

**MIDLAND ISD**  
**ADVANCED PLACEMENT CURRICULUM STANDARDS**

	<b>PSYCHOLOGY</b>	
<b>TEKS</b>	<b>COLLEGE BOARD</b>	<b>COLLEGE AND CAREER READINESS STDS.</b>
<p><b>(1) History. The student understands the development of the field of psychology. The student is expected to:</b></p> <p><b>(A)</b> identify characteristics that differentiate the field of psychology from other related social sciences;</p> <p><b>(B)</b> trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic; and</p> <p><b>(C)</b> explore subfields and career opportunities available in the science of psychology.</p> <p><b>(2) Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:</b></p> <p><b>(A)</b> define and differentiate the concepts of theory and principle;</p> <p><b>(B)</b> identify and describe the basic methods of social scientific reasoning;</p> <p><b>(C)</b> apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection, storage, and use of psychological data; and</p> <p><b>(D)</b> define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation).</p>	<p><b>Curricular Requirement 1:</b> The course provides instruction in each of the following 14 content areas outlined in the AP Psychology course Description: <b>History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Psychology; Treatment of Psychological Disorders; Social Psychology.</b></p> <p><b>Scoring Component 1:</b> The course provides instruction in history and approaches.</p> <p><b>Curricular Requirement 2:</b> The course provides instruction in each of the following 14 content areas outlined in the AP Psychology course Description: <b>History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Psychology; Treatment of Psychological Disorders; Social Psychology.</b></p>	<p><b>I. Interrelated Disciplines and Skills</b></p> <p><b>A. Spatial analysis of physical and cultural processes that shape the human experience</b></p> <ol style="list-style-type: none"> <li>1. Use the tools and concepts of geography appropriately and accurately.</li> <li>2. Analyze the interaction between human communities and the environment.</li> <li>3. Analyze how physical and cultural processes have shaped human communities over time.</li> <li>4. Evaluate the causes and effects of human migration patterns over time.</li> <li>5. Analyze how various cultural regions have changed over time.</li> <li>6. Analyze the relationship between geography and the development of human communities.</li> </ol> <p><b>B. Periodization and chronological reasoning</b></p> <ol style="list-style-type: none"> <li>1. Examine how and why historians divide the past into eras.</li> <li>2. Identify and evaluate sources and patterns of change and continuity across time and place.</li> <li>3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.</li> </ol> <p><b>C. Change and continuity of political ideologies, constitutions, and political behavior</b></p> <ol style="list-style-type: none"> <li>1. Evaluate different governmental systems and functions.</li> <li>2. Evaluate changes in the functions and structures of government across time.</li> <li>3. Explain and analyze the importance of civic</li> </ol>

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<p><b>(3) Science of psychology. The student understands the relationship between biology and behavior. The student is expected to:</b>  <b>(A)</b> describe the anatomy of the central and peripheral nervous systems and the endocrine system; and  <b>(B)</b> explain the effects of the endocrine and nervous systems on development and behavior.</p> <p><b>(4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to:</b>  <b>(A)</b> explain the capabilities and limitations of sensory systems and individual perceptions; and  <b>(B)</b> understand the interaction of the individual and the environment in determining sensation and perception.</p> <p><b>(5) Individual development. The student understands that development is a life-long process. The student is expected to:</b>  <b>(A)</b> critique the various perspectives presented in the nature versus nurture debate;  <b>(B)</b> trace the influence of physical development on the individual;  <b>(C)</b> discuss the role of the caregiver on individual development;</p>	<p><b>Scoring Component 2:</b> The course provides instruction in research methods used in psychological science, practice and ethics.</p> <p><b>Curricular Requirement 3:</b>  The course provides instruction in each of the following 14 content areas outlined in the AP Psychology course Description: <b>History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Psychology; Treatment of Psychological Disorders; Social Psychology.</b></p> <p><b>Scoring Component 3:</b> The course provides instruction in biological bases of behavior.</p> <p><b>Curricular Requirement 4:</b>  The course provides instruction in each of the following 14 content areas outlined in the AP Psychology course Description: <b>History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual</b></p>	<p>engagement.</p> <p><b>D. Change and continuity of economic systems and processes</b></p> <ol style="list-style-type: none"> <li>1. Identify and evaluate the strengths and weaknesses of different economic systems.</li> <li>2. Analyze the basic functions and structures of international economics.</li> </ol> <p><b>E. Change and continuity of social groups, civic organizations, institutions, and their interaction</b></p> <ol style="list-style-type: none"> <li>1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.</li> <li>2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.</li> <li>3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.</li> <li>4. Identify and evaluate the sources and consequences of social conflict.</li> </ol> <p><b>F. Problem-solving and decision-making skills</b></p> <ol style="list-style-type: none"> <li>1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.</li> <li>2. Analyze ethical issues in historical, cultural, and social contexts.</li> </ol>

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<p>(D) explain factors involved in cognitive development according to Jean Piaget;</p> <p>(E) describe Erik Erikson's stages of psychosocial development;</p> <p>(F) evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality; and</p> <p>(G) evaluate the presented theories of human development and specify the strengths and weaknesses of each.</p> <p><b>(6) Individual development. The student understands behavioral and social learning theories. The student is expected to:</b></p> <p>(A) demonstrate an understanding of the principles of operant and classical conditioning and of social learning; and</p> <p>(B) describe the processes of learning using typical classroom situations.</p> <p><b>(7) Individual identity. The student understands the principles of motivation and emotion. The student is expected to:</b></p> <p>(A) compare predominant theories of motivation and emotion; and</p> <p>(B) explore the interaction of biological and cultural factors in emotion and motivation.</p>	<p><b>Differences; Abnormal Psychology; Treatment of Psychological Disorders; Social Psychology.</b></p> <p><b>Scoring Component 4:</b> The course provides instruction in sensation.</p> <p><b>Scoring Component 5:</b> The course provides instruction in perception.</p> <p><b>Curricular Requirement 5:</b> The course provides instruction in each of the following 14 content areas outlined in the AP Psychology course Description: <b>History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Psychology; Treatment of Psychological Disorders; Social Psychology.</b></p> <p><b>Scoring Component 6:</b> The course provides instruction in states of consciousness.</p> <p><b>Curricular Requirement 6:</b> The course provides instruction in each of the following 14 content areas outlined in the AP Psychology course Description: <b>History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and</b></p>	<p><b>II. Diverse Human Perspectives and Experiences</b></p> <p><b>A. Multicultural societies</b></p> <ol style="list-style-type: none"> <li>1. Define a “multicultural society” and consider both the positive and negative qualities of multiculturalism.</li> <li>2. Evaluate the experiences and contributions of diverse groups to multicultural societies.</li> </ol> <p><b>B. Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)</b></p> <ol style="list-style-type: none"> <li>1. Explain and evaluate the concepts of race, ethnicity, and nationalism.</li> <li>2. Explain and evaluate the concept of gender.</li> <li>3. Analyze diverse religious concepts, structures, and institutions around the world.</li> <li>4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.</li> <li>5. Explain the concepts of socioeconomic status and stratification.</li> <li>6. Analyze how individual and group identities are established and change over time.</li> </ol> <p><b>III. Interdependence of Global Communities</b></p> <p><b>A. Spatial understanding of global, regional, national, and local communities</b></p> <ol style="list-style-type: none"> <li>1. Distinguish spatial patterns of human communities that exist between or within</li> </ol>

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<p><b>(8) Individual identity. The student understands the nature of intelligence. The student is expected to differentiate the various types of intelligence.</b></p> <p><b>(9) Individual identity. The student understands the basic principles of tests and measurements. The student is expected to:</b>  <b>(A)</b> describe statistical concepts used in testing; and  <b>(B)</b> differentiate among aptitude, achievement, and Intelligence Quotient (IQ) tests.</p> <p><b>(10) Individual identity. The student understands the development and assessment of personality. The student is expected to:</b>  <b>(A)</b> define personality;  <b>(B)</b> compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural; and  <b>(C)</b> describe personality assessment tools.</p> <p><b>(11) Individual experience. The student understands basic elements of cognition. The student is expected to:</b>  <b>(A)</b> define and identify the basic elements of thought;  <b>(B)</b> identify strategies and obstacles associated with problem solving and decision making;  <b>(C)</b> explore the structural features of language;</p>	<p><b>Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Psychology; Treatment of Psychological Disorders; Social Psychology.</b></p> <p><b>Scoring Component 7:</b> The course provides instruction in learning.</p> <p><b>Curricular Requirement 7:</b>  The course provides instruction in each of the following 14 content areas outlined in the AP Psychology course Description: <b>History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Psychology; Treatment of Psychological Disorders; Social Psychology.</b></p> <p><b>Scoring Component 8:</b> The course provides instruction in cognition.</p>	<p>contemporary political boundaries.</p> <p><b>2.</b> Connect regional or local developments to global ones.</p> <p><b>3.</b> Analyze how and why diverse communities interact and become dependent on each other.</p> <p><b>B. Global analysis</b></p> <p><b>1.</b> Apply social studies methodologies to compare societies and cultures.</p> <p><b>IV. Analysis, Synthesis, and Evaluation of Information</b></p> <p><b>A. Critical examination of texts, images, and other sources of information</b></p> <p><b>1.</b> Identify and analyze the main idea(s) and point(s)-of-view in sources.</p> <p><b>2.</b> Situate an informational source in its appropriate contexts (contemporary, historical, cultural).</p> <p><b>3.</b> Evaluate sources from multiple perspectives.</p> <p><b>4.</b> Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.</p> <p><b>5.</b> Read narrative texts critically.</p> <p><b>6.</b> Read research data critically.</p> <p><b>B. Research and methods</b></p> <p><b>1.</b> Use established research methodologies.</p> <p><b>2.</b> Explain how historians and other social scientists develop new and competing views of past phenomena.</p>

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<p>(D) discuss theories of language acquisition and development;</p> <p>(E) evaluate the limitations and capabilities of the information processing model; and</p> <p>(F) understand the states and levels of consciousness.</p> <p><b>(12) Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:</b></p> <p>(A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors;</p> <p>(B) evaluate cognitive and behavioral strategies for dealing with stress;</p> <p>(C) analyze the challenges inherent in defining abnormal behavior and acknowledge the sociocultural stigma of labeling behavior as abnormal;</p> <p>(D) recognize the biological, social, and cognitive origins of abnormal behavior;</p> <p>(E) discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM); and</p> <p>(F) evaluate the effectiveness of past and present methods of therapy.</p>	<p><b>Curricular Requirement 8:</b> The course provides instruction in each of the following 14 content areas outlined in the AP Psychology course Description: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Psychology; Treatment of Psychological Disorders; Social Psychology.</p> <p><b>Scoring Component 9:</b> The course provides instruction in motivation.</p> <p><b>Scoring Component 10:</b> The course provides instruction in emotion.</p> <p><b>Curricular Requirement 9:</b> The course provides instruction in each of the following 14 content areas outlined in the AP Psychology course Description: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Psychology; Treatment of Psychological Disorders; Social</p>	<p>3. Gather, organize, and display the results of data and research.</p> <p>4. Identify and collect sources.</p> <p><b>C. Critical listening</b></p> <p>1. Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.</p> <p><b>D. Reaching conclusions</b></p> <p>1. Construct a thesis that is supported by evidence.</p> <p>2. Recognize and evaluate counter-arguments.</p> <p><b>V. Effective Communication</b></p> <p><b>A. Clear and coherent oral and written communication</b></p> <p>1. Use appropriate oral communication techniques depending on the context or nature of the interaction.</p> <p>2. Use conventions of standard written English.</p> <p><b>B. Academic integrity</b></p> <p>1. Attribute ideas and information to source materials and authors.</p>

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<p><b>(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></p> <p><b>(A)</b> describe how attributions affect explanations of behavior;  <b>(B)</b> explore the nature and effects of bias and discrimination;  <b>(C)</b> describe circumstances in which conformity and obedience are likely to occur;  <b>(D)</b> describe the effects of the presence of others on individual behavior;  <b>(E)</b> discuss the nature of altruism;  <b>(F)</b> discuss the factors influencing attraction; and  <b>(G)</b> identify sources of attitude formation and assess methods used to influence attitudes.</p> <p><b>(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:</b></p> <p><b>(A)</b> create a product on a contemporary psychology-related issue or topic using critical methods of inquiry;  <b>(B)</b> draw and evaluate conclusions from qualitative information;  <b>(C)</b> apply evaluation rules to quantitative information; and</p>	<p>Psychology.</p> <p><b>Scoring Component 11:</b> The course provides instruction in development psychology.</p> <p><b>Curricular Requirement 10:</b>  <b>The course provides instruction in each of the following 14 content areas outlined in the AP Psychology course Description:</b>  <b>History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Psychology; Treatment of Psychological Disorders; Social Psychology.</b></p> <p><b>Scoring Component 12:</b> The course provides instruction in personality.</p> <p><b>Curricular Requirement 11:</b>  <b>The course provides instruction in each of the following 14 content areas outlined in the AP Psychology course Description:</b>  <b>History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual</b></p>	<p><b>I. Interrelated Disciplines and Skills</b></p> <p><b>A. Spatial analysis of physical and cultural processes that shape the human experience</b></p> <ol style="list-style-type: none"> <li><b>1.</b> Use the tools and concepts of geography appropriately and accurately.</li> <li><b>2.</b> Analyze the interaction between human communities and the environment.</li> <li><b>3.</b> Analyze how physical and cultural processes have shaped human communities over time.</li> <li><b>4.</b> Evaluate the causes and effects of human migration patterns over time.</li> <li><b>5.</b> Analyze how various cultural regions have changed over time.</li> <li><b>6.</b> Analyze the relationship between geography and the development of human communities.</li> </ol> <p><b>B. Periodization and chronological reasoning</b></p> <ol style="list-style-type: none"> <li><b>1.</b> Examine how and why historians divide the past into eras.</li> <li><b>2.</b> Identify and evaluate sources and patterns of change and continuity across time and place.</li> <li><b>3.</b> Analyze causes and effects of major political, economic, and social changes in U.S. and world history.</li> </ol> <p><b>C. Change and continuity of political ideologies, constitutions, and political behavior</b></p> <ol style="list-style-type: none"> <li><b>1.</b> Evaluate different governmental systems and functions.</li> <li><b>2.</b> Evaluate changes in the functions and structures of government across time.</li> <li><b>3.</b> Explain and analyze the importance of civic</li> </ol>

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<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><b>(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p><b>(A)</b> use psychology-related terminology correctly;</p> <p><b>(B)</b> use standard grammar, spelling, sentence structure, and punctuation;</p> <p><b>(C)</b> transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and</p> <p><b>(D)</b> create written, oral, and visual presentations of social studies information.</p> <p><b>(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:</b></p> <p><b>(A)</b> 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</p>	<p><b>Differences; Abnormal Psychology; Treatment of Psychological Disorders; Social Psychology.</b></p> <p><b>Scoring Component 13:</b> The course provides instruction in testing and individual differences.</p> <p><b>Curricular Requirement 12:</b> The course provides instruction in each of the following 14 content areas outlined in the AP Psychology course Description: <b>History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Psychology; Treatment of Psychological Disorders; Social Psychology.</b></p> <p><b>Scoring Component 14:</b> The course provides instruction in abnormal psychology.</p> <p><b>Curricular Requirement 13:</b> The course provides instruction in each of the following 14 content areas outlined in the AP Psychology course Description: <b>History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness;</b></p>	<p>engagement.</p> <p><b>D. Change and continuity of economic systems and processes</b></p> <ol style="list-style-type: none"> <li>1. Identify and evaluate the strengths and weaknesses of different economic systems.</li> <li>2. Analyze the basic functions and structures of international economics.</li> </ol> <p><b>E. Change and continuity of social groups, civic organizations, institutions, and their interaction</b></p> <ol style="list-style-type: none"> <li>1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.</li> <li>2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.</li> <li>3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.</li> <li>4. Identify and evaluate the sources and consequences of social conflict.</li> </ol> <p><b>F. Problem-solving and decision-making skills</b></p> <ol style="list-style-type: none"> <li>1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.</li> <li>2. Analyze ethical issues in historical, cultural, and social contexts.</li> </ol>

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<p>solution;</p> <p><b>(B)</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</p> <p><b>(C)</b> participate in conflict resolution using persuasion, compromise, debate, and negotiation.</p> <p><b>(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></p> <p><b>(A)</b> illustrate the relationship and sequence between intermediate goals and terminal goals; and</p> <p><b>(B)</b> monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment.</p> <p><b>(18) Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:</b></p> <p><b>(A)</b> analyze examples of attitudes, beliefs, and behaviors related to changes in available technology; and</p> <p><b>(B)</b> evaluate the impact of changes in technology on personal growth and</p>	<p><b>Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Psychology; Treatment of Psychological Disorders; Social Psychology.</b></p> <p><b>Scoring Component 15:</b> The course provides instruction in treatment of psychological disorders and ethics used in psychological practice.</p> <p><b>Curricular Requirement 14:</b> The course provides instruction in each of the following 14 content areas outlined in the AP Psychology course Description: <b>History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Psychology; Treatment of Psychological Disorders; Social Psychology.</b></p> <p><b>Scoring Component 16:</b> The course provides instruction in social psychology.</p> <p><b>Curricular Requirement 15:</b> As relevant to each content area, the course provides instruction in empirically</p>	<p><b>II. Diverse Human Perspectives and Experiences</b></p> <p><b>A. Multicultural societies</b></p> <ol style="list-style-type: none"> <li>1. Define a “multicultural society” and consider both the positive and negative qualities of multiculturalism.</li> <li>2. Evaluate the experiences and contributions of diverse groups to multicultural societies.</li> </ol> <p><b>B. Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)</b></p> <ol style="list-style-type: none"> <li>1. Explain and evaluate the concepts of race, ethnicity, and nationalism.</li> <li>2. Explain and evaluate the concept of gender.</li> <li>3. Analyze diverse religious concepts, structures, and institutions around the world.</li> <li>4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.</li> <li>5. Explain the concepts of socioeconomic status and stratification.</li> <li>6. Analyze how individual and group identities are established and change over time.</li> </ol> <p><b>III. Interdependence of Global Communities</b></p> <p><b>A. Spatial understanding of global, regional, national, and local communities</b></p> <ol style="list-style-type: none"> <li>1. Distinguish spatial patterns of human communities that exist between or within</li> </ol>

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development.	<p><b>supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.</b></p> <p><b>Scoring Component 17:</b> As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.</p>	<p>contemporary political boundaries.</p> <p><b>2.</b> Connect regional or local developments to global ones.</p> <p><b>3.</b> Analyze how and why diverse communities interact and become dependent on each other.</p> <p><b>B. Global analysis</b></p> <p><b>1.</b> Apply social studies methodologies to compare societies and cultures.</p> <p><b>IV. Analysis, Synthesis, and Evaluation of Information</b></p> <p><b>A. Critical examination of texts, images, and other sources of information</b></p> <p><b>1.</b> Identify and analyze the main idea(s) and point(s)-of-view in sources.</p> <p><b>2.</b> Situate an informational source in its appropriate contexts (contemporary, historical, cultural).</p> <p><b>3.</b> Evaluate sources from multiple perspectives.</p> <p><b>4.</b> Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.</p> <p><b>5.</b> Read narrative texts critically.</p> <p><b>6.</b> Read research data critically.</p> <p><b>B. Research and methods</b></p> <p><b>1.</b> Use established research methodologies.</p> <p><b>2.</b> Explain how historians and other social scientists develop new and competing views of past phenomena.</p>

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		<p><b>3.</b> Gather, organize, and display the results of data and research.</p> <p><b>4.</b> Identify and collect sources.</p> <p><b>C. Critical listening</b></p> <p><b>1.</b> Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.</p> <p><b>D. Reaching conclusions</b></p> <p><b>1.</b> Construct a thesis that is supported by evidence.</p> <p><b>2.</b> Recognize and evaluate counter-arguments.</p> <p><b>V. Effective Communication</b></p> <p><b>A. Clear and coherent oral and written communication</b></p> <p><b>1.</b> Use appropriate oral communication techniques depending on the context or nature of the interaction.</p> <p><b>2.</b> Use conventions of standard written English.</p> <p><b>B. Academic integrity</b></p> <p><b>1.</b> Attribute ideas and information to source materials and authors.</p>