

Texas Essential Knowledge and Skills (TEKS) Breakouts	
<b>Subject</b>	<b>Chapter 113. Texas Essential Knowledge and Skills for Social Studies</b>
<b>Subchapter</b>	<b>Subchapter C. High School</b>
<b>Course</b>	<b>§113.45. Psychology (One-Half Credit), Beginning with School Year 2011-2012.</b>
(a) <b>General requirements.</b> Students shall be awarded one-half unit of credit for successful completion of this course.	
(b) <b>Introduction.</b>	
(1) In Psychology, an elective course, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.	
(2) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(3) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	
(4) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week. (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement. (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."	
(5) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.	

<b>(C) Knowledge and skills.</b>		
<b>Knowledge and Skills Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>
(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	(i) identify characteristics that differentiate the field of psychology from other related social sciences
(1) History. The student understands the development of the field of psychology. The student is expected to:	(B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic	(i) trace the historical development of the contemporary perspectives in psychology, including biological
(1) History. The student understands the development of the field of psychology. The student is expected to:	(B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic	(ii) trace the historical development of the contemporary perspectives in psychology, including behavioral

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) History. The student understands the development of the field of psychology. The student is expected to:</p>	<p>(B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic</p>	<p>(iii) trace the historical development of the contemporary perspectives in psychology, including cognitive</p>
<p>(1) History. The student understands the development of the field of psychology. The student is expected to:</p>	<p>(B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic</p>	<p>(iv) trace the historical development of the contemporary perspectives in psychology, including sociocultural</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(1) History. The student understands the development of the field of psychology. The student is expected to:	(B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic	(v) trace the historical development of the contemporary perspectives in psychology, including humanistic
(1) History. The student understands the development of the field of psychology. The student is expected to:	(B) trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic	(vi) trace the historical development of the contemporary perspectives in psychology, including psychodynamic
(1) History. The student understands the development of the field of psychology. The student is expected to:	(C) explore subfields and career opportunities available in the science of psychology	(i) explore subfields in the science of psychology

Knowledge and Skills Statement	Student Expectation	Breakout
(1) History. The student understands the development of the field of psychology. The student is expected to:	(C) explore subfields and career opportunities available in the science of psychology	(ii) explore career opportunities available in the science of psychology
(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	(i) define the concepts of theory
(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	(ii) define the concepts of principle
(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	(iii) differentiate the concepts of theory and principle

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:</p>	<p>(B) identify and describe the basic methods of social scientific reasoning</p>	<p>(i) identify the basic methods of social scientific reasoning</p>
<p>(2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:</p>	<p>(B) identify and describe the basic methods of social scientific reasoning</p>	<p>(ii) describe the basic methods of social scientific reasoning</p>
<p>(2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:</p>	<p>(C) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection, storage, and use of psychological data</p>	<p>(i) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection of psychological data</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:	(C) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection, storage, and use of psychological data	(ii) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the storage of psychological data
(2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:	(C) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection, storage, and use of psychological data	(iii) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the use of psychological data
(2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:	(D) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation)	(i) define measures of central tendency (mean, median, and mode)

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:	(D) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation)	(ii) define measures of dispersion (range and standard deviation)
(2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:	(D) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation)	(iii) interpret measures of central tendency (mean, median, and mode)
(2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:	(D) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation)	(iv) interpret measures of dispersion (range and standard deviation)



Knowledge and Skills Statement	Student Expectation	Breakout
(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	(i) describe the anatomy of the central nervous system
(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	(ii) describe the anatomy of the peripheral nervous system
(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	(iii) describe the anatomy of the endocrine system

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(3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to:	(B) explain the effects of the endocrine and nervous systems on development and behavior	(i) explain the effects of the endocrine system on development
(3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to:	(B) explain the effects of the endocrine and nervous systems on development and behavior	(ii) explain the effects of the endocrine system on behavior
(3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to:	(B) explain the effects of the endocrine and nervous systems on development and behavior	(iii) explain the effects of the nervous system on development

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<p>(4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to:</p>	<p>(A) explain the capabilities and limitations of sensory systems and individual perceptions</p>	<p>(i) explain the capabilities of sensory systems</p>
<p>(4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to:</p>	<p>(A) explain the capabilities and limitations of sensory systems and individual perceptions</p>	<p>(ii) explain the capabilities of individual perceptions</p>
<p>(4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to:</p>	<p>(A) explain the capabilities and limitations of sensory systems and individual perceptions</p>	<p>(iii) explain the limitations of sensory systems</p>
<p>(4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to:</p>	<p>(A) explain the capabilities and limitations of sensory systems and individual perceptions</p>	<p>(iv) explain the limitations of individual perceptions</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to:</p>	<p>(B) understand the interaction of the individual and the environment in determining sensation and perception</p>	<p>(i) understand the interaction of the individual and the environment in determining sensation</p>
<p>(4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to:</p>	<p>(B) understand the interaction of the individual and the environment in determining sensation and perception</p>	<p>(ii) understand the interaction of the individual and the environment in determining perception</p>
<p>(5) Individual development. The student understands that development is a life-long process. The student is expected to:</p>	<p>(A) critique the various perspectives presented in the nature versus nurture debate</p>	<p>(i) critique the various perspectives presented in the nature versus nurture debate</p>

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(5) Individual development. The student understands that development is a life-long process. The student is expected to:	(B) trace the influence of physical development on the individual	(i) trace the influence of physical development on the individual
(5) Individual development. The student understands that development is a life-long process. The student is expected to:	(C) discuss the role of the caregiver on individual development	(i) discuss the role of the caregiver on individual development
(5) Individual development. The student understands that development is a life-long process. The student is expected to:	(D) explain factors involved in cognitive development according to Jean Piaget	(i) explain factors involved in cognitive development according to Jean Piaget
(5) Individual development. The student understands that development is a life-long process. The student is expected to:	(E) describe Erik Erikson's stages of psychosocial development	(i) describe Erik Erikson's stages of psychosocial development

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(5) Individual development. The student understands that development is a life-long process. The student is expected to:	(F) evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality	(i) evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality
(5) Individual development. The student understands that development is a life-long process. The student is expected to:	(G) evaluate the presented theories of human development and specify the strengths and weaknesses of each	(i) evaluate the presented theories of human development
(5) Individual development. The student understands that development is a life-long process. The student is expected to:	(G) evaluate the presented theories of human development and specify the strengths and weaknesses of each	(ii) specify the strengths of each

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Individual development. The student understands that development is a life-long process. The student is expected to:	(G) evaluate the presented theories of human development and specify the strengths and weaknesses of each	(iii) specify the weaknesses of each
(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	(i) demonstrate an understanding of the principles of operant conditioning
(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	(ii) demonstrate an understanding of the principles of classical conditioning

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<p>(6) Individual development. The student understands behavioral and social learning theories. The student is expected to:</p>	<p>(A) demonstrate an understanding of the principles of operant and classical conditioning and of social learning</p>	<p>(iii) demonstrate an understanding of the principles of social learning</p>
<p>(6) Individual development. The student understands behavioral and social learning theories. The student is expected to:</p>	<p>(B) describe the processes of learning using typical classroom situations</p>	<p>(i) describe the processes of learning using typical classroom situations</p>
<p>(7) Individual identity. The student understands the principles of motivation and emotion. The student is expected to:</p>	<p>(A) compare predominant theories of motivation and emotion</p>	<p>(i) compare predominant theories of motivation</p>
<p>(7) Individual identity. The student understands the principles of motivation and emotion. The student is expected to:</p>	<p>(A) compare predominant theories of motivation and emotion</p>	<p>(ii) compare predominant theories of emotion</p>



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<p>(7) Individual identity. The student understands the principles of motivation and emotion. The student is expected to:</p>	<p>(B) explore the interaction of biological and cultural factors in emotion and motivation</p>	<p>(i) explore the interaction of biological and cultural factors in emotion</p>
<p>(7) Individual identity. The student understands the principles of motivation and emotion. The student is expected to:</p>	<p>(B) explore the interaction of biological and cultural factors in emotion and motivation</p>	<p>(ii) explore the interaction of biological and cultural factors in motivation</p>
<p>(8) Individual identity. The student understands the nature of intelligence. The student is expected to differentiate the various types of intelligence.</p>	<p>(A) differentiate the various types of intelligence</p>	<p>(i) differentiate the various types of intelligence</p>
<p>(9) Individual identity. The student understands the basic principles of tests and measurements. The student is expected to:</p>	<p>(A) describe statistical concepts used in testing</p>	<p>(i) describe statistical concepts used in testing</p>

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(9) Individual identity. The student understands the basic principles of tests and measurements. The student is expected to:	(B) differentiate among aptitude, achievement, and Intelligence Quotient (IQ) tests	(i) differentiate among aptitude, achievement, and Intelligence Quotient (IQ) tests
(10) Individual identity. The student understands the development and assessment of personality. The student is expected to:	(A) define personality	(i) define personality
(10) Individual identity. The student understands the development and assessment of personality. The student is expected to:	(B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural	(i) compare various theories of personality, including psychodynamic

Knowledge and Skills Statement	Student Expectation	Breakout
(10) Individual identity. The student understands the development and assessment of personality. The student is expected to:	(B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural	(ii) compare various theories of personality, including trait
(10) Individual identity. The student understands the development and assessment of personality. The student is expected to:	(B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural	(iii) compare various theories of personality, including humanistic
(10) Individual identity. The student understands the development and assessment of personality. The student is expected to:	(B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural	(iv) compare various theories of personality, including sociocultural

Knowledge and Skills Statement	Student Expectation	Breakout
(10) Individual identity. The student understands the development and assessment of personality. The student is expected to:	(B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural	(v) evaluate various theories of personality, including psychodynamic
(10) Individual identity. The student understands the development and assessment of personality. The student is expected to:	(B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural	(vi) evaluate various theories of personality, including trait
(10) Individual identity. The student understands the development and assessment of personality. The student is expected to:	(B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural	(vii) evaluate various theories of personality, including humanistic

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(10) Individual identity. The student understands the development and assessment of personality. The student is expected to:	(B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural	(viii) evaluate various theories of personality, including sociocultural
(10) Individual identity. The student understands the development and assessment of personality. The student is expected to:	(C) describe personality assessment tools	(i) describe personality assessment tools
(11) Individual experience. The student understands basic elements of cognition. The student is expected to:	(A) define and identify the basic elements of thought	(i) define the basic elements of thought
(11) Individual experience. The student understands basic elements of cognition. The student is expected to:	(A) define and identify the basic elements of thought	(ii) identify the basic elements of thought

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Individual experience. The student understands basic elements of cognition. The student is expected to:</p>	<p>(B) identify strategies and obstacles associated with problem solving and decision making</p>	<p>(i) identify strategies associated with problem solving</p>
<p>(11) Individual experience. The student understands basic elements of cognition. The student is expected to:</p>	<p>(B) identify strategies and obstacles associated with problem solving and decision making</p>	<p>(ii) identify obstacles associated with problem solving</p>
<p>(11) Individual experience. The student understands basic elements of cognition. The student is expected to:</p>	<p>(B) identify strategies and obstacles associated with problem solving and decision making</p>	<p>(iii) identify strategies associated with decision making</p>
<p>(11) Individual experience. The student understands basic elements of cognition. The student is expected to:</p>	<p>(B) identify strategies and obstacles associated with problem solving and decision making</p>	<p>(iv) identify obstacles associated with decision making</p>

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<p>(11) Individual experience. The student understands basic elements of cognition. The student is expected to:</p>	<p>(C) explore the structural features of language</p>	<p>(i) explore the structural features of language</p>
<p>(11) Individual experience. The student understands basic elements of cognition. The student is expected to:</p>	<p>(D) discuss theories of language acquisition and development</p>	<p>(i) discuss theories of language acquisition</p>
<p>(11) Individual experience. The student understands basic elements of cognition. The student is expected to:</p>	<p>(D) discuss theories of language acquisition and development</p>	<p>(ii) discuss theories of language development</p>
<p>(11) Individual experience. The student understands basic elements of cognition. The student is expected to:</p>	<p>(E) evaluate the limitations and capabilities of the information processing model</p>	<p>(i) evaluate the limitations of the information processing model</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(11) Individual experience. The student understands basic elements of cognition. The student is expected to:	(E) evaluate the limitations and capabilities of the information processing model	(ii) evaluate the capabilities of the information processing model
(11) Individual experience. The student understands basic elements of cognition. The student is expected to:	(F) understand the states and levels of consciousness	(i) understand the states of consciousness
(11) Individual experience. The student understands basic elements of cognition. The student is expected to:	(F) understand the states and levels of consciousness	(ii) understand the levels of consciousness
(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	(i) explain stress



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:</p>	<p>(A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors</p>	<p>(ii) explain the individual's physiological responses to stressors</p>
<p>(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:</p>	<p>(A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors</p>	<p>(iii) explain the individual's behavioral responses to stressors</p>
<p>(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:</p>	<p>(A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors</p>	<p>(iv) explain the individual's psychological responses to stressors</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:	(B) evaluate cognitive and behavioral strategies for dealing with stress	(i) evaluate cognitive strategies for dealing with stress
(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:	(B) evaluate cognitive and behavioral strategies for dealing with stress	(ii) evaluate behavioral strategies for dealing with stress
(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:	(C) analyze the challenges inherent in defining abnormal behavior and acknowledge the sociocultural stigma of labeling behavior as abnormal	(i) analyze the challenges inherent in defining abnormal behavior

Knowledge and Skills Statement	Student Expectation	Breakout
(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:	(C) analyze the challenges inherent in defining abnormal behavior and acknowledge the sociocultural stigma of labeling behavior as abnormal	(ii) acknowledge the sociocultural stigma of labeling behavior as abnormal
(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:	(D) recognize the biological, social, and cognitive origins of abnormal behavior	(i) recognize the biological origins of abnormal behavior
(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:	(D) recognize the biological, social, and cognitive origins of abnormal behavior	(ii) recognize the social origins of abnormal behavior

Knowledge and Skills Statement	Student Expectation	Breakout
(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:	(D) recognize the biological, social, and cognitive origins of abnormal behavior	(iii) recognize the cognitive origins of abnormal behavior
(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:	(E) discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM)	(i) discuss major categories of abnormal behaviors
(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:	(E) discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM)	(ii) identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM)

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(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:	(F) evaluate the effectiveness of past and present methods of therapy	(i) evaluate the effectiveness of past methods of therapy
(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:	(F) evaluate the effectiveness of past and present methods of therapy	(ii) evaluate the effectiveness of present methods of therapy
(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	(i) describe how attributions affect explanations of behavior
(13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:	(B) explore the nature and effects of bias and discrimination	(i) explore the nature of bias

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:</p>	<p>(B) explore the nature and effects of bias and discrimination</p>	<p>(ii) explore the nature of discrimination</p>
<p>(13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:</p>	<p>(B) explore the nature and effects of bias and discrimination</p>	<p>(iii) explore the effects of bias</p>
<p>(13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:</p>	<p>(B) explore the nature and effects of bias and discrimination</p>	<p>(iv) explore the effects of discrimination</p>
<p>(13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:</p>	<p>(C) describe circumstances in which conformity and obedience are likely to occur</p>	<p>(i) describe circumstances in which conformity [is] likely to occur</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:</p>	<p>(C) describe circumstances in which conformity and obedience are likely to occur</p>	<p>(ii) describe circumstances in which obedience [is] likely to occur</p>
<p>(13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:</p>	<p>(D) describe the effects of the presence of others on individual behavior</p>	<p>(i) describe the effects of the presence of others on individual behavior</p>
<p>(13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:</p>	<p>(E) discuss the nature of altruism</p>	<p>(i) discuss the nature of altruism</p>

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(13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:	(F) discuss the factors influencing attraction	(i) discuss the factors influencing attraction
(13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:	(G) identify sources of attitude formation and assess methods used to influence attitudes	(i) identify sources of attitude formation
(13) The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:	(G) identify sources of attitude formation and assess methods used to influence attitudes	(ii) assess methods used to influence attitudes
(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	(i) create a product on a contemporary psychology-related issue or topic using critical methods of inquiry



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(B) draw and evaluate conclusions from qualitative information</p>	<p>(i) draw conclusions from qualitative information</p>
<p>(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:</p>	<p>(B) draw and evaluate conclusions from qualitative information</p>	<p>(ii) evaluate conclusions from qualitative information</p>
<p>(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:</p>	<p>(C) apply evaluation rules to quantitative information</p>	<p>(i) apply evaluation rules to quantitative information</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(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</p>	<p>(i) analyze information by sequencing</p>
<p>(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:</p>	<p>(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</p>	<p>(ii) analyze information by categorizing</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(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</p>	<p>(iii) analyze information by identifying cause-and-effect relationships</p>
<p>(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:</p>	<p>(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</p>	<p>(iv) analyze information by comparing</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(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</p>	<p>(v) analyze information by contrasting</p>
<p>(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:</p>	<p>(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</p>	<p>(vi) analyze information by finding the main idea</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(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</p>	<p>(vii) analyze information by summarizing</p>
<p>(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:</p>	<p>(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</p>	<p>(viii) analyze information by making generalizations and predictions</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(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</p>	<p>(ix) analyze information by drawing inferences and conclusions</p>
<p>(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(A) use psychology-related terminology correctly</p>	<p>(i) use psychology-related terminology correctly</p>
<p>(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(B) use standard grammar, spelling, sentence structure, and punctuation</p>	<p>(i) use standard grammar</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(ii) use standard spelling
(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(iii) use standard sentence structure
(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) use standard grammar, spelling, sentence structure, and punctuation	(iv) use standard punctuation

Knowledge and Skills Statement	Student Expectation	Breakout
(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate	(i) transfer information from one medium to another, including written to visual, using computer software as appropriate
(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate	(ii) transfer information from one medium to another, including written or visual to statistical, using computer software as appropriate
(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(i) create written presentations of social studies information



Knowledge and Skills Statement	Student Expectation	Breakout
(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(ii) create oral presentations of social studies information
(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(D) create written, oral, and visual presentations of social studies information	(iii) create visual presentations of social studies information
(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	(i) 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

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(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</p>	<p>(i) 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</p>
<p>(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:</p>	<p>(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation</p>	<p>(i) participate in conflict resolution using persuasion</p>
<p>(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:</p>	<p>(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation</p>	<p>(ii) participate in conflict resolution using compromise</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation	(iii) participate in conflict resolution using debate
(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:	(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation	(iv) participate in conflict resolution using negotiation
(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	(i) illustrate the relationship between intermediate goals and terminal goals
(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	(ii) illustrate the sequence between intermediate goals and terminal goals

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment</p>	<p>(i) monitor self-directed inquiry or projects for timelines</p>
<p>(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:</p>	<p>(B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment</p>	<p>(ii) monitor self-directed inquiry or projects for accuracy</p>
<p>(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:</p>	<p>(B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment</p>	<p>(iii) monitor self-directed inquiry or projects for goal attainment</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment	(iv) evaluate self-directed inquiry or projects for timelines
(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:	(B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment	(v) evaluate self-directed inquiry or projects for accuracy
(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:	(B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment	(vi) evaluate self-directed inquiry or projects for goal attainment

Knowledge and Skills Statement	Student Expectation	Breakout
(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	(i) analyze examples of attitudes related to changes in available technology
(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	(ii) analyze examples of beliefs related to changes in available technology
(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	(iii) analyze examples of behaviors related to changes in available technology

Knowledge and Skills Statement	Student Expectation	Breakout
(18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:	(B) evaluate the impact of changes in technology on personal growth and development	(i) evaluate the impact of changes in technology on personal growth
(18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:	(B) evaluate the impact of changes in technology on personal growth and development	(ii) evaluate the impact of changes in technology on personal development