

Dallas High School  
Home of the Dragons



**Introduction to Psychology**

2022-23

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**Course Description:** This class is a basic introduction to the subject of psychology. It will give students a practical overview of various aspects of psychology. Areas of study will include the following units:

**Course Outline**

	Unit Topic
Unit 1	Definition and Historical Background of Psychology
Unit 2	Biological Bases of Behavior
Unit 3	Abnormal Psychology/Psychological Disorders
Unit 4	LifeSpan Development
Unit 5	Learning
Unit 6	Language Development
Unit 7	Memory
Unit 8	States of Consciousness
Unit 9	Sensation and Perception

### **Standards to Be Assessed:**

1. Demonstrate knowledge and understanding of the development of psychology as an empirical science including the major subfields within psychology.
2. Demonstrate knowledge and understanding of the structure and function of the nervous system in human and non-human animals, the structure and function of the endocrine system, the interaction between biological factors and experience, and methods and issues related to biological advances
3. Demonstrate knowledge and understanding of research and various theories (brain, nature, nurture) pertaining to individuals exhibiting psychopathic/sociopathic behavior.
4. Demonstrate knowledge and understanding of current research, issues and methods of treatment for various psychological disorders.
5. Demonstrate knowledge and understanding of theory, research, issues, and methods of study in lifespan development including cognitive, social, physical, and moral development at each stage of the lifespan (e.g., prenatal development and the newborn, infancy (i.e., the first two years of life), childhood, adolescence, and adulthood and aging).
6. Demonstrate knowledge and understanding of theory, principles and research in the area of learning; including classical conditioning, operant conditioning, and observational and cognitive learning.
7. Demonstrate knowledge and understanding of theories and research on cognitive/problem solving processes and language development including: the basic elements comprising thought, obstacles related to thought, structural features of language, theories and developmental stages of language acquisition, and language and the brain.
8. Demonstrate knowledge and understanding of theories and research related to the various processes of human memory including encoding of memory, storage of memory, retrieval of memory, forgetting, and memory systems and types.
9. Demonstrate knowledge and understanding of theories and research related to the study of consciousness including the relationship between conscious and unconscious processes, characteristics of sleep and theories that explain why we sleep and dream, categories of psychoactive drugs and their effects, and other states of consciousness (e.g. hypnotism, meditation).
10. Demonstrate knowledge and understanding of the processes of sensation and perception, the capabilities and limitations of sensory processes, and the interaction of the person and the environment in determining perception.

### **Grading and Assessment:**

The following grading scales will be used to calculate a student's course grades and grade point average:

<b>Course Grades will be calculated using the following scale:</b>	<b>Grade Point Averages (GPAs) will be calculated using the following scale:</b>	<b>GPAs for Advanced Placement courses will be calculated using the following scale:</b>
<b>A 90-100%</b>	<b>A (4.0)</b>	<b>A (5.0)</b>
<b>B 80-89%</b>	<b>B (3.0)</b>	<b>B (4.0)</b>
<b>C 70-79%</b>	<b>C (2.0)</b>	<b>C (3.0)</b>
<b>D 60-69%</b>	<b>D (1.0)</b>	<b>D (2.0)</b>
<b>F 0-59%</b>	<b>F (0)</b>	<b>F (0)</b>

### **Academic Integrity**

The faculty and administration of Dallas High School believe that honesty and integrity are personal attributes worth nurturing in our students. Because we value the educational and skill development opportunities provided by classroom assignments, research projects, tests, and credit recovery, we expect students to express academic integrity by doing their own work and properly documenting information gathered from other sources. Congruous with this belief is our resolve to handle those who violate the principles of academic integrity with stringent consequences as outlined in the [K-12 Code of Conduct](#).

### **Student Behavior and Expectations:**

Students are expected to demonstrate appropriate behavior in the classroom and contribute to a safe, positive, caring learning environment by cooperating; doing their best to achieve academic excellence; respecting themselves, others, and the environment; and conducting themselves in a safe manner at all times. Clearly defined behavioral expectations are consistent school-wide through the Dragon **PRIDE** acronym. We strive to teach our students to take **PRIDE** in themselves and the school by demonstrating: **Purpose, Respect, Integrity, Determination,** and **Empathy** at all times. For more information, please see the [Student/Parent Handbook](#).

### **Student Electronic Devices at Dallas High School:**

Students are allowed to possess personal electronic devices at school and at school-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment, school-sponsored activities or violate Board policies, administrative regulations, school or classroom rules, or state and federal laws. Cell phone usage is **only** permitted during scheduled passing periods and lunch times. Students are not allowed to be on their phones in the hallways and other common areas during class time and cell phone usage in the bathrooms and locker rooms is prohibited **at all times**. Students must use a Chromebook or laptop to complete and submit coursework. Cell phones cannot be used for this purpose and can only be used during class time with express advance permission from the teacher.

### **Diversity**

Dallas School District #2 recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy for the Dallas School District #2 Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.

### **Gender**

Dallas High School will be proactive in creating a school culture that respects and values all students and fosters understanding of gender identity within the school community. Such guidelines are intended to ensure a safe learning environment free of discrimination and harassment, and to promote the educational and social integration of transgender students. They do not anticipate every situation that may occur and the needs of each student will be assessed on a case-by-case basis.