**PACING GUIDE**

**COURSE: Psychology - 2020** **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:* Test - Roots, Approaches, Careers
* Chapter Test - Research Methods
* Marking Period Assessment (aligned to unit)
 | * Introduction, History, and Modern Psychology
* Psychology's Perspectives
* Psychology's Horizon and Careers
* Research, Observation and Bias
* Case Studies and Correlation
* Surveys, Cross-Sectional/Longitudinal Studies
* Experimental Research
* Data Analysis
* Ethics
 | * 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:* 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:* Test - Nature/Nurture
* Chapter Test - Brain and Nervous System
* Open-Note Quiz - Eye Anatomy
* Chapter Test - Sensation and Perception
* Online Test - Sleep
* Marking Period Assessment - aligned to unit
 | * Nature and Nurture
* Neurons
* Neural Communication
* The Neural Chain
* The Nervous System
* The Endocrine System
* Brain Myths
* The Brain and the Tools of Discovery
* Lower Level Brain Structures
* The Cerebral Cortex
* Hemispheric Differences
* Brain Plasticity
* Sensation and Thresholds
* Subliminal Stimulation
* Detection, Adaptation, and Attention
* Vision
* Color Vision
* Audition
* Sound Localization and Deafness
* Taste and Smell
* Touch and the Body Senses
* Perception and Perceptual Organization
* Depth Perception
* Motion and Perceptual Constancies
* Perceptual Set and Context
* Illusions
* Extrasensory Perception
* Consciousness and Sleep
* Sleep Stages
* Dreams
* Sleep Issues
 | * 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 - February  | 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
* Chapter Test - Adulthood
* Quiz - Operant Conditioning
* Chapter Test - Learning
* Take-Home Quiz - Language
* Marking Period Assessment (aligned to unit)
 | * Prenatal Development
* Newborns
* Physical Development: Infancy and Childhood
* Cognitive Development
* Piaget's Theory
* Social Development
* Parenting Paterns and Key Issues
* Adolescence and Physical Development
* Adolescent Cognitive and Moral Development
* Erikson's Social Developmental Theory
* Identity Intimacy, and Independence
* Physical Changes of Adulthood
* Cognitive Changes of Adulthood
* Adulthood and Social Development
* Well-Being and Death
* Classical Conditioning
* Pavlov and his Findings
* Watson and "Little Albert"
* Operant Conditioning
* Reinforcement Schedules
* 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
 |
| March | 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)
 | * Attribution Theory
* Attitudes and Actions
* Conformity
* Obedience
* Group Influence
* Group Interaction and Individuals
* Attraction
* Romantic Love
* Altruism
* Prejudice
* Thought Processes and Prejudice
* Aggression
* Cooperation
 | * 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
 |
| April | Unit 5:* Information Processing
* Thinking
 | APA CONTENT STANDARDS:* Encoding of memory
* Storage of memory
* Retrieval of memory
* Basic elements comprising thought
* Obstacles related to thought
* Basic elements comprising language
 | 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
* Marking Period Assessment - aligned to unit
 | * Information Processing Model
* Information Processing Model
* Encoding
* Storage
* Retrieval
* Forgetting
* Memory Construction
* Thinking
* Language
 | * 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/Language
 |
| May  | Unit 6:* Personality
* Disorders
 | APA CONTENT STANDARDS:* 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: * 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:* Chapter Test - Personality
* Chapter Test - Disorders
* Marking Period Assessment - aligned to unit
 | * Personality
* The Psychodynamic Perspective
* Psychosexual Stages
* Projective Tests and Critique
* The Humanistic Perspective
* The Trait Perspective
* Testing for Traits and Critique
* The Social-Cognitive Perspective
* Introduction to Psychological Disorders
* Anxiety Disorders
* Mood Disorders
* Dissociative Disorders
* Somatic Disorders
* Schizophrenic Disorders
* Personality Disorders
 | * 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
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