
CONTENT KNOWLEDGE - Online Edition

[Home](#) | [Browse](#) | [Search](#) | [Purpose](#) | [History](#) | [Process](#) | [Acknowledgment](#) | [Reference](#)



You have selected the following search criteria:

- Subject selected: **Behavioral Studies under Behavioral Studies**
- Grade selected: 12
- No search in Standard & Benchmark text
- No search in Vocabulary terms
- No search in Topics

Following records were found

Behavioral Studies

Standard 1. Understands that group and cultural influences contribute to human development, identity, and behavior

Level IV (Grade 9-12)

1. Understands that cultural beliefs strongly influence the values and behavior of the people who grow up in the culture, often without their being fully aware of it, and that people have different responses to these influences
2. Understands that punishment for "unacceptable" social behavior depends partly on beliefs about the purposes of punishment and about its effectiveness (which is difficult to test scientifically because circumstances vary greatly and because legal and ethical barriers interfere)
3. Understands that social distinctions are a part of every culture, but they take many different forms (e.g., rigid classes based solely on parentage, gradations based on the acquisition of skill, wealth, and/or education)
4. Understands that people often take differences (e.g., in speech, dress, behavior, physical features) to be signs of social class
5. Understands that the difficulty of moving from one social class to another varies greatly with time, place, and economic circumstances
6. Understands that heredity, culture, and personal experience interact in shaping human behavior, and that the relative importance of these influences is not clear in most circumstances
7. Understands that family, gender, ethnicity, nationality, institutional affiliations, socioeconomic status, and other group and cultural influences contribute to the shaping of a person's identity

Standard 2. Understands various meanings of social group, general implications of group membership, and different ways that groups function

Level IV (Grade 9-12)

1. Understands that while a group may act, hold beliefs, and/or present itself as a cohesive whole, individual members may hold widely varying beliefs, so the behavior of a group may not be predictable from an understanding of each of its members
2. Understands that social organizations may serve business, political, or social purposes beyond those for which they officially exist, including unstated ones such as excluding certain categories of people from activities
3. Understands how the diverse elements that contribute to the development and transmission of culture (e.g., language, literature, the arts, traditions, beliefs, values, behavior patterns) function as an integrated whole
4. Understands that groups have patterns for preserving and transmitting culture even as they adapt to environmental and/or social change
5. Understands that social groups may have patterns of behavior, values, beliefs, and attitudes that can help or hinder cross-cultural understanding

Standard 3. Understands that interactions among learning, inheritance, and physical development affect human behavior

Level IV (Grade 9-12)

1. Understands that differences in the behavior of individuals arise from the interaction of heredity and experience
2. Understands that even instinctive behavior may not develop well if a person is exposed to abnormal conditions
3. Understands that expectations, moods, and prior experiences of human beings can affect how they interpret new perceptions or ideas
4. Understands that people might ignore evidence that challenges their beliefs and more readily accept evidence that supports them
5. Understands that the context in which something is learned may limit the contexts in which the learning can be used

6. Knows that human thinking involves the interaction of ideas, and ideas about ideas
7. Knows that people can produce many associations internally without receiving information from their senses

Standard 4. Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

Level IV (Grade 9-12)

1. Understands that conflict between people or groups may arise from competition over ideas, resources, power, and/or status
2. Understands that social change, or the prospect of it, promotes conflict because social, economic, and political changes usually benefit some groups more than others (which is also true of the status quo)
3. Understands that conflicts are especially difficult to resolve in situations in which there are few choices and little room for compromise
4. Understands that some informal ways of responding to conflict (e.g., pamphlets, demonstrations, cartoons) may reduce tensions and lead to compromise but may be inflammatory and make agreement more difficult to reach
5. Understands that conflict within a group may be reduced by conflict between it and other groups
6. Understands that intergroup conflict does not necessarily end when one segment of society gets a decision in its favor because the "losers" then may work even harder to reverse, modify, or circumvent the change
7. Understands that even when the majority of people in a society agree on a social decision, the minority who disagree must be protected from oppression, just as the majority may need protection against unfair retaliation from the minority
8. Understands how various institutions (e.g., social, religious, political) develop and change over time (i.e., what is taught in school and school policies toward student behavior have changed over the years in response to family and community pressures), and how they further both continuity and change in societies
9. Understands how changes in social and political institutions (e.g., church, school, political party) both reflect and affect individuals' career choices, values, and significant actions
10. Understands that the decisions of one generation both provide and limit the range of possibilities open to the next generation
11. Understands that mass media, migrations, and conquest affect social change by exposing one culture to another, and that extensive borrowing among cultures has led to the virtual disappearance of some cultures but only modest change in others

Sign up for McREL FREE-SOURCES • Privacy Policy - Disclaimer
© 2013 Mid-continent Research for Education and Learning