

eDynamic Learning Course Title: Psychology

State: TX

State Course Title: Psychology

State Course Code: 113.45

State Standards: Psychology

Date of Standards:

TEKS	Unit Name(s)	Lesson(s) Numbers
(1) History. The student understands the development of the field of psychology.		
(A) identify characteristics that differentiate the field of psychology from other related social sciences;	Unit 1: Personal Psychology Begins	Lesson 2: Applied Psychology
(B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic; and	Unit 1: Personal Psychology Begins	Lesson 2: Applied Psychology
(C) explore subfields and career opportunities available in the science of psychology.	Unit 1: Personal Psychology Begins	Lesson 1:
(2) Science of psychology. The student differentiates the processes of theory development and validation.		
(A) define and differentiate the concepts of theory and principle;	Unit 2: Research and Ethics in Psychology	Lesson 1: The Scientific Method
(B) identify and describe the basic methods of social scientific reasoning;	Unit 2: Research and Ethics in Psychology	Lesson 1: Research Questions and Hypotheses

(C) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection, storage, and use of psychological data; and	Unit 2: Research and Ethics in Psychology	Lab Questions : Ethical Research Methods
(D) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation).	Unit 2: Research and Ethics in Psychology	Lesson 2: Single-Blind and Double-Blind Experiments
(3) Science of psychology. The student understands the relationship between biology and behavior.		
(A) describe the anatomy of the central and peripheral nervous systems and the endocrine system; and	Unit 6: Brain, Body and Behavior	Lesson 1: Introduction and the Nervous System
(B) explain the effects of the endocrine and nervous systems on development and behavior.	Unit 6: Brain, Body and Behavior	Lesson 2, Peripheral Nervous System and Brain and Lesson 5, Endocrine System
(4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior.		
(A) explain the capabilities and limitations of sensory systems and individual perceptions; and	Unit 7: Sensation and Perception	Lesson 1: Introduction to Human Senses
(B) understand the interaction of the individual and the environment in determining sensation and perception.	Unit 7: Sensation and Perception	Lesson 2: Sensory Adaptation
(5) Individual development. The student understands that development is a life-long process.		
(A) critique the various perspectives presented in the nature versus nurture debate;	Unit 3: Infancy and Childhood	Lesson 2: Nature vs. Nurture
(B) trace the influence of physical development on the individual;	Unit 3: Infancy and Childhood	Lesson 2: Physical Development
(C) discuss the role of the caregiver on individual development;	Unit 3: Infancy and Childhood	Lesson 6: Temperament and Parenting Style
(D) explain factors involved in cognitive development according to Jean Piaget;	Unit 3: Infancy and Childhood	Lesson 4: Piaget

(E) describe Erik Erikson's stages of psychosocial development;	Unit 3: Infancy and Childhood	Lesson 5: Erickson's Stages of Psychosocial Development
(F) evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality; and	Unit 3: Infancy and Childhood	Lesson 7: Moral Development
(G) evaluate the presented theories of human development and specify the strengths and weaknesses of each.	Unit 3: Infancy and Childhood	Lessons 4, 5 and 6
(6) Individual development. The student understands behavioral and social learning theories.		
(A) demonstrate an understanding of the principles of operant and classical conditioning and of social learning; and	Unit 1: Personal Psychology Begins	Lesson 5: Behavioral Psychology
(B) describe the processes of learning using typical classroom situations.	Unit 1: Personal Psychology Begins	Lesson 3: A New Development: Functionalism
(7) Individual identity. The student understands the principles of motivation and emotion.		
(A) compare predominant theories of motivation and emotion; and	Unit 4: Adolescence	Lesson 2: Emotional Development
(B) explore the interaction of biological and cultural factors in emotion and motivation.	Unit 4: Adolescence	Lab Questions: The Mysterious Workings of the Adolescent Brain
(8) Individual identity. The student understands the nature of intelligence. The student is expected to differentiate the various types of intelligence.		
(9) Individual identity. The student understands the basic principles of tests and measurements.		
(A) describe statistical concepts used in testing; and	Unit 2: Research and Ethics in Psychology	Lesson 1: Independent and Dependent Variables
(B) differentiate among aptitude, achievement, and Intelligence Quotient (IQ) tests.	Unit 6: Brain, Body and Behavior	Lesson 5: Heredity, Environment and Psychological Traits

(10) Individual identity. The student understands the development and assessment of personality.

(A) define personality;	Unit 1: Personal Psychology Begins	Lesson 4: Dr. Freud Started Treating Patients
(B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural; and	Unit 1: Personal Psychology Begins	Lesson 6: Psychodynamic Psychology
(C) describe personality assessment tools.	Unit 2: Research and Ethics in Psychology	Unit 2 Lab Questions

(11) Individual experience. The student understands basic elements of cognition.

(A) define and identify the basic elements of thought;	Unit 4: Adolescence	Lesson 1: Developing Cognitively
(B) identify strategies and obstacles associated with problem solving and decision making;	Unit 4: Adolescence	Lesson 1: Cognitive and Moral Development
(C) explore the structural features of language;	Unit 3: Infancy and Childhood	Lesson 4: Language Development
(D) discuss theories of language acquisition and development;	Unit 3: Infancy and Childhood	Lesson 3: Language Development
(E) evaluate the limitations and capabilities of the information processing model; and	Unit 6: Brain, Body and Behavior	Lesson 4: Learning from Brain Lesions
(F) understand the states and levels of consciousness.	Unit 8: States of Consciousness	Lesson 1: Consciousness

(12) Individual experience. The student understands the multifaceted aspects of mental health.

(A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors;	Unit 4: Adolescence	Lesson 4: Risk Behaviors
(B) evaluate cognitive and behavioral strategies for dealing with stress;	Unit 8: States of Consciousness	Lesson 6: Meditation and Biofeedback

(C) analyze the challenges inherent in defining abnormal behavior and acknowledge the sociocultural stigma of labeling behavior as abnormal;	Unit 6: Brain, Body and Behavior	Lesson 1: The Nervous System
(D) recognize the biological, social, and cognitive origins of abnormal behavior;	Unit 6: Brain, Body and Behavior	Lesson 5: Heredity, Environment and Psychological Traits
(E) discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM); and	Unit 8: States of Consciousness	Lesson 6: Drug Abuse, Dependence and Addiction
(F) evaluate the effectiveness of past and present methods of therapy.	Unit 1: Personal Psychology Begins	Lesson 1: The Nature of Psychology
(13) The individual in society. The student will understand the influence of society and culture on behavior and cognition.		
(A) describe how attributions affect explanations of behavior;	Unit 4: Adolescence	Lesson 1: What is Adolescence
(B) explore the nature and effects of bias and discrimination;	Unit 1: Personal Psychology Begins	Lesson 7: Moral Development
(C) describe circumstances in which conformity and obedience are likely to occur;	Unit 2: Research and Ethics in Psychology	Lesson 5: Ethical Issues in Psychological Research
(D) describe the effects of the presence of others on individual behavior;	Unit 2: Research and Ethics in Psychology	Lesson 5: Ethical Issues in Psychological Research
(E) discuss the nature of altruism;	Unit 1: Personal Psychology Begins	Lesson 4: What It Means to Be Human
(F) discuss the factors influencing attraction; and	Unit 4: Adolescence	Lesson 3: Romantic Relationships
(G) identify sources of attitude formation and assess methods used to influence attitudes.	Unit 4: Adolescence	Lesson 2: Emotional Development and Forming an Identity

(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

(A) create a product on a contemporary psychology-related issue or topic using critical methods of inquiry;	Unit 4: Adolescence	Unit 4 Lab Questions
(B) draw and evaluate conclusions from qualitative information;	Unit 2: Research and Ethics in Psychology	Unit 2 Lab Questions
(C) apply evaluation rules to quantitative information; and	Unit 6: Brain, Body and Behavior	Unit 6 Lab Questions
(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.	Unit 6: Brain, Body and Behavior	Unit 6 Lab Questions

(15) Social studies skills. The student communicates in written, oral, and visual forms.

(A) use psychology-related terminology correctly;	Unit 1: Personal Psychology Begins	Lessons 4: Dr Freud Started Treating Patients
(B) use standard grammar, spelling, sentence structure, and punctuation;	Unit 3: Infancy and Childhood	Unit 3 Lab Questions
(C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and	Unit 5: Adulthood and Aging	Unit 5 Lab Questions
(D) create written, oral, and visual presentations of social studies information.	Unit 1: Personal Psychology Begins	Unit 1 Lab Questions

(16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

(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;	Unit 4: Adolescence	Lesson 5: Eating Disorders and Suicide
(B) 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	Unit 1: Personal Psychology Begins	Unit 1 Lab Questions
(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation.	Unit 5: Adulthood and Aging	Unit 5 Lab Questions

(17) Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving.

(A) illustrate the relationship and sequence between intermediate goals and terminal goals; and	Unit 6: Brain, Body and Behavior	Lab Questions 3-D Brain Anatomy
---	----------------------------------	---------------------------------

(B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment.	Unit 6: Brain, Body and Behavior	Lab Questions : 3-D Brain Anatomy
(18) Science and technology. The student understands the relationship of changes in technology to personal growth and development.		
(A) analyze examples of attitudes, beliefs, and behaviors related to changes in available technology; and	Unit 1: Personal Psychology Begins	Unit 1 Lab Questions
(B) evaluate the impact of changes in technology on personal growth and development.	Unit 1: Personal Psychology Begins	Unit 1 Lab Questions