



Flagler Schools  
H.S. Psychology 2  
Pacing Guide  
2025-2026

Quarter 3: January 7 – March 12, 2026

| Pacing  | Benchmarks                    | Benchmark Descriptions   |
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| Unit 1:<br>Research<br>Methods,<br>Measurement,<br>and Statistics | <a href="#">SS.912.P.2.1</a>  | Describe the scientific method and its role in psychology.   |
|   | <a href="#">SS.912.P.2.2</a>  | Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.   |
|   | <a href="#">SS.912.P.2.3</a>  | Define systematic procedures used to improve the validity of research findings, such as external validity.<br><i>Examples may also include, but are not limited to internal validity.</i>  |
|   | <a href="#">SS.912.P.2.4</a>  | Discuss how and why psychologists use non-human animals in research.   |
|   | <a href="#">SS.912.P.2.5</a>  | Identify ethical standards psychologists must address regarding research with human participants.<br><i>Examples may include, but are not limited to, informed consent of participants, protection of participants from harm and discomfort, protection of participants' privacy, and provision of full explanation of completed research to participants.</i> |
|   | <a href="#">SS.912.P.2.6</a>  | Identify ethical guidelines psychologists must address regarding research with non-human animals.<br><i>Examples may include, but are not limited to, justification of the research, informed personnel, and provision for safety and well-being of non-human research animals.</i>  |
|   | <a href="#">SS.912.P.2.7</a>  | Define descriptive statistics and explain how they are used by psychological scientists.   |
|   | <a href="#">SS.912.P.2.8</a>  | Define forms of qualitative data and explain how they are used by psychological scientists.  |
|   | <a href="#">SS.912.P.2.9</a>  | Define correlation coefficients and explain their appropriate interpretation.  |
|   | <a href="#">SS.912.P.2.10</a> | Interpret graphical representations of data as used in both quantitative and qualitative methods.  |
|   | <a href="#">SS.912.P.2.11</a> | Explain other statistical concepts, such as statistical significance and effect size.<br><i>Examples may also include, but are not limited to, inferential statistics, comparative statistics, statistical inference, and correlation coefficient.</i>   |
|   | <a href="#">SS.912.P.2.12</a> | Explain how validity and reliability of observations and measurements relate to data analysis.   |

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| <b>Unit 2:<br/>Biological<br/>Bases of<br/>Behavior</b> | <a href="#"><u>SS.912.P.3.1</u></a>  | Identify the major divisions and subdivisions of the human nervous system.<br><i>Examples may include, but are not limited to, central nervous system, peripheral nervous system, brain, spinal cord, somatic nervous system, autonomic nervous system, sympathetic division, and parasympathetic division.</i> |
|   | <a href="#"><u>SS.912.P.3.2</u></a>  | Identify the parts of the neuron and describe the basic process of neural transmission.<br><i>Examples may include, but are not limited to, dendrites, soma, axon, neural impulse, myelin sheath, and terminal branches of the axon.</i>  |
|   | <a href="#"><u>SS.912.P.3.3</u></a>  | Differentiate between the structures and functions of the various parts of the central nervous system.  |
|   | <a href="#"><u>SS.912.P.3.4</u></a>  | Describe lateralization of brain functions.   |
|   | <a href="#"><u>SS.912.P.3.5</u></a>  | Discuss the mechanisms and the importance of plasticity of the nervous system.  |
|   | <a href="#"><u>SS.912.P.3.6</u></a>  | Describe how the endocrine glands are linked to the nervous system.<br><i>Examples may include, but are not limited to, hormones, pituitary gland, thyroid gland, adrenal gland.</i>  |
|   | <a href="#"><u>SS.912.P.3.7</u></a>  | Describe the effects of hormones on behavior and mental processes.  |
|   | <a href="#"><u>SS.912.P.3.8</u></a>  | Describe hormone effects on the immune system.  |
|   | <a href="#"><u>SS.912.P.3.9</u></a>  | Describe concepts in genetic transmission.<br><i>Concepts may include, but are not limited to, mutation, natural selection, identical twins, fraternal twins, and heritability.</i>   |
|   | <a href="#"><u>SS.912.P.3.10</u></a> | Describe the interactive effects of heredity and environment.   |

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| <b>Unit 3:</b> | <a href="#"><u>SS.912.P.4.1</u></a> | Discuss processes of sensation and perception and how they interact |
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| <b>Sensation and Perception</b> | <a href="#">SS.912.P.4.2</a>  | Explain the concepts of threshold and adaptation.   |
|                                 | <a href="#">SS.912.P.4.3</a>  | List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.<br><i>Examples may include, but are not limited to, light, heat, wind and chemical substances.</i> |
|                                 | <a href="#">SS.912.P.4.4</a>  | Describe the visual sensory system.   |
|                                 | <a href="#">SS.912.P.4.5</a>  | Describe the auditory sensory system.   |
|                                 | <a href="#">SS.912.P.4.6</a>  | Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).   |
|                                 | <a href="#">SS.912.P.4.7</a>  | Explain Gestalt principles of perception.<br><i>Examples may include, but are not limited to, similarity, proximity, closure, and continuity.</i>   |
|                                 | <a href="#">SS.912.P.4.8</a>  | Describe binocular and monocular depth cues.  |
|                                 | <a href="#">SS.912.P.4.9</a>  | Describe the importance of perceptual constancies.  |
|                                 | <a href="#">SS.912.P.4.10</a> | Describe perceptual illusions.  |
|                                 | <a href="#">SS.912.P.4.11</a> | Describe the nature of attention.   |
|                                 | <a href="#">SS.912.P.4.12</a> | Explain how experiences and expectations influence perception.  |

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| <b>Unit 4: Altered</b> | <a href="#">SS.912.P.5.1</a> | Identify states of consciousness. |
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| <b>States of Consciousness</b> |                                     | <i>Examples may include, but are not limited to, consciousness, sleep, dreams, hypnotic states, meditative states, and drug-induced states.</i>  |
|                                | <a href="#"><u>SS.912.P.5.2</u></a> | Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit).  |
|                                | <a href="#"><u>SS.912.P.5.3</u></a> | Describe the circadian rhythm and its relation to sleep.   |
|                                | <a href="#"><u>SS.912.P.5.4</u></a> | Describe the sleep cycle.<br><i>Examples may include, but are not limited to, Stage 1 sleep, Stage 2 sleep, Stage 3 sleep, and REM sleep.</i>  |
|                                | <a href="#"><u>SS.912.P.5.5</u></a> | Compare theories about the functions of sleep.<br><i>Examples may include, but are not limited to, Repair and Restoration Theory, Evolutionary Theory, and Information Consolidation Theory.</i>   |
|                                | <a href="#"><u>SS.912.P.5.6</u></a> | Describe types of sleep disorders.<br><i>Examples may include, but are not limited to, insomnia, sleep apnea, narcolepsy, somnambulism, night terrors, bruxism enuresis, and myoclonus.</i>        |
|                                | <a href="#"><u>SS.912.P.5.7</u></a> | Compare theories about the functions of dreams.<br><i>Examples may include, but are not limited to, psychoanalytic theory, and activation-synthesis model.</i>                                     |
|                                | <a href="#"><u>SS.912.P.5.8</u></a> | Characterize the major categories of psychoactive drugs and their effects.<br><i>Examples may include, but are not limited to, depressants, opiates, stimulants, hallucinogens, and marijuana.</i> |
|                                | <a href="#"><u>SS.912.P.5.9</u></a> | Describe how psychoactive drugs act at the synaptic level.   |

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| <b>Unit 5:<br/>Psychological<br/>Testing and<br/>Intelligence</b> | <a href="#">SS.912.P.13.1</a> | Discuss intelligence as a general factor.  |
|   | <a href="#">SS.912.P.13.2</a> | Discuss alternative conceptualizations of intelligence.<br><i>Examples may include, but are not limited to, Howard Gardner's theory of multiple intelligences, Daniel Goleman's theory of emotional intelligence, and Robert Sternberg's triarchic theory of intelligence.</i>   |
|   | <a href="#">SS.912.P.13.3</a> | Describe the extremes of intelligence.   |
|   | <a href="#">SS.912.P.13.4</a> | Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.<br><i>Topics may include, but are not limited to, Alfred Binet, Lewis Terman, David Weschler, mental age, chronological age, Stanford-Binet intelligence test, intelligence quotient, Weschler intelligence scales.</i> |
|   | <a href="#">SS.912.P.13.5</a> | Identify current methods of assessing human abilities.<br><i>Examples may include, but are not limited to, individual tests, group tests, achievement tests, and aptitude tests.</i>   |
|   | <a href="#">SS.912.P.13.6</a> | Identify measures of and data on reliability and validity for intelligence test scores.<br><i>Examples may include, but are not limited to, test and retest reliability, alternate form reliability, split-half reliability, content validity, predictive validity, face validity, construct validity, and concurrent validity.</i>  |
|   | <a href="#">SS.912.P.13.7</a> | Discuss issues related to the consequences of intelligence testing.  |
|   | <a href="#">SS.912.P.13.8</a> | Discuss the influences of biological, cultural, and environmental factors on intelligence.   |

| Quarter 4: March 23 – May 28, 2026   |                               |   |            |
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| Unit & Dates                         | Benchmarks                    | Benchmark Descriptions  | Vocabulary |
| Unit 6:<br>Theories of<br>Motivation | <a href="#">SS.912.P.14.1</a> | Explain biologically based theories of motivation.<br><i>Topics may include, but are not limited to, arousal theories, Yerkes-Dodson Law, and homeostasis.</i>                      |            |
|                                      | <a href="#">SS.912.P.14.2</a> | Explain cognitively based theories of motivation.<br><i>Topics may include, but are not limited to, extrinsic motivation and intrinsic motivation.</i>                              |            |
|                                      | <a href="#">SS.912.P.14.3</a> | Explain humanistic theories of motivation.<br><i>Topics may include, but are not limited to, Maslow's Hierarchy of Needs, achievement motivation, hunger, and eating disorders.</i> |            |
|                                      | <a href="#">SS.912.P.14.4</a> | Explain the role of culture in human motivation.  |            |
|                                      | <a href="#">SS.912.P.14.5</a> | Discuss eating behavior.  |            |
|                                      | <a href="#">SS.912.P.14.6</a> | Discuss achievement motivation.   |            |
|                                      | <a href="#">SS.912.P.14.7</a> | Discuss other ways in which humans and non-human animals are motivated.   |            |

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| <b>Unit 7:<br/>Theories of<br/>Emotion</b> | <a href="#"><u>SS.912.P.15.1</u></a> | Explain the biological and cognitive components of emotion.<br><i>Examples may include, but are not limited to, physiological activation, expressive behaviors, and conscious experience.</i>                          |
|  | <a href="#"><u>SS.912.P.15.2</u></a> | Discuss psychological research on basic human emotions.  |
|  | <a href="#"><u>SS.912.P.15.3</u></a> | Differentiate among theories of emotional experience.<br><i>Examples may include, but are not limited to James-Lange Theory, Cannon-Bard Theory, Schacter's Two-Factor Theory, Robert Zajonc, and Richard Lazarus.</i> |
|  | <a href="#"><u>SS.912.P.15.4</u></a> | Explain how biological factors influence emotional interpretation and expression.  |
|  | <a href="#"><u>SS.912.P.15.5</u></a> | Explain how culture and gender influence emotional interpretation and expression.<br><i>Examples may include, but are not limited to, display rules.</i>   |
|  | <a href="#"><u>SS.912.P.15.6</u></a> | Explain how other environmental factors influence emotional interpretation and expression.   |
|  | <a href="#"><u>SS.912.P.15.7</u></a> | Identify biological and environmental influences on the expression experience of negative emotions, such as fear.<br><i>Topics may include, but are not limited to, the autonomic nervous system.</i>                  |
|  | <a href="#"><u>SS.912.P.15.8</u></a> | Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.   |

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| <b>Unit 8: Social Psychology:<br/>Social Interactions</b> | <a href="#">SS.912.P.9.1</a>  | Describe attributional explanations of behavior.  |
|   | <a href="#">SS.912.P.9.2</a>  | Describe the relationship between attitudes (implicit and explicit) and behavior.   |
|   | <a href="#">SS.912.P.9.3</a>  | Identify persuasive methods used to change attitudes.<br><i>Examples may include, but are not limited to, compliance, identification, internalization, emotion-based change.</i>                |
|   | <a href="#">SS.912.P.9.4</a>  | Describe the power of the situation.<br><i>Examples may include, but are not limited to, the Zimbardo study and the Milgram study.</i>  |
|   | <a href="#">SS.912.P.9.5</a>  | Describe effects of others' presence on individuals' behavior.<br><i>Examples may include, but are not limited to, altruism, the bystander effect, and Kitty Genovese.</i>                      |
|   | <a href="#">SS.912.P.9.6</a>  | Describe how group dynamics influence behavior.   |
|   | <a href="#">SS.912.P.9.7</a>  | Discuss how an individual influences group behavior.  |
|   | <a href="#">SS.912.P.9.8</a>  | Discuss the nature and effects of stereotyping, prejudice, and discrimination.  |
|   | <a href="#">SS.912.P.9.9</a>  | Describe determinants of prosocial behavior.<br><i>Examples may include, but are not limited to, genetic factors, social exchange theory, personal qualities, and situational determinants.</i> |
|   | <a href="#">SS.912.P.9.10</a> | Discuss influences upon aggression and conflict.<br><i>Examples may include, but are not limited to, genetics, the nervous system, and biochemistry.</i>  |
|   | <a href="#">SS.912.P.9.11</a> | Discuss factors influencing attraction and relationships.<br><i>Examples may include, but are not limited to, proximity, physical attractiveness, and similarity.</i>                           |

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| <b>Unit 9: Social Psychology:<br/>Sociocultural Diversity</b> | <a href="#">SS.912.P.10.1</a>  | Define culture and diversity.   |
|   | <a href="#">SS.912.P.10.2</a>  | Identify how cultures change over time and vary within nations and internationally.   |
|   | <a href="#">SS.912.P.10.3</a>  | Discuss the relationship between culture and conceptions of self and identity.  |
|   | <a href="#">SS.912.P.10.4</a>  | Discuss psychological research examining race and ethnicity.  |
|   | <a href="#">SS.912.P.10.5</a>  | Discuss psychological research examining socioeconomic status.  |
|   | <a href="#">SS.912.P.10.6</a>  | Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.                     |
|   | <a href="#">SS.912.P.10.7</a>  | Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.       |
|   | <a href="#">SS.912.P.10.8</a>  | Discuss the psychological research on gender and how the roles of women and men in societies are perceived.                 |
|   | <a href="#">SS.912.P.10.9</a>  | Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.                       |
|   | <a href="#">SS.912.P.10.10</a> | Discuss psychological research examining differences in individual cognitive and physical abilities.                        |
|   | <a href="#">SS.912.P.10.11</a> | Examine societal treatment of people with disabilities and the effect of treatment by others on individual identity/status. |

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| <b>Unit 10:<br/>Careers in<br/>Psychology</b> | <a href="#"><u>SS.912.P.20.1</u></a> | Identify careers in psychological science and practice.<br><i>Examples may include, but are not limited to, biological psychologist, social psychologist, developmental psychologist, and cognitive psychologist.</i> |
|   | <a href="#"><u>SS.912.P.20.2</u></a> | Identify resources to help select psychology programs for further study.<br><i>Examples may include, but are not limited to the Occupational Outlook Handbook.</i>  |
|   | <a href="#"><u>SS.912.P.20.3</u></a> | Identify degree requirements for psychologists and psychology-related careers.<br><i>Examples may include, but are not limited to, bachelor's degree, graduate degree, Ph.D., and Psy.D.</i>                          |
|   | <a href="#"><u>SS.912.P.20.4</u></a> | Identify careers related to psychology.   |
|   | <a href="#"><u>SS.912.P.20.5</u></a> | Discuss ways in which psychological science addresses domestic and global issues.   |
|   | <a href="#"><u>SS.912.P.20.6</u></a> | Identify careers in psychological science that have evolved as a result of domestic and global issues.  |