**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 |