Psychology

Teacher: Ms. Rice

Room: 701

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Course Description: Welcome to Psychology. Why do we do the things we do? This is a question we will be striving to answer during the course of our study. Psychology introduces you to the scientific study of behavior and mental processes. You will learn about approaches to psychology, the life span, and the workings of mind and body. You will be able to use this information to gain insight into your life and the lives of those around you. We will be using *Psychology in Everyday Life 3rd Edition* by David G. Meyers and C. Nathan Dewall as our text.

Texts and Instructional Materials:

-Meyers & Dewall, *Psychology in Everyday life 3rd edition*

-Additional readings, internet and video as time permits.

-Class Website: lparice.weebly.com

Objectives:

1. Because the state of Utah does not yet have a core curriculum for Psychology, during this course students will explore and master the information listed in the National Core Standards for High School Psychology (http://www.apa.org/about/policy/high-school-standards.pdf).
2. Students will understand the contributions of physiology, development, culture, and experience to mental and emotional conditions and how they affect us.
3. Students will analyze case studies and experiments and work through scenarios in order to deepen and assess their understanding of the conditions, stages, and workings of the human mind

Classroom Policies

School wide policies regarding attendance, tardies and dress code will be enforced. Please check the school handbook to become more familiar with these. Students are advised to keep their cell-phones away in class, participation points will be lost if I see you using your phone during class. Sleeping or being off-task during class will also result in lost participation points.

**Grading**

A 94% -100% C+ 79%-77% D- 62%-60%

A- 93%-90% C 76%-73% F 59%-Below

B+ 89%-87% C- 72%-70%

B 86%-83% D+ 69%-67%

B- 82%-80% D 66%-63%

Grading Procedures

Students are graded in several areas; however, assessments will make up the bulk of student’s grades. These assessments can be formal or informal, formative or summative. The goal of the classroom is to have students reach mastery in the content area, and assessments are the way to determine whether or not this is happening. Homework, writing assignments, and projects will also be added to the mix. A combination of all of these scores will make up your student’s final grades.

Grading Categories and Weighting:

Tests: 30%

Quizzes/Bell Starters: 10%

Participation: 10%

Projects: 20%

Assignments: 30%

Late Work Policy:

Students are expected to complete the assignments by the assigned due dates. If the student is missing class due to a school excused absence, it is their responsibility to come before that class and get classwork assignments, or turn work in. Late work will be accepted with 5% being docked each day late, until the assignment is worth 50%. All late work must be turned in by the unit test. Absent work is due within 5 school days of the absence. The website has the current class power-points, chapter reading assignments, class assignments (pdfs), review videos/tools, kahoot quizzes, and quizlet.

Test Correction Policy:

My goal is for my students to learn from their mistakes and progress, so I allow students to make test corrections to raise their exam score. The student will need to complete a test correction review guide and then staple the review guide with the test corrections. They will need to take the graded home test and proceed to look up the correct answer for each question they missed and write an explanation about what the correct answer is and why. The students’ will receive a ½ point back for each question they missed. This needs to be completed within one academic week from receiving the test back. So for each question missed, they will need to write 2-3 sentences about what the correct answer is and why.

*Example*: The correct answer is Autonomy vs. Self Doubt, because at this stage children are learning to do things for themselves. Using the toilet correctly allows for freedom from diapers and the ability to be more comfortable, which is why that is the stage this question was referring to.

Movies:

We will watch a few movie/video clips that relate to our study of Psychology throughout the year. Various school appropriate clips will also be shown. If you have problems with your student participating, please indicate below your signature. Alternative assignments will be provided for students who do not participate in viewing of the films.

Sensitive Topics:

In this class, we will be following the curriculum as laid out in the textbook, some of the information covered are topics which can be controversial. The design of this course is to allow students to learn about Psychology and apply it to current events/topics. Such topics include human development, psychological disorders, counseling, brain chemistry, treatment approaches, personality and more.

Please keep the 1st two pages for your records and just turn in this page. The disclosure will always be available on my website at any time for review/support.

**Advisory Time**

This year Lone Peak is including 10 minutes of advisory time for each class period. This time is designed to help students who are struggling with material already taught or students who have missed class and need extra help to catch up. The administration has left how the time is to be implemented and what happens during that time up to the individual teachers.

# Classroom Rules and Expectations

* Everyone’s opinions and beliefs will be respected.
* The school’s policy regarding cell phones in classrooms will be followed. ***I will take them if I see them in class.***
* No sleeping allowed.
* You will be expected to participate in class on a regular basis; this is one of the items you will be graded on.

**1st Assignment:** I want to make sure my students and their parents feel comfortable using my website and navigating it. In order to help ensure my students are being exposed to the website and can see all the tools/aids that are available on it, the first assignment will be my students completing a short google survey that is featured on the Psychology page of the website. The website is lparice.weebly.com and you will go to the psychology page, click on the button that says *1st Assignment: Google Survey* and complete by Jan 5th before class for full credit.

---------------------------------------------------------------------------------------------------------------------- I have read and understand the Psychology course requirements for Ms. Rice’s class. I agree to abide by the procedures and meet the expectations of this course. Please sign, date, and return this page to Ms. Rice.

Student Name Printed:

Student Signature: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Additional comments/Questions:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_