Teacher Name: William Caffey, Room 213

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Phone: 541 451-8555 ext. 1080

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| Course: Psychology  **Subject Area**: Social Studies |
| **Credits**: 0.5 credits per Semester  This course earns graduation credit in the following content area: Social Studies or Electives |
| **Graduation Requirements**:  1. Read and comprehend a variety of texts at different levels of difficulty.  2. Write clearly and accurately.  3. Think critically and analytically. |
| **Prerequisites**: 11th or 12th grade standing |
| **Course overview**: Psychology is the scientific study of behavior and mental processes. In this course, we will explore why people behave the way they do – including social and biological elements of behavior. |
| **Topics of Study:**   1. Introduction to Psychology 2. Body & Mind 3. Learning and Cognition 4. Development 5. Personality 6. Health & Adjustment 7. Social Psychology |
| **TAG/ELL/Special Education Considerations:**  If the student desires accommodations on assignments due to an IEP or the need for more academic challenge (TAG), please have your student talk to his/her teacher, and alternative assessments may be created between the teacher and student on a case by case basis. In each subject/course students will be pre-assessed on the knowledge and skills that will be taught in the subject/course. The purpose of this pre-assessment is to determine what students already know, guide instruction, and give student access to advanced and/or accelerated content.  Formal or informal pre-assessments may include quizzes, student input and self-evaluation, placement tests, specific teacher observational data, work samples, ‘fist-to-five,’ thumbs up/thumbs down, or other forms of pre-assessment. Below is a list of differentiation strategies that may be used in instruction.  **Differentiation Strategies**  Cluster Grouping Enrichment Multiple Intelligences  Acceleration Learning Styles Critical Thinking  Independent Study/Project Tiered Assignments  Assignment Modification Flexible Grouping |

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| **District adopted materials/ Supplemental resources**:  Textbooks may include:  *Holt Psychology, Principles in Practice*  Pertinent articles and papers from various academic and popular sources |
| **Academic Honesty Policy**  Students will not submit for academic credit any work that is not of their own creation and/or gained from another individual; unless the work is designed as a “group” assignment. Subsequent discipline will be regulated by individual school policies. |
| **Homework Policy**  Homework is assigned to provide students an opportunity to practice independently what has been presented in class, to improve the learning processes, to aid in the mastery of skills to create and stimulate interest. |
| **Behavioral expectations:**  Students are expected to conduct themselves in a manner that is conducive their own and others’ learning. Class time should not be interrupted by any electronic devices or behaviors that distract from the learning process. |
| **Assessment/evaluation/grading policy:**  *Standards-based grading will be used to assess/measure proficiency in this class.*  **All assessments will be given IN CLASS, thus your attendance is paramount.**  **Grading**:  Grading will be based on “total points possible” with simple percentage conversions:  A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = 0-59% |
| **Course Goals**:  • Understand and draw upon a variety of reading comprehension strategies to gain a broad understanding of psychology topics  • Demonstrate proficiency using the writing process for informational, and argumentative essays on relevant topics in psychology  • Gain additional experience in the analysis of academic text, identification of major themes and concepts, and summary of a variety of texts  • Research and evaluate validity of claims and evidences |
| **Teacher Schedule**  Per. 1: Planning period  Per. 2: LA 9  Per. 3: World History  Per. 4 Psychology  Per. 5: World History  Per. 6: LA 10  Per. 7: LA 10  Office Hours: Before and after school or by appointment |

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Please review the following information with your parents or guardians and return the syllabus

contract to your teacher.

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_