

## Social Studies: Psychology

Standards Introduction: The standards of psychology engage students in an exploration of human behavior and the personal characteristics of individuals. Students examine methods used by professional psychologists to study human behavior. Students focus on human growth and development, learning, the effects of emotions on behavior, and adaptation to and interaction in a variety of environments. Students study motivational theory, theories of personality, and mental wellness, and illness.

**SK - Skills** The Social Studies program promotes essential skills to increase the students' ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills so that the learner can:

Skills:

- SK1a:** acquire information from a variety of sources including written, graphic and experimental sources.
- SK1b:** use rational decision making strategy for planning and problem solving.
- SK1c:** conduct interviews and participate in self-awareness and group dynamic activities.
- SK1d:** complete research through oral and written reports, interviews with resource people and visits to institutions.
- SK1e:** access and use complex electronic databases and communication networks of all types.

Strand/Theme:  
**SS1 Citizenship** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Standards:

- SS1a:** exhibit sensitivity to attitudes and values of others.
- SS1b:** recognize the social influence of groups on attitude development, (e.g., conformity, prejudice, and obedience to authority).
- SS1c:** compare/contrast the effect of communication patterns and leadership styles on group interactions.

Strand/Theme:  
**SS2 Culture** Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

Standards:

- SS2a:** describe positive aspects of diversity.
- SS2b:** explain why environment, cultural attitudes, and goal expectations influence perception of self and others.
- SS2c:** examine the effects of prejudice on the individual and group.
- SS2d:** analyze why behaviors do not occur in isolation.

Strand/Theme:  
**SS3 Time, Continuity, and Change** Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

Standards:

- SS3a:** identify classical and modern personality theorists with emphasis on Freud, Skinner, Maslow and Rogers.

**SS3b:** recognize psychological disorders that “short circuit” a person’s view of the world.

**SS3c:** evaluate the effects of perception, motivation, stress, environment, and personal experiences as they relate to one’s view of self and the surrounding world.

Strand/Theme:

**SS4 Space and Place**

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

Standards:

**SS4a:** develop an understanding of the unique nature of one’s personal environment through aesthetic modes of literary and visual expression.

**SS4b:** describe the effects of interaction between people and the environment.

**SS4c:** explain how geographic location affects one’s perception of the world.

Strand/Theme:

**SS5 Individual Development and Identity**

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Standards:

**SS5a:** evaluate the emotional, intellectual, and physical factors that influence the development of the individual from infancy to old age.

**SS5b:** examine basic survival, psychological, and self-actualization needs as they relate to individual development and identity.

**SS5c:** analyze the influence of groups on individual perceptions, prejudices, and values.

Strand/Theme:

**SS6 Individuals, Groups, and Institutions**

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

Standards:

**SS6a:** analyze impact of group motives and values on the individual’s need to conform.

**SS6b:** examine how individuals, groups, and institutions react to stress and other emotional stimuli.

**SS6c:** apply conflict resolution techniques to a variety of scenarios.

Strand/Theme:

**SS7 Production, Distribution, and Consumption**

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Standards:

**SS7a:** examine the impact of psychological research and media on the economy.

**SS7b:** evaluate the cost of mental health care services provided by government and/or the private sector.

**SS7c:** Explain how economics (e.g., employment, unemployment, affluence) influence and affect the behavior of individuals and groups.

Strand/Theme:

**SS8 Power, Authority, and Governance**

Social studies programs should include experiences that provide for the the study of how people create and change structures of power, authority, and governance, so the learner can:

Standards:

**SS8a:** identify societal sanctions on unacceptable behavior.

**SS8b:** locate and access information related to government-sponsored mental health studies and programs.

**SS8c:** identify laws which have changed educational policies for mentally challenged citizens.

Strand/Theme:

**SS9 Science,  
Technology,  
and Society**

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

Standards:

**SS9a:** trace the changes in treatment for the mentally ill and show the impact on the fabric of society.

**SS9b:** evaluate psychology as a behavioral science.

**SS9c:** examine the impact of the media on the psychological development of the individual.

**SS9d:** access sources of information pertaining to jobs and careers in the field of psychology.

**SS9e:** analyze how age, perception, and emotion affect retrieval and processing of information.

Strand/Theme:

**SS10 Global  
Connections**

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Standards:

**SS10a:** identify physiological, psychological, and self-actualization needs common to all people.

**SS10b:** evaluate the effects of media on our perception of the world.

**SS10c:** discriminate stereotypical and prejudicial messages in the media.

**SS10d:** analyze the impact of global events on an individual.