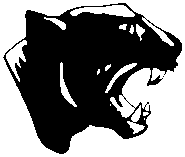
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| Teacher: | Mrs. Alissa Heppler | Semester: | 1st/2nd Semester/Both |
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| Email: | aheppler@pittsfieldnhschools.org | Phone: | 435-6701 (x219) |

** Psychology**

**Pittsfield School District Logic Model Focus Areas:**

1. Student Ownership for Learning
2. Raising Student Achievement
3. Developing 21st Century Skills, Civic Responsibility, and Social-Emotional Learning
4. Redefining Adult Roles and Performance Expectations
5. Engaging with the Community

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| **Course Description:**  Psychology is an elective course designed to introduce students to the subject of psychology. Topics covered will include the history of psychology, psychology as a profession, research and experimental design, personality development, learning theory, sensation and perception, clinical psychology and social psychology. There will be a great deal of reading and completion of various study guides and seminar discussions on these topics. For those with an interest in the behavioral sciences and are not afraid to work, this is the class for you. |
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| **Course Competencies** | **Performance Indicators** |
| Competency 1: Scientific Inquiry  Students will understand that scientific inquiry through perspectives in psychological science and research methods, measurements and statistics are the foundation for all psychological research and study.  Students will understand how to apply these scientific principles to past, present, and future issues in psychology. | * I can connect the development of psychology as an empirical science. * I can analyze the major subfields within psychology. * I can distinguish between various research methods and measurements used to study behavior and mental processes. * I can interpret ethical standards and guidelines in both human participants and non-human animals. * I can analyze basic concepts of data analysis in relation to psychology. |
| Competency 2: Development and Learning  Students will understand how biology and environment influence behavior.  Students will understand that a person develops not only physically, but also intellectually and socially, thus, impacting the whole person. | * I can connect methods, issues, and theories in life span development. * I can connect the life span development of a person from prenatal development through adulthood and aging. * I can analyze classical and operant conditioning. * I can distinguish between observational and cognitive learning. * I can distinguish between the structural features of language. * I can distinguish between theories and developmental stages of language acquisition. * I can connect how language and the brain work together. |
| Competency 3: Biopsychological  Students will understand how biological bases of behavior influence people and how that biological make-up can help influence choices and/or decisions. | * I can analyze the structure and function of the nervous and endocrine systems in human and non-human animals. * I can connect the interaction between biological factors and experience. * I can connect methods and issues related to biological advances. * I can analyze the processes of sensation and perception. * I can investigate the capabilities and limitations of sensory processes. * I can distinguish between the interaction of the person and the environment in determining perception. * I can connect the relationship between conscious and unconscious processes. * I can draw conclusions as to how characteristics of sleep and theories that explain why we sleep and dream. * I can analyze the categories of psychoactive drugs and their effects. |
| Competency 4: Individual Variations  Students will understand that individual differences occur among human beings, thus, shaping people in the world differently | * I can connect how perspectives on motivation influence behavior in humans and non-humans. * I can connect how domains of emotional behavior influence both emotional interpretation and expression along with perspectives. * I can discuss how perspectives, assessment, and issues influence personality. * I can apply how psychological disorders influence abnormal behavior. |
| Competency 5: Applications of Psychological Science  Students will understand how applied areas of psychological science are used by scientists and practitioners in the larger world and how they can be applied to treat people with disorders thus gaining knowledge and perspective. | * I can analyze various perspectives, categories, and issues that deal with treatment of psychological disorders. * I can draw conclusions as to how stress ad coping influence behaviors and attitudes that promote healthy living. * I can connect how educational requirements may lead into various career options and how those careers can influence the world. |
| Competency 6: Cognition  Students will understand the various mental processes that drive behavior in people in both positive and negative ways. | * I can investigate how memory is encoded, stored, and retrieved in people. * I can analyze the basic elements of thought and the obstacles that relate to it. * I can discuss how perspective, assessment, and issues influence intelligence. |
| Competency 7: Sociocultural Context  Students will understand how the social, cultural, gender, and economic factors influence behavior and human interactions, thus, realizing that even the slightest difference in one person to another can change interactions or influence behavior. | * I can distinguish and make connections between social cognition, influence and relations. * I can analyze diversity in the individual and also through social and cultural aspects of people in the world. |
| Competency 8: Speaking and Listening  Student will demonstrate the ability to listen and view critically and to speak purposefully and effectively. | * This will be done throughout all units. We will be presenting and participating in seminars on various topics. |

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| **Student Expectations:**  With your high school career coming closer to an end, one of my jobs is to prepare you for the world outside of here. It is expected that you follow all school rules while you are in the classroom. However, throughout the course of the year, we will work to add other expectations for the class. It is the hope that these expectations will create more of a community atmosphere and will allow students to take more ownership in the class. |
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| **Course Evaluation/Assessment Calculation**   1. Mastery of all course competencies shall be the basis for awarding course credit. 2. Summative assessments are worth 100% toward determining the score for each competency. Formative assessments will be used to prepare for all summatives and are the basis for you to be proficient in each area. If you fail a competency, please expect to go back and complete alternative assignments before you are assessed again. 3. Only when a student has mastered all course competencies will the final course score be calculated by averaging the individual course competencies. 4. Rolling progress reports are issued approximately every nine (9) weeks. 5. Students are encouraged to recover missed competencies throughout the course and not wait until the end of a course/course failure. 6. The transcript will report only final course scores. Upon request for a transcript, a copy of the most recent rolling progress report will be used. 7. Traditional extra credit is not an appropriate measure of student learning and will not be assigned or included in score calculation. 8. Rubrics and the corresponding numerical point scale will be used to assess student progress and mastery. 9. A mid-term summative assessment will occur at the end of the first semester and will be used to prepare students for college, give an opportunity to show mastery of competencies, and/or develop competency recovery plans. |
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| **Missing/Late Work Policy** |
| Missing and/or late work is defined as: When a student is not absent from class due to illness or other excused absence and does not hand in an assessment by the established due date, the work is considered missing or late.  Students are highly encouraged to meet with their teachers before assessments are due to get assistance.   1. If an assessment or project is not completed by the established due date, the student will earn an NE/0 as entered into Power School on that day. 2. Within a week, the student will need to arrange a meeting with the teacher to establish a new assessment plan (ex: same assessment with new time line, further formative assessments, redesigned summative, etc). 3. This new assessment plan is time-bound and the grade will remain an NE/0 unless the plan is completed by the mutually agreed upon due date. 4. All missing formative/summative assessments can only receive a 3. Because of the additional time students are receiving, a teacher can require additional work for the assessment to earn a 4. 5. All missing / late work cannot be reassessed because the new assessment plan and additional time takes the place of a reassessment opportunity.   **Reassessment Opportunity**  A reassessment opportunity is available for students who want to improve their scores and handed in the assessment by the established due date.  It is expected that if a student earned less than a 2.5 they will take advantage of the reassessment opportunity.   1. The student must meet with the teacher within one week of receiving the scored work to create a reassessment plan. 2. The reassessment plan must be completed by the mutually agreed upon due date or the original score stands. 3. If the reassessment plan is completed on time and the score earned is between 2.5 and 4, the new score replaces the old score. 4. A reassessment score should never result in a lower score. 5. Reassessment plans are available for formative assessments at the teacher’s discretion. |

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| **Additional Notes** |
| Please sign and return this form by Thursday, September 4th, 2014 |
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As signified by our signatures, we have received and read this course outline.

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| Student Signature | Date |
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| Parent/Guardian Signature | Date |