Standards Introduction:	The standards for Minority Studies require students to study the cultural, sociological, and historical development of minorities. Students study the concepts of human, civil, and equal rights. Students examine the role of economical, political, cultural, and social processes in shaping patterns of human interdependence.

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:

SK1: select an appropriate strategy to solve a problem and determine a rational course of action.

SK1a: use a variety of primary and secondary resources to express and defend personal convictions.

SK1b: participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences.

SK1c: participate in interviews, conduct case studies, and interact with agencies and community personnel who are working with people.

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: identify and explain the reasons for having fair and equitable laws and rules.

SS1b: demonstrate respect and tolerance for all groups.

SS1c: exemplify principles of good citizenship.

SS1d: evaluate and analyze the concepts of liberty and "justice for all."

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 and evaluate values and attitudes that pose obstacles to cross-cultural understanding.

SS2b: identify characteristics of culture and tradition.

SS2c: examine the effects of cultural interactions.

SS2d: analyze how language, literature, the arts, and artifacts transmit varied cultural beliefs and values.

SS2e: Show how cultural values affect one's personal life.

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: analyze liberty and "justice for all" from a variety of present-day and historical perspectives to include women, Native Americans, African Americans etc.

SS3b: develop timelines that clarify the relationship between historical events and the development of minority groups.

SS3c: identify religious, political and philosophical ideas that have influenced the course of history.

SS3d: trace the evolution and historical significance of oppressed and minority groups.

SS3e: use historical inquiry processes and resources.

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: describe the demographic structure of a population.

SS4b: examine how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation, and conflict.

SS4c: trace the development of specific cultural groups in the different regions of the United States.

Strand/Theme:
SS5 Individual Development Identity

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

Standards:

SS5a: examine personal beliefs and biases as they relate to discrimination.

SS5b: explain how an individual's view of the world is affected by one's gender, class, religion, age, education, race and family.

SS5c: use the perspective of diversity as a framework for the examination of intolerant behaviors.

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: predict/assess the effects of government policies on minority groups.

SS6b: explain how individuals, groups, and institutions perpetuate values, beliefs and attitudes.

SS6c: identify groups or historical figures that have influenced our individual or national identity.

SS6d: practice positive interpersonal behavior.

SS6e: examine the impact of intolerance on racial, cultural and religious groups.

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 how economic changes contribute to civil unrest.

SS7b: identify and analyze how policies are formulated in response to economic demand or the resolution of economic problems.

SS7c: examine the relationship between politics and the distribution of wealth.

SS7d: analyze our economic system and its impact on minorities/cultural groups.

Strand/Theme:

SS8 Power, Authority, and Governance

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

Standards:

SS8a: analyze and explain the concepts of human, civil and equal rights.

SS8b: examine the impact of governmental policies on social issues and minority groups.

SS8c: examine how political, economic, cultural and social processes interact to shape patterns of human population, interdependence, cooperation and conflict.

SS8d: identify and analyze the complex nature of decision making to include weighing alternatives and assessing multiple perspectives.

SS8e: analyze current legislation that suggests continued intolerance.

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: discuss and explain how science, technology and economic activity have affected cultural and minority groups.

SS9b: analyze how core values, beliefs, and attitudes shape scientific and technological change.

SS9c: compare and contrast changes in standards of living and their impact on minority groups.

SS9d: discuss and explain intolerance within a cause and effect framework making inferences, hypotheses and predictions.

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 stereotypical and prejudicial messages in the media.

SS10b: analyze the impact of global events on minority groups.

SS10c: Analyze and explain how language, art, music, literature, belief systems, and other cultural elements either connect people or cause conflict and misunderstanding.