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• democracy the core social studies program should foster critical thinking and problem-solving in the classroom and at the community level, it should help students develop an understanding of their own and others' power in making democratic decisions, as well as a respect for the individuality of others. the program should include instruction in the philosophy and characteristics of democracy, how democracy works, how citizens can participate in the democratic process, how people control power, how institutions of power are used to serve the people's interests, and how citizens can improve the democratic process and the implementation of democratic decisions. • community the social studies curriculum should help students understand their own place in their community and how their community functions, the program should help them develop an understanding of the diversity of their communities and the cultural differences that often arise in a democratic society. it should encourage appreciation of differences in people, values, and beliefs. programs should help students identify and use local government agencies, organizations, and resources to improve their communities. • social justice programs should provide instruction that teaches students to be wellinformed, critically reflective, and reflective practitioners who make judgments about the most equitable distribution of individual opportunity and the rights and responsibilities of different groups within the larger community, programs should help students analyze the sources of disparities in economic opportunities in the united states and among nations and propose solutions to reduce inequities.

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the social studies curriculum standards help educators, parents, and policymakers to develop instructional programs, curriculum content, and assessments that are congruent with high standards and meet the needs of all students. the curricular standards are intended to be relevant to the real world. such relevance requires that social studies curricula reflect the diverse cultures and forms of life that comprise the united states. like their content standards, the social studies curriculum standards can be used to organize and describe the knowledge, skills, and dispositions that social studies programs should provide students. they can also be used to help program developers and others identify relevant program content. adopted in accordance with the requirements for developing state educational standards in the no child left behind act (nclb) and state legislation, the 10 principles that comprise the social studies curriculum standards provide educators with a shared set of attributes and standards by which to measure themselves and their social studies programs. the ncss is a statement of intent. it is a document of educational philosophy and strategy, a set of principles by which the social studies curriculum for grades k - 12 can be created, assessed, and improved, the ncss provides a set of principles for creating and implementing the social studies programs that will serve all students as equal citizens in an interdependent world, the ten themes which make up the ncss provide the context within which the social studies curriculum must fit. they include the following: 5ec8ef588b

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