

Psychology

Program Strand: (AH) American Heritage

- *Gather and interpret information on common, experiences, traditions, and habits we share.*
- Use methods and skills drawn from the social studies.
- Explore how the U.S. was influenced by geography, and its political and economic systems.

Instructional Objectives:

The learner will. . .

1. Create explanations of how current issues originated and developed.

Comments/Suggestions

1. Such as develop a time line relating current issues to their historical antecedents.
 - Development of behaviorism

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Program Strand: (PS) People in Societies

- Gather and interpret information
- Explain how the world's people cope with the challenges of existence
- Examine issues from multiple perspectives
- Respond to individual and cultural diversity
- Explore different racial, ethnic, religious, class and/or gender issues

Instructional Objectives:

The learner will. . .

- 1. Explain how the United States has been influenced from its multicultural diversity.**
- 2. Examine reasons why people in various cultural groups preserve their culture while still participating in United States society and economy.**
- 3. Identify ways to deal with the manifestations from given examples of prejudice.**
4. Create alternative scenarios to determine the impact and reaction of various cultures to proposed solutions to current issues.
- 5. Examine reasons why people in various cultural groups preserve their culture while still participating in United States society and economy.**

Comments/Suggestions

1. For example, music, foods, customs, vocabulary.
 - Other areas such as Inventions, literature, politics.
 - History of psychology, learning styles, family norms.
2. For example, students form groups within their class, do a simulation of different cultures, and examine through discussion why they group themselves as they do.
 - Family theory
3. Defense mechanisms
4. Analyze current events as they relate to human behavior theories.
5. Such as students interviewing parents/grandparents regarding what maintained and which they have abandoned. Have students attempt to determine the reason why these decisions were made.
 - Have students map out and analyze the location of different ethnic enclaves in their area.
 - Interview using Erikson's Theory of Development.

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Program Strand: (WI) World Interactions

- **Gather and interpret information.**
- **Use methods and skills drawn from geography.**
- **Explore links people make as they attempt to address common problems.**

Instructional Objectives:

The learner will . . .

1. Analyze the impact of technology on communication and transportation throughout history that helped bring people of the world in closer contact with the United States.
2. Consider the perspectives of other nations when analyzing current issues that have international implications.
3. Discuss the relationship between culture, technology, and the environment.
4. **Describe human modifications of the physical environment that have had intended as well as unintended efforts and consider alternative approaches to dealing with the environment.**

Comments/Suggestions

1. Such as the development of aircraft, radio, and TV.
 - Media effect on human behavior and development
2. Terrorists' behavior
3. Consider how different environments represent opportunities and constraints depending on culture and levels of technology. Technology broadens opportunities and reduces constraints on the environment but sometimes causes studies of different regions of the world using maps, charts, graphs, pictures, and narratives which illustrate a variety of uses for physical features and the associated use of technology.
 - Technologies effect on human behavior, TV, computers.
4. For example, imperial Valley, Love Canal, Aswan Dam.
 - How environments affects human behavior, perception, and sensation.

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Program Strand: (DM) Decision Making and Resources

- Gather and interpret information.
- Examine decisions individuals and societies make in addressing wants/needs.

Instructional Objectives:

The learner will . . .

1. Compare the transformation of a nation from an agrarian to an industrial nation with similar transformations in other nations.
2. Explain and evaluate the effects of inflation and unemployment in an economy.
3. **Create and compare the implications of two given scenarios: one in which barriers to free trade are enacted and the other in which free trade is practiced.**
4. Relate scarcity and distribution of resources to current issues.
5. **Explain the benefits and costs of investing in human physical capital and describe how adding new capital resources can increase productivity.**
6. **Describe how supply and demand together set the market price for goods and services and how prices reflect scarcity of goods and services.**

Comments/Suggestions

1. Development of Theories of Personality from 1880's to present.
2. Such as Reconstruction, Panic of 1873, Depression of 1930's.
 - Stress management.
3. Such as the continental trade agreements with regards to Lend Lease activities with the Allies during World War II.
4. Such as analyzing American Involvement in the Gulf War vs. American inaction in Bosnia.
 - How economy and politics affect healthy development.
5. For example, have students bid on various goods to illustrate supply and demand.

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Program Strand: (DP) Democratic Process

- Gather and interpret information.
- Examine the principles of democracy.
- Examine the purpose of government.

Comments/Suggestions

1. Development of Theories of Personality

Instructional Objectives”

The learner will . . .

1. Analyze and evaluate situations in which individual rights conflict with each other or with other important interests.
2. **Examine how applications of the United States Constitution have changed over time and interpret applications of the document in terms of its contractual provisions and the use of the supremacy clause.**
3. **Evaluate the role of civil disobedience in the expansion of individual rights in the United States.**
4. **Evaluate the role of political parties in the United States from 1945 to the present on the basis of the following criteria:**
 - A. **Effectiveness in influencing governmental**