



# I.B. Psychology: 2018-19

**Instructor: Andrew Bonica**

**Email: [abonica@ttsd.k12.or.us](mailto:abonica@ttsd.k12.or.us)**

**Phone: 503-431-5579**

**Website: [TualatinPsych.weebly.com](http://TualatinPsych.weebly.com)**

## Course Overview

I.B. Psychology is designed to introduce you to the theories, research methods, ethics, and critical thinking skills that modern psychologists use while engaging in *the systematic study of behavior and mental processes*. During our exploration of the field of psychology we will be examining the interaction between the body, mind, and environment that shape us into the complex beings that we are. Because this class is being taught at an I.B. level, the curriculum, classroom activities, reading, and assessments will all help you master the learning outcomes set forth by the I.B.O. Ultimately, this course will prepare you to display your knowledge, critical thinking, and communication skills on the May Exams and beyond.

## Topics of Study

- **Intro to Psychology**: What is psychology and how do we study and think critically about it?
- **Biological Level of Analysis**: How does our biological functions and genetic makeup impact our behaviors?
- **Cognitive Level of Analysis**: How do our mental constructs and interpretations of the world impact our behavior?
- **Sociocultural Level of Analysis**: How does our environment and culture impact our behavior?
- **Human Relationships**: How do our biological, cognitive, and sociocultural influences impact our relationships with other humans?
- **IB Internal Assessment**: How do you conduct and report research?
- **Positive Psychology**: How can psychology teach us how to be happier?

## Major Units

1. Antisocial & Prosocial Behavior: Criminal Justice
2. Group Dynamics: The Psychology of Terrorism in the Modern World
3. Internal Assessment
4. Love & Relationships: Modern Love & Relationships
5. Global Citizenship: Culture, Immigration, Conflict, and Identity
6. Happiness Design Thinking Challenge

## Academic Expectations

- Academic honesty is of the utmost importance to me and I will follow school policies in the unfortunate event that dishonesty occurs.
- Because this is an I.B. course, all students will be required to complete all assignments and expectations set forth by I.B.O. This includes writing in-class extended written responses and completing the I.B. Internal Assessment.

## **Behavioral Expectations: Responsible, Respectful, Safe**

1. **Be Present:** Be physically and mentally present while in class.
2. **Everyone Talks, Every Day:** Each of you have your own voice and ideas that are essential to the progress of our class. You will talk, whether in partners, small groups, with teachers, or to the whole class every day.
3. **Phones Away, Minds Open:** Research has shown that in order to create a productive and collaborative learning environment, students should work to keep their phones out of sight and out of mind. We have numerous strategies to help with this as needed.
4. **Respect:** Show respect for the ideas and feelings of all members of our classroom and school community. *Sexist, racist, homophobic, or any other hurtful comments will not be tolerated in our classroom community.*
5. **Take Responsibility for Your Learning (Asking for Help is a Sign of Strength, not Weakness):** I am here because I am invested in your success (academically and personally). Please let me know if you have questions or need to review an assignment or concept more effectively. You can see me before or after class, send me an email requesting a time to meet, or set up a time for before school.

### **Website**

For this course, I have created a website, **Tualatinpsychology.weebly.com**, to help support our learning. On the website you will find course documents, presentations, readings, announcements, and videos.

### **Homework**

Homework will consist of work on ongoing projects, occasional readings/videos, and general studying. However, that said, one of my mottos is “Be present at school so that you can be present at home.” I want to respect your time at home and that with your friends and family. So spend your time at home getting sleep, exercising, reading for pleasure, meditating, eating with your family, or other stress reduction strategies. These will all help you find personal and academic success this school year. Also, when we do have assigned videos or readings, I encourage you to explore them with a parent or as a group. This can ideally be an enlightening experience for all those who learn with you.

### **Health 2 Credit**

The second semester of this course will earn you a Health 2 Credit and fulfill that component of High School Graduation requirements.

### **TAG Statement**

To ensure that students designated as “Talented as Gifted” (TAG) receive academic instruction that is appropriate for their rate and level of learning, the curriculum and instruction of this course may be differentiated to include specialized groupings, compacting of curriculum, accelerated pacing, and providing of extension / challenge activities (this would be different work of a complementary nature and not extra work on top of existing assignments).

### **The Tualatin WAY**

*We* Care.

*All* of you Matter.

*You* are the Future.

### **Wellness Warm-Ups**

I believe that school should not be just a place where you learn new information and ideas, but also how to become a happier, healthier, more compassionate person. In order to combat the negative stressors and emotions that school can often bring, I will be introducing you to a variety of scientifically defended wellness activities that promote mental and physical health. These may come in the form of guided mindfulness exercises, short yoga routines, gratitude exercises, and many other possibilities.

## Assessment

*Your grade will be determined based on your ability to demonstrate the following standards. See your Standard Overview & Growth Tracker Form for rubrics.*

### IB Academic Skills

#### On Demand Essays & Short Answer Questions

*You will write on demand essays and short answer questions that will require you to answer a question in a focused and organized manner while using your content knowledge about theories and studies. You will also be required to show clear and relevant critical thinking.*

**Standard 1: Essay Content Knowledge: Research Studies**

**Standard 2: Essay Content Knowledge: Key Concepts & Theories**

**Standard 3: Critical Thinking**

**Standard 4: Essay Focus & Organization**

**Standard 5: Short Answer Questions**

**Standard 6: Academic Growth Standard (Co-Assessed with Teacher)**

### Design Thinking Challenges

#### IB Learner Profile Design Thinking Challenge

*You will identify an element of the IB Learner Profile which you would like to improve on. You will then conduct research to define the problem, develop and execute strategies to improve in this area, and reflect on your progress.*

**Standard 7: IB Learner Profile: Exploration & Actions**

**Standard 8: IB learner Profile: Reflection**

**Standard 9: Prosocial App Design**

## Engagement

### Engagement

*You will demonstrate a consistent and meaningful physical and mental engagement with the ideas, people, and physical space around yourself.*

**Standard 10: Engagement (Co-Assessed with Teacher)**

**Assessment Approach:** We Focus on *Feedback*, *Growth* and *Reflection*. In line with research about learning, as well as our professional experience, Mr. Hausman and I have built a Grading approach that may be different than what you are used to seeing. We have built this system from the ground up, and refined it from last year, around these guiding principles:

1. Feedback comes first, along with an assignment for revision or related practice in which students apply the feedback they have received in order to demonstrate a stronger performance in that area than the first attempt.
2. Scoring on rubrics comes second, and is delayed until after the feedback-and-apply cycle is complete.
3. The teacher and student will both reflect upon the student's performance and demonstrated growth, as well as identify and explain their reasoning for a particular letter grade for the student (this occurs about a week before the end of Quarter 1 or 3, and about 3 weeks before the end of the semester. To help students self-evaluate their performance, students will record their scores on the semester Academic Growth Tracker, and save all their original and revised work in their IB Psychology binder. Note: the core standards scoring guides for essays and short answer tests are on the back of the Academic Growth Tracker (which is included in this syllabus).
4. Usually, the student and teacher will meet for an in-class Academic Growth conference. At the quarter, they will discuss how things are going and what the quarter grade will be, along with the main area or two for continued focus. About 3 weeks before the end of the semester, the conference will specify what the semester grade will be (assuming all remaining student work is completed at whatever level is discussed), and students will have the opportunity the following week (about 2 weeks before the end of the semester) to do a retake (before or after school) - if the student chooses to do so - on any 1 or 2 standards that might be keeping them from earning a higher grade. We realize that this approach is a departure from what students usually experience. It may appear to be more complicated, and it means there may not always be an overall grade showing on Synergy StudentVUE/ParentVUE. This raises a couple questions: Why use it? And, how does it work in terms of grade reporting systems (like ParentVUE)?

***Why:*** Because the students in this class are planning to go to college, and because a significant percentage of the class is planning to take the IB Psychology exam in May, we believe it is very important for students to learn the skills and knowledge in this course, and that it is perhaps even more important to learn how to succeed in a class like this before going to college. Therefore, we want the emphasis on feedback and reflection, with students encouraged to think about what is and is not working for them, and how they can make changes to become a stronger student. \* We also want students who improve within a category (for example, going from 1 to 2 to 2 to 3) to be rewarded for their growth with a 3 in that category, rather than an average of that category that may be outdated. \* At the same time, if a student is showing erratic performance (4 to 2 to 3 to 2, for example), we do not want to simply reward the highest score because all the knowledge and skills in the class are important and if students can coast on one great score, they are not being encouraged to challenge themselves and truly grow. In such a scenario, the average or mode may make more sense when deciding the overall score for a category. \* We want students to reflect on their work, and we want to be able to hear what they think about how they are doing, believing there are valuable things to be learned, as educators, from this process. \* In other words, we want the flexibility to truly reflect how students are performing.

**How:** All IB essay and short answer tests, along with Design Thinking projects, are scored on a 4-3-2-1 scale that corresponds to Exceeds the standard (4), Meets the standard (3), Nearly Meets the standard (2) and Beginning to address the standard (1).

\* In addition to students tracking these scores on their semester Academic Growth Tracker, the current category scores are posted on Synergy StudentVUE / ParentVUE (usually starting in late September or early October), however, Student VUE will not automatically calculate a grade since these scores will be entered “Not for Grading.” Nevertheless, if you click on the “NA” grade it is showing, you will be able to see the category scores that are currently available.

\* You will see a letter grade posted in the following situations: At the quarter, I will post a progress report grade. This will usually disappear after about 3 or 4 weeks. I will post the projected semester grade about 3 weeks before the end of the semester, after the student-teacher conferences. This projected grade could still rise if a student opts to do retakes and performs at a high enough level to raise their overall grade, and could drop if a student does not turn in any remaining projects or assignments. Finally, a temporary grade of C will be posted at any time when a student has not made up 1 or 2 major assessments missed due to absence (such as essays, short answer tests, quizzes, the IA, or a Design Thinking project); if 3 or more such assessments are missing, a temporary grade of D will be posted until they are made up. \* By default, students are expected to make up any assessment missing due to absence during a period class, within 1 week of your return from the absence (please see me if you were out for multiple days, in order to make a customized plan). You would then need to make up any missed work from that day of class. If you would rather not miss class time by doing the makeup assessment then, you may arrange any time I have available before or after school, or on an A day, within one school week of the absence in order to make it up. Once you make up the assessments, the warning grade (C or D) will disappear.

**The teacher’s decision on the quarter (progress report) and semester (transcript) grades is final, in the event the teacher and student come to a different decision about the grade after reflecting upon the evidence.**

## **IB Psychology Movie Permission**

As part of the I.B. Psychology course at Tualatin High School, we will be viewing films which are rated PG and PG-13. Also, we will be viewing portions of documentaries, news clips, and excerpts from psychological studies that may contain adult language or themes. These videos will all be carefully selected and relevant to the course learning outcomes.

***Please circle one of the following choices.***

- I permit my student to watch films rated PG and PG-13 in I.B. Psychology.
- I request an alternative assignment for my student.

Student Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_