

DOCUMENT RESUME

ED 054 096

SP 007 240

AUTHOR Gaydosh, Ronald
TITLE Social Science Curriculum Guide and Selected
Multi-Media, 10-12.
INSTITUTION Clark County School District, Las Vegas, Nev.
PUB DATE 69
NOTE 269p.
EDRS PRICE MF-\$0.65 HC-\$9.87
DESCRIPTORS Anthropology, *Curriculum Guides, Economics,
Geography, Grade 10, Grade 11, Grade 12, *High
School Curriculum, History, *Political Science,
*Social Sciences, Sociology

ABSTRACT

GRADES OR AGES: Grades 10-12. SUBJECT MATTER: Social science. ORGANIZATION AND PHYSICAL APPEARANCE: The extensive introductory material includes rationale, definitions of the social science core disciplines, glossary of terms, and descriptions of concepts. The course material includes political science, history, economics, geography, sociology, and anthropology, each covering grades 10-12. The material is presetned in four columns: generalizations, concepts, sub-concepts, and behavioral objectives. Lists of suggested multimedia are provided for each subject. There is also a high school model for political science which includes suggested teaching techniques and suggested learning activities. The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Long-range objectives are included in the intorductory material. Behavioral objectives and activities are set out in the main content of the guide. INSTRUCTIONAL MATERIALS: Multimedia materials listed for each subject include books, filmstrips, films, records, tapes, kits, and transparencies. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)

ED054096

SOCIAL SCIENCE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY

A Curriculum Guide
Levels Ten Through Twelve and Selected Multi-Media

Developed by

The Department of Curriculum Services
Clark County School District
2832 East Flamingo Road, Las Vegas, Nevada 89109

Mr. Kenny C. Guinn
Superintendent

1969

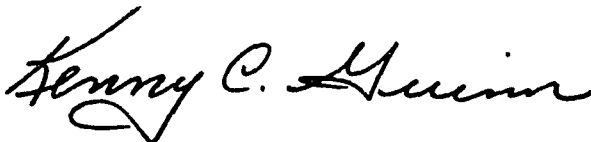
SP007240

FOREWORD

Change has always been a basic part of life. However, the rapidly changing American society has public schools in preparing children to meet these changes. A realistic picture of the social world planned social science program. In an attempt to spearhead this change, there has been created a interest focused on the "new" social science. Today's needs and tomorrow's challenges must be met of the social disciplines.

Universally man is confronted with such factors of conflict as social, economic, and political force normal growth and development of man and society. Students must develop wholesome attitudes to factors, and learn to deal with it as a phase of reality. With this thought in mind initially applied reflect our contribution in some small way to the solution of the world's larger problems.

Provision has been made by the involvement of many people in the development of this curriculum of curriculum and flexible enough to meet the ever changing needs of our society. It should provide of presenting the social sciences in a rational manner. It is hoped that as a result of its utilization effectiveness and efficiency in assisting children to reach their educational goals. Those individual curriculum undertaking are to be commended for their fine professional work and the educational unique work will provide the children of the Clark County School District with a social science pro ment.



Kenny C. Guinn
Superintendent

FOREWORD

ver, the rapidly changing American society has placed much responsibility on the changes. A realistic picture of the social world can be given to students through a well bearhead this change, there has been created a tremendous local, state, and national y's needs and tomorrow's challenges must be met with a new structure and organization

conflict as social, economic, and political forces. Yet, conflict is characteristic to the Students must develop wholesome attitudes toward conflict, understand its initiatory ity. With this thought in mind initially applied to local problems, it will possibly lution of the world's larger problems.

y people in the development of this curriculum guide to make it a vital ongoing anging needs of our society. It should provide teachers with the sequential guidelines er. It is hoped that as a result of its utilization, every teacher will attain maximum o reach their educational goals. Those individuals who have been involved in this eir fine professional work and the educational cooperation they have exhibited. This County School District with a social science program of continuous growth and develop-

ACKNOWLEDGMENTS

Much appreciation is due the members of the Social Science Curriculum Task Force for their willingness in developing this curriculum guide:

Mr. Ronald Gaydosh Curriculum Consultant	Mr. Paul T. Gray
Mr. Dwight Billedeaux Western High School	Mrs. Bernice Moten
Mrs. June Erfert Bonanza Elementary School	Mr. Robert Zaletel

Further appreciation is expressed to the members of the Social Science Multi-Media Selection Committee for identifying and selecting materials that are supportive to this guide:

Mr. Glenn Alleman, Chairman . . . Las Vegas High School	Mrs. Mary Kieser
Mr. Gary BeDunnah J. C. Fremont Jr. High School	Mrs. Mary Louis
Mr. Phillip Cook Rancho High School	Mr. Walter Mason
Mr. David Dwyer Rancho High School	Mr. Kent McComb
Mr. Richard Fitzpatrick Valley High School	Mr. John Murdoch
Mrs. Janet Freelove Paradise Elementary School	Mr. Alien Nicholson
Mr. Ward Gubler E. W. Clark High School	Mrs. Helen Potter
Mr. J. Stuart Halliday Rancho High School	Mrs. Mary Scritchfield
Mr. Hubert Hawkins Western High School	Miss Elizabeth Sloan
Mrs. Jean Hirsch So. Nev. Voc. Tech. Center	Mr. Ralph J. Wilde
Mr. Jack E. Howard Overton Elementary School	Mrs. Joyce Willis
Miss Linda Johnson Kit Carson Elementary School	Mr. James Woolston

A special acknowledgment is extended to the following teachers who served as members of the Social Science Curriculum Task Force. A large number of teachers, too numerous to mention here, who contributed meaningful reactions to this material:

Mrs. Sandra Barclay Rex Bell Elementary School	Miss Carol Deputy
Mr. Jim Blazzard Park Village Elementary School	Mr. Donald Dickson
Mr. Keith Byrner Ira J. Earl Elementary School	Mr. Robert Frei
Mrs. Louise Carlisi Vegas Verdes Elementary School	Mr. Richard Han
Mrs. Hazel Cast Nellis Elementary School	Mrs. Ruth Hendricks
Mr. Steve Cozine Lincoln Elementary School	Mr. John Hunt
Mr. H. Ray Cypret Sunrise Acres Elementary School	Mrs. Elizabeth Jones

ACKNOWLEDGMENTS

Science Curriculum Task Force for their willingness to put in many extra hours of work in develop-

consultant	Mr. Paul T. Gray	Roy Martin Junior High School
school	Mrs. Bernice Moten	William Orr Junior High School
elementary school	Mr. Robert Zaletel	C. C. Ronnow Elementary School

The Social Science Multi-Media Selection Committee for the great effort they put forth in evaluating this guide:

School	Mrs. Mary Kieser	J. Harold Brinley Jr. High School
Jr. High School	Mrs. Mary Louis	C. P. Squires Elementary School
School	Mr. Walter Mason	Valley High School
School	Mr. Kent McComb	Henderson Jr. High School
School	Mr. John Murdoch	Boulder City Elementary School
elementary school	Mr. Allen Nicholson	R. O. Gibson Jr. High School
High School	Mrs. Helen Potter	Vegas Verdes Elementary School
School	Mrs. Mary Scritchfield	Las Vegas High School
School	Miss Elizabeth Sloan	R. O. Gibson Jr. High School
State Tech. Center	Mr. Ralph J. Wilde	Doris Hancock Elementary School
elementary school	Mrs. Joyce Willis	Ira J. Earl Elementary School
elementary school	Mr. James Woolston	Tom Williams Elementary School

Following teachers who served as members of the Social Science Reaction Committee and to the large number who contributed meaningful reactions to this material in its working copy form:

elementary school	Miss Carol Deputy	Jo Mackey Elementary School
Elementary School	Mr. Donald Dickson	Laura Dearing Elementary School
Elementary School	Mr. Robert Frei	John F. Miller Elementary School
Elementary School	Mr. Richard Han	Whitney Elementary School
Elementary School	Mrs. Ruth Hendricks	J. T. McWilliams Elementary School
Elementary School	Mr. John Hunt	Valley High School
Elementary School	Mrs. Elizabeth Jones	Las Vegas High School

Mrs. Lucille MacDonald	J. T. McWilliams Elementary School	Mrs. Susan Robinson
Mrs. Mary McDonald	Walter Bracken Elementary School	Mrs. Bernadine Shown
Mr. Bill Miller	E. W. Clark High School	Mr. Oren J. Spillett
Miss Paula Nordblom	Rancho High School	Mrs. Adelia Tobler
Mr. Duane A. Oaks	Roy Martin Jr. High School	Mrs. Burietta Tolander
Mr. David Owens	Mountain View Elementary School	Mrs. Carrie Townley
Mrs. Reitha Page	Tom Williams Elementary School	Mrs. Joyce Walker
Mr. Don Peterson	K. O. Knudson Jr. High School	Mrs. Venetia Wallace
Miss Katherine Redish	C. P. Squires Elementary School	Mr. Rick Watson

A special note of thanks goes to those members of the Social Science Reaction Committee who served as composite of reactions from all teachers who teach the social sciences.

Mr. F. Ray Cypret	Sunrise Acres Elementary School
Mr. Bill Miller	E. W. Clark High School
Mrs. Susan Robinson	C. C. Ronnow Elementary School

The following people served in a consultant capacity to this project and we are much indebted to them

Dr. Robert Baker, Project Director, Southwest Regional Laboratory	Mr. O. P. Lowe, Vice-P
Miss Diane Barry, Consultant, University of California, Los Angeles	Mr. Jack Mallon, Assista
Dr. Barry Beyer, Director, Project Africa, Ohio State University	District
Mr. Scott Chalfant, Administrative Intern, Clark County School	Mr. Larry Moses, Teacher
District	Dr. Milton Ploghoft, Dire
Mrs. Verna Fancett, Research Associate, Social Studies Curriculum	Education, Ohio Uni
Center, Syracuse University	Dr. Roy Price, Project Di
Mr. Charles Fleming, Teacher Consultant, Clark County School	Syracuse University
District	Dr. Ralph Roske, Directo
Dr. John Haas, Associate Professor, Secondary Education, Utah	Nevada, Las Vegas
State University	Mr. Charles Sylvestri, Pe
Dr. Albert Leep, Assistant Professor, Department of Elementary	District
Education, Ohio University	Mr. Bernard Vidmar, Cor
Mr. Monte Littell, Teacher Consultant, Clark County School	Department of Educa
District	

Williams Elementary School	Mrs. Susan Robinson	C. C. Ronnow Elementary School
Wen Elementary School	Mrs. Bernadine Shown	Robert E. Lake Elementary School
High School	Mr. Oren J. Spillett	Vail Pittman Elementary School
School	Mrs. Adelia Tobler	Crestwood Elementary School
High School	Mrs. Burietta Tolander	Paul Culley Elementary School
New Elementary School	Mrs. Carrie Townley	R. O. Gibson Jr. High School
Elementary School	Mrs. Joyce Walker	Bertha B. Ronzone Elementary School
son Jr. High School	Mrs. Venetia Wallace	Rose Warren Elementary School
Elementary School	Mr. Rick Watson	Ruby Thomas Elementary School

the Social Science Reaction Committee who served as revision writers thereby formulating a total
 h the social sciences.

es Elementary School
 k High School
 ow Elementary School

city to this project and we are much indebted to them for their guidance and many contributions:

Regional Laboratory	Mr. O. P. Lowe, Vice-President, Mississippi State College
ifornia, Los Angeles	Mr. Jack Mallon, Assistant Superintendent, Cleveland Heights School District
State University	Mr. Larry Moses, Teacher, Clark County School District
Clark County School	Dr. Milton Ploghoft, Director, Cooperative Center For Social Science Education, Ohio University
Studies Curriculum	Dr. Roy Price, Project Director, Social Studies Curriculum Center, Syracuse University
Clark County School	Dr. Ralph Roske, Director, Social Science Department, University of Nevada, Las Vegas
Education, Utah	Mr. Charles Sylvestri, Personnel Assistant, Clark County School District
of Elementary	Mr. Bernard Vidmar, Consultant, Secondary Social Studies, Nevada State Department of Education
County School	

TABLE OF CONTENTS

RATIONALE

TO THE TEACHER

THE SOCIAL STUDIES AND THE SOCIAL SCIENCES

DEFINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLINES

GLOSSARY OF TERMS.

USING INQUIRY IN THE SOCIAL STUDIES—GUIDELINES FOR TEACHING

THE TEACHING-LEARNING PROCESS

BEHAVIORAL OBJECTIVES

LONG-RANGE OBJECTIVES

GUIDE FORMAT

GENERALIZATIONS FROM THE DISCIPLINES WITHIN THE SOCIAL SCIENCES

MAJOR SOCIAL SCIENCE CONCEPTS AND DESCRIPTIONS OF CONCEPTS

CLARK COUNTY SCHOOL DISTRICT SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE
AIMS AND OBJECTIVES.

HIGH SCHOOL MODEL — POLITICAL SCIENCE

TABLE OF CONTENTS

..... 1

..... 2

SOCIAL SCIENCES 3

SCIENCE CORE DISCIPLINES 4

..... 5

STUDIES—GUIDELINES FOR TEACHING 8

CESS 10

..... 11

..... 12

..... 13

DISCIPLINES WITHIN THE SOCIAL SCIENCES 14

CEPTS AND DESCRIPTIONS OF CONCEPTS 21

RICT SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE, 26

ITICAL SCIENCE 27

TABLE OF CONTENTS (cont'd)

POLITICAL SCIENCE—LEVELS 10-12

HISTORY—LEVELS 10-12

ECONOMICS—LEVELS 10-12

GEOGRAPHY—LEVELS 10-12

SOCIOLOGY—LEVELS 10-12

ANTHROPOLOGY—LEVELS 10-12

TABLE OF CONTENTS (cont'd)

-12	38
.	50
.	68
.	80
.	94
12	106

RATIONALE

Social science classes bear the major responsibility for giving the child the most realistic picture of the conditions and problems of life that today's youth face as adults can only be hypothesized. The conditions and problems that exist today. The broad directions of change can be predicted. In dealing with the unknown future is a realistic understanding of contemporary society and the child's role in shaping it.

The student of today should become more involved at every level with basic social science concepts. The student in today's complex world is one of the long-range goals of this Social Science Curriculum. The learning environment should be developed by the student. He must be able to think through problems more effectively than he is doing today. Involvement is the key to this change.

Concern for approach to instruction, methods, skill development, and materials has determined the program approach, discovery-inquiry method with emphasis on critical thinking skills, a program reflecting the use of multimedia will be the major characteristics of this curriculum. It is intended that the program will facilitate for the learner greater comprehension, better transfer of knowledge, and more

RATIONALE

major responsibility for giving the child the most realistic picture possible of his social world. Although we cannot know for certain that today's youth face as adults can only be hypothesized now, they will have emerged from the world of today. The broad directions of change can be predicted. For this reason, the best preparation for the future is a realistic understanding of contemporary society and the dynamics of change that are constantly re-

quiring students to become more involved at every level with basic social science concepts. The search for meaning for every concept is one of the long-range goals of this Social Science Curriculum Guide. The ability to cope with his environment must be developed by the student. He must be able to think through problems much more logically and with much more concentration. Active involvement is the key to this change.

The selection of content, methods, skill development, and materials has determined the guidelines established. A conceptual approach with emphasis on critical thinking skills, a program reflecting all the social science disciplines, and the major characteristics of this curriculum. It is intended that the teacher's firm commitment to this rationale will result in greater comprehension, better transfer of knowledge, and more meaningful subsequent learning.

TO THE TEACHER

The intent of this social science curriculum guide is to establish guidelines with a concern for student development, and materials that will be used. A conceptual approach, a discovery-inquiry program reflecting all of the social science disciplines, and the use of multimedia are the focus.

When planning a social science lesson, start with a generalization in mind that may be used in no way expected to repeat a generalization verbatim. They will be successful if they come from a construction that has been oriented.

The concepts in this guide have been adopted from the Social Studies Curriculum Center, University of Nevada. These concepts have been divided into the categories of substantive, value, and method. Some concepts are not identified as concepts. They are envisioned as inevitable skills coming into focus as they are utilized.

Sequence has been given to the K-12 social science continuum by assigning disciplines to levels. United States and Nevada History and American and Nevada Government are required in the eleventh and twelfth grades. The teacher must keep in mind that emphasis is given to the levels assigned. The concepts are designed to bring other disciplines into focus during a lesson. Economics and sociology are included for levels ten through twelve taking electives into consideration.

Detailed subject matter has not been placed into any sequential order. Factual information, concepts, behavioral objectives, and multimedia used in lesson preparation. The concept of flexibility within the guide and adaptability to any type of school program.

The teacher must remember that classroom instruction starts with factual material first introduced. Instruction should enable the child to arrive at the large central idea--the generalization.

TO THE TEACHER

um guide is to establish guidelines with a concern for the approach to instruction, methods, skill used. A conceptual approach, a discovery-inquiry method with emphasis on critical thinking skills, science disciplines, and the use of multimedia are the major characteristics of this curriculum.

start with a generalization in mind that may be used as stated or may be reworded. Students are in tion verbatim. They will be successful if they come near understanding the ideas to which the in-

adopted from the Social Studies Curriculum Center, Syracuse University, directed by Dr. Roy Price. the categories of substantive, value, and method. The eight techniques and aspects of method are envisioned as inevitable skills coming into focus as the inquiry method and conceptual approach is

social science continuum by assigning disciplines to be s ressed at the various levels. Courses in American and Nevada Government are required in high school. It is recommended that these be grades. The teacher must keep in mind that emphasis should be given to the discipline at the grade gned to bring other disciplines into focus during a unit of work. Anthropology, economics, geography, en through twelve taking electives into consideration.

placed into any sequential order. Factual information will be determined by the concepts, sub- multimedia used in lesson preparation. The concepts have been structured open-ended to provide ability to any type of school program.

om instruction starts with factual material first introduced in a conceptual framework. This procedure o arrive at the large central idea--the generalization.

THE SOCIAL STUDIES AND THE SOCIAL SCIENCES

The term social studies has traditionally been defined in reference to the social sciences. These are the scholarly fields of study of man in his social environment. These disciplines include sociology, political science, economics, history, geography, and philosophy. The social sciences are the social studies--the generalizations, concepts, and methods of inquiry.

The social foundations of curriculum planning in the social studies draw data from the social sciences, changing conditions, and our democratic heritage.

The psychological foundations of curriculum planning in the social studies draw data from the psychology of learning, child development, and other psychological-methodological aspects of instruction.

Social studies can then be defined as the social sciences adapted and simplified for pedagogical purposes.

With this basic structure clearly defined, it is possible to achieve maximum value from the social studies in the basic program to societal and individual needs and conditions. The emphasis is clearly on the foundation of the social studies.

THE SOCIAL STUDIES AND THE SOCIAL SCIENCES

are defined in reference to the social sciences. That is, the social sciences are first defined as the social environment. These disciplines include sociology, cultural anthropology, social psychology, geography, and philosophy. The social sciences are primary sources of the concepts, objectives, and methods of inquiry.

Learning in the social studies draw data from the social sciences related to societal values, problems, and heritage.

Instructional planning in the social studies draw data from the social sciences related to social process, psychological-methodological aspects of instruction.

Social sciences adapted and simplified for pedagogical purposes.

It is possible to achieve maximum value from the social and psychological foundations in attuning instruction to social needs and conditions. The emphasis is clearly on the social sciences as the substantive

DEFINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLINES

1. **History:** A narrative of events, an exposition that tells how these events unfolded.
History can be the annals of a nation, a society, or a social group. History is also a system that records events that affect a nation, an institution, or a social group, and an account usually connected with the events. Thus, it can be both narrative and interpretative. In still another way, history is described as a record and explains past events as an aggregate or as steps in human progress. In short, the dictionary defines it as an analytical record of the human past.
2. **Geography:** The study of the earth's surface and of man's relationship to his environment.
It has also been defined as the study and interpretation of the distribution of phenomena that are examined may be physical, such as climates, landforms, and soils; or human, such as religion, transportation routes. Since the types of such phenomena are numberless, geography is preferred to the study of distribution rather than content.
3. **Economics:** The study of how men and society choose, with or without the use of money, to produce various commodities over time and distribute them for consumption, now and in the future, in society.
4. **Anthropology:** The study of the relationship between man as a biological entity and his adaptation to his environment.
5. **Political Science:** A field of inquiry devoted to an analysis of power in society.
It is traditionally known as that branch of the social sciences dealing with the organization and operation of government.
6. **Sociology:** The science that deals with social groups, their internal forms or modes of organization, how they maintain or change these forms of organization, and the relations between groups.
7. **Philosophy:** The most general science originally defined as the rational explanation of any fact.
It is the general principle under which all facts could be explained, in this sense, indistinctly.
8. **Psychology:** The systematic study of the processes whereby the individual interacts with his environment.

* Julius Gould and William L. Kolb, A Dictionary of the Social Sciences (New York: The

IONS OF THE SOCIAL SCIENCE CORE DISCIPLINES*

tion that tells how these events unfolded.

a society, or a social group. History is also a systematic written account of events that social group, and an account usually connected with a philosophical explanation of causes. Interpretative. In still another way, history is described as the branch of knowledge that records the or as steps in human progress. In short, the dictionary defines history as a description or

ce and of man's relationship to his environment.

nd interpretation of the distribution of phenomena on the face of the earth. The phenomena mates, landforms, and soils; or human, such as religions, population densities, and trans- such phenomena are numberless, geography is preferably defined in terms of this concept of

society choose, with or without the use of money, to employ scarce productive resources to pro- and distribute them for consumption, now and in the future, among various people and groups

hip between man as a biological entity and his adaptations to his environment.

voted to an analysis of power in society.

th of the social sciences dealing with the organization and government of states.

social groups, their internal forms or modes of organization, the processes that tend to maint- ation, and the relations between groups.

originally defined as the rational explanation of anything.

h all facts could be explained, in this sense, indistinguishable from science.

processes whereby the individual interacts with his environment.

Dictionary of the Social Sciences (New York: The Free Press, 1964).

GLOSSARY OF TERMS

1. Concept: An individual's own way of making meaning of things he has experienced. It involves classifying his experiences, and which continually changes as his experiences accumulate. A concept is a symbol which represents the real content of the insights and meanings the word evokes in the mind of a person used to represent a class or group of things having characteristics in common. It is a synthesis of a number of things an individual has experienced from his experiences. *
2. Generalization: A universally applicable statement at the highest level of abstraction from past and/or present, engaging in a basic human activity. In accord with this definition, the following are implicit:
 - A. The stated generalization, or the context in which it appears, shows that the author is making a generalization.
 - B. The stated generalization is not limited by reference to specific geographic or cultural boundaries.
 - C. The facts upon which a generalization is based are not in themselves generalizations.
 - D. Neither a concept nor a definition is here considered to be a generalization and only a statement which is an acceptable generalization.
 - E. Opinions are not considered to be generalizations unless the specialist also reports that they have been tested and found to have no exceptions.
 - F. Generalizations must have applicability to all places in all times, or be applicable to a specific time and place.
 - G. Generalizations can be either primary, statistical, or functional.
 - H. Generalizations must deal with man in a societal orientation, not as an isolated individual.
 - I. Generalizations must be applicable to man at the highest level of abstraction rather than to a specific individual.
3. Sub-Concept: A closer examination of ideas related to the major concept.
4. Behavioral Objective: A statement of intent that describes in performance terms the desired outcome of a learning experience. A statement of intent which describes in performance terms what the learner is to be able to do as a result of the learning experience.
5. Enroute Objectives: Those which are encountered in the process of doing assignments and tests.
6. Terminal Objectives: Those outcomes at the conclusion of a given learning situation or course.

*Roy A. Price, Major Concepts for Social Studies (Syracuse: Syracuse University, 1968)

GLOSSARY OF TERMS

way of making meaning of things he has experienced. It is a mental image which assists a person in and which continually changes as his experiences accumulate. A concept is expressed by a verbal symbol content of the insights and meanings the word evokes in the mind of an individual. A concept is an image in the mind of a person used to represent a class or group of things or actions having certain qualities or characteristics. It is a synthesis of a number of things an individual has experienced and conclusions he has drawn about them.

A generalization is a statement applicable at the highest level of abstraction relevant to all time or stated times about man, or about a group of men, in a basic human activity. In accord with this definition, the following statements must be made explicit:

1. The definition, or the context in which it appears, shows that the author believes that there are no known exceptions. The generalization is not limited by reference to specific geographic or cultural boundaries.

2. The generalization is based on a number of instances which are not in themselves generalizations.

3. The definition is here considered to be a generalization and can appear only in the context of an otherwise generalization.

4. The generalization is not to be considered a hypothesis unless the specialist also reports that the opinion as a hypothesis has been tested and found to have no exceptions.

5. The generalization is to have applicability to all places in all times, or be applicable to all places within a stated period of time. The generalization is to be either primary, statistical, or functional.

6. The generalization is to be applicable to man in a societal orientation, not as an isolated individual.

7. The generalization is to be applicable to man at the highest level of abstraction rather than to specific men or communities.*

8. The generalization is to be a synthesis of ideas related to the major concept.

9. The generalization is to be a statement of intent that describes in performance terms the desired outcomes of an instructional program.

10. The generalization is to describe in performance terms what the learner is to be like once he has successfully completed a learning situation.

11. The generalization is to be applicable to skills which are encountered in the process of doing assignments such as skills in gathering facts and selecting relevant information.

12. The generalization is to be applicable to outcomes at the conclusion of a given learning situation or course of study.

Concepts for Social Studies (Syracuse: Syracuse University, 1965).

7. Vehicle: The term topic, that conventionally has been used to designate the subject matter term vehicle. This has been done to avoid the structure trap of the term topic as it operated to why and how, e.g., all of the social science disciplines can be used as vehicles by which science to levels K-5.
8. Inductive: The teacher will initiate the student's attempt to discover new knowledge by help that will lead him to a higher level of critical thinking toward major concepts and generalizations.
9. Deductive: Introducing the entire theme and then breaking it down into concepts, sub-concepts, learner arrives at conclusions by reasoning.
10. Reflective Thinking: The active, careful, persistent examination of any belief or purported grounds that support it and the further conclusions toward which it tends.
11. Inquiry Method: A method of teaching whereby a teacher assumes the nondirective role and answers of well thought-out questions, by asking questions and through research and discovery.
12. Rationale: A reason or purpose for developing certain motives and objectives through which or common goal.
13. Cognitive: A generic term used to indicate all the various aspects of knowing including perceiving, thinking, and imagining. A cognitive response is usually observable. It can be demonstrated that objectives are achieved with this response in teaching. The cognitive mental process includes
 - A. Objective-observation and description
 - B. Classification
 - C. Correspondence
 - D. Disjunction-relationship of alternatives
 - E. Seriation-arranging in orderly sequence
14. Affective: In the broadest sense, as used in psychology, it refers to the feeling quality of commonly, the term is used as equivalent to emotion and even more narrowly to refer to the observable signs. The affective response is internal and is difficult to determine or measure. In positive and negative states including, for instance, anger and anxiety as well as affection in the social.
15. Processes: Methods and procedures of achieving a particular task or goal such as modes of each other.

, that conventionally has been used to designate the subject matter of curriculum, has been replaced by the
been done to avoid the structure trap of the term topic as it operated in the systems of relationship of what
all of the social science disciplines can be used as vehicles by which teachers can travel in teaching social

will initiate the student's attempt to discover new knowledge by helping him to select from data information
higher level of critical thinking toward major concepts and generalizations.

the entire theme and then breaking it down into concepts, sub-concepts, and facts. A process by which a
visions by reasoning.

the active, careful, persistent examination of any belief or purported form of knowledge in the light of the
and the further conclusions toward which it tends.

method of teaching whereby a teacher assumes the nondirective role and the student seeks information to the
-out questions, by asking questions and through research and discovery.

purpose for developing certain motives and objectives through which the teacher can reach a specific aim

term used to indicate all the various aspects of knowing including perception, judgment, reasoning, remem-
-imagining. A cognitive response is usually observable. It can be described and it is easy to determine if the
d with this response in teaching. The cognitive mental process includes:

ation and description

onship of alternatives
g in orderly sequence

edest sense, as used in psychology, it refers to the feeling quality of experience. More specifically and most
used as equivalent to emotion and even more narrowly to refer to the subjective aspect of emotional observ-
-ive response is internal and is difficult to determine or measure. In all usages, the term covers both positive
cluding, for instance, anger and anxiety as well as affection in the sense of love.

and procedures of achieving a particular task or goal such as modes of thought or the way people interact with

16. Percepts: Sensory beginning of concepts.
17. Values: The beliefs and ideas which society or an individual esteems and seeks to
18. Perceptual: The awareness of objects or data through the medium of the senses.
19. Precept: A commandment or direction meant as a rule of action or conduct.
20. Empirical: Relying or based solely on experimentation and observation.
21. Disjunctive Thinking: Presenting alternatives regarding a proposition, e.g., either

beginning of concepts.

and ideas which society or an individual esteems and seeks to achieve.

awareness of objects or data through the medium of the senses.

adment or direction meant as a rule of action or conduct.

or based solely on experimentation and observation.

g: Presenting alternatives regarding a proposition, e.g., either all men are free or no man is free.

USING INQUIRY IN THE SOCIAL STUDIES— GUIDELINES FOR TEACHING*

"A great deal has been written and spoken recently about 'newer' ways of teaching and learning in which much more emphasis has been given to discussing the rationale and assumptions underpinning them. Much effort has been given to describing these as useful ways of classroom teaching and learning. Time and space have even been given to discussing why they really are 'new.' But in spite of all this, the real essence of the 'new way' still remains obscured. It is not clear to the social studies classroom teacher who is daily faced with the practical necessity of actually using it, what is yet to be answered: 'What is this new way?' and, even more basic, 'How do I do it?'"

"Answers to these questions, even if they must of necessity be only partial and tentative, are needed. Teachers have been increasingly urged to use this 'new way' of teaching but have been frustrated because they do not know just what it is and how to employ it. Consequently, many have become disillusioned with the idea. Some are considerably less interested in it than meets the eye; others merely shrug it off with a curt, 'Oh, it won't work.' There are some who feel it won't work—are wont to declare, 'I do this already.' There can be little doubt that the 'new way' is not

"This 'newer' way of teaching has been described by a variety of terms. It has been labeled as an approach, a strategy, a process, or as a strategy. It has been described variously as reflective thinking, problem solving, critical thinking, or discovery—or guided discovery. Yet, essentially these are all the same—they are descriptive of a process by which, depending on the particular biases of the user, people engage in learning. They do not describe a process, but a process, some conscious and deliberate, some haphazard and almost automatic, by which one inquires into something. In actuality, descriptive of the process of inquiry."

THE PROCESS OF INQUIRY

"Inquiry is essentially finding out for oneself. It is the application of purpose to data in order to determine what may be to solve a problem, answer a question, satisfy a curiosity, apply a concept or so on. The data may be in any form. It may be a remembered and/or observed experience, either the learner's or that of others; it may be information shown on maps, graphs or charts, a picture, an artifact or some bit of written material such as a photograph or original document. The kind of knowledge developed is useful knowledge—knowledge that solves a problem, answers an original question, satisfies a curiosity, demonstrates or validates a concept, or gives some meaning to a fact, concept, generalization, skill or attitude.

"Having defined inquiry, however, does not tell just precisely what happens when one inquires. It is the process of applying certain past experiences, ideas, biases or interests (referred to variously as a frame of reference or some other more descriptive term) to selected data in order to complete a particular task. This is done in several steps, by employing a mode of inquiry.

*Barry K. Beyer, Using Inquiry in the Social Studies—Guidelines for Teaching (Athens: Ohio University Press, 1970), p. 1.

USING INQUIRY IN THE SOCIAL STUDIES— GUIDELINES FOR TEACHING*

spoken recently about 'newer' ways of teaching and learning in social studies. Considerable attention has been given to the rationale and assumptions underpinning them. Much effort has been expended on the merits and deficiencies of classroom teaching and learning. Time and space have even been consumed debating whether or not these 'newer' ways are better. All this, the real essence of the 'new way' still remains obscured. For the busy—but intensely concerned—teacher who is daily faced with the practical necessity of actually teaching, two crucial questions remain: 'What is the new way?' and, even more basic, 'How do I do it?'

If they must of necessity be only partial and tentative, are needed and needed now. Social studies teachers are urged to use this 'new way' of teaching but have been frustrated repeatedly in their efforts to discover it. Consequently, many have become disillusioned with the idea to the point where they feel there is nothing to see; others merely shrug it off with a curt, 'Oh, it won't work anyway,' and some—often those who are most vocal—to declare, 'I do this already.' There can be little doubt that this situation needs some clarification.

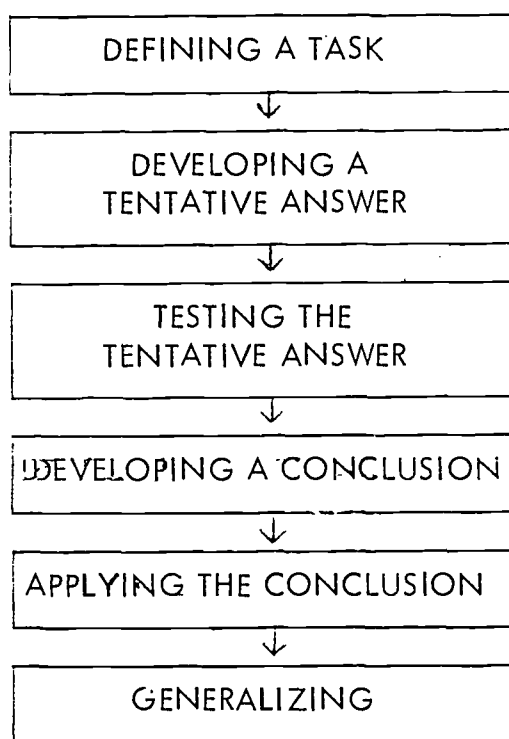
It has been described by a variety of terms. It has been labeled as an approach, a method and, more frequently, a process. It has been described variously as reflective thinking, problem solving, critical thinking inquiry, inductive thinking and so on. Yet, essentially these are all the same—they are descriptive of a process by which, with slight variations in the hands of the user, people engage in learning. They do not describe a single act but a whole series of acts, some haphazard and almost automatic, by which one inquires into something for some purpose. They are descriptive of the process of inquiry."

THE PROCESS OF INQUIRY

Inquiry is done for oneself. It is the application of purpose to data in order to develop useful knowledge. The purpose may be to answer a question, satisfy a curiosity, apply a concept or so on. The data may be any information in any form—written or observed experience, either the learner's or that of others; it may be in the form of statistical information, graphs or charts, a picture, an artifact or some bit of written material such as a textbook, newspaper article or so on. The knowledge developed is useful knowledge—knowledge that solves the initiatory problem, answers the question, demonstrates or validates a concept, or gives some meaning to experience. It could be in the form of a concept, a habit, a skill or attitude.

Inquiry, however, does not tell just precisely what happens when one inquires. Basically, the process of inquiry consists of applying a set of principles, ideas, biases or interests (referred to variously as a frame of reference, set of analytical concepts or a paradigm) to selected data in order to complete a particular task. This is done by following certain sequential steps in the process of inquiry.

Inquiry can be diagrammed, in terms of what the learner consciously or unconsciously does:



The method, or mode, of inquiry is not a single act but a series of analytical—deliberate, step-by-step—thinking and intuitive conclusions. It includes inductive reasoning, moving from the general to the supporting specifics. It usually starts with a question and moves at varying rates of speed to some sort of conclusion.

Describing precisely how one inquires is a task not lightly undertaken. Nevertheless, certain steps can be identified, at least, to represent the major stages of this process. From these steps, a teaching strategy that will facilitate this way of learning can be developed, associated with it.

This process is obviously much more complex than this diagram suggests. It involves three types of mental operations repeated over and over again: testing this hypothesis, and drawing conclusions (generalizing). In the process there is one ever present factor—the use of data. This is the key in the development of learning experiences based on and through inquiry.

It should be remembered, however, that inquiry is only one way of learning. We learn by a variety of processes each of which is best suited to a particular situation. Sometimes memorization is the quickest way to learn a fact or a combination for a lock or a list of dates. On the other hand, some things can be learned best by individual inquiry instead of deliberate instruction. It is just how ones goes about it."

(As indicated by Clark County's curriculum design, the teacher's role in the inquiry method is that of a programmer, resource person, process observer, process commentator, and adjuster.)

what the learner consciously or unconsciously does, as follows:

and, or mode, of inquiry is not a single act but a series of complicated, related acts. It involves both deliberate, step-by-step-thinking and intuitive thinking—guessing, hunching, and 'jumping to conclusions'. It includes inductive reasoning, moving from the specific to the general, and deduction—moving from the general to the supporting specifics. It usually starts with a question or problem or some unsettled condition and moves at varying rates of speed to some sort of a resolution.

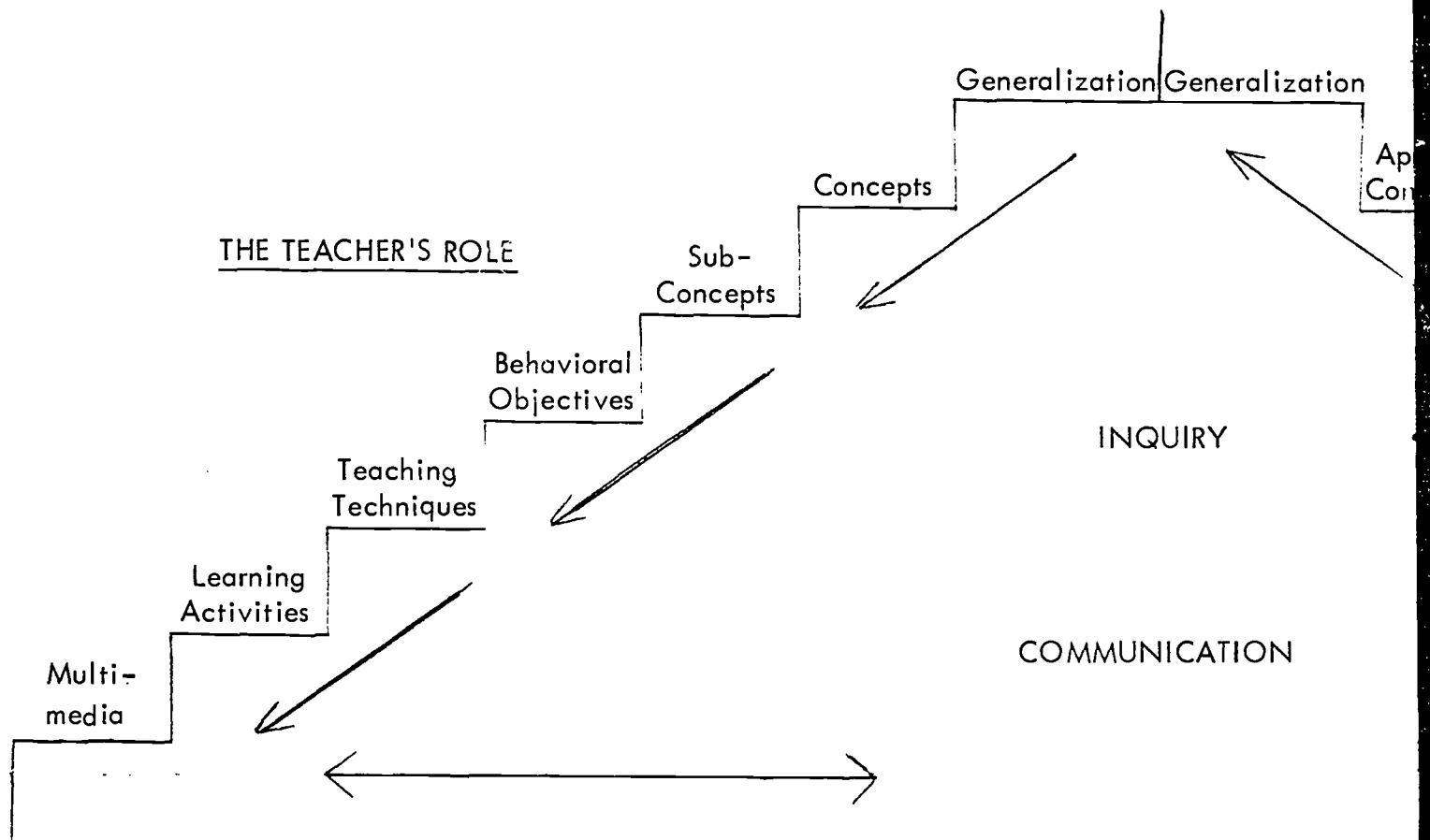
How precisely how one inquires is a task not lightly undertaken. Much research remains to be done before we can speak with finality on this. Nevertheless, certain aspects can be identified that seem, for the present, to represent the major stages of this process. Familiarity with these stages will enable one to build a strategy that will facilitate this way of learning and the use and development of the intellectual skills involved with it.

The process is obviously much more complex than this diagram would suggest. In essence, however, it involves a series of mental operations repeated over and over again—developing a hypothesis or tentative answer, testing the hypothesis, and drawing conclusions (generalizing) on the basis of this testing. And, at each stage of the process there is one ever present factor—the use of data. Consideration of these factors must be of prime concern in the development of learning experiences based on and fostering inquiry.

It should be remembered, however, that inquiry is only one way, one process, of learning. It is not the only way. Learning is achieved by a variety of processes each of which is best suited to different purposes. At times we learn best by rote. Sometimes memorization is the quickest way to learn an essential fact—a telephone number, for instance, or a combination for a lock or a list of dates. On the other hand, some bits of knowledge, skills and attitudes can be learned best by individual inquiry instead of deliberate memorization. The purpose for learning is the key to the process one goes about it."

In curriculum design, the teacher's role in the inquiry method is greatly changed. His role is now seen to be that of inquirer, observer, process commentator, and adjuster.)

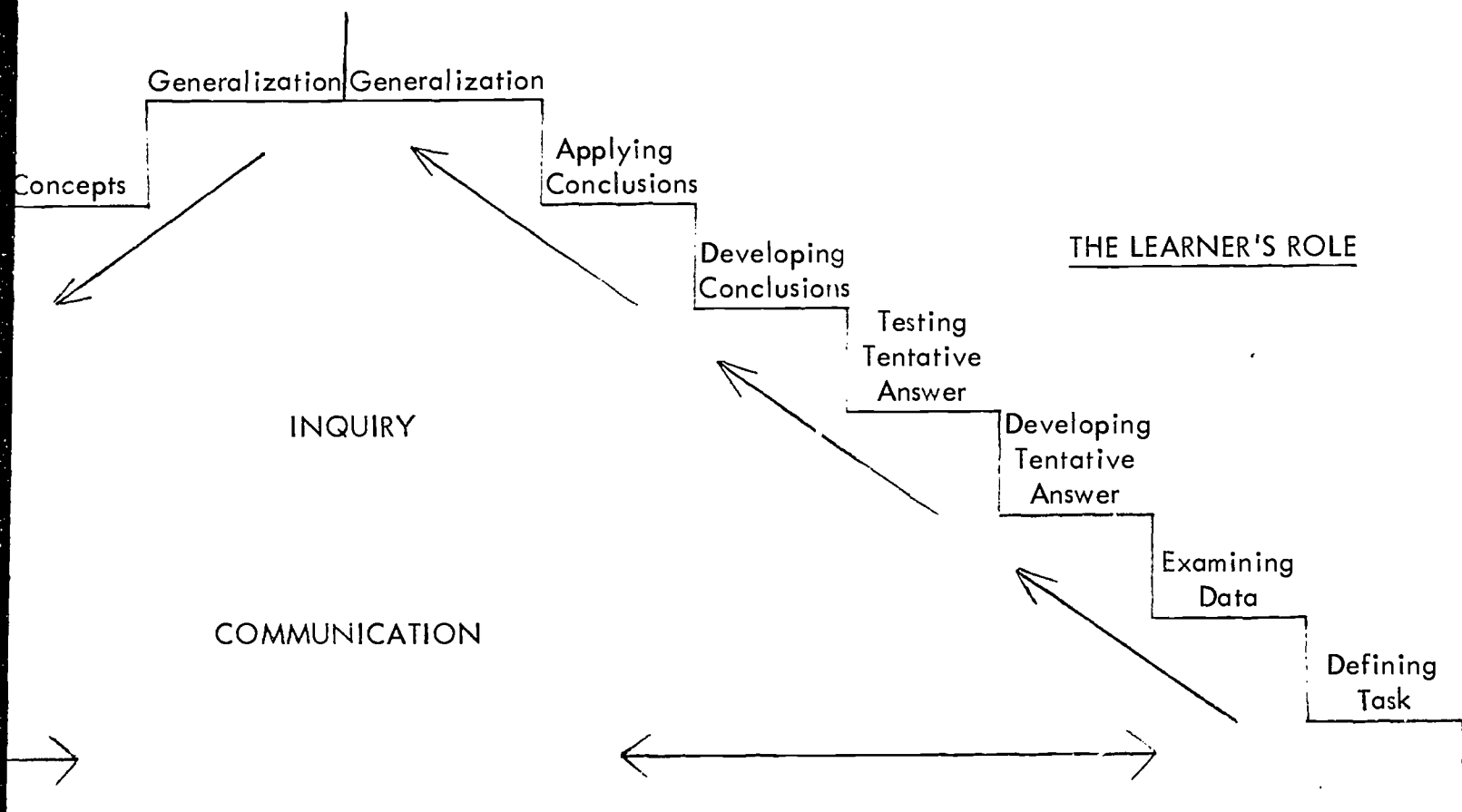
THE TEACHING-LEARNING PROCESS



Teachers should be aware that using the conceptual approach and discovery-inquiry method with their students. Concepts, skills, and data now come into play as interrelated items of which teachers plan teaching units in which they make use of the generalizations, concepts, and skills defined in this guide.

The discovery-inquiry method is recommended for student learning activities in which students gain meaning as they work with the data available in many forms of multimedia material. This is a progressive step in the discovery-inquiry method.

THE TEACHING-LEARNING PROCESS



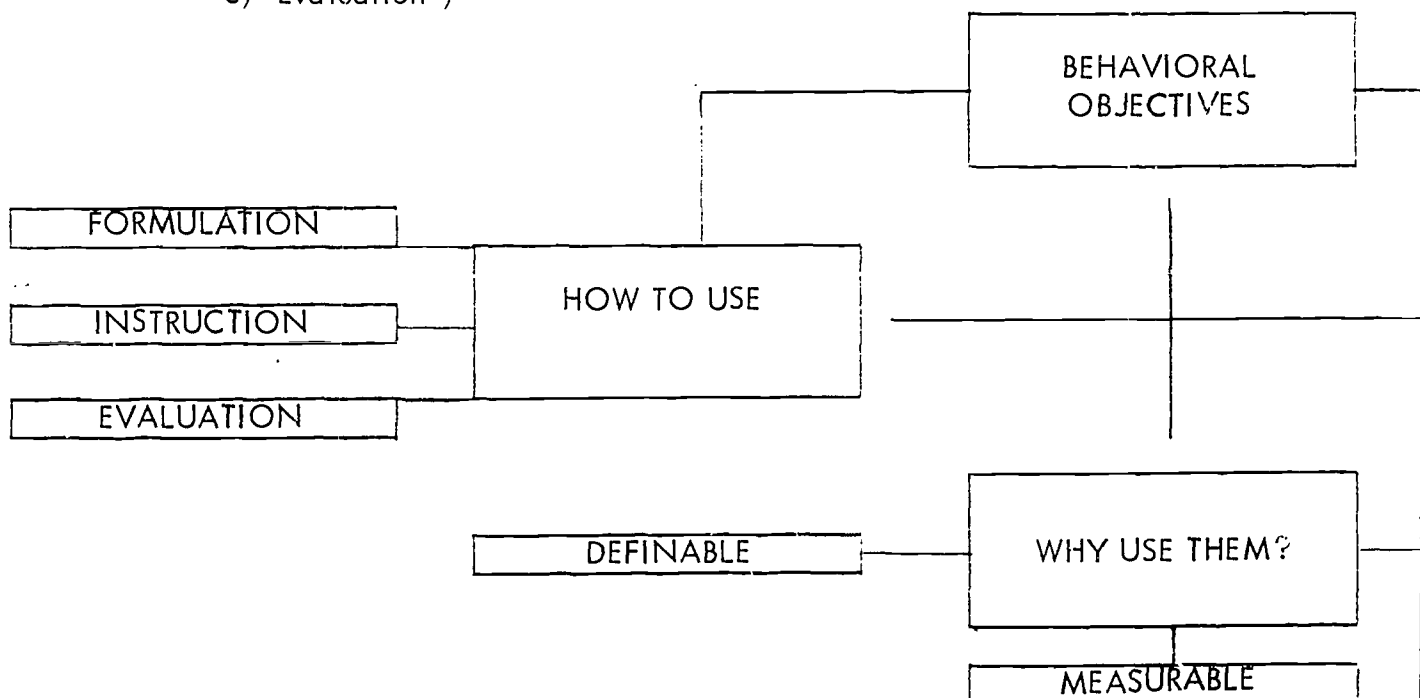
conceptual approach and discovery-inquiry method to instruction poses a new role for them and data now come into play as interrelated items of central concern and control. It is suggested that they make use of the generalizations, concepts, sub-concepts, and behavioral objectives listed and

recommended for student learning activities in which they will develop skills and acquire facts and available in many forms of multimedia material. Skill development levels through inquiry are seen inquiry method.

BEHAVIORAL OBJECTIVES

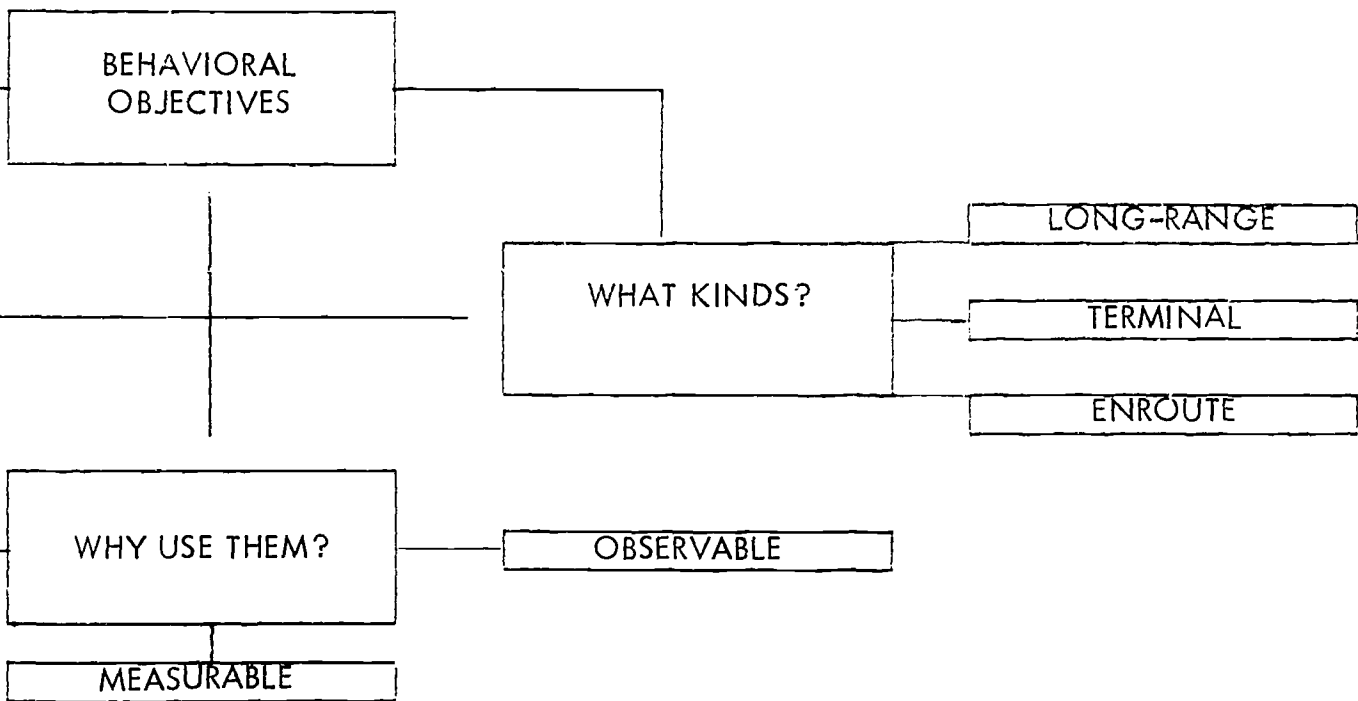
Behavioral objectives deserve an important place in the repertoire of those who teach the
Consider the following questions:

1. Why use behavioral objectives?
 - a) Definable)
 - b) Observable)-- Learner Behavior
 - c) Measurable)
2. What are the kinds of behavioral objectives?
 - a) Long-range)
 - b) Terminal)-- Response/Product
 - c) Enroute)
3. How does the teacher use them?
 - a) Formulation)
 - b) Instruction)-- Sequential Design
 - c) Evaluation)



BEHAVIORAL OBJECTIVES

the repertoire of those who teach the new social sciences.



LONG-RANGE OBJECTIVES

1. The student does not select immediate solutions to the problem but proceeds to search for meaningful sequences of alternate actions available to him. The student develops the ability to use scientific solving tools.
 - A. The student must select a topic or problem from a given body of conceptual material and form.
 - B. He must then pose an answerable question that is not too general (e.g., What is the function of the cell?) (e.g., What day does Congress convene?) that offers a rewardable in-depth study.
 - C. He then must formulate a written hypothesis or set of hypotheses in relation to the question.
2. The student develops the ability to locate, identify, relate, and use empirical data drawn from concepts, generalization) in the process of social inquiry and problem-solving.
 - A. Given a problem or question, the student must list and defend verbally or in written form equivalent, that offer material proving or disproving his hypothesis to his question.
 - B. This material must be periscoped into a brief and articulate written summary by the student.
3. The student must exhibit the ability to participate in open and respectful discussion of his problem through the presentation of his question, the formulation of his hypothesis, and the development of a hypothesis. He reacts with a critical analysis of the presentation.

LONG-RANGE OBJECTIVES

solutions to the problem but proceeds to search for meaning in the problem and explores the connection to him. The student develops the ability to use scientific and democratic processes as problem-

problem from a given body of conceptual material and defend his interests verbally or in written

question that is not too general (e.g., What is the function of government?) nor too specific, (convene?) that offers a rewardable in-depth study.

hypothesis or set of hypotheses in relation to the question asked.

state, identify, relate, and use empirical data drawn from social and behavioral sciences (facts, process of social inquiry and problem-solving.

student must list and defend verbally or in written form a minimum of four references, or their proving or disproving his hypothesis to his question.

into a brief and articulate written summary by the student.

participate in open and respectful discussion of his premise in a seminar meeting. He does this on, the formulation of his hypothesis, and the development of a conclusion. His group in turn presentation.

GUIDE FORMAT

A

GENERALIZATIONS	CONCEPTS	SUB-CONCEPTS		
-----------------	----------	--------------	--	--

MODEL FORMAT

B

GENERALIZATION	CONCEPTS	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
----------------	----------	--------------	-----------------------	-------------------------------

The main body of this guide is designed in a five column (A) arrangement that is intended to help a teacher perceive the process of its utilization. In the guide format, suggested teaching techniques are purposely omitted to allow the teacher to exercise his instructional individuality in design and preferences. For explicit examples of how teaching techniques and learning activity models have been provided.

Essentially, this guide is one that is developmental--constantly, continually, and ultimately through in-service training, implementation, application, and evaluation. This feature is seen as being involved in the developmental process. This has made the guide part of their own creative

GUIDE FORMAT

CONCEPTS	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES	SUGGESTED MULTI-MEDIA
----------	--------------	-----------------------	-----------------------

MODEL FORMAT

SUB-CONCEPTS	BEHAVIORAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES	SUGGESTED LEARNING ACTIVITIES	SUGGESTED MULTI-MEDIA
--------------	-----------------------	-------------------------------	-------------------------------	-----------------------

in a five column (A) arrangement that is intended to portray a seven column (B) depiction of the way its utilization. In the guide format, suggested teaching techniques and suggested learning activities are intended to exercise his instructional individuality in developing these areas to fit his own particular needs and to show how teaching techniques and learning activities are developed for instructional purposes, teaching

developmental--constantly, continually, and ultimately--drawing on the Clark County School District's application, and evaluation. This feature is seen as having merit in that teachers, have been personally involved. This has made the guide part of their own creative efforts thus stimulating more effective teaching.

GENERALIZATIONS FROM THE DISCIPLINES WITHIN THE SOCIAL

Teaching social science through the use of major concepts involves an almost inherent contact with generalizations. The structure of teaching and learning units. Therefore, it should be made clear that the generalizations listed here are a few examples of how they may be used in lesson planning by the teacher.

There are other generalizations that can be cognized by the researcher. These are included as being generalizations and are listed under the various disciplines to which they are most closely related.

History:

1. "Continuous and Unrelenting Change Has Been a Universal Condition of Human Life Since the Beginning of Recorded Time." ¹
2. "History Makes Man Aware of the Possible Rather Than the Probable, And Offers Alternatives Concerning the Time in Which He Lives. History Offers No Alternatives Upon Which to Base Such Decisions." ²
3. "Ideally, the Past Should Be Understood on Its Own Terms. Historical Standards, Values, Attitudes, and Beliefs That Were Dominant During the Past Should Be Evaluated Exclusively by Twentieth-Century Standards." ³
4. "Rarely Can Complex Historical Events Be Explained in Terms of a Simple Cause and Effect Relationship. Rather, a Study of the Past Indicates That Multiple-Causation is the Rule." ⁴
5. "The Record of the Past Is Irremediably Fragmentary, Selective, and Biased. The 'Facts' Varies With the Individual Who Studies Them, and Each Generalization is Made in Terms of Its Own Needs, Aspirations, and Point of View." ⁵

Geography:

1. "Man's Use of the Land Is Seldom the Result of Any Single Physical Factor. It Is the Interplay of a Number of Phenomena, Both Physical and Cultural." ¹
2. "The Evolution of Mankind from Isolated, Self-Sufficient Communities to a World of Trade, Migration, Diffusion of Ideas and Practices, and Greater Interdependence." ²
3. "Each Culture Tends to View Its Physical Habitat Differently. A Society's Level of Technology Determine Which Elements of the Land Are Prized and Which Are Ignored." ³
4. "Every Region Is an Area Homogeneous in Terms of Specific Criteria. Cultural Delimitation Is Always Based on an Intellectual Judgment." ⁴

GENERALIZATIONS FROM THE DISCIPLINES WITHIN THE SOCIAL SCIENCES*

of major concepts involves an almost inherent contact with generalizations. They are closely related to any. Therefore, it should be made clear that the generalizations listed in this guide are recognized as being only in lesson planning by the teacher.

be cognized by the researcher. These are included as being essential to structures built for teaching procedures to which they are most closely related.

Continuous and Unrelenting Change Has Been a Universal Condition of Human Society Throughout Both Remembered and Recorded Time." 1

History Makes Man Aware of the Possible Rather Than the Probable, Allowing Him to Choose Among Rational Alternatives Concerning the Time in Which He Lives. History Offers No Immutable Laws, Givens, or Inevitables, However, Which to Base Such Decisions." 2

History, the Past Should Be Understood on Its Own Terms. Historical Events Should Be Examined in Light of the Standards, Values, Attitudes, and Beliefs That Were Dominant During a Given Period and for a Given People, Rather Than Evaluated Exclusively by Twentieth-Century Standards." 3

History Cannot Explain Complex Historical Events in Terms of a Simple, One-to-One, Cause-and-Effect Relationship. Rather, a Study of the Past Indicates That Multiple-Causation Is the Dominant Pattern." 4

The Historical Record of the Past Is Irremediably Fragmentary, Selective, and Biased. The Significance of Available Historical Evidence Varies With the Individual Who Studies Them, and Each Generation Tends to Recreate and Rewrite History in Accordance With Its Own Needs, Aspirations, and Point of View." 5

The Use of the Land Is Seldom the Result of Any Single Physical Factor. Rather, Such Utilization Is Determined by the Interplay of a Number of Phenomena, Both Physical and Cultural." 6

The Evolution of Mankind from Isolated, Self-Sufficient Communities to an Interdependent Whole Means Ever More Rapid Migration, Diffusion of Ideas and Practices, and Greater Importance of Relative Location or Situation." 7

Human Culture Tends to View Its Physical Habitat Differently. A Society's Value System, Goals, Organization, and Level of Technology Determine Which Elements of the Land Are Prized and Utilized." 8

A Region Is an Area Homogeneous in Terms of Specific Criteria Chosen to Delimit It From Other Regions. This Delimitation Is Always Based on an Intellectual Judgment." 9

5. "The Character of a Place Is the Product of the Past as Well as an Inter

Economics:

1. "Every Society Has Some Kind of Economic System. This Pattern of Activity and Use of Goods and Services and Reflects the Values and Objectives of the Society." 14
2. "All Economic Systems Are Confronted by the Problem of Relative Scarcity of Resources." 14
3. "Economic Conditions and Systems Change Over a Period of Time." 14
4. "Every Economic System Possesses Regularities Which Make Certain Forecasting Possible." 14
5. "In a Modern, Complex Economic System, Individuals Are Dependent on the Needs and Wants of Others." 15

Sociology:

1. "Man Is a Social Animal Who Lives Always in Groups. He May Belong to Many Groups Simultaneously. His Behavior is Differentiated by Its Structure." 16
2. "A Society Exists in the Minds of Its Members and Occurs Only When They Act Together. The Mere Grouping or Aggregating of People Does Not Create a Society." 16
3. "Man Is a Flexible, Becoming Creature. Through the Socialization Process He Adapts to the Requirements of a Variety of Societies." 18
4. "The Interdependence of Groups in a Complex Contemporary Society Requires Cooperation and Cooperation Brings People Together." 19
5. "Every Group Is a Complex of Roles. Group Members Perform Given Functions in Accordance with the Expectations Associated with Those Roles. As a Member of Various Groups He Performs Various Roles During a Particular Period in His Life and at Various Stages in His Development." 19

Political Science:

1. "As a minimum condition for its existence a society establishes authoritative norms which are binding on all the people, provide for the resolution of dissent, and maintain order." 20

... Is the Product of the Past as Well as an Interim Phase in an Ever Changing Existence." 10

... Kind of Economic System. This Pattern of Arrangements Involves the Production, Distribution, Services and Reflects the Values and Objectives of the Particular Society." 11

... Are Confronted by the Problem of Relative Scarcity, of Unlimited Wants and Limited Resources." 12

... and Systems Change Over a Period of Time." 13

... Possesses Regularities Which Make Certain Forms of Prediction Possible." 14

... Economic System, Individuals Are Dependent Upon Others for the Satisfaction of Many of Their

... Who Lives Always in Groups. He May Belong to a Variety of Groups, Each of Which Can Be Structure." 16

... Minds of Its Members and Occurs Only When There Is Communication or Interaction Among Mere Grouping or Aggregating of People Does Not Produce a Society." 17

... Coming Creature. Through the Socialization Process, He Can Learn Approved Ways of Behaving es." 18

... of Groups in a Complex Contemporary Society Serves as a Bond Which Holds That Society To-

... Complex of Roles. Group Members Perform Given Roles and Have Some Understanding of the Ex- with Those Roles. As a Member of Various Groups, a Person May Learn and Assume Different lar Period In His Life and at Various Stages in His Development and Maturation." 20

... on for its existence a society establishes authoritative institutions that can make decisions which people, provide for the resolution of dissent, and effectively enforce basic rules." 21

2. "The nature of a given society's political system and the nature of its political fundamental system of values to which the society adheres." 22
3. "Political ideals, values, attitudes, and institutions develop and change over time." 23
4. "In every society, individuals and groups disagree over some societal goals to be achieved, and over the enforcement of standards of behavior." 24

Anthropology:

1. "Culture is a total lifeway, not just a superficial set of customs. It largely determines how an individual perceives as he adapts to his world." 25
2. "Every cultural system is an interconnected series of ideas and patterns that changes over time and generally lead to changes in other segments of the system." 26
3. "Every human cultural system is logical and coherent in its own terms, and its logic is available to the given community." 27
4. "The customs and beliefs of peoples are often made more understandable when viewed in the relations among types of individual and group statuses and roles in society." 28
5. "The customs and beliefs of peoples are often made more understandable when viewed from a logical and cultural perspective." 29
6. "Analysis of the implications (or 'functions') of cultural behavior must take into account the intentions of the people involved; but analysis must also be made of the implications (called 'latent functions') of particular acts and beliefs." 30
7. "Study of practically any behaviors and beliefs among primitive peoples is essential to understanding our own complex culture, for it appears that humans everywhere have responded to the same fundamental human problems." 31
8. "Explanation of human behavior is essentially one-sided and incomplete when only the cultural, social, and psychological characteristics is taken into account and the biophysical environment is ignored." 32

given society's political system and the nature of its political behavior are closely related to the system of values to which the society adheres." 22

... values, attitudes, and institutions develop and change over time." 23

... individuals and groups disagree over some societal goals and directions, over how aims will be achieved, and over the enforcement of standards of behavior." 24

... cultural lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and perceives, and adapts to his world." 25

... cultural system is an interconnected series of ideas and patterns for behavior in which changes in one aspect are related to changes in other segments of the system." 26

... cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge of the given community." 27

... and beliefs of peoples are often made more understandable by studying them in terms of the social interactions and types of individual and group statuses and roles in social action." 28

... and beliefs of peoples are often made more understandable if we examine them from a combined psycho-cultural perspective." 29

... the implications (or 'functions') of cultural behavior must take into account the explicit beliefs and attitudes of the people involved; but analysis must also be made of the unnoticed, unintended, further consequences (or 'latent functions') of particular acts and beliefs." 30

... ethnically any behaviors and beliefs among primitive peoples, no matter how unusual, is of direct relevance to understanding our own complex culture, for it appears that humans everywhere shape their beliefs and behavior in response to the same fundamental human problems." 31

... study of human behavior is essentially one-sided and incomplete unless information about man's biological, social, and psychological characteristics is taken into account, together with information about man's environment." 32

9. "Although the peoples of the world may be roughly (and arbitrarily) divided into different groups based on physical characteristics, there are no pure races, and probably never have been, but only a mass of individuals who are intermediate in racial characteristics, so that no sharp 'boundaries' exist between the 'Negroid,' 'Caucasoid,' and 'Mongoloid' peoples." 33
10. "There is no undisputed evidence of significant differences in ability or intelligence of individuals from different parts of the world." 34
11. "Contrary to beliefs still widely held, individuals who are the products of racial 'mixing' are frequently superior to their 'pure-blooded' parents in strength, stature, and other characteristics. The 'hybrid vigor' is well known among many species of 'lower' animals and plants as well." 35
12. "Anthropologists (and other scientists) have discovered no human biological characteristics that are significantly affected by environmental experiences and environmental conditions. Conversely, no human characteristics of intelligence, personality, or behavior are significantly affected as unaffected by genetically inherited biological factors." 36
13. "Practically all the significant differences in behavior among human populations (including differences in intelligence, and other psychological characteristics) are understandable as learned characteristics, and not as biologically inherited characteristics." 37

of the world may be roughly (and arbitrarily) divided into different 'races,' or major groups, characteristics, there are no pure races, and probably never have been. There are large numbers intermediate in racial characteristics, so that no sharp 'boundaries' can be drawn separating 'Aid,' and 'Mongoloid' peoples." 33

evidence of significant differences in ability or intelligence among major racial groupings of

all widely held, individuals who are the products of racial 'mixing,' or interbreeding, are freer 'pure-blooded' parents in strength, stature, and other characteristics. This phenomenon of is known among many species of 'lower' animals and plants as well." 35

Other scientists) have discovered no human biological characteristics that are unaffected by life environmental conditions. Conversely, no human characteristics of thought or action can be regarded as genetically inherited biological factors." 36

Significant differences in behavior among human populations (including expression of attitudes, or psychological characteristics) are understandable as learned cultural patterns rather than as biological characteristics." 37

FOOTNOTES

¹ Henry S. Commager, The Nature and the Study of History (Columbus: Charles E. Merrill Books, Inc., 1965), p. 100.

² *Ibid.*, p. 110.

³ *Ibid.*, p. 120.

⁴ *Ibid.*, p. 131.

⁵ *Ibid.*, p. 139.

⁶ Jan O. M. Broek, Geography: Its Scope and Spirit (Columbus: Charles E. Merrill Books, Inc., 1965), p. 81.

⁷ *Ibid.*, p. 86.

⁸ *Ibid.*, p. 92.

⁹ *Ibid.*, p. 98.

¹⁰ *Ibid.*, p. 105.

¹¹ Richard S. Martin and Reuben G. Miller, Economics and Its Significance (Columbus: Charles E. Merrill Books, Inc., 1965), p. 99.

¹² *Ibid.*, p. 115.

¹³ *Ibid.*, p. 129.

¹⁴ *Ibid.*, p. 142.

¹⁵ *Ibid.*, p. 155.

¹⁶ Caroline B. Rose, Sociology: The Study of Man in Society (Columbus: Charles E. Merrill Books, Inc., 1965), p. 63.

¹⁷ Caroline B. Rose, Sociology: The Study of Man in Society (Columbus: Charles E. Merrill Books, Inc., 1965), p. 70.

¹⁸ *ibid.*, p. 79.

¹⁹ *ibid.*, p. 86.

²⁰ *ibid.*, p. 93.

²¹ Francis J. Sorauf, Political Science: An Informal Overview (Columbus: Charles E. Merrill Books, Inc., 1965), p. 76.

²² *ibid.*, p. 91.

²³ *ibid.*, p. 97.

²⁴ *ibid.*, p. 105.

²⁵ Pertti J. Pelto, The Study of Anthropology (Columbus: Charles E. Merrill Books, Inc., 1965), p. 68.

²⁶ *ibid.*, p. 70.

²⁷ *ibid.*, p. 71.

²⁸ *ibid.*, p. 73.

²⁹ *ibid.*, p. 74.

³⁰ *ibid.*

³¹ *ibid.*, p. 75.

³² *ibid.*

³³ *ibid.*, p. 76.

³⁴Pertti J. Pelto, The Study of Anthropology (Columbus: Charles E. Merrill Books, Inc., 1965), p. 76.

³⁵*ibid.*

³⁶*ibid.*

³⁷*ibid.*

MAJOR SOCIAL SCIENCE CONCEPTS
DESCRIPTIONS OF CONCEPTS

A. Substantive: Concepts that deal with recall on recognition of ideas from phenomena

1. Sovereignty of the Nation-State in the Community of Nations:
Contrary to popular belief that nations are as old as recorded history, the nation since the sixteenth century. Having gone through periods of steady development, are now going through a period of giving-way of sovereignty to a role of interdependence. They take certain actions without consideration of the wishes of other states.
2. Conflict--Its Origin, Expression, and Resolution:
Conflict is characteristic of the growth and development of individuals and of communities. They must learn to respond to conflicting forces.
3. The Industrialization-Urbanization Syndrome:
If one were to attempt a description of the most important social trends in the world, the development and the movement of populations to the cities would be an intellectual challenge.
4. Secularization:
Early man attributed all his blessings, travails, and disasters to the gods. By the time of the nation-state, the supreme in all the affairs of men. The development of the nation-state, new city-oriented pattern of basic values and beliefs.
5. Compromise and Adjustment:
Compromise and adjustment are the keys to successfully facing political, economic, and social problems. They face the need to compromise and adjust to his physical as well as to his social situation.
6. Comparative Advantage:
Students should understand this concept in order to appreciate the need for long-term planning. In conflicts of any nature arise, there often comes a time when advantages must be sacrificed for total conformity by an opposing force. Without an understanding of this concept, no one ever does achieve "total victory."

* Roy A. Price, Major Concepts for Social Studies (Syracuse: Syracuse University Press, 1964), p. 10.

MAJOR SOCIAL SCIENCE CONCEPTS AND DESCRIPTIONS OF CONCEPTS*

recall on recognition of ideas from phenomena within the social sciences.

the Community of Nations:

Concepts are as old as recorded history, the nation-state, nationalism, and sovereignty have emerged and gone through periods of steady development, they reached a peak in the twentieth century and are giving-way of sovereignty to a role of interdependence in which states feel they must not under-estimate the wishes of other states.

and Resolution:

growth and development of individuals and of civilization as a whole. Society is constantly pressured

in Syndrome:

One of the most important social trends in the world today, the inclusion of the quest for industrial populations to the cities would be an intellectual mandate.

ings, travails, and disasters to the gods. By the Middle Ages the universal church was considered the center of life. The development of the nation-state, new cities, and industries changed all that to a more secular and beliefs.

the keys to successfully facing political, economic, social, and religious change and conflict. Man must adjust to his physical as well as to his social surroundings.

concept in order to appreciate the need for long-range consideration of goals and methods. When there often comes a time when advantages must be weighed because of the impossibility of assuring success. Without an understanding of this concept, a citizen is ill-equipped to face a world in which "victory."

for Social Studies (Syracuse: Syracuse University, 1965).

CONCEPTS (con't)

7. **Power:**
Power is a relationship by which one individual or group can take action that affects as both a goal and an instrument for achieving that goal. No student can fulfill the procedure of a democracy without being aware of this concept.
8. **Morality and Choice:**
Any student who proposes to go through life having all decisions made for him is a robot. To be more than a robot or a nonhuman animal, the citizen must deliberate upon and effecting these decisions. Moreover, he must abide by his choices once they have been made.
9. **Scarcity:**
This concept refers to the fact that there is a limit to any nation's economic potential. Scarcity is a reference both to physical limitations and to the choices of a society.
10. **Input and Output:**
Input refers to those productive resources furnished by persons in producing a product (goods and services) produced for sale during a period of time, measured according to the value of the product. The student should expect that his reward in terms of consumption will be based on the value of the product.
11. **Savings:**
This concept is concerned with the effects of claims (savings) on the American economy. The stability of a system is important to any discussion of inflation or recession. Students should understand the relationship of saving by one unit to the claims on another unit, if they are to intelligently participate in the economy of productive adults.
12. **The Modified Market Economy:**
Students should understand the free private function of the entrepreneur, the growth of the source of capital (loans and grants), and the effect of this increasing role of the government on the enterprise market economy. Included should be an understanding of the position of the entrepreneur in the economy of price, cost, monopoly, competition, supply, and demand.

CONCEPTS (con't)

an individual or group can take action that affects the behavior of another. It must be seen as a means of achieving that goal. No student can fulfill his potential role as a citizen participating in a democracy without being aware of this concept.

Life having all decisions made for him is an ideal future citizen for a totalitarian state. Unlike an animal, the citizen must deliberate upon decisions and participate in both making and carrying out, he must abide by his choices once they have been made.

There is a limit to any nation's economic potential and that a successful nation ought to get the most out of its resources in reference both to physical limitations and to limitations relative to the wants of the people.

Output means all the products and services furnished by persons in producing a product. Output means all the products and services sold during a period of time, measured according to how much money is paid for these by buyers. A citizen's reward in terms of consumption will be based largely on his value as a producer.

The effects of claims (savings) on the American economy and the rest of the world. The debt of a nation is someone else's savings and the relationship of this situation to the stability or instability of the economy is a topic for discussion of inflation or recession. Students must be cognizant of the relationships between these concepts on another unit, if they are to intelligently participate in maintaining economic stability as a citizen.

The private function of the entrepreneur, the growing role of government as a market and as a regulator, and the effect of this increasing role of the government in modifying the free private enterprise system should be an understanding of the position of producer and consumer and the functions of production, supply, and demand.

CONCEPTS (con't)

(con't)

It is important for students to comprehend and weigh the values of freedom of economic limitations of these freedoms that justify themselves by professing to strengthen and sup

13. **Habitat and Its Significance:**

Without interference of man, ecosystems are produced by areal associations of intercom involves five groups of physical and biotic processes: (1) surface features, (2) climate Habitat provides the natural surrounding of man's occupancy of the earth. It is of the concept regarding the significance of man to the features of habitat. The student shou and his culture are determined by physical surroundings and that he cannot alter it.

14. **Culture:**

Culture refers to a way of living that any society develops to meet its fundamental need the ordering of social organizations; learned modes of behavior, knowledge, beliefs; a human association. Culture then is man's contribution to his environment. An underst in a sea of culture from birth to death, may help many young people to appreciate the themselves as individuals.

15. **Institution:**

This is an organized way of doing something. It is a formal, recognized, established, social activity. Institutions have been described as complex clusters of cultural meani by a high degree of organization and permanence and revolving about at least one mai our society is in some manner directed in his activities by our institutions, it is importa how they affect us.

16. **Social Control:**

This concept deals with the mechanisms by which society exercises its dominance over to its norms. Included as mechanisms are taboos, mores, customs, and laws. Students social controls at all levels of society.

CONCEPTS (con't)

and weigh the values of freedom of economics and social action against modifications or themselves by professing to strengthen and support the remaining freedoms.

are produced by areal associations of interconnected physical and biotic processes. It
ic processes: (1) surface features, (2) climate, (3) water, (4) biota, and (5) soils.
of man's occupancy of the earth. It is of the utmost importance then to develop a valid
an to the features of habitat. The student should not go out in life believing all his actions
cal surroundings and that he cannot alter it.

by society develops to meet its fundamental needs for survival; perpetuation of the species;
rned modes of behavior, knowledge, beliefs; and all other activities that are developed in
his contribution to his environment. An understanding of each individual as a part, immersed
may help many young people to appreciate the relationship of the society around them to

thing. It is a formal, recognized, established, and stabilized way of pursuing some major
described as complex clusters of cultural meanings, norms, values, and behavior characterized
ermanence and revolving about at least one major human need. Because every individual in
in his activities by our institutions, it is important to learn how they become established and

s by which society exercises its dominance over component individuals and enforces conformity
ore taboos, mores, customs, and laws. Students should be aware of the need and existence of

CONCEPTS (con't)

17. Social Change:

Change is a neutral process. It may be progress or decline, depending on the change at a more rapid rate than do other societies. There is probably no one responsible for all social change in all societies. Contact between cultures or goods with a culture often results in a modification of knowledge, attitudes, and

18. Interaction:

Within a given social system, the interaction of individuals and groups follows a pattern that can be found in all social systems. Two general types of interaction - competition and cooperation - are specific forms of interaction. The basis of all human interaction is found in social contact, a part of a total conceptual picture that includes culture, society, social control,

B. Value: Concepts that deal with questions of attitude, beliefs, and principles.

1. Dignity of Man:

Dignity is defined as worth or merit. Human dignity should imply to every citizen a sense of worth that exists because the individual exists, and not because of his achievements. A society would respect the dignity of all other men.

2. Empathy:

The Dictionary of Social Sciences defines empathy as the ability to understand the feelings of one's own experience and behavior. Empathy has been referred to as "putting one's

3. Loyalty:

Loyalty is the willing devotion of an individual to a cause greater than himself. In the development of the concept of loyalty, one is as concerned with the processes and ideas as he is to individuals or states. Process refers to those with the cultural values of a given society.

4. Government by Consent of the Governed:

Government is the creation of man to secure the rights of the individual to safety, liberty, and happiness. Whenever government fails to secure these rights, the people may alter it to meet their own will.

CONCEPTS (con't)

...ss. It may be progress or decline, depending on the perspective of the observer. Some societies
...te than do other societies. There is probably no one factor or consistent set of factors that is
...change in all societies. Contact between cultures or the interactions of new ideas or material
...n results in a modification of knowledge, attitudes, and skills of the people.

...tem, the interaction of individuals and groups follows certain common types or forms. These forms
...l systems. Two general types of interaction - competition and cooperation - include all the more
...tion. The basis of all human interaction is found in social systems. This specific concept becomes
...ual picture that includes culture, society, social control, and social change.

...h questions of attitude, beliefs, and principles.

...rth or merit. Human dignity should imply to every citizen the worth of all individuals. This is
...e the individual exists, and not because of his achievements. It can be expected that most men
...y of all other men.

... Sciences defines empathy as the ability to understand others through being able to call out in one's
...avior. Empathy has been referred to as "putting one's self in the other man's shoes."

...evotion of an individual to a cause greater than himself, as represented by an institution, idea, or
...ment of the concept of loyalty, one is as concerned with the more sophisticated level of loyalty to
...e is to individuals or states. Process refers to those who are employed to achieve as ends the other
...en society.

...r of the Governed:

...ation of man to secure the rights of the individual to safety, tranquility, freedom, and happiness.
...ails to secure these rights, the people may alter it to make it a more effective instrument of their

CONCEPTS (con't)

5. Freedom and Equality:

Freedom refers to the relative absence of perceived external restraints on individual action. Equality has come to mean equality before law, equal access to suffrage, and equality of opportunity. Freedom may mean chaos and equality may become the tyranny of the majority.

C. Method: Concepts that deal with techniques, skills, and aspects used in obtaining information and concepts that cross the lines of all the social science disciplines.

1. Historical Method and Point of View:

Historical method is recognizing and dealing with evidence, epistemology, thesis, facts, evaluation of facts, interpretation, chronology, and causal relationships.

2. The Geographical Approach:

Geography is the field of learning that undertakes to develop concepts based on the spatial association of things and events of unlike origin and events that are thus associated. The distinctive purpose of geographic study is to describe the action of things and events related to unlike processes that are associated with particular places. Geography has examined the interaction between man and his habitat. Equally significant are the interactions among diverse cultural processes or among physical and biotic phenomena. Geography seeks to explain the sequences of differences from place to place on the earth.

3. Causation:

In the teaching of the causation concept, we aim to develop a method of thinking about the causes and effects around us. Causation, as an aspect of method, should be integrated with the study of the social sciences.

D. Techniques and Aspects of Method: These eight techniques of skills and/or behavior are envisioned as inevitable skills coming into focus as the various approaches are utilized.

1. Observation, Classification, and Measurement

5. Skepticism

2. Analysis and Synthesis

6. Interpretation

3. Questions and Answers

7. Evaluation

4. Objectivity

8. Evidence

CONCEPTS (con't)

perceived external restraints on individual behavior. In the western world, equality of access to suffrage, and equality of opportunity. Taken to extremes, freedom can become the tyranny of the majority.

skills, and aspects used in obtaining information. They are broader methodological concepts of the social science disciplines.

dealing with evidence, epistemology, thesis, hypothesis, point of view, selection of sources, chronology, and causal relationships.

undertakes to develop concepts based on the chronological principle. In this field, the relation of things and events of unlike origin and on the interconnections among things. The distinctive purpose of geographic study is to develop concepts regarding the inter-related processes that are associated with particular areas. Traditionally, geography studies man and his habitat. Equally significant are the studies of the interaction among physical and biotic phenomena. Geography seeks understanding of the causes and consequences of change on the earth.

Therefore, we aim to develop a method of thinking as well as understanding of causes and effects. The concept of method, should be integrated with the substance of several disciplines.

But techniques of skills and/or behavior are not identified as concepts as such. They are mentioned as inevitable skills coming into focus as inquiry methods and conceptual frameworks as they are utilized.

Measurement

5. Skepticism
6. Interpretation
7. Evaluation
8. Evidence

CLARK COUNTY SCHOOL DISTRICT
SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE

AIMS AND OBJECTIVES

We accept the guidelines established by the Clark County Curriculum Task Force for the social science program. The guidelines emphasize a conceptual approach and a discovery-inquiry method with emphasis on critical thinking, social science disciplines, and the use of multimedia. Since we accept the product of their efforts, we feel it behooves us to make an equal effort to select media with which to implement this program.

In light of this fact, we will seek and recommend those materials designed to enhance the development of the guideline the generalizations and concepts set down by the curriculum committee in their curriculum.

Recognizing that most publishers aren't prepared to meet our needs to the extent that we desire, we will seek a new approach in the social sciences. To facilitate this, we will present the concepts and generalizations to publishers and ask them to apply their material to the conceptual areas.

We also resolve to impress upon the publishing companies, directly and through their representatives, the need for the traditional media and vow to join with our colleagues from other parts of the country to assist in the development of new media.

The following list of multimedia is presented as a total package. Teachers are to be aware that materials are selected for use from any or all of the various disciplines. Teachers and principals should jointly select materials.

The areas of breakdown within the package are self-explanatory. Such areas as films, filmstrips, and audio tapes. Several new definitions are presented in relationship to textbook materials. The following are the definitions.

Standard Focal Reference Guides are materials usually compiled in a single volume that give a broad overview of a concept. The materials are not limited to a single concept. They represent a basis of sophistication from which to build on the continuum.

A Concept Penetration Source is a tool by which the student and teacher may delve into an area of study.

Although the committee did review numerous ITV programs, none were recommended. It was the committee's hope that the station produce local programs that would better correlate with the new social science program in Clark County. This information is available for this.

CLARK COUNTY SCHOOL DISTRICT
SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE

AIMS AND OBJECTIVES

Clark County Curriculum Task Force for the social sciences as published in their curriculum guide. These materials use the discovery-inquiry method with emphasis on critical thinking skills, a program reflecting all the media. Since we accept the product of their efforts and recognize it as a radical departure from the traditional method, we feel it behooves us to make an equally radical departure in establishing guidelines to select

materials whose materials designed to enhance the development of the aforementioned program using as our model the materials chosen by the curriculum committee in their curriculum guide.

To meet our needs to the extent that we desire, we will select those materials most applicable to this program. To this end, we will present the concepts and generalizations to the various companies and their representatives in the conceptual areas.

Companies, directly and through their representatives, the measure of impatience that we harbor with our colleagues from other parts of the country to assist publishers in finding new directions in social science materials.

total package. Teachers are to be aware that with an interdisciplinary approach, materials can be developed in all disciplines. Teachers and principals should jointly make this decision, if possible.

self-explanatory. Such areas as films, filmstrips, records, and transparencies are traditional in nature. We will limit our selection to textbook materials. The following are these definitions:

Materials compiled in a single volume that give a broad view of the mainstreams of social science. These materials represent a basis of sophistication from which the student is led to a higher level of sophistication

the student and teacher may delve into an area of research.

programs, none were recommended. It was the decision of the committee that the District television programs correlate with the new social science program in Clark County. It was felt that local teacher exper-

<p>HIGH SCHOOL MODEL POLITICAL SCIENCE</p> <p><u>Vehicles</u></p> <p>Today's Political Scene Protest Movements Vietnam Influence Presidential Race- Current</p>	GENERALIZATION	CONCEPTS	
	<p>Political ideals, values, attitudes, and institutions develop and change over time.</p>	<p>1. Social change</p>	<p>A. Change is a neutral perspective of the o</p> <p>B. Some societies chan institutions in the so</p> <p>C. There is probably no sponsible for all soc by itself, be consid</p> <p>D. Contact between cu within a culture ofte skills of the people.</p> <p>E. The development of made possible a wid</p> <p>F. Innovation as a mea political problems sh change.</p>

N	CONCEPTS	SUB-CONCEPTS
values, institutions change over	1. Social change	<p>A. Change is a neutral process. It may progress or decline, depending on the perspective of the observer.</p> <p>B. Some societies change at a more rapid rate of progress than do other institutions in the same society.</p> <p>C. There is probably no one factor or a consistent set of factors that are responsible for all social change in societies nor could one factor, operating by itself, be considered as the sole cause of any one single change.</p> <p>D. Contact between cultures or the interaction of new ideas or material goods within a culture often results in a modification of knowledge, attitudes, and skills of the people.</p> <p>E. The development of modern means of communication and transportation have made possible a wider distribution of cultural items and ideas.</p> <p>F. Innovation as a means of meeting the challenge of social, economic, and political problems should be understood as an important factor in social change.</p>

BEHAVIORAL OBJECTIVES

- A. The student will explain in writing that change is a neutral process and that it may progress or determine from facts he has found and logically concluded through his own concepts of change.
- B. The student will, orally in a small group, give two examples each of societies changing at a more rapid rate than that change at a more rapid rate than do other institutions in the same society.
- C. The student will, in writing, describe that probably no one factor or consistent set of factors are responsible for social change.
- D. The student will describe orally in small groups how contact between cultures or the interaction of cultures results in a modification of knowledge, attitudes, and skills of the people.
- E. The student will construct a poster demonstrating how the development of modern means of communication has influenced cultural items and ideas.
- F. The student, with the help of visual aids, will demonstrate he has learned to use a new method of solving political problems that are important factors in social change today.

BEHAVIORAL OBJECTIVES

process and that it may progress or decline. The student's explanation will depend upon his ability to
through his own concepts of change, the logical accuracy of his statement.

each of societies changing at a more rapid rate than other societies and some institutions within a society
in the same society.

factor or consistent set of factors are responsible for all social change in societies.

between cultures or the interaction of new ideas or material goods within a culture often results in
people.

development of modern means of communication and transportation has made possible a wider distribution of

he has learned to use a new method that will help him meet the challenge of social, economic, and
age today.

SUGGESTED TEACHING TECHNIQUES

- A. The task of defining is really not to be isolated in the process inasmuch as meaning and definitions require students to work in small groups. Give each group the following terms to define: social change, facts, concepts, hypothesis, and finally their meaning of each definition. Agreement on the meaning frequently demands the construction of operational definitions when authoritative meanings do not exist. In hypothesizing, the entire reflective process is characterized by a question such as "What do you mean by this statement "Change is a neutral process." He should reinforce this with examples, movies, slides, and other materials.
- B. Read the concept, social change, from Roy A. Price's pamphlet, Major Concepts for Social Studies.
- C. Introduce students to the great change, variety, and diversity of American life by showing them that the century has been called the great change. Ask students to discuss this idea. Refer to Price's Major Concepts for examples such as reform movements, social protests, and Supreme Court rulings where change is in evidence on the Roaring Twenties and show movies on the Jazz Age and reform movements.
- D. Use heuristic groups, collages, pictures without captions, and games like 20 Questions. In introducing students to the Greeks, and Chinese societies. These societies must have had material goods, clothing, foods, and other items. Readings about these cultures from the many sources at your disposal.
- E. Write this statement on the board- "The development of modern means has made possible a wider distribution of goods and services." Ask students to discuss this statement and to give examples of it.
- F. Discuss with the students the meaning of sub-concept F. Read from Francis J. Sorauf's Political Science for examples. Ask students discuss it as it pertains to sub-concept F. Make use of the much misunderstood Fifth Amendment.

TEACHING TECHNIQUES

much as meaning and definitions are constant elements in all phases of reflective inquiry. Assign terms to define: social change, neutral process, progress, and decline. Ask students to find and use definition. Agreement on the meaning of terms is a requirement of the dialogue of inquiry. This task when authoritative meanings do not fit the case. While definition is emphasized in the orientation and question such as "What do you mean by social change?" The teacher should prepare a lecture on the with examples, movies, slides, readings, tapes, and any other media that will get this point across.

Major Concepts for Social Studies, pages 17-18.

American life by showing them the film, "The Golden Twenties," McGraw-Hill. The twentieth century is this idea. Refer to Price's Major Concepts for Social Studies, page 17-18. Give students other Court rulings where change is involved. Discuss the reasons for change. Play the tape recordings of form movements.

Games like 20 Questions. In introducing different cultures, use American Indian, early Egyptians, material goods, clothing, foods, and homes. Show examples of changing attitudes and skills. Assign a social.

Means has made possible a wider distribution of cultural items and ideas." Ask students to discuss this

from Francis J. Sorauf's Political Science, Charles E. Merrill Books, Inc., pages 97-98, and have them discuss the much misunderstood Fifth Amendment of the United States Constitution.

SUGGESTED LEARNING ACTIVITIES

- A. Working in groups of five to eight members, the teacher will ask the students, "What do you mean by the decline." The student should use facts, concepts, and hypothesis on each definition. After completing lecture, view movies, listen to tapes, read the assignments, and write a paper.
- B. After the teacher delivers the short lecture and has given some examples of change, the students should from the group without assigning one. Ask students again, "Why do some societies change at a more rapid rate than do other institutions within a society change at a more rapid rate than do other institutions in the same society?" hypotheses, they should do research to prove them correct. They may want to change it. Each small group
- C. Introduce students to the great change, variety, and diversity of American life. Show the film, "The century has been called the great change. Ask students to discuss this idea. Refer to Price's Major Changes examples such as reform movements, social protests, and Supreme Court rulings where change is involved the Roaring Twenties. Show movies on the Jazz Age and reform movements.
- D. Use heuristic groups, collages, pictures without captions, and games like 20 Questions. In introducing Greeks, and Chinese societies. These societies must have had material goods, clothing, food, and housing. reading about these cultures from many sources at your disposal.
- E. Students will discuss the following statement: "The development of modern means has made possible a will select a project to show his understanding of this statement. He can use a graph, table, collage,
- F. Read from Francis J. Sorauf's Political Science, Charles E. Merrill Books, Inc., pages 97-98, and have of the much misunderstood Fifth Amendment of the United States Constitution. Newspapers and magazines has been used by those being investigated for a variety of purposes. After careful study of the Fifth Amendment application over the years, student might role-play a group of political situations. In one incident, it written and does not exist. Each of the actors in this political drama might be given, beforehand, a script the scene. For examples refer to Francis J. Sorauf's Political Science, pages 98-102. As a means of and political problems, introduce, in a small group session, a new method showing how innovation is an

SUGGESTED LEARNING ACTIVITIES

Ask the students, "What do you mean by the following: Social change, neutral process, and progress and regression on each definition. After completing this assignment, the student should listen to the teacher's explanation and write a paper.

For examples of change, the students should be divided into small groups. Permit the leader to emerge from each group. Ask "Why do some societies change at a more rapid rate than do other societies?" and "Why do some other institutions in the same society?" Each group should form their own hypothesis and from these hypotheses determine what they may want to change it. Each small group will report back to the large group for further discussion.

Discuss American life. Show the film, "The Golden Twenties," McGraw - Hill. The twentieth century illustrates this idea. Refer to Price's Major Concepts for Social Studies, pages 17-18. Give students other examples of Court rulings where change is involved. Discuss the reasons for change. Play tape recordings on social movements.

Use games like 20 Questions. In introducing different cultures, use American Indian, early Egyptians, and primitive material goods, clothing, food, and homes. Show examples of changing attitudes and skills. Assign

projects such as "The progress of modern means has made possible a wider distribution of cultural items and ideas." Each student should prepare a project. He can use a graph, table, collage, bulletin board, poster, or any other means to illustrate.

Use Mill Books, Inc., pages 97-98, and have students discuss it as it pertains to sub-concept F. Make use of the Bill of Rights, Constitution. Newspapers and magazines have described many instances in which the Fifth Amendment has been violated. After careful study of the Fifth Amendment, its purposes, the freedom it guarantees, and its application in various political situations. In one incident, the class might assume that the Fifth Amendment has not been violated. A drama might be given, beforehand, a slip of paper that provides some background information and sets the scene. See Science, pages 98-102. As a means of meeting the challenge of social economics, use the following method showing how innovation is an important factor in social change.

SUGGESTED MULTIMEDIA

FILMS

FILMSTRIPS

- "The Changing City"
- "Navajo Indian Life"
- "American Indians of Today"
- "Our Shrinking World"
- "Television--How It Works"
- "What Are Young People Thinking Today"
- "Life In The Thirties, 1930- 1939"
- "Immigration in American's History"
- "Who Are the People of America"
- "Jazz Age, In the 1919-1922, "
part 1 and 2.
- "Mirror of America"
- "Not So Long Ago, 1945-1950"
- "The Golden Twenties"

- "Social Change and Controversy"
- "American Government" - Part 1

BO

The

The

Jac

The

Civ

The

Lab

Ma

Pol

SUGGESTED MULTIMEDIA

BOOKS

- The Supreme Court in American Life,
Leonard, F.
- The Shaping of Modern America
Morris, R.B. & Woodress, F.
- Jackson Democracy,
Morris, R.B.
- The Human Side of American
History, Brown, F.
- Civil Rights and Liberties,
Mooney, Charles C.
- The Radical Right,
David, William
- Labor in American Society
Roch, T.W.
- Major Concepts for Social Studies,
Price, Roy A.
- Political Science,
Francis J. Sorauf

OTHER

Pictures, newspapers, and
magazines

"d Controversy"
ment" - Part I

CONCEPTS	SUB-CONCEPTS	
<p>II. Social control</p> <p>POLITICAL SCIENCE: Secondary Model (cont'd)</p>	<p>A. Social control deals with the mechanism by which society exercises its dominance over component individuals and enforces conformity to its norms. Included as mechanisms are taboos, mores, customs, and laws.</p> <p>B. The basis of orderly human interaction is found in social systems. Norms give structure, stability, and order to society. Without these, social interaction would be difficult, unpredictable, and sometimes dangerous. These norms vary from everyday etiquette to formalized laws.</p> <p>C. Social controls can be judged in part by their ability to preserve the social structure from undermining deviant behavior.</p>	<p>A. The study in writing and social</p> <p>B. The study the function of the United States</p> <p>C. The study that each writing</p>
<p>III. Institutions</p>	<p>A. Institution is not a group at all but an organized way of doing something. An institution is a formal, recognized, established, and stabilized way to pursue some major social activity.</p> <p>B. To assure the respect for and practice of the values men choose as important to their lives, it is necessary that their governments be established and operated by the consent of the governed.</p> <p>C. Government is the creation of man to secure the rights of individuals to safety, tranquility, freedom, and happiness. Whenever government fails to secure these rights, the people may alter it to make it a more effective instrument of their will.</p>	<p>A. The study recognized</p> <p>B. The study those that</p> <p>C. The study the means</p>

BEHAVIORAL OBJECTIVES

by which society
individuals and enforces
mechanisms are taboos,

e found in social systems
er to society.
be difficult, un-
These norms vary from

y their ability to
mining deviant

- A. The student will demonstrate his knowledge of social control by defining in writing the terms mechanisms, norms, taboos, mores, customs, laws, and social control.
- B. The student will construct a bulletin board or poster of a diagram showing the function of social structure within at least three countries and the United States.
- C. The student will demonstrate his ability to evaluate the social control that each country he has selected has on its people. He will do this by writing his interpretations of each country's social control over its people.

rganized way of doing
recognized,
e some major social

r the values men choose
ary that their governments
sent of the governed.

ecure the rights of
om, and happiness.
ese rights, the people
e instrument of their

- A. The student will be able to define the following terms orally: formal, recognized, established, stablized, and institution.
- B. The student will be able to state the purpose of institutions and identify those that are social, authoritative, religious, and political.
- C. The student, in small group sessions, will be able to discuss intelligently the meaning of the new social contract theory.

SUGGESTED TEACHING TECHNIQUES

A. Introduce the words mechanism, norms, taboos, mores, customs, laws, and social control. Discuss with class the general meaning of social control and how it has affected the United States Constitution and institutions.

B. Give students some guidance in constructing diagrams. Assign Govran & Rienow's Our Changing Social Order, page 149. Use overlays, play records, and assign short readings from Comparative Governments all prepared by Dr. Edwin Fenton. Allow time for research on at least three other countries' government structure.

C. Have students refer to their diagrams and discuss them. Bring magazines and newspapers and show a movie pertaining to social protests. Discuss some of the protest movements.

A. Have students work in terms as mechanisms

B. Have students construct at least two countries of

C. Have students evaluate Students should discuss and then transfer the

A. See suggested learning activities.

B. See suggested learning activities.

C. Read to the class John Locke's Social Contract Theory. Discuss this theory with the class as it pertains to the American Revolution and the French Revolution. Bring in the methods of change that the United States Constitution gives to us, e.g., elections, legislative process, impeachment, and court system.

A. Assign students in formal, recognized,

B. Use Edwin Fenton's discuss. Answer que

C. Read John Locke's Social Contract. Discuss in group discussions.

SUGGESTED LEARNING ACTIVITIES

laws, and control and

Governments, play its all at least three

magazines Discuss some

- A. Have students work in small groups defining and using the scientific method on such terms as mechanisms, norms, taboos, mores, customs, laws, and social control.
- B. Have students construct diagrams showing the function of social structure within at least two countries and the United States.
- C. Have students evaluate the social control that each country has over its people. Students should discuss the influence that deviant behavior has over social control and then transfer this understanding into a written report.

is this theory the French states impeachment,,

- A. Assign students, in small groups, to define the following terms orally or in writing: formal, recognized, established, stabilized, and institution.
- B. Use Edwin Fenton's Political Science, Unit 1. Assign students to read and discuss. Answer questions on pp. 320, 321, 323, 326, and 330.
- C. Read John Locke's Social Contract Theory and portions of Rousseau's Social Contract. Discuss the causes of the French Revolution and interpret them in small group discussions.

SUGGESTED MULTIMEDIA

FILMS

- "Revolts and Reforms in Europe, 1815-1848"
- "Boy to Man"
- "Girl to Woman"
- "Responsibilities of the American Citizen"
- "Structure of the American Way of Life"
- "Pressure Groups"
- "High Wall"
- "Uprooted Nation"

FILMSTRIPS

BOOKS

- Political Parties and D
Schattschneider, E
- The Supreme Court in
James, L.F.
- Democracy on Trial,
Morris, R.B. & Wo
- Our Changing Social
Govran and Rienov
- Comparative Governm
Fenton, Edwin
- Social Contract Theory
Locke, John
- Political Science,
Fenton, Edwin
- Social Contract,
Rousseau

- "Institution"
- "Age of Absolute Monarchs in Europe"
- "The Congress"

- Political Parties and D
Schattschneider, E
- American Political Tra
Morris, R.B.
- Urban Development,
Christansen, D.E.
- Reform in America,
Rattner, Faye

SUGGESTED MULTIMEDIA

STRIPS

BOOKS

OTHER

Political Parties and Democracy,
Schattschneider, E.E.
The Supreme Court in American Life,
James, L.F.
Democracy on Trial,
Morris, R.B. & Woodress, F.
Our Changing Social Order,
Govran and Rienow
Comparative Governments,
Fenton, Edwin
Social Contract Theory,
Locke, John
Political Science,
Fenton, Edwin
Social Contract,
Rousseau

Newspapers, magazines

Political Parties and Democracy,
Schattschneider, E.E.
American Political Tradition,
Morris, R.B.
Urban Development,
Christansen, D.E.
Reform in America,
Rattner, Faye

CONCEPTS	SUB-CONCEPTS	
<p>IV. Freedom and equality</p>	<p>A. Freedom refers to the relative absence of perceived restraints on individual behavior.</p> <p>B. In the Western world, equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.</p> <p>C. Taken to extremes, freedom may mean chaos and equality may become tyranny of the majority.</p> <p>D. Freedom and equality involves making value choices.</p>	<p>A</p> <p>B.</p> <p>C</p> <p>D</p>

BEHAVIORAL OBJECTIVES

ceived restraints on in-
ean equality before law,
ortunity.
and equality may become
choices.

- A. The student will be able to explain orally, in small groups, that freedom refers to the relative absence of perceived restraints on individual behavior.
- B. The student will be able to explain orally, in small groups, that in the Western world equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.
- C. The student will write a paper on: Freedom and equality taken to extremes may become chaos and tyranny of the majority.
- D. The student will demonstrate that he understands that equality and freedom involves making value choices by role-playing and then allowing students to make their judgments. They must give reasons for their value choice.

SUGGESTED TEACHING TECHNIQUES

- A. Give a short lecture on freedom and equality. Use movies, slides, tapes, transparencies and the recording taken from Edwin Fenton's Comparative Government. Write the lists of terms you want the student to define on the board.
- B. The following statement should be written on the board: "Equality, like freedom, means different things to different people." Write other phrases you want defined on the chalkboard.
- C. Read to the students from Stoerpenberg's Political Science, examples on pp. 320-330. Show the movie "The Oxbow Incident."
- D. Ask students to read Unit 10- "Freedom, Equality, and Justice," from American Society in Action by Riddle, pp. 351-406.

- A. The student will understand the terms: relative freedom, equality, and restraints on individual freedom.
- B. The student should understand that equality means different things to different people and that equality before the law, equality of opportunity, and equality of results are different concepts.
- C. The students will understand the concept of freedom taken in different contexts. They will also understand that extremes may exist in any system.
- D. Students will understand that freedom, equality, and justice have to be made relative to different situations. They will also understand explaining why these concepts are important.

SUGGESTED LEARNING ACTIVITIES

ides, tapes,
comparative
define on the board.

A. The student will work in small groups defining what is meant by the following terms: relative, absence, perceived, restraints, and freedom and what is meant by this statement, "Freedom refers to the relative absence of perceived restraints on individual behavior."

ality, like freedom,
es you want

B. The student should realize that equality, like freedom, means different things to different people. He will, in small groups, define these phrases-- equality before law, equal access to suffrage, and equality of opportunity.

xamples on pp. 320-

C. The students will be asked to give examples, in small group discussions, that freedom taken to extremes may become chaos. Riots and disorders are current examples. They should also give examples of equality when taken to extremes may become tyranny of the majority such as the French Revolution.

e," from American

D. Students will be asked to write about several events where a value choice will have to be made. Students will be asked to role-play these events or situations. Other students will make their value choice by discussing and explaining why their selected events took place.

SUGGESTED MULTIMEDIA

FILMS

- "What Liberty and Equality Means"
- "Security and Freedom"
- "Constitution of the United States"
- "Defining Democracy"
- "Quest for Freedom"
- "Understanding the Law - Equal Justice for All"

FILMSTRIPS

- "American Government" (Series Two)
- "The Way That Bows Are Made"

B

- The Neg
- the
- Hais
- The Sup
- Life
- Civil Ri
- Mod
- Political
- Stoe
- America
- Ride

SUGGESTED MULTIMEDIA

PS

Government" (Series Two)
at Bows Are Made"

BOOKS

The Negro Struggle for Equality in
the 20th Century, Ames,
Haisley, & Brown
The Supreme Court in American
Life, Hafstadter, Richard
Civil Rights and Liberties,
Mooney, Charles C.
Political Science,
Stoerpenberg
American Society In Action,
Riddle

OTHER

Magazines, newspapers

Comparative Government
(Recording) Fenton, Edwin

<p>HISTORY GEOGRAPHY ANTHROPOLOGY POLITICAL SCIENCE SOCIOLOGY ECONOMICS</p> <p>POLITICAL SCIENCE Levels 10-12</p> <p><u>Vehicles</u></p> <p>American Democracy As A Way of Life Our Democratic Govern- ment Meeting Our Economic Problems Identifying Our Social Problems Outlook of the Future Nevada Government</p>	GENERALIZATION	CONCEPTS
	<p>In every society, individuals and groups disagree over some societal goals and directions, over the enforcement of standards of behavior.</p>	<p>Conflict</p> <p>Compromise and adjustment</p> <p>Comparative advantage</p> <p>Power</p>

TION	CONCEPTS	SUB-CONCEPTS
<p>Individuals are over some directions, ent of ior.</p>	Conflict	<p>A. Conflict is characteristic of the growth and development of individuals and of civilization as a whole.</p> <p>B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.</p> <p>C. This concept is developed to assist the student to acquire satisfactorily patterns of conflict resolution whether with classmates, between individuals and the state, or between nations to be used throughout life.</p>
	Compromise and adjustment	<p>A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.</p> <p>B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.</p> <p>C. Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.</p> <p>D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.</p>
	Comparative advantage	<p>A. A nation, group, or individual must have long-range goals for which to strive and in moving toward these goals be aware of the advantages and disadvantages that develop along the way.</p>
	Power	<p>A. Power has many connotations to many different people.</p> <p>B. Power relationships abound throughout society and societies.</p> <p>C. Power can either be a goal or the means to goal attainment.</p>

BEHAVIORAL OBJECTIVES

- A. The student will write a paper on the "Big Stick Policy" describing how the aspects of conflict met o
- B. The student will explain the following statement and cite oral examples. There is no period in the of conflict.
- C. The students with the assistance of the teacher will construct patterns of conflict and solution models
- A. The student will list examples in which compromise brought about change into the following categories: Magna Carta and Runnymede, 1215.
- B. The student will describe in writing how he might need to adjust to his social surroundings.
- C. The student will discuss in a seminar the meaning of the following statement: Each culture is only a s
- D. The student will explain in writing why compromise and adjustment should not be interpreted as signs
- A. The student will be able to describe and analyze the purpose of the following: Department of Defen
Department of Labor, and Independent Regulatory Commission.
- A. The student will construct a college and in a seminar setting explain how his work reflects the follow
people.
- B. The student will construct a chart to demonstrate that power is a relationship by which one individual
another.
- C. The student will state an example from the United States Government that shows power is both a goal

BEHAVIORAL OBJECTIVES

...ing how the aspects of conflict met or resolved.

...examples. There is no period in the life of individuals, groups, or nations that is entirely free

...patterns of conflict and solution models.

...out change into the following categories: political, economic, social, and religious, e.g.,

...ust to his social surroundings.

...ving statement: Each culture is only a small part of a product of its own invention and discovery.

...tment should not be interpreted as signs of weakness or surrender.

...of the following: Department of Defense, Department of Interior, Department of Commerce,

...explain how his work reflects the following statement: Power has many connotations to many different

...s a relationship by which one individual or group can take action that affects the behavior of

...ernment that shows power is both a goal and a means to goal attainment.

GENERALIZATION	CONCEPTS	
<p>The nature of a given society's political system and the nature of its political behavior are closely related to the fundamental system of values to which the society adheres.</p>	<p>Institutions</p> <p>Government by the consent of the governed</p> <p>Loyalty</p>	<p>A. Every institution has status and special role.</p> <p>B. The three primary institutions in American society are the family, the church, and the state.</p> <p>C. Institutions are creations that developed in response to human needs.</p> <p>D. Every major institution must have organized leadership.</p> <p>A. Government is the creation of man to secure peace and happiness.</p> <p>B. Whenever government fails to secure the peace and happiness, the people may alter it to make it a more effective instrument.</p> <p>A. Loyalty is the willing devotion of an individual to an institution, idea, or process.</p> <p>B. Loyalty processes are those means employed by individuals to express their loyalty.</p> <p>C. The legislative process by which all sections of the country are represented is a process that should be based on loyalty.</p> <p>D. Loyalty to ideas such as human dignity, equality, and justice are ideas more important than symbols.</p>

SUB-CONCEPTS

Institution has status and special roles.

Primary institutions in American society have different effects on individuals within the society.

Institutions are creations that developed from needs of human beings.

For institution must have organization and a code of norms and specifications.

Government is the creation of man to secure the rights of the individual to safety, tranquility, freedom, and happiness.

If government fails to secure the rights guaranteed to people through its constitutions, the people have the right to make it a more effective instrument of their will.

Devotion is the willing devotion of an individual to a cause greater than himself as represented by an institution, idea, or process.

Means are those means employed to achieve as ends the other cultural values of a given society.

Democratic process by which all sections of the country are represented and the choosing of one's representatives are processes that should command loyalty.

Values are ideas such as human dignity, equality of opportunity, and freedom of speech and religion which are more important than symbols.

BEHAVIORAL OBJECTIVES

- A. The student will be able to give an oral report comparing the roles of the private academies of early
 - B. The student will list what he believes to be the three primary institutions in American society and explain their roles within the society.
 - C. The student will explain why the nine basic needs of which Hanna writes became institutions.
 - D. The student will be able to explain, in a small seminar setting, the basic requirements for every major
-
- A. The student will justify the need for the following forms of government in a series of written papers: (5) cities, (6) towns, and (7) villages. (He may write in opposition to any he feels is not needed)
 - B. The student will list and explain at least six democratic methods of making changes in our government as desired by the citizens of the United States of America, county, and city in which he lives.
-
- A. The student will write a commentary on a historical character in direct contrast to Benedict Arnold.
 - B. The student will select one of the following nations: Greece, Great Britain, France, or China and explain its
 - C. The student will find examples in American political history to depict that loyalty is not always found in his conclusions.
 - D. The student will orally name, within a twenty-second period, at least four national symbols depicting buildings.

BEHAVIORAL OBJECTIVES

les of the private academies of early New England and the public schools of modern America .

stitutions in American society and explain in writing the different effects of each on individuals

na writes became institutions .

he basic requirements for every major institution .

ernment in a series of written papers: (1) states, (2) countries, (3) townships, (4) school districts,
position to any he feels is not needed .)

is of making changes in our governments . The student will list and explain the rights guaranteed to
in which he lives .

n direct contrast to Benedict Arnold .

Great Britain, France, or China and list the culture values that he thinks made it great .

depict that loyalty is not always found in political party affairs and write a two-page report

least four national symbols depicting our American ideals and values, e .g ., sculptures, statues, and

GENERALIZATION	CONCEPTS	
<p>As a minimum condition for its existence, a society establishes authoritative institutions that can make decisions that are binding on the people, provide for the resolution of dissent, and effectively enforce basic rules.</p>	<p>Institution</p>	<p>A. Every institution has statutes and special roles.</p> <p>B. The three primary institutions in American society are the Congress, the Executive, and the Judiciary.</p> <p>C. Institutions are creations that developed from the needs of society.</p> <p>D. Every major institution must have organized leadership.</p>
	<p>Sovereignty of the nation-state in the community of nations</p>	<p>A. National sovereignty exists where common interests are recognized into such prominence as to form a nation.</p> <p>B. Today nations are more closely interrelated and dependent for their purposes.</p> <p>C. Limitations are set by growing technology and the need for cooperation without considerations for the wishes of other nations.</p> <p>D. Today, foreign policy is determined by government and the role of sovereignty in the 20th century.</p>
	<p>Government by the consent of the governed</p>	<p>A. Government is the creation of man to secure his rights and happiness.</p> <p>B. Whenever government fails to secure the rights of the people, they may alter it to make it a more effective instrument.</p>

SUB-CONCEPTS

Every institution has statutes and special roles.

The three primary institutions in American society have different effects on individuals within the society.

Institutions are creations that developed from needs of human beings.

Every major institution must have organization and a code of norms and specifications.

National sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge into such prominence as to form a nation.

Today nations are more closely interrelated and they are constantly changing in their development and purposes.

Limitations are set by growing technology and population. Modern nations can take only limited actions without considerations for the wishes of other nations and the modern world is witnessing a giving-way of sovereignty to interdependence among nations.

Today, foreign policy is determined by government officials whose understanding is related to the changing role of sovereignty in the 20th century.

Government is the creation of man to secure the rights of the individual to safety, tranquility, freedom, and happiness.

Whenever government fails to secure the rights guaranteed to people through its constitutions, the people may alter it to make it a more effective instrument of their will.

BEHAVIORAL OBJECTIVES

- A. The student will be able to define the following terms orally or in writing and tell how they relate to the social contract theory.
 - B. The student, given a list of institutions, will be able to state their purpose and identify those that are most clearly related to the social contract theory.
 - C. The student will be able to discuss the reasons for the development of the new social contract theory.
 - D. The student will be able to state a logical explanation as to the differentiation of authority related to the social contract theory and which institution would most clearly hold the authority and/or responsibility for dealing with such disorders.
-
- A. The student will describe the factors that bring about national sovereignty and write how these compare to the social contract theory.
 - B. The student will be able to discuss trends, reasons, and causes for the decline of importance of American isolationism in the 20th century.
 - C. The student will discuss, in small groups, the meaning of the following statement: The nation-states are moving from isolationism to interdependence.
 - D. The student will write a two-page paper describing characteristics of our foreign policy decision-making process.
-
- A. The student, in a panel discussion, will tell how each of the following are provided for by our government.
 - B. The student will orally or in writing list and explain the rights guaranteed to the people through our government.

BEHAVIORAL OBJECTIVES

orally or in writing and tell how they relate to institutions: formal, recognized, established, and stabilized.

state their purpose and identify those that are social, authoritative, religious, and political.

development of the new social contract theory.

focus on the differentiation of authority related to college campus disorders and to comment on which or what responsibility for dealing with such disorders.

national sovereignty and write how these common bonds emerge and form a nation.

causes for the decline of importance of America's historic Monroe Doctrine as an instrument of foreign policy

the following statement: The nation-states are now witnessing a relatively rapid giving-way of sovereignty

characteristics our foreign policy decision-makers should possess.

the following are provided for by our government: safety, tranquility, freedom, and happiness.

the rights guaranteed to the people through our constitution and how we are able to alter it if it does not secure

SUGGESTED MULTIMEDIA FOR POLITICAL SCIENCE

STANDARD FOCAL REFERENCE GUIDES

American Book Company
Magruder's American Government

Ginn
Problems of Democracy
Understanding our Government

Holt, Rinehart, and Winston
Comparative Political Systems

Silver Burdett
American Government in the Twentieth Century

CONCEPT PENETRATION SOURCES

American Book Company
The Presidency
Politics the American Way
Congress, Power and Purpose on Capitol Hill
The U.S. Constitution in Perspective

American Education
Public Issues Series/ Harvard Social Studies Project
Rights of the Accused
Community Change
Liberty Under the Law
Lawsuit
Municipal Politics
Political Parties in the United States
Communist China
Twentieth Century Russia
Nazi Germany
Colonial Kenya
Taking a Stand

Bruce
Vo

Encyc
Th
Th

Ginn
Te
Co
Yo

Holt,
A S
Am
Im
Bu
Th

Hough
Civ
Foc
The

Macmi
Poi

SUGGESTED MULTIMEDIA FOR POLITICAL SCIENCE--LEVELS 10-12

DES

entieth Century

Capitol Hill
ative

cial Studies Project

d States

The Middle East
China: Troubled Asian Giant
Changing Latin America
Southeast Asia
India, Pakistan
Africa: Emerging Nations Below the Sahara

Bruce
Voices of Convergence

Encyclopaedia Britannica
The Annals of America
The Negro in American History

Ginn
Teenagers and the Law
Conflict, Politics, and Freedom
Your Rights and Responsibilities as an American
Citizen, A Civics Casebook

Holt, Rinehart, and Winston
A Search for Awareness
American Problems Studies
Impact
Building the Modern World
The American Political Dictionary

Houghton - Mifflin
Civil Liberties, Case Studies and the Law
Focus on World Communism
The World of Communism

Macmillan
Politics, U.S.A.

Democracy in Action
Society Today and Tomorrow
Frame of Government
Recent America

New Perspectives in American History
The Road to Independence, 1763-1776
The Origins of The Constitution, 1776-1789
Government Through Opposition: Party Politics
in the 1790's
The Hero and the People: The Meaning of Jacksonian
Democracy
The Union Divides: Politics and Slavery, 1850-1861
The Progressive Movement: Traditional Reform
From Imperialism to Isolationism, 1898-1919
The New Deal: Interpretations
The Cold War: From Yalta to Cuba

McGraw - Hill
The Humanities

Prentice - Hall
Today's Issues

Scott Foresman
The USSR and Communism: Source
Readings and Interpretations
A Study of the USSR and Communism: An Historical
Approach
A Soviet View of the American Past
Area Studies in Economic Progress
Sub-Saharan Africa Struggle Against the Past
China Development by Force
India Struggle Against Time
Japan Lessons in Enterprise
Latin America Reform or Revolution
The Middle East Old Problems and New Hopes
The Soviet Union Communist Economic Power
Western Europe and the Common Market
Economic Forces in American History

Problems of Prosperity and Leadership, 1945
Adjustments to Depression and War, 1930-1945
World Power and New Problems, 1914-1930
The Growth of Industrial Enterprise, 1860-1914
Commerce, Cotton, and Westward Expansion, 1820-1860
Decisions that Faced the New Nation, 1783-1820
Developing the American Colonies, 1607-1783

CRI Studies in Economic Issues

World Trade
Economics of the Community
Capitalism, Communism, Socialism
Our Labor Force
Understanding Economic Growth
International Economic Problems

Problems in American History

The Causes of War
The Negro in America
Labor in American Society
The Supreme Court in American Life
American Foreign Policy
The Social Setting of Intolerance: The Know-Nothings, The Red Scare, and McCarthyism
Reform in America: Jacksonian Democracy, Progressivism, and the New Deal
Great Depression: 1837-1844, 1893-1898, 1929-1939
Political Leadership in America
The China Giant
Sources of the American Republic
Contemporary Civilization Issue

Silver Burdett

Avenues to America's Past
Alternatives to Violence
The Meaning of Communism

Van Nostrand, (an anvil original) (Paperback)
 The World in the Twentieth Century
 Fifty Major Documents of the Twentieth Century
 Marx and the Marxists
 Fifty Major Documents of the Nineteenth Century
 Conservatism
 Basic Documents
 Contemporary Africa: Continent in Transition
 The Russian Revolutions of 1917
 British Constitutional History Since 1832
 American Capitalism
 Liberalism: Its Meaning and History
 The North Atlantic Civilization
 NATO: A Twentieth Century Community of Nations
 Basic Documents in United States Foreign Policy
 American Farmer's Movements
 Historic Decisions of the Supreme Court
 Revolution and Reaction 1848-1852
 Southeast Asia and the World Today
 Basic History of American Business
 Soviet Foreign Policy, 1917-1941
 Major Documents in American Economic History, Vol, 1
 Major Documents in American Economic History, Vol,2
 Cold War Diplomacy 1945-1960
 Movements of Social Dissent in Modern Europe
 The People's Republic of China
 World Communism
 Third Party Movements in the United States
 The Idea of Racialism
 Soviet Russian Imperialism
 The Colonial Origins of American Thought
 Documents on Modern Africa
 Varieties of Fascism
 The Making of the American Constitution
 European Economic History: Documents and Readings
 The Negro in the United States
 African Nationalism in the Twentieth Century
 Immigration, the American Mosaic
 The Weimar Republic
 Anticlericalism

Vari
 FILMS
 Colo
 Eye
 Gui
 H
 A
 V
 B
 T
 T
 V
 P
 C
 A
 W
 S
 T
 J
 L

Soviet Economic Development
The Virginia Dynasty: The United States, 1801-1829
Van Nostrand Searchlight Books (paperback)
The Soviet Union
The Changing Map of Africa
The Global Sea
A New Soviet Heartland
The Alliance for Progress
China: Emerging World Power

FILMSTRIPS

Colonial
Parliamentary Procedures

Eye Gate
Man Learns to Govern Himself
(Set of nine filmstrips with sound cassette Teach-a-Tapes or
conventional tapes)
Democracy in Action (Set of nine filmstrips)

Guidance Associates
Dwight D. Eisenhower: Soldier and Statesman
Franklin Delano Roosevelt: The Years that Changed the Nation
A Nation of Immigrants
Woodrow Wilson: Idealism and American Democracy
Benjamin Franklin: Symbol of the American Revolution
The People's Choices: An Analysis of the Electoral College
The Honorable Court: The Supreme Court of the United States
Vice Presidency: In Action and Evolution
Portrait of a Freshman Congressman
Cities, U.S.A.
Automation: Promise or Threat?
Winston Churchill: The Man and the Century
Soviet Union: Its People and Their Way of Life
The Rise of Communism
Japan: Emergence of a Modern Nation
Liberty Street - One Way?

Preparing for the Jobs of the 70's
 Preparing for the World of Work
 Dropping Out: Road to Nowhere
 I Never Looked At It That Way Before - Insights Into
 Tobacco, Alcohol, Sex, and Narcotics
 And They Lived Happily Ever After? Understanding
 Teenage Marriage
 Values for Teenagers: The Choice is Yours
 Sex: A Moral Dilemma for Teenagers
 Tobacco and Alcohol: The \$50,000 Habit
 Somebody's Cheating!
 The Tuned-Out Generation
 Four Who Quit
 The Federal Law Making Process
 Transportation: Where Do We Go From Here?
 Our Money System
 Frontiers in Space and Undersea
 The Reckless Years, 1919-1929
 The Great Depression
 Harry S. Truman
 Emergence of the United States as a World Power
 Anatomy of U.S. Political Parties
 The American Presidency: A Study in Depth
 Teddy Roosevelt

Scholastic Magazine
 Viet Nam: Plight of the People
 The Draft - Who? How? and Why?
 The U.S. and the Soviet Union
 Cuba - From Friend to Foe
 Our Government Today - What Has It Grown Into?
 The Negro in U.S. History

RECORDS

Broadside Records
 Senator Joseph R. McCarthy
 The Investigator

Everybo
 Education
 Suprem
 Ser
 Ser
 Ser

TAPES

Doubleday
 Washin
 EMC
 Series
 Tapes Unli
 Politics
 Time O
 pro

KITS

Encycloped
 New Y

16mm FILMS

Aved
 Land of
 Kibbutz
 China:
 China:

Bailey
 Nation
 Political



Everybody's Got a Right to Live

Educational Audio Visual

Supreme Court Cases

Series One 2 LPS 1350-4

Series Two 2 LPS 1350-52

Series Three 4 LPS 16RR (Civil Liberties)

TAPES

Doubleday

Washington Tapes for American Government

EMC

Series for American Government

Tapes Unlimited

Politics: The Folklore of Government (ten tapes)

Time Out for Propaganda (ten tapes exploring

propaganda and the most prevalent propaganda methods)

KITS

Encyclopaedia Britannica

New York Times World Affairs Workshop

16mm FILMS

Aved

Land of the Book (Asia Ancient History)

Kibbutz Daphna

China: The Big Question

China: A One Class Society

Bailey

Nationhood in the World Community of Nations

Political Patterns and Nationalism

- Insights Into
Politics
Understanding

ours

abit

m Here?

orld Power

Depth

Grown Into?

Sovereignty of the Nation States Gives Way to
Interdependence
Meeting our Economic Problems
Identifying our Social Problems

Arthur Barr
Southern Asia - Problems of Transition

Carousel
The Detached American
Follow the Leader
The Forgotten American

Film Associates
Computer Revolution

Films, Inc.
Civil Rights Movement - Historic Roots

Independent Film Producers
Invincible Weapon

International Film Bureau
Censorship: A Question of Judgment
Politics: The High Cost of Conviction
Vandalism: Crime or Prank?
Tomorrow's Government Today
Chromophobia
A Study in Paper
Inner Circle
Time for Decision
To Tell or Not to Tell

IQ Films
The Constitution: A Series of Three Films
The Constitution
One Nation, Indivisible (1792-1865)
With Liberty and Justice for All (1865-Present)

ves Way to

on

oots

ent

tion

ee Films

2-1865)

1 (1865-Present)

McGraw - Hill

- Cities of the Future.
- Nehru-Man of Two Worlds
- Functions of Congress
- Everybody's Prejudice
- Rise of Nationalism in Southeast Asia
- Protective Tariff vs. Free Trade
- Automation - Next Revolution
- Feeding One Quarter of the Human Race
- Trusts and Trust Busters
- U.S. Number 1 - American Profile
- China: The Social Revolution
- China: The Awakening Giant
- National Citizenship Test
- At Home, 2001
- Road to World War II
- Russia - Czar to Lenin
- Communications Explosion
- Our Immigrant Heritage
- Afghanistan: Emerging From Isolation
- Department of Health, Education and Welfare
- Autos, Autos, Everywhere
- Standing Room Only
- Growth of American Policy
- Siberia: A Day in Irkutsk

Sterling

- City Under Pressure

TEACHER NOTES:

<p>HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY</p>	<p>HISTORY</p>	GENERALIZATION	CONCEPTS	
	<p>Levels 10-12</p> <p><u>Vehicles</u></p> <p>Review American History Highlights Cause and Affect of Civil War Rise of Industrialism Reform Becoming a World Power Golden Twenties Years of the New Deal Challenges of War and Peace Nevada History</p>	<p>Rarely can complex historical events be explained in terms of a single, one-to-one, cause and effect relationship. Rather, a study of the past indicates that multiple causation is the dominant pattern.</p>	<p>Causation</p> <p>Social change</p>	<p>A. There is a</p> <p>B. Causation understand</p> <p>C. Cause and operation enough ad may bring as the ser</p> <p>D. The fact to be basi</p> <p>A. Change is</p> <p>B. Some soci</p> <p>C. There are</p> <ol style="list-style-type: none"> 1. Contac 2. The in 3. The de 4. Innov and po

CONCEPTS	SUB-CONCEPTS
Causation	<p>A. There is a relationship of cause and effect.</p> <p>B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.</p> <p>C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects which seemingly become more isolated as the series of effects expands.)</p> <p>D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.</p>
Social change	<p>A. Change is a neutral process; it may progress or decline.</p> <p>B. Some societies change at a more rapid rate of progress than others.</p> <p>C. There are many causes for social change, such as the following:</p> <ol style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas or materials within a culture. 3. The development of modern means of communication and transportation. 4. Innovation as means of meeting the challenge of social, economic, and political problems.

BEHAVIORAL OBJECTIVES

- A. The student will fill in a cause or effect for any given historical event.
 - B. The student will describe orally what is meant by this statement: Cause and effect have the character of
 - C. The student will write a one-page paper and cite examples defining his understanding of (1) cause and effect and (2) the concept of multiplicity.
 - D. The student will write a two-page report about four events that could have changed America from a rural to a modern society and describe how each event accomplished this.
-
- A. The student will be able to explain in writing that change is a neutral process and that it may cause progress or regression.
 - B. The student will, orally in a small group, cite two reasons why some societies change at a more rapid rate than do other institutions in the same society.
 - C. The student will, in writing, describe factors responsible for social change in society.
 - 1. Contact between cultures or the interaction of new ideas or material goods within a culture often results in social change for the people.
 - 2. The development of modern means of communication and transportation have made possible a wider diffusion of ideas and goods.
 - 3. Demonstrate a new method that will help him meet the challenge of social, economic, and political change.

BEHAVIORAL OBJECTIVES

ical event.

ment: Cause and effect have the character of multiplicity.

defining his understanding of (1) cause and effect are rational and, (2) cause and effect have the character

that could have changed America from a rural, agricultural economy to an urban, industrial way of life

is a neutral process and that it may cause progress or decline.

ny some societies change at a more rapid rate than do other societies and also why some institutions
institutions in the same society.

social change in society.

es or material goods within a culture often results in a modification of knowledge, attitudes, and skills of

d transportation have made possible a wider distribution of cultural items and ideas.

challenge of social, economic, and political problems that are important factors in social change today.

GENERALIZATION	CONCEPTS	
<p>The record of the past is irremediably fragmentary, selective, and biased. The significance of available historical facts varies with the individual who studies them. Each generation tends to recreate and rewrite in terms of its own needs, aspirations, and points of view.</p>	<p>Comparative advantage</p> <p>Morality and choice</p>	<p>A. A nation, group, or individual with different goals, be aware of the advantages and disadvantages.</p> <p>B. Compromise and adjustment are necessary and are the same.</p> <p>A. Morality dictates a standard of conduct.</p> <p>B. Man as a reasoning animal has the capacity for moral decisions.</p> <p>C. Morality implies conscience, or a sense of right and wrong.</p>

SUB-CONCEPTS

- A. A nation, group, or individual must have long-range goals for which to strive and in moving toward these goals, be aware of the advantages and disadvantages that develop along the way.
- B. Compromise and adjustment are an important consideration when advantages enjoyed by two opposing forces are the same.

- A. Morality dictates a standard of values.
- B. Man as a reasoning animal has the opportunity to make free choices but must accept responsibility for these decisions.
- C. Morality implies conscience, and choice implies responsibility.

BEHAVIORAL OBJECTIVES

- A. The student will prepare an article on (1) Jefferson makes a deal with Hamilton--Nation's cap elastic clause-- the Constitution takes a back seat to the Louisiana Purchase to show his un constitutional power,
- B. The student will write a brief explanation of how compromise and adjustment became part of se
- A. The student will, in small groups, list examples of basic rules of moral conduct that are acceptab
- B. The student will describe in a paper of three hundred words how a specific society of his own a
- C. The student will describe in writing how conscience or the lack of it relates to the following s rather ignored it whenever it got in his way.

BEHAVIORAL OBJECTIVES

deal with Hamilton--Nation's capitol to be located in the South and (2) Jefferson's views on the Louisiana Purchase to show his understanding of Thomas Jefferson's strong beliefs about government and

se and adjustment became part of section 14B of the Taft-Hartley Act.

of moral conduct that are acceptable to society in general.

how a specific society of his own choosing leaves no choice alternatives open to its people.

lack of it relates to the following statement: Hitler never formally abolished the Weimar Constitution but

GENERALIZATION	CONCEPTS	
<p>Continuous and unrelenting change has been a universal condition of human society. Change is inevitable.</p>	Social change	<p>A. Change is a neutral process, it may progress or regress.</p> <p>B. Some societies change at a more rapid rate than others.</p> <p>C. There are many causes for social change.</p> <ol style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas or materials. 3. The development of modern means of communication. 4. Innovation as means of meeting the needs of a society.
	Social control	<p>A. There are many types of authority that exist in a society.</p> <p>B. There is a need for social control at all times.</p>
	Institution	<p>A. Every institution has statutes and specific functions.</p> <p>B. The three primary institutions in America are the family, the church, and the state.</p> <p>C. Institutions are creations that develop over time.</p> <p>D. Every major institution must have organized leadership.</p>
	Habitat and its significance	<p>A. Man affects and is affected by his natural environment.</p> <p>B. Habitat is the resource base of man's social organization.</p> <p>C. Water in the form of oceans, rivers, and lakes is essential for agriculture, communication, transportation, and industry.</p> <p>D. Landforms influence climate and the pattern of human settlement.</p> <p>E. Climate influences ways of living.</p> <p>F. Habitat tends to direct man until he acquires sufficient technology to overcome its limitations.</p> <p>G. International problems are often caused by differences in habitat.</p> <p>H. Rituals, ceremonies, and superstitions are often based on the relationship between man and his habitat.</p>

SUB-CONCEPTS

Change is a neutral process, it may progress or decline.

Some societies change at a more rapid rate of progress than others.

There are many causes for social change, such as the following:

- . Contact between cultures.
- . The interaction of new ideas or materials within a culture.
- . The development of modern means of communication and transportation.
- . Innovation as means of meeting the challenge of social, economic, and political problems.

There are many types of authority that act as means of social control.

There is a need for social control at all levels of society.

Every institution has statutes and special roles.

The three primary institutions in American society have different effects on individuals within the society.

Institutions are creations that developed from needs of human beings.

Every major institution must have organization and a code of norms and specifications.

Man affects and is affected by his natural environment.

Habitat is the resource base of man's society.

Water in the form of oceans, rivers, and lakes covers three fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade.

Landforms influence climate and the provision of food, shelter, and clothing.

Climate influences ways of living.

Habitat tends to direct man until he accepts or alters it.

International problems are often caused by geographic conditions.

Rituals, ceremonies, and superstitions of various people may be related to their physical environment.

BEHAVIORAL OBJECTIVES

- A. The student will explain in a discussion how the following statements demonstrate that change is a begins, other arts follow. The farmers, therefore, are the founders of human civilization.
 - B. The student will make a chart showing the progress of the American Negro society, Hopi society, rates of speed.
 - C. The student will write a paragraph describing the elements of American culture obtained through di
-
- A. The learner will define in writing the terms mechanisms, norms, taboos, mores, customs, laws, and
 - B. The student will selec. a country and write his interpretations of how that country exerts social co
-
- A. The student will cite examples of behavior that denote social status.
 - B. The student will be able to give in writing the origin of authoritative institutions.
 - C. The student will plan and construct a collage showing that he understands the meaning of authoritative
 - D. The student will, in writing, distinguish the terms organization and institution.
-
- A. The student will list five ways in which man has adopted or shaped his environment.
 - B. The student will draw a map of a given area indicating resources available and population centers.
 - C. The student will work with a group over a given period of time constructing posters to illustrate th communication, transportation, and trade.
 - D. The student will work in small groups constructing at least four collages illustrating landform's inf
 - E. The student will select a specific geographic area to illustrate through posters, climate's influence of Belgian Congo, and Florida.
 - F. The student will write a paper explaining the following statements: The significance of the physical environment. The natural environment may set the broad limits of economic life within a region, of culture.
 - G. The student will make a collection of clippings on current international problems that are caused represented.
 - H. The student will construct at least three cartoons illustrating that some society's rituals, ceremoni

BEHAVIORAL OBJECTIVES

statements demonstrate that change is a neutral process that may show progress or decline: When tillage
founders of human civilization.

American Negro society, Hopi society, and the white society and explain why they progressed at different
of American culture obtained through diffusion.

forms, taboos, mores, customs, laws, and social control.
means of how that country exerts social control over its people.

al status.
authoritative institutions.
he understands the meaning of authoritative institution.
n and institution.

shaped his environment.
resources available and population centers and describing the relationship between the two.
time constructing posters to illustrate the influence of oceans, rivers, and lakes on climate, agriculture,
four collages illustrating landform's influence on climate, food, shelter, and clothing.
rate through posters, climate's influence on the way of life in that area, e.g., North Pole, Sahara Desert,

vements: The significance of the physical features of the earth is determined by man living in his
limits of economic life within a region, but it is man who determines its specific character within the limits

international problems that are caused by geographic conditions, taking care to have several viewpoints
ng that some society's rituals, ceremonies, and superstitions relate to physical environments.

GENERALIZATION	CONCEPTS	
<p>History makes man aware of the possible rather than the probable, allowing him to choose among rational alternatives concerning the time in which he lives. History offers no immutable laws, givens, or inevitables upon which to base such decisions.</p>	<p>Compromise and adjustment</p>	<p>A. Compromise and adjustment are the key to change and conflict.</p> <p>B. Man faces the need to compromise and adjust to his surroundings.</p> <p>C. Each culture is only a small part of a process of change and compromise. Survival depends upon adaptation.</p> <p>D. Man should recognize compromise and adjustment as a sign of weakness or surrender.</p>
	<p>Morality and choice</p>	<p>A. Morality dictates a standard of value.</p> <p>B. Man, as a reasoning animal, has the opportunity to make these decisions.</p> <p>C. Morality implies conscience and choice.</p>
	<p>Scarcity</p>	<p>A. A person's/nation's wants are almost endless.</p> <p>B. Needs are different from wants in that they are limited.</p> <p>C. There are definite limits as to the production of goods with people's needs and wants.</p>

SUB-CONCEPTS

Compromise and adjustment are the keys to successfully facing political, economic, social, and religious problems and conflict.

Human beings face the need to compromise and adjust to his physical, economic, social, political, and religious conditions.

Culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.

Human beings should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.

Humanity dictates a standard of value.

Human beings, as a reasoning animal, has the opportunity to make free choices, but must accept responsibility for the consequences of their decisions.

Humanity implies conscience and choice implies responsibility.

A person's/nation's wants are almost endless; thus, a priority of wants must be established.

Needs are different from wants in that a person's needs must be met in order to survive.

There are definite limits as to the production of any given item. Many times production is unable to keep up with people's needs and wants.

BEHAVIORAL OBJECTIVES

- A. The student will participate in a panel discussion citing how compromise and adjustment are keys to successful change and conflict.
 - B. The student will describe the details of the Compromise of 1850 and explain how this compromise delayed the Civil War.
 - C. The student will describe and give at least two examples of the following statement: Survival depends upon compromise.
 - D. The student will write a paper showing that compromise and adjustment is a natural evolutionary concept and not a surrender.
-
- A. The student will identify in writing the concept of morality and choice in state, county, and city decisions.
 - B. The student will select a topic from a given list and describe the relationship that existed between the event and the concept of morality and choice. Examples: Hiroshima by the United States, Nationalizing the Suez Canal by Egypt, and Bombing of Pearl Harbor by the United States.
 - C. The student will construct a collage in small groups to show the concept morality and choice.
-
- A. The student will list a nation's wants and put them in priority order.
 - B. The student, in small group sessions, will discuss differences between wants and needs.
 - C. The student will select from given examples of the Western movement and cite instances that show that survival depends upon compromise.

BEHAVIORAL OBJECTIVES

Compromise and adjustment are keys to successfully facing political, economical, social, and religious

50 and explain how this compromise delayed the outbreak of the Civil War.

the following statement: Survival depends upon the ability to adjust and compromise.

Adjustment is a natural evolutionary concept and should not be interpreted as a sign of weakness or

and choice in state, county, and city decisions.

the relationship that existed between the event and the results that occurred, e.g., atomic bombing of
al by Egypt, and Bombing of Pearl Harbor by the Japanese.

the concept morality and choice.

y order.

between wants and needs.

movement and cite instances that show that survival depends upon compromise.

SUGGESTED MULTIMEDIA FOR HISTORY--LEVEL 10

STANDARD FOCAL REFERENCE GUIDES

Suggested that one of each of the following be made available for each six students

American

Viewpoints: U.S.A.

Follett

A History of the United States

Ginn

The Growth of American Democracy
Our American Republic

Harcourt, Brace and World

Rise of the American Nation
(also available in a two-volume set)

Holt, Rinehart and Winston

Discovering American History

Laidlaw

United States History
Modern America

CONCEPT PENETRATION SOURCES

Suggested that one each of the following be made available for each twenty students

ACC

Diplomatic History of the U.S.

American Book Company

Documents U.S.A.
Africa and Africans

American Ed

Public Issu

Rise of

Religio

Today's

Negro

The Im

The Am

The Ro

The Ne

Politica

Comm

20th C

Nazi C

Colon

Taking

The Mi

China:

Changi

Southe

India,

Africa

Benziger

From Left

Slavery

Bruce

Voices of

Documentary

All Docum

Doubleday

Black Hist

SUGGESTED MULTIMEDIA FOR HISTORY--LEVEL 10-12

ing be made available for

American Education
 Public Issues Series/ Harvard Social Studies Project
 Rise of Organized Labor
 Religious Freedom
 Today's Economics
 Negro Views of America
 The Immigrant's Experience
 The American Revolution
 The Railroad Era
 The New Deal
 Political Parties in the United States
 Communist China
 20th Century Russia
 Nazi Germany
 Colonial Kenya
 Taking a Stand
 The Middle East
 China: Troubled Asian Giant
 Changing Latin America
 Southeast Asia
 India, Pakistan
 Africa: Emerging Nations Below the Sahara

Benziger
 From Left to Right
 Slavery to Freedom

ing be made available for

Bruce
 Voices of Convergence

Documentary Photo Aids
 All Documentary Photos

Doubleday
 Black History

Encyclopaedia Britannica

The Annals of America (22 vols. 2 sets conspectus)
The Negro in American History (3 vols.)

Ginn

The Human Side of American History
Conflict, Politics, and Freedom
Your Rights and Responsibilities as an American Citizen,
A Civics Casebook

Harcourt, Brace and World

Impressions of America vol. 1-2
Major Crisis in American History vol. 1-2
40 American Biographies
Living American Documents

Harper and Row

The Immigrant in American History

Heath

Basic Concepts in History
Toward a More Perfect Union
Problems in American Civilization
(45 titles, to be used with the more gifted)

New Dimensions in American History

The European Mind and the Discovery of a New World
British Views of the American Revolution
The Ratification of the Constitution and The Bill of Rights
The Missouri Compromise: Political Statesmanship or Unwise
Evasion
The Monroe Doctrine
States' Rights and Indian Removal: The Cherokee Nation
vs. the State of Georgia
Andrew Johnson and the Struggle for Presidential
Reconstruction, 1865-1868
The 1920's: Rhetoric or Reality?
Responses to Economic Collapse: The Great Depression of
the 1930's
Immigration: A Study in American Values
The Negro Struggle for Equality in the Twentieth Century

ectus)

an Citizen,

d)

a New World

The Bill of Rights
Fellowship or Unwise

Cherokee Nation

idential

reat Depression of

es
Two Century

The Spanish - American War: A Study in Policy Change
 Manifest Destiny and Expansionism in the 1840's
 Basic Concepts in History and the Social Sciences
 Conflict and Consensus in the American Revolution
 Liberty and Power in the Making of the Constitution
 Democracy in the Age of Jackson
 Slavery and the Breakdown of the American Consensus
 Myth and Reality in the Populist Revolt
 The Status Revolution and the Progressive Movement
 The Entrepreneur in the Gilded Age
 Realism and Idealism in Wilson's Peace Program
 Presidential Power in the New Deal
 Containment and the Origins of the Cold War
 Case Studies in Business History and Economic Concepts
 The Formative Era of American Enterprise: The Virginia Company,
 Boston Merchants and the Puritan Ethic, the Factory System
 Individual Enterprise and National Growth: The Dennison
 Manufacturing Company, The Ford Motor Company, Sears
 Roebuck and Company, The United Fruit Company
 The Challenge of Big Business: The Northern Securities Company,
 The Standard Oil Combination, Labor-Management Relations
 in the Steel Industry

Holt, Rinehart and Winston
 American Problem Studies
 The Making of American Democracy vol. 1-2
 A Search for Awareness

Houghton - Mifflin
 The American Negro
 Focus on World Communism
 The World of Communism

Laidlaw
 Our Changing World
 Challenges in our Changing Urban Society

Foreign Relations Series

The United States in the United Nations
The United States' Role in Latin America
Southeast Asia and American Policy
The United States and the Soviet Challenge
Africa and the World Today
America's Role in the Middle East
The United States and World Affairs
The New Europe the Common Market and the United States
Chinese Dilemma
Japan - Ally in the Far East
India and the World Today

Macmillan

Recent America
The American Past vol. 1-2
A Sense of the Past
New Perspectives in American History
The Road to Independence, 1763-1776
The Origins of the Constitution, 1776-1789
Government Through Opposition: Party Politics in the 1790's
The Hero and the People: The Meaning of Jacksonian
Democracy
The Union Divides: Politics and Slavery, 1850-1861
The Progressive Movement: Traditional Reform
From Imperialism to Isolationism, 1898-1919
The New Deal: Interpretations
The Cold War: From Yalta to Cuba

McGraw - Hill

The Humanities

Merrill

Merrill Studies of American Documents
The Declaration of Independence
The Bill of Rights
The Monroe Doctrine
The Fourteen Points
The Marshall Plan
The Articles of Confederation

Portal Press
American History Program

Prentice Hall
The Clash of Issues
Today's Issues

Rand McNally
A Synopsis of American History

Scholastic

Great Issues in American History

Rebels vs. Royalists, What Was the American Cause?

The Pioneer vs. the Wilderness, Did the Frontier Create the American?

MacArthur vs. Truman, How Should Communist Aggression Be Met?

Woodrow Wilson and the League of Nations, Why Was a Just Cause Defeated?

The Supreme Court, Guardian or Lawmaker?

The American Civil War, Was it Inevitable?

States' Rights vs. Centralization, in Whose Best Interests?

The Negro in American History vol. 1-2

Freedom and Control, Should a Democracy Tolerate Censorship?

Nominating Conventions and the Electoral College, Is it Time For a Change?

The Presidency, Does the Executive Have Too Much Power?

Youth and Parents, Is the American Family too Permissive?

Automation and its Challenge, Can Man Control the Machine?

The Wets and the Dries, Drinking - What Are the Risks?

Scott Foresman

Sources of the American Republic

The Negro American: A Documentary History

Ideas in Conflict

The USSR and Communism: Source Readings and Interpretations

A Study of the USSR and Communism: An Historical Approach

A Soviet View of the American Past

The Colonial and Revolutionary Eras, Exploration - 1783

The Emergence of the Nation, 1783-1815

The Advent of American Democracy, 1815-1845

Division and the Stresses of Reunion, 1845-1876
 The Age of the Economic Revolution, 1876-1900
 The Burdens of Progress, 1900-1929
 Social and World Responsibility, 1929-1945
 Affluence and Anxiety, 1945-present
 The World in the Twentieth Century
 Fifty Major Documents of the Twentieth Century
 Marx and the Marxists
 Fifty Major Documents of the Nineteenth Century
 Conservatism
 Basic Documents
 Contemporary Africa: Continent in Transition
 The Russian Revolutions of 1917
 The Negro in the United States
 American Capitalism
 Liberalism: Its Meaning and History
 The North Atlantic Civilization
 NATO a Twentieth Century Community of Nations
 Basic Documents in United States Foreign Policy
 American Farmers Movements
 Historic Decisions of the Supreme Court
 Southeast Asia and the World Today
 Historic Documents of World War I
 Historic Documents of World War II
 A Short History of Canada
 Basic History of American Business
 Basic Documents in Canadian History
 Basic History of the Confederacy
 A Basic History of the Old South
 Mexico and the Caribbean
 Soviet Foreign Policy, 1917-1941
 Cardinal Documents in British History
 Major Documents in American Economic History v. 1-2
 Cold War Diplomacy 1945-1960
 Movements of Social Dissent in Modern Europe
 The People's Republic of China
 World Communism
 Third-Party Movements in the U.S.
 The Idea of Racialism

Musso
 Sovie
 The G
 The D
 Docu
 Vari
 A Bas
 The M
 Euro
 Afric
 The V
 Fifty
 Immi
 The V
 Sovie
 The b
 The h
 Pakis
 The S
 The
 The
 Cana
 The
 A Ne
 The
 Arge
 Dile
 Mili
 Mex
 The
 The
 The
 Chir
 Chir
 Stud
 V
 E
 C
 C

Mussolini and Italian Fascism
Soviet Russian Imperialism
The Colonial Origins of American Thought
The Defeat of the Confederacy
Documents on Modern Africa
Varieties of Fascism
A Basic History of California
The Making of the American Constitution
European Economic History Documents and Readings
African Nationalism in the Twentieth Century
The Virginia Dynasty The United States, 1801-1829
Fifty Basic Civil War Documents
Immigration, the American Mosaic
The Weimar Republic
Soviet Economic Development
The Lower Mekong: Challenge to Cooperation in Southeast Asia
The Himalayan Kingdoms: Bhutan, Sikkim, and Nepal
Pakistan: Emerging Democracy
The Soviet Union
The Changing Map of Africa
The Global Sea
Canada in the American Community
The Balkans in Transition
A New Soviet Heartland
The Alliance for Progress
Argentina: The Divided Land
Dilemmas Down Under
Military Geography
Mexico: Land of Sunshine and Shadow
The Northern Tier: Afghanistan, Iran, and Turkey
The Northeastern United States
The Southeastern United States
China Ageless Land and Countless People
China Emerging World Power
Studies in Economic Issues
 World Trade
 Economics of the Community
 Capitalism, Communism, Socialism
 Our Labor Force

Understanding Economic Growth
International Economic Problems
Problems in American History
The Causes of War: The American Revolution, The Civil
War, and World War I
The Negro in America
Labor in American Society
The Supreme Court in American Life
American Foreign Policy
The Social Setting of Intolerance: The Know-Nothings, The
Red Scare, and McCarthyism
Reform in America: Jacksonian Democracy, Progressivism,
and The New Deal
Great Depressions: 1837-1844, 1893-1898, 1929-1939
Political Leadership in America
Economic Forces in American History
Problems of Prosperity and Leadership 1945
Adjustments to Depression and War 1930-1945
World Power and New Problems 1914-1930
The Growth of Industrial Enterprise 1860-1914
Commerce, Cotton, and Westward Expansion 1820-1860
Decisions That Faced the New Nation 1783-1820
Developing the American Colonies 1607-1783

Silver Burdett

Avenues to America's Past
Great Ages of Man
Alternatives to Violence
The Meaning of Communism

Spectrum

American Socialism

Wiley and Sons

How Does a Minority Group Achieve Power?

FILMSTRIPS

Budek Films and Slides
The First American Frontier

The New England Village
The Inca Empire
The Panama Canal

Educational Audio Visual

American History in Political Cartoons
Lincoln's Presidential Campaign 6F 343
Theodore Roosevelt and America's Entry on the World Scene 6F 344
The Depression and the New Deal 8F 020

Encyclopaedia Britannica

Indian Cultures of the Americas (series)
Life in Early America (series)
Settling the New World (series)
Indian Cultures of the Southeast
Indians of the Southwest
Indians of the Northeast
Indians of the Plains
Indians and Eskimos of the Northeast
New England Colonization
The Middle Colonies
The Southeren Colonies
Colonial Government

Eye Gate

The Story of America's People, Series One
(Series of ten filmstrips with cassette or teach-a-tape)
America Develops Worldwide Interests
(Series of nine filmstrips with cassette or conventional teach-a-tape)
Our Dramatic Industrial Development - 1865-1900
(Series of nine filmstrips with cassette or conventional teach-a-tape)
The United States in a Changing World
(Series of nine filmstrips)
The United States in a Troubled World 1920-1945
(Series of nine filmstrips with cassette or conventional teach-a-tape)
Leaders of America
(Set of nine filmstrips with cassette or conventional teach-a-tape)
Old World Backgrounds of American History
(Series of nine filmstrips with cassette or conventional teach-a-tape)

Guidance Associates/ Harcourt, Brace and World
 Dwight D. Eisenhower: Soldier and Statesman
 Franklin Delano Roosevelt: The Years That Changed the Nation
 A Nation of Immigrants
 Woodrow Wilson: Idealism and American Democracy
 Benjamin Franklin: Symbol of the American Revolution
 The People's Choices: An Analysis of the Electoral College
 The Honorable Court: The Supreme Court of the United States Cities, U.S.A.
 Automation: Promise or Threat?
 Winston Churchill: The Man and the Century
 Soviet Union: Its People and Their Way of Life
 The Rise of Communism
 Japan: Emergence of a Modern Nation
 The Federal Law Making Process
 Transportation: Where Do We Go From Here?
 Our Money System
 Frontiers in Space and Undersea
 The Reckless Years, 1919-1929
 The Great Depression
 Harry S. Truman
 Emergence of the United States as a World Power
 Anatomy of U.S. Political Parties
 The American Presidency: A Study in Depth
 Teddy Roosevelt
 The American Revolution

Houghton Mifflin
 Great Issues and Decisions (Ten filmstrips and LP)

Life Education Program
 The Practical World of the Colonists #254
 The Affluent Society of the 18th Century #255
 The Sturdy Age of Homespun #256
 The Magnificent Classic Revival #257
 The Romantic Decades #258
 The Timeless Southwest #259
 The Age of Gilded Opulence #260

Opening
 American
 Trail Blaz
 Covered W
 Toward Sto
 Cowboys,
 American

Modern Learn
 Critical Th

Scholastic Ma
 Viet Nam
 The Draft
 The U.S. o
 Cuba - Fra
 Our Gover
 The Negro

Society for V
 Leading A
 Pathfinder
 Westward
 The Civi!
 Evolution
 (1650-

U.S. History
 The Comp

TRANSPAREN

Encyclopaed
 Wilson and
 What Cau

Opening of the West #264
American Transportation #266
Trail Blazers and Indians #267
Covered Wagon Days #268
Toward Statehood #269
Cowboys, Homesteaders, and Outlaws #270
American Revolution #278

Modern Learning Aids
Critical Thinking Aids

Scholastic Magazines
Viet Nam- Plight of a People
The Draft - Who? How? and Why?
The U.S. and the Soviet Union
Cuba - From Friend to Foe
Our Government Today - What Has It Grown Into?
The Negro in U.S. History

Society for Visual Education
Leading American Negroes
Pathfinders Westward
Westward Migration
The Civil War
Evolution of American Industry, Enterprise and Welfare
(1650-1960)

U.S. History Society
The Complete Pictorial Film Encyclopedia of American History

TRANSPARENCIES

Encyclopaedia Britannica
Wilson and the Territorial Settlement at Versailles (set of 8)
What Caused the Rise of Hitler? (set of 8)

MAPS AND ATLASES

Cole

Atlas of American History

Follett

Study Lessons in Map Reading

Hammond

Hammond Historical Atlas

Rand McNally

World Atlas

Map Activities in American History

Students Political Atlas of the World

Map Activities in American History

RECORDS

Scholastic

Folkway Records

Heritage U.S.A. Vol, 1-2

American History in Ballad and Song Vol. 1

Songs of the Civil War

Songs of the American Negro Slaves

Interview with James A. Farley

Election Songs of the United States (1800-1948)

The White House or Bust - Seven Steps to the Presidency

The Untypical Politician

TAPES AND FILM LOOPS

American Heritage

The American Heritage Sound Archives of World War II

16 reel set

Tapes Unlimited

War Is. . . !! (A comparison of two wars, the War of 1812
and Viet Nam - 20 tapes)

A Fork in the Road (Twenty-five tapes dramatizing key historical speeches and their influence on the history of mankind)
Time Out For Propaganda (Ten tapes exploring propaganda and the most prevalent propaganda methods)

Thorne

Kwajalein: Jungle Warfare
The Hindenburg Disaster
Hiroshima and Nagasaki
World War I: German Entry into the War
World War I: French Entry into the War
World War I: Fire Power
World War I: Trench Warfare
Arrival of Immigrants at Ellis Island (1903-1906)
The Potsdam Conference
The Yalta Conference
McKinley
The Spanish-American War
Spanish American War Battle Scenes
Pearl Harbor
The Spanish Civil War
Cattle Wrangling (1898)
The Boer War
World War I: German U-Boat Warfare
The Early Automobile
Iwo Jima: Amphibious Assault
Dunkirk
The Blitzkrieg
The Rise of the Nazi Party
The Normandy Invasion: Build-up
The Construction of the Panama Canal
Japanese Military Expansion
World War I: U.S. Industry
World War I: The Versailles Conference
The German Surrender at Stalingrad
V-E Day
The New Deal: W.P.A.
The United Nations Conference at San Francisco
The Death of Franklin D. Roosevelt
U.S. Industrial Conversion to World War II

Presidency

War I!

War of 1812

The Munich Conference
The Klondike Gold Rush
World War I: The Airplane
The Dust Bowl
Wartime Relocation of Japanese-Americans
The Fall of France
Wartime Election: Roosevelt vs. Dewey
The Liberation of Nazi Concentration Camps
The French Underground: Paris Insurrection
The Normandy Invasion: D-Day
The Opening of the Nuremberg Trials
World War I: U.S. Entry into the War
The Early Ford Assembly Line
V-J Day
The New Deal T.V.A.
German-American Bundists
The New Deal: C.C.C.
The Battle of Britain
Italian Conquest of Ethiopia
The Beginning of the Depression

16mm FILMS

Aims

Taxation Without Representation
Colonial America In the 1760's
Fighting for Freedom

Association Films

The Golden Door
Pollsters and Politics
Smear: The Game of Dirty Politics
Verdun: End of a Nightmare (Following CBS 20th Century
Program)
We Fed Our Enemies
The Agony of Austria
The Russo-Finnish War
Sabotage
The Silent Sentinel
Battle of Bulge

mericans

ewey
on Camps
rrection

ils
War

s
Following CBS 20th Century

Battle of Cassino
Beachhead at Anzio
D-Day: Buildup and Attack
Invasion of Sicily
The Liberation of Paris
Thunder in Munich
The Plots Against Hitler
The Remagen Bridge
The Road to Berlin
Target: North Africa
Army of the Damned
Partisan: The Nazi
Siege of Leningrad
Stalingrad
The Warsaw Uprising
Attack on Singapore
Burma Road and the Hump
Freedom for the Philippines
The Frozen War
Hiroshima
Tarawa
The Nisei: The Pride and the Shame
Over Here
The Strange Case of Rudolph Hess
Laval: Portrait of a Traitor
Patton and the Third Army
Rommel
How to Fight a Guerilla War
Japans Changing Face
Who Killed Anne Frank?
Zero Hour in Greece
End of an Empire
Ho Chi Minh
Korea: The Line
P.O.W.
Woman Doctor in Viet Nam
Berliners: Life in a Gilded Cage
Ethiopia: The Lion and the Cross, Part 1-2
Finland's Tug of War
France in Ferment

Peron and Evita
East Germany: Land Beyond the Wall
Germany: Red Spy Target
People Under Communism Today
Poland on a Tightrope, Part 1-2
The Red Sell, Part 1-2
Riot in East Berlin
Pop Buell: Hoosier at the Front

Bailey

Mississippi River: Trade Route of Mid-America
Cause and Affect of Civil War
Rise of Industrialism
Reform
Becoming a World Power
Golden Twenties
Years of the New Deal
Challenges of War and Peace

Contemporary Films/ McGraw-Hill

Chickamauga
A Time for Burning
A Time Out of War

Encyclopaedia Britannica

Middle Ages: Rise of Feudalism
The Journals of Lewis and Clark

Film Associates

Of Black America Series (8 16mm films)

Films, Inc.

Civil Rights Movement - Historic Roots

Graphic Curriculum (The)

Victory at Sea (Series of eleven films)

The Pacific Boils Over-Pearl Harbor, December 7, 1941
Midway is East - Japanese Victories and the Battle
of Midway

Sea and Sand- Invasion of North Africa, 1942-43
Roman Renaissance Sicily and the Italian Campaign
Normany - D-Day
The Battle for Leyte Gulf
The Fate of Europe - Black Sea, South of France, Surrender
Target Suribachi - Iwo Jima
The Road to Mandalay - China, Burma, India, and Indian Ocean
Design for Peace - Surrender of Japan and Aftermath of War
Guadacanal

IO Films

Profiles in Courage Set 1 (Series of eight films)

Anne Hutchinson
John Adams
George Mason
Chief Justice John Marshall
Senator Daniel Webster
Senator Thomas Hart Benton
President Grover Cleveland
President Woodrow Wilson

Profiles in Courage Set 2 (Series of eight films)

Frederick Douglass
John Quincy Adams
Mary S. McDowell
Senator Edmund Ross
Richard T. Ely
Senator Andrew Johnson
Governor Sam Houston
Senator Oscar W. Underwood

Profiles in Courage Set 3 (Series of ten films)

Prudence Crandall
General Alexander William Doniphan
Senator Thomas Corwin
Secretary of State Hamilton Fish
Governor John M. Slaton
Senator George W. Norris
Chief Justice Charles Evans Hughes

merica

, December 7, 1941
and the Battle

Senator Robert A. Taft

Independent Film Producers
California and Gold
California's Dawn

International Film Foundation
The Russian Consumer
The Russian Peasant
Women of Russia
Religion in Russia
Leisure Time, USSR
The Netherlands: Struggle for Land
Yugoslavia
Ancient Egyptian
Tropical Africa

McGraw-Hill
United States Becomes A World Power
Our Immigrant Heritage
Age of Kennedy, Part 1-2
Cortes and the Legend, Parts 1-2
Leningrad, Parts 1-2
Tippecanoe and Lyndon Tao
History of the Negro in America, Parts 1-2-3
Golden Twenties
Rise of the Industrial Giants
America Becomes an Industrial Nation
Autos, Autos Everywhere
Rise of Europe, 1000-1500
Crisis at Munich
I Pledge Allegiance
National Citizenship Test
Road to World War II
29 Boom and 30 Depression
Rise of Organized Labor
Turn of the Century
Russia Czar to Lenin
Communications Explosion
Cities of the Future

Rise of Nationalism in Southeast Asia
Spanish Armada, The
Protective Tariff vs. Free Trade
Automation - Next Revolution
Growth of American Foreign Policy
Immigration
Trusts and Trust Busters
Freedom's Finest Hour

Neubacher-Vetter Film Productions
Mexico: Land of Color and Contrast
The Land of the Swiss
Spain-Proud Past and Promising Future
Spain Rediscovered

Sterling Educational Films
General George Patton
General Douglas MacArthur
Huey Long
Jackie Robinson
Robert A. Taft
Wendell Wilkie

Parts 1-2-3

ation

<p>HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY</p> <p>ECONOMICS Levels 10-12</p> <p><u>Vehicles</u> Microeconomics Basic Economic Theories Nature and Function of Money, Credit, Government, and Economy International Economic Relationships Comparative Economics</p>	GENERALIZATION	CONCEPTS	
	<p>All economic systems are confronted by the problem of relative scarcity of unlimited wants and limited resources.</p>	<p>Scarcity</p> <p>Input and output</p> <p>Saving</p>	<p>A. A ... m...</p> <p>B. Ne ... ord</p> <p>C. The ... tim</p> <p>A. Ma</p> <p>B. A ... pro</p> <p>C. Fo ... con</p> <p>A. So</p> <p>B. A ... bor bor</p> <p>C. The ... the</p> <p>D. The ... sta</p>

CONCEPTS	SUB-CONCEPTS
Scarcity	<p>A. A person's/nation's wants are almost endless; thus, a priority of wants must be established.</p> <p>B. Needs are different from wants in that a person's needs must be met in order to survive.</p> <p>C. There are definite limits as to the production of any given item. Many times production is unable to keep up with people's needs and wants.</p>
Input and output	<p>A. Many individuals are producers of either goods or services.</p> <p>B. All individuals are consumers; directly or indirectly they influence the production of items.</p> <p>C. For a stable economy, there must be a balance between production and consumption.</p>
Saving	<p>A. Savings are the accumulation of wealth or financial assets.</p> <p>B. A financial asset is a claim on some other economic unit, a corporate bond, a promissory note, a United States savings bond, a municipal bond, or a foreign government bond.</p> <p>C. The savings of one individual or one group of individuals are offset by the debit of the second party.</p> <p>D. The debit of an individual corporation or government is related to the stability or instability of an economic system.</p>

s are
 oblem of
 unlimited
 sources.

BEHAVIORAL OBJECTIVES

- A. The student will define the term "diminishing utility" and cite two examples of such a phenomenon.
- B. The student will prepare a five-minute speech describing people's needs as compared to wants.
- C. The student will prepare a chart that details the reasons for the depression of the 1930's and hypothesize a path to a recovery.
- A. The student will construct a chart depicting five producers of goods and five service oriented activities for the two groups.
- B. The student will relate in small groups his role as a consumer and how as a high school student he would act as a producer.
- C. The student will select a certain product and orally relate the balance today of that product and how it would be affected by a change in the price of that product.
- A. The student will write a brief report on what wealth and financial assets are.
- B. The student will select a successful individual from American history and describe in writing how that individual's success was affected by the debit of the second party.
- C. The student will discuss in small groups the meaning of the following statement and will be able to explain how the debit of the second party is offset by the debit of the first party.
- D. The student will prepare an explanation for a panel discussion of the following idea: The debit of the second party is a major cause of the instability of an economic system.

BEHAVIORAL OBJECTIVES

Give two examples of such a phenomena in action.

Compare people's needs as compared to wants.

Discuss the depression of the 1930's and hypothesize five actions that government could take that would lead to the production of goods and five service oriented activities and describe the relationship that exists between them.

Explain how a high school student influences the production of products.

Discuss the balance today of that product and its consumption.

Identify financial assets.

Describe the history and describe in writing how they accumulated wealth and financial assets.

Following statement and will be able to cite examples: The savings of one individual or one group of individuals.

Explain the following idea: The debit of an individual corporation or government is related to the stability of the economy.

GENERALIZATION	CONCEPTS	
<p>Every society has some kind of economic system. This pattern of arrangements involves the production, distribution, and use of goods and services and reflects the values and objectives of the particular society.</p>	<p>Causation</p> <p>Government by the consent of the governed</p> <p>Sovereignty of the nation-state in the community of nations</p>	<p>A. There is a relationship between cause and effect.</p> <p>B. Causation attempts to develop a method of thinking.</p> <p>C. Cause and effect have the character of multiple effects understood only if they know enough about the causes about several effects that seemingly become multiple.</p> <p>D. The fact that events do not just happen but that they have a cause and meaning of all social action.</p> <p>A. Government is the creation of man to secure the rights and happiness.</p> <p>B. Whenever government fails to secure the rights of the governed, it may alter it to make it a more effective instrument.</p> <p>C. To assure the respect for the practice of the values of their government be established and operated by the governed.</p> <p>D. In a government governing by consent of the governed and representative legislatures established through the consent of the governed.</p> <p>E. Stability and the greatest guarantee of rights are the result of a government governing by consent of the governed.</p> <p>A. National sovereignty exists where common bonds of interest and sentiment have become so prominent as to form a nation.</p> <p>B. Today, nations are more closely interrelated and interdependent than ever before.</p> <p>C. Limitations are set by growing technology and the increasing interdependence without considerations for the wishes of other nations.</p> <p>D. Today, foreign policy is determined by government and the role of sovereignty in the 20th century.</p>

SUB-CONCEPTS

There is a relationship between cause and effect.

Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.

Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects that seemingly become more isolated as the series of effects expands.)

The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.

Government is the creation of man to secure the rights of the individual to safety, tranquility, freedom, and happiness.

Whenever government fails to secure the rights guaranteed to people through its constitutions, the people may alter it to make it a more effective instrument of their will.

To assure the respect for the practice of the values men choose as important to their lives, it is necessary that their government be established and operated by the consent of the governed.

In a government governing by consent of the governed, there are elections, courts, impeachment processes, and representative legislatures established through which changes may be made.

Stability and the greatest guarantee of rights and values is through government by the consent of the governed.

National sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge into such prominence as to form a nation.

Today, nations are more closely interrelated and they are constantly changing in their development and purposes.

Limitations are set by growing technology and population. Modern nations can take only limited actions without considerations for the wishes of other nations, and the modern world is witnessing a giving-way of sovereignty to interdependence among nations.

Today, foreign policy is determined by government officials whose understanding is related to the changing role of sovereignty in the 20th century.

BEHAVIORAL OBJECTIVES

- A. The student will, in a small group discussion, describe the relationship of cause and effect for a high school science experiment.
- B. The student will write a two-page paper explaining how causation attempts to develop a method of time.
- C. The student will define the term "balance of payment" and describe the effects to the economy of a country over a period of time.
- D. The student will describe any event in economic history that would prove this statement-- Events do not occur in a vacuum.
- A. The student will describe John Locke's Social Contract Theory and explain in writing its meaning as he understood it.
- B. The student will read the statement: "Whenever government fails to secure the rights guaranteed to them, the people have a right to alter it to make it a more effective instrument of their will," and explain in writing if it means by action or by force.
- C. The student will explain in writing what must be done by men to assure the respect for the practice of democracy.
- D. The student will list in writing and explain at least four democratic means of peacefully altering our government.
- E. The student will write a paper citing reasons why he thinks the United States has been a great and successful nation.
- A. The student will use a political wall map and differentiate between a nation and a nation-state.
- B. The student will explain his reasons of why today's nations are more closely interrelated and constantly changing.
- C. The student will explain reasons in a panel discussion for modern nations giving-way of sovereignty to international organizations.
- D. The student will answer the following in writing: Who today decides foreign policy for the United States? How has the changing role of sovereignty in the 20th century?

BEHAVIORAL OBJECTIVES

relationship of cause and effect for a high school dropout.

causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.

and describe the effects to the economy of a country if an unfavorable balance should continue over a period

that would prove this statement-- Events do not just happen, they are caused, e.g., the Great Depression.

Theory and explain in writing its meaning as he interprets it.

ment fails to secure the rights guaranteed to the people through its constitution, the people have a right to will," and explain in writing if it means by actual revolution and overthrow of the government.

by men to assure the respect for the practice of values men choose as important to their lives.

democratic means of peacefully altering our constitution.

inks the United States has been a great and successful country.

ate between a nation and a nation-state.

ions are more closely interrelated and constantly changing in their development and purposes.

for modern nations giving-way of sovereignty to interdependence among nations.

today decides foreign policy for the United States, and what characteristics are needed by these people in our

GENERALIZATION	CONCEPTS	
<p>In a modern, complex economic system, individuals are dependent upon others for the satisfaction of many of their wants and needs.</p>	Interaction	<p>A. Individuals enter into relationships</p> <p>B. Within a social system the interaction</p> <p>C. Two general types of interaction are</p> <p>D. The basis of all human interaction is</p>
	Institution	<p>A. Every institution has statutes and spe</p> <p>B. The three primary institutions in Am</p> <p>C. Institutions are creations that develo</p> <p>D. Every major institution must have or</p>
	Culture	<p>A. People are much alike in feelings an</p> <p>B. People in other lands have customs o</p> <p>C. People throughout the world today a the same time, are making changes</p> <p>D. Individuals and groups of individual</p>

SUB-CONCEPTS

Individuals enter into relationships with a great number of individuals and groups.

Within a social system the interaction of individuals and groups follows a certain form.

Two general types of interaction are competition and cooperation.

The basis of all human interaction is found in social systems.

Every institution has statutes and special roles.

The three primary institutions in American society have different effects on individuals within the society.

Institutions are creations that developed from needs of human beings.

Every major institution must have organization and a code of norms and specifications.

People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

People in other lands have customs and traditions that have been passed down to them.

People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, are making changes to improve their way of life.

Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

BEHAVIORAL OBJECTIVES

- A. The student will keep a log over a given period of time noting the time spent with other individuals or groups.
- B. The student will, over a given period of time, interview, investigate, study, and research three different people and describe that interaction follows a certain form.
- C. The student will cite three examples of competition and three examples of cooperation that presently exist in the world.
- D. The student will construct a chart demonstrating that economic theories are conducive to similar human interactions.
- A. The student will justify reasons for his selections of the roles and status of banks as economic institutions.
- B. The student will list three primary institutions in American society and explain their effects on individual behavior.
- C. The student will list nine needs and describe how each have become an institution.
- D. The student will give a written report citing the differences between organization and institution.
- A. The student will construct several posters to show that although people are much alike in feelings and needs, they are different in behavior.
- B. The student will present economic customs and traditions associated with his heritage.
- C. The student will be given specified time to write a comparison of two countries depicting nations that are different and how they can to make changes to improve their way of life.
- D. The student will give three written examples of individuals or groups of individuals with diverse backgrounds.

BEHAVIORAL OBJECTIVES

- time spent with other individuals or groups and orally defend the usefulness of this time..
- study, and research three different people in business and construct a graph or chart illustrating
- roles of cooperation that presently exists between nations of the world.
- ories are conducive to similar human interaction.
- atus of banks as economic institutions.
- and explain their effects on individuals within our society.
- e an institution.
- en organization and institution.
- ople are much alike in feelings and needs they differ in appearance, ideas, and customs.
- d with his heritage.
- wo countries depicting nations that are striving to keep certain economic traditions and still striving
- ps of individuals with diverse backgrounds who have contributed to our economic heritage.

GENERALIZATION	CONCEPTS	
<p>Every economic system possesses regularities that make certain forms of prediction possible.</p>	Social control	<p>A. There are many types of authority that...</p> <p>B. There is a need for social control at...</p>
	Comparative advantage	<p>A. A nation, group, or individual must... goals, be aware of the advantages...</p> <p>B. Compromise and adjustment are an in... are the same.</p>
	Power	<p>A. Power has many connotations to many...</p> <p>B. Power relationships abound throughout...</p> <p>C. Power can either be a goal or the me...</p>

SUB-CONCEPTS

- . There are many types of authority that act as means of social control.
- . There is a need for social control at all levels of society.
- . A nation, group, or individual must have long-range goals for which to strive and in moving toward these goals, be aware of the advantages and disadvantages that develop along the way.
- . Compromise and adjustment are an important consideration when advantages enjoyed by two opposing forces are the same.
- . Power has many connotations to many different people.
- . Power relationships abound throughout society and societies.
- . Power can either be a goal or the means to goal attainment.

BEHAVIORAL OBJECTIVES

- A. The student will state in small group discussions two basic economic theories and the social changes they would cause.
 - B. The student will cite three examples of a nation's societal changes that have occurred directly as a result of economic changes.
-
- A. The student will make a chart listing the long-range economic goals of a nation, a group, or an individual and how they would realize them.
 - B. The student will pose a problem that he will evaluate and resolve depicting advantages two different solutions.
-
- A. The student will discuss in small groups the connotations of power of three given basic economic systems.
 - B. The student will summarize in three paragraphs or less the economic power relationships that exist in the American middle class, American Negro, or American Indian.
 - C. The student will discuss in small groups the following statement: Power can either be a goal or a means to an end.

BEHAVIORAL OBJECTIVES

economic theories and the social control they represent.

changes that have occurred directly as a result of a change in their import/and or export patterns.

economic goals of a nation, a group, and an individual as well as the advantages and disadvantages that each

and resolve depicting advantages two opposing economic forces may enjoy by compromise and adjustment.

of power of three given basic economic theories.

economic power relationships that prevail in one of the four general classifications—American lower class, Indian.

statement: Power can either be a goal or the means to goal attainment.

GENERALIZATION	CONCEPTS	
<p>Economic conditions and systems change over a period of time.</p>	<p>Social change</p> <p>The modified market economy</p>	<p>A. Change is a neutral process; it may progress or regress.</p> <p>B. Some societies change at a more rapid rate than others.</p> <p>C. There are many causes for social change.</p> <ol style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas or mores. 3. The development of modern means of communication. 4. Innovation as means of meeting the needs of a society. <p>A. Expanding industry provides both labor and capital.</p> <p>B. The depletion of natural resources can lead to economic collapse.</p> <p>C. Supply points for the need of conservation.</p> <p>D. Laws regulating the use of natural resources are essential.</p> <p>E. Monopoly and competition are essential to economic growth.</p>

SUB-CONCEPTS

... is a neutral process; it may progress or decline.

... societies change at a more rapid rate of progress than others.

... are many causes for social change, such as the following:

... contact between cultures.

... the interaction of new ideas or materials within a culture.

... the development of modern means of communication and transportation.

... innovation as means of meeting the challenge of social, economic, and political problems.

... leading industry provides both labor and markets.

... depletion of natural resources can adversely affect a community that does not have a diversified economic

... y points for the need of conservation practices for future demands.

... regulating the use of natural resources and controlling human activity benefit the majority.

... monopoly and competition are essential parts of a freemarket system.

BEHAVIORAL OBJECTIVES

- A. The student will write an example showing that change is a neutral process that may progress or regress.
- B. The student will prepare a convincing two-minute oral report showing that some societies change.
- C. The student will list and explain in writing at least four major reasons for social change.
- A. The student will construct either a graph or poster demonstrating that an expanding industry provides jobs.
- B. The student will explain how the depletion of natural resources can adversely affect a community.
- C. The student will write several examples from our past history stressing the concept that supply and demand.
- D. The student, in small seminars, will discuss the value of the following statement: Laws regulating monopolies benefit the majority.
- E. The student will write a three-page paper interpreting the following statements: Monopoly and competition. This is foreign to the American economy.

BEHAVIORAL OBJECTIVES

a neutral process that may progress or decline.

port showing that some societies change at a more rapid rate of progress than others.

major reasons for social change.

trating that an expanding industry provides both labor and markets.

ources can adversely affect a community that does not have a diversified economic base.

ory stressing the concept that supply points for the need of conservation practices for future demands.

e following statement: Laws regulating the use of natural resources and controlling human activity

e following statements: Monopoly and competition when destroyed result in a controlled economic system.

STANDARD FOCAL REFERENCE GUIDES

Ginn
Economics an Analytical Approach

Harcourt, Brace and World
Comparative Economic Systems

Merrill
Economics Principles and Practices

Southwestern
Consumer Economic Problems

CONCEPT PENETRATION SOURCES

Clarion House
Consumer Education

Ginn
Readings and Cases in Economics

Heath
Case Studies in Business History and Economic Concepts
The Formative Era of American Enterprise:
The Virginia Company, Boston Merchants, and the
Puritan Ethic, the Factory System
The Challenge of Big Business: The Northern
Securities Company, the Standard Oil Combination,
Labor-Management Relations in the Steel Industry

Merrill
Prologue to Economic Understanding

Scot

STED MULTI-MEDIA FOR ECONOMICS--LEVELS 10-12

Scott Foresman

Studies in Economic Issues

World Trade

Economics of the Community

Capitalism, Communism, Socialism

Our Labor Force

Understanding Economic Growth

International Economic Problems

Economic Forces in American History

Problems of Prosperity and Leadership, 1945-

Adjustments to Depression and War, 1930-1945

World Power and New Problems, 1914-1930

The Growth of Industrial Enterprise, 1860-1914

Commerce, Cotton, and Westward Expansion,
1820-1860

Decisions that Faced the New Nation, 1783-1820

Developing the American Colonies, 1607-1783

Area Studies in Economic Progress

Sub-Saharan Africa Struggle Against the Past

China Development by Force

India Struggle Against Time

Japan Lessons in Enterprise

Latin America Reform or Revolution

The Middle East

The Soviet Union Communist Economic Power

Western Europe and the Common Market

Southwestern

Contemporary Economic Problems and Issues

and Economic Concepts

Enterprise:

Merchants, and the

em

The Northern

ard Oil Combination,

h the Steel Industry

ng

Van Nostrand

Basic History of American Business
Major Documents in American Economic History, Vol. 1
Major Documents in American Economic History, Vol. 2
Medieval Commerce
European Economic History, Documents and Readings
Soviet Economic Development

FILMSTRIPS

Guidance Associates

Preparing for the Jobs of the 70's
Preparing for the World of Work
Automation: Promise or Threat?

TRANSPARENCIES

Heath

A Visual Analysis of the American Economy

16mm FILMS

Bailey

Microeconomics
Basic Economic Theories
Nature and Function of Money, Credit, Government,
and Economy
International Economic Relationships
Comparative Economics

<p>HISTORY GEOGRAPHY POLITICAL SCIENCE ANTHROPOLOGY SOCIOLOGY ECONOMICS</p> <p>GEOGRAPHY Levels 10-12 <u>Vehicles</u></p> <p>Basic Historical, Physical, and Cultural Geographic Back- ground of the World Relating to World Problems</p>	GENERALIZATION	CONCEPTS	
	<p>Man's use of the land is seldom the result of any single physical factor. Rather, such utilization is determined by the interplay of a number of phenomena, both physical and cultural.</p>	<p>Geographical approach</p> <p>Causation</p> <p>Compromise and adjustment</p>	<p>A. In</p> <p>B. M</p> <p>C. T</p> <p>D. C</p> <p>E. C</p> <p>F. C</p> <p>A. T</p> <p>B. C</p> <p>C. C</p> <p>D. T</p> <p>A. C</p> <p>B. M</p> <p>C. E</p> <p>D. M</p>

CONCEPTS	SUB-CONCEPTS
Geographical approach	<p>A. In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnection among things and events that are thus associated.</p> <p>B. Many different kinds of processes of change are operating on the face of the earth. There are physical, biotic, economic, social, and political processes.</p> <p>C. The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas.</p> <p>D. Geography has examined the interaction between man and his habitat; but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena.</p> <p>E. Geography seeks understanding of the causes and consequences of differences from place to place on the earth.</p> <p>F. Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.</p>
Causation	<p>A. There is a relationship of cause and effect.</p> <p>B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.</p> <p>C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects that seemingly become more isolated as the series of effects expands.)</p> <p>D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.</p>
Compromise and adjustment	<p>A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.</p> <p>B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.</p> <p>C. Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.</p> <p>D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.</p>

BEHAVIORAL OBJECTIVES

- A. The student will research the area known as Appalachia describing the region, the people and their
 - B. The student will make a study of Russia's lack of a warm water seaport and catalog or list the moves of Russia as a response to this geographic reality.
 - C. The student will discuss in small groups why the island of Taiwan (Formosa) presents a difficult problem.
 - D. The student working in a study team will give an oral report on his opinion of why modern man, through his use of wildlife as well as many things he needs to provide ideal conditions for his own habitat.
 - E. The student will report in writing how the modes of earning a living in Denmark and Norway indicate the
 - F. The student will list similar geographical features of Japan and Great Britain.
-
- A. The student, working in a study team, will research and present his findings in a panel report on the
 - B. The student will research and write a paper on differences in the strategy of (i) the D-Day action
 - C. The student will list his reasons on the blackboard and explain or defend his opinions of why the U
 - D. The student will list the causes of the Boxer Rebellion according to his views of importance.
-
- A. The student will write his views concerning the compromise and adjustments made by the Vichy gov
 - B. The student will write a short sketch speculating early man's compromises with nature that enabled
 - C. The student will orally present his opinions based on his findings of the compromises and adjustmen
 - D. The student will research in a study team the Pueblo incident and orally defend, argue, or broaden the Pueblo incident should not be interpreted as a sign of weakness.

BEHAVIORAL OBJECTIVES

describing the region, the people and their culture and the circumstances that resulted in economic ruin.
water seaport and catalog or list the moves, the attempts, the actions, or other influence used by

Taiwan (Formosa) presents a difficult problem for agriculture to support a large population.
port on his opinion of why modern man, through urbanization processes, destroys the habitat of
conditions for his own habitat.

ing a living in Denmark and Norway indicate different geographic features.
an and Great Britain.

esent his findings in a panel report on the cause and effect of the Yalta Agreement.
es in the strategy of (1) the D-Day action that was employed and (2) Churchill's recommendation .
plain or defend his opinions of why the USSR embarked on a policy that led to the cold war.
ording to his views of importance.

ise and adjustments made by the Vichy government in the World War II setting.
an's compromises with nature that enabled him to live in communities rather than under nomadic conditions.
findings of the compromises and adjustments involved in Israel's present struggle to survive.
ident and orally defend, argue, or broaden the statement: The American government's reaction to the
weakness.

GENERALIZATION	CONCEPTS	
<p>The evolution of mankind from isolated, self-sufficient communities to an inter-dependent whole means ever more trade, migration, diffusion of ideas and practices, and greater importance of relative location or situation.</p>	<p>Habitat and its significance</p>	<p>A. Man affects and is affected by his natural habitat.</p> <p>B. Habitat is the resource base of man's social organization.</p> <p>C. Water in the form of oceans, rivers, and lakes is essential for agriculture, communication, transportation, and recreation.</p> <p>D. Landforms influence climate and the pattern of human activities.</p> <p>E. Climate influences ways of living.</p> <p>F. Habitat tends to direct man until he acquires a new habitat.</p> <p>G. International problems are often caused by differences in natural habitat.</p> <p>H. Rituals, ceremonies, and superstitions are often based on natural habitat.</p>
	<p>Input and output</p>	<p>A. Many individuals are producers of either goods or services.</p> <p>B. All individuals are consumers; directly or indirectly.</p> <p>C. For a stable economy, there must be a balance between production and consumption.</p>
	<p>Scarcity</p>	<p>A. A person's/nation's wants are almost endless.</p> <p>B. Needs are different from wants in that needs are limited.</p> <p>C. There are definite limits as to the production of goods and services up with people's needs and wants.</p>

SUB-CONCEPTS

affects and is affected by his natural environment.

that is the resource base of man's society.

er in the form of oceans, rivers, and lakes covers three fourths of the earth's surface influencing climate, culture, communication, transportation, and trade.

forms influence climate and the provision of food, shelter, and clothing.

nate influences ways of living.

itat tends to direct man until he accepts or alters it.

ernational problems are often caused by geographic conditions.

uals, ceremonies, and superstitions of various people may be related to their physical environment.

ny individuals are producers of either goods or services.

individuals are consumers; directly or indirectly they influence the production of items.

a stable economy, there must be a balance between production and consumption.

erson's/nation's wants are almost endless; thus, a priority of wants must be established.

eds are different from wants in that a person's needs must be met in order to survive.

ere are definite limits as to the production of any given item. Many times production is unable to keep with people's needs and wants.

BEHAVIORAL OBJECTIVES

- A. The student will compare and contrast the five largest countries in the world as to how natural resources are used and as to which country is best suited geographically to be the world leader.
 - B. The student will select two filmstrips that he will show and make comments about in a small group. One civilization of ancient Rome exemplified a strong reliance on home and family as stabilizing factors.
 - C. The student will list five rivers and five lakes he thinks greatly influence the people of the area.
 - D. The student will orally name ten different kinds of landforms as used in geographic media and maps.
 - E. The student will orally name within a three-five minute period different kinds of climate and weather patterns.
 - F. The student will view a film on man and his environment and write an essay describing ways man has changed his environment.
 - G. The student will list the natural resources used in our country in the process of industrialization.
 - H. The student will list those resources that give us the greatest concern due to their rapid depletion.
-
- A. The student will choose an occupation and report in writing the needs that would be fulfilled by that occupation.
 - B. The student will draw a supply and demand curve on a graph about a product of his choice and explain the relationship between price and quantity.
 - C. The student will choose a period that affects America's economy and in an essay explain the social and economic factors that affected the economy during that time.
-
- A. The student, working in a study team, will ascertain facts about the needs of Clark County's population and decide which one should have priority over the other and explain his reasons for this choice.
 - B. The student will collect several cartoons and draw one of his own illustrating needs are different from wants.
 - C. The student will research the post war problems facing Harry S. Truman and give a speech to the class about Truman and their implications on the 1948 presidential election.

BEHAVIORAL OBJECTIVES

largest countries in the world as to how natural environment affects their power structure and draw a conclusion to be the world leader.

show and make comments about in a small group setting that emphasizes the following statement: The reliance on home and family as stabilizing elements of their culture.

thinks greatly influence the people of the area in which they are located.

of landforms as used in geographic media and/or phenomena.

minute period different kinds of climate and comment on each.

onment and write an essay describing ways man uses to alter his habitat to better serve his needs and desires.

our country in the process of industrialization.

the greatest concern due to their rapid depletion and/or scarcity.

in writing the needs that would be fulfilled through his services in this role.

on a graph about a product of his choice and explain it in a small group discussion.

erica's economy and in an essay explain the significance or balance of production and consumption as it

in facts about the needs of Clark County's proposal for a civic center complex and a sports stadium; then decide and explain his reasons for this choice.

ow one of his own, illustrating needs are different from wants in that needs must be met to survive.

acing Harry S. Truman and give a speech to a seminar group explaining how these problems were handled by ential election.

GENERALIZATION	CONCEPTS	SUB-C
<p>Each culture tends to view its physical habitat differently. A society's value system, goals, organization, and level of technology determine which elements of the land are prized and utilized.</p>	<p>Historical method and point of view</p> <p>Culture</p> <p>Institution</p>	<p>A. History is a process--a continuing development in</p> <p>B. Every citizen who seeks an explanation for any ev</p> <p>C. A historian is an observer who stands "amid the pro by him and that his particular place in time and sp coloring and molding his thinking through moral pr</p> <p>A. People are much alike in feelings and needs, altho</p> <p>B. People in other lands have customs and traditions t</p> <p>C. People throughout the world today are striving to k at the same time, making changes to improve their</p> <p>D. Individuals and groups of individuals of diverse ba</p> <p>A. Every institution has statutes and speical roles.</p> <p>B. The three primary institutions in American society</p> <p>C. Institutions are creations that developed from need</p> <p>D. Every major institution must have organization and</p>

SUB-CONCEPTS

History is a process--a continuing development involving constant change.

Every citizen who seeks an explanation for any event should be made to understand he has a "point of view." The historian is an observer who stands "amid the process." This observer must realize events are flowing by him and that his particular place in time and space (his community, profession, church, school) is coloring and molding his thinking through moral pressure, stereotypes, and other current influences.

People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs. People in other lands have customs and traditions that have been passed down to them.

People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

Every institution has statutes and special roles.

The three primary institutions in American society have different effects on individuals within the society. Institutions are creations that developed from needs of human beings.

Every major institution must have organization and a code of norms and specifications.

BEHAVIORAL OBJECTIVES

- A. The student and two other members of a study team will research the project known as Tennessee changes that took place as a result of TVA. These changes might come under certain headings—select.
 - B. The student will select from a given list of nations at least four that participated in World War I at least three references.
 - C. The student will assume the role of a historian and choose some particular period of American history influences as a part of history in light of his own individual point of view.
-
- A. The student will select two geographical areas from a list of five and describe at least three ways these people.
 - B. The student will list the items that are part of the American cowboy's costume and explain their use.
 - C. The student will choose a cultural group to research and write an essay depicting ways in which they have influenced American life.
 - D. The student will list some of the most difficult problems he thinks the Eskimo might have in making a living.
-
- A. The student will assume the role of a newspaper editor and write his editorial opinion about the Supreme Court Justice Earl Warren. He will give some emphasis on the Supreme Court assuming a more important role by controversy and criticism. . . within the opinion patterns of the student's own point of view.
 - B. The student will write a two or three page report as to why he thinks the church, as an institution, has influenced American life.
 - C. The student will write as a historian the history of a union, e.g., U.A.W., C.I.O., and Railroad Union.
 - D. The student will orally explain the meaning of several terms of his choice pertaining to organization, strike, wildcat strike, and arbitration mediation board.

BEHAVIORAL OBJECTIVES

search the project known as Tennessee Valley Authority. In a panel discussion they will elaborate on what might come under certain headings--political, economic, social, or cultural as the study team might

four that participated in World War II and defend each nation's involvement using materials found in

some particular period of American history that interests him. He will record the events, trends, and his point of view.

of five and describe at least three ways in which the people differ and at least five needs common to

in cowboy's costume and explain their original use or need.

write an essay depicting ways in which they exhibit their cultural heritage.

thinks the Eskimo might have in making a new home for himself in Mexico.

write his editorial opinion about the status and role of the Supreme Court during the tenure of Chief Justice Warren, assuming a more important role and eventually coming into a less important role accompanied by the opinions of the student's own point of view.

he thinks the church, as an institution, has declined in influence in recent years.

, e.g., U.A.W., C.I.O., and Railroad Brotherhood.

of his choice pertaining to organized labor, e.g., closed shop, union shop, open shop, sit-down

GENERALIZATION	CONCEPTS	
<p>Every region is an area homogeneous in terms of specific criteria chosen to delimit it from other regions. This delimitation is always based on an intellectual judgment.</p>	Interaction	<p>A. Individuals enter into relationships</p> <p>B. Within a social system the interaction</p> <p>C. Two general types of interaction are</p> <p>D. The basis for all human interaction</p>
	Geographical approach	<p>A. In the field of geography, attention is given to the interconnections among</p> <p>B. Many different kinds of processes of biotic, economic, social, and political</p> <p>C. The distinctive purpose of geography is to study events related to unlike processes that</p> <p>D. Geography has examined the interaction among diverse cultures</p> <p>E. Geography seeks understanding of the</p> <p>F. Grouping events and concepts together on the principle by which to approach and</p>
	Culture	<p>A. People are much alike in feelings and</p> <p>B. People in other lands have customs and</p> <p>C. People throughout the world today are at the same time, making changes to improve</p> <p>D. Individuals and groups of individuals</p>

SUB-CONCEPTS

- A. Individuals enter into relationships with a great number of individuals and groups.
- B. Within a social system the interaction of individuals and groups follows a certain form.
- C. Two general types of interaction are found in social systems.
- D. The basis for all human interaction is found in social systems.
- E. In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnections among things and events that are thus associated.
- F. Many different kinds of processes of change are operating on the face of the earth. There are physical, biotic, economic, social, and political processes.
- G. The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas.
- H. Geography has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena.
- I. Geography seeks understanding of the causes and consequences of differences from place to place on the earth.
- J. Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.
- K. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.
- L. People in other lands have customs and traditions that have been passed down to them.
- M. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.
- N. Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

BEHAVIORAL OBJECTIVES

- A. The student will list in order of their importance the personal characteristics he thinks people should have and group relationships.
 - B. The student will editorialize on the custom of a man giving his seat to a lady as it used to be and how it is now.
 - C. The student will make a list of the different categories in which competition most clearly comes into play in seminar each category on his list as to the implications involved in the competitive aspects of our society.
 - D. The student will select a civic organization, such as Rotary or Kiwanis, interview an official of the organization, and make a written report on his findings.
-
- A. The student will research the area known as Appalachia describing the region, the people, and their customs.
 - B. The student will make a study of Russia's lack of a warm water seaport and catalog or list the major cities of Russia as a response to this geographic reality.
 - C. The student will discuss in small groups why the island of Taiwan (Formosa) presents a difficult problem for the island.
 - D. The student, working in a study team, will give an oral report on his opinion of why modern man, throughout the world, as well as many things he needs to provide ideal conditions for his own habitat.
 - E. The student will report in writing how the modes of earning a living in Denmark and Norway indicate the effect of the environment.
 - F. The student will list similar geographical features of Japan and Great Britain.
-
- A. The student will select two geographical areas from a list of five and describe at least three ways in which the customs of these people are different.
 - B. Customs and traditions are passed down from one generation to another. All of the items used by the members of an outfit. List the items one by one, explaining, in another column, the use or need for each item, and how it is passed down.
 - C. Peoples of the world cling tenaciously to the customs and traditions of their own culture. The learner will write an essay on his findings and the ways in which they exhibit their cultural heritage.
 - D. The student will orally explain the meaning of several terms of his choice pertaining to organized labor: wildcat strike, strike, wildcat strike, and arbitration mediation board.

BEHAVIORAL OBJECTIVES

of characteristics he thinks people should possess in order to promote maximum harmony in individual

his seat to a lady as it used to be and how today this custom is rarely observed or practiced.
which competition most clearly comes into play, e.g., competition for job. He will orally explain
involved in the competitive aspects of our society.

for Kiwanis, interview an official of that organization to find out about its contributions to our

describing the region, the people, and their culture, and the circumstances that resulted in economic ruin.
water seaport and catalog or list the moves, the attempts, the actions, or other influence used by

Taiwan (Formosa) presents a difficult problem for agriculture to support a large population.
on his opinion of why modern man, through urbanization processes, destroys the habitat of wildlife
for his own habitat.

a living in Denmark and Norway indicate different geographic features.
and Great Britain.

of five and describe at least three ways in which the people differ and at least five needs common to

to another. All of the items used by the American cowboy eventually became a part of his costume or
column, the use or need for each item, then draw a sketch of the cowboy dressed in all this regalia.
traditions of their own culture. The learner will choose a cultural group, study this culture, and
exhibit their cultural heritage.

of his choice pertaining to organized labor, e.g., closed shop, union shop, open shop, sit-down

GENERALIZATION	CONCEPTS	
<p>The character of a place is the product of the past as well as an interim phase in an ever changing existence.</p>	<p>Social change</p>	<p>A. Change is a neutral process; it may be good or bad.</p> <p>B. Some societies change at a more rapid rate than others.</p> <p>C. There are many causes for social change.</p> <ol style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas and old. 3. The development of modern means of communication. 4. Innovation as means of meeting new needs.
	<p>Input and output</p>	<p>A. Many individuals are producers of goods and services.</p> <p>B. All individuals are consumers; direct or indirect.</p> <p>C. For a stable economy, there must be a balance between production and consumption.</p> <p>A. Historically the process of industrialization has been a double-edged sword.</p> <p>B. The industrial process was both a cause and a result of urbanization, but it also set into motion several forces that drew people from farms to the cities.</p> <p>C. Industrialization has provided jobs and a better standard of living, but it has also led to soil depletion and a desire to improve their production.</p> <p>D. With the growth of cities came slum conditions, a demand for labor and immigration.</p> <p>E. Industrial and commercial growth led to the industrialization-urbanization process, which brought a great hope and posed many serious problems.</p>

SUB-CONCEPTS

Change is a neutral process; it may progress or decline.

Some societies change at a more rapid rate of progress than others.

There are many causes for social change, such as the following:

1. Contact between cultures.
2. The interaction of new ideas or materials within a culture.
3. The development of modern means of communication and transportation.
4. Innovation as means of meeting the challenge of social, economic, and political problems.

Many individuals are producers of either goods or services.

All individuals are consumers; directly or indirectly they influence the production of items.

For a stable economy, there must be a balance between production and consumption.

Historically the process of industrialization is a product of technical advance.

The industrial process was both cause and effect. It was a product of science and a new commercial age but it also set into motion several great social movements, such as the movement of population from the farms to the cities.

Industrialization has provided jobs and new ways of acquiring wealth; hence, people who lived from the soil and wanted to improve their positions were drawn to the center of the industrial complex.

With the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties.

Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus, the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and posed many serious and dangerous problems.

BEHAVIORAL OBJECTIVES

- A. The student will research the Office of Price Administration (OPA) created during Franklin Delano Roosevelt and give his conclusions about it orally in a question and answer interview simulating newspaper interview.
 - B. The student will list events in chronological order that surrounded the 18th and 21st Amendments.
 - C. The student will write an essay on the law of supply and demand and draw a graph showing this law in operation.
-
- A. The student will select one occupation and/or career from a given list and explain reasons for his selection.
 - B. The student will list steps to take to restore a business to a profitable enterprise when money has been lost.
 - C. The student will write an essay on the law of supply and demand and draw a graph showing this law in operation.
-
- A. The student will outline the growth of Japan as an industrial nation from 1853 to the present and explain the reasons for this growth.
 - B. The student will list items other than natural resources needed to build a modern industrial country.
 - C. The student will team up with other students to organize a debate on the problem . . . Industry in an agrarian society than it is in an industrial society.
 - D. The student will choose one of the following statements and defend his choice in seminar:
 - 1. America is a melting pot of many different races and nationalities.
 - 2. America is not a melting pot . . . but rather it is a conglomerate of many cultural, racial, and ethnic groups.
 - E. The student will make a chart showing what the advantages and disadvantages are of a monopoly.

BEHAVIORAL OBJECTIVES

h (OPA) created during Franklin Delano Roosevelt's administration to deal with problems of the time
answer interview simulating newspapermen on the scene during that period.

ounded the 18th and 21st Amendments.

mand and draw a graph showing this on a supply and demand curve of some commodity of his own

a given list and explain reasons for his choice.

profitable enterprise when money has been taken out faster than income could balance out the rapid

emand and draw a graph showing this on a supply and demand curve of some commodity of his own

al nation from 1853 to the present and list five reasons for this accomplishment.

eded to build a modern industrial country.

debate on the problem . . . Industry creates more problems than it solves; therefore, life is preferable

nd defend his choice in seminar:

nationalities.

onglomerate of many cultural, racial, and ethnic groups.

es and disadvantages are of a monopoly.

SUGGESTED MULTIMEDIA FOR GEOGRAPHY

STANDARD FOCAL REFERENCE GUIDES

Macmillan
The Wide World (1970 ed.)

Rand McNally
Our Widening World

Southwestern
World Geography

CONCEPT PENETRATION SOURCES

Ginn
World Resources
The World. . . Its Geography in Maps

Portal Press
Survival: A Geographic Approach Program

Rand McNally
Handbook of Map and Globe Usage
Relief Outline and Desk Outline Maps

Science Research Associates
Map and Globe Skills

Van Nostrand
Contemporary Africa: Continent in Transition
Southeast Asia and the World Today
The Benelux Countries: An Historical Survey
Mexico and the Caribbean
Cavour and the Unification of Italy
The Era of Charlemagne
Medieval Commerce

FILM

En

ESTED MULTIMEDIA FOR GEOGRAPHY--LEVELS 10-12

The People's Republic of China
World Communism
Islam and the West
European Economic History, Documents and Readings
African Nationalism in the Twentieth Century
The Ottoman Empire: Its Record and Legacy
The Lower Mekong: Challenge to Cooperation in
Southeast Asia
The Himalayan Kingdoms: Bhutan, Sikkim, and Nepal
Pakistan: Emerging Democracy
The Soviet Union
The Changing Map of Africa
The Global Sea
Canada in the American Community
The Balkans in Transition
A New Soviet Heartland
The Alliance for Progress
Argentina: The Divided Land
Dilemmas Down Under
Military Geography
Mexico: Land of Sunshine and Shadow
The Northern Tier: Afghanistan, Iran, and Turkey
The Northeastern United States
The Southeastern United States
China: Ageless Land and Countless People
China: Emerging World Power

FILMSTRIPS

Encyclopaedia Britannica
U.S. Interior West #11370
Then and Now in the U.S. #8700
Central Europe #8960

Mediterranean Europe #8900
Israel: Land and People #9100

Eye Gate

Fundamental of Geography (Series of ten filmstrips
with cassette or conventional teach-a-tape reel)
The Islands of the Pacific: A Regional Study (Series
of ten filmstrips)
Modern Japan (A series of nine filmstrips)
U.S.S.R. (Russia) (Series of nine filmstrips with
cassette or conventional teach-a-tape)

Life Education Program

World We Live in Series

The Earth is born
Miracle of the Sea
Face of the Land
Canopy of Air
Reptiles Inherit the Earth
Age of Mammals
Creatures of the Sea
Coral Reef
The Desert
Arctic Tundra
Rain Forest
Woods of Home
Starry Universe
The Antarctic
The Not-So-Solid Earth
Mighty Currents of the Sea
Landscapes of the Sea
The Mystery of Rain

Society for Visual Education

Living in the Americas (18 filmstrips)
Living in South America Today (6 filmstrips, 3 records)
Modern Central and Southern Europe (4 filmstrips)
Living in Iron Curtain Countries Today (7 filmstrips)
Modern Eastern and Southeastern Asia (4 filmstrips)

00
2100

(Series of ten filmstrips
ional teach-a-tape reel)
Regional Study (Series

ine filmstrips)
f nine filmstrips with
each-a-tape)

strips)
6 filmstrips, 3 records)
rope (4 filmstrips)
Today (7 filmstrips)
Asia (4 filmstrips)

Living in China Today (4 filmstrips, 2 records)
Modern Balkans, Southern and Southwestern Asia
(4 filmstrips)
Modern Australia and the Pacific Islands (4 filmstrips)

TRANSPARENCIES

Allyn and Bacon
Allyn and Bacon Series

Hammond
Hammond Series

MAPS, GLOBES, ATLASES

Denoyer - Geppert
Wenchow Maps (all)
Denoyer - Geppert Student Atlas

Follett
Study Lesson in Map Reading

Hammond
Hammond Student Atlas (Geographical and Historical)

Rand McNally
Regional Atlas
Goode's World Atlas
Relief Outline and Desk Outline Map of Eastern
Hemisphere
Relief Outline and Desk Outline Map of Western
Hemisphere

TAPES AND FILM LOOPS

Doubleday (8mm Film Loops)

Contours
Latitude
Longitude

16mm FILMS

Av-ed

China: A one Class Society
The Changing World of Lebanon
China: The Big Question

Encyclopaedia Britannica

Australia
Colombia and Venezuela
China: A Portrait of the Land
Alaska

McGraw - Hill

Siberia: A Day in Irkutsk
Israel: Making a Land Productive
The Middle East: The Need for Water
India: The Struggle for Food
India: Urban Conditions
Thailand: Winds of Change
European Culture Region
Afghanistan: Emerging from Isolation
The Old Africa and the New Ethiopia
New Zealand: Its Farms and Cities
Turkey: Modern Reforms
West Germany - Industrial
South Africa
Yugoslavia
Rise of the Industrial Giants
China: The Awakening Giant
Scandinavia: The Rewards of Excellence
Antarctica: The Cold Frontier
Country Called Europe
Low Countries, the Very Much Alive
Farmer, The Feast or Famine

G:
Br:
Ou:
Co:
Br:
So:
Br:
Na:
Ira:
Th:
Ca:
Fe:
Cz:
Ev:
Au:
Jo:
Bus:
Bo:
Gr:
Oc:

Global Struggle for Food
Britain - A Changing Culture
Our Vanishing Lands
Conservation: A Job for Young America
Brazil - The Troubled Land
So that Men are Free (Peru)
Brazil - The Rude Awakening
New Guinea
Iran: The Struggle to Industrialize
The Philippines: Island Republic
Canadian Shield: Saguenay Region
Feeding one Quarter of the Human Race
Czechoslovakia - Progress in Industry
Everchanging Lowlands
Australia: Challenge of a Growing Nation
Japan: A Nation of Growing Cities
Bushmen of Kalahari
Bolivia
Greece - So Rich, So Poor
Oceania

<p>HISTORY</p> <p>GEOGRAPHY</p> <p>ANTHROPOLOGY</p> <p>POLITICAL SCIENCE</p> <p>SOCIOLOGY</p> <p>ECONOMICS</p>	<p>SOCIOLOGY</p> <p>Levels 10-12</p> <p><u>Vehicles</u></p> <p>Function of Society</p> <p>Structure of the Group</p> <p>Group Behavior</p> <p>Group Influence on the Individual</p> <p>Social Groups (family, school, church)</p> <p>Political and Economics</p> <p>Vocational and Ethnic</p> <p>Sub-Cultures and Social Economic Classes</p>	GENERALIZATION	CONCEPTS	
		<p>Man is a social animal who lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.</p>	<p>Social control</p> <p>Loyalty</p> <p>Dignity of man</p>	<p>A. There</p> <p>B. There</p> <p>A. Loyalty than</p> <p>B. Loyalty other</p> <p>C. The less process</p> <p>D. Loyalty freedom</p> <p>A. Religious</p> <p>B. All men</p> <p>C. Human individual</p> <p>D. Worth position</p>

CONCEPTS	SUB-CONCEPTS
Social control	<ul style="list-style-type: none"> A. There are many types of authority that act as means of social control. B. There is a need for social control at all levels of society.
Loyalty	<ul style="list-style-type: none"> A. Loyalty is the willing devotion of an individual to a cause greater than himself as represented by an institution, idea, or process. B. Loyalty processes are those means employed to achieve as ends the other cultural values of a given society. C. The legislative process and the choosing of one's representatives are processes that should command loyalty. D. Loyalty to ideas such as human dignity, equality of opportunity, and freedom of speech and religion are important ideas.
Dignity of man	<ul style="list-style-type: none"> A. Religions have developed a belief in the reverence of human life. B. All men are expected to respect the dignity of all other men. C. Human dignity should imply to every citizen the worth of all individuals. D. Worth of an individual cannot be judged by accomplishments or social position.

BEHAVIORAL OBJECTIVES

- A. The student will prepare a pro and con fact sheet on three issues: (1) Never trust anybody over thirty. (2) Congress makes it illegal to refuse employment to persons aged 45-65 solely on basis of age.
- B. The student will select two levels of society and describe in writing the need for social control.
- A. The student will construct three posters in small work groups to demonstrate that individuals do have a will.
- B. The student will write a paper showing the relationship of this statement: "My country, right or wrong."
- C. The student will write a paper giving examples from history that will explain the following statement: The representatives are processes which should command loyalty.
- D. The student will be given one of the following topics: human dignity, equality of opportunity, freedom of speech. He will describe that loyalty to ideas such as his topic is more important than symbols.
- A. The student, in a seminar group, will defend or deny the justice of the Spartan's belief as opposed to the Christian's.
- B. The student will select newspaper stories that illustrate that all men are expected to respect the dignity of others.
- C. The student will write a history of his life showing his worth to society and, in small group discussions, defend it.
- D. The student will be assigned either the "pro" or "con" for a debate session on the following statement: Work is a duty or social position.

BEHAVIORAL OBJECTIVES

es: (1) Never trust anybody over thirty. (2) Can you trust anybody under thirty? and (3) New law rely on basis of age.

riting the need for social control.

demonstrate that individuals do have a willing devotion to a cause greater than themselves.

statement: "My country, right or wrong."

at will explain the following statement: The legislative process and the choosing of one's

dignity, equality of opportunity, freedom of speech, and freedom of religion and will orally nt than symbols.

of the Spartan's belief as opposed to the Christians.

men are expected to respect the dignity of others.

c. society and, in small group discussions, defend his worth.

ebote session on the following statement: Worth of an individual cannot be judged by accomplishments

GENERALIZATION	CONCEPTS	
<p>A society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.</p>	<p>Interaction</p> <p>Institution</p> <p>Culture</p>	<p>A. Individuals enter into relationships with others.</p> <p>B. Within a social system the interaction of individuals is essential.</p> <p>C. Two general types of interaction are competition and cooperation.</p> <p>D. The basis of all human interaction is found in the individual's needs.</p> <p>A. Every institution has statutes and special regulations.</p> <p>B. The three primary institutions in America are the family, the church, and the state.</p> <p>C. Institutions are creations that developed through the process of socialization.</p> <p>D. Every major institution must have organized leadership.</p> <p>A. People are much alike in feelings and needs.</p> <p>B. People in other lands have customs and traditions different from those of our own country.</p> <p>C. People throughout the world today are striving for the same things at the same time, making changes to improve their lives.</p> <p>D. Individuals and groups of individuals of different cultures are constantly interacting.</p>

SUB-CONCEPTS

Individuals enter into relationships with a great number of individuals and groups.

In a social system the interaction of individuals and groups follows a certain form.

General types of interaction are competition and cooperation.

The basis of all human interaction is found in social systems.

An institution has statutes and special roles.

Three primary institutions in American society have different effects on individuals within the society.

Institutions are creations that developed from needs of human beings.

A major institution must have organization and a code of norms and specifications.

People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

People in other lands have customs and traditions that have been passed down to them.

People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

BEHAVIORAL OBJECTIVES

- A. The student will write a report on ethnic group relations considering problem background, communication, and solutions.
- B. The student will describe in writing the patterns of his classmates' interactions stating whether or not they are positive.
- C. The student will be placed in small groups and after a given period of time, will identify and explain the factors that influence group behavior.
- D. The student, in a small group, will explain in writing the following statement: The basis of all human interaction is the need for social contact.
- A. The student will select an institution and list and explain in writing what the status and special roles are of that institution in American society.
- B. The student will list and explain, from a sociologist's standpoint, the three primary institutions in American society and how they affect individuals.
- C. The student will list and describe in writing three needs and how they have developed into an American society.
- D. The student in small group seminars will discuss and construct in writing the organization of his school, community, and society.
- A. The student will construct a poster illustrating that people are much alike in feelings and needs, although they may differ in appearance.
- B. The student will construct a collage illustrating people in other lands having customs and traditions that are different from his own.
- C. The student will select from his national heritage a certain culture or tradition that would exemplify his own class, food, and art.
- D. The student will identify in writing individuals and groups of individuals of diverse background that have contributed to the development of American society.

BEHAVIORAL OBJECTIVES

...ions considering problem background, communication, interaction between groups, and possible

...his classmates' interactions stating whether or not they follow forms described by the instructor.

...a given period of time, will identify and explain the reactions that occurred in the group.

...the following statement: The basis of all human interaction is found in social systems.

...explain in writing what the status and special roles are of that institution.

...standpoint, the three primary institutions in American society and how each would have a different effect on

...needs and how they have developed into an American institution.

...construct in writing the organization of his school, its norms, and specifications.

...people are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

...ple in other lands having customs and traditions that have been passed down to them.

...certain culture or tradition that would exemplify his nationality and explain it before the class, e.g.,

...groups of individuals of diverse background that have contributed to our cultural heritage.

GENERALIZATION	CONCEPTS	
<p>Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.</p>	<p>Social change</p>	<p>A. Change is a neutral process; it may proceed in either direction.</p> <p>B. Some societies change at a more rapid rate than others.</p> <p>C. There are many causes for social change.</p> <ol style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas or materials. 3. The development of modern means of communication. 4. Innovation as means of meeting the needs of a society.
	<p>Freedom and equality</p>	<p>A. Freedom refers to the relative absence of external restraints.</p> <p>B. In the Western world, equality has come to mean equality of opportunity.</p> <p>C. Taken to extremes, freedom may mean anarchy.</p> <p>D. The concept of equality is an American ideal. It is committed to a belief in human dignity and the equality of all individuals with the equality of all rights.</p>
	<p>Habitat and its significance</p>	<p>A. Man affects and is affected by his natural environment.</p> <p>B. Habitat is the resource base of man's social organization.</p> <p>C. Water in the form of oceans, rivers, and lakes is essential for agriculture, communication, transportation, and recreation.</p> <p>D. Landforms influence climate and the production of resources.</p> <p>E. Climate influences ways of living.</p> <p>F. Habitat tends to direct man until he acquires sufficient knowledge to overcome its limitations.</p> <p>G. International problems are often caused by differences in habitat.</p> <p>H. Rituals, ceremonies, and superstitions are often based on the relationship between man and his habitat.</p>

SUB-CONCEPTS

Change is a neutral process; it may progress or decline.

Some societies change at a more rapid rate of progress than others.

There are many causes for social change such as the following:

- . Contact between cultures.
- . The interaction of new ideas or materials within a culture.
- . The development of modern means of communication and transportation.
- . Innovation as means of meeting the challenge of social, economic, and political problems.

Freedom refers to the relative absence of perceived external restraints on individual behavior.

In the Western world, equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.

Taken to extremes, freedom may mean chaos, and equality may become the tyranny of the majority.

The concept of equality is an American tradition. It is a pragmatic tradition committed to few absolutes. It is committed to a belief in human dignity and has sought to advance that dignity by protecting the freedom of the individual with the equality of all men under theegis of a government of laws and not of men.

Man affects and is affected by his natural environment.

Habitat is the resource base of man's society.

Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade.

Landforms influence climate and the provision of food, shelter, and clothing.

Climate influences ways of living.

Habitat tends to direct man until he accepts or alters it.

International problems are often caused by geographic conditions.

Rituals, ceremonies, and superstitions of various people may be related to their physical environment.

BEHAVIORAL OBJECTIVES

- A. The student will give examples of how change may progress or decline.
- B. The student will give examples in writing of societies that are changing at a more rapid rate of progress.
- C. The student will explain in writing how social groups, family, school, and church have changed in the past.
- A. The student will define freedom as it pertains to him and as it pertains to all students in his school.
- B. The student will write a paper explaining what equality means to the people of the Western world.
- C. The student will construct a collage showing what would happen to the world if freedom and equality were eliminated.
- D. The student will explain in seminars what is meant by the concept of freedom and equality.
- A. The student will depict how man affects and is affected by his natural environment by using pictures.
- B. The student will explain in small group sessions that habitat is the resource base of man's society.
- C. The student, working with a small group, will construct a poster illustrating that water in the form of surface water influences climate, agriculture, communication, transportation, and trade.
- D. The student will explain in writing how three landforms influence climate and provisions of food, shelter, and transportation.
- E. The student will list several types of climate and describe in writing how each influences ways of life.
- F. The student will give three examples of how habitat tends to direct man until he accepts or alters it.
- G. The student will name two international problems existing today that are caused by geographic conditions.
- H. The student will select from a given list one ritual or ceremony and trace it historically to its origin.

BEHAVIORAL OBJECTIVES

progress or decline.

that are changing at a more rapid rate of progress than others.

family, school, and church have changed in the last twenty-five years.

and as it pertains to all students in his school.

ity means to the people of the Western world.

ould happen to the world if freedom and equality were taken to extremes.

y the concept of freedom and equality.

ed by his natural environment by using pictures cut from magazines.

habitat is the resource base of man's society.

ct a poster illustrating that water in the form of oceans, rivers, and lakes covers three-fourths of the earth's
ation, transportation, and trade.

ms influence climate and provisions of food, shelter, and clothing.

scribe in writing how each influences ways of living.

tends to direct man until he accepts or alters it.

isting today that are caused by geographic conditions and explain the geographic conditions.

or ceremony and trace it historically to its origin describing the major changes that have occurred.

GENERALIZATION	CONCEPTS	
<p>The interdependence of groups in a complex contemporary society serves as a bond that holds that society together.</p>	<p>Government by the consent of the governed</p> <p>Compromise and adjustment</p> <p>Comparative advantage</p>	<p>A. Government is the creation of man to secure happiness.</p> <p>B. Whenever government fails to secure the good of the people, they may alter it to make it a more effective instrument.</p> <p>C. To assure the respect for the practice of justice, it is necessary that their government be established and maintained.</p> <p>D. In a government governing by consent of the governed, the people and representative legislatures established by them are the source of power.</p> <p>E. Stability and the greatest guarantee of order and justice.</p> <p>A. Compromise and adjustment are the keys to the solution of change and conflict.</p> <p>B. Man faces the need to compromise and adjust to his surroundings.</p> <p>C. Each culture is only a small part of a progressive world and compromise. Survival depends upon the ability to adjust.</p> <p>D. Man should recognize compromise and adjustment as a sign of weakness or surrender.</p> <p>A. A nation, group, or individual must have definite goals, be aware of the advantages and disadvantages of each, and be able to adjust to changing conditions.</p> <p>B. Compromise and adjustment are an important part of life and are the same.</p>

SUB-CONCEPTS

Government is the creation of man to secure the rights of the individual to safety, tranquility, freedom, and happiness.

Whenever government fails to secure the rights guaranteed to people through its constitutions, the people may alter it to make it a more effective instrument of their will.

To assure the respect for the practice of the values men choose as important to their lives, it is necessary that their government be established and operated by the consent of the governed.

In a government governing by consent of the governed there are elections, courts, impeachment processes, and representative legislatures established through which changes may be made.

Stability and the greatest guarantee of rights and values is through government by consent of the governed.

Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.

Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.

Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.

Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.

A nation, group, or individual must have long-range goals for which to strive and in moving toward these goals, be aware of the advantages and disadvantages that develop along the way.

Compromise and adjustment are an important consideration when advantages enjoyed by two opposing forces are the same.

BEHAVIORAL OBJECTIVES

- A. The student will write a research paper of not less than five hundred words utilizing at least three sources from the United States. He will also list two possible solutions that have been attempted by government action.
 - B. The student will name and explain five legal methods to bring about change in government when necessary.
 - C. The student will prepare for a panel discussion different aspects of the following statements: To secure the future of a nation important to their lives, it is necessary their government be established and operated by the consent of the governed.
 - D. The student will select from a given list one social problem, e.g., care of the aged, housing for the poor, and describe the legislation and court decisions that have formed society's present programs dealing with the problem.
 - E. The student will explain in writing the concept of government by the consent of the governed.
- A. The student will describe in writing his solution of a problem chosen from political, economic, social, or cultural.
 - B. The student will describe the economic reforms attempted by the Roosevelt administration to combat the depression.
 - C. The student will give several cultural problems that have existed for primitive people and how they were solved.
 - D. The student will use the concept of compromise and adjustment to justify in writing the fact that the Allies agreed to give to Germany during World War II in return for desperately needed ball bearings.
- A. The student will demonstrate the advantages a nation or individual encounters while striking for democracy.
 - B. The student, in small groups, will describe orally how he would decide which candidate to vote for in a general election.

BEHAVIORAL OBJECTIVES

hundred words utilizing at least three references that describes the problem of malnutrition in the have been attempted by government agencies.

ing about change in government when government fails to secure the rights guaranteed to the people.

jects of the following statements: To assure the respect for the practice of the values men choose as e established and operated by the consent of the governed.

n, e.g., care of the aged, housing for the poor, and medical aid for the indigent, and outline the major present programs dealing with the problem.

ent by the consent of the governed.

em chosen from political, economic, social, and religious change and conflict.

by the Roosevelt administration to combat the depression of 1929-1932.

existed for primitive people and how their survival depends upon the ability to adjust and compromise.

ment to justify in writing the fact that the allies decided it was to their advantage to ship copper indirectly needed ball bearings.

individual encounters while striking for a long-range goal by the use of a chart.

would decide which candidate to vote for if both men offered exact characteristics and backgrounds.

GENERALIZATION	CONCEPTS	
<p>Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.</p>	<p>Social change</p>	<p>A. Change is a neutral process; it is not good or bad.</p> <p>B. Some societies change at a more rapid rate than others.</p> <p>C. There are many causes for social change.</p> <ol style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas. 3. The development of modern technology. 4. Innovation as means of meeting new needs.
	<p>Empathy</p>	<p>A. Empathy is the concept of demonstrating understanding and sympathetic responses that are identical with those of the person being understood.</p> <p>B. Empathy is a basic function in social interaction.</p> <p>C. The ability to exert empathy depends on the ability to understand a person or a problem.</p>
	<p>Government by the consent of the governed</p>	<p>A. Government is the creation of an authority to promote the happiness of the people.</p> <p>B. Whenever government fails to secure the happiness of the people, it should be altered or replaced to make it a more effective instrument.</p> <p>C. To assure the respect for the principles of justice, it is necessary that their government be established on a basis of consent.</p> <p>D. In a government governing by consent, the people elect and representative legislatures exercise the power.</p> <p>E. Stability and the greatest guarantee of the happiness of the people.</p>

SUB-CONCEPTS

Change is a neutral process; it may progress or decline.

Some societies change at a more rapid rate of progress than others.

There are many causes for social change such as the following:

Contact between cultures.

The interaction of new ideas or materials within a culture.

The development of modern means of communication and transportation.

Innovation as means of meeting the challenge of social, economic, and political problems.

Empathy is the concept of demonstrating the ability of an individual to understand others through one's self responses that are identical with or similar to the responses of others.

Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.

The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.

Government is the creation of man to secure the rights of the individual to safety, tranquility, freedom, and business.

Whenever government fails to secure the rights guaranteed to people through its constitutions, the people may alter it to make it a more effective instrument of their will.

To assure the respect for the practice of the values men choose as important to their lives, it is necessary that their government be established and operated by the consent of the governed.

In government governing by consent of the governed there are elections, courts, impeachment processes, and representative legislatures established through which changes may be made.

The ability and the greatest guarantee of rights and values is through government by consent of the governed.

BEHAVIORAL OBJECTIVES

- A. The student will write a paragraph during one class period describing elements of American culture.
- B. The student will construct a chart showing at least five institutions within the society that have changed over time.
- C. The student will explain four collages he constructed during a given period of time demonstrating
 - 1. Contact between cultures.
 - 2. The interaction of new ideas or materials within a culture.
 - 3. The development of modern means of communication and transportation.
 - 4. Innovation as a means of meeting the challenge of social, economic, and political problems.
- A. The student will discuss in small groups what might happen if a group of marooned young men and women were stranded on a remote island.
- B. The student will select from the following list one individual and describe his feelings as to home.

American Indian - 1880	Japanese citizen - 1947
American Negro - 1860	Nigerian citizen - 1969
Japanese-American - 1942	Biafran citizen - 1969
- C. The student will discuss in small groups the following statement: A sports figure of a minority group is the only one of his race to win an Olympic medal.
- A. The student will describe in small groups an instance in which he was frustrated by the inflexibility of our courts.
- B. The student, in a seminar group, will give oral reasons why there might be a trend in the near future that must occur if this were to happen.
- C. The student will list and describe in writing the values man may consider important to his life.
- D. The student, in small seminar groups, will discuss why so many advocates of change are going outside the country.
- E. The student will explain in writing the meaning of the following concept: The United States has a government of the people.

BEHAVIORAL OBJECTIVES

period describing elements of American culture obtained through diffusion.

ive institutions within the society that have changed more rapidly than others.

d during a given period of time demonstrating the following causes for change:

a culture.

ion and transportation.

of social, economic, and political problems.

happen if a group of marooned young men and women from 6 different societies built up a shared culture.

individual and describe his feelings as to home, family, and culture.

Japanese citizen - 1947

Nigerian citizen - 1969

Biafran citizen- 1969

g statement: A sports figure of a minority group is a reflection on that group.

e in which he was frustrated by the inflexibility of bureaucracy in our government, school administration, or with

s why there might be a trend in the near future away from increased government control and what change

ues man may consider important to his life.

y so many advocates of change are going outside of the law to achieve their aims.

the following concept: The United States has assured a stable government through government by consent of the

SUGGESTED MULTI-MEDIA FOR SOCIOLOGY--L

STANDARD FOCAL REFERENCE GUIDES

American Book Company
Principles of Sociology
Sociology: An Introduction

Harcourt, Brace and World
Human Behavior

Holt, Rinehart and Winston
Modern Sociology

Macmillan
Society Today and Tomorrow

Harpe
Inc

McGr
An
Ou

Prenti
Lib

Vintag
Cr

CONCEPT PENETRATION SOURCES

American Book Company
Can the Earth Support Its Growing Population?

American Education
Marching to Freedom

Bantam Pathfinders
People and Places

Benefic Press
Progress of the Afro-America
From Left to Right

Crowell
Reading in Sociology

Follett
Budget Credit and Insurance

FILMST

Guido
A

Schloe
My

16mm F

Bailey
Fu
Str
Gr
Gr
Ma
Ma
Vo

Pol
LST

TESTED MULTI-MEDIA FOR SOCIOLOGY--LEVELS 10-12

Harper
Indians and Other Americans- Two Ways of Life Meet

McGraw - Hill
An American Dilemma
Our Oriental Americans

Prentice - Hall
Liberty and the Law - Case Studies in Bill of Rights

Vintage
Crisis in Black and White

FILMSTRIPS

Guidance Associates
A Nation of Immigrants

Schloat
Myths of Prejudice

16mm FILMS

Bailey
Functions of Society
Structure of the Group
Group Behavior
Group Influence On the Individual
Marijuana
Man of Conscience
Vocational and Ethnic Sub-Cultures and Social
Economic Classes
Politics and Economics
LSD: Insight or Insanity?

ulation?

CBS

No Hiding Place

Coronet

Right or Wrong
Marriage is a Partnership
Propaganda Techniques
Your Job: Applying for It
Your Job: Good Work Habits
Your Job: Getting Ahead
Your Job: You and Your Boss

Sid Davis

Gang Boy

Encyclopaedia Britannica

Megalopolis: Cradle of the Future
Crime in Cities

Fund for Adult Education

Aging: Modern Social Achievement

Independent Film Producers

Where Were You During the Battle of the Bulge, Kid?
Boss Toad

International Film Bureau

Retire to Life
Youth and the Law
Roots of Happiness

McGraw - Hill

Golden Age
Our Changing Family Life
Borderline
Marriage Today
Social Class in America
Cooperation, Competition, Conflict
India: The Struggle for Food

India: Urban Conditions
Deprivation
From Generation to Generation
Farmer, The Feast or Famine
At Home, 2001
Standing Room Only
Cities of the Future
Everybody's Prejudice
Drop Out
How Much Affection
Feeding One Quarter of the Human Race

National Film Board of Canada
The Game

Sterling

The Story of a Prisoner
The Story of Debbie
A Trumpet for the Combo
Japan's New Family Patterns
Josef Goebbels
The Color of Man
Lewis Mumford on the City (6 films based on Lewis Mumford's
book, The City in History)

Part 1: The City-Heaven and Hell
Part 2: The City- Cars or People
Part 3: The City and Its Region
Part 4: The Heart of the City
Part 5: The City as Man's Home
Part 6: The City and the Future

Sutherland

Education is Everybody's Business

University of Utah
Status and Role

the Bulge, Kid?

<p>HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY</p> <p>ANTHROPOLOGY</p> <p>Levels 10-12</p> <p><u>Vehicles</u></p> <p>The Investigation of Regularities in Behavior The Investigation of Variations in Behavior The Investigation of Deviations in Behavior Individual Personality in a Culture Cultural Behavior Cross Disciplinary Investigations of National Character Industrial and Advanced Cultures</p>	<p>GENERALIZATION</p> <p>Culture is a total lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and perceives as he adapts to his world.</p>	<p>CONCEPTS</p> <p>Culture</p> <p>Conflict - its origin, expression, and resolution</p>	<p>A. People apply</p> <p>B. People do</p> <p>C. People and to</p> <p>D. Individual trib</p> <p>A. Conflict and</p> <p>B. Social existence with</p> <p>C. This pattern</p>
--	--	---	--

CONCEPTS	SUB-CONCEPTS
Culture	<ul style="list-style-type: none"> A. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs. B. People in other lands have customs and traditions that have been passed down to them. C. People throughout the world today are striving to keep certain cultures and traditions which they value and at the same time, making changes to improve their way of life. D. Individuals and groups of individuals of diverse backgrounds have contributed to our cultural heritage.
Conflict - its origin, expression, and resolution	<ul style="list-style-type: none"> A. Conflict is characteristic of the growth and development of individuals and of civilization as a whole. B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict, and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope. C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether with classmates, between individuals and the state, or between nations to be used throughout life.

BEHAVIORAL OBJECTIVES

- A. The student will draw three cartoons illustrating his own understanding that behavior reflects feelings native culture.
- B. The student will do reading in the area of culture of the natives of Polynesia, such as Herman Melville's essay about this cultural group (of his choice) covering items that have colored their customs and traditions.
- C. The student will explore media dealing with the Japanese customs centered around the Samurai warrior and will make an oral presentation of his findings using media of his own selection.
- D. Some cultural values are born or somehow crystalize in time of war or other national struggles. The student will read "LaFayette Escadrille" and explain what contributions, if any in his opinion, they made on their culture.
- A. The student will research and write some opinions for an editorial column for a modern newspaper to describe a new kind of man in America.
- B. The student will orally defend his views in a seminar class of the Chinese practice of parents shielding their children from hardships and burdens.
- C. The constant pressure of conflict is seen as being a fact of life throughout life and may be expressed in an essay on either of these two subjects: (1) Life is a problem-solving situation or (2) Oh! Just to be like Thoreau.

BEHAVIORAL OBJECTIVES

Understanding that behavior reflects feelings, needs, and identification with man's inclination toward his

islands of Polynesia, such as Herman Melville's Typee, and/or Hawaiian culture. He will then write an essay that have colored their customs and traditions, e.g., tribal wars, volcanoes, fire gods, and taboos.

Topics centered around the Samarai warriors. Along with one or two other members of a study team, he will choose his own selection.

of war or other national struggles. The student will investigate a World War I group known as the Doughboys. In his opinion, they made a difference on their culture in France and elsewhere.

Editorial column for a modern newspaper to refute or defend historians' contentions that the frontier produced

the Chinese practice of parents shielding their children completely from all of life's sadness, problems,

life throughout life and may be expressed thus: Life is a problem-solving situation. The student will write an essay on a problem-solving situation or (2) Oh! Just to get away from it all. Hint: Read selections from Emerson and

SUB-CONCEPTS

- . Change is a neutral process; it may progress or decline.

- . Some societies change at a more rapid rate of progress than others.

- . There are many causes for social change, such as the following:
 - 1. Contact between cultures.
 - 2. The interaction of new ideas or materials within a culture.
 - 3. The development of modern means of communication and transportation.
 - 4. Innovation as means of meeting the challenge of social, economic, and political problems.

- A. There is a relationship of cause and effect.

- B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.

- C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects which seemingly become more isolated as the series of effects expands.)

- D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.

BEHAVIORAL OBJECTIVES

- A. The student will describe in written form how automation associated with industrial development in the United States or worse. He will do the same for an underdeveloped country showing how problems are magnified because of the situation.
- B. The student will write a report speculating on the cause and possible solution of the situation wherein some nations have "built-in" problems to come to a deplorable condition e.g., traffic congestion, urban ugliness.
- C. The student will write recommendations to remedy the implication that there are so many cars in America that the country is becoming a parking lot.
- A. The student will research and write a report about the causes of Spain's loss of empire and decline of Spanish influence in the world.
- B. The student, in writing, will offer some possible solutions that might correct the problem of deterioration and possible loss of Spain's influence.
- C. The student will develop some speculations of his own about student unrest on college campuses.
- D. The student will choose some area of reform and relate it to cause support from the standpoint of social progress.

BEHAVIORAL OBJECTIVES

associated with industrial development in the United States has affected all areas of society for better or for ill, showing how problems are magnified because of the rapidity of change.

possible solution of the situation wherein some nations grow so rapidly that the lack of planning allows for traffic congestion, urban ugliness.

recognition that there are so many cars in America that they are smothering the life of the nation.

recognition of Spain's loss of empire and decline of Spanish influence in the New World.

recognition that the automobile might correct the problem of deterioration and possible disappearance of some American cities.

recognition of student unrest on college campuses.

recognition that the automobile cause support from the standpoint of social progress or reform for reform's sake.

GENERALIZATION	CONCEPTS	SUB-
<p>Every human cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge available to the given community.</p>	<p>Government by the consent of the governed</p>	<p>A. Government is the creation of man to secure the happiness.</p> <p>B. Whenever government fails to secure the rights of man, it should be altered to make it a more effective instrument of government.</p> <p>C. To assure the respect for the practice of the values of a community, their government be established and operated by the consent of the governed.</p> <p>D. In a government governing by consent of the governed, representative legislatures established through the consent of the governed.</p> <p>E. Stability and the greatest guarantee of rights and liberties.</p>
	<p>Sovereignty of the nation-state in the community of nations</p>	<p>A. National sovereignty exists where common bonds of interest and sympathy have become so prominent as to form a nation.</p> <p>B. Today nations are more closely interrelated and interdependent for their common purposes.</p> <p>C. Limitations are set by growing technology and population, and the need for cooperation without considerations for the wishes of other nations, leading to interdependence among nations.</p> <p>D. Today foreign policy is determined by government, and the role of sovereignty in the twentieth century.</p>

SUB-CONCEPTS

It is the creation of man to secure the rights of the individual to safety, tranquility, freedom, and

government fails to secure the rights guaranteed to people through its constitutions, the people may make it a more effective instrument of their will.

In respect for the practice of the values men choose as important to their lives, it is necessary that government be established and operated by the consent of the governed.

In government governing by consent of the governed there are elections, courts, impeachment processes, representative legislatures established through which changes may be made.

And the greatest guarantee of rights and values are through government by consent of the governed.

Sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge prominently as to form a nation.

Nations are more closely interrelated and they are constantly changing in their development and

actions are set by growing technology and population. Modern nations can take only limited actions in considerations for the wishes of other nations, and the modern world is witnessing a giving-way of sovereignty to interdependence among nations.

Foreign policy is determined by government officials whose understanding is related to the changing nature of sovereignty in the twentieth century.

BEHAVIORAL OBJECTIVES

- A. The student will investigate the political elements and other aspects of the government of England and list the most stabilizing aspects of the English government.
 - B. The student will work in a study team to formulate some personal opinions that governments are sometimes necessary.
 - C. The student will research and make comparisons in writing showing contrasts of the government of England and the United States.
 - D. The student will make a list of officials who held office high in the American government and have been impeached.
 - E. The principle of self-determination, espoused by and exemplified by the United States, spread around the world after World War I. This led to the establishment of numerous so-called "mini nations" whose people had little experience of self-government. The student will list the new nations that were formed right after World War II.
- A. The country of Poland historically has been the victim of invasion on a number of occasions. The student will list the geographical aspects of Poland's numerous invasions.
 - B. The student will write his opinions and recommendations about the following statements: Great expenditures on military equipment. If nations could feel secure as to their sovereignty and territory, these military expenditures would be unnecessary.
 - C. The student will make a study of and write examples of how the United States has faced situations that require a high degree of responsibility in the realm of restraint and decorum among the world community.
 - D. The student will make a list of developments and events that moved our nation away from its position of isolationism.

BEHAVIORAL OBJECTIVES

ts of the government of England and write a commentary explaining what, in his opinion, are the

pinions that governments are sometimes described as serving the greatest need of the greatest number.

contrasts of the government of Greece in ancient and modern times.

e American government and have been subjected to impeachment proceedings or the threat of

by the United States, spread among the people of the world especially right after World War II.
whose people had little experience in or little understanding of the processes of self-government.
World War II.

on on a number of occasions. The student will research and determine facts for a written report on

e following statements: Great expenditures are made by nations to build and maintain defense pro-
territory, these military expenditures could be channeled into constructive programs.

United States has faced situations where leadership in nuclear power has forced this country to assume
trum among the world community of nations.

ed our nation away from its position set forth in the Monroe Doctrine.

SUB-CONCEPTS

- A. There are many types of authority that act as means of social control.

- B. There is a need for social control at all levels of society.

- A. Change is a neutral process; it may progress or decline.

- B. Some societies change at a more rapid rate of progress than others.

- C. There are many causes for social change such as the following:
 - 1. Contact between cultures.
 - 2. The interaction of new ideas or materials within a culture.
 - 3. The development of modern means of communication and transportation.
 - 4. Innovation as means of meeting the challenge of social, economic, and political problems.

BEHAVIORAL OBJECTIVES

- A. The student will use films and other media to develop a list of agencies that exercise some degree of control over the environment.
- B. The student will develop a chart showing that different levels of society respond to different agencies.
- A. The student will describe in written form (1) how automation associated with industrial development has improved the environment or worse and (2) how problems are magnified because of the rapidity of change in an underdeveloped area.
- B. The student will write a report speculating on the cause and possible solution of the situation where "built-in" problems tend to come to a deplorable condition, e.g., traffic congestion, urban ugliness.
- C. The student will write recommendations to remedy the implication that there are so many cars in a city.

BEHAVIORAL OBJECTIVES

list of agencies that exercise some degree of social control.

levels of society respond to different agencies of social control, e.g., I. R. S. - labor unions.

ation associated with industrial development in the United States has affected all areas of society for better
of the rapidity of change in an underdeveloped country.

se and possible solution of the situation wherein some nations grow so rapidly that the lack of planning allows
e.g., traffic congestion, urban ugliness.

implication that there are so many cars in America that they are smothering the life of the nation.

GENERALIZATION	CONCEPTS	
<p>The customs and beliefs of people are often made more understandable if we examine them from a combined psychological and cultural perspective.</p>	<p>Morality and choice</p>	<p>A. Morality dictates a standard of value.</p> <p>B. Man as a reasoning animal has the opportunity for moral decisions.</p> <p>C. Morality implies conscience and choice implies responsibility.</p>
	<p>Social control</p>	<p>A. There are many types of authority that act as social control.</p> <p>B. There is a need for social control at all levels of society.</p>

SUB-CONCEPTS

Reality dictates a standard of value.

Man as a reasoning animal has the opportunity to make free choices, but must accept responsibility for these decisions.

Reality implies conscience and choice implies responsibility.

There are many types of authority that act as means of social control.

There is a need for social control at all levels of society.

BEHAVIORAL OBJECTIVES

- A. The student will research the puritan society of New England to substantiate or reject the statement that the puritan society was a model of civil liberties of citizens, e. g., felony.
- B. Crimes against society result in the criminal being alienated from his society. The student will orally name sports or activities that might reveal the real character of a man.
- A. The student will determine what means of social control Mao Tse-tung has used in communist China.
- B. The student will research and write a report on the validity of the following statement: Social control is exercised in different ways than in large metropolitan areas.

BEHAVIORAL OBJECTIVES

England to substantiate or reject the statement that some societies dictate the morality of its people.

enated from his society. The student will make a list of those offenses that cause incarceration and cancellation

might reveal the real character of a man.

rol Mao Tse-tung has used in communist China and discuss each orally in a seminar class.

validity of the following statement: Social control in small towns and villages takes different forms and is applied

SUB-CONCEPTS

People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

People in other lands have customs and traditions that have been passed down to them.

People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

There is a relationship of cause and effect.

Causation attempts to develop a method of thinking as well as an understanding of causes and effects around

Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects that seemingly become more isolated as the series of effects expands.)

The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.

BEHAVIORAL OBJECTIVES

- A. The student will draw three cartoons illustrating his own understanding that behavior reflects native culture.
 - B. The student will do reading in the area of culture of the natives of Polynesia, such as Herman Melville's essay about this cultural group covering items that have colored their customs and traditions, and write an
 - C. The student will explore media dealing with the Japanese customs centered around the Samurai and will make an oral presentation of his findings using media of his own selection.
 - D. The student will investigate a World War I group known as the "LaFayette Escadrille" and explore its history in France and elsewhere.
-
- A. The student will research and write a report about the causes of Spain's loss of empire and decline.
 - B. The student in writing will offer some possible solutions that might correct the problem of deterioration of the empire.
 - C. The student will develop some speculations of his own about student unrest on college campuses.
 - D. The student will choose some area of reform and relate it to cause support from the standpoint of the student.

BEHAVIORAL OBJECTIVES

Understanding that behavior reflects feelings, needs, and identification with man's inclination toward his

atives of Polynesia, such as Herman Melville's *Typee*, and/or Hawaiian culture. He will then write an
colored their customs and traditions, e.g., tribal wars, volcanoes, fire gods, and taboos.

e customs centered around the Samarai warriors. Along with one or two other members of a study team he
ia of his own selection.

as the "LaFayette Escadrille" and explain what contributions, if any in his opinion, they made on their cul-

uses of Spain's loss of empire and decline of Spanish influence in the New World.

hat might correct the problem of deterioration and possible disappearance of some American cities.

out student unrest on college campuses.

ir to cause support from the standpoint of social progress or reform for reform's sake.

GENERALIZATION	CONCEPTS	
<p>Study of practically any behaviors and beliefs among primitive people, no matter how unusual, is of direct relevance to understanding our own complex culture. It appears that humans everywhere shape their beliefs and behavior in response to the same fundamental human problems.</p>	Dignity of man	<p>A. Religions have developed a belief in the re</p> <p>B. All men are expected to respect the dignir</p> <p>C. Human dignity should imply to every citize</p> <p>D. Worth of an individual cannot be judged b</p>
	Interaction	<p>A. Individuals enter into relationships with a</p> <p>B. Without a social system, the interaction o</p> <p>C. Two general types of interaction are comp</p> <p>D. The basis of all human interaction is found</p>
	Secularization	<p>A. Early tribes attributed productive rainfall, believed that their monarchs ruled by divi</p> <p>B. During the Middle Ages, the universal ch</p> <p>C. The development of the nation-state, nev resulted in secularization of life as we kn</p>

SUB-CONCEPTS

- A. Religions have developed a belief in the reverence of human life.
 - B. All men are expected to respect the dignity of all other men.
 - C. Human dignity should imply to every citizen the worth of all individuals.
 - D. Worth of an individual cannot be judged by accomplishments or social position.
-
- A. Individuals enter into relationships with a great number of individuals and groups.
 - B. Without a social system, the interaction of individuals and groups follows a certain form.
 - C. Two general types of interaction are competition and cooperation.
 - D. The basis of all human interaction is found in social systems.
-
- A. Early tribes attributed productive rainfall, plentiful game, and natural disaster to their gods. Ancient states believed that their monarchs ruled by divine right.
 - B. During the Middle Ages, the universal church was considered supreme in all facets of life.
 - C. The development of the nation-state, new cities, and industries brought about new interpretations of life that resulted in secularization of life as we know it in the twentieth century.

BEHAVIORAL OBJECTIVES

- A. The student will familiarize himself with the American philosophers of the 1800's and early 1900's and present a paper on their presentation in seminar.
 - B. The student, in a small group class, will discuss the Pueblo incident as it relates to the dignity of the individual.
 - C. The student will cite facts, customs, and incidents about India or China that substantiates the fact that individualism seems to have less significance in countries where population figures run wild and uncontrolled.
 - D. The student will study the culture of the Australian Aborigine, the African Pygmy, and the Polynesian and state the individual's social position within each culture.
-
- A. The student will list in order of their importance the personal characteristics that he thinks people have and how they affect group relationships.
 - B. The student will editorialize on the custom of a man giving his seat to a lady as it used to be a sign of respect.
 - C. Competition is a basic premise in our society. The student will make a list of the different categories of competition for jobs, and explain orally in seminar the implications involved in the competitive nature of our society.
 - D. Social systems give form and substance to social interaction. The student will select a civic organization or that organization to find out about its contributions to our society, and make a written report on it.
-
- A. The student will gather facts about the Mormon experience in Utah centered around what is known as the "Mormonism" and/or opinions.
 - B. The student will research and in a seminar setting, argue in favor of the following statement: "Religion is important in all facets of life."
 - C. The student will compare the pre-secular world with the one we live in today and present in writing a paper on why secularization was not a facet of human dignity.

BEHAVIORAL OBJECTIVES

an philosophers of the 1800's and early 1900's and choose the works of one on which he will give an oral pre-
leblo incident as it relates to the dignity of man.

about India or China that substantiates the following statement: The worth of the individual and human dignity
population figures run wild and uncontrolled.

Aborigine, the African Pygmy, and the Polynesian describing the economies of each in relation to the individ-

personal characteristics that he thinks people should possess in order to promote maximum harmony in individual

giving his seat to a lady as it used to be and how today this custom is rarely observed or practiced.

student will make a list of the different categories in which competition most clearly comes into play, e.g.,
the implications involved in the competitive aspects of our society.

eraction. The student will select a civic organization, such as Rotary or Kiwanis, interview an official of
s to our society, and make a written report on his findings.

erience in Utah centered around what is known as the Miracle of The Gulls and write an essay on his findngs

argue in favor of the following statement: During the Middle Ages, the universal church was considered supreme

h the one we live in today and present in writing his reasons for preferring to live now or in the earlier times
ity.

SUB-CONCEPTS

In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnections among things and events that are thus associated.

Many different kinds of processes of change are operating on the face of the earth. There are physical, biotic, economic, social, and political processes.

The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas.

Geography has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena.

Geography seeks understanding of the causes and consequences of differences from place to place on the earth.

Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.

Religions have developed a belief in the reverence of human life.

All men are expected to respect the dignity of all other men.

Human dignity should imply to every citizen the worth of all individuals.

Worth of an individual cannot be judged by accomplishments or social position.

BEHAVIORAL OBJECTIVES

- A. The student will research the area known as Appalachia describing the region, people and their culture,
 - B. The student will make a study of Russia's lack of a warm-water seaport and catalog or list the moves, the a response to this geographic reality.
 - C. The student will research and present his findings orally in small group discussion substantiating the state problem for agriculture to support a huge population on a large scale.
 - D. The student working in a study team will give an oral report on his opinion of why modern man, through wildlife as well as many things he needs to provide ideal conditions for his own habitat.
 - E. The student will report in writing how modes of earning a living in Denmark and Norway indicate differences
 - F. The student will list the similar geographical features of Great Britain and Japan.
-
- A. The student will select a person, movement, trend, or other means that most clearly personified or expressed in writing.
 - B. The student will record the facts of some incident of his choice in which matters of protocol are or were between people and nations, e.g., Paris peace talks.
 - C. The student will list those amendments in our Bill of Rights and elsewhere in the Constitution that deal with plain how these provisions imply that there is fundamental worth in every human being.
 - D. The student will study the cultures of the Australian Aborigine, African Pygmy, and the Polynesian and

BEHAVIORAL OBJECTIVES

describing the region, people and their culture, and circumstances that resulted in economic ruin.

water seaport and catalog or list the moves, the attempts, the actions, or other influence used by Russia as

small group discussion substantiating the statement that the island of Taiwan (Formosa) presents a difficult large scale.

on his opinion of why modern man, through urbanization processes, destroys the habitat of animals and conditions for his own habitat.

living in Denmark and Norway indicate different geographic features.

Great Britain and Japan.

means that most clearly personified or expressed the spirit of the Renaissance and present his findings

in which matters of protocol are or were factors of some importance in the diplomatic relationship

and elsewhere in the Constitution that deal with the safeguarding of rights of all citizens and orally ex-
worth in every human being.

ine, African Pygmy, and the Polynesian and list five common social characteristics of these three groups.

SUB-CONCEPTS

es attributed productive rainfall, plentiful game, and natural disaster to their gods. Ancient states that their monarchs ruled by divine right.

the Middle Ages, the universal church was considered supreme in all facets of life.

development of the nation-state, new cities, and industries brought about new interpretations of life that in secularization of life as we know it in the twentieth century.

ects and is affected by his natural environment.

is the resource base of man's society.

in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, culture, communication, transportation, and trade.

ms influence climate and the provision of food, shelter, and clothing.

e influences ways of living.

tends to direct man until he accepts or alters it.

ditional problems are often caused by geographic conditions.

, ceremonies, and superstitions of various people may be related to their physical environment.

BEHAVIORAL OBJECTIVES

- A. The student will gather facts about the Mormon experience in Utah centered around what is known as the Millennialism and/or opinions.
- B. The student will research and use his facts to argue in a seminar setting in favor of the following statement: God is considered supreme in all facets of life.
- C. The student will orally compare the pre-secular world with the one we live in today and present his reasons for why secularization was not a facet of human society.

- A. The student will compare and contrast the five largest countries in the world as to how natural environment of each which country is best suited geographically to be the world leader.
- B. The student, in a small seminar setting, will select one or two filmstrips that substantiate the concept that the environment influences man.
- C. The student will make a list of five rivers and five lakes that in his opinion greatly influence the people of the world.
- D. The student will orally name eight or ten different kinds of landforms used in geographic media and/or phenomena.
- E. The student will name orally, within a three or five minute period, as many different kinds of climates as he can.
- F. The student will view a film on man and his environment and write an essay in which he describes ways man has adapted to his environment.
- G. The student will list natural resources used in our country in the process of industrialization.
- H. The student will list those resources that give us the greatest concern due to their rapid depletion and/or scarcity.

BEHAVIORAL OBJECTIVES

centered around what is known as the Miracle of the Gulls and write an essay on his findings

putting in favor of the following statement: During the Middle Ages, the universal church was

we live in today and present his reasons for preferring to live now or in the earlier times when

the world as to how natural environment affects their power structure and draw a conclusion as to

strips that substantiate the concept that the home is considered to be the cornerstone of man's society.

his opinion greatly influence the people of the area in which they are located.

forms used in geographic media and/or phenomena.

as many different kinds of climates as he can and comment on each one.

an essay in which he describes ways man uses to alter his habitat to better serve his needs and

process of industrialization.

cern due to their rapid depletion and/or scarcity.

GENERALIZATION	CONCEPTS	
<p>There is no undisputed evidence of significant differences in ability or intelligence among major racial groupings of the world.</p>	<p>Empathy</p>	<p>A. Empathy is the concept of demonstrating identical with or similar to the re</p> <p>B. Empathy is a basic function in so</p> <p>C. The ability to exert empathy depends to understand a person or a proble</p>
	<p>Dignity of man</p>	<p>A. Religions have developed a belie</p> <p>B. All men are expected to respect t</p> <p>C. Human dignity should imply to ev</p> <p>D. Worth of an individual cannot be</p>

SUB-CONCEPTS

Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.

Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.

The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.

Religions have developed a belief in the reverence of human life.

All men are expected to respect the dignity of all other men.

Human dignity should imply to every citizen the worth of all individuals.

Worth of an individual cannot be judged by accomplishments or social position.

BEHAVIORAL OBJECTIVES

- A. The student will choose and familiarize himself with some program of some country that depicts concern for the environment in a group discussion.
 - B. The student will research the agency called VISTA, decide where he would like to serve, and explain his worthwhile contribution as a VISTA worker.
 - C. The student will assess and make written recommendations on the overall problems of mine workers and their families.
-
- A. The student will familiarize himself with the American philosophers of the 1800's and early 1900's and participate in a seminar.
 - B. The dignity of man suffers certain consequences of conditions and circumstances in time of war and he will analyze an incident as it relates to the dignity of man.
 - C. The student will cite facts, customs, and incidents about India or China that substantiates the following: that the individual seems to have less significance in countries where population figures run wild and uncontrolled.
 - D. The student will select two cultures from a given list and describe five attributes valued by each culture by the present American society, e.g., honesty, truthfulness, cleanliness, and loyalty.

BEHAVIORAL OBJECTIVES

form of some country that depicts concern for human needs and give his evaluation of it in a small

where he would like to serve, and explain what he would do in rendering service or making some

the overall problems of mine workers and their demands for improvement of their working conditions.

works of the 1800's and early 1900's and choose the works of one to give an oral presentation on in

and circumstances in time of war and hostility. The student, in a small group, will discuss the Pueblo

of China that substantiates the following sentence: The worth of the individual and human dignity
figures run wild and uncontrolled.

describe five attributes valued by each culture. He will then compare these attributes with those valued
cleanliness, and loyalty.

GENERALIZATION	CONCEPTS	SUBJECT
<p>Contrary to beliefs still widely held, individuals who are the products of racial mixing or interbreeding are frequently superior to their pure-blooded parents in strength, stature, and other characteristics. This phenomenon of hybrid vigor is well known among many species of lower animals and plants as well.</p>	<p>Conflict, its origin, expression, and resolution</p> <p>Social change</p>	<p>A. Conflict is characteristic of the growth and development of society.</p> <p>B. Society is constantly pressured to respond to conflict, and young students from the fact of its existence, we must help them to develop healthy attitudes toward conflict.</p> <p>C. This concept is developed to assist the student to deal with conflict with classmates, between individuals and the state.</p> <p>A. Change is a neutral process; it may progress or regress.</p> <p>B. Some societies change at a more rapid rate of progress than others.</p> <p>C. There are many causes for social change, such as:</p> <ol style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas or materials with old. 3. The development of modern means of communication. 4. Innovation as means of meeting the challenges of life.

SUB-CONCEPTS

is characteristic of the growth and development of individuals and of civilization as a whole.

is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield students from the fact of its existence, we should make them aware of the origins of conflict and help them develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.

This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether between individuals, between individuals and the state, or between nations to be used throughout life.

is a neutral process; it may progress or decline.

Some societies change at a more rapid rate of progress than others.

There are many causes for social change, such as the following:

1. Contact between cultures.

2. Interaction of new ideas or materials within a culture.

3. Development of modern means of communication and transportation.

4. Innovation as means of meeting the challenge of social, economic, and political problems.

BEHAVIORAL OBJECTIVES

- A. The student will make a written report on a selected period of struggle in American history that co
- B. The student will respond orally with opinions and conclusions about a human experience in conflict
Tristan Da Cunha and their decisions to remain in their new found environment or return when the
- C. The student will describe the function of the Federation of Iroquois known as "The Five Nations" a
of conflict resolution with those of the United States at the present time.

- A. The student will describe in written form (1) how automation associated with industrial developmen
or worse and (2) how problems are magnified because of the rapidity of change in an underdevelop
- B. The student will write a report speculating on the cause and possible solution of the situation wher
"built-in" problems to come to a deplorable condition, e.g., traffic congestion, urban ugliness.
- C. The student will write recommendations to remedy the implication that there are so many cars in A

BEHAVIORAL OBJECTIVES

struggle in American history that contributed to the maturity of our country.

about a human experience in conflict such as the volcanic activities that forced the people away from their original environment or return when the volcano subsided.

the Iroquois known as "The Five Nations" and the organization of the Inca Empire and compare their patterns to the present time.

the changes associated with industrial development in the United States has affected all areas of society for better or for ill and the rapidity of change in an underdeveloped country.

possible solution of the situation wherein some nations grow so rapidly that the lack of planning allows for traffic congestion, urban ugliness.

the situation that there are so many cars in America that they are smothering the life of the nation.

SUB-CONCEPTS

The field of geography attention is focused on the areal association of things and events of unlike origin on the interconnections among things and events that are thus associated.

Many different kinds of processes of change are operating on the face of the earth. There are physical, economic, social, and political processes.

The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas.

Geography has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena.

Geography seeks understanding of the causes and consequences of differences from place to place on the earth.

Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.

Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.

Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.

The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.

BEHAVIORAL OBJECTIVES

- A. The student, in a seminar group, will assume the role of chairman of a neutral arbitration committee on the possession of Gibraltar.
 - B. The student will ascertain data and present suggestions as to how the people of the area of Lake Titicaca discovered a rare type of frog thriving in the lake reducing the abundance of fish and other marine life.
 - C. The student will assess in writing the statement of Walter Hickel, Secretary of the Interior, about the environment.
 - D. The student, in a study team, will list the races that have mixed with the Hawaiians and evaluate their contributions.
 - E. The student will orally report the problems that developed over the Rio Grande and how they were solved.
 - F. The student, in a study team, will research and give a written presentation on the border problems of the United States.
-
- A. The student will choose and familiarize himself with some program of some country that depicts colonialism and give a discussion.
 - B. The student will research the agency called VISTA decide where he would like to serve, and explore some worthwhile contribution as a VISTA worker.
 - C. The student will assess and make written recommendations on the overall problems of mine workers.

BEHAVIORAL OBJECTIVES

Chairman of a neutral arbitration committee selected to resolve the dispute between Spain and Britain over the

as to how the people of the area of Lake Titicaca may best respond to the facts that marine scientists have
finding the abundance of fish and other marine life so much that the lake provides little or no food for the people.

for Hickel, Secretary of the Interior, about conservation that got him into a lot of political hot water.

be mixed with the Hawaiians and evaluate the effects they have on that state.

ped over the Rio Grande and how they were finally resolved.

ritten presentation on the border problems of the Rio Grande relative to "wet backs" and/or "Braceros."

ome program of some country that depicts concern of human needs and give his evaluation of it in a small group

side where he would like to serve, and explain what he would propose to do in rendering service or making

ions on the overall problems of mine workers and their demands for improvement of their working conditions.

GENERALIZATION	CONCEPTS	SUB-C
<p>Practically all the significant differences in behavior among human populations, including expression of attitudes, intelligence, and other psychological characteristics are understandable as learned cultural patterns rather than biologically inherited characteristics.</p>	Dignity of man	<ul style="list-style-type: none"> A. Religions have developed a belief in the reverence B. Most men are expected to respect the dignity of a C. Human dignity should imply to every citizen the w D. Worth of an individual cannot be judged by accor
	Empathy	<ul style="list-style-type: none"> A. Empathy is the concept of demonstrating the ability identical with or similar to the responses of others B. Empathy is a basic function in society in relation C. The ability to exert empathy depends on the amount understand a person or a problem.
	Loyalty	<ul style="list-style-type: none"> A. Loyalty is the willing devotion of an individual to a nation, idea, or process. B. Loyalty processes are those means employed to ac C. The legislative process and the choosing of one's r
	Government by the consent of the governed	<ul style="list-style-type: none"> A. Government is the creation of man to secure the r happiness. B. Whenever government fails to secure the rights gu alter it to make it a more effective instrument of t C. To assure the respect for the practice of the value their government be established and operated by t D. In a government governing by consent of the gove representative legislatures established through wh
	Freedom and equality	<ul style="list-style-type: none"> A. Freedom refers to the relative absence of perceive B. In the Western World, equality has come to mean of opportunity. C. Taken to extremes, freedom may mean chaos, and

SUB-CONCEPTS

Men have developed a belief in the reverence of human life.
Men are expected to respect the dignity of all other men.
An individual should imply to every citizen the worth of all individuals.
The worth of an individual cannot be judged by accomplishments or social position.

Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.
Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.
The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.

Loyalty is the willing devotion of an individual to a cause greater than himself as represented by an institution, idea, or process.
Loyalty processes are those means employed to achieve as ends the other cultural values of a given society.
The legislative process and the choosing of one's representatives are processes which should command loyalty.

Government is the creation of man to secure the rights of the individual to safety, tranquility, freedom, and happiness.
Whenever government fails to secure the rights guaranteed to people through its constitutions, the people may alter it to make it a more effective instrument of their will.
To assure the respect for the practice of the values men choose as important to their lives, it is necessary that their government be established and operated by the consent of the governed.
In a government governing by consent of the governed there are elections, courts, impeachment processes, and representative legislatures established through which changes may be made.

Freedom refers to the relative absence of perceived external restraints on individual behavior.
In the Western World, equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.
When taken to extremes, freedom may mean chaos, and equality may become the tyranny of the majority.

BEHAVIORAL OBJECTIVES

- A. The student will select a person, movement, trend, or other means that most clearly personified or exemplified a concept in writing.
 - B. The student will record the facts of some incident of his choice in which matters of protocol are involved between people and nations, e.g., Paris peace talks.
 - C. The student will list those amendments in our Bill of Rights and elsewhere in the Constitution that demonstrate how these provisions imply that there is fundamental worth in every human being.
 - D. The first paragraph of the Constitution extolls the fundamental or inherent worth and/or rights of man and of them in a small group discussion class.
-
- A. The student will choose and familiarize himself with some program of some country that depicts conditions and discuss.
 - B. The student will research the agency called VISTA and decide where he would like to serve and explain some worthwhile contribution as a VISTA worker.
 - C. The student will assess and make written recommendations on the overall problems of mine workers and discuss.
-
- A. The student will give an oral report on how certain aspects of life in Greece relate to Greek devotion to duty.
 - B. The student will give an oral report on the plight and eventual fate of the Loyalists as events of the American Revolution.
 - C. The student, in a study team, will give an oral report emphasizing Americans' dislike for Hessians.
-
- A. The student will investigate the political elements and other aspects of the government of England and discuss the most stabilizing aspects of the English government.
 - B. The student, working in a study team, will formulate some personal opinions and organize a class discussion on times described as serving the greatest needs of the greatest numbers.
 - C. The student will research and show in writing contrasts of the government of Greece in ancient and modern times.
 - D. The student will make a list of officials who held office high in the government and have been subject to impeachment.
-
- A. Some so-called new nations are not ready for freedom due to lack of experience in self-government. The student will make a list of countries that, in his opinion, are not ready for freedom and explain reasons for his choice.
 - B. The student will write a report on the consequences of the struggle for suffrage and equal opportunity.
 - C. The student will show in writing how the French Revolution exemplified freedom as chaos and equal opportunity.

BEHAVIORAL OBJECTIVES

means that most clearly personified or expressed the spirit of the Renaissance and present his findings in
place in which matters of protocol are or were factors of some importance in the diplomatic relationships
and elsewhere in the Constitution that deal with the safeguarding of rights of all citizens and orally explain
in every human being.
al or inherent worth and/or rights of man. The student will quote these lines and make his own evaluation
program of some country that depicts concern of human needs and give his evaluation of it in a small group
side where he would like to serve and explain what he would propose to do in rendering service or making
on the overall problems of mine workers and their demands for improvement of their working conditions.
e of life in Greece relate to Greek devotion to perfection of beauty, e.g., Olympic games, Acropolis.
tual fate of the Loyalists as events of the Revolution came to fruition.
phasizing Americans' dislike for Hessians.
er aspects of the government of England and write a commentary explaining what, in his opinion, are the
e personal opinions and organize a class debate relative to the following statement: Governments are some-
st numbers.
the government of Greece in ancient and modern times.
gh in the government and have been subjected to impeachment proceedings or the threat of such proceedings.
to lack of experience in self-government and education in the processes of freedom. The student will make
freedom and explain reasons for his choice.
struggle for suffrage and equal opportunities for women from its inception up to the present time.
on exemplified freedom as chaos and equality as the tyranny of the majority.

SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY

STANDARD FOCAL REFERENCE GUIDES

Harcourt, Brace, and World
Anthropology

CONCEPT PENETRATION SOURCES

Bantam
People and Places

Doubleday
They All Discovered America

Dutton
Man's Rise to Civilization

Houghton Mifflin
Patterns of Culture

Macmillan
Bibliography of Anthropology

FILMSTRIPS

RMI
The Pueblo Indian Story
Southwest Indian Crafts
Age of the Maya
The Navajo Story
The Land and the People
The Mouth of the Well of the Itza
The Plains of Yucatan
The Jungles of Chiapas
Mayapan - The Beginning and the End

ESTED MULTIMEDIA FOR ANTHROPOLOGY-LEVELS 10-12

VIDES

RECORDS

Folkways

Music of the Sioux and the Navajo

Music of the American Indians of the Southwest

TAPES

Tapes Unlimited

The Nature of Human Nature

The Meaning of Education

Morality and Religion

Causes of Aggression

Evolution

Development of Culture

American Technological Civilization

16mm FILMS

Independent Film Producers

Daily Life of the Bozo

Ancient Peruvian

International Film Bureau

African Village

Prehistoric Man in Europe

The Archeologist and How He Works

Peruvian Archeology

Himalayan Shaman of Northern Nepal

Exploring the Unwritten Past

Himalayan Shaman of Southern Nepal

za

the End