




## Hopkins County Central High School

### Social Studies Department Syllabus

*“The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.” -NCSS*

<p><b>Course:</b>  <b>Teacher Information:</b>  <b>Phone:</b>  <b>Email:</b>  <b>Class Location:</b>  <b>Office Hours (Students):</b>  <b>Office Hours (Parents):</b></p>	<p>Psychology (B)          Mr. Kevin Fritz          (270)-825-6133 ext. 1072  <a href="mailto:kevin.fritz@hopkins.kyschools.us">kevin.fritz@hopkins.kyschools.us</a>          Room #1072          Before and after school by appointment          By appointment – via phone or email</p>
<p><b>ONLINE CLASS</b></p> <p><b>Teacher Web-page</b></p>	<p><a href="https://classroom.google.com">classroom.google.com</a></p>  <p><a href="http://kevinjfrizt.weebly.com">kevinjfrizt.weebly.com</a></p>
<p><b>Course Description:</b></p>	<p>Psychology is an introduction to the basic scientific theoretical principles of individual human behavior. Students will be exposed to various topics in the field of psychology research.</p>
<p><b>Course Text:</b></p>	<p>Kassachau, Richard A. (2008). <i>Understanding Psychology</i>. New York, NY: McGraw Hill Glencoe.</p>
<p><b>Prerequisites:</b></p>	<p>None</p>
<p><b>Course Objectives and Goals</b></p>	<ol style="list-style-type: none"> <li>1. Students will find joy in learning.</li> <li>2. Students will identify major theories and terms.</li> <li>3. Students will develop a thorough understanding of the field of psychology.</li> <li>4. Students will analyze theories and circumstances from the psychological perspective.</li> </ol>

	5. Students will form their own psychological perspective drawing upon prior research and theory.																					
<b>Grading</b>	<p><b>Assessments are weighted 80% and Assignments are weighted 20%: within those categories students' grades will be determined by points earned divided by total possible points.</b></p> <table border="1"> <thead> <tr> <th><u>Element</u></th> <th><u>Points</u></th> <th><u>Frequency</u></th> </tr> </thead> <tbody> <tr> <td>Projects</td> <td>50-100</td> <td>4 +/-</td> </tr> <tr> <td>Quizzes</td> <td>20-30</td> <td>Weekly +/-</td> </tr> <tr> <td>Tests</td> <td>100</td> <td>Every 2 Weeks +/-</td> </tr> <tr> <td>Bell Ringers</td> <td>25</td> <td>Weekly +/-</td> </tr> <tr> <td>Classwork or Notes</td> <td>10-20</td> <td>Daily</td> </tr> <tr> <td>Final Examination</td> <td>20% Overall</td> <td>Once</td> </tr> </tbody> </table> <p><i>A rubric will be provided for assignments and projects.</i></p>	<u>Element</u>	<u>Points</u>	<u>Frequency</u>	Projects	50-100	4 +/-	Quizzes	20-30	Weekly +/-	Tests	100	Every 2 Weeks +/-	Bell Ringers	25	Weekly +/-	Classwork or Notes	10-20	Daily	Final Examination	20% Overall	Once
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<b>Grading Scale</b>	<p><b>Grading Scale (10 Point Scale):</b></p> <p>A 90-100  B 80-89  C 70-79  D 60-69  F 0-59</p>																					
<b>Academic Integrity</b>	<p>Submitting the work of another source (Internet, classmate, etc.) will not be tolerated. Egregious plagiarism and repeated offences will result in a 0 for the assignment with no opportunity to resubmit. Since we are in high school, part of the lesson is to learn how to properly use and cite sources; for this reason minor offences will be documented, feedback provided, and only one resubmission allowed. Chicago Style Citations are required for all major assignments. See your instructor for help to ensure the originality of your work.</p>																					
<b>Classroom Expectations</b>	<ol style="list-style-type: none"> <li>1. Be in your SEAT before the tardy bell.</li> <li>2. Be prepared for class with appropriate materials.</li> <li>3. Respect other's personal space and property.</li> <li>4. Follow teacher directions/instructions.</li> </ol>																					
<b>Consequences for Breaking Rules</b>	<p>1<sup>st</sup> Offense     Warning (written, verbal, nod, etc.)</p> <p>2<sup>nd</sup> Offense     30 minutes detention and contact parent</p> <p>3<sup>rd</sup> Offense     60 minutes detention and contact parent</p>																					

	<p>4<sup>th</sup> Offense    Refer to Office</p> <p>Severe Clause: <b><i>Teacher reserves the right to skip consequences regarding extreme or chronic violations.</i></b></p> <p><b>Any tardy will be handled according to the policy in your student agenda. Refer to page 38-39 for consequences for each tardy.</b></p> <p><b>You must have my permission to go on a school field trip. You will receive a 2<sup>nd</sup> offense detention if you do not have me sign your form.</b></p>
<b>Late Work Policy</b>	<p>Make-up work: The student with an excused absence has the amount of days absent from day of returning to school to complete all missed work (for example: If you missed 2 days, you get 2 days to make up work.) <b>LATE WORK WILL NOT RECEIVE FULL CREDIT.</b></p> <p><i>A late penalty of -10% per week up to -50% will be assessed. No late work will be accepted in the last week of the term.</i></p> <p>Any student with an <b>UNEXCUSED</b> absence will <b>NOT</b> be able to make up missed work (HCCHS Handbook, 37).</p>
<b>Supplies Needed (Bring to class everyday)</b>	<p>Required:</p> <ul style="list-style-type: none"> <li>● Pencils and Pens</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>● 3-ring binder – 1-2 inches with blank paper and five dividers.</li> </ul>

## Pacing Guide/Timeline

**Course: *PSYCHOLOGY***

**Trimester: (A)**

**Textbook: *Understanding Psychology, Glencoe***

<b>Week</b>	<b>Content</b>	<b>Chapter</b>	<b>Pages</b>
1	Introductions	-	-
2	Altered States of Consciousness	Chapter 7	182-205
3	Sensation and Perception	Chapter 8	206-237
4	Personality	Chapter 14	363-409
5	Stress	Chapter 15	363-409
6	Disorders	Chapter 16	446-515
7	Therapy	Chapter 17	446-515
8	Individual Interactions	Chapter 18	516-575
9	Group Interactions	Chapter 19	516-575
10	Attitudes-----Careers	Chapter 20, 21	576-619
11	Review		Comprehensive

12	Review		Comprehensive
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**\*\*Teacher reserves the right to amend this syllabus and pacing guide/timeline at any point during the trimester.\*\***

## PSYCHOLOGY

## Period 4

Dear Parents or Guardians,

I look forward to teaching your child this semester! In the interest of saving paper, I am posting my syllabus online, both on my teacher web page and my Google Classroom page.

<http://www.hopkins.kyschools.us/webpages/kfritz/>

Please take the time to read the class syllabus and expectations. Hopefully, the information communicates my expectations and the responsibilities of your child for this class. My goal is for students to enjoy learning and achieve success. That requires meeting class responsibilities, working to their potential, and possessing the motivation to achieve.

This year I am giving my students and their parents the opportunity to sign up for text message or email reminders and announcements. *This is completely anonymous and optional.*

*(remind.com) Please understand that text messaging rates may apply if applicable per your plan.* Students and parents can sign-up for these reminders by texting this code: @hcchsppsych to this number: 81010. You can also sign up by emailing: hcchsppsych@mail.remind.com

For those that opt in, I will send periodic reminders of quizzes, tests, and major assignments. This is a convenient way for you and your child to be aware of their responsibilities at school.

If you have any questions, please contact me through email, or by phone at Hopkins County Central. I ask that you and your child sign below to verify that you have received this information and have discussed the syllabus and expectations together.

Thank you for supporting your son/daughter while in my classroom.

Kevin Fritz  
Social Studies Teacher  
Hopkins County Central

\_\_\_\_\_ has shared the class guidelines with me and he/she understands  
(Student's Name)  
what is expected.

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**Parent/Guardian Signature**

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Parent Phone

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Parent Email

PSYCHOLOGY

**Period 5**

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Kevin Fritz  
Social Studies Teacher  
Hopkins County Central

\_\_\_\_\_ has shared the class guidelines with me and he/she understands  
(**Student's Name**)  
what is expected.

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**Parent/Guardian Signature**

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Parent Phone

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Parent Email