



in our own backyard

THE HIDDEN PROBLEM OF
CHILD FARMWORKERS IN AMERICA
<http://www.ourownbackyard.org>

Part IV: Teacher Resources

Correlation To National Standards

An assessment of the relevance of child labor content to national social studies standards



National Council for the Social Studies Performance Expectations for High School Students	Parts		
	1	2	3
STRAND I: CULTURE			
analyze and explain the ways groups, societies, and cultures address human needs and concerns			•
apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns	•		
interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding	•		
apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity		•	
identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions		•	
investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment	•	•	
apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues		•	
STRAND IV: INDIVIDUAL DEVELOPMENT AND IDENTITY			
describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self	•		
work independently and cooperatively within groups and institutions to accomplish goals			•
STRAND V: INDIVIDUALS, GROUPS, AND INSTITUTIONS			
apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society	•	•	•
analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings	•	•	•
describe the various forms institutions take, and explain how they develop and change over time		•	•
describe and examine belief systems basic to specific traditions and laws in		•	•
evaluate the role of institutions in furthering both continuity and change		•	•
analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings		•	•
STRAND VI: POWER, AUTHORITY, AND GOVERNANCE			
explain the purpose of government and analyze how its powers are acquired, used, and justified		•	•
analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society			•
analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations		•	
explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems			•
evaluate the extent to which governments achieve their stated ideals and policies at home and abroad			•
STRAND IX: GLOBAL CONNECTIONS			
explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations	•	•	•

