# 9-12 Psychology

|  |  |
| --- | --- |
| **Inquiry Anchor Standard** | **Inquiry Standard** |
| **Constructing Compelling Questions** | **SS.9-12.1.** Create compelling questions representing key ideas within the disciplines. |
| **Constructing Supporting Questions** | **SS.9-12.2.** Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge. |
| **Gathering and Evaluating Sources** | **SS.9-12.3.** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. |
| **SS.9-12.4.** Evaluate the credibility of a source by examining how experts value the source. |
| **Developing Claims and Using Evidence** | **SS.9-12.5.** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. |
| **SS.9-12.6.** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. |
| **Communicating and Critiquing Conclusions** | **SS.9-12.7.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. |
| **SS.9-12.8.** Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose. |
| **SS.9-12.9.** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies. |
| **SS.9-12.10.** Critique the use of claims and evidence in arguments for credibility. |
| **Taking Informed Action** | **SS.9-12.11.** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. |
| **SS.9-12.12.** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts. |

## 9-12 Behavioral Sciences

The behavioral sciences standards are laid out into two strands- psychology and sociology, giving districts flexibility to choose to focus on one or both strands. The goal is to encourage students to see, think, and act, in ways that reflect the paradigm of behavioral scientists. In addition, these standards provide a rigorous framework to prepare students for work in the behavioral sciences.

|  |  |
| --- | --- |
| **Content Anchor Standard** | **9-12 Psychology Strand** |
| **Recognize the Interaction and Influence Between Individuals and Various Groups** | **\*\*SS-Psy.9-12.13.** Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world. |
| **\*\*SS-Psy.9-12.14.** Examine how an individual’s involvement in a collective group can influence their individual thoughts and behaviors. |
| **SS-Psy.9-12.15.** Analyze the influence different individual members of a group can have on the collective thought and behavior of the group as a whole. |
|
| **Examine Factors that Led to Continuity and Change in Human and Group Behavioral** | **SS-Psy.9-12.16.** Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. |
| **\*\*SS-Psy.9-12.17.** Demonstrate a basic understanding of the scientific methods that are at the core of psychology. |
| **SS-Psy.9-12.18.** Evaluate and utilize theories and methodologies, necessary to plan, conduct, and especially interpret research results. |
| **SS.Psy.9-12.19.** Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants. |
| **\*\*SS.Psy.9-12.20.** Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.  |
| **Apply Appropriate Research Procedures and Skills of a Behavioral Scientist** | **SS.Psy.9-12.21.** Explain how the validity and reliability of observations and measurements relate to data analysis. |
| **\*\*SS.Psy.9-12.22.** Apply the major theoretical approaches and perspectives in behavioral science to our daily lives and civic engagement. |
| **\*\*SS.Psy.9-12.23.** Assess issues and problems within our society using behavioral science knowledge, and develop ethical solutions to address those issues. |