

**FRIDAY HARBOR HIGH SCHOOL**  
**SCHOOL YEAR 2024-2025**

**MS. CALDWELL**

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### **Course Description**

The goals of this course include the student's ability to describe key concepts, principles, and overarching themes in the field of psychology. Interpret, design, and conduct basic psychological research while engaging in critical thinking. Explain the historical trends in the discipline of psychology and note the psychologists who initiated the trends. Describe the basic characteristics of psychology and explain different research methods used by psychologists. Understand the ethical principles psychologists follow and the role of academic, professional, and personal integrity. Describe the socio-cultural influences on human behavior and development. As well as understand how the brain (mind) influences behaviors while demonstrating effective writing and presentation skills. This course is a one semester social science elective.

### **Content and Themes**

This Psychology course is divided into six units:

**Unit 1:** Introduction to Psychology

**Unit 2:** Research Methods

**Unit 3:** Biological Bases for Behavior

**Unit 4:** Sensation and Perception

**Unit 5:** Emotions and Motivation

**Unit 6:** Development

A detailed description of each unit is provided at the end of this syllabus.

### **Class Policies and Procedures**

**Required Materials. All materials are expected to be with you every day. These materials are the tools you will need to learn and engage with the material:**

1. Chromebook with charger
2. Notebook for this class only. This cannot be a section in a notebook or loose paper. Spiral ring or composition notebook **only**.
3. A folder, binder or section in your binder to keep handouts for this class.
4. Highlighters (at least 4 different colors)

### **Required Reading:**

All reading materials will be **provided** by Ms. Caldwell throughout the year. The following materials will be used, but are not limited to the following:

- Articles from The New York Times, The Wall Street Journal, The Economist, National Geographic, Vox, Vice, and The Atlantic, Psychology Today, *Exploring Psychology* by DeWall & Myers

Summative - 50%	Formative - 40%	Participation - 10%
<ul style="list-style-type: none"> <li>- Exams</li> <li>- Projects - <i>Sometimes projects are collaborative, in those cases, students receive a grade as a group and as an individual</i></li> <li>- Essays</li> <li>- Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>- Homework</li> <li>- Classwork</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Active Participation</u> <i>includes answering questions in class, discussion, collaboration with peers</i></li> <li>- <u>Passive participation</u> <i>includes engaged listening (aka not falling asleep or distracted by work that is not for class), cleaning up after oneself</i></li> <li>- <u>Present participation</u> <i>includes being in class, on time, and having all class materials ready for use (this includes having your Chromebook charged!)</i></li> </ul>

**Note taking:**

Note taking is a necessary part of this course. World History is broad and expansive, and we have a lot of it to learn before May. At times, it is the most efficient way for students to receive information. Notes can be taken in class or at home depending on how they are assigned. Some lectures are by Ms. Caldwell, others are done by professionals online. Regardless, **all notes must be hand-written in a notebook in Cornell-note style**. Not loose-leaf, not in a binder, not typed - in a special notebook reserved just for AP World notes. Note taking is a skill that will follow you for the rest of your life. More and more science points to the fact that digital note taking does not allow the brain to comprehend information in the same manner as handwriting notes. Random notebook checks will occur and are a part of your present participation grade.

**Late-Assignments:**

Late assignments will be accepted with a 5% penalty each day the work is late and will be accepted for up to two weeks after the original due date, with no credit received beyond that time period.

**Make-ups:**

For regular absences, quizzes, notes, and other assignments are due within **one week** of return with no penalty. Longer absences may be negotiated. It is up to the student to complete missed assignments. All curriculum schedules are on the class website. If you know you are going to be absent for any reason, **do not email Ms. Caldwell** (unless you have a question about how to complete the work) - just look up what you have missed on the website or Google Classroom.

**Reassessments/Retakes:**

Students can retake any quiz or exam within **two weeks** of the original assessment date. Students must organize a date outside of class time to retake the assessment. Students will receive the higher of the two scores in the gradebook.

**Extra Credit:**

No extra credit will be given throughout the year.

**Plagiarism and Cheating:**

Plagiarism or cheating of any kind is unacceptable. All members involved with plagiarism or cheating will receive zeros on plagiarized assignments. In addition, students involved will be required to do the following:

1. Redo the assignment on their own for no more than 75% credit.
2. Type a two-page essay in MLA format answering the following prompt: “*I chose to plagiarize/cheat on this assignment because...*” or “*I allowed someone else to plagiarize/cheat off of my assignment because...*” This should be answered honestly as a form of restoration, not to shame the student. There are millions of different reasons why students cheat, and often it comes down to a lack of reflection on this decision; it’s often an impulse or due to peer pressure. By writing a reflection and reasoning behind the choice, it encourages the student to think about their decisions in an intentional manner. Practicing reflection and intention supports growth and changes behaviors for the future.
3. A copy of the short essay will be given to Ms. Hillman and the student(s’) parent or guardian.

### Cell Phone Policy:

Cell phones will be stored on the cell phone rack in class before the start of each day. If you do not have a cell phone, this needs to be communicated to Ms. Caldwell on Day 1. If your cell phone has been removed from your possession by a parent or guardian or the school, please have your parent communicate this to Ms. Caldwell as soon as possible.

Cell phones are never to be used without permission from Ms. Caldwell. Your cell phone will rarely be used for academic purposes in class. If you are expecting a call or text from a parent or guardian, please have them call the front office instead.

### Food Policy:

Students are **not allowed** to eat any food during class time. Students are allowed to drink water, coffee, or tea **only** during class. Students are allowed to consume food and drink in the classroom during the **lunch period, only if the classroom is open**. All food wrappers, products, and items must be thrown away **outside of the classroom** at the end of the lunch period.

### Bathroom Policy:

Students are allowed to use the restroom **after** the first 15 minutes of class and before the **last** 15 minutes of class. Students must sign out of class on the “Bathroom Sign Out” sheet and take the bathroom pass with them and then sign back in when they return from the restroom. Emergencies happen and exceptions can be made, but this bathroom policy is set to limit the amount of time students spend outside of class, keeping them consistently engaged.

## Curriculum Outline

### Unit I: Intro to Psychology (2 weeks)

- This unit is a brief overview of what a year-long psychology course would cover. It highlights the perspectives, the history, the most known psychologists, and nature and nurture.
- Key Perspectives covered: Structuralism, Functionalism, Gestalt, Psychodynamic, Psychoanalytic, Humanistic, Evolutionary, SocioCultural, and more!
- How has psychology been influenced by other disciplines? How has psychology evolved as a science?

### Unit II: Research Methods (2-3 weeks)

- If you are teaching a year’s worth of psychology in a semester, this is a unit that I would reduce for time purposes. Focus on the main information about research and statistics.
- Research Methods focuses on the different types of research, independent, dependent, and confounding and control variables, validity, ethics, the operational definition, and descriptive statistics.
- How is the scientific method utilized within the field of psychology? How do we investigate and study behaviors?

### Unit III: Biological Bases for Behavior “The Brain Unit” (2 weeks)

- Students will examine neurotransmitters and how drugs influence them, the nervous system, how heredity and environment impact behavior, the structure of the brain, and how the brain functions.
- How do the parts of the nervous system and the brain work to control our behaviors?

***\*\* Mid-Term Project \*\****

**Unit IV: Sensation and Perception (2-3 weeks)**

- This unit explains the sensory process, sensory disorders, top-down and bottom-up processing, Gestalt principles, thresholds, perceptual organization, and schemas.
- How do we pull in and interpret stimuli from our environment?

**Unit V: Emotions and Motivation (2-3 weeks)**

- This unit covers basic motivational concepts and theories, research about motivation, theories on stress, and cultural influences on emotions and motivation.
- It also covers the key psychologists who contributed to the study of emotions and motivation.
- What motivates people?
- What impacts and why do people feel as they do?

**Unit VI: Development (2-3 weeks)**

- Students will examine one's development from the womb until the tomb, learning about various stages and theories.
- They will describe parenting styles and their influence along with covering the key contributors to this area of psychology.
- How does our cognitive and moral development take place?
- What stages do we go through physically and how does that influence our behaviors?

***\*\* Semester Final (Culminating Project) \*\****

***Final is a Current Events Presentation Project (non-group)***

***Final is worth 10% of your final semester grade***

**Disclaimer** All parts of this syllabus can be changed under the discretion of the instructor. If the syllabus is to change, the teacher will inform students of all changes made.

***Cut here and turn in to Ms. Caldwell***

- I have read and understand the above syllabus and have shared it with a parent or guardian.

Student Name (Printed) \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

- I acknowledge that my student has read and understood the syllabus. I acknowledge that this document can be referenced throughout the year by student and guardian alike for any questions that might arise.

Parent/Guardian Name (Printed) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_