

GBCS Curriculum Guide			GRADE:		SUBJECT:			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary	Materials	Assessments
The Science of Psychology	4 weeks	Ch. 1	No psychology standards for the state of Michigan	Trace the development of Psychology and identify the subfields.	Students will describe how psychology developed as a science. Students will describe and compare the various research methods.	Psychology, psychoanalysis, behaviorism, cognitive, sociocultural, biopsychological, evolutionary, developmental, scientific method, hypothesis, placebo.	textbook and chp resources	Chp Vocabulary Test, 2-4 Class Discussion and Textbook Reading Quizes, Essay based on the essential question.
Child Development	3 weeks	Ch. 5		How do children develop during infancy and childhood?	Students will describe the issues of continuity/discontinuity and stability/change. Students will explain how environmental and biological factors interact in development. Students will trace major physical changes. Students will explain identity formation.	assimilation, accommodation, sensorimotor stage, object permanence, egocentric, conservation, social and emotional development.	textbook and chp resources	Chp Vocabulary Test, 2-4 Class Discussion and Textbook Reading Quizes, Essay based on the essential question.
Learning	4 weeks	Ch. 6		Explain the concepts of classical and operant conditioning.	Students will outline the principles of classical conditioning. Students will explain how classical conditioning applies to everyday life. Students will explain the principles of operant conditioning. Students will explain how observational learning applies to everyday life.	UCS, UCR, NS, CS, CR, classical conditioning, learning, generalization, discrimination, extinction, spontaneous recovery, operant conditioning, reinforcer, reinforcer: primary, secondary, positive, negative. Punishment, shaping, various reinforcement schedules, behavior modification, latent learning, learned helplessness	textbook and chp resources	Chp Vocabulary Test, 2-4 Class Discussion and Textbook Reading Quizes, Essay based on the essential question.

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Memory	3 weeks	Ch. 9		How do we encode and store memory? Explain the concepts of retrieval and retrieval failure.	Students will explain how memories are encoded. Students will understand strategies for improving the encoding of memory. Students will learn strategies for improving the storage of memories.	memory, encoding, storage, retrieval, sensory memory, short term memory, selective attention, maintenance rehearsal, long term memory, working memory, retrieval cue, recall, recognition, primacy effect, recency effect, mnemonic aid, curve of forgetting, encoding failure.	textbook and chp resources	Chp Vocabulary Test, 2-4 Class Discussion and Textbook Reading Quizzes, Essay based on the essential question.
Motivation and Emotion		Ch. 11		Explain the major theories of motivation and motivated behaviors.	Students will understand biological based theories of motivation. Students learn about cognitively based theories of motivation. Students will identify the biological and cognitive components of emotion.	intrinsic and extrinsic motivation, instincts, need, drive, drive-reduction theory, homeostasis, incentives, expectancy, self-actualization, peak experiences	Change or Die, textbook and chp resources	Chp Vocabulary Test, 2-4 Class Discussion and Textbook Reading Quizzes, Essay based on the essential question.
Theories of Personality	3 weeks	Ch. 12		Evaluate the major theories of personality?	Students will explain stability and change. Students will discuss psychodynamic theories, Students will learn about humanistic theories.	personality, character, temperament, ego, id, superego, conscience, fixation, psychosexual stages, psychoanalysis, identification, archetypes, habits, locus of control, self-efficacy, extraverts, introverts, defense mechanisms.	textbook and chp resources	Chp Vocabulary Test, 2-4 Class Discussion and Textbook Reading Quizzes, Essay based on the essential question.



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