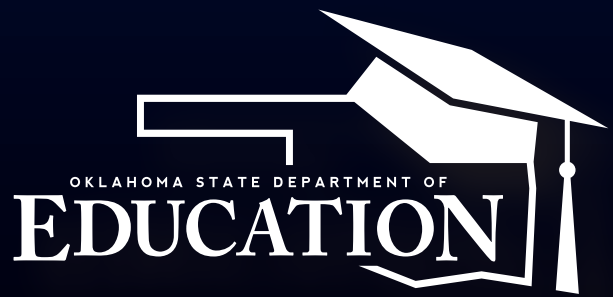




Oklahoma C³ Standards for the Social Studies

**THE FOUNDATION, FORMATION, AND TRANSFORMATION
OF THE AMERICAN SYSTEM**

PRE-KINDERGARTEN THROUGH HIGH SCHOOL



OKLAHOMA STATE BOARD OF EDUCATION
ADOPTED MARCH 29, 2012

CHAPTER 13

► High School PSYCHOLOGY *Foundations and Formations of Human Development*

Psychology is the study of human social behavior from an individual perspective including the foundations of psychology as an empirical social science, the structure and functions of the brain, human development, and how individuals adapt to their environment. Students will examine principles of motivation, how a person’s culture and society influence the individual, psychological disorders, and the promotion of mental health.

The Common Core History/Social Studies Reading and Writing Literacy Skills are to be integrated throughout all of the content standards and used for instructional delivery of the content.

COMMON CORE STATE STANDARDS READING AND WRITING LITERACY IN HISTORY/SOCIAL STUDIES

The Common Core State Standards Reading and Writing Literacy Standards for Literacy in History/Social Studies in the high school contain two grade bands, 9–10 and 11–12. Since school districts have the option of scheduling high school social studies courses at any grade level 9–12, only the CCSS for Reading and Writing for Grades 9–10 have been included in each high school Social Studies course. If a course is taught at the 11th or 12th grade level, then the CCSS for Reading and Writing Grades 11–12 must be used for social studies literacy instruction. A copy of the CCSS for Reading and Writing Grades 11–12 are found in Appendix C.

Celebrate Freedom Week

In order to educate Oklahoma students about the sacrifices made for freedom on behalf of the country and the values on which this country was founded, November 11 has been designated “Veterans Day,” and the week in which November 11 falls has been designated “Celebrate Freedom Week” for the public schools of Oklahoma. As part of a social studies class, during Celebrate Freedom Week or during another full school week as determined by the local board of education, appropriate instruction concerning the intent, meaning, and importance of the *Declaration of Independence* and the *United States Constitution*, including the *Bill of Rights*, in their historic contexts shall occur.

The study of the *Declaration of Independence* is to include the study and the relationship of ideas expressed in that document to subsequent American history

Students in Grades 3–12 shall study and recite the following from the “social contract” selection of the *Declaration of Independence*:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

The board of education of each public school district shall ensure that each school in its district will on Veterans Day conduct and observe an appropriate Veterans Day Assembly program of at least one class period that remembers and honors American veterans.

PROCESS AND LITERACY SKILLS

**Process and Literacy Standard 1: Reading Skills.
The student will develop and demonstrate social studies Common Core reading literacy skills.**

A. Key Ideas and Details

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.
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.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

B. Craft and Structure

4. 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 science.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view 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.

C. Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

D. Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.

A. Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
 - e. Establish and maintain a formal style and objective

tone while attending to the norms and conventions of the discipline in which they are writing.

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement)

B. Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, 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.

C. Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects 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.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

D. Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

CONTENT SKILLS

Content Standard 1: The student will examine the foundations of psychology and its origins as a separate social science discipline.

1. Analyze the definition of psychology in the context of psychology as an empirical science and the major approaches to psychology including behavioral, psychoanalytical, cognitive, and humanistic.
2. Evaluate the origins of psychology based on significant historic figures including Wilhelm Wundt, William James, John B. Watson, and Karen Horney.
3. Classify the various subfields in psychology including vocational applications such as counseling, industrial, clinical, experimental, and educational psychology.

Content Standard 2: The student will examine the development of psychology as an empirical science by describing the scientific method, explaining research strategies and identifying ethical issues.

1. Describe the scientific method as the framework for research and apply the principles of research design to an appropriate experiment.
2. Compare and contrast quantitative and qualitative research strategies including experiments, surveys, focus groups, and narratives as the foundation of research in psychology.
3. Identify ethical standards psychologists must address regarding research with human and non-human participants.
4. Explore the various modes of psychological testing including personality, intelligence, and projective while assessing the reliability of each.

Content Standard 3: The student will investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior.

1. Identify and describe the structure and function of the brain including the hypothalamus, prefrontal lobe, corpus callosum, hemispheres, and amygdala.
2. Examine the structure and function of the nervous and endocrine system and how they affect behavior.
3. Identify the parts of a neuron and explain neurotransmission including the role and impact of various neurotransmitters.
4. Explain the processes of sensation and perception, as well as the capabilities and limitations of sensory processes

including the visual, auditory, kinesthetic, olfactory, and gustatory sensory systems.

5. Describe the interaction of a person and the environment in determining perception including Gestalt principles and how one’s experiences and expectations influence perception.
6. Identify various states of consciousness including sleep and dreams, hypnosis, meditation, and psychoactive drugs.

Content Standard 4: The student will analyze physical, social, emotional, moral, and cognitive development from conception through the latter stages of adulthood.

1. Explain the interaction of environmental and biological factors in human development including the role of the brain in all aspects of development.
2. Compare the theories of Jean Piaget, Sigmund Freud, Lawrence Kohlberg, Carl Jung, and Erik Erikson regarding human development.

Content Standard 5: The student will understand how organisms adapt to their environment through learning and cognition.

1. Identify and explain the major theories of learning including Ivan Pavlov’s classical conditioning, B.F. Skinner’s, and Albert Bandura’s Operant conditioning, and Bandura’s observational learning.
2. Describe the process, organization, and factors that influence memory and recall.
3. Analyze strategies and impediments involved in problem solving and decision making and how this knowledge could be applied to daily life.

Content Standard 6: The student will understand the principles of motivation and emotion.

1. Compare the predominant theories of motivation and emotion including the biological, social-cognitive, humanistic, and cultural theories.
2. Analyze the biological and environmental influences on positive and negative emotion.

Content Standard 7: The student will understand how society and culture influence a person’s behavior and mental processes.

1. Evaluate the factors that lead to conformity, obedience, and nonconformity as demonstrated in experiments including the Stanford Prison Experiment, Milgram Experiment, or Solomon Asch’s studies.

2. Explain how bias, discrimination, and use of stereotypes influence behavior with regard to gender, race, sexual orientation, and ethnicity as demonstrated in the studies of the Brown Eyed/Blue Eyed Experiment and the Clark Doll Experiment.
3. Examine influences on aggression and conflict including the factors associated with the bystander effect as demonstrated in such cases as the Kitty Genovese murder.

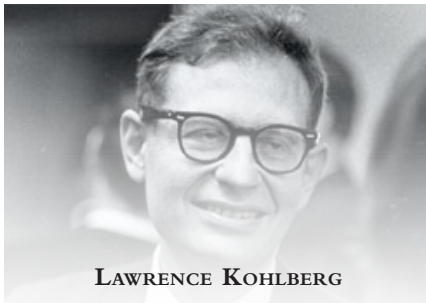
Content Standard 8: The student will examine how psychological disorders are diagnosed, classified and treated.

1. Analyze the methods of determining abnormal behavior and the tools used to diagnose and classify disorders.

2. Describe symptoms and causes of major categories of psychological disorders including schizophrenic, mood, anxiety, personality, somatoform, and dissociative disorders.
3. Compare available treatment options and how they evolved through history and among different cultures.

Content Standard 9: The student will evaluate the many factors that promote mental health.

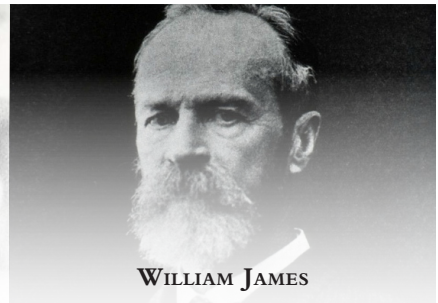
1. Identify and explain potential sources of stress, effects of stress, and various coping strategies for dealing with stress.
2. Describe the characteristics of and factors that promote resilience and optimism.
3. Analyze the relationship between psychological health and physiological health.



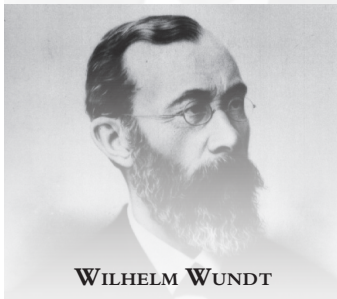
LAWRENCE KOHLBERG



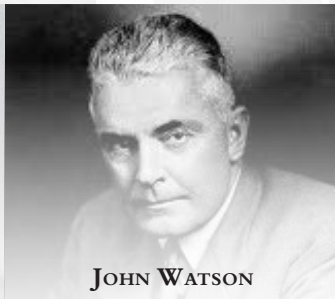
JEAN PIAGET



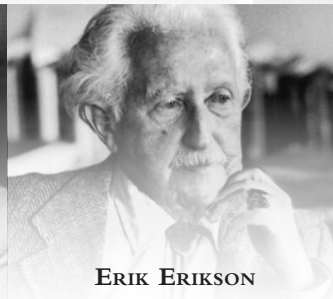
WILLIAM JAMES



WILHELM WUNDT



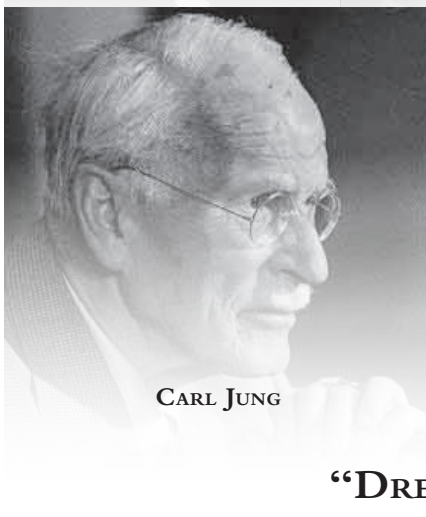
JOHN WATSON



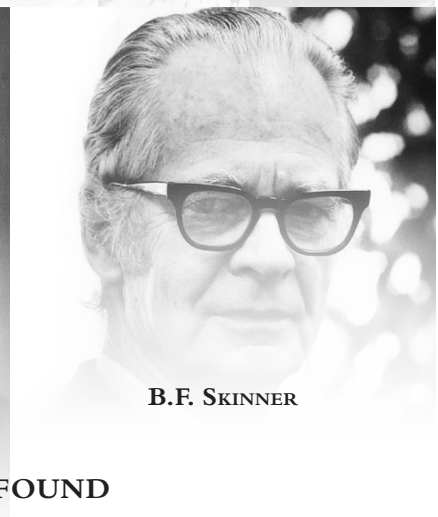
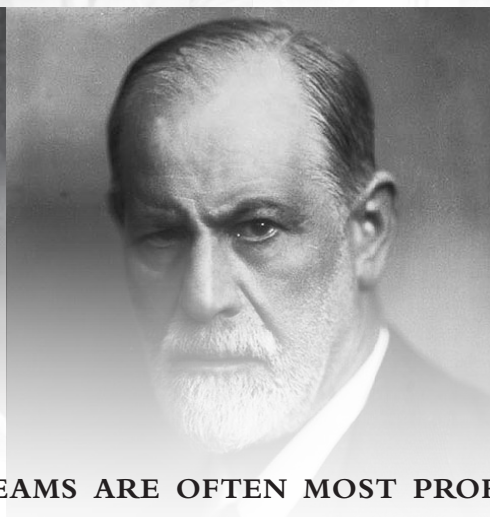
ERIK ERIKSON



KAREN HORNEY



CARL JUNG



B.F. SKINNER

**“DREAMS ARE OFTEN MOST PROFOUND
WHEN THEY SEEM THE MOST CRAZY.”**

SIGMUND FREUD