**PACING GUIDE**

**COURSE: AP Psychology - 2017** **GRADE(S): 11 and 12**

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| **MONTH** | **UNIT** | **STANDARDS/SKILLS** | **ASSESSMENTS**What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? | **CONTENT**Topics being covered? What do students need to know? (*nouns*) | **ACTIVITIES**w/Integration of Technology & Career Ready Practices |
| September | Unit 1:* Introduction
* Research Methods
 | APA CONTENT STANDARDS:* Development of psychology as an empirical science
* Major subfields within psychology
* Research methods and measurements used to study behavior and mental processes
* Ethical issues in research with human and non-human animals
* Basic concepts of data analysis
 | Warm-Ups:* Question - Neanderthal skull
* T/F - Research Methods
* Question - Correlation
* Question - Random Sampling vs. Random Assignment

Anticipatory Set:* T/F Predictions
* Observation vs. Inference
* HW Review - Statistics

Closure:* Exit Ticket
* Random Sampling
* Homework Assignments
* Whip around
* Class note revisions

Summative Assessments:* Open-Note Test - Roots, Approaches, Careers
* Case Study Project
* Chapter Test - Research Methods
* Marking Period Assessment (aligned to unit)
 | * Early Psychology and Scientific Beginnings
* Psychology's Perspectives
* Psychological Science
* Description
* Correlation
* Experimentation
* Statistics
 | * Teacher Instruction - Roots, Approaches, Careers
* Question/Answer - Summer work
* Written response - Lois Story
* Subfields Matching
* Independent Work - subfields
* Review/Dicuss FRQ writing
* Student input from HW - Critical thinking
* In-class demonstration
* Guided reading - Critical thinking
* Student input from HW - Description
* Conduct Naturalistic Observation - cafeteria
* Data and graph reading - Correlation
* Question/Answer - Experimentation
* Guided Reading
* Student input from HW - Statistics
* Review/Discuss - Experimental Design
 |
| October - November | Unit 2:* Nature-Nurture
* Nervous System
* The Brain
* Sensation
* Perception
* Sleep
* States of Consciousness
 | APA CONTENT STANDARDS:* Structure and function of the nervous system in human and non-human animals
* Structure and function of the endocrine system
* The interaction between biological factors and experience
* Methods and issues related to biological advances
* Sensation and Perception
* The capabilities and limitations of sensory processes
* Interaction of the person and the environment in determining perception
* Consciousness
* Characteristics of sleep and theories that explain why we sleep and dream
* Categories of psychoactive drugs and their effects
* Other states of consciousness
 | Warm-Ups:* Fill-Ins - Neurons
* Question - Sensation vs. Perception
* Question - Subliminal Stimulation
* Question - Gestalt
* Question - Tree in a Forest

Anticipatory Set: * Video Clip - Genetics
* Brain Myths
* Divided Brain Demonstration
* Video Clip - Prosopagnosia
* Perceptual Set Demonstration
* HW Review - Color Vision
* Afterimage Demonstration
* Binocular Vision Demonstration

Closure:* Whip Around
* Fill-Ins - Brain Research
* Name the Depth Cues
* Exit Ticket
* Random Sampling
* Homework Assignments
* Class note revisions

Summative Assessments:* Open-Note Test - Genetics, Evolutionary Psychology
* Chapter Test - Brain and Nervous System
* Open-Note Quiz - Eye Anatomy
* Chapter Test - Sensation and Perception
* Online Test - Consciousness
* Marking Period Assessment - aligned to unit
 | * Nature, Nurture, and Human Diversity
* Neural Communication
* The Nervous and Endocrine Systems
* The Tools of Discovery
* Older Brain Structures
* The Cerebral Cortex
* Our Divided Brain
* Sensation
* Vision
* Visual Processing
* Audition
* Other Senses
* Perception, Attention, and Illusions
* Perceptual Organization
* Depth Perception
* Motion and Perceptual Constancies
* Perceptual Interpretation
* Extrasensory Perception
* Consciousness and Sleep
* Other States of Consciousness
 | * Teacher Instruction - Behavior Genetics, Evolutionary Psychology
* Question/Answer - Summer work
* Guided reading - Genetics
* In-class demonstration - reaction time
* Teacher Instruction - Neural Communication
* Graphic Organizer - Nervous System
* Independent Work - Endocrine System
* Brain Details - Myth or Fact
* Note Outline - Older Brain Structures
* Guided Reading - Hypothalamus
* Note Outline - Cerebral Cortex
* Group Collaboration - Cerebral Cortex/Diagram
* In-class demonstration - Divided Brain
* Kahoot Review Game - Brain/Nervous System
* Bottom Up vs. Top Down Demonstrations
* Student input from HW - Inattentional Blindness
* Teacher Instruction - Subliminal Stimulation
* Student input from HW - Influences on Perception
* Teacher Instruction - Coin Flip Demonstration (ESP)
* Student input from HW - Eye anatomy
* Question/Answer - Visual Processing
* Student input from HW - Form, Depth, Motion
* Independent Work - Ear Anatomy
* Note Outline - Other Senses
* Rubber Hand Demonstration - Sensory Interaction
* Sensation/Perception Review
* Independent Study - States of Consciousness
 |
| December - January  | Unit 3:* Infancy and Childhood
* Adolescence
* Adulthood
* Classical Conditioning
* Operant Conditioning
* Observational Learning
* Language
 | APA CONTENT STANDARDS:* Methods and issues in life span development
* Theories of life span development
* Prenatal development and the newborn
* Infancy (i.e., the first two years of life)
* Childhood
* Adolescence
* Adulthood and aging
* Classical conditioning
* Operant conditioning
* Observational and cognitive learning
* Structural features of language
* Theories and developmental stages of language acquisition
* Language and the brain
 | Warm-Ups:* Question - Maturation
* Fill-Ins - Adolescence
* Question - Stealing Drug (Kohlberg)
* Question - Classical Conditioning

Anticipatory Set:* Drawing from Memory
* HW Review - Attachment
* Question - First date
* Question - Negative Reinforcement
* Question - Bobo

Closure:* Exit Ticket
* UCS, UCR, CS, CR?
* Random Sampling
* Homework Assignments
* Whip around
* Class note revisions

Summative Assessments:* Chapter Test - Infancy and Childhood
* Chapter Test - Adolescence and Adulthood
* Quiz - Operant Conditioning
* Chapter Test - Learning
* Take-Home Quiz - Language
* Marking Period Assessment (aligned to unit)
 | * Prenatal Development and the Newborn
* Cognitive Development
* Piaget's Theory
* Social Development
* Self-Concept and Child-Rearing
* Adolescent Physical Development
* Adolescent Cognitive and Moral Development
* Erikson's Social Developmental Theory
* Physical Changes of Adulthood
* Cognitive Changes of Adulthood
* Adulthood and Social Development
* Classical Conditioning
* Cognitive and Biological Processes/Applications
* Operant Conditioning
* Reinforcement Schedules
* Cognitive and Biological Processes/Applications
* Observational Learning
* Language
 | * Student input from HW - Prenatal Development
* Teacher Instruction - Physical Development
* Guided reading - Infantile Memory
* Note Outline - Piaget's Theory
* Question/Answer - Attachment and Temperament
* Group Collaboration - Parenting Chart
* Student input from HW - Gender Development, Experience
* Infancy and Childhood review
* Independent Practice - Moral Development
* Group Collaboration - Identity Development (Erikson Chart)
* Administer OMEIS
* Note Outline - Sexual Development
* Student input from HW - Sexual Orientation
* Question/Answer - Harvard Study
* Note Outline - Adult Development
* Adolescence and Adulthood Review
* Teacher Instruction - Classical Conditioning
* In-class demonstration - water squirts
* Note Outline - Operant Conditioning
* Student input from HW - Conditioning Applications
* Question/Answer - Biology, Cognition, Learning
* Student input from HW - Observational Learning
* Teacher Instruction - Language
 |
| February | Unit 4:* Social Cognition
* Social Influence
* Social Relations
 | APA CONTENT STANDARDS:* Social cognition
* Social influence
* Social relations
* Social and cultural diversity
* Diversity among individuals
 | Warm-Ups:* Question - Anything possible
* Fill-Ins - Prejudice
* Question - Kitty Genovese

Anticipatory Set:* Fundamental Attribution Error Worksheet
* Conformity Demonstration
* IAT Review
* Question - Aggression
* Video Clip - Beauty and the Beast
* Compete or Cooperate

Closure:* Exit Ticket
* Random Sampling
* Homework Assignments
* Whip around
* Classnote revisions

Summative Assessments:* Chapter Test - Social Thinking and Influence
* Chapter Test - Social Relations
* Marking Period Assessment (aligned to unit)
 | * Social Thinking
* Social Influence: Conformity and Obedience
* Group Influence
* Prejudice
* Aggression
* Conflict
* Attraction
* Altruism and Peacemaking
* Cultural Influences
* Gender Development
* Sexual Orientation
 | * Student input from HW - Attribution
* Question/Answer - Conformity and Obedience
* Conformity Demonstration (Asch)
* Student input from HW - Group Behavior
* Guided reading - Power of Individuals
* Question/Answer - Prejudice
* Administer Implicit Association Test
* Group Collaboration - Effects of Discrimination
* Note Outline - Aggression
* Teacher Instruction - Attraction
* Independent Work - Altruism
* In-class demonstration - Compete or Cooperate
* Student input from HW - Cooperation and Peacemaking
* Review - Social Relations
 |
| March | Unit 5:* Information Processing
* Thinking
* Intelligence
 | APA CONTENT STANDARDS:* Encoding of memory
* Storage of memory
* Retrieval of memory
* Basic elements comprising thought
* Obstacles related to thought
* Perspectives on intelligence
* Assessment of intelligence
* Issues in intelligence
 | Warm-Ups:* STM Demonstration
* Question - Studying strategies
* WWI IQ Test

Anticipatory Set: * Memory Exercise - massed vs. distributed
* Question - first memory
* HW Review - Forgetting/Memory construction
* Encoding failur - penny example
* False Memory Exercise

Closure:* The angry rioter...
* Self-Reference Effect Demonstration
* Forget 308
* Improving Memory strategies
* Whip Around
* Exit Ticket
* Random Sampling
* Homework Assignments
* Class note revisions

Summative Assessments:* Chapter Test - Memory
* Online Quiz - Thinking
* Open-Note Quiz - Intelligence (summer work)
* Marking Period Assessment - aligned to unit
 | * Information Processing Model
* Encoding
* Storage
* Retrieval
* Forgetting
* Memory Construction
* Thinking
* Making Decisions and Forming Judgments
* What is Intelligence
* Assessing Intelligence
* Dynamics of Intelligence
* Group Differences and Bias
 | * Teacher Instruction - Building Memory
* Student input from HW - Encoding
* Effortful Processing examples
* Self-Reference Effect Demonstration
* Question/Answer - Storage
* Student input from HW - Retrieval
* Note Outline - Forgetting/Memory Construction
* False Memory Exercise
* Teacher Instruction - Thinking
* Review and Discussion - Intelligence (summer work)
* Graphic Organizer - Intelligence Theories
 |
| April  | Unit 6:* Motivation
* Emotion
* Personality
* Disorders
 | APA CONTENT STANDARDS:* Perspectives on motivation
* Domains of motivated behavior in humans and non-human animals
* Perspectives on emotion
* Emotional interpretation and expression
* Domains of emotional behavior
* Perspectives on personality
* Assessment of personality
* Issues in personality
* Perspectives on abnormal behavior
* Categories of psychological disorders
 | Warm-Ups:* Pick 5 traits
* Fill-Ins - Intro to Disorders
* Fill-Ins - Mood Disorders
* Question - OCD
* Question - Antisocial Personality

Anticipatory Set: * Video Clip - Motivation
* Thematic Apperception Test example
* Supplemental Reading - Freud/Allport meeting
* Question - Schizophrenia
* Video Clip - Band of Brothers

Closure:* Defense Mechanism matching
* Graphic Organizer - Personality Theories
* Whip Around
* Exit Ticket
* Random Sampling
* Class note revisions

Summative Assessments:* Open-Note Test - Motivation (Summer work)
* Open-Note Test - Emotion (Summer work)
* Chapter Test - Personality
* Chapter Test - Disorders
* Diagnose a Star Project
* Marking Period Assessment - aligned to unit
 | * Perspectives on Motivation
* Hunger and Sexual Motivation
* Motivation at Work
* Theories of Emotion
* Embodied Emotion
* Expressed Emotion
* Experienced Emotion
* The Psychodynamic Perspective
* The Humanistic Perspective
* The Trait Perspective
* The Social-Cognitive Perspective
* Perspectives on Psychological Disorders
* Anxiety Disorders
* Mood Disorders
* Dissociative Disorders
* Schizophrenic Disorders
* Personality Disorders
* Somatoform Disorders and Disorders of Childhood
 | * Teacher Instruction - Motivational Concepts (Summer work)
* Question/Answer - Sexual/Social Motivation (Summer work)
* Graphic Organizer - Maslow's Hierarchy
* Student input from HW - Emotion (Summer Work)
* Graphic Organizer - Theories of Emotion
* Note Outline - Psychoanalytic Perspective
* Independent Work - Defense Mechanisms
* Freud Biography
* Group Collaboration - Psychodynamic theorists
* Guided reading - Humanistic Theories
* Question/Answer - Trait Theories
* Administer IPIP-Neo
* Note Outline - Social-Cognitive Theories
* Graphic Organizer - Personality Theories
* Teacher Instruction - Introduction to Disorders
* Guided Reading - Rosenhan Study
* Student input from HW - Anxiety Disorders
* Question/Answer - Mood Disorders
* Independent Work - Vicious Cycle of Depression
* Note Outline - Schizophrenia
* Teacher Instruction - Other Disorders
* Guided reading - DID
* Independent Work - Personality Disorders
* Diagnose a Star Project
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| May | Unit 7:* Treatment of Disorders
* Stress and Health
* Careers
 | APA CONTENT STANDARDS:* Perspectives on treatment
* Categories of treatment and types of treatment providers
* Legal, ethical, and professional issues in the treatment of psychological disorders
* Stress and coping
* Behaviors and attitudes that promote health
* Career options
* Educational requirements
* Vocational applications of psychological science
 | Warm-Ups:* Question - Psychoanalysis
* Question - Token Economy
* Question - SAD
* Question - Group Therapy

Anticipatory Set: * Video Clip - Psychotherapy
* SSRIs discussion
* Inside Out Video - Stress
* Inside Out Video - Stress and Illness
* Psychology teacher career

Closure:* Whip Around
* Exit Ticket
* Random Sampling
* Class note revisions

Summative Assessments:* Open-Note Test - Treatment
* Open-Note Quiz - Stress and Health
* Careers Project
* Marking Period Assessment - aligned to unit
 | * Psychological Therapies
* Evaluating Psychotherapies
* Biomedical Therapies
* Stress and Illness
* Promoting Health
* Modifying Illness-Related Behaviors
* Careers
 | * Teacher Instruction - Psychotherapy
* Question/Answer - Behavioral Therapy
* Student input from HW - Evaluating Therapy
* Group Collaboration - Biomedical Therapies
* Review - Treatment
* Student input from HW - Stress
* Question/Answer - Stress and Illness
* Guided Reading - Type A vs. Type B
* Independent Work - Careers Project
* In-class Presentations - Careers
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