DeLand High School
IB Psychology SL
2019-2020
Mrs. Valerie B. Goldy
vbgoldy@volusia.k12.fl.us

Course Objectives:
The purpose of this course is to introduce you to psychology in a manner that will further your understanding of human behavior and thought process using several perspectives. This course will culminate in written internal assessment and two tests administered by the International Baccalaureate Organization.

Textbook Used:
Crane, John, IB Psychology InThinking, Online Textbook, 2019.

Other Materials Needed:
- 2 Inch (3-ring binder)
- Five tab dividers for binder
  - Label the Tabs:
    - Research/IA
    - Biological
    - Cognitive
    - Sociocultural
    - Abnormal
- Pen/pencil
- Paper

Major Units/Topics/Themes:
The curriculum will follow the guidelines of the International Baccalaureate Organization. The curriculum is divided into four major parts. Below I summarized the four parts.

Part I: The Core
The study of the biological level of analysis, the cognitive level of analysis and the sociocultural level of analysis comprises the core of the psychology course.

The three levels of analysis focus on three fundamental influences on behavior:
- biological
- cognitive
- sociocultural.

The interaction of these influences substantially determines behavior. The level of analysis approach reflects a modern trend in psychology towards integration and demonstrates how explanations offered by each of the three levels of analysis (biological, cognitive and sociocultural) complement one another and together provide more complete and satisfactory explanations of behavior.

Part II: Option
Students at SL will study ONE option and that is Abnormal Psychology

Part III: Simple Experimental Study (Internal Assessment)
Students are required to plan and undertake a simple experimental study and to produce a report of their study. A simple experimental study involves the manipulation, by the student, of a single independent variable and the measurement of the effect of this independent variable on a dependent variable, while
controlling other variables.

**IB Assessment**

**External assessment (3 hours) 75%**

*This exam takes place over two days in May.*

- **Paper 1 (2 hours) 50% (Friday, May 8, 2020 - Afternoon)**
  - Section A: **Three** compulsory questions on part 1 of the syllabus.
  - Section B: **Three** questions on part 1 of the syllabus. Students choose **one** question to answer in essay form.

- **Paper 2 (1 hour) 25% (Monday, May 11, 2020 - Morning)**
  - Two questions; **one** from a choice of three on each of two options

**Internal assessment 25%**

A report of a simple experimental study conducted by the student.

**Classroom Assessment:**

- **Formative 40%**
  - Chapter Questions, In Class Writings, Quizzes

- **Summative 60%**
  - Tests, projects, Internal Assessment

**Grading Scale:**

- **A** 90-100
- **B** 80-89
- **C** 70-79
- **D** 60-69
- **F** 0-59

**Retake Policy:**

Students will have the opportunity to retake summatives each quarter. The highest score will be used to calculate the final grade.

- **Example 1:**
  - original test: 63%; re-take: 81%  →  Assigned value: 81%
- **Example 2:**
  - original test: 83%; re-take: 78%  →  Assigned value: 83%

**Psychology Binder:**

Students will keep a binder throughout the year to stay organized and reflect on what they have learned in Psychology. Index tabs will be used to organize the binder. Index tabs should be labeled: Research/IA, Biological, Cognitive, Sociocultural, and Abnormal.

**DHS rules:**

Students are expected to follow all DHS rules and act appropriately in class. Students who choose not to do so will receive the prescribed consequences, which may include lunch detention, a phone call home, or a discipline referral.

**Classroom Procedures:**
- All homework, projects and assignments will be collected at the beginning of the period. For online quizzes and online assignments, they are due by 11:59 PM on the due date.
- All work must be turned in on the due date. Contact me for extenuating circumstances.
- It is the student’s responsibility to get all make-up work from the teacher upon their return to school. A note should be handed in to guidance within two days of returning.
- When taking tests, remain seated and quiet until all students are finished with their test. Cellphones will be in the “Cell Phone Day Care” area while the test is out.
- This course deals with many sensitive issues. Rudeness or disrespect will not be tolerated.
- Students are allowed to retake summatives. All formative assignments and remediation must be completed before the test can be retaken. All retakes must be completed a week before the end of the quarter.

**Cell Phone Policy:**
There will be many days that we will use cellphones and other electronic devices in class for lessons. However, to minimize distractions on days that we are not using technology, students will be required to put their electronic devices in the cell phone holder in the back of the room (Cell Phone Day Care). Students that are caught with a cell phone during non-tech use time will receive a referral.

**Attendance:**
If a student misses 5 days or less each quarter (excused or unexcused) they will have the option of dropping one formative of their choosing from their overall grade that quarter.

**Online Components of the Course:**
There are a couple very important online components to this course. The textbook is online through the InThinking website. Students must make an account and join InThinking using the course code DEFHLQ5 to access the textbook for this class. Use this link to sign up: student.thinkib.net/group/DEFHLQ5

I have created a group for this class on Schoology. We will hold class discussions on the site, and have quizzes. Assignments will be posted there to view at home. Students, please go to www.schoology.com and create a free account. Use the access code: 7VJ2-3JJT-QRCV2 to join the group as soon as possible. The syllabus is also available on Schoology.

This year I will be using the Remind App to send students important class information. Types of things I will send are reminders about tests, quizzes and assignments if I am out. Please join! The remind app allows me to send you a text, but does not allow you to respond back. To join please follow the instructions below!

Send a Text to this number: 81010
Text this message: @ibpsychsl2

I am always available and willing to help my students and their parents. My email is vbgoldy@volusia.k12.fl.us
Course Objectives:
The purpose of this course is to introduce you to psychology in a manner that will further your understanding of human behavior and thought process using several perspectives. This course will culminate in written internal assessment and three tests administered by the International Baccalaureate Organization.

Textbook Used:

Other Materials Needed:
- 2 Inch (3-ring binder)
- Seven tab dividers for binder
  - Label the Tabs:
    - Research/IA
    - Bio
    - Cog
    - Socio
    - Abnormal
    - Developmental
    - Human Relationships
- Pen/pencil
- Paper

Major Units/Topics/Themes:
The curriculum will follow the guidelines of the International Baccalaureate Organization. The curriculum is divided into four major parts. Below I summarized the four parts.

Part I: The Core
The study of the biological level of analysis, the cognitive level of analysis and the sociocultural level of analysis comprises the core of the psychology course. The three levels of analysis focus on three fundamental influences on behavior:
- biological
- cognitive
- sociocultural.

The interaction of these influences substantially determines behavior. The level of analysis approach reflects a modern trend in psychology towards integration and demonstrates how explanations offered by each of the three levels of analysis (biological, cognitive and sociocultural) complement one another and together provide more complete and satisfactory explanations of behavior.

Part II: Option
Students at HL must study TWO options. In class we will be studying Abnormal Psychology, Human Relationships and Developmental Psychology.

Part III: Qualitative research in psychology
Qualitative research takes place in the real world, as opposed to the laboratory, and deals with how
people give meaning to their own experiences. It involves research of behavior in a natural setting, and is followed by an attempt to interpret the behavior and the meanings that people have given to their experiences.

Qualitative research strategies include the use of observations, interviews and case studies, among others. These will often involve face-to-face interactions between researcher and participant where the researcher needs to be flexible and sensitive to the needs of the social context within which the data is obtained. The data is subsequently analyzed and interpreted. Generally the aim of qualitative research is to allow themes, categories or theories to emerge from the data, rather than to focus narrowly on preconceived ideas or hypotheses.

It is important for students to realize that qualitative and quantitative research complement each other. Each is suited to investigating different aspects of behavior and should be used appropriately.

Areas to be studied:
- Theory and practice in qualitative research
- Interviews
- Observations
- Case studies

Part IV: Simple Experimental Study (Internal Assessment)
Students are required to plan and undertake a simple experimental study and to produce a report of their study. A simple experimental study involves the manipulation, by the student, of a single independent variable and the measurement of the effect of this independent variable on a dependent variable, while controlling other variables.

IB Assessment
External assessment (5 hours) 80%
This exam takes place the first week of May, and is administered in two days.

Paper 1 (2 hours) 40% (Friday, May 8, 2020 - Afternoon)
Section A: Three compulsory questions on part 1 of the syllabus.
Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour. One, two or all of the essays will reference the additional HL topic

Paper 2 (2 hours) 20% (Monday, May 11, 2020 - Morning)
Two questions; one from a choice of three on each of two options

Paper 3 (1 hour) 20% (Monday, May 11, 2020 - Morning)
Three short-answer questions from a list of six static questions on approaches to research

Internal assessment 20%
A report of a simple experimental study conducted by the student.

Classroom Assessment:
Formative 40%
Chapter Questions, In Class Writings, Quizzes
Summative 60%
Tests, projects, Internal Assessment

Grading Scale:
A 90-100
B 80-89
C 70-79
D 60-69
F 0-59

Retake Policy:
Students will have the opportunity to retake summatives each quarter. The highest score will be used to calculate the final grade.

**Example 1:**
- original test: 63%; re-take: 81% → Assigned value: 81%

**Example 2:**
- original test 83%; re-take: 78% → Assigned value: 83%

**Psychology Binder:**
Students will keep a binder throughout the year to stay organized and reflect on what they have learned in Psychology. Index tabs will be used to organize the binder. Index tabs should be labeled: Research/IA, Biological, Cognitive, Sociocultural, Abnormal, and Developmental.

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**Attendance:**
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**Online Components of the Course:**
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I have created a group for this class on Schoology. We will hold class discussions on the site, and have quizzes. Assignments will be posted there to view at home. Students, please go to www.schoology.com and create a free account. Use the access code: C5MM-66S5-S6ZPQ to join the group as soon as possible. The syllabus is also available on Schoology.
This year I will be using the Remind App to send students important class information. Types of things I will send are reminders about tests, quizzes and assignments if I am out. Please join! The remind app allows me to send you a text, but does not allow you to respond back. To join please follow the instructions below!

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Text this message: @ibpsych800

I am always available and willing to help my students and their parents. My email is vbgoldy@volusia.k12.fl.us
2019-2020  
Mrs. Valerie B. Goldy  
vbgoldy@volusia.k12.fl.us

Course Objectives:  
This fast-paced and rigorous course will take you on a panoramic, thematic, and trans-regional journey over a period of 800 years, in less than 180 days. Along the way, you will discover patterns of continuity and change over time and space, ascertain similarities and differences between societies, gain an appreciation for a diversity of traditions and regional cultures, as well as the realization of impact that encounters and interactions have had on the human past and continues to shape the future. This venture will require both dedication and discipline since you have the opportunity to earn college credit.

Textbook Used:  

Other Materials Needed:  
- 2 Inch (3-ring binder)  
- Pen (blue or black ink)/pencil  
- Paper  
- 5 dividers (one for each historical period)  
  - Periods:  
    - 1/2 (period 1 and 2 are combined)  
    - 3  
    - 4  
    - 5  
    - 6

Course Themes:  
THEME 1: HUMANS AND THE ENVIRONMENT (ENV) The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.  
THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI) The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.  
THEME 3: GOVERNANCE (GOV) A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.  
THEME 4: ECONOMIC SYSTEMS (ECN) As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.  
THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIO) The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.  
THEME 6: TECHNOLOGY AND INNOVATION (TEC) Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.
**Historical Units:**

<table>
<thead>
<tr>
<th>Units</th>
<th>Chronological Period*</th>
<th>Exam Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: The Global Tapestry</td>
<td>c. 1200 to c. 1450</td>
<td>8–10%</td>
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<tr>
<td>Unit 2: Networks of Exchange</td>
<td></td>
<td>8–10%</td>
</tr>
<tr>
<td>Unit 3: Land-Based Empires</td>
<td>c. 1450 to c. 1750</td>
<td>12–15%</td>
</tr>
<tr>
<td>Unit 4: Transoceanic Interconnections</td>
<td>c. 1750 to c. 1900</td>
<td>12–15%</td>
</tr>
<tr>
<td>Unit 5: Revolutions</td>
<td>c. 1750 to c. 1900</td>
<td>12–15%</td>
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<tr>
<td>Unit 6: Consequences of Industrialization</td>
<td>c. 1900 to the present</td>
<td>12–15%</td>
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<td>Unit 7: Global Conflict</td>
<td></td>
<td>8–10%</td>
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<tr>
<td>Unit 8: Cold War and Decolonization</td>
<td>c. 1900 to the present</td>
<td>8–10%</td>
</tr>
<tr>
<td>Unit 9: Globalization</td>
<td></td>
<td>8–10%</td>
</tr>
</tbody>
</table>

*Events, processes, and developments are not constrained by the given dates and may begin before or continue after the approximate dates assigned to each unit.

**AP World History Exam**

The AP World History Exam features short-answer, document-based, and essay questions that ask students to demonstrate historical content knowledge and thinking skills through written responses. Multiple-choice questions will ask students to use content knowledge to analyze and interpret primary and secondary sources.

<table>
<thead>
<tr>
<th>Section</th>
<th>Question Type</th>
<th>Number of Questions</th>
<th>Exam Weighting</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Part A: Multiple-choice questions</td>
<td>55</td>
<td>40%</td>
<td>55 minutes</td>
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<tr>
<td></td>
<td>Part B: Short-answer questions</td>
<td>3</td>
<td>20%</td>
<td>40 minutes</td>
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<tr>
<td></td>
<td>Question 1: Secondary source(s)</td>
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<td></td>
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<tr>
<td></td>
<td>Question 2: Primary source</td>
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<tr>
<td></td>
<td>Students select one:</td>
<td></td>
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<tr>
<td></td>
<td>Question 3: No stimulus</td>
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<tr>
<td></td>
<td>Question 4: No stimulus</td>
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<tr>
<td>II</td>
<td>Free-response questions</td>
<td>2</td>
<td>25%</td>
<td>60 minutes (includes 15-minute reading period)</td>
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<tr>
<td></td>
<td>Question 1: Document-based</td>
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<td></td>
<td>Students select one:</td>
<td></td>
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<tr>
<td></td>
<td>Question 2: Long essay</td>
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<tr>
<td></td>
<td>Question 4: Long essay</td>
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</tbody>
</table>

**Classroom Assessment:**

- **Formative** 40%
  - *Class Activities, In Class Writings, Quizzes, Notebook Checks*
- **Summative** 60%
  - *Tests (Made up of Multiple Choice and SAQs), LEQs, DBQs*
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
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Example 1:
- original test: 63%; re-take: 81% → Assigned value: 81%

Example 2:
- original test 83%; re-take: 78% → Assigned value: 83%

AP World History Binder:
Students will keep a binder throughout the year to stay organized and reflect on what they have learned in AP World History. Index tabs will be used to organize the binder. Index tabs should be labeled for each of the historical periods we will cover (see materials section).

DHS rules:
Students are expected to follow all DHS rules and act appropriately in class. Students who choose not to do so will receive the prescribed consequences, which may include lunch detention, a phone call home, or a discipline referral.

Classroom Procedures:
- All homework, projects and assignments will be collected at the beginning of the period. For online quizzes and assingments they are due by 11:59 PM on the due date.
- All work must be turned in on the due date. Contact me for extenuating circumstances.
- It is the student’s responsibility to get all make-up work from the teacher upon their return to school. A note should be handed in to guidance within two days of returning.
- All makeup work and retakes must be completed a week before the end of the quarter. The date for each quarter is clearly posted in the classroom.
- When taking tests, remain seated and quiet until all students are finished with their test. Cellphones will be in the “Cell Phone Day Care” area while the test is out.
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I have created a group for this class on Schoology. We will hold class discussions on the site, and have quizzes. Assignments will be posted there to view at home. Students, please go to www.schoology.com and create a free account. Use the access code: **DP6M-98RF-HJBST** to join the group as soon as possible. The syllabus is also available on Schoology.

This year I will be using the Remind App to send students important class information. Types of things I will send are reminders about tests, quizzes and assignments if I am out. Please join! The remind app allows me to send you a text, but does not allow you to respond back. To join please follow the instructions below!

Send a Text to this number: 81010
Text this message: @whapmode

CollegBoard has created a new tool for students and teachers this year called AP Classroom. Students will need to go to the website below and join their class depending on their actual class period. Students will complete a formative assessment of the content for each unit before the unit test we take in class. This is also what will be used to register for the actual exam in October.

Go to [https://myap.collegeboard.org/](https://myap.collegeboard.org/) and join your class according to your actual class period.

- Period 1: D4N34A
- Period 3: 64XNWG
- Period 6: JND9QE

We also have access to **Albert.io** this year to help prepare for the AP Exam in May. Albert.io will be used for test remediation and test preparation.

Create an account if you don’t already have one. If you have an account, then log in at **Albert.io** Click on your Classes tab at the top of the page and click Join a Class. You will need to search for DeLand High and enter the classroom enrollment code below. Albert.io:

- Period 1: TSXQDJZTODKG
- Period 3: FPG627DSEW61
- Period 6: 1JH4WF4T6V0G

If you need any additional help or have other concerns, please let me know. I am always available and willing to help my students and their parents. My email is vbgoldy@volusia.k12.fl.us