

# Psychology

## Social Studies Academic Standards

Revised 2022

Course/Unit Credit: 0.5

Course Number: 474400

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: None

# Psychology Academic Standards & Disciplinary Concepts

## Course Focus and Content

Psychology is a one-semester social studies elective course that introduces students to the science of behavior and mental processes. It includes an overview of the history of psychology as well as an opportunity to study personality and individuality and explore how the knowledge and methods of psychologists are applied to the solution of human problems. The content of this course includes human development; biological bases of behavior; sensation and perception; learning, memory, and cognition; behavior patterns; personality and individuality.

## Integrating Standards and Selecting Content Topics

The disciplinary strands, standards, components, and the Knowledge and Skill Performance Expectations (KPEs and SPEs) are meant to be taught in an integrated manner, not in isolation. For example, a student might be studying an historical event or person while also learning specific civics, economics, geography, and/or history standards. The KPEs and SPEs require conceptual understanding which can be applied to future learning and additional content that may not be listed in the standards. The goal of knowledge acquisition in K-12 is for students to build knowledge and have experiences with content topics connected to their communities, the state of Arkansas, the United States, and the world. A thematic continuum of learning is provided to clarify (Figure 1) the expansion of learning from community to state to the world.

## Related Laws for Social Studies

- A.C.A. § 1-5-109. Prisoners of War Remembrance Day.
- A.C.A. § 1-5-112. POW/MIA Recognition Day.
- A.C.A. § 1-5-113. Native American Heritage Week.
- A.C.A. § 1-5-114. Juneteenth Independence Day.
- A.C.A. § 1-5-119. Sultana Disaster Remembrance Day.
- A.C.A. § 6-16-101. Celebrate Freedom Week.
- A.C.A. § 6-16-105. United States Flag.
- A.C.A. § 6-16-106. Arkansas Flag.
- A.C.A. § 6-16-107. Patriotic Observances Generally.
- A.C.A. § 6-16-108. Recitation of the Pledge of Allegiance.
- A.C.A. § 6-16-111. Morals, Manners, Patriotism, and Business and Professional Integrity.
- A.C.A. § 6-16-121. African-American History – Teaching materials.
- A.C.A. § 6-16-122. American Heritage.
- A.C.A. § 6-16-148. Foundation of certain social studies or history courses offered in grades seven through twelve.
- A.C.A. § 6-16-154. Holocaust Education.
- A.C.A. § 6-16-124. Arkansas History – Required Social Studies Course.
- A.C.A. § 6-17-703. Arkansas History Professional Development.

**Teacher Note:** Not all state statutes apply to the current grade level content.

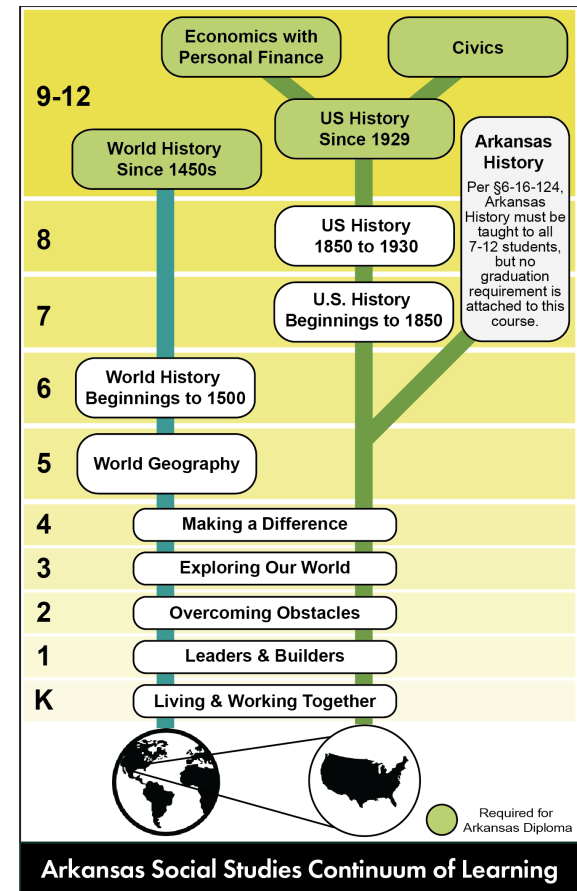



Figure 1

# Psychology Academic Standards & Disciplinary Concepts

## Skills and Application

Throughout the course, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. *Psychology does not need Arkansas Department of Education approval.* These standards do not meet the Grades 7-12 Arkansas History requirement as defined in Act 787 of 1997. Refer to the Arkansas History Academic Standards written for the course in Grades 7-8 or the Arkansas History Curriculum Framework for the course in Grades 9-12 to fulfill the one-semester Arkansas History requirement as defined in Act 787 of 1997.

### Nomenclature Explained



■ icon indicates KPEs or SPEs that focus on topics in K-6 which relate to Arkansas and may be used to fulfill A.C.A. § 6-16-124

"C.1" indicates the first civics disciplinary standard

"2" specifies that it is an expectation for 2nd grade

"3" indicates which knowledge or skill performance expectation

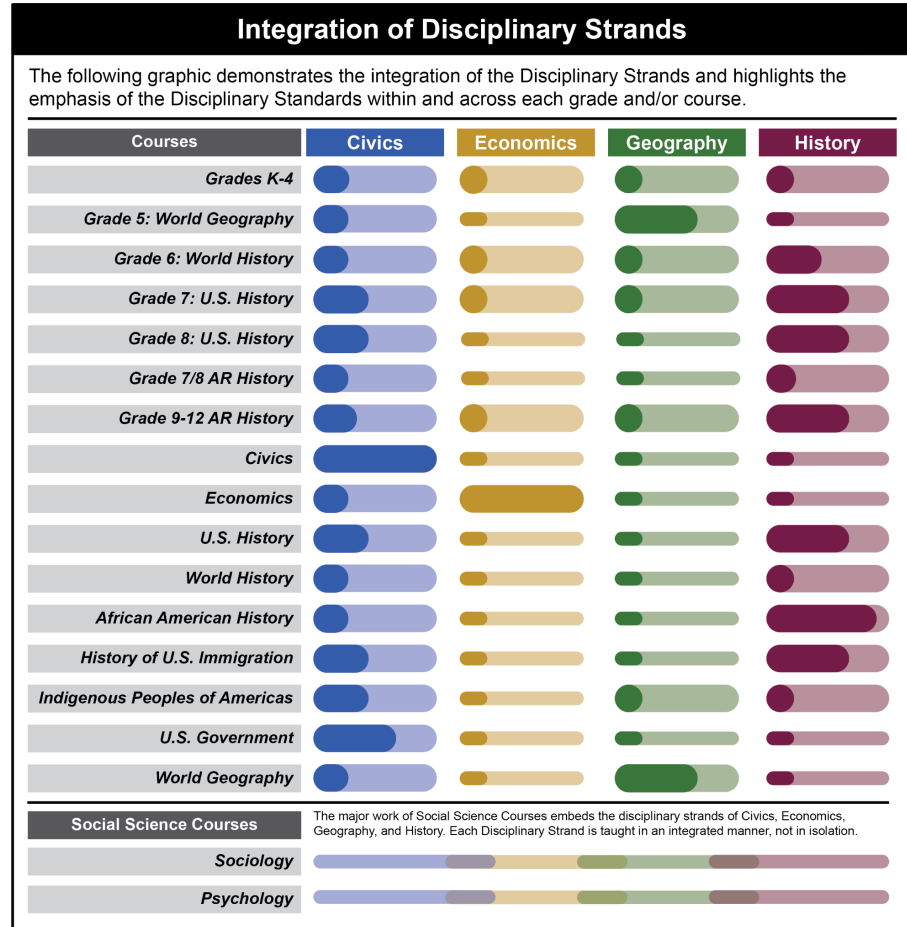
Standard

Grade or Course

KPE or SPE

## Primary and Secondary Sources and Disciplinary Literacy Standards

The Disciplinary Literacy Standards for History/Social Studies guide students with the specific skills they need to engage with all social studies content. These reading and writing skills are separated by grade bands and include the use of primary and secondary sources, analysis of content from a variety of perspectives, and assessment of the credibility and accuracy of sources. Teachers should access the Disciplinary Literacy Standards Resource for History/Social Studies document through the Division of Elementary and Secondary Education website.



**Psychology**  
**Academic Standards & Disciplinary Concepts**

**The College, Career, and Civic Life C3 Framework for Social Studies State Standards**

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in four Dimensions.

- **Dimensions 1, 3, and 4** of the College, Career, and Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills.
- **Dimension 2** Applying Disciplinary Concepts and Tools sets forth the conceptual content, and the alignment to this dimension is embedded in the KPEs and SPEs.

Dimension 1 Developing Questions and Planning Inquiries			Dimension 3 Evaluating Sources and Using Evidence		Dimension 4 Communicating Conclusions and Taking Informed Action	
<ol style="list-style-type: none"> <li>1. Construct compelling questions that promote inquiry around key ideas and issues</li> <li>2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</li> <li>3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</li> </ol>			<ol style="list-style-type: none"> <li>4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</li> <li>5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</li> </ol>		<ol style="list-style-type: none"> <li>6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</li> <li>7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</li> <li>8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, propose solutions, or assess strategies and options for action while applying deliberative processes</li> </ol>	

Dimension 2 <sup>1</sup> Applying Disciplinary Concepts and Tools				
Civics	Economics	Geography	History	Social Sciences
<ul style="list-style-type: none"> <li>● Civic and Political Institutions</li> <li>● Participation and Deliberation</li> <li>● Processes, Rules, and Laws</li> </ul>	<ul style="list-style-type: none"> <li>● Economic Decision-Making</li> <li>● Exchange and Markets</li> <li>● Growth and Stability</li> <li>● The National Economy</li> <li>● The Global Economy</li> </ul>	<ul style="list-style-type: none"> <li>● Geographic Representations: <i>Spatial Views of the World</i></li> <li>● Human-Environment Interaction: <i>Place, Regions, and Culture</i></li> <li>● Human Populations: <i>Spatial Patterns and Movements</i></li> <li>● Global Interconnections: <i>Global Spatial Patterns</i></li> </ul>	<ul style="list-style-type: none"> <li>● Change, Continuity, and Context</li> <li>● Perspectives</li> <li>● Historical Sources and Evidence</li> <li>● Causation and Argumentation</li> </ul>	<ul style="list-style-type: none"> <li>● Psychology</li> <li>● Sociology</li> </ul>

<sup>1</sup> Organizational structure of the Social Studies Academic Standards is based on disciplinary strands in the C3 Framework.

## Psychology Academic Standards & Disciplinary Concepts

K-12 Disciplinary Standards Overview			
Civics	Economics	Geography	History
<p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p>C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.</p> <p>C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p>C.5 Students will understand the impact of origins, structures, and functions of institutions and laws on society and Indigenous peoples. This includes the relationship of the Native nations and the United States during various time periods.</p> <p>C.6 Students will understand the structure and functions of various types of tribal government and how they exercise their powers. This includes the progress and challenges of present-day Native America.</p>	<p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives.</p> <p>E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and sellers in markets.</p> <p>E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.</p> <p>E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.</p> <p>E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.</p>	<p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, present, and plan for the future.</p> <p>G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.</p> <p>G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p>G.5 Students will understand the impact Indigenous peoples have on the environment. This includes the communal view of how Indigenous peoples utilized the land and resources; and the characteristics of the original Indigenous peoples of Arkansas by analyzing artifacts, artwork, and other sources.</p>	<p>H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> <p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5) to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.5 Students will understand key historical periods from the Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p>

### Disciplinary Standards At a Glance

## Psychology Academic Standards & Disciplinary Concepts

<b>Disciplinary Strand</b>	Disciplinary Standard
<b>Disciplinary Component</b>	<ul style="list-style-type: none"> <li>Grade or Course Specific Components</li> </ul>

<b>Social Science</b>	SS.1 Students will understand the evolving nature of psychology and the methods and measurements used to study behavior and mental processes. This includes the behaviors related to sensation, perception, and consciousness; how biology influences psychology; the cognitive, moral, and social development throughout the human lifespan; and the causes and effects of psychological phenomena.
<b>Psychology</b>	<ul style="list-style-type: none"> <li>Perspective and Research</li> <li>Biology and Behaviors</li> <li>Conditioning, Learning, and Cognition</li> <li>Personality and Individuality</li> </ul>

### Disciplinary Note

The major work of the Psychology course embeds the disciplinary strands of Civics, Economics, Geography, and History. Each disciplinary strand is taught in an integrated manner, not in isolation.

*Note: In the C3 Framework [The College, Career, and Civic Life C3 Framework for Social Studies Standards](#), there is a “Psychology Companion Document for the C3 Framework” (Appendix B) which highlights the concept of how the Great Recession is examined through the disciplinary lens of psychology.*

**Teacher Note:** Concepts of the Civics, Economics, Geography and History strands are implicitly addressed in the embedded KPEs and SPEs.

Civics	Economics	Geography	History
<ul style="list-style-type: none"> <li>Civic and Political Institutions</li> <li>Participation and Deliberation</li> <li>Processes, Rules, and Laws</li> </ul>	<ul style="list-style-type: none"> <li>Economic Decision-Making</li> <li>Exchange and Markets</li> <li>Growth and Stability</li> <li>The National Economy</li> <li>The Global Economy</li> </ul>	<ul style="list-style-type: none"> <li>Geographic Representations: <i>Spatial Views of the World</i></li> <li>Human-Environment Interaction: <i>Place, Regions, and Culture</i></li> <li>Human Populations: <i>Spatial Patterns and Movements</i></li> <li>Global Interconnections: <i>Global Spatial Patterns</i></li> </ul>	<ul style="list-style-type: none"> <li>Change, Continuity, and Context</li> <li>Perspectives</li> <li>Historical Sources and Evidence</li> <li>Causation and Argumentation</li> </ul>

**Psychology**  
**Academic Standards & Disciplinary Concepts**

**Social Science - Psychology**

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**Perspective and Research**

**Knowledge and Skill Performance Expectations**

**Psychology**

SS.1.PSY.1

Analyze developments in the field of psychology as a social science.

Developments may include:

- Scientific methods
- Empirical research
- Development of theories
- Demarcation of psychology as a pseudo-science
- Contemporary applied psychology

SS.1.PSY.2

Compare contemporary perspectives used by psychologists.

SS.1.PSY.3

Analyze methods for collecting data in the field of psychology.

SS.1.PSY.4

Evaluate the impact of American Psychological Association (APA) and federal guidelines on the ethical treatment of human and nonhuman research participants (e.g., informed consent, avoiding harm, respect for individual rights).

**Teacher Note:** Potential connection to Holocaust education

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**Academic Standards & Disciplinary Concepts**

**Social Science - Psychology**

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**Biology and Behaviors**

**Knowledge and Skill Performance Expectations**

**Psychology**

SS.1.PSY.5

Analyze how the processes of sensation and perception influence experiences and expectations in one's environment.

SS.1.PSY.6

Compare different stages of consciousness:

- Conscious
- Unconscious
- Sleep states
- Other states such as meditation, relaxation, hypnosis, and flow state

SS.1.PSY.7

Explain the effects of the brain, nervous system, and endocrine system on behavior.

SS.1.PSY.8

Analyze interactions between biological factors and life experiences and their influences on behavior.



**Psychology**  
**Academic Standards & Disciplinary Concepts**

**Social Science - Psychology**

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**Conditioning, Learning, and Cognition**

**Knowledge and Skill Performance Expectations**

**Psychology**

SS.1.PSY.9

Explain how lifespan development (e.g., childhood, adolescence, adulthood, and aging) influences behavior and human interactions.

SS.1.PSY.10

Evaluate the methods of conditioning and learning theories.

SS.1.PSY.11

Evaluate biological processes and disorders associated with memory.

SS.1.PSY.12

Examine measures of intelligence and compare how measures and perceptions of intelligence such as theories, tests, cultural understanding, and multiple perspectives have changed over time.

**Social Science - Psychology**

SS.1 Students will understand the evolving nature of psychology and the methods and measurements used to study behavior and mental processes. This includes the behaviors related to sensation, perception, and consciousness; how biology influences psychology; the cognitive, moral, and social development throughout the human lifespan; and the causes and effects of psychological phenomena.

**Personality and Individuality**

**Knowledge and Skill Performance Expectations**

**Psychology**

SS.1.PSY.13

Students will explain theories of motivation, emotion, and factors that influence emotional interpretation and expression.

SS.1.PSY.14

Students will examine theories of personality, assessment, and influences related to personality.

SS.1.PSY.15

Evaluate causes, impacts, and treatment of psychological disorders.