

BILLINGS PUBLIC SCHOOLS
SOCIAL STUDIES
PSYCHOLOGY
Learning Objectives

MISSION STATEMENT

Today's students more than ever before need a comprehensive understanding of the world, and of the many cultures that have developed ideas, institutions, and ways of life. Students can gain an appreciation both of the world's many cultures and their shared humanity and common problems.

PHILOSOPHY

Social Studies represents critical academic disciplines relevant to all citizens. Social Studies teaching and learning are powerful when they are meaningful, integrative, challenging, and active. The program should consider and address controversial issues while providing reflective development of concern for the common good and the application of democratic social values. The social studies program should relate to the age, maturity, and concern of the student and help students connect social studies content to their lives.

STATE CONTENT STANDARDS

- I. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**
- II. Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.**
- III. Students apply geographic knowledge and skills (e.g.; location, place, human/environment interactions, movement, and regions).**
- IV. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**
- V. Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**
- VI. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**

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I. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

1. The learner will understand research mythologies that underline the practice of psychology.
2. The learner will synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g. social psychology.)
3. The learner will understand principles of memory, cognition and affect.
4. The learner will understand neuron-anatomy, neurochemistry and their basis in psychological processes.
5. The learner will examine how the brain makes meaning out of the physical sensations generated by the environment.
6. The learner explores varying stages of awareness, including sleep, reaction to drugs, daydreaming, and controlled conscious processes.

II. Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

7. The learner will identify representative psychological leaders and philosophies from selected historical and contemporary settings.
8. The learner will analyze the impact of the Constitution, laws and court decisions on the rights and responsibilities of citizens (e.g. treatment of abnormal behavior)
9. The learner will analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g. current events/happenings)
10. The learner will analyze and evaluate the ethical issues and impacts of technology on society.

III. Students apply geographic knowledge and skills (e.g.; location, place, human/environment interactions, movement, and regions).

11. The learner will describe and compare how people create places that reflect culture, human needs, and current values and ideas (e.g. human motivation, human needs and various developmental levels, human interactions)

IV. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

12. The learner will analyze the significance of important people, events and ideas (e.g. intellectual movement, discoveries, origins of psychology).

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V. Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

13. The learner will assess the cost and benefits to society of allocating goods and services through private and public sectors and compare and contrast how values and beliefs influence economic decisions. (e.g. treatment, pharmaceuticals, Medicaid/Medicare)

VI. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

14. The learner will analyze and evaluate the ways various groups (e.g. social, political, cultural) meet human needs and concerns (e.g. individual needs, common good) and contribute to personal identity.
15. The learner will analyze human experience and cultural expression. (e.g. traditions, beliefs, spirituality, values, behavior)
16. The learner will analyze the impact of ethnic, national and global influences on specific situations or events (e.g. popular culture, influence of psychology)
17. The learner will analyze the interactions and relations of individuals, within groups and institutions in society (e.g. attitudes and social interactions, prejudice, persuasion and conformity)