E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY

CONTENT STANDARD

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Rationale: Learning about the behavioral sciences helps students to understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influences on self and on others. In Wisconsin schools, the content, concepts, and skills related to the study of psychology, sociology, and anthropology may be taught in units and courses dealing with anthropology, sociology, psychology, government, history, geography, civics, global studies, current events, and the humanities.

PERFORMANCE STANDARDS

▶ **BY THE END OF GRADE 4 STUDENTS WILL:**

E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning

E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development

E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living

E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people

E.4.5 Identify and describe institutions such as school, church, police, and family, and describe their contributions to the well being of the community, state, nation, and global society

E.4.6 Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture

E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior

E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions

E.4.9 Explain how people learn about others who are different from themselves

E.4.10 Give examples and explain how the media may influence opinions, choices, and decisions

E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures

E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens

E.4.13 Investigate and explain similarities and differences in ways that cultures meet human needs

E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people

E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters

Additional information for developing a curriculum is available in:

A Guide to Curriculum Planning in Social Studies, Wisconsin Department of Public Instruction (1-800-243-8782)

Curriculum Standards for Social Studies. National Council for the Social Studies Publications, P.O. Box 79078, Baltimore, MD 21279-0078 (1-800-683-0812)

American Anthropological Association, 4350 N. Fairfax Dr., Suite 640, Arlington, VA 22203 (703-528-1902)

American Psychological Association, 750 First St. NE, Washington, DC 20002-4242 (202-336-5500)

American Sociological Association, 1722 N St. NW, Washington, DC 20036 (202-833-3410)

▶ **BY THE END OF GRADE 8
STUDENTS WILL:**

E.8.1 Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning

E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development

E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people

E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community

E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies

E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals

E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society

E.8.8 Give examples to show how the media may influence the behavior and decision-making of individuals and groups

E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world

E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding

E.8.11 Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved

E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes

E.8.13 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed

E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis

▶ **BY THE END OF GRADE 12
STUDENTS WILL:**

E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior

E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development

E.12.3 Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos

E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples

E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time

E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings

E.12.7 Use scientific methods to assess the influence of media on people's behavior and decisions

E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world

E.12.9 Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration

E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors

E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices

E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled

E.12.13 Compare the ways in which a universal theme is expressed artistically in three different world cultures

E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue

E.12.15 Identify the skills needed to work effectively alone, in groups, and in institutions

E.12.16 Identify and analyze factors that influence a person's mental health

E.12.17 Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism

WISCONSIN'S MODEL ACADEMIC STANDARDS **13**