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Indiana Academic Standards Psychology



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Introduction

The Indiana Academic Standards for Psychology are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards were developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



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Social Studies: Psychology (1532)

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas. History Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function; including sensation, perception, motivation and emotion. Development looks at all the changes throughout one's life: physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*



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Standard 1: Students discuss the history of psychology and its development as an empirical science by understanding the scientific method, explaining research strategies and identifying ethical issues.

History and Scientific Method

P.1.1	<i>Define psychology as a discipline and identify its goals as a science.</i>
P.1.2	<i>Explain how scientific methodology has been used in psychological research in the past and present.</i>
P.1.3	<i>Compare and contrast descriptive and experimental research methods and decide when to use each method.</i>
P.1.4	<i>Create hypotheses pertaining to the interaction between independent and dependent variables and articulate the difference between experimental and control groups.</i>
P.1.5	<i>Distinguish between scientific and nonscientific research.</i>
P.1.6	<i>Describe the key concepts of the ethical guidelines as applied by the American Psychological Association regarding the use of human and non-human animal subjects. Explain the role of human subjects review boards.</i>



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P.1.7	<i>Describe the differences between quantitative and qualitative research strategies. Differentiate between correlation and causation.</i>
P.1.8	<i>Define correlation coefficients and explain their appropriate interpretation.</i>
P.1.9	<i>Analyze human behavior from modern day perspectives in psychology.</i>



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Standard 2: Students investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior.

Biological Bases for Behavior

P.2.1	<i>Describe the structure and function of the major regions of the brain; specifically the forebrain, hindbrain, midbrain, and the four lobes.</i>
P.2.2	<i>Compare and contrast between the left and right hemispheres of the brain and identify how vision, motor, language, and other functions are regulated by each hemisphere.</i>
P.2.3	<i>Describe the structure and function of the neuron and describe the basic process of neural transmission.</i>
P.2.4	<i>Compare and contrast the methods for studying the brain.</i>
P.2.5	<i>Identify the major divisions and subdivisions of the nervous system and describe how they function.</i>
P.2.6	<i>Analyze the structure and function of the endocrine system and its effect on human behavior.</i>



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P.2.7	<i>Analyze the effect of neurotransmitters on human behavior.</i>
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Psychology

Standard 3: Students understand the process of how humans grow, learn, and adapt to their environment from conception to death.

Development

P.3.1	<i>Explain the role of prenatal and postnatal development on human development.</i>
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P.3.2	<i>Explain the physical, motor, and perceptual development of infants.</i>
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P.3.3	<i>Understand the physical, motor, and cognitive development of children.</i>
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P.3.4	<i>Describe the physical, cognitive, and moral changes that occur during adolescence. Apply Kohlberg's stages of moral development.</i>
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P.3.5	<i>Understand the major physical, cognitive, and social issues that accompany adulthood and aging.</i>
P.3.6	<i>Explain how nature and nurture influence human development.</i>
P.3.7	<i>Describe the theories of various developmental psychologists including Piaget and Freud.</i>



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Standard 4: Students understand how organisms adapt to their environment through learning, information processing, and memory development.

Cognition

P.4.1	<i>Explain the process of learning, including principles of operant, classical, and observational.</i>
P.4.2	<i>Differentiate between learning, reflexes, and fixed-action patterns</i>
P.4.3	<i>Explain the concept of learned helplessness.</i>
P.4.4	<i>Describe the processes of memory, including encoding, storage, and retrieval.</i>
P.4.5	<i>Differentiate between the three different stages of memory, including sensory, short-term, and long-term.</i>
P.4.6	<i>Identify the factors that interfere with memory.</i>



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P.4.7	<i>Evaluate various strategies that can be used to improve memory.</i>
P.4.8	<i>Compare and contrast between explicit and implicit memory.</i>
P.4.9	<i>Discuss the obstacles and strategies involved in problem solving.</i>
P.4.10	<i>Identify key psychologists in the fields of learning and cognition, including Pavlov and Skinner, and explain the impact of their contributions.</i>
P.4.11	<i>Describe language development in humans.</i>



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Standard 5: Students recognize that personality is the distinctive and relatively stable pattern of behaviors, thoughts, motives, and emotions. Students also identify the different types and functions of assessment instruments.

Personality, Assessment, and Stress

P.5.1	<i>Identify the major psychologists involved in the study of personality and describe the main characteristics of their theories.</i>
P.5.2	<i>Distinguish between objective and projective techniques of personality assessment and give examples of each.</i>
P.5.3	<i>Distinguish between stress and distress.</i>
P.5.4	<i>Identify environmental factors that lead to stress.</i>
P.5.5	<i>Explain Hans Selye's General Adaptation Syndrome (GAS).</i>
P.5.6	<i>Evaluate the influences of variables, such as culture, family and genetics, on personality development and identify the psychologists associated with each.</i>



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Standard 6: Students explore the common characteristics of abnormal behavior as well as the influence culture has had on that definition. Students also identify major theories and categories of abnormal behavior. Students discuss characteristics of effective treatment and prevention of abnormal behaviors.

Abnormal Psychology

P.6.1	<i>Describe the characteristics of abnormal behavior.</i>
P.6.2	<i>Explain how both cultural and historical influences have affected the definition of abnormal behavior.</i>
P.6.3	<i>Identify and describe the theories of abnormality.</i>
P.6.4	<i>Discuss major categories of abnormal behavior and distinguish which disorders classify with these categories: DSM-IV and DSM-V.</i>
P.6.5	<i>Describe availability and appropriateness of various modes of treatment and prevention for people with psychological disorders including a shift in emphasis from confinement to pharmaceuticals.</i>



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Standard 7: Students discuss the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes, and the influence of the group on the individual.

Socio-Cultural Dimensions of Behavior

P.7.1	<i>Understand and identify social norms and how they differ across cultures.</i>
P.7.2	<i>Explain how perceptions and attitudes develop, including attribution theory, fundamental attribution error, Actor- observer bias, self-serving bias, central vs. peripheral route of persuasion, and cognitive dissonance.</i>
P.7.3	<i>Analyze the studies that lead to current understandings of conformity, obedience, nonconformity, and compliance, including Asch, Milgram, and Zimbardo.</i>
P.7.4	<i>Explain the concepts of groupthink and group polarization.</i>
P.7.5	<i>Discuss the various types of conflict and the processes involved in conflict resolution.</i>
P.7.6	<i>Explain how stereotypes, prejudice, and discrimination influence behavior.</i>



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Standard 8: Students explore how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

Psychological Thinking

P.8.1	<i>Understand the six steps involved in critical thinking; knowledge, comprehension, application, analysis, synthesis, and evaluation.</i>
P.8.2	<i>Locate and analyze primary sources of landmark experiments in psychology and other counter arguments.</i>
P.8.3	<i>Construct a testable hypothesis and apply the principles of research design to an appropriate experiment.</i>



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Indiana Academic Standards History/Social Studies Literacy



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Guiding Principle: *Students develop discipline-specific reading and writing skills. Students in history/social studies courses apply these skills in order to develop a deeper understanding of the content area. These skills are known as disciplinary literacy.*

Six elements of literacy are taught in history/social studies for grades 6 through 12. These elements are Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students will meet the Learning Outcomes for literacy in history/social studies.

These literacy standards are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6 through 12 (Examples: History/Social Studies teachers, Science teachers, Career and Technical Education teachers) for the expectations of integrating reading and writing skills into classroom instruction.

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Learning Outcome for Literacy in History/Social Studies Learning

LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.</p>	<p>9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.</p>	<p>11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</p>
<p>6-8.LH.1.2: Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>



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Key Ideas and Textual Support (<i>Reading</i>)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.



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6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (Examples: *how a bill becomes a law, how interest rates are raised or lowered*).

9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.



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Structural Elements and Organization (*Reading*)

LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author's purpose.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p>11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: <i>how Madison defines faction in Federalist No. 10</i>).</p>
<p>6-8.LH.3.2: Describe how a text presents information (Examples: <i>sequentially, comparatively, causally</i>).</p>	<p>9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p>11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>



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<p>6-8.LH.3.3: Identify aspects of a text that reveal an author’s perspective or purpose (Examples: <i>loaded language, inclusion or avoidance of particular facts</i>).</p>	<p>9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p>11-12.LH.3.3: Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>
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Synthesis and Connection of Ideas (*Reading*)

LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.4.1: Integrate visual information (Examples: <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.</p>	<p>9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: <i>charts, research data</i>) with qualitative analysis in print or digital text.</p>	<p>11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.</p>



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<p>6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>	<p>11-12.LH.4.2: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>
<p>6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.</p>	<p>9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.</p>	<p>11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

<p>WRITING GENRES (<i>WRITING</i>)</p>		
<p>LH.5: Write for different purposes and to specific audiences or people.</p>		
<p>GRADES 6-8</p>	<p>GRADES 9-10</p>	<p>GRADES 11-12</p>
<p>6-8.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p>9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p>11-12.LH.5.1: Write arguments focused on discipline-specific content.</p>



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6-8.LH.5.2: Write informative texts, including analyses of historical events.

9-10.LH.5.2: Write informative texts, including analyses of historical events.

11-12.LH.5.2: Write informative texts, including analyses of historical events.



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THE WRITING PROCESS (*WRITING*)

LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</p>	<p>9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p>	<p>11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p>
<p>6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>



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THE RESEARCH PROCESS (*WRITING*)

LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.

GRADES 6-8	GRADES 9-10	GRADES 11-12
<p>6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>



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<p>6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>	<p>9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>	<p>11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: <i>APA</i> or <i>Chicago</i>).</p>
<p>6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>