

Houghton Mifflin Harcourt
Psychology ©2018

correlated to the

Indiana Academic Standards for Social Studies (2020)
Psychology

| Standard | Descriptor | Citations |
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| Psychology | | |
| Standard 1: Students discuss the history of psychology and its development as an empirical science by understanding the scientific method, explaining research strategies and identifying ethical issues. | | |
| History and Scientific Method | | |
| P.1.1 | Define psychology as a discipline and identify its goals as a science. | SE/TE: S22, 2–3, 4–7, 9–14, 16–21, 22–26, 29, 50, 62, 154, 270, 275, 360, 385, 415, 468, 558, 612 TE Only: 10, 20, 468 |
| P.1.2 | Explain how scientific methodology has been used in psychological research in the past and present. | SE/TE: 6–8, 18–19, 21, 32–33, 35–37, 39, 45–48, 275, 608 TE Only: 33, 36, 45, 52 |
| P.1.3 | Compare and contrast descriptive and experimental research methods and decide when to use each method. | SE/TE: 6, 35, 39–42, 44–48, 52–54 |
| P.1.4 | Create hypotheses pertaining to the interaction between independent and dependent variables and articulate the difference between experimental and control groups. | SE/TE: 33, 35, 52, 150–151, 182–183, 208–209, 584–585, 608–609 TE Only: 56, 168 |
| P.1.5 | Distinguish between scientific and nonscientific research. | SE/TE: 2–3, 34, 422 |
| P.1.6 | Describe the key concepts of the ethical guidelines as applied by the American Psychological Association regarding the use of human and non-human animal subjects. Explain the role of human subjects review boards. | SE/TE: 51, 55–57, 150–151, 156–157, 608–609, R13, R22–R33 TE Only: 55, 56 |
| P.1.7 | Describe the differences between quantitative and qualitative research strategies. Differentiate between correlation and causation. | SE/TE: S18–S21, 48–49 |

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| P.1.8 | Define correlation coefficients and explain their appropriate interpretation. | SE/TE: S21 |
| P.1.9 | Analyze human behavior from modern day perspectives in psychology. | SE/TE: 7–8, 22–26, 135, 365–367, 369–371, 374–378, 380–384, 386–387, 454–458, 508–509, 511–513, 517–518, 522–523, 526–527, 602–606 TE Only: 135, 382, 522 |
| Standard 2: Students investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior. | | |
| Biological Bases for Behavior | | |
| P.2.1 | Describe the structure and function of the major regions of the brain; specifically the forebrain, hindbrain, midbrain, and the four lobes. | SE/TE: 73–77, 90–91 TE Only: 74 |
| P.2.2 | Compare and contrast between the left and right hemispheres of the brain and identify how vision, motor, language, and other functions are regulated by each hemisphere. | SE/TE: 72, 75–77, 90–91, 96–99, 106, 116–121, 122–123, 454–455 |
| P.2.3 | Describe the structure and function of the neuron and describe the basic process of neural transmission. | SE/TE: 67–69 TE Only: 68 |
| P.2.4 | Compare and contrast the methods for studying the brain. | SE/TE: 8, 77–79, 310 TE Only: 8 |
| P.2.5 | Identify the major divisions and subdivisions of the nervous system and describe how they function. | SE/TE: 67–71, 97–99, 102–105, 107–109, 111–114 TE Only: 70 |
| P.2.6 | Analyze the structure and function of the endocrine system and its effect on human behavior. | SE/TE: 80–83, 369–370, 455, 480, 602 TE Only: 82 |
| P.2.7 | Analyze the effect of neurotransmitters on human behavior. | SE/TE: 68–69, 513 TE Only: 68, 69 |
| Standard 3: Students understand the process of how humans grow, learn, and adapt to their environment from conception to death. | | |
| Development | | |
| P.3.1 | Explain the role of prenatal and postnatal development on human development. | SE/TE: 82–83, 279–282, 286, 300–301, 455 |

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| P.3.2 | Explain the physical, motor, and perceptual development of infants. | SE/TE: 279–282, 285–287, 295, R8, R11 |
| P.3.3 | Understand the physical, motor, and cognitive development of children. | SE/TE: 195, 197, 205–206, 237–240, 242–243, 263, 278–280, 283, 286–292, 294–297 TE Only: 286 |
| P.3.4 | Describe the physical, cognitive, and moral changes that occur during adolescence. Apply Kohlberg’s stages of moral development. | SE/TE: 82–83, 297–299, 306–309, 310, 312–314, 315–318 TE Only: 307, 317 |
| P.3.5 | Understand the major physical, cognitive, and social issues that accompany adulthood and aging. | SE/TE: 82–83, 264, 330–331, 332–337, 338–342, 344–349, 350, 351–354, 356–357 |
| P.3.6 | Explain how nature and nurture influence human development. | SE/TE: 84–88, 262–264, 275–276, 287–292, 300–301, 344–345, R21 TE Only: 86, 262, 275 |
| P.3.7 | Describe the theories of various developmental psychologists including Piaget and Freud | SE/TE: 276–277, 294–299, 316–318, 333, 339, 348, 399–400, 402–403, R8 TE Only: 296, 297, 317, 400, 402 |
| Standard 4: Students understand how organisms adapt to their environment through learning, information processing, and memory development. | | |
| Cognition | | |
| P.4.1 | Explain the process of learning, including principles of operant, classical, and observational. | SE/TE: 156–157, 158–162, 164–171, 172–176, 177, R2–R3, R6 TE Only: 167, 168, 169, 170 |
| P.4.2 | Differentiate between learning, reflexes, and fixed-action patterns. | SE/TE: 279–280, 365–366 |
| P.4.3 | Explain the concept of learned helplessness. | SE/TE: 512–513, R15 |
| P.4.4 | Describe the processes of memory, including encoding, storage, and retrieval. | SE/TE: 76, 190–194, 195, 202–204 |
| P.4.5 | Differentiate between the three different stages of memory, including sensory, short-term, and long-term. | SE/TE: 196–200, 202 |
| P.4.6 | Identify the factors that interfere with memory. | SE/TE: 68–69, 74–75, 91, 194, 198, 202, 204–206 |

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| P.4.7 | Evaluate various strategies that can be used to improve memory. | SE/TE: 190–192, 198–199, 206–207, 208–209 TE Only: 209 |
| P.4.8 | Compare and contrast between explicit and implicit memory. | SE/TE: 189 |
| P.4.9 | Discuss the obstacles and strategies involved in problem solving. | SE/TE: 216–218, 220–228, 230–233, 242–243 TE Only: 221, 222, 225, 231 |
| P.4.10 | Identify key psychologists in the fields of learning and cognition, including Pavlov and Skinner, and explain the impact of their contributions. | SE/TE: 156–157, 159–161, 165, 171, 173, 219, 249–251, 253 – 254, 406–407, R2–R3, R6, R12 TE Only: 197, 235, 250, 407 |
| P.4.11 | Describe language development in humans. | SE/TE: 234–240, 242–243 |
| Standard 5: Students recognize that personality is the distinctive and relatively stable pattern of behaviors, thoughts, motives, and emotions. Students also identify the different types and functions of assessment instruments. | | |
| Personality, Assessment, and Stress | | |
| P.5.1 | Identify the major psychologists involved in the study of personality and describe the main characteristics of their theories. | SE/TE: 393–395, 396–403, 405–408, 410–412, 416–417 TE Only: 393, 397, 399, 401, 402, 407, 411 |
| P.5.2 | Distinguish between objective and projective techniques of personality assessment and give examples of each. | SE/TE: 420–421, 423–425, 431–435, 440–441 |
| P.5.3 | Distinguish between stress and distress. | SE/TE: 472–474 |
| P.5.4 | Identify environmental factors that lead to stress. | SE/TE: 472–476, 491, 492–493 TE Only: 474, 475, 491 |
| P.5.5 | Explain Hans Seyle’s General Adaptation Syndrome (GAS). | SE/TE: 480 |
| P.5.6 | Evaluate the influences of variables, such as culture, family and genetics, on personality development and identify the psychologists associated with each. | SE/TE: 84, 86–88, 393, 406–408, 411–414, 449–451, 452, 454–458, R14, R21 TE Only: 413 |

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| Standard 6: Students explore the common characteristics of abnormal behavior as well as the influence culture has had on that definition. Students also identify major theories and categories of abnormal behavior. Students discuss characteristics of effective treatment and prevention of abnormal behaviors. | | |
| Abnormal Psychology | | |
| P.6.1 | Describe the characteristics of abnormal behavior. | SE/TE: 499–500 |
| P.6.2 | Explain how both cultural and historical influences have affected the definition of abnormal behavior. | SE/TE: 498, 500, 503, 520–521 TE Only: 503, 520 |
| P.6.3 | Identify and describe the theories of abnormality. | SE/TE: 508–509, 511–513, 517–518, 522–523, 526–527, 540, 545–546 TE Only: 522 |
| P.6.4 | Discuss major categories of abnormal behavior and distinguish which disorders classify with these categories: DSM-IV and DSM-V. | SE/TE: 321–323, 501–502, 504–511, 514, 515–518, 519–522, 524–526, 528–529 TE Only: 293, 508 |
| P.6.5 | Describe availability and appropriateness of various modes of treatment and prevention for people with psychological disorders including a shift in emphasis from confinement to pharmaceuticals. | SE/TE: 149, 322–323, 498, 532–533, 534–538, 539–542, 543, 544–548, 549–552, 553, 554–555 TE Only: 529, 535, 537, 543, 546, 553 |
| Standard 7: Students discuss the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes, and the influence of the group on the individual. | | |
| Socio-Cultural Dimensions of Behavior | | |
| P.7.1 | Understand and identify social norms and how they differ across cultures. | SE/TE: 26, 27, 177, 367, 447, 453, 455–458, 459–462, 463, 464–465, 579, 580–582, 595–596, 607, R16, R20 TE Only: 463, 596 |
| P.7.2 | Explain how perceptions and attitudes develop, including attribution theory, fundamental attribution error, Actor-observer bias, self-serving bias, central vs. peripheral route of persuasion, and cognitive dissonance. | SE/TE: 376–378, 562–565, 567–570, 573–574, 576–579, 584–585, R18 TE Only: 377, 564 |
| P.7.3 | Analyze the studies that lead to current understandings of conformity, obedience, nonconformity, and compliance, including Asch, Milgram, and Zimbardo. | SE/TE: 594–599, 600, 608–609, R9, R13, R17 TE Only: 597, 598 |
| P.7.4 | Explain the concepts of groupthink and group polarization. | SE/TE: 592 |

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| P.7.5 | Discuss the various types of conflict and the processes involved in conflict resolution. | SE/TE: 575, 601 |
| P.7.6 | Explain how stereotypes, prejudice, and discrimination influence behavior. | SE/TE: 27, 219, 256, 318, 444–445, 448–449, 452, 453–458, 459–462, 464–465, 560–561, 571–574, 575 TE Only: 447 |
| Standard 8: Students explore how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist. | | |
| Psychological Thinking | | |
| P.8.1 | Understand the six steps involved in critical thinking; knowledge, comprehension, application, analysis, synthesis, and evaluation. | SE/TE: S1–S15 TE Only: 8, 13, 18, 19, 27, 36, 41, 43, 46, 50, 52, 54, 55, 56, 69, 73, 75, 77, 82, 86, 97, 100, 108, 112, 119, 130, 141, 143, 160, 161, 163, 166, 169, 174, 179, 189, 193, 195, 198, 199, 202, 209, 216, 221, 225, 232, 238, 243, 253, 259, 280, 283, 285, 287, 289, 295, 296, 297, 298, 312, 316, 319, 321, 323, 340, 341, 346, 350, 353, 355, 360, 369, 376, 377, 380, 382, 393, 397, 400, 401, 410, 411, 412, 427, 430, 432, 433, 450, 452, 455, 457, 468, 473, 474, 483, 501, 507, 508, 514, 517, 520, 525, 526, 536, 543, 550, 551, 553, 558, 578, 581, 585, 604, 605 |
| P.8.2 | Locate and analyze primary sources of landmark experiments in psychology and other counter arguments. | SE/TE: 359, 389, 419, 495, R2–R21 TE Only: 52, 341, 350 |
| P.8.3 | Construct a testable hypothesis and apply the principles of research design to an appropriate experiment. | SE/TE: 150–151, 208–209, 584–585, 608–609 TE Only: 56, 59, 168, 491, 577 |
| Grades 9–10: Learning Outcome for Literacy in History/Social Studies Learning | | |
| LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences. | | |
| 9-10.LH.1.1 | Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10. | SE/TE: 7, 14, 26, 30–31, 37, 42, 49, 57, 60–61, 71, 79, 83, 88, 92–93, 99, 105, 109, 114, 121, 124–125, 131, 137, 142, 149, 152–153, 162, 171, 176, 181, 184–185, 194, 200, 207, 210–211, 218, 228, 233, 240, 244–245, 251, 256, 260, 264, 268–269, 277, 282, 292, 299, 302–303, 309, 314, 318, 325, 328–329, 337, 342, 349, 354, 358–359, 367, 372, 378, 384, 388–389, 395, 403, 408, 414, 418–419, 425, 429, 435, 439, 442–443, 451, 458, 462, 466–467, 476, 481, 486, 490, 494–495, 502, 513, 518, 523, 527, 530–531, 538, 542, 548, 552, 556–557, 565, 570, 574, 579, 583, 586–587, 593, 599, 606, 610–611 |

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| 9-10.LH.1.2 | Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences. | SE/TE: 30–31, 60–61, 92–93, 124–125, 152–153, 184–185, 210–211, 244–245, 268–269, 302–303, 328–329, 358–359, 388–389, 418–419, 442–443, 466–467, 494–495, 530–531, 556–557, 586–587, 610–611 |
| Key Ideas and Textual Support (Reading) | | |
| LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills. | | |
| 9-10.LH.2.1 | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. | SE/TE: S9–S10, S14 |
| 9-10.LH.2.2 | 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. | SE/TE: S1, S15, 7, 14, 26, 37, 42, 49, 57, 71, 79, 83, 88, 99, 105, 109, 114, 121, 131, 137, 142, 149, 162, 171, 176, 181, 194, 200, 207, 218, 228, 233, 240, 251, 256, 260, 264, 277, 282, 292, 299, 309, 314, 318, 325, 337, 342, 349, 354, 367, 372, 378, 384, 395, 403, 408, 414, 425, 429, 435, 439, 451, 458, 462, 476, 481, 486, 490, 502, 513, 518, 523, 527, 538, 542, 548, 552, 565, 570, 574, 579, 583, 593, 599, 606 |
| 9-10.LH.2.3 | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. | SE/TE: S2, xxii–xxiii |
| Structural Elements and Organization (Reading) | | |
| LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose. | | |
| 9-10.LH.3.1 | 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 studies. | SE/TE: 4, 9, 16, 22, 30, 34, 38, 44, 51, 60, 66, 72, 80, 84, 92, 96, 101, 106, 111, 115, 124, 128, 132, 139, 144, 152, 158, 164, 172, 178, 184, 188, 196, 201, 210, 214, 220, 229, 234, 244, 248, 252, 257, 261, 268, 274, 278, 284, 294, 302, 306, 311, 315, 320, 328, 332, 338, 343, 351, 358, 364, 368, 375, 379, 388, 392, 396, 405, 409, 418, 422, 426, 431, 436, 442, 446, 453, 459, 466, 472, 477, 482, 487, 494, 498, 504, 515, 519, 524, 530, 534, 539, 544, 549, 556, 562, 567, 571, 576, 580, 586, 590, 594, 601, 610 |
| 9-10.LH.3.2 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. | SE/TE: S2–S3 |
| 9-10.LH.3.3 | Compare the perspectives 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. | SE/TE: S15, 30, 60, 92, 124, 152, 184, 210, 244, 268, 302, 328, 358, 388, 418, 442, 466, 494, 530, 556, 586, 610 |

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| Synthesis and Connection of Ideas (Reading) | | |
| LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims. | | |
| 9-10.LH.4.1 | Integrate quantitative or technical analysis (Examples: charts, research data) with qualitative analysis in print or digital text. | SE/TE: S5–S8, 10, 20, 25, 31, 36, 41, 53–55, 67–69, 74, 77, 81, 83, 85–86, 93, 97, 102–103, 105, 107–108, 113, 116–117, 119, 120–121, 130, 133, 136, 141, 147, 153, 159–160, 166, 167, 169, 179, 190, 193, 203, 211, 216, 222, 231, 238, 250, 253, 255–256, 258, 269, 280–281, 287–288, 290, 295, 296, 298, 303, 307–308, 317, 324, 329, 333, 339, 342, 345, 348, 367, 369–370, 377, 383, 393–394, 399, 402, 407, 413, 424, 433, 435, 448, 457, 467, 473–474, 475, 488, 501, 508, 525, 531, 536, 537, 547, 568, 572, 592, 598, 611 |
| 9-10.LH.4.2 | Assess the extent to which the reasoning and evidence in a text support the author’s claims. | SE/TE: S14 |
| 9-10.LH.4.3 | Analyze the relationships among primary and secondary sources on the same topic. | SE/TE: S15, 30, 60, 92, 124, 152, 184, 210, 244, 268, 302, 328, 358, 388, 418, 442, 466, 494, 530, 556, 586, 610 |
| Writing Genres (Writing) | | |
| LH.5: Write for different purposes and to specific audiences or people. | | |
| 9-10.LH.5.1 | Write arguments focused on discipline-specific content. | SE/TE: 93, 245, 443 |
| 9-10.LH.5.2 | Write informative texts, including analyses of historical events. | SE/TE: 30–31, 60–61, 92, 124–125, 152–153, 184–185, 210–211, 244, 268–269, 302–303, 328, 358–359, 388–389, 418–419, 442, 466–467, 494–495, 530–531, 556–557, 586–587, 610–611 |
| The Writing Process (Writing) | | |
| LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others. | | |
| 9-10.LH.6.1 | Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. | SE/TE: 30–31, 60–61, 92–93, 124–125, 152–153, 184–185, 210–211, 244–245, 268–269, 302–303, 328–329, 358–359, 388–389, 418–419, 442–443, 466–467, 494–495, 530–531, 556–557, 586–587, 610–611 |
| 9-10.LH.6.2 | Use technology 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. | SE/TE: 30–31, 60–61, 92–93, 124–125, 152–153, 184–185, 210–211, 244–245, 268–269, 302–303, 328–329, 358–359, 388–389, 418–419, 442–443, 466–467, 494–495, 530–531, 556–557, 586–587, 610–611 |

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| The Research Process (Writing) | | |
| LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research. | | |
| 9-10.LH.7.1 | Conduct short as well as more sustained research assignments and tasks 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. | SE/TE: 30, 60, 92, 124, 152, 184, 210, 244, 268, 302, 328, 358, 388, 418, 442, 466, 494, 530, 556, 586, 610 |
| 9-10.LH.7.2 | Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: APA or Chicago). | SE/TE: S9–S10, S14, 30, 60, 92, 124, 152, 184, 210, 244, 268, 302, 328, 358, 388, 418, 442, 466, 494, 530, 556, 586, 610 |
| 9-10.LH.7.3 | Draw evidence from informational texts to support analysis, reflection, and research. | SE/TE: S9–S10, S14, 30, 60, 92, 124, 152, 184, 210, 244, 268, 302, 328, 358, 388, 418, 442, 466, 494, 530, 556, 586, 610 |
| Grades 11–12: Learning Outcome for Literacy in History/Social Studies Learning | | |
| LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences. | | |
| 11-12.LH.1.1 | Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. | SE/TE: 7, 14, 26, 30–31, 37, 42, 49, 57, 60–61, 71, 79, 83, 88, 92–93, 99, 105, 109, 114, 121, 124–125, 131, 137, 142, 149, 152–153, 162, 171, 176, 181, 184–185, 194, 200, 207, 210–211, 218, 228, 233, 240, 244–245, 251, 256, 260, 264, 268–269, 277, 282, 292, 299, 302–303, 309, 314, 318, 325, 328–329, 337, 342, 349, 354, 358–359, 367, 372, 378, 384, 388–389, 395, 403, 408, 414, 418–419, 425, 429, 435, 439, 442–443, 451, 458, 462, 466–467, 476, 481, 486, 490, 494–495, 502, 513, 518, 523, 527, 530–531, 538, 542, 548, 552, 556–557, 565, 570, 574, 579, 583, 586–587, 593, 599, 606, 610–611 |
| 11-12.LH.1.2 | Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences. | SE/TE: 31, 61, 93, 125, 153, 185, 211, 245, 269, 303, 329, 359, 389, 419, 443, 467, 495, 531, 557, 587, 611 |
| Key Ideas and Textual Support (Reading) | | |
| LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills. | | |

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| 11-12.LH.2.1 | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. | SE/TE: S9–S10, S14 |
| 11-12.LH.2.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. | SE/TE: S1, S15, 7, 14, 26, 37, 42, 49, 57, 71, 79, 83, 88, 99, 105, 109, 114, 121, 131, 137, 142, 149, 162, 171, 176, 181, 194, 200, 207, 218, 228, 233, 240, 251, 256, 260, 264, 277, 282, 292, 299, 309, 314, 318, 325, 337, 342, 349, 354, 367, 372, 378, 384, 395, 403, 408, 414, 425, 429, 435, 439, 451, 458, 462, 476, 481, 486, 490, 502, 513, 518, 523, 527, 538, 542, 548, 552, 565, 570, 574, 579, 583, 593, 599, 606 |
| 11-12.LH.2.3 | Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. | SE/TE: S2, xxii–xxiii |
| Structural Elements and Organization (Reading) | | |
| LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose. | | |
| 11-12.LH.3.1 | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: how Madison defines faction in Federalist No. 10). | SE/TE: 4, 9, 16, 22, 30, 34, 38, 44, 51, 60, 66, 72, 80, 84, 92, 96, 101, 106, 111, 115, 124, 128, 132, 139, 144, 152, 158, 164, 172, 178, 184, 188, 196, 201, 210, 214, 220, 229, 234, 244, 248, 252, 257, 261, 268, 274, 278, 284, 294, 302, 306, 311, 315, 320, 328, 332, 338, 343, 351, 358, 364, 368, 375, 379, 388, 392, 396, 405, 409, 418, 422, 426, 431, 436, 442, 446, 453, 459, 466, 472, 477, 482, 487, 494, 498, 504, 515, 519, 524, 530, 534, 539, 544, 549, 556, 562, 567, 571, 576, 580, 586, 590, 594, 601, 610 |
| 11-12.LH.3.2 | Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. | SE/TE: S2–S3 |
| 11-12.LH.3.3 | Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. | SE/TE: S15, 30, 60, 92, 124, 152, 184, 210, 244, 268, 302, 328, 358, 388, 418, 442, 466, 494, 530, 556, 586, 610 |
| Synthesis and Connection of Ideas (Reading) | | |
| LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims. | | |
| 11-12.LH.4.1 | Integrate and evaluate multiple sources of information | SE/TE: S5–S8, 10, 20, 25, 31, 36, 41, 53–55, 67–69, 74, 77, 81, 83, 85– |

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| | presented in diverse formats and media (Examples: visually, quantitatively, as well as in words) in order to address a question or solve a problem. | 86, 93, 97, 102–103, 105, 107–108, 113, 116–117, 119, 120–121, 130, 133, 136, 141, 147, 153, 159–160, 166, 167, 169, 179, 190, 193, 203, 211, 216, 222, 231, 238, 250, 253, 255–256, 258, 269, 280–281, 287–288, 290, 295, 296, 298, 303, 307–308, 317, 324, 329, 333, 339, 342, 345, 348, 367, 369–370, 377, 383, 393–394, 399, 402, 407, 413, 424, 433, 435, 448, 457, 467, 473–474, 475, 488, 501, 508, 525, 531, 536, 537, 547, 568, 572, 592, 598, 611 |
| 11-12.LH.4.2 | Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. | SE/TE: S14 |
| 11-12.LH.4.3 | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. | SE/TE: S15, 30, 60, 92, 124, 152, 184, 210, 244, 268, 302, 328, 358, 388, 418, 442, 466, 494, 530, 556, 586, 610 |
| Writing Genres (Writing) | | |
| LH.5: Write for different purposes and to specific audiences or people. | | |
| 11-12.LH.5.1 | Write arguments focused on discipline-specific content. | SE/TE: 93, 245, 443 |
| 11-12.LH.5.2 | Write informative texts, including analyses of historical events. | SE/TE: 30–31, 60–61, 92, 124–125, 152–153, 184–185, 210–211, 244, 268–269, 302–303, 328, 358–359, 388–389, 418–419, 442, 466–467, 494–495, 530–531, 556–557, 586–587, 610–611 |
| The Writing Process (Writing) | | |
| LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others. | | |
| 11-12.LH.6.1 | Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. | SE/TE: 30–31, 60–61, 92–93, 124–125, 152–153, 184–185, 210–211, 244–245, 268–269, 302–303, 328–329, 358–359, 388–389, 418–419, 442–443, 466–467, 494–495, 530–531, 556–557, 586–587, 610–611 |
| 11-12.LH.6.2 | Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | SE/TE: 30–31, 60–61, 92–93, 124–125, 152–153, 184–185, 210–211, 244–245, 268–269, 302–303, 328–329, 358–359, 388–389, 418–419, 442–443, 466–467, 494–495, 530–531, 556–557, 586–587, 610–611 |
| The Research Process (Writing) | | |
| LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research. | | |
| 11-12.LH.7.1 | Conduct short as well as more sustained research | SE/TE: 30, 60, 92, 124, 152, 184, 210, 244, 268, 302, 328, 358, 388, 418, |

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| Standard | Descriptor | Citations |
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| | assignments and tasks 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. | 442, 466, 494, 530, 556, 586, 610 |
| 11-12.LH.7.2 | Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: APA or Chicago). | SE/TE: S9–S10, S14, 30, 60, 92, 124, 152, 184, 210, 244, 268, 302, 328, 358, 388, 418, 442, 466, 494, 530, 556, 586, 610 |
| 11-12.LH.7.3 | Draw evidence from informational texts to support analysis, reflection, and research. | SE/TE: S9–S10, S14, 30, 60, 92, 124, 152, 184, 210, 244, 268, 302, 328, 358, 388, 418, 442, 466, 494, 530, 556, 586, 610 |