & mental processes
- Standard 3: Ethical issues in research with human & non-human animals
- Standard 4: Basic concepts of data analysis

Biological Pillar

Standard Area: Biological Bases of Behavior

- Standard 1: Structure & function of the nervous system and endocrine system in human and non-human animals
- Standard 2: The interaction between biological factors & experience

Standard Area: Sensation

- Standard 1: The functions of sensory systems
- Standard 2: The capabilities & limitations of sensory processes

Standard Area: Consciousness

- Standard 1: The different states & levels of consciousness
- Standard 2: Characteristics & functions of sleep and theories that explain why we sleep and dream
- Standard 3: Categories of psychoactive drugs & their effects

Cognition Pillar

Standard Area: Cognition

- Standard 1: Fundamental process of thinking & problem solving
- Standard 2: Effective thinking processes

Standard Area: Memory

- Standard 1: Processes of memory
- Standard 2: Factors influencing memory

Standard Area: Perception

- Standard 1: The processes of perception
- Standard 2: The interaction between the person & the environment in determining perception

Standard Area: Intelligence

- Standard 1: Perspectives on intelligence
- Standard 2: Assessment of intelligence
- Standard 3: Issues in intelligence

Development and Learning Pillar

Standard Area: Life Span Development

- Standard 1: Methods & issues in life span development
- Standard 2: Physical, cognitive & social development across the life span (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, & older adulthood)

Standard Area: Learning

- Standard 1: Classical conditioning
- Standard 2: Operant conditioning
- Standard 3: Observational learning, social learning theory, & mental processes in learning

Standard Area: Language

- Standard 1: Structural features & development of language
- Standard 2: Language and the brain

Social & Personality Pillar

Standard Area: Social

- Standard 1: Social cognition
- Standard 2: Social influence

Standard Area: Personality

- Standard 1: Empirical approaches to studying & understanding personality
- Standard 2: Assessment of personality

Standard Area: Multiculturalism and Gender

- Standard 1: Psychological constructs of culture
- Standard 2: Psychological constructs of gender & sexual orientation

Standard Area: Motivation and Emotion

- Standard 1: Influences of motivation
- Standard 2: Domains of motivated behavior in humans
- Standard 3: Perspectives on emotion
- Standard 4: Emotional interpretation & expression (interpersonal and intrapersonal)
- Standard 5: Domains of emotional behavior

Mental and Physical Health Pillar

Standard Area: Disorders

- Standard 1: Perspectives of abnormal behavior
- Standard 2: Categories of psychological disorders

Standard Area: Health

- Standard 1: Stress and coping
- Standard 2: Psychological science promotes mental & physical health and wellness

Standard Area: Therapies

- Standard 1: Types of treatment
- Standard 2: Legal, ethical, and professional issues in the treatment of psychological disorders