



Okkodo High School
SSE201 (PSYCHOLOGY/SOCIOLOGY)

SY2017-2018

COURSE SYLLABUS

Room#: E108

School Phone #: 300-1870

Instructor:

Mr. Charles Acosta

E-mail Address:

cmacosta@gdoe.net

GDOE Vision:

Every student:
Responsible,
Respectful, and
Ready for Life

GDOE Mission:

Our educational
community prepares
all students for life,
promotes excellence
and provides
support.

OHS Mission

Statement:

"Okkodo High
School provides a
respectful
environment
for quality learning
that builds
knowledge and skills
to succeed in the 21st
century."

**School-wide Learner
Outcomes (SLO's)**

"Excellence by Choice"

Effectively communicate
with others

Excellence in academics

Embrace Cultural
Diversity

Environmentally
Respectful

PSYCHOLOGY/SOCIOLOGY

(.5 per semester)

Course Description: SSE201

In this course students are introduced to psychology first semester, with a focus on the scientific study of human development, learning, motivation and personality. Student should develop some basic concepts for psychology as the study of individual behavior. They should learn about the contributions of one or more major scholars in the field; for example, Sigmund Freud, Abraham Maslow, Ivan Pavlov, Carl Rogers, and B.F. Skinner. Students should have opportunities to explore implications for everyday life or a scientific perspective on human behavior, and they should learn about the various careers associated with this field of study.

Second semester students are introduced to sociological concepts, theories, and procedures. Students should learn how sociologists analyze the basic structures and functions of societies and of groups within societies, discover how these societies became organized, identify the conditions under which they become disorganized, and predict the conditions for their reorganization.

(NOTE: Recommended for grades 11th and 12th) Length: Two semesters Prerequisite: None

Teaching & Assessment methods: The course will be taught using a variety of teaching strategies to reach all student learners in the class. The teacher will use researched-based instructional strategies to include Classroom Instruction that Works (CITW), Sheltered Instruction Observation Protocol (SIOP), the Big 8 Literacy Strategies, and Thinking Maps. Teaching methods will include group and individual reading assignments, class discussion, individual and group projects, class debates, critical thinking assignments, question and answer assignments, class and individual summary of information, current events, guest speakers, skit scenarios, service learning, and many more. Student assessment will be through individual and group assignments, homework assignments, student notebooks, class participation, individual and group projects, presentations, worksheets, evaluation rubrics, student portfolios, tests, quizzes, and exams.

Class Participation: Class discussion will occur on a daily basis and students should be prepared to fully participate. Students will be expected to effectively communicate with the teacher and their classmates. Cooperative learning will occur frequently and students should be prepared to work with their classmates to complete the given assignment (activity, project, presentation). Learning occurs best when ideas and opinions can be expressed freely in a respectful environment.

Course Materials:

- 1) One-inch binder with sheet protectors
- 2) Composition notebook
- 3) Pen/Pencils
- 4) Project Materials will be announced

Resources:

Understanding Psychology

By: McGraw-Hill Companies, Inc.,

Sociology and You

By: Glencoe 2003

*Additional resources will be used to address the course objectives & standards

-Online skill assessments and worksheets

Grading Policy: A point-based system will be used to calculate individual grades per quarter. Points will be accumulated throughout the quarter based on each given assignment, project, quiz, or test. *Example:* (1st quarter = 1,000 points possible) Student earned 700 points, grading will be 700 divided by 1000 = 70%. Semester grades are an average of the 2 quarters ($Q1 + Q2 \div 2 = \text{Semester grade}$)

Student Support/Intervention: The following interventions will be provided to students who demonstrate a genuine effort to succeed in this course.

- 1) Peer tutoring
- 2) One-to-one assistance with teacher
- 3) Emphasis on Graphic organizers
- 4) Assignment modification
- 5) Student samples of assignments
- 6) Counseling services and assignment log sheet

Course Expectations: *Students are expected to be:*

Prepared	For class participation, discussion, activities, and assignments daily!
Respectful	To the educational environment: Add to the classroom, not distract or take it away from yourself and others!
Independent	By taking responsibility for your education: Ask questions, take initiative, participate, and own your learning!
Dedicated	To the course requirements, individual goals and objectives!
Enthusiastic	Members of a team, working cooperatively by encouraging others and learning from mistakes!

Attendance:

There is a close relationship between academic success and school attendance. Good attendance habits learned and developed in school will be carried into the real-world of work. *A student will be marked **absent** if he or she is not in the class within **15 minutes** of the tardy bell.

Discipline Policy:

Students must follow and observe all school rules policies regarding: uniform, cell phone usage, inappropriate language and behavior. Major offenses will result in immediate referral. The following steps will be taken to hold students accountable for their behavior and actions.

- Minor offense 1- Student warning Minor offense 2- Teacher/student discussion Minor offense 3- Parent notification
 Minor offense 4- Counselor referral Excessive minor offenses/Major offense- Immediate referral to school administration

Make-up Work Policy:

All students with excused admit slips will be awarded opportunities to make-up any missing assignments, test, quiz, etc. *It is the responsibility of the student to submit excuse notes immediately upon return to school and inquire what they missed during their absence(s).* The teacher will then provide make-up assignments and a time frame for completion. *Students without proper admit slips or excuse notes may not be awarded make-up opportunities for missing assignments.

Homework policy:

All Homework assignments must be submitted on or before the given due dates to avoid late penalties. Late assignments will be deducted 20% for each class session that it is late. Example: Late 2 classes = 40% deduction for the assignment, therefore your max grade would be a 60%. * Don't submit any late assignments! Our Block schedule allows students 48 hours between each class meeting to fulfill all homework assignments.

Course Sequencing:

1- Quarter	2- Quarter	3- Quarter	4- Quarter
Introduction to Psychology From Infancy to Old Age The Body and Behavior Consciousness Perception The Learning Process Motivation and Emotion	Personality and Individuality Personality Theories Stress and Health Psychological treatment and change Social relationships Group behavior Attitude and persuasion Psychology's Contributions	Introduction to Sociology Sociological Research Culture Society and Interaction Social Control and Deviance Media and Technology Social Stratification	Global inequality Race and ethnicity Gender, Sex, and Age Social movements Social change Population and the Environment Sociology's Contributions

Citizenship:

E- Excellent	S- Satisfactory	U- Unsatisfactory
Always respectful toward other students and teachers. Demonstrates responsibility and accountability on a daily basis. Never violates any of the classroom rules.	Generally, respectfully towards others. Occasionally demonstrates responsibility. Follows majority of the school and classroom rules.	Frequently disrupts other members of the class. Requires reminders of rules and responsibilities. Disrespectful toward other students and teachers.

Service Learning: Public Law 30-53 specifies that "The mission of Service Learning is to allow each student to gain knowledge of the Community's needs, to expand their learning beyond the four walls of the classroom, to provide opportunities for lifelong intellectual and personal growth, and to feel the intrinsic rewards associated with giving back to society." This course will offer students up to 45 hours of Service Learning opportunities and activities.

Mr. Acosta's Service Learning Opportunities:			Applied Learning:	Learning Outcomes:
EVENT	Date	Hours	Plans and organizes an event or activity from conception to completion. Innovative Problem Solving Embracing Cultural Diversity School Pride, Morale, Ownership Resource Management	Improved critical thinking skills Individual responsibility Group identity and teamwork skills Event planning and Execution Public speaking skills Reflective decision making.
Cultural Exchange Programs	Oct. 4 th ,	5		
	Oct. 18 th	5		
	Nov. 1 st ,	5		
SLO Ceremony	Dec. 22 nd	5		
Mes Chamoru Activities	March. 2 nd	5		
	March 9 th	5		
	March 16 th	5		
	March 23 rd	5		
SLO Ceremony	May 18 th	5		

Family- School Partnership:

Family-School partnerships are fundamental to the success of Okkodo High School. We agree that the communication between the school and parents are essential. Success in this course depends on active communication, participation, and cooperation between parents, students, and teachers. Please do not hesitate to contact me if there are any questions or concerns at 300-1870 or e-mail *cmacosta@gdoe.net*. Thank you for reading the course syllabus and being an active participant in your child's education. Your signature on the attached contact sheet indicates that you have reviewed the course syllabus and understand the expectations, requirements, and grading criteria for this course.

Sincerely,

Mr. Charles Acosta

8/24/17
Date

M. L. S. 8/25/17
Acknowledged by: OHS Administrator/Date

Okkodo High School

School Year 2017-2018

Psychology/Sociology Course Syllabus

Parent and Student Acknowledgement and Contact Sheet

This receipt signifies that the student and his or her parent(s)/guardian(s) have read and understood the 2016-2017 School-To-Work Course Syllabus. If there are any questions, please use the contact information at the beginning of this syllabus. You must turn this in to Mr. Acosta by SEPT. 1, 2017, as it will be counted as a grade.

Student: The components of this syllabus has been explain and outlined to you in class. You understand that the syllabus may be modified in light of unforeseen circumstances, and understand you will be notified in advance of changes to the syllabus. You understand your academic and behavior responsibilities, and that you will be held accountable for your learning and progress towards meeting the course objectives and standards.

Parent/Guardian: You have reviewed the syllabus. You discussed key points of the syllabus with your child. You acknowledge that the syllabus may be modified in light of unforeseen circumstances. You understand that your child has academic and behavior responsibilities, and will be held accountable for course objectives and standards. You acknowledge that we, teacher and parent/guardian, must work together to support your child's academic and behavior development.

Student Media Release and Consent Form

For school year 2017-2018, students may be highlighted in efforts to promote Okkodo High School activities and achievements. For example, students may be featured in materials to train teachers and/or increase public awareness of our schools through newspapers, radio, TV, the web, DVDs, displays, brochures, and other types of media. I, as the parent or guardian of _____, hereby give Okkodo High School and its employees, representatives, and authorized media organizations permission to print, photograph, and record my child for use in audio, video, film, or any other electronic, digital and printed media.

- A. This is with the understanding that neither Okkodo High School nor its representatives will reproduce said photograph, interview, or likeness for any commercial value or receive monetary gain for use of any reproduction/broadcast of said photograph or likeness. I am also fully aware that I will not receive monetary compensation for my child's participation
- B. I further release and relieve Okkodo High School, employees, and other representatives from any liabilities, known or unknown, arising out of the use of this material.

Please check one box.

- Yes, I certify that I have read, understood, and agree to the Media Consent and Release Liability statement and fully understand its terms and conditions.
- No, I do not give OHS permission to feature my child in any media sources.

Student Name: _____ Signature: _____ Period: _____

Parent/Guardian Name(s): _____ Signature: _____ Date: _____

Parent(s)/Guardian(s) Contact Information: Home Phone: _____ Cell Phone: _____

Email: _____