



Field 052: Social Studies—Psychology Assessment Blueprint

Domain I—Psychological Concepts and Research Skills

0001 Psychological Terms, Concepts, and Perspectives (Standard 1)

0002 Psychology Research Skills (Standard 2)

Domain II—Biological Bases of Behavior and Human Development and Personality

0003 Biological Bases of Behavior (Standard 3)

0004 Human Development and Personality (Standard 4)

Domain III—Cognitive, Abnormal, and Social Psychology

0005 Cognitive Psychology (Standard 5)

0006 Abnormal Psychology (Standard 6)

0007 Social Psychology (Standard 7)

Domain IV—Psychology Instruction and Assessment

0008 Psychology Instruction and Assessment (Standard 8)

Domain	Objectives	Standards	Approximate Test Weight
I. Psychological Concepts and Research Skills	0001–0002	1–2	25%
II. Biological Bases of Behavior and Human Development and Personality	0003–0004	3–4	25%
III. Cognitive, Abnormal, and Social Psychology	0005–0007	5–7	38%
IV. Psychology Instruction and Assessment	0008	8	12%

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 psychology, 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

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

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-V)*
- 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

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