

Module Correlation Chart

TEKS

(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.

(b) Introduction. In Psychology, an elective course, students consider the development of the individual and the personality. The study of psychology is based on an historical framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning.

TEKS Competencies by Module		Module
(1) The individual in society. The student understands the relationships between self and others to be a contributing member of the community.		
(A)	participate in class as a leader and follower; and	1
(B)	adjust behavior appropriately to fit various situations; and	4
(C)	contribute to the development of a supportive climate in groups; and	4
(D)	accept and fulfill social responsibilities associated with citizenship in a group.	4
(2) The individual in society. The student understands that beliefs, decisions, and actions have consequences.		
(A)	predict the likely outcome of given courses of action in particular situations, such as refusing to pay taxes, to register to vote, or to obey the speed limit; and	3
(B)	evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality.	4
(3) The individual in society. The student understands behavioral, social learning, and cognitive perspectives of motivation to describe his or her role and impact on economic systems.		
(A)	apply various perspectives of motivation to a given economic situation such as the choice of car to purchase, personal budget priorities, or choice of jobs; and	3
(B)	describe the role of reinforcement and punishment in determining persistence-and-effort allocation; and	3
(C)	describe the processes of modeling/imitation and vicarious reinforcement using typical classroom situations; and	3
(D)	describe and explain self-esteem, self-efficacy, and expectancy from the perspective of attribution theory.	4
(4) The individual in society. The student understands the influence of sensory p		
(A)	relate sensation and perception to various points of view; and	2

(B)	define and give examples of bias related to various points of view.	2
(5) The individual in society. The student understands the influence relationship between biology and behavior.		
(A)	describe the anatomy and localized function of given brain areas; and	2
(B)	explain the effects of the endocrine system on development and behavior.	2, 4
(6) The individual in society. The student understands the basic principles of tests and measurements.		
(A)	define and differentiate reliability and validity; and	1
(B)	define the concept of “transformed score” and give examples of various types including percentile grade equivalent scores, intelligence quotient (IQ) score, and College Entrance Examination Board (CEEB) scores such as Scholastic Aptitude Test (SAT) and Graduate Record Examination (GRE).	5
(7) History. The student understands the history of the field of psychology.		
(A)	identify defining characteristics that differentiate the field of psychology from other related social sciences; and	1
(B)	trace the impact of associationism, psychodynamic (Freudian) thinking, behaviorism, and humanism on current thinking in psychology.	1
(8) History. The student compares the processes of theory development and validation.		
(A)	define and differentiate the concepts of theory and principle; and	1
(B)	describe the relationship between earlier and later theories related to a given psychological construct; and	1-4
(C)	identify and describe the basic methods of social scientific reasoning.	1
(9) Culture. The student understands the dynamic relationships between self and one’s environment.		
(A)	describe and explain learning as an adaptation to the environment; and	4
(B)	relate cultural perspectives to the traditional physical environment of the culture group; and	4
(C)	explain types of relationships of individuals with other individuals and with groups.	4
(10) Culture. The student understands behavioral, social, and cognitive perspectives of human learning.		
(A)	identify related antecedents, behavior, and consequences in a provided behavioral situation; and	3
(B)	identify elements of social learning theory in modern advertising; and	3
(C)	describe the relationship between components of the structural information processing model; and	3

(D) evaluate the various perspectives of human learning and specify the strengths and weaknesses of each.	3
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(11) Culture. The student understands the role of culture in forming the foundation and orienting framework for individuals and social behavior.		
(A)	explain factors involved in cognitive development according to Piaget; and	4
(B)	define common psychological disorders; and	5
(C)	describe Erickson's stages of psychosocial development; and	4
(D)	determine cultural influences such as fads or peers on one's own social behavior.	4
(12) Culture. The student understands personality development theories, including the applications and limitations.		
(A)	give examples of growth and development based on social learning, behavioral, and cognitive theories; and	4
(B)	evaluate the presented theories of human development and specify the strengths and weaknesses of each.	4
(13) Social and Studies Skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.		
(A)	create a product on a contemporary psychology-related issue or topic using critical methods of inquiry; and	1
(B)	draw and evaluate conclusions from qualitative information; and	1
(C)	define and compute measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation); and	5
(D)	explain and illustrate cautions related to interpreting statistics in news stories; and	5
(E)	apply evaluation rules to quantitative information; and	4
(F)	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.	1-5
(14) Social studies skills. The student communicates in written, oral, and visual forms.		
(A)	use psychology-related terminology correctly; and	1-5
(B)	use standard grammar, spelling, sentence structure, and punctuation; and	1-5
(C)	transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and	1
(D)	create written, oral, and visual presentations of social studies information.	1

