

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills

Psychology

Prepared by the State Board of Education TEKS Review Committees

October 17, 2009

These documents have been formatted for consistency and for ease of review.

Proposed additions are shown in green font with underlines and proposed deletions are shown in red font with strike throughs.

Comments in the margin provide explanations for proposed changes. The following notations were used as part of the explanations:

BSG = information added, changed or deleted based on broad strokes guidance
CRS = information added or changed to align with College Readiness Standards
ER = information added, changed or deleted based on expert reviewer feedback
IF = information added, changed or deleted based on informal feedback
MV = multiple viewpoints from within the committee

§113.36. Psychology (One-Half Credit).

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

(b) Introduction.

(1) 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.~~

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) State and federal laws mandate a variety of celebrations and observances including Celebrate Freedom Week. Each social studies class shall include, during Celebrate Freedom Week as provided under 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 United States 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 United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, 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."

Comment [A1]: BSG-Broadened the introduction to be more reflective of and inclusive of the often changing field of psychology. All committee members feel that there is little rationale for continuing to list the basic psychological concepts covered in a one semester course under artificial strands such as government, geography, etc., which obfuscates the connections among the concepts of psychology. This also allowed us to include core content aligned with the American Psychological Association's National Standards.

Comment [A2]: Committee strongly encourages the inclusion of information during professional development on how teachers can stay current on required celebrations and observances.

Comment [A3]: BSG-Paragraph added to include Celebrate Freedom Week mandate in alignment with other grade levels per a vertical agreement.

(c) Knowledge and skills.

~~(1) The individual in society. The student understands the dynamics of the relationships between self and others to be a contributing member of the community. The student is expected to:~~

~~(A) participate in class as a leader and follower;~~

~~(B) adjust behavior appropriately to fit various situations;~~

~~(C) contribute to the development of a supportive climate in groups; and~~

~~(D) accept and fulfill social responsibilities associated with citizenship in a group setting;~~

~~(2) The individual in society. The student understands that beliefs, decisions, and actions have consequences. The student is expected to:~~

~~(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~~

~~(B) evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality;~~

~~(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. The student is expected to:~~

~~(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;~~

~~(B) describe the role of reinforcement and punishment in determining persistence and effort allocation;~~

~~(C) describe the processes of modeling/imitation and vicarious reinforcement using typical classroom situations; and~~

~~(D) describe and explain self-esteem, self-efficacy, and expectancy from the perspective of attribution theory;~~

Comment [A4]: BSG-Reorganized and addressed in new knowledge and skill statement (13) to provide continuity of the core concepts all psychology students should know

Comment [A5]: BSG-Reorganized and addressed in new knowledge and skill statements (5) & (6) to provide better continuity of the core concepts all psychology students should know

Comment [A6]: BSG-Reorganized and addressed in new knowledge and skill statements (6), (7), & (13) to provide better continuity of the core concepts all psychology students should know

~~(4) The individual in society. The student understands the influence of sensory perceptions on the shaping of individual beliefs and attitudes. The student is expected to:~~

~~(A) relate sensation and perception to various points of view; and~~

~~(B) define and give examples of bias related to various points of view.~~

Comment [A7]: BSG-Reorganized and addressed in new knowledge and skill statements (4) & (13) to provide better continuity of the core concepts all psychology students should know

~~(5) The individual in society. The student understands the relationship between biology and behavior. The student is expected to:~~

~~(A) describe the anatomy and localized function of given brain areas; and~~

~~(B) explain the effects of the endocrine system on development and behavior.~~

Comment [A8]: BSG-Moved to new knowledge and skill statement (3) to improve organization of the core concepts all psychology students should know.

~~(6) The individual in society. The student understands the basic principles of tests and measurements. The student is expected to:~~

~~(A) define and differentiate reliability and validity; and~~

~~(B) define the concept of "transformed score" and give examples of various types including percentile grade equivalent scores, intelligence quotient (IQ) scores, and College Entrance Examination Board (CEEB) scores such as Scholastic Aptitude Test (SAT) and Graduate Record Examination (GRE);~~

Comment [A9]: BSG-Moved to new knowledge and skill statements (8) & (9) to improve organization of the core concepts all psychology students should know

Comment [A10]: BSG-Moved from knowledge and skill statement (7) to improve organization of the common core elements that all psychology students should know. History is the background, the foundation, that is important for the sequence of the course.

~~(7)~~ **(1) History.** The student understands the **history development** of the field of psychology. The student is expected to:

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

(B) trace the **impact of associationism, psychodynamic (Freudian) thinking, behaviorism, and humanism on current thinking in psychology; 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.

Comment [A11]: BSG- "Development" is an ongoing process of change rather than factual historical information

Comment [A12]: BSG- "Defining" limits rather than includes the characteristics. Additionally, "defining" is lower on Bloom's Taxonomy than "identify" which promotes understanding rather than simple recall.

Comment [A13]: Redundant

Comment [A14]: BSG-Updated the list to reflect the common core elements that all psychology students should know. This content is also in alignment with the American Psychological Associations National Standards.

Comment [A15]: BSG-Content added to reflect the common core elements that all psychology students should know. This content is also in alignment with the American Psychological Associations National Standards.

~~(8) History~~ **(2) The Science of Psychology.** The student **compares differentiates** the processes of theory development and validation. The student is expected to:

~~(8)~~ **(A) define and differentiate the concepts of theory and principle;**

~~(8)~~ **(B) describe the relationship between earlier and later theories related to a given psychological construct; and**

Comment [A16]: BSG-This strand was renamed to improve organization of the common core elements that all psychology students should know. These items are more related to the science of psychology than the history of psychology.

Comment [A17]: BSG- "Differentiate" is a more comprehensive term than "compares." Differentiation of theories is more important than comparing in the field of psychology.

Comment [A18]: Redundant

~~(8)(C)~~(B) identify and describe the basic methods of social scientific reasoning;

(C) apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection, storage, and use of psychological data; and

~~(13)(C)~~(D) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation).

(3) The 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;

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

(4) The 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;

(B) understand the interaction of the individual and the environment in determining sensation and perception.

(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 vs. nurture debate;

(B) trace the influence of physical development on the individual;

(C) discuss the role of the caregiver on individual development.

Comment [A19]: Change order of letters due to above deletion

Comment [A20]: BSG-Moved from 17(A) to provide more continuity of the common core elements that all psychology students should know.

Comment [A21]: BSG-Moved from 13(C) to provide more continuity of the common core elements that all psychology students should know.

Comment [A22]: BSG-Strand was re-categorized and moved from (5) to improve organization of the common core elements that all psychology students should know.

Comment [A23]: BSG-Expanded the original 5(A) to be more specific and relevant to the common core elements that all psychology students should know. This content is also in alignment with the American Psychological Associations National Standards.

Comment [A24]: BSG-Moved from (5)(B) to improve the organization of the common core elements that all psychology students should know. In addition, included *nervous system* so the content is also in alignment with the American Psychological Associations National Standards.

Comment [A25]: BSG-Strand was re-categorized and moved from (4) to improve organization of the common core elements that all psychology students should know.

Comment [A26]: BSG-Content added to reflect the common core elements that all psychology students should know. This content is also in alignment with the American Psychological Associations National Standards.

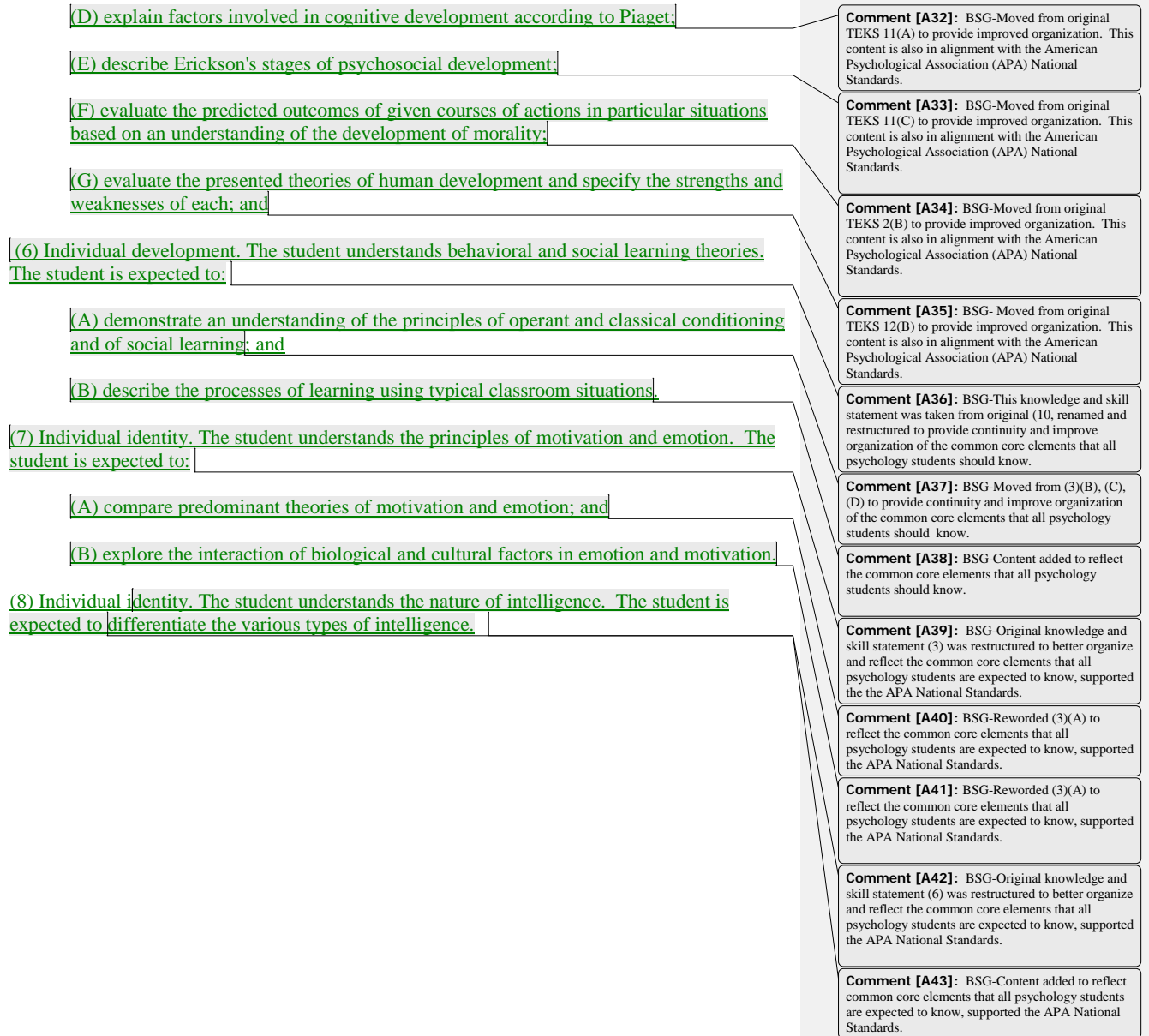
Comment [A27]: BSG-Expanded the student expectations to add content to reflect the common core elements that all psychology students should know.

Comment [A28]: BSG-The new strand was created to support and improve organization of the common core elements that all psychology students should know.

Comment [A29]: BSG-Content added to reflect the common core elements that all psychology students should know. This content is also in alignment with the American Psychological Association National Standards

Comment [A30]: BSG-Content added to reflect the common core elements that all psychology students should know. This content is also in alignment with the American Psychological Association National Standards

Comment [A31]: BSG-Content added to reflect the common core elements that all psychology students should know. This content is also in alignment with the American Psychological Association National Standards



(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

(B) 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;

(B) compare and evaluate various theories of personality including psychodynamic, trait, humanistic and sociocultural; and

(C) 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;

(B) identify strategies and obstacles associated with problem solving and decision making;

(C) explore the structural features of language;

(D) discuss theories of language acquisition and development;

(E) evaluate the limitations and capabilities of the information processing model; and

(F) understand the states and levels of consciousness.

Comment [A44]: BSG-Original knowledge and skill statement (6) was moved to better organize and reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A45]: BSG-Original knowledge and skill statement (6)B) restructured to better organize and reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A46]: BSG-Content added to better organize and reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A47]: BSG-Original knowledge and skill statement (12) was moved to better organize and reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A48]: BSG-Original knowledge and skill statement (12) restructured to provide better organization and reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A49]: BSG-Original knowledge and skill statement (6) was restructured to better organize and reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A50]: BSG-Content added to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A51]: BSG-Strand created to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A52]: BSG: Content added to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A53]: BSG-Content added to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A54]: BSG-Content added to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A55]: BSG-Content added to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A56]: BSG-Moved and reworded from original knowledge and skill statement (10)(C) to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A57]: BSG-Content added to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

(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;

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

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

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

(E) discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM); and

(F) evaluate the effectiveness of past and 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;

(B) explore the nature and effects of bias and discrimination;

(C) describe circumstances in which conformity and obedience are likely to occur;

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

(E) discuss the nature of altruism;

Comment [A58]: BSG-Strand created to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A59]: BSG-Content added to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A60]: BSG-Content added to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A61]: BSG-Content added to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A62]: BSG-Content added to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A63]: BSG-Reworded (11)(B) to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A64]: BSG-Content added to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A65]: BSG-Reworked original knowledge and skill statements 1 and 2 to better organize and reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A66]: BSG-Reworked (3)(D) to better organize and to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A67]: BSG-Reworked (4)(B) to better organize and to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A68]: BSG-Content added to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A69]: BSG-Content added to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A70]: BSG-Content added to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

~~(F) discuss the factors influencing attraction; and~~

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

Comment [A71]: BSG-Content added to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

Comment [A72]: BSG-Content added to reflect the common core elements that all psychology students are expected to know, supported the APA National Standards.

~~(9) Culture. The student understands the dynamic relationships between self and one's environment. The student is expected to:~~

~~(A) describe and explain learning as an adaptation to the environment;~~

~~(B) relate cultural perspectives to the traditional physical environment of the culture group; and~~

~~(C) explain types of relationships of individuals with other individuals and with groups.~~

Comment [A73]: BSG-restructured in knowledge and skill statement (13) to improve organization of the core content

~~(10) Culture. The student understands behavioral, social, and cognitive perspectives of human learning. The student is expected to:~~

~~(A) identify related antecedents, behavior, and consequences in a provided behavioral situation;~~

~~(B) identify elements of social learning theory in modern advertising;~~

~~(C) describe the relationship between components of the structural information processing model; and~~

~~(D) evaluate the various perspectives of human learning and specify the strengths and weaknesses of each.~~

Comment [A74]: Reorganized and now addressed in knowledge and skill statement (6)

~~(11) Culture. The student understands the role of culture in forming the foundation and orienting framework for individuals and social behavior. The student is expected to:~~

~~(A) explain factors involved in cognitive development according to Piaget;~~

~~(B) define common psychological disorders;~~

~~(C) describe Erickson's stages of psychosocial development; and~~

~~(D) determine cultural influences such as fads or peers on one's own social behavior.~~

Comment [A75]: Reorganized and now addressed in knowledge and skill statements (5-10) & (13)

~~(12) Culture. The student understands personality development theories, including the applications and limitations. The student is expected to:~~

~~(A) give examples of growth and development based on social learning, behavioral, and cognitive theories; and~~

~~(B) evaluate the presented theories of human development and specify the strengths and weaknesses of each.~~

~~(13)~~(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

Comment [A77]: Renumbered to be in order

~~(13)~~(A) create a product on a contemporary psychology-related issue or topic using critical methods of inquiry;

~~(13)~~(B) draw and evaluate conclusions from qualitative information;

~~(C)~~ apply evaluation rules to quantitative information; and

Comment [A78]: Reordered

~~(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.

Comment [A79]: Reordered

~~(13)~~~~(D) explain and illustrate cautions related to interpreting statistics in news stories;~~

Comment [A80]: Addressed in research section - new (2)(D)

~~(14)~~(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

Comment [A81]: Renumbered

~~(14)~~(A) use psychology-related terminology correctly;

~~(14)~~(B) use standard grammar, spelling, sentence structure, and punctuation;

~~(14)~~(C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and

~~(14)~~(D) create written, oral, and visual presentations of social studies information.

~~(15)~~(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:

Comment [A82]: Renumbered

~~(15)~~(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;

~~(15)~~(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

~~(15)~~(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation.

~~(16)~~(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:

Comment [A83]: Renumbered

~~(16)~~(A) illustrate the relationship and sequence between intermediate goals and terminal goals; and

~~(16)~~(B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment.

~~(17)~~~~(8)~~ Science and technology. The student understands the implication of technology for the collection, storage, and use of psychological data. The student is expected to:

Comment [A84]: Renumbered

~~(A)~~ apply the standards of the American Psychological Association for ethical decision making regarding the collection, storage, and use of psychological data; and

Comment [A85]: Addressed in new (2)(C)

~~(B)~~ acquire information through the use of electronic sources.

Comment [A86]: Already mentioned in knowledge and skill statement (14)

(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

(B) evaluate the impact of changes in technology on personal growth and development.

Source: The provisions of this §113.36 adopted to be effective September 1, 1998, 22 TexReg 7684.