"TEACHING PRIVILEGE"
STANDARDS ADDRESSED

MMSD Curriculum Performance Standards Connections

- **History**
  - (4)—Interpret and evaluate sources of information present in graphs, charts, maps, timelines, etc (S)
  - Processes and Skills—Assess multiple sources, recognizing perspectives and bias
- **Political Science**
  - Processes and Skills—Analyze and evaluate local, state, tribal, national, and international problems and issues.
  - Processes and Skills—Participate in civic discourse
  - Processes and Skills—Evaluate, take, and defend positions
- **Economics**
  - (1)—Explain how values and beliefs influence different economic decisions including money systems (P).
  - (2)—Explain the relationship between economic development and the ways people satisfy their needs and wants (P).
  - Processes and Skills—Gather and interpret economic information
  - Processes and Skills—Prepare and use tables, charts, and graphs
  - Processes and Skills—Use economic information to make personal decisions, organize productive activities, and evaluate government economic policies
- **Behavioral Sciences**
  - (2)—Identify common problems, needs and behaviors of people from similar and different environments and cultures. (S)
  - (4)—Use concepts such as role, status, and social class in describing the interaction of individuals and social groups. (P)
  - (6)—Describe the ways family, gender, sexual orientation, race, ethnicity, nationality, and institutional affiliations contribute to personal identity. (P)
  - (8)—Identify and interpret examples of stereotyping, conformity, propaganda, and racism.
  - (9)—Explain how most issues encountered in social studies are complex, need thoughtful analysis, and may lack simple solutions. (P)
  - Processes and Skills—Understand the factors that contribute to an individual’s uniqueness.

MMSD Curriculum Essential Skills Connections

- **Gather information**
  - Identify people and places that could provide information
  - Prepare a plan to locate information
  - Record information by taking notes, making audio-or videotapes, mapping, sketching, or photographing
- **Organize Information**
  - Classify items in categories, find patterns
  - Summarize information from reading, interviews, questionnaires and other sources.
- Describe artifacts and observations
- Separate relevant information from irrelevant information

**Analyze Information:**
- Identify information relevant to the topic
- Distinguish inferences from facts
- Identify unstated assumptions.
- Identify similar information from a number of sources.
- Analyze the values implied in the sources of information.
- Analyze the differing points of view in sources as well as the motivation for them and the possible consequences that may result.
- Analyze sources for gender bias and stereotypes.
- Analyze the authenticity and validity of sources.
- Identify trends, causes, and effects
- Identify gaps in the information

**Integrate Information:**
- Combine information, selecting important information to summarize
- Modify and reconstruct information

**Generate Information**
- Use inductive skills to arrive at a new organization of knowledge or a new perspective
- Add details, examples, and additional information to improve understanding
- Create new products, generalizations, or theory based on the information

**Evaluate Information and Outcomes**
- Set standards or decision-making criteria to judge the information
- Use evaluation criteria to confirm the truth or worth of an idea or decision
- Judge the consistency, adequacy, and value of the information by external standards

**Communicate Information**
- Prepare information for a specific audience
- Give reasons for choosing and rejecting information
- Consider the nature of the audience in selecting visual and auditory material
- Use a variety of forms of information
- Quote statistical data
- Present evidence to argue in support or against the issue under consideration
- Explain the choice of data or information

**Participation Skills**
- Accept and fulfill the civic responsibilities necessary in a democratic republic
- Keep informed about societal issues
- Identify situations in which a decision is required.
- Identify alternative courses of action.
- Use a decision-making process.
- Determine when it is appropriate to express and act out of personal convictions
- Work individually and with others to determine a course of action
- Show respect for the views of others
- Use conflict resolution strategies to solve a problem.
- Make a choice after listening to others
- Recognize conflicting views and identity trade-offs
NCSS Strands

• (1) Culture
  - Human beings create, learn, share, and adapt to culture.
  - Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.

• (3) People, Places, and Environments
  - Apply knowledge to social, cultural, economic, and civic issues

• (4) Individual Identity and Development
  - Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.
  - Questions related to identity and development, which are important in psychology, sociology, and anthropology, are central to the understanding of who we are.
  - The study of individual development and identity will have students describe factors important to the development of personal identity.

• (5) Individuals, Groups, and Institutions
  - Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.
  - Students should know how institutions are formed, what controls and influences them, how they influence individuals and culture, and how institutions can be maintained or changed.
  - Students identify those institutions that they encounter.
  - Students should be given the opportunity to examine various institutions that affect their lives and influence their thinking.

• (6) Power, Authority, and Governance
  - Under what circumstances is the exercise of political power legitimate?
  - Through the study of the dynamic relationship between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.

• (7) Production, Distribution, and Consumptions
  - Students will study factors that influence decision-making on issues of the production, distribution, and consumption of goods.
  - Students will study how consumption impacts groups, communities, the nation and beyond.

• (8) Science, Technology, and Society
  - Science, and its practical application, technology, have had a major influence on social and cultural change and on the ways people interact with the world.
  - Students learn how science and technologies influence beliefs, knowledge, and their daily lives.

• (10) Civic Ideas and Practices
  - Students will apply civic ideas as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.
  - How do citizens become involved?
  - Students will explore how individuals and institutions interact
  - Students will recognize and respect different points of view.