Course Overview: What is Introduction to Psychology all about?

The word psychology comes from the Greek words “psyche,” (psykhe) meaning soul, mind, and spirit, and “logos,” meaning reason or explanation. Psychology is an attempt to undertake a scientific study of the human psyche. **What makes you you?** In this class we will explore the components that make up the human mind (conscious and unconscious), look for and study patterns in human behavior, and discover the processes that drive those patterns. There are many careers in psychology including forensics, clinical psychology, therapy and counseling, research laboratories, and other research field settings. But an understanding of psychology provides a broad foundation in all facets of work and personal life for problem solving, understanding process, ethics, and building relationships. (image credit)

Units and Activities: What will we be learning about and doing in this course?

Key questions we will explore are:

*Do we have free will?* Neuroscience, Sensation and Perception
*Is intelligence fixed or flexible?* Learning and Memory, Growth Mindset
*Can you hack your brain?* Consciousness, Development
*Where is the line between normal and abnormal?* Altered States, Psychopathology
*Is psychology a science?* History and Methods, Biological Basis for Behavior, Development

Classwork will include Socratic Dialogue, journaling, lab activities, collaborative explorations, independent choice projects.

Standards: What knowledge and skills will I gain by the end of this course?

This course will assess the knowledge and skills students build in key Anchor Standards and Content Standards.

**Anchor Standards:** Students will have multiple opportunities to show their proficiency in each Anchor Standard. “I can...” statements follow as descriptors for each Anchor Standard that will be assessed.
**Sourcing:** I can... gather, evaluate, integrate, and cite information and evidence presented in diverse formats; evaluate various explanations in order to make informed decisions to solve problems

**Taking Action:** I can... assess and present adaptations of arguments and explanations for individual and collective action

**Arguing and Explaining:** I can... construct arguments by evaluating and using evidence from multiple sources

**Speaking and Listening:** I can... initiate and participate in a range of collaborative discussions; make strategic use of digital media to enhance understanding

**Content Standards:** This course builds student knowledge and skills using specific guidance from the [National Standards for Psychology High School Curricula](#) published by the American Psychological Association. The assessed course standards will be categorized using the Anchor Standards used by our school district.

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**Assessment of Learning: How will my teacher and I know if I've gained course knowledge and skills?**

**Assessment Types:**

Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

**Formative Assessments:** *Formative = Forming my knowledge and skills.* Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

**Summative Assessments:** *Summative = Summation of my knowledge and skills.* Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria for students to understand how they are performing.

**Habits of Work for Learning:** Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHSMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.
Assessment Scoring:
Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:

### Anchor Standard: Computational Modeling

**Course Standards:** NGSS HS-L2-1 Use mathematical and/or computational representations to support explanations of factors that affect the carrying capacity of ecosystems at different scales. NGSS HS-LS2-4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

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**Beginning**
- I can identify the components of a system.

**Approaching**
- I can represent the components of a system using numbers or variables.
- I can show connections between components of a system using a computational model.

**Proficient**
- I can use mathematics and/or a computational representation to make predictions about how changing one variable or component will affect the system.

**Distinguished**
- I can use a given computational model as evidence to support a claim or explanation of a system.
- I can use a given computational model as evidence to support a claim or explanation of a system.
- I can create and/or revise a computational model and use it as evidence to support a claim or explanation of a system.
- I can expand the computational model to illustrate how a change in a system component can impact all other relevant components.

*scores in the “Beginning range” are well below proficient and thus they are below passing.

HOWL Scoring:
HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

How is my Overall Course Grade Determined?
Overall course grades will be reported as letter grades and will be comprised of:

- Formative & Summative Scores: 95%
- HOWLs: 5%

For more information, please see the WUHSMS student handbook.

Communication:
How Do I Know My Grades?

- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope
  - By monitoring the grades sent home quarterly through report cards
Where Can I Find This Syllabus during the School Year?
- This syllabus will be available on the school website in each subject's department tab once the school year is up and running.

How Do I See What's Due?
- Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students. We also use Google Classroom (GC) as a platform to hand out electronic documents, communicate due dates, and collect work from students. GC does not house grades.

How Do I See What's Past Due?
- If a student is missing an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments.

Best Way to Contact Me:
Barbara Drufovka
bdrufovka@wcsu.net
Room 210, 802-457-1317 x1210

Materials:
A netbook or other computer or electronic device will be used in class regularly, and earbuds or headphones may be needed occasionally. (Cellphone use will be limited to academic purposes.) Every student needs a binder or notebook to organize papers and written work.

Schoolwide Procedures:
Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry. Personal Mobile Devices: This class will follow the procedures outlined in the student handbook

Classroom Expectations:
Students are expected to arrive with open minds, be prepared to challenge their own thinking, practice challenging others thoughtfully and respectfully, and engage in all class activities and discussions.

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I have read this syllabus, and I have contacted the teacher with any questions I have.

Student name (printed): ____________________________________________

Student Signed: ____________________________________________ Date: __________________________

Parent/Guardian name (printed): ________________________________

Parent/Guardian Signed: ______________________________________ Date: __________________________