| **Unit** | **Psychology as a Science** 25 days | **Understanding Thinking and Behavior**  25 days | **Psychology is Self Understanding**  25 days |
| --- | --- | --- | --- |
| **TEKS** | **New:**  1A, **\*1B,** 1C  2A, **\*2B,** 2C, 2D  3A, 3B  4A, 4B  13A, 13B, 13C, **\*13D,** 13E, 13F, **\*13G**  14A, 14B, 14C, **\*14D**  **\*15A,** 15B, 15C, \***15D**  **\*16A**, 16B, 16C  17A, 17B | **New:**  **\*7A, \*7B**  8  9A, 9B  11A, 11B, 11C, 11D, 11E, 11F  **Spiraled:**  **\*1B**  **\*13D**  14A, 14B, 14C, **\*14D**  **\*15A,** 15B, 15C, \***15D**  **\*16A**, 16B, 16C  17A, 17B | **New:**  **\*5A,** 5B, 5C, 5D, 5E, 5F, **\*5G**  6A, 6B  10A, 10B, 10C  **\*12A, \*12B,** 12C, **\*12D,** 12E, 12F 18A, 18B  **Spiraled:**  \***1B**  **\*7A, \*7B**  13A, 13B, 13C, **\*13D,** 13E, 13F, 13G  14A, 14B, 14C, **\*14D**  **\*15A,** 15B, 15C, \***15D**  **\*16A**, 16B, 16C  17A, 17B  18A, 18B |
| **Stage One**  **Snapshot**  **(Enduring**  **Understandings)** | * Psychology has emerged to observe, explain, predict, and alter behavior. * The characteristics of the field of psychology are differentiated from other related social sciences. * Biology impacts human development and behavior. * The individual and groups demonstrate both adaptive and maladaptive behaviors. | * Psychological processes interact with environmental factors to influence human thought and behavior. * Learning is the consequence of experiences that change behavior. | * Human development is a physical, psychological and social process. * The individual and groups demonstrate both adaptive and maladaptive behaviors. |

# Psychology: Year at a Glance

\* Essential standards are a carefully selected subset of the complete list of standards within each grade level and content area. Essential standards are not all that we teach; rather, they represent those prioritized learning outcomes that are absolutely essential for all students to know and be able to do.

# Texas Essential Knowledge and Skills

**Psychology (One-Half Credit), Beginning with School Year 2011-2012.**

(c) Knowledge and skills.

1. History. The student understands the development of the field of psychology. The student is expected to:

(A) identify characteristics that differentiate the field of psychology from other related social sciences;

**\*(B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic; and**

(C) explore subfields and career opportunities available in the science of psychology.

1. Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:

(A) define and differentiate the concepts of theory and principle;

**\*(B) identify and describe the basic methods of social scientific reasoning;**

* + 1. apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection, storage, and use of psychological data; and
    2. define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation).

1. Science of psychology. The student understands the relationship between biology and behavior. The student is expected to:

(A) describe the anatomy of the central and peripheral nervous systems and the endocrine system; and

(B) explain the effects of the endocrine and nervous systems on development and behavior.

1. Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to:
   * 1. explain the capabilities and limitations of sensory systems and individual perceptions; and
     2. understand the interaction of the individual and the environment in determining sensation and perception.
2. Individual development. The student understands that development is a life-long process. The student is expected to:

**\*(A) critique the various perspectives presented in the nature versus nurture debate;**

* 1. trace the influence of physical development on the individual;
  2. discuss the role of the caregiver on individual development;
  3. explain factors involved in cognitive development according to Jean Piaget;
  4. describe Erik Erikson's stages of psychosocial development;
  5. evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality; and

**\*(G) evaluate the presented theories of human development and specify the strengths and weaknesses of each.**

1. Individual development. The student understands behavioral and social learning theories. The student is expected to:
   1. demonstrate an understanding of the principles of operant and classical conditioning and of social learning; and
   2. describe the processes of learning using typical classroom situations.
2. Individual identity. The student understands the principles of motivation and emotion. The student is expected to:

**\*(A) compare predominant theories of motivation and emotion; and**

**\*(B) explore the interaction of biological and cultural factors in emotion and motivation.**

1. Individual identity. The student understands the nature of intelligence. The student is expected to differentiate the various types of intelligence.
2. Individual identity. The student understands the basic principles of tests and measurements. The student is expected to:
   1. describe statistical concepts used in testing; and
   2. differentiate among aptitude, achievement, and Intelligence Quotient (IQ) tests.
3. Individual identity. The student understands the development and assessment of personality. The student is expected to:
   1. define personality;
   2. compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural; and
   3. describe personality assessment tools.
4. Individual experience. The student understands basic elements of cognition. The student is expected to:
   1. define and identify the basic elements of thought;
   2. identify strategies and obstacles associated with problem solving and decision making;
   3. explore the structural features of language;
   4. discuss theories of language acquisition and development;
   5. evaluate the limitations and capabilities of the information processing model; and (F) understand the states and levels of consciousness.
5. Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:

**\*(A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors;**

**\*(B) evaluate cognitive and behavioral strategies for dealing with stress;**

(C) analyze the challenges inherent in defining abnormal behavior and acknowledge the sociocultural stigma of labeling behavior as abnormal;

**\*(D) recognize the biological, social, and cognitive origins of abnormal behavior;**

* 1. discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM); and
  2. evaluate the effectiveness of past and present methods of therapy.

1. The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:
   1. describe how attributions affect explanations of behavior;
   2. explore the nature and effects of bias and discrimination;
   3. describe circumstances in which conformity and obedience are likely to occur;

**\*(D) describe the effects of the presence of others on individual behavior;**

* 1. discuss the nature of altruism;
  2. discuss the factors influencing attraction; and

**\*(G) identify sources of attitude formation and assess methods used to influence attitudes.**

1. Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
   1. create a product on a contemporary psychology-related issue or topic using critical methods of inquiry;
   2. draw and evaluate conclusions from qualitative information;
   3. apply evaluation rules to quantitative information; and

**\*(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.**

1. Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

**\*(A) use psychology-related terminology correctly;**

* 1. use standard grammar, spelling, sentence structure, and punctuation;
  2. transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and

**\*(D) create written, oral, and visual presentations of social studies information.**

1. Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

**\*(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;**

* 1. use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision; and
  2. participate in conflict resolution using persuasion, compromise, debate, and negotiation.

1. Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to:
   1. illustrate the relationship and sequence between intermediate goals and terminal goals; and
   2. monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment.
2. Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:
   1. analyze examples of attitudes, beliefs, and behaviors related to changes in available technology; and
   2. evaluate the impact of changes in technology on personal growth and development.