

Student Employee Training Handbook
“Education pays. It just doesn’t pay you right now.”
Psychology/Sociology Course
Ms. Thrower

Daily Calendar and Business Information: www.laurathrower.com

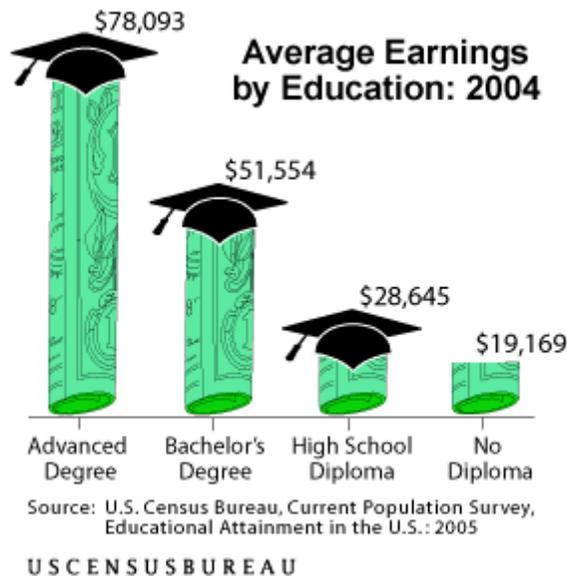
Contact Email: lthrower@wcpss.net

Room Location: Trailer 1708

Tuesday Tutorials: 2:40PM to 4PM

All other Tutorials/Make Up Scheduled by Appointment

Class Edmodo Join Code
4th Period Psychology/Sociology: 85cghe



The 2013 Federal Poverty Line for a Single Person: \$11,490
2013 Federal Poverty Line for a Family of 3: \$19,530

Once this handbook is reviewed, parent and student signature pages must be returned acknowledging understanding of student’s employee contract.

“The most expensive mistake a person can make is to choose to remain uneducated.”

PSYCHOLOGY/SOCIOLOGY SYLLABUS/ JOB SUPPLY REQUIREMENTS MS. THROWER

Teacher Website: www.laurathrower.com

Email: lthrower@wcpss.net

Location: Trailer 1708

Planning Period: 1st

After School Tutorials and Detentions: **Tuesdays (other times by appointment only)**

Course Syllabus: Psychology and Sociology

More detailed information on each objective will be given before we begin each unit. The amount of time we spend on each unit is flexible, depending on the pace student's can learn the material. Some units will be broken down into smaller units for easier understanding of the material.

Unit 1 – Introduction and Biopsychology

Unit 2 – Cognitive and Developmental Psychology

Unit 3 – Abnormal Psychology

Unit 4 – Social Psychology

Unit 5 – Introduction to Sociology and Cultural Diversity

Unit 6 – Socialization, Conformity, and Deviance

Unit 7 – Social Inequality

Unit 8 – Social Changes

Required Daily Supplies to Succeed in This Class

___ Pen or pencil

___ Highlighter (successful students are 5 times as likely to use a highlighter when reading?)

___ Spiral notebook (you will be taught successful note-taking skills the first week of this course)

___ A binder for handouts that will be part of your Portfolio of Effort

___ *Classroom donation (see page 4 for additional detail)

*Classroom Contribution Details:

Because the good taxpayers of Wake County do not provide unlimited resources for students, (remember **scarcity** from economics class!), you are expected to contribute your choice of a resource for your classroom community.

Taxpayers make their contributions to your education, teachers continually use their own money to enhance your education, and YOU are also expected to donate either time or a supply at least once this semester. If you do not

bring one of these by the deadline, then your contribution will be one 45 minute after school or lunch session of classroom housekeeping (cleaning or organizing your classroom or helping me with errands. This un-weighted grade will show in PowerSchools as “community service”. A or F are the only options.

“Ms. Thrower, you can’t FORCE me to contribute...”, said a selfish student of mine once. That’s true. No one can force you to contribute to society either. Some people are “takers”, some are “makers”. Which are you comfortable and happy being? Thanks for your contribution.

Choices are as follows and are due **BY NEXT TUESDAY**. **If you don’t bring something by next Tuesday, your assessment for “community service” will show an F until you donate 45 minutes of your time to the community.** You will need to schedule that time with me after school only.

- ❖ **2nd period choose from: 2 pencils, 1 highlighter, OR 2 pens**
- ❖ **3rd period choose from: 1 box of Kleenex or 1 roll of paper towels**
- ❖ **4th period choose from: 1 box of Kleenex or 1 bag of wrapped candy for class rewards**

Parents/Guardians: If you have any further questions or concerns, email me at

lthrower@wcpss.net

JOB ASSESSMENT (GRADING) INFORMATION: Psychology/Sociology
Teacher Website: www.laurathrower.com
Email: lthrower@wcpss.net

Each student's marking period grade is determined by averaging many performance elements:

Class work/Homework – 15%

Quizzes - 15%

Tests - 40%

Projects - 30%

Final Exam (20%) of quarter averages

PowerSchools will track various other “life skills” needed to be successful in this course. These are un-weighted grades used to track your improvement in various areas of behavior and character. Behavior and character affect your overall grade (and your success in life), therefore it is important both you and your parents see evidence of your life skills.

Your Goal: In the box below, write **one complete sentence** telling me what YOUR personal goal in my class this semester will be.

Think fast! In the box below, **list** 5 things that motivate you to do your best in school.

In your list above, **circle** motivators that are “*extrinsic*”, (new vocab word alert!) meaning motivators that are external, or outside of your inner being. For example, “*money*” is an external motivator. It has nothing to do with the actual task (learning). It's outside of you. Grades are also external. Now, the internal feeling you get when you accomplish something...that's known as an “*intrinsic*” motivator. Circle only extrinsic motivators.

Ms. Thrower's Super Intelligent Philosophy on How To Do Amazing in This Job

FYI: Grades in my class are never used as punishments OR rewards. And more importantly, they are NOT used as “motivators”. Virtually all research on learning shows us whether the reward is money, grades, gold stars, candy, etc., **intrinsic** motivation is DECREASED when rewards are offered. **Real learning and creativity diminishes and the end result of a person's focus moves to the reward and not on the actual task.** In the end, no one does any difficult task well with external motivation. And studies show, external motivators make people think the task at hand is uninteresting and frustrating. “Do this, and you'll get that” puts the focus on “that” instead of where it should be...on “this”.

Ask yourself: Was your personal goal you wrote focused on grades or learning? If it was focused on a grade, think about how “backwards” that is! More importantly, think about how miserable that focus will make learning. Make your goal LEARNING, and you'll enjoy this class (and anything in life that can be a challenge). **Food for thought:** **There's a reason why anyone that goes back to high school after dropping out, usually makes all A's. This is the same reason people that go back to college as adults usually have a 4.0. What do you think their focus is once THEY choose to go back to school? Do you really believe these people got smarter? Or did their motivation change?**

Behaviors follow beliefs. If you believe becoming an educated, intelligent adult is important, then a choice to sleep through a video, or zone out or text while a teacher is giving you new and useful information becomes a REALLY ridiculous choice. There's a reason the kids with the highest grades don't typically sleep or text in class. Get it?

YOUR SMART GOAL:

Your focus in this class for 120 minutes each day is to LEARN new ideas, words, and ways of thinking that will improve your life and make you a educated, happier human being. Grades are NOT your focus. YOUR BEHAVIOR WILL FOLLOW YOUR BELIEF. Your behavior will help you learn. And being educated is what will earn you an A. In the end, life is not graded. Results are rewarded, not effort.

Does this mean there are no grades in this class?

- The answer to this question is “no”. But the grades you get will NOT be used as a method to motivate you to learn. Your grade will be a reflection of how well you achieve the class goal.

So how will I be graded? (teachers and bosses like to call this “assessed”, not graded)

- Work that deserves an “A”, will earn an “A”. (often this will be a 100%) An “A” is YOUR personal best as you show it to me. If your written or verbal works show an above average level of understanding, you'll get the A. If I am unclear from the work you submit that you have learned the concepts, you will receive a “IMPROVEIT.” You will be able to re-do any work marked “improve it”. “Improve it” grades are exempted in Powerschools until you re-submit the work.

- All work marked as “**Improve it**”, means you still have time to master the concept or skill. I will include constructive comments on how you can improve your work. The comments are your key to improvement and learning. You will have opportunity to improve the work, and receive an “A” when it meets *your* personal best. For quizzes we go over in class, if you do not show an “A” level of understanding, the quiz will be marked “**not yet**”. You should correct quizzes so in the portfolio I know you have attempted to re-learn what you missed. THERE ARE NO QUIZ RE-TAKES if you are absent. You MUST take the quiz on your own to submit in the portfolio and show yourself what you may still need to re-learn.
- **Multiple choice Unit tests, mid terms, benchmarks, portfolio work, and the final exam will be graded on a traditional numerical scale.** At the end of each unit, portfolio work will be collected and a traditional, full numerical grade will be given.
 - If you do not test well, it is important your portfolio shows the best of your abilities in order to offset your test averages. If you test well, but choose NOT to do daily assessment work to the best of your ability, this will be taken into consideration during portfolio review and can bring down your overall average.
 - **You can never get a “improve it” on a TEST or PORTFOLIO grades however. Unit lessons take a week or more and you should be improving what you miss throughout that time.**
- **Your final grade for report cards will be based on the average of ALL work you have done.** I would never consider what you see in PowerSchools on a weekly basis as “final”. If you don’t “get” a concept the first time around, relax...you have an entire semester to reinforce your learning. STOP FOCUSING ON GRADES. FOCUS ON LEARNING!
- **Check PowerSchools often!** Grades will be added in a timely manner, and also, you will have grades for behaviors and skills that you need to succeed in this class and in life. These grades are “unweighted”, but will show so you and your parents can see how your life skills are improving.

Note to parents:

Studies show when a reward, especially a grade, is offered, people choose easier tasks, take less risks, think less creatively about the task, enjoy the task less, and most importantly, **the reward makes the person believe the task is not worth doing.** (Why else would I *have* to offer you a reward unless the task at hand was not important or meaningful, right?). This is why as an educator, I do not use grades as “rewards”. Education is not meaningless or unimportant and my students need to learn the value of this without “carrot and sticks”. **If you are concerned about how your student’s work will be evaluated, please email me at lthrower@wcpss.net or come see me at the Open House on _____.**