

Course Title: Personal Psychology 1
State: TX
State Course Title: Psychology
State Course Code: 113.45
State Standards: Texas Essential Knowledge and Skills for Social Studies
Date of Standards: 2010

TEKS	Unit Name(s)	Lesson(s) Numbers
(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;	Unit 2: Searching for Answers	Lesson 1
(B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic; and	Unit 2: Searching for Answers	Lesson 1
(C) explore subfields and career opportunities available in the science of psychology.	Unit 2: Searching for Answers	Lesson 3
(2) 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;	Unit 2: Searching for Answers	Lesson 2
(B) identify and describe the basic methods of social scientific reasoning;	Unit 5: Language and Intelligence	Lesson 1
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: Searching for Answers	Lesson 5
(D) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation).	Unit 2: Searching for Answers	Lesson 5
(3) 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	Unit 3: The Biology of Behavior	Lesson 3
(B) explain the effects of the endocrine and nervous systems on development and behavior.	Unit 3: The Biology of Behavior	Lesson 3

(4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to:		
(A) explain the capabilities and limitations of sensory systems and individual perceptions; and	Unit 5: Language and Intelligence	Lesson 5
(B) understand the interaction of the individual and the environment in determining sensation and perception.	Unit 5: Language and Intelligence	Lesson 5
(5) 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;	Unit 1: Why Did She Do That?	Lessons 1, 4
(B) trace the influence of physical development on the individual;	Unit 7: Stress, Coping, and Mental health	Lesson 4
(C) discuss the role of the caregiver on individual development;	Unit 6: Development Over the Lifespan	Lesson 2
(D) explain factors involved in cognitive development according to Jean Piaget;	Unit 5: Language and Intelligence	Lesson 3
(E) describe Erik Erikson's stages of psychosocial development;	Unit 6: Development Over the Lifespan	Activity 1
(F) evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality; and	Unit 6: Development Over the Lifespan	Lesson 3
(G) evaluate the presented theories of human development and specify the strengths and weaknesses of each.	Unit 6: Development Over the Lifespan	Lesson 3
(6) Individual development. The student understands behavioral and social learning theories. The student is expected to		
(A) demonstrate an understanding of the principles of operant and classical conditioning and of social learning; and	Unit 4: How You Learn	Lesson 1
(B) describe the processes of learning using typical classroom situations.	Unit 4: How You Learn	Lesson 3
(7) 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	Unit 1: Why Did She Do That?	Lessons 4, 5
(B) explore the interaction of biological and cultural factors in emotion and motivation.	Unit 1: Why Did She Do That?	Lesson 4

(8) Individual identity. The student understands the nature of intelligence. The student is expected to differentiate the various types of intelligence.	Unit 5: Language and Intelligence	Activity 2
(9) Individual identity. The student understands the basic principles of tests and measurements. The student is expected to:		
(A) describe statistical concepts used in testing; and	Unit 2: Searching for Answers	Lesson 5
(B) differentiate among aptitude, achievement, and Intelligence Quotient (IQ) tests.	Unit 5: Language and Intelligence	Lesson 3
(10) Individual identity. The student understands the development and assessment of personality. The student is expected to:		
(A) define personality;	Unit 1: Why Did She Do That?	Lesson 1
(B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural; and	Unit 1: Why Did She Do That?	Lesson 1
(C) describe personality assessment tools.	Unit 1: Why Did She Do That?	Lesson 2
(11) Individual experience. The student understands basic elements of cognition. The student is expected to:		
(A) define and identify the basic elements of thought;	Unit 5: Language and Intelligence	Lesson 4
(B) identify strategies and obstacles associated with problem solving and decision making;	Unit 5: Language and Intelligence	Lesson 2
(C) explore the structural features of language;	Unit 5: Language and Intelligence	Lesson 3
(D) discuss theories of language acquisition and development;	Unit 5: Language and Intelligence	Lesson 3
(E) evaluate the limitations and capabilities of the information processing model; and	Unit 5: Language and Intelligence	Lesson 1
(F) understand the states and levels of consciousness.	Unit 4: How You Learn	Lesson 5
(12) 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;	Unit 7: Stress. Coping, and Mental health	Lesson 1

(B) evaluate cognitive and behavioral strategies for dealing with stress;	Unit 7: Stress, Coping, and Mental health	Lesson 2
(C) analyze the challenges inherent in defining abnormal behavior and acknowledge the sociocultural stigma of labeling behavior as abnormal	Unit 8: Abnormal Behavior	Lesson 1
(D) recognize the biological, social, and cognitive origins of abnormal behavior;	Unit 8: Abnormal Behavior	Lesson 1
(E) discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM); and	Unit 8: Abnormal Behavior	Lesson 1
(F) evaluate the effectiveness of past and present methods of therapy.	Unit 8: Abnormal Behavior	Lesson 1
(13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:		
(A) describe how attributions affect explanations of behavior;	Unit 1: Why Did She Do That?	Lesson 6
(B) explore the nature and effects of bias and discrimination;	Unit 1: Why Did She Do That?	Lesson 6
(C) describe circumstances in which conformity and obedience are likely to occur;	Unit 1: Why Did She Do That?	Lesson 6
(D) describe the effects of the presence of others on individual behavior;	Unit 6: Development Over the Lifespan	Lesson 3
(E) discuss the nature of altruism;	Unit 6: Development Over the Lifespan	Lesson 3
(F) discuss the factors influencing attraction; and	Unit 1: Why Did She Do That?	Lesson 1
(G) identify sources of attitude formation and assess methods used to influence attitudes.	Unit 1: Why Did She Do That?	Lesson 3
(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. The student is expected to:		
(A) create a product on a contemporary psychology-related issue or topic using critical methods of inquiry;	Unit 8: Abnormal Behavior	Lesson 1
(B) draw and evaluate conclusions from qualitative information;	Unit 2: Searching for Answers	Activity 1
(C) apply evaluation rules to quantitative information; and	Unit 5: Language and Intelligence	Activity 1

(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 2: Searching for Answers	Activity 2
(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:		
(A) use psychology-related terminology correctly;	Unit 2: Searching for Answers	Activity 2
(B) use standard grammar, spelling, sentence structure, and punctuation;	Unit 1: Why Did She Do That?	Activity 1
(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: Language and Intelligence	Activity 2
(D) create written, oral, and visual presentations of social studies information.	Unit 5: Language and Intelligence	Activity 2
(16) 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;	Unit 5: Language and Intelligence	Lesson 2
(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 5: Language and Intelligence	Lesson 2
(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation	Unit 1: Why Did She Do That?	Activity 1
(17) 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:		
(A) illustrate the relationship and sequence between intermediate goals and terminal goals; and	Unit 2: Searching for Answers	Discussion 2
(B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment.	Unit 5: Language and Intelligence	Activity 1
(18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:		
(A) analyze examples of attitudes, beliefs, and behaviors related to changes in available technology; and	Unit 7: Stress, Coping, and Mental health	Discussion 1
(B) evaluate the impact of changes in technology on personal growth and development.	Unit 7: Stress, Coping, and Mental health	Discussion 1