



# Indiana Content Standards for Educators

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## SOCIAL STUDIES–PSYCHOLOGY

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Psychology teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

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## Social Studies–Psychology Educator Standards

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### **Standard 1: Psychological Terms, Concepts, and Perspectives**

Psychology teachers have a broad and comprehensive understanding of psychological terms, concepts, and theorists and their theories.

### **Standard 2: Psychology Research Skills**

Psychology teachers have a broad and comprehensive understanding of methods for conducting psychological inquiries and analyzing and interpreting psychological information.

### **Standard 3: Biological Bases of Behavior**

Psychology teachers have a broad and comprehensive understanding of the biological bases of behavior and their influence on human conduct.

### **Standard 4: Human Development and Personality**

Psychology teachers have a broad and comprehensive understanding of the stages of human development and factors associated with the development of personality.

### **Standard 5: Cognitive Psychology**

Psychology teachers have a broad and comprehensive understanding of principles and processes associated with learning, thinking, memory, and language.

### **Standard 6: Abnormal Psychology**

Psychology teachers have a broad and comprehensive understanding of human emotions and the identification and treatment of psychological disorders.

### **Standard 7: Social Psychology**

Psychology teachers have a broad and comprehensive understanding of concepts and processes related to social psychology.

### **Standard 8: Psychology Instruction and Assessment**

Psychology teachers have a broad and comprehensive understanding of content-specific instruction and assessment in psychology.

The Indiana Educator Standards for Social Studies–Psychology describe the knowledge and skills that teachers need to help students achieve the learning outcomes defined by the Indiana Academic Standards for Social Studies. A link to relevant portions of the Indiana Academic Standards can be found below.

[Psychology](#)

## Social Studies–Psychology Educator Standards

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### Standard 1: Psychological Terms, Concepts, and Perspectives

**Psychology teachers have a broad and comprehensive understanding of psychological terms, concepts, and theorists and their theories, including:**

- 1.1** personality, reinforcement, identity, behaviorism, perception, and other basic psychological terms and concepts
- 1.2** the historical development of major ideas in the field of psychology and the contributions of important psychologists such as Freud, Jung, Thorndike, Erikson, Skinner, and Piaget
- 1.3** the emergence of psychology as an empirical science
- 1.4** comparison of biological, behavioral, cognitive, sociocultural, and psychodynamic perspectives on human personality, behavior, and emotion
- 1.5** characteristics and applications of major subfields of psychology
- 1.6** current research in psychology
- 1.7** the diversity of careers in psychology, such as clinical psychology, school psychology, developmental forensic psychology, industrial-organizational psychology, and community psychology

### Standard 2: Psychology Research Skills

**Psychology teachers have a broad and comprehensive understanding of methods for conducting psychological inquiries and analyzing and interpreting psychological information, including:**

- 2.1** qualitative and quantitative research methods and procedures used by psychologists
- 2.2** techniques and instruments for collecting and organizing psychological data
- 2.3** key concepts in descriptive and experimental research
- 2.4** posing questions, developing theories, and stating hypotheses in psychological research
- 2.5** ethical considerations in psychological research and practice
- 2.6** how to identify purpose, point of view, and central questions in psychological studies
- 2.7** how to analyze generalizations and conclusions presented in psychological arguments and interpretations
- 2.8** basic statistical concepts such as mean, standard deviation, correlation, and significant difference and how to interpret psychological data presented in graphic formats
- 2.9** how to communicate psychological information, analysis, and interpretation in effective written forms

## Social Studies–Psychology Educator Standards

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### Standard 3: Biological Bases of Behavior

**Psychology teachers have a broad and comprehensive understanding of the biological bases of behavior and their influence on human conduct, including:**

- 3.1** major components and functions of the nervous and endocrine systems
- 3.2** the anatomy of the brain and ways in which the brain processes information
- 3.3** the effect of physiology on thinking, memory, personality, development, and behavior
- 3.4** characteristics and operation of the sensory systems and factors that influence sensation and perception
- 3.5** states and levels of consciousness and the effect of alcohol and drugs on consciousness

### Standard 4: Human Development and Personality

**Psychology teachers have a broad and comprehensive understanding of the stages of human development and factors associated with the development of personality, including:**

- 4.1** physical, cognitive, social, and emotional changes experienced during infancy, childhood, and adolescence
- 4.2** physical, cognitive, social, and emotional changes experienced during early, middle, and late adulthood
- 4.3** physiological, cognitive, and behavioral aspects of emotion and the effects of emotion on perception, cognition, and behavior
- 4.4** the development of moral reasoning in children, adolescents, and adults
- 4.5** ways in which families, peers, communities, and other social entities contribute to the development of self-concept and identity
- 4.6** the influence of perceptions, attitudes, values, and beliefs on the development of self-concept and personal identity
- 4.7** factors related to gender development and the formation of gender identity
- 4.8** the effects of heredity and environment on human and personality development
- 4.9** major theories of motivation and the primary internal and external factors affecting motivation
- 4.10** tools and theories used by psychologists to describe, classify, analyze, and interpret personality and individual differences

## Social Studies–Psychology Educator Standards

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### Standard 5: Cognitive Psychology

**Psychology teachers have a broad and comprehensive understanding of principles and processes associated with learning, thinking, memory, and language, including:**

- 5.1** principles of operant and classical conditioning and the role of biology and culture in learning
- 5.2** constructivist and neoconstructivist theories of cognitive development
- 5.3** processes and strategies related to decision making, problem solving, and creative thinking
- 5.4** major theories of intelligence, methods for assessing intelligence, and issues concerning the use of intelligence tests
- 5.5** characteristics of short-term and long-term memory; ways in which information is encoded, processed, stored, and accessed; and factors that interfere with and disrupt the retention and retrieval of memories
- 5.6** structural features of language, processes of language acquisition, and the relationship between language and thought

### Standard 6: Abnormal Psychology

**Psychology teachers have a broad and comprehensive understanding of human emotions and the identification and treatment of psychological disorders, including:**

- 6.1** sources of stress, physiological and psychological reactions to stress, and strategies for dealing with stress
- 6.2** definitions of psychological disorders and the Diagnostic and Statistical Manual of Mental Disorders (DSM IV)
- 6.3** characteristics and causes of anxiety disorders, mood disorders, dissociative disorders, schizophrenic disorders, and personality disorders
- 6.4** models and methodologies, including legal and ethical guidelines, for the treatment of psychological disorders
- 6.5** political, social, and economic issues related to mental health and behavioral disorders in contemporary society

## Social Studies–Psychology Educator Standards

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### Standard 7: Social Psychology

**Psychology teachers have a broad and comprehensive understanding of concepts and processes related to social psychology, including:**

- 7.1** social and cultural norms, their influence on human behavior, and the role of family and environment in the development of social norms and constructs
- 7.2** the effect of others on individual behavior and the development of self-concept
- 7.3** types, structures, and functions of groups and the factors that influence group behavior and group dynamics
- 7.4** the formation and maintenance of individual and group attitudes, attitude change, and the processes of persuasion
- 7.5** altruism, aggression, accommodation, cooperation, and competition and the factors that influence these behaviors
- 7.6** ways in which stereotypes, bias, discrimination, and intolerance affect individual perceptions and group relations
- 7.7** methods used to induce conformity and the circumstances in which conformity and obedience are likely to occur
- 7.8** issues and controversies related to gender roles, gender relations, and social norms
- 7.9** interpersonal and intergroup conflict and the processes involved in conflict resolution

### Standard 8: Psychology Instruction and Assessment

**Psychology teachers have a broad and comprehensive understanding of content-specific instruction and assessment in psychology, including:**

- 8.1** the Indiana Academic Standards and Common Core State Standards for Social Studies
- 8.2** the NCSS National Standards for Social Studies Teachers, the APA National Standards for High School Psychology Curricula, and the ISTE National Educational Technology Standards
- 8.3** instructional strategies and resources for promoting student understanding of concepts and skills related to psychology
- 8.4** strategies and skills for planning and designing psychology instruction, including the use of techniques and approaches that meet the needs of diverse learners
- 8.5** instructional strategies for promoting student learning and fostering the development of critical-thinking, problem-solving, and performance skills in the social studies
- 8.6** communication methods that promote student learning and foster active inquiry, interaction, and collaboration in the social studies classroom
- 8.7** strategies and skills for selecting, adapting, and using technological resources to enhance teaching and learning about psychology
- 8.8** strategies and skills for effectively assessing student understanding and mastery of essential psychology concepts and skills

## Selected Bibliography of Standards and Sources Related to Social Studies–Psychology

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### State and National Standards and Curriculum Frameworks

1. Indiana Department of Education. (2008). *Indiana academic standards for social studies*. <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/socialstudies.shtml>
2. Council of Chief State School Officers (CCSSO)/National Governors Association (NGA). (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*. [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)
3. American Psychological Association. (2005). *National standards for high school psychology curricula*. Washington, DC: American Psychological Association. <http://www.apa.org/education/k12/national-standards.aspx>
4. National Council for the Social Studies. (2004). *Program standards for the initial preparation of social studies teachers: National standards for social studies teachers (Vol. 2)*. Silver Spring, MD: National Council for the Social Studies. [http://downloads.ncss.org/ncate/NCSS\\_NCATE\\_STDS-04rev.pdf](http://downloads.ncss.org/ncate/NCSS_NCATE_STDS-04rev.pdf)
5. National Council for the Social Studies. (2002). *National standards for social studies teachers (Vol. 1)*. Silver Spring, MD: National Council for the Social Studies. <http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>
6. National Council for the Social Studies. (2010). *National curriculum standards for social studies: A framework for teaching, learning, and assessment*. Silver Spring, MD: National Council for the Social Studies. <http://www.socialstudies.org/standards>
7. International Society for Technology in Education (ISTE). (2008). *National educational technology standards for teachers*. [http://www.iste.org/Libraries/PDFs/NETS\\_for\\_Teachers\\_2008\\_EN.sflb.ashx](http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx)

### Sources on Social Studies–Psychology Content

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9. Nairn, S. L., Ellard, J. H., Scialfa, C. T., & Miller, C. D. (2003). At the core of introductory psychology: A content analysis. *Canadian Psychology, 44*, 93–99.
10. Benjamin, L. T., Jr. (2001). A brief history of the psychology course in American high schools. *American Psychologist, 56*(11), 951–960.
11. Zechmeister, J. S., & Zechmeister, E. B. (2000). Introductory textbooks and psychology's core concepts. *Teaching of Psychology, 27*(1), 6–11.
12. Meyers, S. A. (2009). Civic engagement in psychology classes. In S. A. Meyers, & J. R. Stowell (Eds.), *Essays from e-xcellence in teaching (Vol. 9, 44–47)*.



## Selected Bibliography of Standards and Sources Related to Social Studies–Psychology

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### Sources on Student Learning and Pedagogical Methodology

13. Elicker, J. D., Snell, A. F., & O'Malley, A. L. (2010). Do student perceptions of diversity relate to perceived learning of psychology? *Teaching of Psychology, 37*(1), 36–40.
14. Stewart, T. L., Myers, A. C., & Culley, M. R. (2010). Enhancing learning and retention through "writing to learn" in the psychology classroom. *Teaching of Psychology, 37*(1), 46–49.
15. Kowalski, P., & Taylor, A. K. (2009). The effect of refuting misconceptions in the introductory psychology class. *Teaching of Psychology, 36*(3), 153–159.
16. Benjamin, L. T., Jr. (2008). *Favorite activities for the teaching of psychology*. Washington, DC: American Psychological Association.
17. Lucas, S. G. (2008). *Guide to teaching introductory psychology*. Malden, MA: Wiley-Blackwell.
18. Tomcho, T. J., & Foels, R. (2008). Assessing effective teaching of psychology: A meta-analytic integration of learning outcomes. *Teaching of Psychology, 35*(4), 286–296.

## Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Social Studies–Psychology	Indiana Academic Standards for Social Studies	Common Core State Standards for History/Social Studies	NCSS National Standards for Social Studies Teachers	APA National Standards for High School Psychology Curricula	ISTE National Educational Technology Standards
<p><b><u>Standard 1: Psychological Terms, Concepts, and Perspectives</u></b></p> <p>Psychology teachers have a broad and comprehensive understanding of psychological terms, concepts, and theorists and their theories.</p>			IA4; IB5	CSIA-1; CSIA-2; CSIA-6; CSVB-2	
<p><b><u>Standard 2: Psychology Research Skills</u></b></p> <p>Psychology teachers have a broad and comprehensive understanding of methods for conducting psychological inquiries and analyzing and interpreting psychological information.</p>	P.1.1-1.11; P.2.7; P.6.5	Reading 6-8, 1-10; Reading 9-10, 1-10; Reading 11-12, 1-10  Writing 6-8, 1-10; Writing 9-10, 1-10; Writing 11-12, 1-10	IA4; IB5	CSIA-3; CSIA-4; CSIA-5; CSIIA-4; CSIIIA-2; CSIVE-1; CSVB-3	
<p><b><u>Standard 3: Biological Bases of Behavior</u></b></p> <p>Psychology teachers have a broad and comprehensive understanding of the biological bases of behavior and their influence on human conduct.</p>	P.3.6; P.6.1-6.6; P.6.8-6.9; P.6.11-6.16; P.6.19		IA4; IB5	CSIIA-1; CSIIA-2; CSIIA-3; CSIIA-5; CSIIB-1; CSIIB-2; CSIIB-3; CSIIC-6; CSIVB-4; CSIVD-1; CSIVD-5	

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<p><b><u>Standard 4: Human Development and Personality</u></b></p> <p>Psychology teachers have a broad and comprehensive understanding of the stages of human development and factors associated with the development of personality.</p>	<p>P.2.1-2.7; P.4.1-4.4; P.4.14-4.16; P.4.19-4.21; P.5.7; P.5.11; P.6.7; P.6.17-6.18</p>		<p>IA4; IB5</p>	<p>CSIIA-6; CSIIA-7; CSIIB-2; CSIIC-1; CSIIC-2; CSIIC-3; CSIIC-4; CSII-5; CSIIC-6; CSIIC-7; CSIIIA-1; CSIIIA-3; CSIIIA-4; CSIIIB-1; CSIIIB-2; CSIIIB-3; CSIVE-1; CSIVE-2</p>	
<p><b><u>Standard 5: Cognitive Psychology</u></b></p> <p>Psychology teachers have a broad and comprehensive understanding of principles and processes associated with learning, thinking, memory, and language.</p>	<p>P.3.1-3.9; P.3.11-3.12; P.6.15</p>		<p>IA4; IB5</p>	<p>CSIVA-1; CSIVA-2; CSIVA-3; CSIVA-4; CSIVA-5; CSIVB-1; CSIVB-2; CSIVB-3; CSIVB-4; CSIVB-5; CSIVB-6; CSIVC-1; CSIVC-2; CSIVC-3; CSIVC-4; CSIVC-5; CSIVE-3; CSIVE-4</p>	
<p><b><u>Standard 6: Abnormal Psychology</u></b></p> <p>Psychology teachers have a broad and comprehensive understanding of human emotions and the identification and treatment of psychological disorders.</p>	<p>P.4.5-4.13; P.4.17</p>		<p>IA4; IB5</p>	<p>CSIID-1; CSIID-2; CSIID-3; CSIID-4; CSVA-1; CSVA-2; CSVA-3; CSVB-1; CSVB-2; CSVB-3</p>	

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<p><b><u>Standard 7: Social Psychology</u></b></p> <p>Psychology teachers have a broad and comprehensive understanding of concepts and processes related to social psychology.</p>	<p>P.4.21; P.5.1-5.6; P.5.8-5.10; P.5.12-5.21</p>		<p>IA1; IA4-IA5; IB5</p>	<p>CSIIIA-3; CSVC-1; CSVC-2; CSVC-3</p>	
<p><b><u>Standard 8: Psychology Instruction and Assessment</u></b></p> <p>Psychology teachers have a broad and comprehensive understanding of content-specific instruction and assessment in psychology.</p>		<p>Reading 6-8, 1-10; Reading 9-10, 1-10; Reading 11-12, 1-10</p> <p>Writing 6-8, 1-10; Writing 9-10, 1-10; Writing 11-12, 1-10</p>	<p>II1</p>		<p>1a–1d; 2a–2d; 3a–3d; 4a–4d; 5a–5d</p>