

Social Studies

Units: Current events, American government, civics

Meets history-social science content standards

Different configurations of Ripple Effects programs meet state or national History-Social Science standards and frameworks for grades 9-12, where the focus is on the analytical skills of chronological thinking, recognizing the role of perspective taking in the writing of history, and understanding the importance of context for understanding events. Scopes and sequence matched to each of those frameworks follows.

More flexible use may be more effective

Most adolescents are more interested in themselves than historical figures. And although many youth who end up in Juvenile justice settings lack a firm sense of cause and effect, most have no interest in learning analytical skills for their own sake. Social studies teachers can “indulge” students natural self-centeredness and still meet social studies standards in one of three ways:

- 1: Simply let students choose any topic in the program, and answer the critical thinking, discussion questions in the second text box.
- 2: Take a major news item each day or week, and direct student to finding a topic related topic to it in the cell phone index.
- 3: Choose a topic: racism, classism, gender, and have students relate it to their own experience.

Staff training program has social studies applications to leverage teachable moments

You can leverage teachable moments by clicking on the social studies application for every topic covered in the *Coach for Staff* software training program

Preparing students to balance rights and responsibilities

In a society that is both free and diverse, conflict is inevitable. Citizens must learn to do a balancing act between personal rights and the needs of the community; between empathy and assertiveness. Students who become involved in juvenile justice have not yet found this balance point. Ripple Effects provides training to help them reach it, as well as a special course in Legal Rights found on page 39.

Confronting injustice

Ripple Effects is the first program to include confronting injustice as a basic life skill in a democratic society, as well as an explicit part of a social studies curriculum. Redirecting destructive behavior to constructive engagement is a goal throughout the program.

Goals of intervention

Youth will:

- Develop social science analysis skills
 - Understand chronological thinking - what comes first, cause and effect
 - Understand the role of social context in human action
 - Understand the role of bias and prejudice in past and current events
 - Construct and test hypotheses, using the scientific method
 - Bring a critical mind to current events
- Recognize the importance of democratic values
- Develop skills to relate to people of diverse backgrounds
- Develop skills for conflict resolution
- Develop skills for active participation in the life of their community
- Understand their rights and how to exercise them

A suggested scope and sequence

SKILL TOPICS

Analytical methods

Decision making

Identifying a problem
Brainstorming options
Weighing alternatives
Testing solutions

Predicting consequences
Cause and Effect

Contextual thinking

Perspective taking
Motivation
Culture
Race
Class
Gender
Ethnicity

Understanding the role of bias

Identifying with others

Appreciating diversity

Participating in community

Participating in discussion
Resolving conflict
Getting help
Giving help

Social Values

Fairness
Respect
Justice
Responsibility
Tolerance

Assertiveness

Exercising Rights

Do in' Democracy
Confronting Injustice
Standing up for beliefs
Making a complaint
Community resources
Confronting institutions

Using community resources

CHALLENGE TOPICS

Anger
Disabilities
Discrimination
Ethnicity
Gender
Hate Crimes
Immigrant
Injustice
Passive
Personal Preferences
Racial conflict
Religious Differences
Sexual Orientation
Stereotypes
Unfair