



Flagler Schools
H.S. Psychology 1
Pacing Guide
2025-2026

Quarter 1: August 11 - October 10, 2025

Pacing	Benchmarks	Benchmark Descriptions
Unit 1: Perspectives in Psychological Science	SS.912.P.1.1	Define psychology as a discipline and identify its goals as a science. <i>Examples of goals may include, but are not limited to, describing behavior, explaining why behaviors and mental processes occur, predicting future events, controlling/changing behaviors and mental processes, and observation of behavioral and mental problems.</i>
	SS.912.P.1.2	Describe the emergence of psychology as a scientific discipline. <i>Topics may include, but are not limited to, Wilhelm Wundt, structuralism, functionalism, William James, Sigmund Freud, Gestalt psychology, Ivan Pavlov, John Watson, behaviorism, B.F. Skinner, humanistic psychology, Abraham Maslow, Carl Rogers, Jean Piaget.</i>
	SS.912.P.1.3	Describe perspectives employed to understand behavior and mental processes. <i>Examples may include, but are not limited to, cognitive perspective, biological perspective, social-cultural perspective, behavioral perspective, humanistic perspective, psychodynamic perspective.</i>
	SS.912.P.1.4	Discuss the value of both basic and applied psychological research with human and non-human animals. <i>Topics may include, but are not limited to, scientific method, bias, observations, case studies, correlational studies, surveys, random samples, longitudinal studies, cross-sectional studies, independent variable, dependent variable, confounding variable, experimental group, control group, double-blind procedure, placebo, replication, ethics.</i>
	SS.912.P.1.5	Describe the major subfields of psychology. <i>Examples may include, but are not limited to, biopsychology, clinical psychology, developmental psychology, forensic psychology, industrial-organizational psychology, personality psychology, social psychology, school psychology.</i>

Unit 2: Lifespan Development	<u>SS.912.P.6.1</u>	Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development. <i>Examples may include, but are not limited to, the concept of “nature v. nurture.”</i>
	<u>SS.912.P.6.2</u>	Explain issues of continuity/discontinuity and stability/change.
	<u>SS.912.P.6.3</u>	Distinguish methods used to study development. <i>Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.</i>
	<u>SS.912.P.6.4</u>	Describe the role of sensitive and critical periods in development.
	<u>SS.912.P.6.5</u>	Discuss issues related to the end of life. <i>Topics may include, but are not limited to, role of culture, Hospice care.</i>
	<u>SS.912.P.6.6</u>	Discuss theories of cognitive development. <i>Examples may include, but are not limited to, the theories of Jean Piaget, Erik Erikson, and Benjamin Spock.</i>
	<u>SS.912.P.6.7</u>	Discuss theories of moral development.
	<u>SS.912.P.6.8</u>	Discuss theories of social development. <i>Examples may include, but are not limited to, the theories of Harry Harlow, Konrad Lorenz, Erik Erikson, and Sigmund Freud.</i>
	<u>SS.912.P.6.9</u>	Describe physical development from conception through birth and identify influences on prenatal development. <i>Examples may include, but are not limited to, zygote, genes, embryo, fetus, and teratogens.</i>
	<u>SS.912.P.6.10</u>	Describe newborns’ reflexes, temperament, and abilities. <i>Examples may include, but are not limited to, rooting reflex, grasping reflex, fetal alcohol syndrome.</i>
	<u>SS.912.P.6.11</u>	Describe physical and motor development in infancy.
	<u>SS.912.P.6.12</u>	Describe how infant perceptual abilities and intelligence develop.

	SS.912.P.6.13	Describe the development of attachment and the role of the caregiver.
	SS.912.P.6.14	Describe the development of communication and language in infancy.
	SS.912.P.6.15	Describe physical and motor development in childhood.
	SS.912.P.6.16	Describe how memory and thinking ability develops in childhood.

Unit 3: Learning	SS.912.P.7.1	Describe the principles of classical conditioning. <i>Topics may include, but are not limited to, unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response, acquisition, extinction, and spontaneous recovery.</i>
	SS.912.P.7.2	Describe clinical and experimental examples of classical conditioning.
	SS.912.P.7.3	Apply classical conditioning to everyday life.
	SS.912.P.7.4	Describe the Law of Effect.
	SS.912.P.7.5	Describe the principles of operant conditioning. <i>Topics may include, but are not limited to, Edward Thorndike, B.F. Skinner, reinforcement, punishment, positive reinforcement, and negative reinforcement, primary reinforcement, secondary reinforcement, and partial reinforcement.</i>
	SS.912.P.7.6	Describe clinical and experimental examples of operant conditioning.
	SS.912.P.7.7	Apply operant conditioning to everyday life.
	SS.912.P.7.8	Describe the principles of observational and cognitive learning. <i>Examples may include, but are not limited to, Albert Bandura, modeling, attention, retention, replication, motivation, antisocial behavior, prosocial behavior.</i>
	SS.912.P.7.9	Apply observational and cognitive learning to everyday life.

Unit 4: Memory	<u>SS.912.P.11.1</u>	Identify factors that influence encoding. <i>Examples may include, but are not limited to, list position, distributed v. mass rehearsal, semantic encoding, visual encoding, mnemonic devices, chunking and hierarchy.</i>
	<u>SS.912.P.11.2</u>	Characterize the difference between shallow (surface) and deep (elaborate) processing.
	<u>SS.912.P.11.3</u>	Discuss strategies for improving the encoding of memory.
	<u>SS.912.P.11.4</u>	Describe the differences between working memory and long-term memory.
	<u>SS.912.P.11.5</u>	Identify and explain biological processes related to how memory is stored. <i>Examples may include, but are not limited to, sensory memory, long term potentiation, explicit memories, and implicit memories.</i>
	<u>SS.912.P.11.6</u>	Discuss types of memory and memory disorders (e.g., amnesias, dementias). <i>Examples may also include, but are not limited to, sensory, short-term, working, long-term, Alzheimer's disease, brain injury, Huntington's disease, Parkinson's disease, and stress.</i>
	<u>SS.912.P.11.7</u>	Discuss strategies for improving the storage of memories.
	<u>SS.912.P.11.8</u>	Analyze the importance of retrieval cues in memory. <i>Examples may include, but are not limited to, recall, recollection, recognition, and relearning.</i>
	<u>SS.912.P.11.9</u>	Explain the role that interference plays in retrieval. <i>Examples may include, but are not limited to, proactive interference and retroactive interference.</i>
	<u>SS.912.P.11.10</u>	Discuss the factors influencing how memories are retrieved. <i>Topics may include, but are not limited to, context theory and state-dependent memory.</i>
	<u>SS.912.P.11.11</u>	Explain how memories can be malleable.
	<u>SS.912.P.11.12</u>	Discuss strategies for improving the retrieval of memories.

Unit 5: Thinking	SS.912.P.12.1	Define cognitive processes involved in understanding information. <i>Examples may include, but are not limited to, encoding, storage, and retrieval.</i>
	SS.912.P.12.2	Define processes involved in problem solving and decision making. <i>Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</i>
	SS.912.P.12.3	Discuss non-human problem-solving abilities.
	SS.912.P.12.4	Describe obstacles to problem solving. <i>Examples may include, but are not limited to, fixation and functional fixedness.</i>
	SS.912.P.12.5	Describe obstacles to decision making. <i>Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</i>
	SS.912.P.12.6	Describe obstacles to making good judgments. <i>Examples may include, but are not limited to, framing and belief perseverance.</i>

Quarter 2: October 14 - December 19, 2025

Pacing	Benchmarks	Benchmark Descriptions
Unit 6: Language Development	SS.912.P.8.1	Describe the structure and function of language. <i>Topics may include, but are not limited to, phoneme, morpheme, and grammar.</i>
	SS.912.P.8.2	Discuss the relationship between language and thought.
	SS.912.P.8.3	Explain the process of language acquisition. <i>Topics may include, but are not limited to, Noam Chomsky, B. F. Skinner, babbling, one-word stage, two-word stage, association, imitation, and rewards.</i>
	SS.912.P.8.4	Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.
	SS.912.P.8.5	Evaluate the theories of language acquisition. <i>Examples may include, but are not limited to, environmental influences, neural networks, biological influences, nature and nurture, influence of culture, semantic slanting, name calling, and bilingualism.</i>

	SS.912.P.8.6	Identify the brain structures associated with language. <i>Examples may include, but are not limited to, Broca's area and Wernicke's area.</i>
	SS.912.P.8.7	Discuss how damage to the brain may affect language.

Unit 7: Personality	SS.912.P.16.1	Evaluate psychodynamic theories.
	SS.912.P.16.2	Evaluate trait theories.
	SS.912.P.16.3	Evaluate humanistic theories.
	SS.912.P.16.4	Evaluate social-cognitive theories.
	SS.912.P.16.5	Differentiate personality assessment techniques. <i>Topics may include, but are not limited to Freud, Adler, Jung, Horney, thematic apperception test, and Rorschach inkblot test.</i>
	SS.912.P.16.6	Discuss the reliability and validity of personality assessment techniques.
	SS.912.P.16.7	Discuss biological and situational influences.
	SS.912.P.16.8	Discuss stability and change.
	SS.912.P.16.9	Discuss connection to health and work on personality.
	SS.912.P.16.10	Discuss self-concept.
	SS.912.P.16.11	Analyze how individualistic and collectivistic cultural perspectives relate to personality.

Unit 8: Abnormal Psychology	<u>SS.912.P.17.1</u>	Define psychologically abnormal behavior.
	<u>SS.912.P.17.2</u>	Describe historical and cross-cultural views of abnormality.
	<u>SS.912.P.17.3</u>	Describe major models of abnormality. <i>Examples may include, but are not limited to, the medical model and bio-psycho-social model.</i>
	<u>SS.912.P.17.4</u>	Discuss how stigma relates to abnormal behavior.
	<u>SS.912.P.17.5</u>	Discuss the impact of psychological disorders on the individual, family, and society.
	<u>SS.912.P.17.6</u>	Describe the classification of psychological disorders.
	<u>SS.912.P.17.7</u>	Discuss the challenges associated with diagnosis.
	<u>SS.912.P.17.8</u>	Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders). <i>Examples may also include, but are not limited to, dissociative disorders and schizophrenia.</i>
	<u>SS.912.P.17.9</u>	Evaluate how different factors influence an individual's experience of psychological disorders.

Unit 9: Treatment of Psychological Disorders	<u>SS.912.P.18.1</u>	Explain how psychological treatments have changed over time and among cultures.
	<u>SS.912.P.18.2</u>	Match methods of treatment to psychological perspectives.
	<u>SS.912.P.18.3</u>	Explain why psychologists use a variety of treatment options.
	<u>SS.912.P.18.4</u>	Identify biomedical treatments. <i>Examples may include, but are not limited to, aversive conditioning, drug therapy, electroconvulsive therapy, and psychosurgery.</i>
	<u>SS.912.P.18.5</u>	Identify psychological treatments. <i>Examples may include, but are not limited to, psychotherapy, psychoanalysis, client-centered therapy, active listening, behavior therapy, systematic desensitization, token economy, cognitive therapy, family therapy, therapeutic touch therapy, and light exposure therapy.</i>
	<u>SS.912.P.18.6</u>	Describe appropriate treatments for different age groups.
	<u>SS.912.P.18.7</u>	Evaluate the efficacy of treatments for particular disorders.
	<u>SS.912.P.18.8</u>	Identify other factors that improve the efficacy of treatment.
	<u>SS.912.P.18.9</u>	Identify treatment providers for psychological disorders and the training required for each.
	<u>SS.912.P.18.10</u>	Identify ethical challenges involved in delivery of treatment.

Unit 10: Stress and Health	<u>SS.912.P.19.1</u>	Define stress as a psychophysiological reaction.
	<u>SS.912.P.19.2</u>	Identify and explain potential sources of stress. <i>Examples may include, but are not limited to, physical illness, major work or family events, debt, unemployment, lack of ability to accept uncertainty, negativity, perfectionism, low self-esteem, and loneliness.</i>
	<u>SS.912.P.19.3</u>	Explain physiological and psychological consequences of stress for health.
	<u>SS.912.P.19.4</u>	Identify and explain physiological, cognitive, and behavioral strategies to deal with stress. <i>Examples may include, but are not limited to healthy lifestyles, positive experiences, sense of well-being, and overcoming illness-related behaviors.</i>
	<u>SS.912.P.19.5</u>	Identify ways to promote mental health and physical fitness.
	<u>SS.912.P.19.6</u>	Describe the characteristics of and factors that promote resilience and optimism.
	<u>SS.912.P.19.7</u>	Distinguish between effective and ineffective means of dealing with stressors and other health issues.