

Standard ID	Standard Text	Edgenuity Lesson Name
TX.113.45. (HS.1)	Psychology (One-Half Credit) History. The student understands the development of the field of psychology. The student is expected to:	
HS.1 (A)	Identify characteristics that differentiate the field of psychology from other related social sciences.	What Is Psychology?
HS.1 (C) (HS.2)	Explore subfields and career opportunities available in the science of psychology. Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:	Fields and Occupations of Psychology
HS.2 (A)	Define and differentiate the concepts of theory and principle.	Operant Conditioning
HS.2 (B)	Identify and describe the basic methods of social scientific reasoning.	Descriptive and Inferential Statistics
HS.2 (C)	Apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection, storage, and use of psychological data.	Ethical Research
HS.2 (D)	Define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation).	Descriptive and Inferential Statistics
(HS.3)	Science of psychology. The student understands the relationship between biology and behavior. The student is expected to:	
HS.3 (A)	Describe the anatomy of the central and peripheral nervous systems and the endocrine system.	Functions of the Endocrine System Structures of the Nervous System The Brain The Cerebrum
HS.3 (B)	Explain the effects of the endocrine and nervous systems on development and behavior.	Functions of the Endocrine System The Brain The Cerebrum

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(HS.4)	Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to:	
HS.4 (A)	Explain the capabilities and limitations of sensory systems and individual perceptions.	Components of Perception Hearing and the Structure of the Ear Influences on Perception Touch, Taste, and Smell: The Other Senses Vision and the Structure of the Eye
HS.4 (B)	Understand the interaction of the individual and the environment in determining sensation and perception.	Components of Perception Influences on Perception
(HS.5)	Individual development. The student understands that development is a life-long process. The student is expected to:	
HS.5 (A)	Critique the various perspectives presented in the nature versus nurture debate.	Nature vs. Nurture
HS.5 (B)	Trace the influence of physical development on the individual.	Physical Development
HS.5 (C)	Discuss the role of the caregiver on individual development.	Nature vs. Nurture
HS.5 (D)	Explain factors involved in cognitive development according to Jean Piaget.	Cognitive Development
HS.5 (E)	Describe Erik Erikson's stages of psychosocial development.	Personal and Social Development
HS.5 (F)	Evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality.	Moral Development
HS.5 (G)	Evaluate the presented theories of human development and specify the strengths and weaknesses of each.	Cognitive Development Moral Development Personal and Social Development Theoretical Issues in Development
(HS.6)	Individual development. The student understands behavioral and social learning theories. The student is expected to:	
HS.6 (A)	Demonstrate an understanding of the principles of operant and classical conditioning and of social learning.	Classical Conditioning Operant Conditioning

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HS.6 (B)	Describe the processes of learning using typical classroom situations.	Classical Conditioning Operant Conditioning Reinforcement and Punishment
(HS.7)	Individual identity. The student understands the principles of motivation and emotion. The student is expected to:	
HS.7 (A)	Compare predominant theories of motivation and emotion.	Factors of Emotion Motivation Theories of Emotion Theories of Motivation
HS.7 (B)	Explore the interaction of biological and cultural factors in emotion and motivation.	Motivation Stress Factors Theories of Motivation
(HS.8)	Individual identity. The student understands the nature of intelligence. The student is expected to differentiate the various types of intelligence.	Influences on Intelligence Intelligence Testing Theories of Intelligence
(HS.9)	Individual identity. The student understands the basic principles of tests and measurements. The student is expected to:	
HS.9 (A)	Describe statistical concepts used in testing.	Intelligence Testing
HS.9 (B)	Differentiate among aptitude, achievement, and Intelligence Quotient (IQ) tests.	Intelligence Testing
(HS.10)	Individual identity. The student understands the development and assessment of personality. The student is expected to:	
HS.10 (A)	Define personality.	Influences on Personality Formation
HS.10 (B)	Compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural.	Behavioral Perspective Biological Perspective Humanist Perspective Psychodynamic Perspective Trait Perspective
HS.10 (C)	Describe personality assessment tools.	Assessing Personality

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(HS.11)	Individual experience. The student understands basic elements of cognition. The student is expected to:	
HS.11 (A)	Define and identify the basic elements of thought.	Attention and Processing Information Forming Concepts
HS.11 (B)	Identify strategies and obstacles associated with problem solving and decision making.	Decision Making Problem Solving
HS.11 (C)	Explore the structural features of language.	Structures of Language
HS.11 (D)	Discuss theories of language acquisition and development.	Learning Language
HS.11 (E)	Evaluate the limitations and capabilities of the information processing model.	Attention and Processing Information
HS.11 (F)	Understand the states and levels of consciousness.	Measures of Consciousness
(HS.12)	Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:	
HS.12 (A)	Explain stress and the individual's physiological, behavioral, and psychological responses to stressors.	Stress Factors Stress Responses
HS.12 (B)	Evaluate cognitive and behavioral strategies for dealing with stress.	Stress Responses
HS.12 (C)	Analyze the challenges inherent in defining abnormal behavior and acknowledge the sociocultural stigma of labeling behavior as abnormal.	Identifying Abnormal Behavior
HS.12 (D)	Recognize the biological, social, and cognitive origins of abnormal behavior.	Identifying Abnormal Behavior
HS.12 (E)	Discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM).	Identifying Abnormal Behavior Understanding Psychological Disorders
HS.12 (F)	Evaluate the effectiveness of past and present methods of therapy.	Types of Therapy

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(HS.13)	The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:	
HS.13 (A)	Describe how attributions affect explanations of behavior.	Attribution Theory
HS.13 (B)	Explore the nature and effects of bias and discrimination.	Bias and Prejudice
HS.13 (C)	Describe circumstances in which conformity and obedience are likely to occur.	Group Influences
HS.13 (D)	Describe the effects of the presence of others on individual behavior.	Group Influences
HS.13 (E)	Discuss the nature of altruism.	Altruism
HS.13 (F)	Discuss the factors influencing attraction.	Attraction
HS.13 (G)	Identify sources of attitude formation and assess methods used to influence attitudes.	Forming and Changing Attitudes
(HS.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:	
HS.14 (A)	Create a product on a contemporary psychology-related issue or topic using critical methods of inquiry.	Factors of Emotion
HS.14 (B)	Draw and evaluate conclusions from qualitative information.	Descriptive Research
HS.14 (C)	Apply evaluation rules to quantitative information.	Descriptive Research
HS.14 (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.	Descriptive Research Ethical Research
HS.15 (A)	Use psychology-related terminology correctly.	Essay: The Effects of Television on Young People Factors of Emotion
HS.15 (B)	Use standard grammar, spelling, sentence structure, and punctuation.	Essay: The Effects of Television on Young People Factors of Emotion

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(HS.15)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
HS.15 (C)	Transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate.	Essay: The Effects of Television on Young People Factors of Emotion
HS.15 (D)	Create written, oral, and visual presentations of social studies information.	Essay: The Effects of Television on Young People Factors of Emotion
(HS.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:	
HS.16 (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.	Problem Solving
HS.16 (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.	Decision Making
HS.16 (C)	Participate in conflict resolution using persuasion, compromise, debate, and negotiation.	Problem Solving
(HS.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:	
HS.17 (A)	Illustrate the relationship and sequence between intermediate goals and terminal goals.	Motivation Theories of Motivation
HS.17 (B)	Monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment.	Factors of Emotion
(HS.18)	Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:	
HS.18 (A)	Analyze examples of attitudes, beliefs, and behaviors related to changes in available technology.	Culture Essay: The Effects of Television on Young People

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HS.18 (B)	Evaluate the impact of changes in technology on personal growth and development.	Culture Essay: The Effects of Television on Young People