

Social Studies Year at a Glance (YAG)

Psychology Instructional Plan

Fall & Spring Semesters							
Unit Title	Unit 1 Introduction to Psychology	Unit 2 Biology of Behavior, Sensation and Perception	Unit 3 Learning & Memory	Unit 4 Developmental Psychology	Unit 5 Motivation, Emotion, & Personality Testing	Unit 6 Social Psychology	Unit 7 Clinical Psychology
Suggested Time	2 Week	3 Weeks	3 Weeks	2 Weeks	1.5 Weeks	1.5 Weeks	2 Weeks
Understandings	U1. Psychology has a variety of approaches that have developed over time. P.1(B) U1. Theories are tested using the scientific method. P.2(B) U2.Theories and principles are the basis for Psychology. P.2(B)	U1. Biology influences behavior. P.3(B) U2. Individual and environment impact sensation and perception. P.4(A)	U1. Different theories and principles explain learning and cognition. P.6(A) U2. Cognition includes thinking, language, problem-solving, and decision making. P.11(A) U3. There are different states and levels of consciousness. P.11(E)	U1.Individuals actively reshape how they think to make sense of the world. P.5(D) U2.Navigating distinct life crises lays the foundation for future growth. P.5(E)	U1.Individuals process and apply knowledge in fundamentally different ways. P.8 U2.Different psychological frameworks reveal patterns of human behavior. P.10(B)	U1.Systemic forces can easily override individual beliefs. P.13(C) U2.Socialization fundamentally alters individual behavior. P.13(D)	U1. Classifying behavioral patterns provides a shared framework for mental health. P.12(E) U2. Therapeutic methods evolve continuously to improve psychological well-being. P.12(F)
TEKS	P.1(A), P.1(B) , P.1(C) P.2(A), P.2(B) , P.2(C), P.2(D),	P.3(A), P.3(B) , P.4(A) , P.4(B)	P.6(A) , P.6(B), P.11(A) , P.11(B), P.11(C), P.11(D), P.11(E) , P.11(F)	P.5(A), P.5(B), P.5(C), P.5(D) , P.5(E) , P.5(F), P.5(G)	P.8 , P.9(A), P.9(B), P.10(A), P.10(B) , P.10(C), P.13(A)	P.13(A), P.13(B), P.13(C) , P.13(D) , P.13(E),P.13(F), P.13(G)	P.12(A), P.12(B), P.12(C), P.12(D), P.12(E) , P.12(F)
Skills	P.14(A), P.14(B), P.14(C), P.14(D), P.15(A), P.15(B), P.15(C), P.15(D), P.16(A), P.16(B), P.16(C), P.17(A), P.17(B), P.18(A), P.18(B)						
Instructional Resources	<i>Understanding Psychology, Kasschau, McGraw Hill Print</i> A class set of Social Studies textbooks is available in every Social Studies high school classroom.						
Legend:	Purple Bold = NEISD Unit Power Standards Turquoise = Social Studies Skills						

Psychology TEKS

Texas Essential Knowledge and Skills (TEKS)

(b) Introduction.

- (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.

(c) Knowledge and skills.

- (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;
 - (B) trace the 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.
- (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;
 - (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
 - (D) define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation).

- (3) Science of psychology. The student understands the relationship between biology and behavior.** The student is expected to:
- (A) describe the anatomy of the central and peripheral nervous systems and the endocrine system; and
 - (B) explain the effects of the endocrine and nervous systems on development and behavior.
- (4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior.** The student is expected to:
- (A) explain the capabilities and limitations of sensory systems and individual perceptions; and
 - (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 versus nurture debate;
 - (B) trace the influence of physical development on the individual;
 - (C) discuss the role of the caregiver on individual development;
 - (D) explain factors involved in cognitive development according to Jean Piaget;
 - (E) describe Erik Erikson's stages of psychosocial development;
 - (F) evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality; and
 - (G) evaluate the presented theories of human development and specify the strengths and 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; and
 - (B) describe the processes of learning using typical classroom situations.
- (7) Individual identity. The student understands the principles of motivation and emotion.** The student is expected to:
- (A) compare predominant theories of motivation and emotion; and
 - (B) explore the interaction of biological and cultural factors in emotion and motivation.
- (8) Individual identity. The student understands the nature of intelligence. The student is expected to differentiate the various types of intelligence.**
- (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.

- (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 the 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 the effects of the presence of others on individual behavior;
 - (E) discuss the nature of altruism;
 - (F) discuss the factors influencing attraction; and
 - (G) identify sources of attitude formation and 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;
 - (B) draw and evaluate conclusions from qualitative information;
 - (C) apply evaluation rules to quantitative information; and
 - (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.
- (15) Social studies skills. The student communicates in written, oral, and visual forms.** The student is expected to:
- (A) use psychology-related terminology correctly;
 - (B) use standard grammar, spelling, sentence structure, and punctuation;
 - (C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and
 - (D) create written, oral, and 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;
 - (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
 - (C) participate in conflict resolution using persuasion, compromise, debate, and 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; and (B) monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment. (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.
ELPS Introduction	
English Language Proficiency Standards (ELPS)	TAC Rule §120.21 English Language Proficiency Standards, Grades 4-12, Adopted 2024 (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year. (b) General requirements. In fulfilling the requirements of this section, school districts and charter schools shall: (1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the pre-production, beginning, intermediate, high intermediate, and advanced levels delineated in subsection (e) of this section; (2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum; (3) provide content-based instruction, including the cross-curricular second language acquisition essential knowledge and skills in subsection (d) of this section, in a manner that is linguistically accommodated to help the student acquire English language proficiency; and (4) provide intensive and ongoing foundational second language acquisition instruction to emergent bilingual (EB) students in Kindergarten-Grade 12 who are at the pre-production, beginning, or intermediate level of English language proficiency in listening, speaking, reading, or writing as determined by the state's English language proficiency assessment system. These EB students require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language necessary to support content-based instruction and accelerated learning of English. (c) Introduction. (1) The English language proficiency standards (ELPS) outline student expectations and proficiency level descriptors for EB students in English. The ELPS are organized across four language domains: listening, speaking, reading, and writing. (2) Language acquisition is a complex process that consists of several interrelated components, including phonetics, phonology, semantics, syntax, morphology, and pragmatics. As students develop proficiency in these language structures, they are able to make connections between their primary language and English. (3) Classroom contexts foster social and academic registers, which are types of language appropriate for a situation or setting, to support language proficiency. Informal (social) language consists of English needed for students to effectively interact, exchange ideas, and engage in various settings and contexts. Formal (academic) language consists of oral and written language used to build knowledge, participate in content-specific discourse, and process complex academic material found in formal school settings and interactions. (4) The progression of skills in the four language domains are developed simultaneously and can be divided into two categories: receptive skills and expressive skills. Listening and reading are the receptive (input) skills. Students' development in receptive skills is necessary for

comprehension and attainment of the English language and content. Speaking and writing are the expressive (output) skills. Students' ability to express and share their personal ideas and content knowledge allow teachers the opportunity to check for understanding and adjust instruction. Effective content-based language instruction involves engaging EB students in scaffolded opportunities to listen, speak, read, and write at their current levels of proficiency while gradually increasing linguistic complexity.

(5) In order for EB students to be successful, educators must create an environment that welcomes and encourages students to leverage their unique cultural and linguistic experiences as they develop English language skills and learn academic content. Educators must cultivate an approach that integrates students' and their families' funds of knowledge into the classroom instructional practices. Culturally and linguistically sustaining practices leverage and celebrate students' cultural heritage and backgrounds while elevating their cultural and linguistic identities. Teaching and learning cognates that connect both (or multiple) languages can also construct bridges between languages and increase confidence as English language acquisition progresses.

(6) The ELPS student expectations are the knowledge and skills students must demonstrate. They indicate what students should know and be able to do in order to meet academic content standards. Proficiency level descriptors describe behaviors EB students exhibit across five proficiency levels as they acquire English. EB students may exhibit different proficiency levels within and across the domains of listening, speaking, reading, and writing.

(7) The ELPS demonstrate an asset-based approach to address the affective, linguistic, and cognitive needs of EB students in accordance with §89.1210(b) of this title (relating to Program Content and Design) as follows:

(A) acknowledge and leverage the existing funds of knowledge students possess, including linguistic repertoire, cultural heritage, and background knowledge;

(B) demonstrate targeted and intentional academic language skills to ensure content-area teachers are able to accurately evaluate the abilities of EB students and scaffold toward the increasingly complex English that students hear, speak, and are expected to read and write; and

(C) provide an exact and incremental measure of the stages of English language acquisition with attention to the fact that EB students at all levels of proficiency can engage in cognitively demanding tasks and master the required essential knowledge and skills with appropriate language support.

(8) The proficiency level descriptors are organized into general proficiency level descriptors and content-area proficiency level descriptors. General proficiency level descriptors are descriptions of a broad scope of student behaviors that can be observed in a variety of educational settings and across content areas. Content-area proficiency level descriptors describe student behaviors and language associated with discipline-specific learning in English language arts and reading, mathematics, science, and social studies.

(d) Cross-curricular English language acquisition student expectations.

(1) Student expectations--listening. The EB student listens to a variety of speakers, including teachers, peers, and multimedia, to gain an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels in listening. The student is expected to:

(A) distinguish sounds and intonation patterns by responding with gestures or images, orally, or in writing;

(B) use contextual factors or word analysis such as cognates, Greek and Latin prefixes, suffixes, and roots to comprehend content-specific vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing;

(C) respond with accuracy to oral directions, instructions, and requests;

(D) use context to construct the meaning of descriptive language, words with multiple meanings, register, and figurative language such

as idiomatic expressions heard during formal and informal classroom interactions;

(E) demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details; and

(F) derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition.

(2) Student expectations--speaking. The EB student speaks using a variety of language structures for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing accuracy and fluency in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency level of English language acquisition in speaking. The student is expected to:

(A) pronounce words, including high-frequency words, cognates, and increasingly complex syllable types, with accuracy;

(B) speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words;

(C) speak using a variety of language and grammatical structures, sentence lengths and types, and transition words;

(D) speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency;

(E) narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity and detail in academic context or discourse; and

(F) restate, ask questions about, or respond to information during formal and informal classroom interactions.

(3) Student expectations--reading. The EB student reads a variety of texts for different purposes with an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in reading. The student is expected to:

(A) demonstrate awareness of print concepts and directionality of reading as left to right and top to bottom;

(B) decode words using the relationships between sounds and letters and identify syllable patterns, cognates, affixes, roots, or base words;

(C) use high-frequency words, contextual factors, and word analysis such as Greek and Latin prefixes, suffixes, and roots and cognates to comprehend content-area vocabulary in text;

(D) use context to construct the meaning of figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings to comprehend a variety of text;

(E) use pre-reading strategies, including previewing the text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension;

(F) derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports;

(G) demonstrate reading comprehension of content-area texts by retelling, paraphrasing, summarizing, and responding to questions; and

(H) read with fluency and prosody and demonstrate comprehension of content-area text.

(4) Student expectations--writing. The EB student writes using a variety of language structures with increasing accuracy to effectively address a variety of purposes (formal and informal) and audiences in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in writing. The student is expected to:

(A) apply relationships between sounds and letters of the English language to represent sounds when writing;

(B) write text following conventional spelling patterns and rules;

- (C) write using a combination of high-frequency words and content-area vocabulary;
- (D) write content-area texts using a variety of sentence lengths and types and transition words;
- (E) write content-area specific text using conventions such as capitalization, punctuation, and abbreviations and grammatical structures such as subject-verb agreement, verb tense, possessive case, and contractions; and
- (F) write to narrate, describe, explain, respond, or justify with supporting details and evidence using appropriate content, style, register, and conventions for specific purpose and audience.

(e) Proficiency level descriptors.

(1) The following five proficiency levels describe students' progress in English language acquisition.

(A) Pre-production. The pre-production level, also known as the silent period, is the early stage of English language acquisition when receptive language is developing. Students develop comprehension when highly scaffolded instruction and linguistic support are provided. Student responses are mostly non-verbal.

(B) Beginning. The beginning level is characterized by speech emergence (expressive language) using one word or two-to-three-word phrases. Students at this level require highly scaffolded instruction and linguistic support. Students at this level begin to consistently use present tense verbs and repeat keywords and familiar phrases when engaging in formal and informal interactions.

(C) Intermediate. The intermediate level is characterized by the ability to use receptive and expressive language with demonstrated literal comprehension. Students at this level need moderately scaffolded instruction and linguistic support. Additional visual and linguistic support is needed to understand unfamiliar or abstract concepts such as figurative language, humor, and cultural or societal references. Students at this level begin to consistently use short phrases and simple sentences or ask short questions to demonstrate comprehension during formal and informal interactions.

(D) High intermediate. Students at the high intermediate level begin to consistently use a variety of sentence types, express opinions, share thoughts, and ask for clarification. Students at this level have an increased level of literal and abstract comprehension. Students may need minimal scaffolded instruction and linguistic support to engage in formal and informal classroom interactions.

(E) Advanced. The advanced level is characterized by the ability of students to engage in formal and informal classroom interactions with little to no linguistic support. Students at this level engage in discourse using content-area vocabulary and a variety of grammatical structures with increasing accuracy.

(2) The Grades 4-12 proficiency level descriptors are described in the figure provided in this paragraph.

[Attached Graphic](#) Source Note: The provisions of this §120.21 adopted to be effective February 2, 2025, 50 TexReg 539