STEVENSON HIGH SCHOOL
COURSE DESCRIPTION

SOC551 or SOC552 | CP Psychology

<u>**COURSE DESCRIPTION**</u>
The purpose of this semester course in psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of humans and animals. This course will provide the student with a learning experience that will enhance their continued learning in an introductory college psychology course. The goal is to provide students with knowledge of themselves and others that will ultimately help them in the fields of business, engineering, education, medicine, and any other health-related fields. Particular emphasis includes social psychology, development through the lifespan, mental illness and treatment, memory, habit formation, and positive psychology.

<u>**SKILLS and STANDARDS**</u>
The learning in this course is organized around 3 skills that each focus on 1-2 specific standards. Feedback on how well students are meeting mastery in each skill is provided using the Scaled Learning Target.

Skill 1: Psychological Literacy
Standard: I can utilize effective learning strategies in order to demonstrate comprehension of essential psychological concepts, theories, and research methods.
Skill 2: Psychological Concept Application
Standard 1: I can apply my comprehension of essential psychological concepts and theories in order to choose accurate responses to psychological situation prompts.   *Standard 2: I can apply my comprehension of essential psychological concepts and theories to accurately and specifically respond to psychological situation prompts in writing.*
Skill 3: Interpersonal Application
Standard 1: I can apply my comprehension of psychological concepts to explore and explain my own behavior and mental processes
Skill SEL: Self- Efficacy (not calculated in grade)
Standard 1: I can use my resources effectively to plan, monitor, and evaluate my learning areas of growth. This can be measured through the use of in-class formatives and homework assignments outside of class.

Proficiency Scale: *The following terms will be used to communicate student progress and performance on assignments and assessments in each course skill.*

Exceeds	**Meets**	**Approaching**	**Developing**	**M**
Evidence exceeds standard for the skill.	Evidence meets standard for skill.	Evidence approaches standard for the skill.	Evidence shows developing foundational skills.	Missing Evidence (incomplete due to absence(s))

SPECIFIC COURSE TOPICS OF STUDY

Sem 1/Sem 2	Memory Human Development Health and Positive Psychology Habitual Thinking and Behavior Clinical Psychology Social Psychology Forensic Psychology

REQUIRED RESOURCES

Ancillary Reading Materials	Supplemental articles and ancillary readings will all be provided by the instructor

AVAILABLE RESOURCES

Check Progress	Interactive Report Card (irc.d125.org)
Teacher specific resources	Access via each student's person @d125 Google account: Canvas
Extra Help	Location

SPECIFIC COURSE ACTIVITIES:

In order to make satisfactory progress towards course standards, students will need to:
1. Participate in class activities (actively engage, contribute to group work, complete in class tasks, ask questions, etc.)
2. Complete assigned homework in order to practice and improve learning.
3. Use formative assessments to track learning progress and identify strengths and weaknesses with the course content and complete outside practice activities when necessary.
4. Complete all unit assessments by assigned dates
5. Communicate effectively with teacher and classmates
6. Create and follow through on a plan of improvement, when demonstrating little to no understanding of learning targets.

MAKEUP POLICY FOR ABSENCES

Students will need to complete all unit assessments before the next unit exam. For example, if a student is absent for the Unit 1 exam, this test must be made up before the exam for Unit 2. Failure to complete those assessments will result in a developing score for that unit assessment in IRC. The expectation is that you will take the test immediately upon your return to school.

ACADEMIC HONESTY

In order to take credit for work or ideas they must be your own original thinking. Plagiarism includes copying someone else's work (classmate, Internet, etc.) and handed in as your work. Disciplinary actions are outlined in the student handbook.

GRADE DETERMINATION

Interactive Report Card (IRC) communicates missing assessments/assignments, teacher comments, and concerns with students' social-emotional learning (SEL). The IRC will be used to communicate students' mastery in each learning target, overall trend towards mastery in each standard, and the *predicted* semester letter grade. Feedback on learning can be given through informal and formal assessments. This can occur through in-class work, formative events, mid-unit, end of unit, and end of course assessments.

The semester letter grade will be informed by the student's evidence from assessments over the semester-long body of work with consideration to growth over time.

Trends in Proficiency Levels on Course Standards

A = Score of 3 or 4 for each of the standards
B = Score of 2 for any standard, with scores of 3 or 4 in the remaining standards
C = Score of 2 for two or more standards or a score of 1 for one standard with scores of 3 or 4 for all other standards
D = Score of 1 in one standard with one or more remaining standards with a score of 2
F = Score of 1 in two or more standards

SCALED Standards

Students will be given feedback on their level of proficiency towards mastery in each learning target using the gradations below. All success criteria for each standard can be found on teacher websites and/or handed out with each unit.

Skill 1: Psychological Literacy

Standard 1: *I can utilize effective learning strategies in order to demonstrate comprehension of essential psychological concepts and theories.*

EXCEEDS	MEETS	APPROACHING	DEVELOPING
I can utilize effective learning strategies in order to demonstrate advanced comprehension of essential psychological concepts, and theories.	**I can utilize effective learning strategies in order to demonstrate comprehension of essential psychological concepts and theories.**	I can utilize some learning strategies to demonstrate partial and/or general comprehension of psychological concepts and theories with the use of class support	I use minimal learning strategies to demonstrate comprehension of psychological concepts and theories.

Skill 2: Concept Understanding

Standard 1: *I can apply my comprehension of essential psychological concepts and theories in order to choose accurate responses to psychological situation prompts.*

EXCEEDS	MEETS	APPROACHING	DEVELOPING
I can consistently apply my advanced comprehension of essential psychological concepts and theories in order to choose accurate responses to psychological situation prompts most of the time	**I can apply my comprehension of essential psychological concepts and theories in order to choose accurate responses to psychological situation prompts most of the time**	I can apply my partial comprehension of psychological concepts and theories to psychological situation prompts some of the time	I can attempt to apply my comprehension of psychological concepts and theories to psychological situation prompts some of the time .

Standard 2: *I can apply my comprehension of essential psychological concepts and theories to accurately and specifically respond to psychological situation prompts in writing*

EXCEEDS	MEETS	APPROACHING	DEVELOPING
I can consistently apply my advanced comprehension of all essential psychological concepts and theories to accurately and specifically evaluate and critique psychological situation prompts in writing,	**I can apply my comprehension of essential psychological concepts and theories to accurately and specifically respond to psychological situation prompts in writing**	I can apply my partial and/or general comprehension of some psychological concepts and theories to psychological situation prompts in writing.	I can attempt to apply my comprehension of psychological concepts, theories to psychological situation prompts in writing.

Skill 3: Interpersonal Application

Standard 1: *I can apply my comprehension of psychological concepts to explore and explain my own behavior and mental processes in detail.*

EXCEEDS	MEETS	APPROACHING	DEVELOPING
I can consistently apply my advanced comprehension of essential psychological concepts and theories to deeply explore myself and explain my own behavior and mental process in detail.	**I can apply my comprehension of psychological concepts to explore and explain my own behavior and mental processes in detail.**	I can apply my partial comprehension of psychological concepts to explore and explain my own behavior and mental processes.	I can attempt to apply my comprehension of psychological concepts and theories to explore and explain my own behavior and mental processes. .

SKILL 4: Practice/Preparation Log: SEL: Self-Efficacy

Standard 1: I can use my resources effectively to plan, monitor, and evaluate my learning and areas of growth. This can be measured through the use of in-class formatives and pre-tests.

	Prepared (P)	Partially Prepared (PP)	Not Prepared (NP)
	I can use my resources effectively to plan, monitor, and evaluate my learning and areas of growth. This can be measured through the use of in-class formatives and pre-tests.	I can sometimes use my resources effectively to plan, monitor, and evaluate my learning and areas of growth. This can be measured through the use of in-class formatives and pre-tests.	I need to better use my resources effectively to plan, monitor, and evaluate my learning and areas of growth. This can be measured through the use of in-class formatives and pre-tests.

PERFORMANCE ASSESSMENTS

Skill: Psychological Literacy

Standard1: *I can utilize effective learning strategies in order to demonstrate comprehension of essential psychological concepts and theories.*			
EXCEEDS	MEETS	APPROACHING	DEVELOPING
I can utilize effective learning strategies in order to demonstrate advanced comprehension of essential psychological concepts, and theories.	**I can utilize effective learning strategies in order to demonstrate comprehension of essential psychological concepts and theories.**	I can utilize some learning strategies to demonstrate partial and/or general comprehension of psychological concepts and theories with the use of class support	I use minimal learning strategies to demonstrate comprehension of psychological concepts and theories.

Success Criteria	How Well Am I Doing?	Feedback
Comprehension		Demonstration of reading comprehension. ● Accurately respond to questions posed while using provided resources ● Accurately provide examples of content while using provided resources

Skill: Concept Understanding

Standard 1: *I can apply my comprehension of essential psychological concepts and theories in order to choose accurate responses to psychological situation prompts.*			
EXCEEDS	MEETS	APPROACHING	DEVELOPING
I can consistently apply my advanced comprehension of essential psychological concepts and theories in order to choose accurate responses to psychological situation prompts most of the time	**I can apply my comprehension of essential psychological concepts and theories in order to choose accurate responses to psychological situation prompts most of the time**	I can apply my partial comprehension of psychological concepts and theories to psychological situation prompts some of the time	I can attempt to apply my comprehension of psychological concepts and theories to psychological situation prompts some of the time .

Success Criteria	How Well Am I Doing?	Teacher Feedback
Analysis		When choosing accurate responses to psychological prompts I can: -Make accurate inferences about psychological concepts and human behavior -Apply background knowledge to prompts and choices -Compare and contrast and distinguish between like concepts -Eliminate obvious distractors -Manage my pacing effectively

Standard 2: *I can apply my comprehension of essential psychological concept and theories to accurately and specifically respond to psychological situation prompts in writing*

EXCEEDS	MEETS	APPROACHING	DEVELOPING
I can consistently apply my advanced comprehension of all essential psychological concepts and theories to accurately and specifically evaluate and critique psychological situation prompts in writing,	**I can apply my comprehension of essential psychological concepts and theories to accurately and specifically respond to psychological situation prompts in writing**	I can apply my partial and/or general comprehension of some psychological concepts and theories to psychological situation prompts in writing.	I can attempt to apply my comprehension of psychological concepts, theories to psychological situation prompts in writing.

Success Criteria	How Well Am I Doing?	Teacher Feedback

Definition		Definitions include the following:
		   -The use of accurate psychological terminology
		   -Accurate inclusion of all necessary components
		   -Distinguishable to concept provided

Application		Applications include the following:
		   -Accurate and complete example specific to the scenario
		   -Directly addresses prompt question
		   -Includes a psychological example that is more than a
		    parrot of the definition

Skill: Interpersonal Application

Standard 1: *I can apply my comprehension of psychological concepts to explore and explain my own behavior and mental processes in detail.*

EXCEEDS	MEETS	APPROACHING	DEVELOPING
I can consistently apply my advanced comprehension of essential psychological concepts and theories to deeply explore myself and explain my own behavior and mental process in detail.	**I can apply my comprehension of psychological concepts to explore and explain my own behavior and mental processes in detail.**	I can apply my partial comprehension of psychological concepts to explore and explain my own behavior and mental processes.	I can attempt to apply my comprehension of psychological concepts and theories to explore and explain my own behavior and mental processes. .

Success Criteria	How Well Am I Doing?	Teacher Feedback

Analysis/Reflection		When exploring myself in the context of psychological concepts I am able to. -Provide detailed information regarding my own human behavior. -Draw inferences regarding myself in the context of psychological content -Make predictions about future situations in the context of psychological content when necessary. -Reflect on the past and make accurate and detailed assessments in the context of psychological content when necessary

Skill: Self- Efficacy

Standard 1: I can use my resources effectively to plan, monitor, & evaluate my learning and areas of growth. This can be measured through the use of in-class formatives and pre-tests.

	Prepared (P)	Partially Prepared (PP)	Not Prepared (NP)
	I can use my resources effectively to plan, monitor, and evaluate my learning and areas of growth. This can be measured through the use of in-class formatives and pre-tests.	*I can sometimes use my resources effectively to plan, monitor, and evaluate my learning and areas of growth. This can be measured through the use of in-class formatives and pre-tests.*	*I need to better use my resources effectively to plan, monitor, and evaluate my learning and areas of growth. This can be measured through the use of in-class formatives and pre-tests.*

Success Criteria	How Well Am I Doing?	Feedback

Self-Awareness and Self-Efficacy		Demonstration of accurate awareness and efficacy will include the following
		   -Accurately reflect on formative assessments using provided materials
		   -Accurately follow proper tracks to display a growth mindset and improve performance
		  -Seeks guidance regarding opportunities to improve