
ILLINOIS LICENSURE TESTING SYSTEM

FIELD 248: SOCIAL SCIENCE: PSYCHOLOGY TEST FRAMEWORK

January 2017

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ILLINOIS LICENSURE TESTING SYSTEM

FIELD 248: SOCIAL SCIENCE: PSYCHOLOGY

TEST FRAMEWORK

January 2017

Subarea	Range of Objectives
I. Social Science Foundational Skills	0001–0003
II. Social Science Foundational Knowledge	0004–0009
III. Human Development and Behavior	0010–0012
IV. Personality, Mental Health, and Social Behavior	0013–0016

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Social Science Foundational Skills
Social Science Foundational Knowledge
Human Development and Behavior
Personality, Mental Health, and Social Behavior

SUBAREA I—SOCIAL SCIENCE FOUNDATIONAL SKILLS

0001 Understand basic sources, tools, and methods of social science inquiry and interdisciplinary connections among the social sciences.

For example:

- Demonstrate knowledge of the characteristics and uses of various types of source materials and tools of social science inquiry.
- Apply knowledge of the methods social scientists use to investigate and answer questions about the human experience and the methods and technologies used to gather and analyze social science data from multiple sources.
- Recognize appropriate research questions and apply knowledge of procedures for interpreting research results and for organizing and presenting research findings in an appropriate format.
- Apply knowledge of ethical practices for conducting research and interpreting findings.
- Apply knowledge of the structures, purposes, and methodologies within the social science disciplines.
- Analyze connections among history, geography, political science, economics, and the behavioral sciences; relationships between the social sciences and other learning areas; and interdisciplinary approaches to social science instruction.
- Apply knowledge of approaches for teaching students how to use basic sources, tools, and methods of social science inquiry and make connections among the social sciences and with other learning areas, including using grade-level-appropriate literature and resources, instructional resources and technologies, and assessment instruments and approaches that meet the diverse needs of learners.

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0002 Understand the use of analysis, interpretation, and evaluation in social science inquiry and basic historical concepts.

For example:

- Demonstrate knowledge of the strengths and limitations of primary and secondary sources of evidence (e.g., documents, artifacts, Internet), the importance of using multiple credible sources before reaching a conclusion or making an interpretation, and how to assess the credibility and authority of sources and research findings.
- Distinguish between fact and conjecture, fact and interpretation, and evidence and assertion, and recognize the value of informed opinion based on systematic analysis of evidence.
- Recognize the complexity of causation, analyze cause-and-effect relationships, distinguish between causation and correlation, compare and contrast competing narratives and multiple perspectives, and critique conclusions.
- Identify the central concepts addressed in a narrative and draw inferences and summarize information from a variety of sources.
- Compare and contrast alternative interpretations and points of view in the social sciences.
- Apply knowledge of the tentative nature of interpretation in the social sciences, the role of culture in interpretation, and differences among perspectives in the social sciences.
- Interpret and evaluate information presented in various formats (e.g., maps, charts, tables, other graphic representations).
- Apply knowledge of basic historical concepts (e.g., chronological thinking, periodization, cause-and-effect relationships, historical succession and duration, patterns of continuity and change, historical context).
- Apply knowledge of approaches for teaching students how to use analysis, interpretation, and evaluation in social science inquiry, basic historical concepts, and major historical interpretations, including using grade-level-appropriate literature and resources, instructional resources and technologies, and assessment instruments and approaches that meet the diverse needs of learners.

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0003 Understand the process of reading, and apply knowledge of strategies for promoting students' reading development in the social science classroom.

For example:

- Demonstrate knowledge of the reading process (e.g., the construction of meaning through interactions between a reader's prior knowledge, information in the text, and the purpose of the reading situation), and apply knowledge of strategies for integrating the language arts into social science instruction to support students' reading and concept development (e.g., providing purposeful opportunities for students to read, write about, and discuss content in order to improve their understanding).
- Apply knowledge of strategies that foster reading in the social science classroom (e.g., incorporating relevant literature for adolescents in the curriculum; building and maintaining a classroom library; encouraging students' independent reading, research, and inquiry related to social science).
- Demonstrate knowledge of the role of vocabulary knowledge in supporting students' reading comprehension and concept development, and apply knowledge of strategies for promoting students' discipline-specific vocabulary development (e.g., recognizing structural and/or meaning-based relationships between words, using context clues, distinguishing denotative and connotative meanings of words, interpreting idioms and figurative language, consulting specialized reference materials).
- Apply knowledge of strategies for preparing students to read text effectively and teaching and modeling the use of comprehension strategies before, during, and after reading, including strategies that promote close reading (e.g., breaking down complex sentences, monitoring for comprehension to correct confusions and misunderstandings that arise during reading).
- Apply knowledge of strategies for developing students' ability to comprehend and critically analyze discipline-specific texts, including recognizing organizational patterns unique to informational texts; using graphic organizers as an aid for analyzing and recalling information from texts; analyzing and summarizing an author's argument, claims, evidence, and point of view; evaluating the credibility of sources; and synthesizing multiple sources of information presented in different media or formats.
- Apply knowledge of strategies for evaluating, selecting, modifying, and designing reading materials appropriate to the academic task and students' reading abilities (e.g., analyzing instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors).
- Apply knowledge of strategies for providing continuous monitoring of students' reading progress through observations, work samples, and various informal assessments and for differentiating social science instruction to address all students' assessed reading needs.

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SUBAREA II—SOCIAL SCIENCE FOUNDATIONAL KNOWLEDGE

0004 Understand political concepts, systems, features, and processes in the United States and other world areas.

For example:

- Apply knowledge of the basic functions of government and important concepts used in the study of government and politics (e.g., political socialization, representation, authority).
- Demonstrate knowledge of different types of political systems (e.g., democracy, autocracy, oligarchy, monarchy, totalitarianism), their characteristics, and their significance for different people and regions of the world.
- Demonstrate knowledge of the principles of constitutional government (e.g., separation of powers, checks and balances, individual rights, federalism), the historical development of constitutional government in the United States and Illinois, the sources and functions of law, and the rule of law.
- Demonstrate knowledge of the organization and functions of government at the national, state, and local levels in the United States (e.g., roles of the executive, legislative, and judicial branches; functions of and relationships between national, state, and local governments).
- Analyze how public policy is formulated and implemented in the United States at the local, state, and national levels; the public policy role of each branch of government; factors that influence public policy debates (e.g., interest groups, political parties, public opinion, mass media); public policy formation and implementation in other nations; and differing perspectives on public policy issues.
- Demonstrate knowledge of the rights and responsibilities of citizenship in a democratic society (e.g., rights extended to U.S. citizens through the Bill of Rights and other amendments, role of the U.S. Supreme Court in defining and protecting rights, responsibilities of citizenship and their significance) and how to promote students' civic engagement and social responsibility.
- Analyze the development and implementation of U.S. foreign policy and various influences on U.S. foreign policy.
- Demonstrate knowledge of the functions of major international organizations (e.g., UN, NATO, NGOs, trade alliances) and the influence of international organizations on world affairs.

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- Apply knowledge of approaches for teaching students about political concepts, systems, features, and processes in the United States and other regions of the world, including using various modes of inquiry; grade-level-appropriate literature and resources; social science processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

0005 Understand economic concepts and systems, the operation of the U.S. and world economies, and personal finance.

For example:

- Apply knowledge of basic economic concepts, terms, and theories (e.g., scarcity, opportunity cost, incentives, voluntary exchange, supply and demand theory, characteristics and functions of money, marginal analysis).
- Recognize and compare different types of economic systems (e.g., command, traditional, market, mixed), including factors that influence consumer and producer decisions (e.g., government roles and policies, values and beliefs) and the role of financial institutions in saving, borrowing, and investing in a market economy.
- Demonstrate knowledge of the key components and operation of the U.S. economy (e.g., principles of free enterprise; competition; entrepreneurship; investment; roles of the federal government and the Federal Reserve System and effects of their policies; causes and effects of inflation and unemployment; relationships between households, firms, and government agencies).
- Apply knowledge of personal finance and consumer decision making (e.g., credit, budgeting, insurance, purchasing, influence of advertising) and how to promote students' financial literacy and consumer skills.
- Demonstrate knowledge of international economic structures, processes, and relationships (e.g., specialization, globalization, comparative advantage, economic interdependence, free trade, trade incentives and disincentives, factors affecting economic growth and stability, global effects of resource supply and demand, international economic organizations).
- Apply knowledge of approaches for teaching students about economic concepts and systems, the operation of the U.S. and world economies, and personal finance, including using various modes of inquiry; grade-level-appropriate literature and resources; social science processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

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0006 Understand major developments and patterns of continuity and change in world history.

For example:

- Demonstrate knowledge of the progression from hunter-gatherer societies to agricultural and industrial societies and the evolution and distinctive characteristics of major Asian, African, and American societies and cultures prior to 1500 CE.
- Demonstrate knowledge of the development of ancient and classical civilizations of Africa, the Americas, Asia, and Europe; their major achievements and legacies; and factors contributing to their historical changes.
- Demonstrate knowledge of the origins, central ideas, and historical influences of major religious and philosophical traditions (e.g., Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism).
- Demonstrate knowledge of the Medieval, Renaissance, and Reformation periods, including the social, cultural, political, and economic aspects of each period.
- Demonstrate knowledge of political, religious, scientific, and industrial revolutions from 1450 to 1850 and how these revolutions contributed to social, political, economic, and cultural change.
- Demonstrate knowledge of the culture and ideals of the modern world since the Age of Enlightenment and the origin and impact of capitalism and other economic systems.
- Demonstrate knowledge of nineteenth- and twentieth-century ideologies (e.g., liberalism, republicanism, socialism, Marxism, nationalism, communism, fascism, Nazism) and their global influence; and the causes, major events, and consequences of twentieth-century world wars, the Holocaust, and other examples of genocide.
- Analyze the origins and consequences of cultural encounters (e.g., exploration, imperialism, independence and decolonization); factors and contexts that influenced people's perspectives during different historical eras; the process of cultural diffusion; the effects of religious and ethnic diversity; and changing relations among social classes, ethnic groups, religious denominations, and genders.
- Demonstrate knowledge of environmental factors in human and technological development; the economic and environmental significance of technological changes; the influence of changes in transportation and communication on societies; and the effects of the globalization of the world economy.

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- Apply knowledge of approaches for teaching students about major developments and patterns of continuity and change in different historical eras and regions of the world, including using various modes of inquiry; grade-level-appropriate literature and resources; social science processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

0007 Understand major developments and patterns of continuity and change in U.S. and Illinois history.

For example:

- Demonstrate knowledge of the migration and settlement patterns of people moving to and within the United States and Illinois from prehistory to the present and the interaction and contributions of various peoples in North America.
- Demonstrate knowledge of the origins and development of democracy in the United States, including political ideas that influenced the development of U.S. constitutional government, the evolution of the two-party system, and the development of government and political institutions in Illinois.
- Demonstrate knowledge of the evolution of U.S. foreign policy, relationships between foreign policy and domestic affairs, the emergence of the United States as a world power, and the role of the United States in world affairs (e.g., wars, trade, human rights, alliances, peacekeeping) in the twentieth and twenty-first centuries.
- Analyze the social, economic, and political tensions that led to various conflicts and examine the effects of these conflicts on the United States.
- Analyze causes and effects of major social, political, and economic policies and movements (e.g., abolition, woman's suffrage, immigration, labor, civil rights, Native American rights) in U.S. history.
- Analyze examples of continuity and change in U.S. society, culture, arts, literature, education, religion, and values.
- Demonstrate knowledge of the development of the U.S. and Illinois economies, including the agricultural, industrial, and service sectors; the relationship between geography and economic developments in the United States and Illinois; and the changing role of corporations and labor.
- Demonstrate knowledge of the role of economic and technological change in the transformation of U.S. society, the impact of capitalism and urbanization, and the changing role of the U.S. economy within the global economy.

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- Apply knowledge of approaches for teaching students about major developments and patterns of continuity and change in U.S. and Illinois history, including using various modes of inquiry; grade-level-appropriate literature and resources; social science processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

0008 Understand tools, concepts, and processes of human and physical geography.

For example:

- Demonstrate knowledge of geographic representations, tools, and technologies (e.g., mental and other maps, aerial photography, satellite images, geographic information system [GIS]) and their use in obtaining information about people, places, and environments; making decisions about location; forming public policy; posing and answering questions about spatial distributions and patterns; and solving problems.
- Analyze how culture, cultural change, experience, and technology influence human perceptions and use of places and regions and how places and regions serve as cultural symbols.
- Demonstrate knowledge of the human and physical characteristics of places and regions, the role of human and physical processes in creating different types of places and regions, the effects of changes in places and regions over time, and connections among places and regions.
- Analyze how physical processes and human activities influence spatial distributions, including world population trends, issues, and patterns; the effects of human migration on physical and human systems; and the influence of cooperation and conflict on spatial patterns.
- Analyze the role of science and technology in expanding the human capacity to modify physical and human environments; the functions and spatial arrangements of cities and other human environments; factors influencing spatial patterns and interactions within and among urban, suburban, and rural regions; changes affecting physical and human environments; and the global impact of human action on the physical environment.
- Demonstrate knowledge of the causes and effects of increased global interdependence, including how the spatial distribution of resources affects the location of economic activities and contributes to conflict and cooperation and how international economic issues, opportunities, and problems result from increased global interdependence.

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- Apply knowledge of approaches for teaching students about tools, concepts, and processes of human and physical geography, including using various modes of inquiry; grade-level-appropriate literature and resources; social science processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

0009 Understand concepts, terms, and theories related to human behavior and development, the study of cultures, the structure and organization of human societies, and the processes of social interaction.

For example:

- Demonstrate knowledge of basic psychological concepts (e.g., cognition, development, personality, behavior); psychological perspectives and methods of inquiry; fundamental theories of learning, motivation, and development; cognitive, physiological, emotional, and motivational influences on behavior; and applications of psychological knowledge.
- Demonstrate knowledge of major theories of personality (e.g., psychoanalytic, trait, behaviorist, humanist, social-cognitive); types of psychological disorders; and the physical, cognitive, social, emotional, and moral changes associated with different stages of life.
- Demonstrate knowledge of basic sociological and anthropological concepts (e.g., acculturation, ethnocentrism, cultural relativism, institutions), sociological and anthropological perspectives, and methods of inquiry, and how to apply a behavioral science point of view to general social phenomena and specific social situations.
- Demonstrate knowledge of social organization in various time periods (e.g., ancient, preindustrial, industrial, postindustrial) and how social institutions (e.g., educational, religious), social relationships, social class, social customs, cultural values, and norms influence behavior and life decisions.
- Analyze how common values and beliefs develop within societies; the nature and significance of human unity and cultural diversity; and the roles of tradition, the arts, and social institutions in the development and transmission of culture.
- Demonstrate knowledge of sociological approaches to and perspectives on conformity and deviancy.

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- Apply knowledge of approaches for teaching students about concepts, terms, and theories related to human behavior and development, the study of cultures, the structure and organization of human societies, and the processes of social interaction, including using various modes of inquiry; grade-level-appropriate literature and resources; social science processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

SUBAREA III—HUMAN DEVELOPMENT AND BEHAVIOR

0010 Understand concepts, theories, and processes related to human development and individual differences.

For example:

- Apply knowledge of major theories of cognitive, moral, social, and emotional development (e.g., Piaget, Erikson) and interrelationships between the various domains of development.
- Apply knowledge of physical, cognitive, moral, social, and emotional changes throughout the life span.
- Analyze the interactive influences of heredity and environment (e.g., nature and nurture) on development.
- Demonstrate knowledge of major components, structures, and functions of the nervous system and the endocrine system.
- Apply knowledge of biological, cognitive, environmental, and sociocultural factors that influence individual differences in development and behavior.
- Demonstrate knowledge of how psychologists use psychological theories and concepts to analyze and measure individual differences (e.g., motivation, emotion, intelligence, personality, disorders).
- Apply knowledge of approaches for teaching students about human development and individual differences, including using various modes of inquiry; grade-level appropriate literature and resources; processes, skills, and concepts of psychology; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

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0011 Understand concepts and processes related to sensation, perception, motivation, and emotion.

For example:

- Demonstrate knowledge of the difference between sensation and perception and factors that affect sensation and perception.
- Demonstrate knowledge of how humans organize, interpret, and respond to sensory stimuli and how the brain creates meaning from physical sensations.
- Apply knowledge of major theories of motivation (e.g., Maslow's hierarchy of needs, incentive theory, arousal theory).
- Demonstrate knowledge of internal and external factors affecting motivation (e.g., anxiety, curiosity, locus of control, environment).
- Demonstrate knowledge of eating behavior, sexual behavior, and achievement motivation.
- Apply knowledge of physiological, cognitive, and behavioral aspects of emotions.
- Analyze the effects of motivation and emotion on perception, cognition, and behavior.
- Analyze the influence of biological, cultural, and environmental factors on the interpretation and expression of emotion.
- Apply knowledge of approaches for teaching students about sensation, perception, motivation, and emotion, including using various modes of inquiry; grade-level appropriate literature and resources; processes, skills, and concepts of psychology; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

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0012 Understand concepts, theories, and processes related to learning and cognition, including memory, thinking, language, and intelligence.

For example:

- Apply knowledge of various approaches and theories associated with the study of learning, how learning occurs, and the roles of biology and culture in learning.
- Apply knowledge of the principles of classical and operant conditioning and observational learning.
- Demonstrate knowledge of how information is encoded, stored, and retrieved and the processes used to access information.
- Demonstrate knowledge of factors that interfere with memory and techniques used to improve memory.
- Demonstrate knowledge of the anatomy of the brain, how the brain processes information, and cognitive processes involved in understanding information.
- Apply knowledge of processes and strategies related to decision making, problem solving, and creative thinking.
- Demonstrate knowledge of structural features of language, theories and developmental stages of language acquisition, and language and the brain.
- Demonstrate knowledge of theories of intelligence and intelligence testing.
- Apply knowledge of approaches for teaching students about learning and cognition, including using various modes of inquiry; grade-level appropriate literature and resources; processes, skills, and concepts of psychology; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

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SUBAREA IV—PERSONALITY, MENTAL HEALTH, AND SOCIAL BEHAVIOR

0013 Understand concepts, theories, and processes related to personality.

For example:

- Apply knowledge of various theories and approaches associated with the study of personality (e.g., psychoanalytic, social cognitive, humanistic, trait).
- Apply knowledge of tools used to describe, classify, assess, and interpret personality (e.g., objective and projective tests).
- Analyze how families, groups, peers, communities, and other factors contribute to the construction, revision, and development of self-concept and identity.
- Analyze the role of perception, attitude, values, and beliefs in the development of self-concept and identity.
- Analyze issues related to personality, including stability and change; connections to health and work; and the way in which individualistic and collectivistic cultural perspectives relate to personality.
- Apply knowledge of approaches for teaching students about personality, including using various modes of inquiry; grade-level appropriate literature and resources; processes, skills, and concepts of psychology; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

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0014 Understand concepts related to stress, health, and states of consciousness.

For example:

- Demonstrate knowledge of sources and stages of stress and physiological and psychological reactions to stress.
- Apply knowledge of strategies for coping with stress and anxiety and factors associated with human adjustment and coping in various situations.
- Demonstrate knowledge of different states of consciousness, including phenomena associated with hypnosis and meditation.
- Demonstrate knowledge of the stages and characteristics of sleep, sleep disorders, and theories used to explain and interpret dreams.
- Demonstrate knowledge of types of psychoactive drugs and their effects on individuals.
- Apply knowledge of approaches for teaching students about stress, health, and states of consciousness, including using various modes of inquiry; grade-level appropriate literature and resources; processes, skills, and concepts of psychology; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

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0015 Understand psychological disorders, their characteristics, and their treatment.

For example:

- Apply knowledge of types and characteristics of abnormal behavior and factors that contribute to psychological disorders.
- Apply knowledge of models used to explain abnormal behavior (e.g., biopsychosocial model, medical model) and processes and challenges associated with the diagnosis of psychological disorders.
- Analyze factors that contribute to and damage mental health and issues in contemporary society (e.g., political, social, economic) related to mental health and behavioral disorders.
- Apply knowledge of various treatments of psychological disorders (e.g., psychoanalytic, biomedical, cognitive, behavioral).
- Demonstrate awareness of legal and ethical guidelines in providing treatment for psychological disorders.
- Apply knowledge of approaches for teaching students about psychological disorders, their characteristics, and their treatment, including using various modes of inquiry; grade-level appropriate literature and resources; processes, skills, and concepts of psychology; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

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0016 Understand concepts and processes related to social psychology.

For example:

- Apply knowledge of social psychological phenomena (e.g., altruism, aggression, cooperation, attraction, attitude formation, attribution, tolerance) and factors that influence these phenomena.
- Demonstrate appropriate psychological terminology with reference to social psychologists (e.g., Solomon Asch, Milgram, Zimbardo) and their experiments and theories in order to explore the possible causes of and impact on behavior and mental processes.
- Apply knowledge of types of groups, including formal and informal groups, and factors that influence group behavior and group dynamics.
- Analyze relationships between the individual and the group and various situations illustrating these relationships.
- Analyze the ways in which individual behavior influences and is influenced by situations, places, time, events, and social/cultural environments.
- Analyze ways in which stereotypes, prejudice, and discrimination (e.g., gender, ethnicity, race, socio-economic status) affect individual perceptions and group relations.
- Apply knowledge of approaches for teaching students about social psychology, including using various modes of inquiry; grade-level appropriate literature and resources; processes, skills, and concepts of psychology; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.