

DOCUMENT RESUME

ED 051 180

SP 007 243

TITLE K-12 Social Studies Curriculum Guide.
INSTITUTION Reading Community Schools, Ohio.
PUB DATE 68
NOTE 170p.
EDRS PRICE MF-\$0.65 HC-\$6.58
DESCRIPTORS American Government (Course), American History, Civics, *Curriculum Guides, Economics, *Elementary Grades, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, Intermediate Grades, *Kindergarten, Psychology, *Secondary Grades, *Social Studies, Sociology, World Geography, World History, World Problems

ABSTRACT

GRADES OR AGES: K-12. SUBJECT MATTER: Social studies. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections, one each for elementary grades, middle grades, and high school. The first two sections are further subdivided by grade level and the last section is subdivided by course. Sections are laid out in four columns across two pages. Column headings are concepts, teaching methods and learning activities, resources, and evaluation. The guide is mimeographed and loose-leaf bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are outlined in an introductory section. Suggested activities are correlated with specific concepts and objectives. Activities include reading, discussion, map study, oral reports, independent projects, lectures by outside experts, and field trips. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed with the activity description. Lists include both print and audiovisual materials. STUDENT ASSESSMENT: Suggestions for evaluation accompany each group of activities correlated with a concept--usually teacher observation in the lower grades and teacher-developed tests and research papers in the upper grades. (RT)

ED051180

K - 12 SOCIAL SCIENCE

Curriculum Guide

1968-1969

The Reading Community Schools

Reading, Ohio 45215

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FORWARD

The publication of this Curriculum Guide represents the culmination of a year of study. The final editorial work was carried out by six teams of teachers during the summer of 1968. These materials were prepared under the supervision of Mr. Ronald A. Hilvers, Director of Instruction.

Teachers are encouraged to refer constantly to this guide during planning sessions throughout the year. It should be understood that any resource material cannot be the final answer to instructional questions, but rather a tool to direct the thinking process of the teacher. Periodically this guide will be updated. In order to facilitate this process teachers should write in suggested changes, additions, or deletions in the spaces left for this purpose. Particular attention should be paid to sections of the guide which outline expected outcomes. By paying attention to these objectives, the teacher should be better able to design and evaluate an effective program for the children.

The Reading Community Schools

Reading, Ohio

September, 1968

Social Studies Concepts

Year

- Respect for Law and Order
- Understanding the Function of Government
- Participation in our Government
- Roles and Influences in our Economy
- Family and Community Living
- Democratic Way of Life
- Respect for the Individual
- Infinite Potentialities of Human Nature
- Desire for Justice and Truth
- Individual Security
- Current Affairs
- Understanding Through Activities
- Wholesome Attitudes
- Spiritual, Moral, and Ethical Values in Democracy
- Cultures of the World
- Cultural Heritage

	K	1	2	3	4	5	6	7	8	9	10	11	12
Respect for Law and Order	←												→
Understanding the Function of Government	←												→
Participation in our Government	←												→
Roles and Influences in our Economy	←												→
Family and Community Living	←												→
Democratic Way of Life	←												→
Respect for the Individual	←												→
Infinite Potentialities of Human Nature	←												→
Desire for Justice and Truth	←												→
Individual Security	←												→
Current Affairs	←												→
Understanding Through Activities	←												→
Wholesome Attitudes	←												→
Spiritual, Moral, and Ethical Values in Democracy	←												→
Cultures of the World												←	→
Cultural Heritage												←	→

Social Studies Concepts (cont.)

Year

Map Skills

Landmarks (Time and Place)

Geographical and Physical Features

Historical Background (Local, State, U. S., World)

Bond of Common Humanities

Critical Thinking

Leaders of Government

Social Problems

Cause and Effect Relationship

Developing International Understanding

Economic Growth of the U.S.

Modern World Development

Understanding the Behavior of Oneself

Economic Systems

Forms of Government

Understanding the Behavior of Others

	K	1	2	3	4	5	6	7	8	9	10	11	12
Map Skills													
Landmarks (Time and Place)				←									→
Geographical and Physical Features				←								→	
Historical Background (Local, State, U. S., World)				←									→
Bond of Common Humanities				←									→
Critical Thinking							←						→
Leaders of Government							←						→
Social Problems							←						→
Cause and Effect Relationship							←						→
Developing International Understanding							←						→
Economic Growth of the U.S.							←						→
Modern World Development							←						→
Understanding the Behavior of Oneself												←	→
Economic Systems												←	→
Forms of Government												←	→
Understanding the Behavior of Others												←	→

PHILOSOPHY

SOCIAL SCIENCE

The Social Science curriculum has as its purpose to attain the end of our entire society, which is democratic living under God. Democratic principles, social understanding, cultural appreciation and intellectual stimulation are the objectives of a sound social science program.

Besides being a part of the total educational framework, social science also has two particular ends. Knowledge of the various disciplines involved will prepare the student for further academic growth. The needs of the community and society must also be met insofar as good citizenship is instilled as the democratic ideal. The needs of the individual student should determine to what extent the academic or pragmatic aspect is stressed.

EDUCATIONAL OBJECTIVES

SOCIAL SCIENCE

The faculties of the Reading Community Schools feel that each student should attain the following behavioral objectives:

1. To illustrate the achievements of the past had their relationships to the present and future.
2. To illustrate an understanding of the contributions that all people have made to our culture and civilization.
3. To demonstrate the important role of government as a prevailing social force in our everyday life.
4. To exhibit in everyday life the idea that regardless of race, creed or nationality all human beings are entitled to equal rights of life, liberty, and the pursuit of happiness.
5. To illustrate how "reflective groups thinking" can better find solutions to social problems.
6. To show how man has adjusted to his environment to meet his basic needs throughout the years.
7. To demonstrate civic responsibilities and discharge them to the best of his ability.
8. To participate in group planning as followers and as leaders.
9. To reveal an appreciation for cultures and ways of life other than his own.
10. To show a respect for law and order and one's responsibilities to it.
11. To display an appreciation for democracy and its contributors to human welfare and happiness.
12. To demonstrate loyalty and patriotism to our democratic ideals.

EDUCATIONAL OBJECTIVES

con't.

13. To participate in one's government as a good citizen.
14. To exhibit the ability to form opinions on the basis of evidence.
15. Involvement in one's physical and social environments in order to meet the problems of home, school, and community.
16. To reveal a concern for the current problems arising between the U.S. and foreign government.
17. To demonstrate the working of a free enterprise system.
18. To present an understanding of one's behavior and the relationship of his behavior to that of his peers.
19. To display appropriate family and community living.
20. To manifest through one's behavior and actions proper respect and attitudes towards school.
21. To create in each student the determination to become involved in meeting the challenge and problems of his generation.
22. To achieve an understanding of the connection of education with democracy
23. To demonstrate respect for the worth and dignity of the individual.
24. To foster an awareness of the challenges now being made to our freedom.
25. To illustrate the interdependence of nations in the modern world.
26. To show how the local, state, and national government functions.

READING COMMUNITY SCHOOLS

CURRICULUM GUIDE

SOCIAL SCIENCE

ELEMENTARY

Concepts

- A) Teaching Methods
- B) Learning Activities

Social Science - Kindergarten

Unit 1:

Introduction to People

A. Family and home

- A) Question concerning child's family and home, his responsibility in the home, number of brothers and sisters, father's and/or mother's work. Discuss families in other countries.
- B) Class draws picture of their home and family.
Tells how his home is different from one in another country.

B. Living at school

- 1. Citizenship
- 2. Safety

- A) Give various classroom responsibilities.
Establish vocabulary definition of "self-discipline".
Talk on safety rules of playground, assemblies, hallways, going to and from school.
- B) Children take over their responsibilities at the given time.
Tell how they use self-discipline each day.
Learn "Pledge to the Flag" and patriotic songs.

SS e 1

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) New Brother, New Sister
Jean Fulder
American Publisher
- B) Filmstrips:
Families Far Away
McGraw-Hill Company
Helping Each Other At Home
Filmstrip and record:
Getting Along With Your Family

- A) Show an awareness of the differences and likenesses in people which are valued in a democracy.
To display appropriate family and community living.
To reveal an appreciation for cultures and ways of life other than their own.
- B) Teacher evaluation.

- A) Our Week In School
Richard Fraelich
All Ready for School
Leone Adelson
Friendship
Anglund Joan Walsh
How to Find a Friend
Sara Asheson
We Like Kindergarten
Clara Cassidy
School Days in Disneyville
Carolyn Everson
Good Morning Teacher
Jim Burr
Benny's Flag
Phyllis Krusilovsky
Hector Goes to School
Ruth Liebers
- B) Filmstrips and records:
Chuck Learns About Sharing
Learning to Make Friends
Learning How to Be Liked

- A) To manifest through one's behavior and actions the proper respect and attitudes toward school.
To demonstrate self-direction and self-discipline.
To illustrate that an individual in a democracy had both privileges and responsibilities.
- B) Teacher evaluation.

Concepts

- A) Teaching Methods
- B) Learning Activities

C. School helpers

- 1. Learning about the school and those who work there
 - Principal
 - Teachers
 - Secretary
 - Custodian
 - Nurse
 - Cooks
 - Patrol boys and girls
 - Special teachers

- A) Take children on tour of building; acquaint them with personnel and explain their work.
- B) Act out various jobs of school helpers.
Point out on simply drawn map various places in the school they visited.

Unit 2:

Introduction to Animals

A. The farm

- A) Cut-outs of different animals of the farm.
Questions (Example: Have you been to a farm? What did you see?)
Talk about what animals eat, how they feel to the touch.
- B) Sing: "Old MacDonald"
"Five Little Ducks"
"Bingo"

B. The circus(optional) and the zoo

- A) How they are different from farm animals.
Read a zoo story.
- B) Construction paper cages with favorite animal.
A picture of favorite animal (cut-out, draw, etc.).

Resources A) Printed
B) Audio Visual
C) People
D) Places

Evaluation A) Expected Outcome
B) Testing Program

B) Filmstrips:
Schools
Going to the Library

A) To demonstrate respect for the worth and dignity of the individual.
To display an awareness of their surroundings.
To show an appreciation of the contributions of others.
B) Teacher evaluation.

A) The Farmer and His Cows
Louise Floshe
The Day the Cow Sneezed
James Flora
The Ugly Duckling
Hans Christian Anderson
Kip, A Young Rooster
Irma Black
I Know a Farm
Ethel Collier

A) Demonstrates the ability to recognize and appreciate various animals.
B) Class participation.

A) Original Zoo Animal Book
Kikei Kai
Zoo Animals
William Bridges
Young Kangaroo
Margaret Brown
The Circus
Dick Bruna
Johnny Penguin
Dorothy & Marguerite Bayan
Trip Through the Children's Zoo
You Say You Saw a Camel
Elizabeth Coatsworth
How to Hide a Hippopotamus
Crosswill
Circus
Beatrice de Regneirs
B) Filmstrip and record:
Mr. Bear's House

A) Reveals an awareness of animals not seen in everyday life.
B) Class participation.

Concepts

- A) Teaching Methods
- B) Learning Activities

C. Pets

- A) Questions: Example- What is your pet? His name? How do you care for him?
Candid pictures of pets displayed.
Read a story on animal's homes.

Unit 3:

Holidays and Special Days

- A. Halloween
- B. Thanksgiving
- C. Christmas
- D. New Calendar
- E. Abraham Lincoln
- F. Valentine's Day
- G. George Washington
- H. St. Patrick's Day
- I. Easter
- J. Mother's Day
- K. Jewish Days of Observance

- A) Read stories on specific holidays.
Make comparisons of holiday customs in other countries.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Let's Find Out About Animal Homes
Martha and Charles Shopp
Gray Squirrel
Mary Adrian
My Hopping Bunny
Robert Brigat
One Little Kitten Too Many
Marie Nichols
Henry's Dog Henry
Walter Brooks
Squirrel in the Garden
Olwe Earle
Timothy Turtle
Alice Davis

- A) To show an appreciation for their own animals.
To exhibit a responsibility for the care of their pets.
- B) Class participation.

- B) Filmstrips:
- Winnie The Witch
 - The Story of Christopher Columbus
 - Story of Thanksgiving
 - Indians for Thanksgiving
 - Mary's Pilgrim Thanksgiving
 - Thanksgiving with Carol and Peter
 - Why We Have Thanksgiving
 - Night Before Christmas
 - The Baby King
 - Rudolph - The Red Nosed Reindeer
Shines Again
 - Christmas with Peter and Carol
 - The Twelve Days of Christmas

- A) Display familiarity of various holidays and customs.
Show understanding of life in other times.
- B) Teacher evaluation.

Concepts

Social Science-First year

I. School and Family Living

A. Health

- A) Teaching Methods
- B) Learning Activities

Discuss

- A) Balanced Meal
 - 5-finger lunch-bread, meat, milk, vegetable, fruit
 - Rest
 - Time student goes to bed
 - Cleanliness
 - Hair, washing, teeth clothes
- B) Scrap picture of 5-finger lunch
 - Make scrapbook of foods
 - Mark height in chart
 - Record chart for brushing teeth

B. Safety

1. Playground
2. Cafeteria
3. To and From School
4. Household
5. Car
6. Helpers
 - Policemen
 - Firemen

- A) Flannel cut-outs of safety signs
 - Discuss safety measures
 - Identify safety patrol. Why they are there. How we can help them.
 - Identify red, yellow and green lights
- B) Game Red light: Green light
 - (Hold up cards, have children walk around room either stop or go at traffic light)
 - Excursions (crossing at a light)

C. Family Figures

- Mother
- Father
- Siblings
- Grandparents
- Relatives

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- Evaluation
- A) Expected Outcome
 - B) Tasting Program

- A) Text: As School Friends
 Macmillan
ABC Health series-Blue Skies
When I Grow Up
 Jean Bethell
Your Body and You
 Alcie Hinshaw
I Have Twenty Teeth-Do You?
 Ethel and Leonard Kessler
The Man Who Didn't Wash His Dishes
 Phyllis Krasilovsky
- B) Care of Hair
 Charts displaying nutrition
 foods "Mother Hubbard's Cupboard"
 Filmstrips
 Health
 Billy Meets Tommy Teeth
 Winning First With Teeth
 Finding Out: How You Grow
- C) visit from local dentist

- A) To display an appreciation of
 one's worth
 To show an understanding of
 cleanliness as a health
 measure
 To demonstrate the transition
 from home to school

- A) Fireman Fred
 Jane Barry
Andy and the School Bus
 Jerold Beim
I Want to be a Policeman
 Carla Green
I Want to be a Fireman
 Carla Green
Let's Find Out About Policeman
 Martha and Charles Shapp
- B) filmstrips:
 Policemen and Firemen
 Johnny and the Fireman

- A) To display a democratic attitude
 toward working and playing
 together
 B) Class Participation

- A) To exhibit a good relationship
 and appreciation for family
 To display a respect for the
 older members of their families

Concepts

- A) Teaching Methods
- B) Learning Activities

II. School Helpers

Principal
Teachers
Secretary
Custodians
Nurse
Cooks
Patrol boys and girls
Special Teachers

- A) Discussion
Stories
Establish vocabulary
- B) Excursions
Dramatization(identity of
personel)
Experience chart

III. Citizenship at Home and School

A. Co-operation, respectfulness
... appreciation, consideration
B. Classroom
C. School building, hallways,
assemblies, etc.
D. Playground
E. Cafeteria
F. To and From School

- A) Discuss the flag (Betsy Ross,
number of states, colors, etc.)
Discuss
- B) Cut up discarded magazines-of
citizenship, doing good deeds, etc.

IV. The Farm

A. Animals and animal babies
B. Buildings
C. Seasons
D. Pastures, fields, gardens
E. Machinery
F. Kinds of Farms
Dairy
Truck
Stock

- A) Stories about farms
Art activities-murals, individual
pictures, model farms, scrap-
book's
Establish vocabulary
- B) Sing "Old MacDonald"
"Farmer In the Dell"

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

C) visit from principal

- A) Did You Carry the Flag Today, Charley?
Rebecca Caudill
My Country's Story
Frances Cavannal
Manners for Moppets
Betty Betz
- B) Filmstrips:
The Story of our Flag
Good citizens:
Obey Rules and Laws
Lives Honestly
Co-operates with Others
Grows in Responsibility
Is well Informed

- A) Dairyman Don
Jene Barr
Mr. Duck's Big Day
Charles Philip Fox
Jeanne-Marie Counts Her Sheep
Franciose
Animal Babies
Arthur Gregor
The Animals of Friendly Farm
Marjorie Hartwell
The Little White Hen
Rabbits-Stories
Hayward
The Rain Puddle
Adelaide Hall

- A) Expected Outcome
- B) Testing Program

A) Children show an awareness of the number of people required to provide a school for them.

- A) To exhibit a good relationship with family, friends, neighbors.
To show respect for property
To exhibit self-discipline
- B) Teacher evaluation

- A) To display knowledge of a farm and its connection to the city
To demonstrate a vocabulary connected with farms
To show the difference in seasons
To reveal a knowledge of animals on the farm
To reveal differences between pastures, fields and gardens
To show the various farm buildings and different types of machinery and its uses
- B) Class participation

Concepts

- A) Teaching Methods
- B) Learning Activities

V. The Zoo
(circus, optional)

- VI. Holidays and Special Days
- A. September—first day of fall
 - B. October
 - Columbus Day
 - Halloween
 - C. November
 - Veteran's Day
 - Thanksgiving
 - D. December
 - First day of winter
 - Christmas
 - E. January
 - New Year's Day
 - (New Year's Resolutions
 - and new calendar)
 - F. February
 - Abraham Lincoln's birthday
 - Valentine's Day
 - George Washington
 - G. March
 - St. Patrick's Day
 - First day of Spring
 - H. April Fool's Day
 - Easter
 - Arbor Day
 - I. May
 - May Day
 - Mother's Day
 - Memorial Day
 - J. Jewish Days of Observance

A) Discuss holidays and special days

B) Planting seeds & trees

Current Events

SS e 11

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

Refer to kindergarten resources
Unit 2-animals
Refer to first grade
Unit 4-the farm

- A) Display a knowledge of animals unknown to our area
- B) No formal testing

- A) Miss Polly's Animal School
Mary Elting
- Ask Mr. Bear
Marjorie Flack
- A Camel in the Sea
Lee Garrett Goetz
- Here Come the Deer
Alice Goudey
- Lost In the Zoo
Berta and Elmer Hoder

- B) Movies-Cincinnati Public Library
"The Littlest Angel"

- A) A knowledge for the reason for holidays
Display a working knowledge in connection with the study of holidays and special days
Display an ability to discuss American ideals brought forth through the study of holidays
- B) No testing necessary

- A) My Weekly Reader
Scholastic Reader

- A) To exhibit an awareness of changing time.

Concepts

- A) Teaching Methods
- B) Learning Activities

Social Science - Second Year

I. Community Living

- A. Schools
- B. Town
- C. Helpers
 - Firemen
 - Policemen
 - Postmen
 - Grocer
 - Baker
 - Milkman
 - Farmer
 - Doctor
 - Nurse
 - Dentist
 - Telephone man
 - Construction workers
 - Teacher
 - Librarian
 - City maintenance
- D. Outside the town

- A) Vocabulary.
 - Nature hikes.
 - Field trip through town emphasizing post office, bank, etc.
 - Discuss people who help keep our town.
 - Experience charts.
 - Organize groups or committees to plan different aspects of your trip.
 - Discuss comparison of farm and town.
- E) Make maps and booklets of the community.
 - Write letters.
 - Exhibit findings of nature hike.
 - Make butter or ice cream.

II. Holidays

- A. Columbus Day
 - October 12, 1492
 - Name of ships
 - Historical significance
- B. Halloween
 - Origin
 - Date

- A) Discuss what it means and why we celebrate it.
- B) Read story on Columbus.
 - Spelling.
 - Learn directions.
 - Make booklets.
- A) Discuss origin of Halloween and why we celebrate it.
 - Stories and poems.
- B) Make a jack-o-lantern.
 - Construct masks and hats.
 - Plan a party.
 - Pictures.
 - Spelling words.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: Living in Places Near and Far
The Macmillan Company
Unit 1 - "Our School and
Our Town"
Unit 2 - "Milk from Farm to
City"
True Book of Community Helpers
A Visit to the Doctor
I Want to Be ... series
Carla Greene
- B) Filmstrips:
Learning to Live Together
Policemen and Firemen
Our Post Office
- C) Visit from a policeman and/or
fireman
- D) Field trips:
White Castle Bakery
Firehouse
Police station

- A) To show an understanding
of the concepts that
describe our society.
To demonstrate desirable
citizenship attitudes and
traits.
- B) Teacher evaluation; pupil
participation.

- A) Text: Unit 3 - "Harvest Time and
Holidays"
The Columbus Story
Alice Dalgleish
- B) Filmstrip:
The Story of Christopher Columbus
- A) Old Black Witch
Wende Dealen
The Halloween Kangaroo
- B) Filmstrips:
Winnie the Witch
Our UNICEF Halloween

- A) To show an awareness of the
part history has played in
shaping humanity.
To exhibit an awareness of
the various holidays
celebrated far and near.
- B) For all holidays the teacher
can determine what each
child has learned through
the class discussions and
activities (pictures,
stories, etc.).

Concepts

C. Thanksgiving
Date
People
Why observed

D. Christmas
Date
Religious significance
Observance in other countries

E. Lincoln's Birthday
Date
Childhood
Death
Observance

F. Valentine's Day
Date
Origin
Observance

A) Teaching Methods
B) Learning Activities

- A) Discuss first Thanksgiving and our present day Thanksgiving. Stories
- B) Make booklet.
Creative writing: "Being Thankful".
Mural.
Spelling Words.
Writing activity - make up a word having to do with something we are thankful for, such as T - Thanksgiving, H - home, A - animals, etc.
- A) Class discussion -
First Christmas
Customs around the world
How we celebrate Christmas and its meaning
Various names of Santa
Hanukah
- B) Songs.
Stories and poems.
Skits, plays.
Greeting cards and letters to Santa.
Decorations.
Gifts for parents.
Writing - make up words with the letters in Christmas.
Spelling of Christmas words.
Games.
- A) Discuss who Lincoln was and why we remember him.
Read story on his life.
- B) Make booklet.
Cut-outs.
- A) Discuss origin and how we celebrate and cupid.
- B) Songs.
Stories and poems.
Artwork.
Plan a party.
Spelling.
Writing names on cards.
Arithmetic - stamps, change when buying cards.

Resources A) Printed
B) Audio Visual
C) People
D) Places

Evaluation A) Expected Outcome
B) Testing Program

B) Filmstrips:
Story of Thanksgiving
Indians for Thanksgiving
Mary's Pilgrim Thanksgiving
Thanksgiving with Carol and Peter

A) Starlight in Tourrone
Suzanne Butler

B) Filmstrips:
Story of Hanukah and Christmas
Night Before Christmas
The Baby King
Rudolph - The Red Nosed Reinderr
Shines Again
The Spirit of Hanukah and
Christmas
Christmas with Carol and Peter
The Story of the Nutcracker
Christmas in Mexico
Twelve Days of Christmas
Christmas

B) Filmstrips:
Story of Abraham Lincoln
Lincoln's Birthday

B) Filmstrip:
Story of Valentine's Day

Concepts

G. Washington's Birthday

Date
Life

H. Easter

Date
Religious significance
Observance

I. Mother's Day

Origin
Why observed

J. Arbor Day

Origin
Why observed

K. Memorial Day

Why observed

- A) Teaching Methods
- B) Learning Activities

A) Discuss who Washington was and why we remember him.

B) Story on life and poems.
Booklets.
Pictures.

A) Discuss first Easter and Easter today.

B) Songs.
Stories and poems.
Spelling.
Artwork.- pictures, cut-outs, decorating eggs, making baskets, bonnets, papier-mache eggs.

A) Discuss reason for the day.
Read stories.

B) Make gift and card.
Write stories about how mothers help us.

A) Discuss.

B) Plant seeds.
Stories.

A) Discuss basis for observance.

B) Make reports.
Write stories.
Learn songs.
Flag drill.

- A) Printed
B) Audio Visual
Resources C) People
D) Places

- A) Expected Outcome
Evaluation B) Testing Program

- B) Filmstrips:
Story of George Washington
Visiting Mount Vernon
Washington's Birthday
- A) How To Read a Rabbit
Jean Fritz
Listen Rabbit
Ailleen Fisher
- B) Filmstrips:
Rachity Rabbit
Mary's Easter Lamb
The Little Pine Tree
The Bunny's Easter Surprise
Mother Hen's Easter Surprise
Easter
- B) Phonograph records:
Johnny Appleseed
- A) Did You Carry the Flag Today?
Rebecca Caudill
Pamphlet - Memorial Day

Concepts

- A) Teaching Methods
- B) Learning Activities

III. Outside the Community

- A. Cities
- B. Countries producing food
- C. Customs of particular countries

- A) Discuss foods produced by other countries.
Discuss comparison of cities and your community.
Discuss customs (may be correlated with holidays).
- B) Globe and map study.
Exhibit various foods from other countries.
Field trip.

IV. History of a Community

- A. Historical background

- A) Discuss.
Read historical stories related to your community.
- B) Field trip.
Exhibit historic relics.
Make chart of noted changes.

V. Current Events

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: Unit 4 - "Fruits from Warm Lands"
Unit 5 - "Places Far and Near"
My Village Books: Denmark
France
Greece
Ireland
Japan
Spain
The Chinese Children Next Door
Pearl Buck

- A) To reveal an appreciation of cultures and ways of life other than his own.
- B) Sharing
Oral reports
Teacher designed test
Booklets
Class participation

- A) Show an awareness of the background of one's own community.
- B) Booklets
Teacher designed tests

- A) "My Weekly Reader"
"Scholastic Reader"

- A) To show awareness of the changing times and news media.
- B) Oral question and answer.

Concepts

- A) Teaching Methods
- B) Learning Activities

Social Science-Third year

I. Growth and Development of a Community

- A. Our community in relation to others
 - 1. Kinds of communication
 - 2. Land forms
 - 3. Basic needs

- A) Vocabulary
 - Discuss
 - Orient children to reading maps and charts
 - Field trips
- B) Develop vocabulary
 - Pupil explore map of community
 - Name differences in different type of communities
 - Collect pictures of different kinds of farms and/or cities
 - Map locations and way of travel

B. Community Living

- 1. Geographical make-up
- 2. History
- 3. Kinds of shelter
- 4. Community helpers and co-operation
- 5. Schools
- 6. Government
- 7. Community and individual responsibilities
- 8. Opportunities afforded

- A) Vocabulary Development
 - Discuss
- B) Write a history
 - Draw a physical map
 - Keep a weather chart
 - Study blueprints

II. American Indians

- A. Tribes
 - Navaho
 - Pueblo
 - Indians of the Northwest
 - Indians of the Northeast
 - Woodland
- B. Food
- C. Clothing
- D. Location
- E. Shelter
- F. Customs

- A) Locate tribes on map
 - Vocabulary
 - Read stories and poems
 - Teach Indian dances and jewelry making
 - Detail of Indian living
- B) Make Indian scrapbook, village, costumes, chart of signs, jewelry, totem pole
 - Listen to folklore records
 - Write Indian stories
 - Display Indian relics

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Test: Living In America Today and Yesterday
Unit one:
"Moving to the West" text
Refer pp. 22 text

- A) Display a knowledge of the interdependence of members of a family and of people in the community
Show an appreciation of services rendered in a community
Show that man's ways of living are influenced by advances in transportation and by increased skill in communications
Exhibits an awareness for the necessities of life: food, water and clothing

- A) Text: Unit II
Making A New Community
refer to text pp. 28, 29
Mr. Zip and the U.S. Mail
Helen Fillkerson
- B) Filmstrip:
How Schools Have Changed
Houses
North, South, East and West
- C) Local citizens

- A) To exhibit awareness of the responsibility of becoming a productive citizen
To display appreciation of desires of the pupil to his own community betterment
Exhibit democratic procedures to solve group problems

- A) Text: Unit 3 Indians and Pioneers
Let's Be Indians: Indian Crafts and Studies
First Book of Indians
Brewster
Little Owl Indian
Hetty Beatty
- B) Phonograph recordings
The Pueblo Indians

- A) Illustrate an appreciation of man's efforts to improve his ways of life
Exhibit an appreciation of the earth's natural resources and the fact that man can constantly find better ways of using them to meet his needs

Concepts

- A) Teaching Methods
- B) Learning Activities

III. Pioneers

- A. Comparison to American Indians
- B. Early Settlers
- C. Customs
- D. Dress
- E. Location
- F. Homes
- G. Food

- A) Vocabulary
 - Read stories and poems
 - Discuss
- B) Construct a pioneer settlement
 - Display remnants of the pioneer days
 - Chart of comparative living of Indian and pioneers

IV. Changes in American Heritage

- A. How changes have taken place
- B. Why changes have been brought about
- C. Relation to our own community

- A) Develop vocabulary
 - Discuss

V. Current Events

- A) Discussion
- B) Clippings from newspapers

- A) Printed
B) Audio Visual
Resources C) People
D) Places

- A) Expected Outcome
Evaluation B) Testing Program

- A) Text: refer to pp. 42
The First Book of Early Settlers
Reed
Our Country's Story
Francess Cavanna

- A) Display an appreciation for the
feeling of kinship with peoples
of other times and places

- A) Unit 4 Kingston Grows Up

- A) Shows awareness of on-going
time and its recorded changes

- A) My Weekly Reader
Junior Scholastics

- A) To exhibit an awareness of the
changing times and our relation
to them

Concepts

- A) Teaching Methods
- B) Learning Activities

Social Science - Fourth Year

I. The Discovery and Exploration of the New World

A. Meaning of geography

Earth is big, no one has seen it all.

Land divided into seven great parts called continents.

Great bodies of water on earth's surface are oceans.

Homes built for shelter.

North means toward the North Pole, south means toward the South Pole.

East is the direction of the sunrise, and when facing east, the north is on your left. The opposite direction is south.

Earth is a round ball heated and lighted by the sun.

Up is the direction away from the earth, and down is direction from the sky to earth.

Globe is small replica of the earth.

Differences between coast and irregular coast line.

Meaning of river, mouth of river, and direction of flow.

- A) Introduce text; refer to p. 133, "Key to Exercises".
Use globe to show shape of earth, divisions of land and water.
Teach direction.
Teach different symbols and colors used on maps and globes.
- B) Study geographical terms.
Make maps of world, naming continents and oceans.
Read stories.
Collect pictures.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: Your People and Mine
Ginn and Company
Unit 1 - "People Who Found
Our Country"
Unit 2 - "People Who Settled
Our Country"

A Book of Americans

Benet

And There Was America

History for U.S. for Young People

First Book of Maps and Globes

Epstein

The Columbus Story

Dagleish

- B) Filmstrips:

What Geographical Terms Mean
Courageous Christopher Columbus
Our Geography
Continents and Oceans
North, South, East, and West
Our Globe - The Whirling Ball

Records:

Discovery of America
Exploration of America

- A) To exhibit an understanding
that the present is clarified
through knowledge of the
past.
To show familiarity with globes
and maps.
B) Teacher-made test.

Concepts

- B. Finding and settling of our land.
Spaniards discovery.
Most of our ancestors lived in Europe.
Our ancestors lived in the New World.
One part of the world knew very little about the other part due to dangers and superstitions surrounding sea travel.
Need of spices induced travel; Columbus sailed west to reach the Indies.
French, Spaniards and Dutch enter race.
English settlers start new nation.
Settlement of the Americas required many years of work.
Settlement on the coast gradually moved inland.

- A) Teaching Methods
B) Learning Activities

- A) Discuss explorers:
Columbus and Magellan
Cabot
Cartier and Champlain
Hudson
Discuss early settlement, food, customs, etc.
Make comparisons of way of life then and now.
Develop new terms and concepts.
Discuss beliefs and superstitions.
Describe dangers of navigation.
Compare the lives of navigators.
Develop vocabulary.
Map skills.
Discuss customs brought to the New World.
Discuss governments established.
Discuss environment and climate influences.
Discuss leadership, money crop, hazards and misfortunes.
- B) Refer to p. 14-15 of text for additional activities.
Locate on map parts of world known before discovery of America.
Independent study.
Refer to manual: "Our Rules for Discussion", p. 7.
Group discussion.
Written work.
Read about customs brought to the New World.
Exhibit colonial tools, utensils, etc.
Dramatization.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Famous Explorers for Young People
Coffman
Magellan, First Around the World
Syme
The Columbus Story
Dalgleish
Story of Pennsylvania Dutch
Haek
Thirteen Colonies
Colonial Living
Tunis
First Book of the Constitution
Fisher
- B) records:
 - The First Settlers
 - The Puritans and Pilgrims
 - The Dutch, English, French, and Spanish Colonists
 - The Prelude to IndependenceFilmstrips:
 - Discovery and Exploration of the New World
 - How Columbus Discovered America
 - Henry Hudson, Bold Navigator

- A) To show an awareness that the American way of life provided opportunities for the individual to prosper by using his abilities.
To display an appreciation for people who had the courage to explore the New World.
To show an appreciation and understanding of the worth of contributions of others.
To illustrate an appreciation for and possibly be interested in developing in their own lives some of the character traits that led to successful development of our country and our democratic way of life.
- B) Test on p. 28 of teacher's manual.
Test on p. 60 of teacher's manual.

Concepts

- A) Teaching Methods
- B) Learning Activities

II. About Our Towns and Cities
Refer to the text for listings
of cities to be studied, p. 6.

- A) Discuss geographical make-up.
Discuss climate.
Discuss specific features and
natural resources.
Discuss places of cultural,
educational interest, etc.
- B) Map skills.
Reports on a specific city.
Chart of products of particular
cities.
Exhibits.
Writing stories.
Talks and dramatizations.

III. Contributions of Americans
Refer to text, p. 6

- A) Discuss famous people in the
community and qualities of
leadership.
Discuss each specific person
in detail and their contributions.
Develop vocabulary.
- B) Read and write biography.
Pictures.
Field Trip.

IV. Citizenship
A. Friendliness
B. Helpfulness
C. Responsibility
D. Role

- A) Discuss our contributions to
our society.
Discuss how we can improve our
role.
- B) Writing on good citizenship.
Set up a mock town or state
government with officials.

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Expected Outcome
Evaluation B) Testing Program

A) Text: Unit 3 - "How Our People
Built Towns and
Cities"
Introducing Leading Cities -
San Francisco
And There Was America

A) To display an appreciation
for the ways people have
worked together to build
communities and cities.
To display familiarity.
B) Quiz after each chapter.
Test on page 100 of teacher's
manual.

A) Mary Elizabeth and Mr. Lincoln
Margaret Saylor
Washington, Man and Monument
Freidel
Abraham Lincoln
Aulaire, Foster, or Judson
All About Famous Inventors and
Their Inventions
Pratt
Benjamin Franklin
Aulaire

A) To exhibit an appreciation
of our heritage of govern-
ment and free enterprise
that has helped to give all
Americans the opportunity
to achieve their highest
goals.
B) Test on page 125 of teacher's
manual.

A) Becoming an Informed Citizen
Oliver
Our Independence and the
Constitution
Fisher
B) Filmstrips:
Our Debt to the Past
Milestones of Liberty - Great
Documents
How We Learn About the Past

A) Display good citizenship in
everyday life and a growing
appreciation for our
forefathers.
B) Teacher evaluation.

Concepts

Social Science-Fifth year

I. Discovery and Exploration

- A) Teaching Methods
- B) Learning Activities

- A) Introduction of text
 - Discuss: what our present day maps tell us as compared with 1300 years ago; contributions of some of our modern explorers the meaning of geography and its relation to history
 - Time line
 - Art work or frieze
 - Report activities written, oral, individual or group
 - Make a globe study and draw maps showing explorations

II. Colonial Development

- A. Living in the 13 colonies
- B. Westward movement
- C. New territories
- D. Wars
 - Revolutionary
 - 1812
 - Civil
- E. Government

- A) Discussion questions
 - What was life like in the colonies?
 - Why did the thirteen colonies unite?
 - The Westward movement?
 - How have famous people improved our living?
 - How our constitution influences our lives.
 - Human relations
 - Why we have taxes
- B) Construct colonial village
 - Read stories with good historical descriptions, biographies.
 - "History Baseball"
 - Pitcher asks batter questions
 - class divides into two teams
 - Develop Who's Who list of Revolutionary War

III. Atlantic to Pacific

- A. Northeast
- B. Middle West
- C. South
- D. West
- E. Central
- F. Middle Atlantic

- A) Discussion questions:
 - How do people of the Northwest live?
 - Resources and industries
 - War 1861-1865
 - Study maps-how our country grew
 - Book reports
 - Pioneer corner
 - Scrapbook of westward movement
 - Dramatize some aspect of this era

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Text:
 - The Changing World
 - Silver Burdett
 - Your Country and Mine
 - Brown
 - First Book of Indians
- B) The Prelude to Independence e-record
- Exploration of America-record

- A) To show an understanding of how and why people in the 11th century came to travel beyond their own country
- To reveal and understanding of the development of maps
- To display an understanding for the influence of geography upon history
- B) Teacher-made tests
- Oral discussion

- A) Text: unit 1 " A story of Our Country"
- " Spaniards Build Colonies in the New World"

- A) To exhibit an understanding of how our country was settled and formed
- B) Teacher-made tests
- Oral discussion

And There Was America
Thirteen Colonies
Colonial living
 Tunis
Our Independence and the Constitution
 Fisher

- A) Text: Unit 2
- Great Smokey Mountains, Everglades, Mammoth Cave
- Text part 2
- B) The Colonies Protest the Royal Decrees
- Milestones of Liberties

- A) To show an appreciation of the great people among our pioneers
- To display an understanding of the factors that influenced the westward movement
- B) Teacher-made tests
- Class discussion
- Class participation

Concepts

- A) Teaching Methods
- B) Learning Activities

IV. A New Nation

- A. Transportation
- B. Communication
- C. Our Government
- D. Problems
- E. Machines and Inventions

- A) Discuss development of trade and commerce
Study maps to see why factories are located in some places and not in others
Read stories of North and South regarding their different ways of living
Discuss race problem
Discuss inventions of this period and their effect upon our way of life
- B) Oral and/or written reports
Debates
Memorize "Star Spangled Banner"
Reports regarding the development of various means of travel and transportation

V. Outside Our Boundries

- A. Alaska-Our huge Northwest State
- B. Hawaii-Our 50th state
- C. Our north American neighbors
Canada
Mexico
Central America
Carribbean region
- D. Our South American Neighbors
South America
Brazil
Argentina
Chile
Others(Uruguay, Paraguay, Bolivia, Peru, Ecuador, Columbia, Venezuela)

- A) Discuss
Transportation and communication with other lands
How U.S. become a world power
- B) Locate on map
Reports
Chart of comparison
(resources, climate etc. in various countries)

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Unit 2 Text:
- Looking at Forty-Eight of our States
 - Part 3 text and part 4 text
 - Book of Nations
 - First Book of Constitution
 - Fisher
 - First Book of Congress
 - Coy
 - First Book of Supreme Court
 - Coy
 - The Negro
 - World Book of Great Inventions
 - Meyer
 - Men of Science and Invention
 - American Heritage
- B) Food to Feed the World
America's First Factory

- A) To display an understanding of how transportation and communication have united our nations
- To show an understanding of how inventions and discoveries have constantly changed the way of living in our country
- B) Teacher-made test
- Oral and written reports
- Class participation

- A) Unit 3,5,6 text
- Part 4 text
 - Part 3 text
- The First Book of Mexico
Epstein
- B) Alaska-Our 49th State
Hawaii-Our 50th State
Alaska
Hawaii
South America
- A) Hellc South
America
Land and People of Brazil
Getting To Know Chile
Land and People of Peru

- A) To show an understanding of the ways of living, the means of livelihood, the climate and the resources available in the areas mentioned
- B) Teacher-made tests
- Student participation
- Oral discussion

Concepts

- A) Teaching Methods
- B) Learning Activities

VI. Our Country Today

- A. Regions
 - 1. Ways of living
 - 2. Current problems
- B. Other American Lands
 - Puerto Rico
 - Virgin Islands
 - Panama Canal Zone
- C. Canada
 - Way of living much like our own

- A) Discuss specific area-Ohio
 - Natural resources
 - Education
 - Leaders
 - Government
 - Problems
 - Climate
- Discuss ways of living in the other American lands. Compare to U.S.
- Explore similarities and differences as they are shown in the daily lives of people

- C
- A) Printed
 - B) Audio Visual
 - Resources C) People
 - D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Captain of Industry
Let's Go to the U.N. Headquarters
The Congress
Johnson
The Peace Corps
McGuire
Our Country's National Parks
Melbo
Getting to Know Puerto Rico
Thor
First Book of the United Nations
Epstein
- B) You and Your Government
Your American Citizenship
The United Nations

- A) To display an understanding of the present is clarified through knowledge of the past
To show that an individual in a democracy has both privileges and responsibilities
- B) Teacher evaluation
Teacher-made tests

READING COMMUNITY SCHOOLS

CURRICULUM GUIDE

SOCIAL SCIENCE

MIDDLE

MIDDLE SCHOOL
SOCIAL SCIENCE
(continuum of learning experiences)

	Suggested Time	Concepts
6th YEAR	9 weeks	Ancient civilization, selected cultures
	9 weeks	Modern European civilization, selected cultures - Modern European geography
	9 weeks	Eastern civilization, selected cultures Eastern geography - African studies (one sub-culture)
	9 weeks	Map skills unit, using maps of Reading, Hamilton County, Ohio and Midwest United States
7th YEAR	18 weeks	History and culture of Reading, Hamilton County, and Ohio - Minimum length of Ohio History unit* 10 weeks
	18 weeks	Governmental systems of Reading, Hamilton County and Ohio
8th YEAR	36 weeks	United States history - Use conceptual approach rather than chronological approach Daily advisement groups: All middle school staff members will conduct daily sessions following the current needs and interests of the students.

Concepts

- A) Teaching Methods
- B) Learning Activities

Social Science - Middle School

ANCIENT CIVILIZATIONS

Introduction - a planned environment

- A) Exhibited collection of materials correlated with the ancient civilizations.
Place thought-provoking questions near each display or exhibit.
- B) Directed discussion on the displayed materials.
Locate the places mentioned on map.
Preparing a vocabulary chart.

Egypt and Mesopotamia

1. How history began
2. Meaning of "culture"
3. What is a "cradle of civilization"?
4. How did early man contribute to modern civilization?
5. Why did early man settle near river valleys?

- A) Discussion of reading material, "A Very Old Part of the World".
Stress vocabulary words correlated with the chapter.
Writing and organizing brief reports on the everyday life of the people.
- B) Locating information for report.
Organizing and presenting oral report.
Making samples of hieroglyphic and cuneiform writing from paper and plaster of paris.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Exploring the Old World
Follett Publishing Company
Chicago, Illinois, 1960
- B) Maps and globe
Reproductions of Greek and Roman
sculpture
Pictures of ancient Rome and Greece

- A) Demonstrates some ability to use
and interpret maps, globes, and
charts.
Exhibits some knowledge of the
meaning of new vocabulary words.

- A) The Story of Man
Grossett and Dunlap, 1960
Exploring the Old World
Follett Publishing Co. , 1960
Text: Your World and Mine
Ginn and Company, 1960
- B) Clay models of cuneiform writing
Relief map of Egypt showing
Tigris - Euphrates Rivers

- A) Constructs plans for project work.
To illustrate an awareness of the
contributions of early man to
modern civilization.
Demonstrates a willingness to
"give and take" in group work.
Presents in a graphic manner the
major contributions of the
ancient Egyptians.
- B) Oral review and discussion.

Concepts

- A) Teaching Methods
- B) Learning Activities

Ancient Greeks and Their Contributions

1. Ideas about democracy, art, science, and architecture.
 - A) Filmstrip.
Read and discuss the textbook material on ancient Greece. Comparison of Greek ideas of democracy, art, etc. and our ideas toward the same today.
 - B) Making scale models of the Parthenon, Acropolis, and others. Defining vocabulary words in notebook.
2. How geography of Greece led to trade and migration as well as to unconcern for cooperation.
 - A) Locate major city-states on map and discuss the importance of each.
 - B) Mapwork on Greece using a legend or key.
3. Great leaders of Greece (Aristotle, Socrates, Euclid)
 - B) Organizing a scrapbook on Greek leaders and on the many Greek contributions to modern civilization.
4. High culture developed because of long periods of peace; the Olympic games.
 - B) Question and answer session using a panel of students. Oral reports by volunteers on the Olympic games.
5. The strengths and weakness of Greece.
 - A) Discuss the end of the Golden Age of Greece.
 - B) An individual or group makes a chart summarizing the strengths and weaknesses of the Greek city-states.
6. Alexander the Great

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: Your World and Mine
Ginn & Co., 1960
The Changing Old World
Silver Burdett Co., 1964
- B) Filmstrips:
Ancient Greece
Villages in Greece

- A) Shows an interest in participation in group discussion.
Demonstrates an attitude that group discussion is a responsibility of all citizens in a democracy.

- A) Desk size outline map
World Atlas

- A) Shows that geography helps determine one's way of life.

- A) Variety of magazines
World Book Encyclopedia

- A) Illustrates that Greece had its great leaders like our country today.

- A) Demonstrates that group cooperation is one major facet of life in a democracy.

- A) Exploring the Old World
Follett Publishing Co., 1960

- B) Map quiz
A choice of several essay questions to answer

Concepts

- A) Teaching Methods
- B) Learning Activities

The Romans and Their Gifts

1. Basic ideas of justice, law, and government from Rome
 - How was Rome's government organized?
 - Why were there two classes of citizens?
 - Major differences in government of Rome and our's today

- A) Read and discuss chapter from text on ancient Rome. Vocabulary word study.
- B) Discussion of filmstrip. Student election.

2. Military leaders help establish large empire
 - Julius Caesar

- A) Map study of Roman Empire. Life of Julius Caesar.
- B) Desk outline map of Roman Empire. Group or individual prepare relief map of wheat paste. Research work on Julius Caesar.

3. The fall of the Roman Empire
 - What brought about the downfall?
 - Who conquered Rome?

- A) Discussion from supplementary textbooks. Comparison of Roman life with that of today in the United States.

Palestine and Arabia, Home of Great Religions

1. What major religions had their beginnings here?
 - Judaism
 - Christianity
 - Islam
2. Who were the early religious leaders?
3. These religions have a number of similar beliefs and principles

- A) Read introductory story, "A Greatest Law", and discuss from textbook. Read section on the founding of the great religions. Vocabulary word study.
- B) A simple outline on the three great religions from the textbook.
- A) Discuss the contributions each has made to the modern world.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- Evaluation
- A) Expected Outcome
 - B) Testing Program

- A) Text: Your World and Mine
Ginn & Co., 1960
The Changing Old World
Silver Burdett Co., 1964

- B) Filmstrips:
Life in Ancient Rome
Exploring Rome and Pompeii

- A) Hammond World Atlas
World Book Encyclopedia
Ancient Rome
Time and Life Publishers, 1964

- A) Exploring the Old World
Follet Publishing Co., 1960

- A) Displays a willingness to listen to other points of view.
Demonstrates an awareness of Roman concepts of law and government.

Demonstrates a willingness to defer to the wishes of the majority.

- B) Complete simple outline on ancient Rome.

- A) Reveal an awareness of the methods Rome used to conquer and maintain an empire.

Show the dangers involved when a government is based on military power.

- A) Exhibit an awareness of conditions that causes the downfall of Rome.

- B) Time line on ancient Rome
Quiz on vocabulary words

- A) Text: Your World and Mine
Ginn & Co., 1960
Supplementary text:
The Changing Old World
Silver Burdett, 1964

- A) Shows that we should respect one another's religious beliefs.

Shows an appreciation for early religious leaders.

Shows an increased use of new words.

- A) Story of Religion
Houghton Mifflin Co., 1954
Allah, The God of Islam
Lothrop, Lee and Shepard Co., 1950

- B) Filmstrip:
This is Israel

- A) Reveals the desire for a mutual understanding among people.
Shows an understanding that the three major religions all teach brotherly love.

Demonstrates a better understanding of people who do things in different and unfamiliar ways.

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit Review Activity

- A) Organizing for group work.
- B) A series of panel pictures in form of a mural depicting the contributions of each civilization. Individuals or groups explain mural to class.

GREAT BRITAIN, MOTHER OF NATIONS

Geography and Climate

- 1. Political divisions
- 2. Marine climate

- A) Map study of the British using transparencies. Reading and discussing textbook material on climate.
- B) Desk outline map to fill in political divisions and climate. Arrange a bulletin board on the British Isles.

Commerce and Industry

- 1. Great Britain's influence on commerce and trade throughout the world
- 2. Manufacturing developed early in England

- A) Discussion of material from text. Vocabulary chart.
- B) Taking notes. Identifying certain terms from the unit of work.

People and Their Government

- 1. The Scottish, Welsh, English, and Irish
- 2. The Royal Family
- 3. Winston Churchill

- A) Use of filmstrip and resource books.
- B) Listening to recording of Churchill's sayings.

Republic of Ireland

- 1. An independent and agricultural nation

- A) Discussion of the division of Ireland. Irish legends.
- B) Songs and legends of Ireland.

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Supplementary text:
Exploring the Old World
Follett Publishing Co., 1960
- B) Butcher paper
- C) Visit to Museum of Natural
History (ancient Greek and
Roman display)

- A) Shares ideas and materials.
Sees the importance of getting
along well together.
- B) Mural work done would be consi-
dered as an indication of
progress made.
Multiple choice test.

- A) Text: Your World and Mine
Ginn & Co., 1960
Supplementary text:
The Changing Old World
Silver Burdett, 1964
Hammond World Atlas
The World Around Us
Harcourt, Brace & World, 1965
- B) Overhead transparencies of
Great Britain.

- A) Displays an appreciation for the
role Great Britain has played
in world affairs.

- A) Text: Your World and Mine
Ginn & Co., 1960
Let's Travel in England
Children's Press, Inc., 1964
Land and People of Ireland
Lippincott Co., 1953

- A) Illustrates how the British got
an early start in industry,
trade and commerce.

- B) Filmstrips:
Village, Town, and City in the
United Kingdom
The Land and the People

- A) Demonstrates the importance of
good citizenship.
Talks about ways in which a
person may become a good citizen
in school, at home, and in the
community.

- B) Quiz on vocabulary words
Map quiz

Concepts

- A) Teaching Methods
- B) Learning Activities

NORTHERN COAST LANDS OF EUROPE

Norway, Sweden, Finland

1. Their dependence on trade with each other for the food and materials needed.
2. How do the people of these countries earn a livelihood?

- A) Vocabulary chart.
Map study of these three countries, showing their relationship to the sea.
Read and discuss material from text.
- B) Desk outline map for pupils to fill in products and resources.
Filmstrip discussion.

Netherlands

1. A small crowded country
2. People work hard to expand agriculture, industry and commerce

- A) Discussion on products of the Netherlands.
Discuss the claiming of land from the sea.
Filmstrip.
- B) Take notes from discussion.
Review filmstrip.

Denmark

1. The people adapting themselves to their resources

- A) Discuss the ways the Danes use their land.
Discuss filmstrip.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: Your World and Mine
Ginn & Co., 1960
Hammond World Atlas
- B) Outline maps
Filmstrip:
The Scandinavian Countries

- A) Illustrates the interdependence of nations.
Shows the importance of perseverance.

- A) Supplementary text:
The Changing Old World
Silver Burdett Co., 1964
Let's Travel in Holland
Children's Press Inc., .964
- B) Filmstrip:
Holland

- A) Shows less discouragement by the difficulties he encounters.
Assumes responsibility for finishing jobs he has begun.

- A) Supplementary text:
Exploring the Old World
Follett Publishing Co., 1960
- B) Filmstrip:
Denmark

- A) Shows an understanding of the importance of trade to these nations.
- B) Multiple choice quiz

Concepts

- A) Teaching Methods
- B) Learning Activities

SELECTED COUNTRIES OF CENTRAL EUROPE

Switzerland

1. Mountainous country
2. Dairy products and craftsmanship
3. Neutrality of nation

- A) Emphasize how Swiss earn a living. Discuss problems faced by small, mountainous, landlocked country. Stress the way the Swiss have adapted to their environment.
Map study.
- B) Filmstrip.

Germany

1. History of Germany, World War II and the division of the country
2. Heavy industrialized nation with large amounts of resources
3. Problems resulting from the division of the country
4. Recovery made since World War II

- A) Read important sections from the textbook.
Research work on Germany and World War II.
Map study of Germany.
Vocabulary work study.
- B) Oral reports to class.
Mapwork.
Locating and defining vocabulary words.
Interview with person who has been in Germany, preferably a veteran.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: Your World and Mine
Ginn & Co., 1964
World Book Encyclopedia
Let's Travel in Switzerland
Children's Press Inc., 1964
- B) Filmstrip:
Mountains and Valleys in Switzerland

- A) Reveals an interest in participation in class discussion.
Demonstrates a willingness to use advantageously the resources available.

- A) Supplementary text:
The Changing Old World
Silver Burdett Co., 1964
World Book Encyclopedia
Let's Travel in Germany
Children's Press Inc., 1964
- B) Transparencies showing change of political boundaries, industrial areas.
Research for information.
Presenting reports to class.
Desk map work.

- A) Show an awareness and concern for the destruction caused by the war.
Illustrates the significance of the division of Germany.
- B) Map quiz.
Multiple choice quiz.

Concepts

- A) Teaching Methods
- B) Learning Activities

COUNTRIES OF ASIA

India: People and Problems

1. Geographical conditions:
study of maps, charts, and graphs.

2. India's struggle for independence and her leaders
 - Mahatma Gandhi
 - Jawahrlal Nehru
 - Prime Minister Indira Gandhi

3. Problems of India and steps to improve them
 - Population
 - Shortage of food
 - Variety of races
 - Variety of religions
 - Different languages

- A) Study of maps, charts, and graphs in the text concerning population, land area, latitude, rainfall. Read and discuss the section from the text on problems of India.

- A) Use resource books to find information on India's leaders, Nehru and Gandhi. Current newspaper and magazine articles on India. Vocabulary chart. Map study of India. Filmstrip.

- A) Discuss news articles on India's problems. Textbook reading and discussion. Filmstrip.
- B) Panel discussions on research work. Group reports on India's problems. Review filmstrip.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- Evaluation
- A) Expected Outcome
 - B) Testing Program

- A) Hammond World Atlas
The World Around Us
 Harcourt, Brace & World, 1965
Text: Your World and Mine
 Ginn & Co., 1960
World Book Encyclopedia

- A) Displays an understanding of the effects of climate, location, and physical features of the terrain, upon the life of the people.
 Reveals an understanding of the governmental control and traditions upon the mode of life.

- A) Let's Travel In India
 Children's Press Inc., 1964
 Current news magazines
Junior Scholastic
- B) Filmstrip:
 Village in India
 Transparency maps

- A) Displays an appreciation for the contributions of India's leaders.
 B) Scrapbook on India, including people, places, their leaders with character sketches.

- A) Newsweek Magazine
 Supplementary text:
Exploring the Old World
 Follett Publishing Co., 1960
- B) Filmstrip:
 India, People and Places

- A) Demonstrates a concern for the problems facing India and its people.
 Demonstrates a concern for the less fortunate peoples of the world.
- B) Map quiz
 Essay questions

Concepts

- A) Teaching Methods
- B) Learning Activities

Japan, Land of the Rising Sun

1. Geographical features of Japan
 - Mountainous, densely populated island nation
 - Volcanoes and earthquakes

- A) Read and discuss textbook material on Japan. Display of Japanese art, handicraft, and pictures.
- E) Class discussion on reading. Group to prepare bulletin board. Mapwork showing geographical features of Japan.

2. Japan's Resources and industries
 - Forests and sea
 - Textiles, shipbuilding, and machinery

- A) Map on resources. Locating information in encyclopedia.
- B) Placing major industries and resources on map. Organizing data showing progress of Japan.

3. The rebuilding of Japan following World War II; The country's problems
 - Feeding her growing population
 - Finding sources of raw materials
 - Foreign markets for her manufactured products

- A) Guest speaker from Japan. Research work. Filmstrip.
- B) Conversation with Japanese visitor. Review filmstrip.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: Your World and Mine
Ginn & Co., 1960
pp. 404-414

- A) Reveals an understanding of the crowded conditions of Japan.

Supplementary text:
The Changing Old World
pp. 332-340

- B) Desk outline maps
Japanese handicraft, pictures and art

- A) Resource book: The World Around Us
pp. 422-423

- A) Shows an understanding of what makes Japan a leading industrial nation in spite of her handicaps.

Let's Travel in Japan
Children's Press Inc., 1964

- B) Maps showing resources and industries

- A) World Book Encyclopedia
Current magazines
Junior Scholastic

- A) Shows an awareness of the problems of rehabilitation. Demonstrates that to solve problems requires cooperation and determination.

- B) Filmstrip:
Japan

- B) Multiple choice test.

Film:
80,000,000 Mouths to Feed

Concepts

- A) Teaching Methods
- B) Learning Activities

SUB-CULTURES OF AFRICA

The Zulus

- 1. How does geography affect the life of the people

- A) Filmstrip.
Map study of southern Africa. Discussion of the climate, topography and land of southern Africa.
- B) Desk outline maps of southern Africa for work on climates.

The Zulu's Way of Life

- 1. Homes
- 2. Food
- 3. Clothing
- 4. Recreation
- 5. Education
- 6. Arts and crafts
- 7. Religion
- 8. Social customs

- A) Display of artifacts, pictures, and books.
Reading and discussion from the resource books.
Outlining "Zulu's Way of Life" discussion.
Vocabulary chart.
Developing a bulletin board.
- B) Discussion of artifacts, pictures and books.
Locating information.
Discussion of filmstrip.
Listening to recordings.

What Accounts for the Great Diversities Within the Zulu Culture

- 1. Tribal influence
- 2. European influence

- A) Read sections from resource books.
Panel discussion.
Scale model project.
- B) Organizing material for panel and group reports.
Preparing and making scale model of a Zulu village.

Culmination Suggestions

- 1. Display

- A) Invitations to other classes.
Guided tour of a model Zulu village, reports enroute on history, the people, and village life.
African speaker (exchange student or missionary)
- B) Preparing model Zulu village.
Compiling brief reports of explanation.
Songs of Africa.

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Hammond World Atlas
National Geographic
Maps
World Book Encyclopedia
"Africa, South of the Sahara"
- B) Filmstrip:
South Africa
Transparency: The Land

- A) Demonstrates a concern for the many problems that confront underdeveloped nations. Shows an understanding and appreciation for people with different customs.

- A) World Book Encyclopedia
Let's Travel in Africa
Children's Press Inc., 1964
National Geographic Magazines
Compact Zulu Dictionary
Shuter and Shooter, 1962
The Land and People of South Africa
J.B. Lippincott Co., 1964
Thirty One Brothers and Sisters
Mirsky, Reba
- B) Artifacts and pictures
Filmstrip:
The Bantu of South Africa
Recording: Voice of Africa

- A) Shows how people live in a culture much simpler than his own. Sees the similarities and differences in Zulu village life and life in the United States. Illustrates the ways in which Zulu people are more like us than different. See's worth of other nationalities and individuals.

- A) The Changing Old World
Silver Burdett, 1964
World Book Encyclopedia
- B) Pictures and posters

- A) Shows an appreciation for the contributions of other cultures to our own.

- B) Model of Zulu village
Recording: Songs of Africa

- B) Essay test
Check sheets to observe growth in several areas
Class - panel discussion

Concepts

- A) Teaching Methods
- B) Learning Activities

MAP SKILLS

Learning to Read Street and Highway Maps

1. Developing an understanding of scale
 - Scale as a means of showing distance
 - Using scale and direction together to locate features accurately
2. Using symbols to represent physical or cultural features of a map
 - Using legends to explain symbols
 - Using colors symbolically on maps
3. Interpreting maps
 - Extracting information about a region from a number of maps that show different kinds of data
 - Comparing data in order to make inferences about the activities of the people who live in a region
 - Drawing conclusions about the characteristics of a specific region

- A) Introduce vocabulary terms. Practice in using linear scales to determine distances. Practice in locating features and following routes through the combined use of scale and direction.
- B) Defining vocabulary terms in notebook. Practice in using linear scales. Practice in locating features and following routes using scale.
- A) Practice in using symbols on maps. Practice in using colors symbolically. Preparing legends on practice outline maps. Organization of notebook on maps.
- B) Practice in preparing maps using symbols. Using colors symbolically on outline maps.
- A) Develop an understanding of a given state inferring its probable characteristics. Question and answer session drawing information from students concerning the given state. Vocabulary words. Asking questions guiding students toward making generalizations.
- B) Practice exercises with outline maps. Vocabulary word study. Added experiences in reading inferences from maps.

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Hammond World Atlas
World Book Encyclopedia
Dictionary of Geographical Terms
Denoyer - Geppert
Map and Globe Skills
Science Research Associates
- B) Map and Globe Skills Kit - SRA
Teacher prepared overhead trans-
parencies

- A) Demonstrates an ability to use scale as a means of showing distances.
Reveals an increasing interest in working with maps.
- B) Use of Map and Globe Skills Kit.

- A) Hammond World Atlas
Map and Globe Skills
Science Research Associates
- B) Outline maps
Map and Globe Skills Kit - SRA
Teacher prepared transparencies

- A) Demonstrates an ability to interpret maps through symbols.
Illustrates the functions of a map legend.
- B) Exercises from Map and Globe Skill Kit.

- A) Hammond World Atlas
Map and Globe Skills
Science Research Associates
World Book Encyclopedia
- B) Outline maps
Transparencies
Map and Globe Skills Kit - SRA

- A) Demonstrates ways of relating data shown on maps in order to infer the characteristics of an area.
Sees, through map interpretation, the agriculture, manufacturing and other economic activities within a region.
Demonstrates how the activities of a region can be determined by its resources.
- B) Map skills exercises from Map and Globe Skills, Science Research Associates.

Concepts

- A) Teaching Methods
- B) Learning Activities

OHIO HISTORY AND GOVERNMENT

Geography of Ohio

- 1. Natural regions
- 2. Major rivers
- 3. Resources

- A) Read and discuss textbook material pp. 9-23
Map study of Ohio showing regions and rivers
- B) Desk outline map
Individual or small group reports

History of Ohio and It's People

- 1. Mound-Building Indians
 - Hopewell culture
 - Andena culture

- A) Locate various mounds on map
Discuss textbooks on mound-builders pp. 25-33
Vocabulary notebook
- B) Preparing a map
Group or individual reports
Tour of Fort Ancient
Natural History Museum

Organization and Settlement of Ohio

Early Explorers

- LaSalle
- George Croghan
- Celoron de Blainville
- Christopher Gist
- Ohio Land Company

- A) Discuss sections from textbook pp. 36-93
Group of individual research work on early settlers and pioneers
- B) Work with exercise questions at end of unit pp. 48,76,94
Group or individual research work on early settlers and pioneers

The Fight for Possession

- 1. Indians on the warpath
- 2. Lord Duamere's War
- 3. Chief Logan

- A) Locating battles and forts on map
Discussion of Lord Dunmore's War and Chief Logan
- B) Study exercises from Directed Study Booklet pp. 18-19
Filmstrip

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Text: Ohio-Geography, History, Government
Laidlaw Bros.
Chicago, 1966
The Wonderful World of Ohio
- B) Film: "Ohio U.S.A."
Sohio Motion picture service

- A) Shows the geographical regions on a map of Ohio
Understands the importance of rivers to the state's progress
- B) Map quiz

- A) The Moundbuilders
Wonderful World of Ohio
- B) Film on moundbuilding at
Museum of Natural History
Scale model of Indian mound
- D) Fort Ancient Mounds
Museum of Natural History

- A) Demonstrates an appreciation for the culture of the mound-builders
Reveals a knowledge of their way of life
- B) Multiple choice quiz

- A) Text
World Book Encyclopedia
The Wonderful World of Ohio
- B) Filmstrips
"The French and English Push into the Ohio Country"

- A) Create an awareness of the problems faced by the early explorers and settlers
- B) Outline of unit on the early settlement of Ohio
Exercises from Directed Study Exercises

- A) Maps from Directed Study Exercises
The Giant Buckeye
Mad Anthony Wayne
- B) Filmstrip: "Settlement in the Ohio Valley"

- A) Reveals on understanding of how the struggle for possession affected the future of Ohio

Concepts

The Ohio Country During the Revolution

1. Moravian Indians
2. The War in the Northwest
3. Treaty of Greenville

Ohio Becomes a State

1. A time of growth
2. Early roads, canals, and railroads

Schools in Early Ohio

1. Common School System
2. Leaders in Education
 - Samuel Lewis
 - William H. McGuffey

Famous Ohioans and their Contributions

1. Dr. Daniel Drake
2. Cleveland Abbe
3. Thomas A. Edison
4. Elisha Gray
5. Wright Brothers
6. Dr. Albert Sabin
7. Louis Bromfield

- A) Teaching Methods
- B) Learning Activities

- A) Read and discuss pp. 61-75
Individual reports on Moravian Indian massacre
Outline p. 21 of Directed Study Exercises
Discuss importance of Treaty of Greenville
- B) Research work done by students
Improving outlining skills

- A) Read sections from textbook pp. 108-161
Locate important roads and canals on map
Exercise from Directed Study Exercises pp. 38-40
- B) Discussion of material from test
Map exercises

- A) Read and discuss text pp. 152-160
Exercises from Directed Study Exercises
- B) Models made of early Ohio schools
Brief reports on early education
Filmstrip
Poster drawings and discussion of early schools in Ohio

- A) Construct a bulletin board in famous men and their contributions
Research work on these Ohioans
- B) Bulletin board display by students
Brief biographical sketches on some famous Ohioans
Presentation in form of panel

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Text:
 - Directed Study Exercises
 - Light in the Forest
 - Mad Anthony Wayne
- B) Filmstrip: "The Era of the American Revolution in the Ohio Country"
- Large Ohio history display: Lockland Savings and Loan

- A) Seeing situation from other points of view, such as the Indians, French, and British
- Demonstrate a respect for other's viewpoints
- B) Multiple choice quiz

- A) Text
 - Directed Study Exercises
- B) Filmstrip: "Ohio Becomes a State"

- A) Relate the importance of adequate transportation to the development of Ohio

- A) Text
 - Directed Study Exercises
 - McGuffey Reader
- B) Filmstrip: "Ohio Becomes a State"

- A) Show an understanding that much of the progress of today results from the adaption of a free school system
- Reveals the awareness that public education had been an ideal toward which many people in Ohio worked

- A) Text
 - World Book Encyclopedia
- B) Pictures and posters from Cincinnati Historical Society

- A) Illustrate the effect that life in Ohio had on it's writers, painters, inventors, and other cultural groups
- Show how these famous Ohioans have contributed to life in Ohio and the nation

Concepts

- A) Teaching Methods
- B) Learning Activities

Ohio's Presidents

1. William H. Harrison
2. Ulysses S. Grant
3. Rutherford B. Hayes
4. James A. Garfield
5. Benjamin Harrison
6. William McKinley
7. William H. Taft
8. Warren G. Harding

- A) Read and discuss text pp.262-276
Locate information on the eight presidents
Read and answer questions from pp. 68-70 Directed Study Exercises
Read discussion
- B) Locating information on Presidents
Locating information and organizing notes for panel presentation
Working with exercises from workbook

Our State Constitution

1. Background study
2. Development of our state constitution

- A) Read and discuss pp. 289-300
Vocabulary chart
Discussion of questions at the end of the chapter
- B) Discussion of sections on format on of our state constitution
Study of vocabulary terms

Major Needs served by Ohio's Constitution

1. Guarantee of human rights
2. Laws for the common good
3. Officers to administer and enforce the law
4. Special services
5. Financial democracy
6. Elective franchise

- A) Read and discuss pp. 297-299
Discuss importance of each need
Prepare a chart on the needs served by the constitution
Review discussion using overhead projector
- B) Small group discussion
Chart preparation
Exercises from Directed Study Exercises

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Text
 - Directed Study Exercises
 - Supplemental text:
 - Ohio: The Buckeye State
 - World Book Encyclopedia
- B) Pamphlets, brochures, pictures and posters from Cincinnati Historical Society

- A) Demonstrate a knowledge of the Ohioans who have held positions of leadership in the federal Government
 - Shows an appreciation for the accomplishments of Ohio's great leaders
 - Demonstrate a willingness to strive for accomplishment
 - Shows a desire to accept the responsibilities and duties that go with being a leader.
- B) Multiple choice quiz

- A) Text
 - Supplemental text:
 - Ohio: The Buckeye State
- B) Chart showing development of State constitution

- A) Relate an understanding of the underlying principles of democracy in government
 - Manifest some knowledge about the development of Ohio's constitution

- A) Text
 - Supplemental text:
 - Ohio: The Buckeye State
- B) Chart showing development of state constitution
 - Teacher prepared transparencies in chart form

- A) Demonstrate a functional understanding that some type of constitution, actual or implied governs just about every action that we take
 - Manifest through actions that the opportunity to act or the guarantee of a privilege carries with each the responsibility to act intelligently
- B) Directed Study Exercises pp. 77-78

Concepts

- A) Teaching Methods
- B) Learning Activities

The Lawmaking Branch of Government

- 1. Organization of General Assembly
- 2. How a bill becomes a law

- A) Reading and discussing pp. 79 of Directed Study Exercises
Work with exercises pp. 314 text
Discussion using overhead projection showing steps in a bill becoming law
- B) Mock session of General Assembly
- B) Small fact-finding groups in research
Chart making on steps of a bill becoming a law
Organization of class into "mock" general assembly with the passage of a bill
Guest speaker (a member of the general assembly)
Visit to capitol and General assembly session

Local Government

- Background information
- 1. Types of city government
- 2. Village government

- A) Reading and discussion of text pp. 342-348
Provide examples of each type of local government
- B) Small group discussion

Functions and Services of Local Government

- 1. Mayor
- 2. City Manager
- 3. Treasurer
- 4. Health Dept.
- 5. Safty Dept.

- A) Summarize and discuss powers and duties of each department
Prepare in poster form the names of the individuals holding these posts in Reading, Ohio
Guest speaker
- B) Visit city hall
Discussion with city representative

Early Settlers of Reading

- 1. The Great Road-Reading Road
- 2. Business establishments
- 3. Founding Fathers
- 4. Early schools

- A) Small group research and discussion
Guest speaker
Scale models of early buildings
Locating early landmarks on maps
Presentation of gathered information
- B) Guest speaker
Preparing skill models
Map work
Oral presentation

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- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Text
 - Directed Study Exercises
- B) Chart made by class
 - Teacher-made transparencies
- C) Guest speaker-member of General Assembly
- D) Visit to capitol building seeing session of General Assembly

- A) Reveal a knowledge of the function of the General Assembly
- B) Series of daily quizzes covering previous day discussion
- A) Demonstrate the process of passing a law
- B) Series of daily quizzes covering previous day discussion

- A) Text
 - World Book Encyclopedia

- A) Reveal ways in which local government affects the daily life of students
- See the relation of local to state government

- A) Text
 - World Book Encyclopedia
 - History Directory of Reading, Ohio
- B) Film: Sound from the Hills-Cincinnati Historical Society
- C) Representative from Reading City government
- D) Visit City Hall

- A) Illustrate an understanding of the operation and functions of city government
- B) Be able to realize the internal functions of the city government

- A) History Directory of Reading, Ohio 1966
 - History of Reading, Ohio Centennial Edition
- B) Early photographs
 - Scale models
- C) Mr. Dan O'Brien
 - Hon. Mayor Chas. Gertz

- A) Demonstrate an appreciation for the history of Reading
- See and appreciate the progress of the city over the years

Concepts

- A) Teaching Methods
- B) Learning Activities

AMERICAN ELECTIONS

The basic tenet of democracy: the right to elect officials to represent the people

- A) Discussion of the provisions made for electing national leaders

The National Offices

1. President
2. Vice President
3. Congressman
4. Qualifications and Responsibilities of each office

- A) Read and discuss section from supplementary text pp. 200-201
Construct a chart outlining the qualifications and responsibilities of each national office
Filmstrip
Guest speaker
- B) Small group discussions
Filmstrip review
Interviewing guest speaker
Class discussion
Chart preparation

Importance of Issues in National Elections

- Foreign Policy
- Vietnam War
- Domestic Policies
- Economics
- Inflation
- Law and Order
- Civil Rights

- A) Discuss in small groups using news articles
Panel discussion
Prepare bulletin board using news clippings
Role playing
- B) Research from newspapers, magazines
Preparing and organizing for panel discussions
Role playing
Filmstrip

The Candidates, Their Stand and Background

- Democratic
- Republican
- Independent
- Third Party

The Election Process

- Campaigning
- Primary elections
- National Conventions
 - Pledging of candidates
 - Platform
 - Balloting
- November Election
 - Popular vote
 - Electoral college

- A) Read and discuss material from text
Discuss newspaper and magazine articles on the candidates
Staging a mock convention
Small group reports
Filmstrip
- B) Review filmstrip
Mock national convention
Panel discussions

Supplementary: Campaigns of the past-Development of political parties

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- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Text: Story of The American Nation
Harcourt, Brace and World

- A) Show an understanding of the importance of electing our national leaders

- A) Text
World Book Encyclopedia
This is America's Story
Mifflin Co.
- B) Guest speaker-Representative from the local congressman's office
Chart
Filmstrip: "Government in Action
The President"
- C) Guest speaker

- A) Demonstrate an awareness of the enormous responsibilities of office and decisions that have to be made
Illustrate an appreciation for the responsibilities faced by national leaders
- B) multiple choice quiz

- A) Local newspapers
Current magazines
World Book Encyclopedia
A More Perfect Union
Cambridge Press
- B) World Map
Pictures, posters, and charts
Filmstrip: "Current News"
Cincinnati Enquirer

- A) Show an understanding of major issues in the national elections
Reveal an ability to make judgments on the candidates from facts
Drawing conclusions
- B) Role playing

- A) The United States of America
Silver Burdett
Current magazines and daily newspapers
World Book Encyclopedia
- B) Filmstrip: "Current News"
From Cincinnati Enquirer
Pictures, posters, and charts

- A) Seeing the importance of our citizenry being aware of the issues rather than making rash judgments
Showing an awareness of the responsibilities and duties of the citizens to vote
Illustrate the election process in our country
- B) Multiple choice quiz
Subjective questions

Concepts

- A) Teaching Methods
- B) Learning Activities

WORLD GEOGRAPHY

Geography and You

Progress brings us closer together

1. Transportation through the ages
2. Milestones in Communication
 - Hieroglyphics
 - Alphabet
 - Telephone

Television

3. Results of progress
 - Increased trade
 - Interdependence of peoples
 - International relations

- A) Read and discuss text pp. 13-21
 - Individual and small group activities
 - Filmstrip
 - Discussion question from text pp. 22
- B) Small group work
 - Drawing posters on "Our Shrinking World"
 - Discussion of questions and answers from text
 - Filmstrip review

Where People Live on the Earth's Surface

1. Why is the Earth's surface so uneven?
2. Living in the Earth
3. Life on the mountains
4. Life on the plateaus
5. Life on the plains
6. Life in the river valleys
7. Life by the sea
8. Where most people live

- A) Read and discuss text pp. 39-48
 - Construct model of the U.S. showing the major topographical features
 - Answer questions pp. 42
 - Map study locating densely and sparsely populated areas
- B) Constructing model of U.S.
 - Poster construction
 - Discussing answers to questions
 - Map study
 - Filmstrips

Our Earth and Its Natural Resources

The seven kinds of Natural Resources

- A) Read and discuss text pp. 52-59
 - Discuss the importance of natural resources upon world politics
- B) Small group discussion

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: Our World and It's People
Allyn and Bacon
Supplementary text:
The World Around Us
Harcourt, Brace and World
World Book Encyclopedia
- B) Filmstrip: "World We Live In" The
Face of the Land"
World Map
Filmstrip: "World Geography"
McGraw-Hill

- A) Illustrate how progress brings
us closer together
Reveal an understanding of the
concept of "a shrinking world"
Show appreciation for the signifi-
ficance of inventions and
progress in bringing people
closer together
- B) Essay questions

- A) Text
Supplementary text:
Geography and World Affairs
Rand McNally & Co.
Compton's Encyclopedia
Hammond's World Atlas
- B) Series of six filmstrips
"Our Geography-Regions of the
United States"
Map outline
World map
Posters
Teacher-prepared transparencies

- A) Manifest an understanding of the
various kinds of topography
Show an appreciation of the
effects of topographical
features on man's activities
Demonstrate a knowledge of the
methods used by man in overcoming
the obstacles of topography
- B) Multiple-choice quiz and essay
questions
Explanation of advantages and
disadvantages of living in each
area (topographical)

- A) Text
World Resources
Ginn & Co. 1968

- A) Demonstrate a knowledge of the
seven natural resources
important to man
Show an appreciation of the
major uses of each of the
natural resources
Reveal an understanding of how
the natural resources and their
distribution over the face of
the earth necessitates exchange
among nations

Concepts

- A) Teaching Methods
- B) Learning Activities

Our Earth and Its Climates Eleven Climatic Regions of the World

1. Tropical rainforest
2. Tropical savanna
3. Steppe
4. Desert
5. Mediterranean
6. Humid sub-tropical
7. Humid continental
8. Marine
9. Taiga
10. Tundra
11. Polar ice cap

- A) Discuss material from text
pp. 67-72
Using symbols or colors to locate
the 11 different climates on
a world outline map
Chart construction indication
vegetation, temperature, wild-
life, rainfall, of each climatic
region
Filmstrip
- B) Small group discussion and planning
Construction of charts individually
or in small groups
Climatic map construction
Reviewing filmstrip

Selected World Cultural Areas

The Cultural Regions of Latin America Why are we interested in Latin America?

- A) Read and discuss text pp. 200-205
Plan on chalkboard a graph
showing total trade with South
America from most recent year
- B) Small group discussion
Preparing graph or chart on trade
Filmstrip

Topography, Climate, and Resources

- A) Read and discuss text 205-220
Prepared topographical map of
South America
Constant a bulletin board showing
natural resources
Vocabulary words
- B) Individual or group research on
map construction
Construction of bulletin board
Vocabulary notebook

The People and Their Government Who are the Latin Americans?

1. Family life
2. Religion
3. The Middle Ages
4. Health problems

- A) Read and discuss text pp. 227-233
Vocabulary chart
Exercises Question Box 9 pp. 230

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Text
 - World Book Encyclopedia
 - The World Around Us
 - Harcourt, Brace & World
- B) World map
 - Desk outline map
 - Charts and posters
 - Filmstrip: "The Teeming Rainforests of the Tropics"
 - World climatic map

- A) Show an appreciation of the impact of climate upon man's activities
 - Demonstrate a realization that man can make adjustments of his climate to help improve his living standard.
 - Illustrate the characteristics of each of the try climatic areas
- B) Summarization outline to complete

- A) Text
 - The World Almanac
- B) Posters or charts
 - Filmstrip: "Our Latin American Neighbors"

- A) Illustrate an understanding of the economic and cultural ties between the U.S. and South and Central America

- A) Text
 - Geography in Our Modern World
 - Cram's Geographical Dictionary
 - Lands and Peoples of the World
- B) Map of South America
 - National Geographic resources map

- A) Show the natural resources of Latin America
 - To reveal an understanding of the influence of topography and climate upon progress and human activities
- B) Oral review
 - Exercises from workbook

- A) Text
 - Supplementary text: The World Around Us
- B) Vocabulary chart
 - Teacher prepared transparencies

- A) Reveal an understanding of cultural influences upon the people of Latin America
 - Relate an awareness of the causes for the extremes of wealth and poverty in the region.

- Concepts
- A) Teaching Methods
B) Learning Activities
- Selected Countries of Latin America
- Argentina
- Agriculture
 - Industry
 - The People
 - Trade between U.S. & Argentina
- Brazil
- Agriculture
 - Manufacturing
- Mexico
- Topography
 - Climate
 - Agriculture
 - Mexican-U.S. Relations
- A) Read and discuss sections from text: pp. 234-237, pp. 237-240 and pp. 241-243
Discuss questions at the end of the chapters
Discuss news articles
Vocabulary chart
Prepare bulletin board on Latin America
- B) Preparing vocabulary chart
Map depicting resources of countries
Small group discussion
Bulletin board preparation
Map study
Filmstrip
- The Soviet Union
- Why do we study the Soviet Union?
- A Look at the Land and Topography
1. Major rivers
 2. Mountain chains
 3. Climatic regions
- A) Vocabulary discussion
Read and discuss text
Learning packets for individuals
Map study
Preparing reports
Filmstrips
- B) Preparing vocabulary chart
Map study
Small group discussion
Presenting oral reports
Working with learning packets
Reviewing filmstrips
- The People of the Soviet Union
- A) Population map construction
Small group research
Fideler Visual Teaching Kit
Discussion of text
Filmstrip
- B) Small group and individual research
Map construction
Filmstrip review

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Text
 - Supplementary text: The World Around Us
 - Lands and Peoples of the World-workbook
- B Geography in Our Modern World
- Geography and World Affairs
- B) Desk outline map
- Vocabulary chart
- Artifacts from Latin America
- Filmstrip: "Mexico in Transition"

- A) Illustrate an understanding of the similarities and contrasts among the countries
- Reveal an insight into the human activities of each of the countries
- a) Multiple-choice quiz
- Workbook to accompany Lands and Peoples of the World

- A) Text
 - Let's Travel in the Soviet Union
 - World Book Encyclopedia
 - Cram's Geographical Dictionary
 - Soviet learning packet
- B) Map of Soviet Union
- Fideler Visual Teaching Kit
- Filmstrip: "The Land and Climate of the Soviet Union"
- Desk Outline map

- A) Illustrate the various types of climatic regions of USSR
- Show the extent that these climate determine the livelihood of the people
- Demonstrate a knowledge about the topography of the U.S.S.R.
- Demonstrate added skills in reading and constructing maps

- A) Fideler Visual Teaching Kit
- Test
- Geography in Our Modern World
- B) Transparencies
- Filmstrip: "The People of the Soviet Union"

- A) Show an understanding of how the Climate and topography has been both a help and a hindrance to Russian people
- Illustrate the contributions of Russia's people to the nation

Concepts

- A) Teaching Methods
- B) Learning Activities

The Far East

- Where is the Far East?
- Why are we interested in the Far East?
- The Topography and climate of the Far East
- A Region of Agriculture
- Home of Half of Mankind
 - 1. Races
 - 2. Religions
 - 3. Economic groups
 - 4. Ways of living
 - 5. Health problems
 - 6. Educational problems
 - 7. Political problems

- A) Small group discussion of text
 - Vocabulary chart
 - Map study
 - Research and reporting
 - Resource person
 - Filmstrip
 - Discussion of current events in the Far East
- B) Individual and group research
 - Oral reporting
 - Reviewing filmstrip
 - Interview with resource person
 - Map construction

Selected Areas of the Far East
China

- Why are we interested in China?
- 1. Recent history of China
- 2. Topography and climate
- 3. The people and their livelihood
- 4. The Government of China

- A) Read and discuss text pp. 425-230
 - Map study
 - Small group research
 - Filmstrip
 - News articles discussion
- B) Map study
 - Discussion of current events
 - Individual and small group research
 - Filmstrip review
 - Panel discussion

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text
 - Geography and World Affairs
 - World Book Encyclopedia
 - Geography in Our Modern World
 - Current news magazines
 - Cram's Geographical Dictionary
- B) Posters and pictures of the Far East
 - Wall map of the Far East
 - Desk outline map
 - Transparencies
 - Filmstrip: "Southeast Asia: Cold War Prize"
- C) Foreign exchange student or person that has traveled extensively in the Far East

- A) Demonstrate an ability to construct and interpret graphs, maps, and charts
 - Show an appreciation and understanding of the differences in philosophy, social customs, tradition and cultural patterns in the Far East
 - Demonstrate a concern for the difficulties faced by Far Eastern peoples
- B) Map quiz
 - Multiple choice quiz
 - Discussion questions

- A) Text
 - Geography and World Affairs
 - World Book Encyclopedia
 - Current magazines
 - newspapers
- B) Teacher prepared transparencies
 - Filmstrip: "China and the Impact of Communism"
 - Desk outline maps

- A) Illustrate the food and population problem of China and the factors which bear on it
 - Show how the great respect for tradition in China has served to discourage improved methods of farming and manufacturing
- B) Subjective test
 - Map quiz

Concepts

- A) Teaching Methods
- B) Learning Activities

CAUSES OF WAR

Introduction

Distinction between underlying and immediate causes of war

1. Immediate cause-
an overt act that causes declaration of war
2. Underlying causes-
happenings or trends which build up and lead to war

Imperialism

Economic
Political
Humanitarian (religious)

- A) Large and small group discussion
Research work to locate information
Read and discuss material from supplementary books
Filmstrip
Oral reports
- B) Reporting
Research activities
Reviewing film
Drawing conclusions
Preparing charts
Panel discussion
Oral reports

Alliances-contributors to war

World War I
World War II

- A) Read and discuss material on alliances from text
Chart on blackboard of various alliances of the past and discuss
- B) See above

Nationalism

World War II
Spanish American War

- A) From supplemental text read and discuss how nationalism has helped lead to war in the past
Outline on chalkboard
Use World War II as example
- B) See Above

Armaments

World War II
Cold War

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- Evaluation
- A) Expected Outcome
 - B) Testing Program

- A) Great Issues and Decisions of American History
World Almanac
Current Events Yearbook
American Education Publication
World Book Encyclopedia
Junior Scholastic Magazines
This is America's Story
 pp. 623-626
Encyclopedia Britannica
A History of Our Nation
- B) Posters, charts, cartoons
 Wall maps
 Globe
 Magazines & newspapers
 Filmstrips:
 "The Spanish American War"
 "World War II: The Causes"

- A) See the distinction between underlying causes of war and immediate causes of war
 Illustrate how imperialism often leads to war
 Recall past wars that the U.S. has been involved in and find their causes
 Illustrate how alliances have led to war in the past
- B) Subjective questions

READING COMMUNITY SCHOOLS

CURRICULUM GUIDE

SOCIAL SCIENCE

HIGH SCHOOL

HIGH SCHOOL SOCIAL SCIENCE
COURSE OFFERINGS

Requirements:

9th Grade-		
Citizenship	1 semester	$\frac{1}{4}$ credit
11th Grade-		
U. S. History	2 semesters	1 credit
12th Grade-		
American Government	2 semesters	1 credit

Electives:

*9th of 10th Grade-		
World History	2 semesters	1 credit
World Geography	2 semesters	1 credit
11th or 12th Grade-		
Economics	1 semester	$\frac{1}{2}$ credit
Sociology	1 semester	$\frac{1}{2}$ credit
Psychology	1 semester	credit
International Problems	1 semester	credit

* A student must elect one of the courses in the 9th or 10th grade.

Graduation requirement for Social Sciences is $3\frac{1}{4}$ credits

Concepts

- A) Teaching Methods
- B) Learning Activities

CITIZENSHIP

Unit 1 - 2 weeks

Introduction

1. What is Civics?
2. The meaning of Government
3. The need for government
4. The purpose of government
5. Kinds of government
 - Dictatorship
 - Democracy
 - Comparison of political philosophies

- A) Lecture
 - Class discussion
 - Debate-Democracy vs. Dictatorship
- B) Questions for review
 - Class discussion
 - Oral reports
 - Research in library

Unit 2 - 6 weeks

Government in the U.S.

1. Background of our government (1492-1789)
 - Colonial
 - Articles of Confederation
2. Federal Government
 - Constitution
 - Legislative branch
 - Executive branch
 - Judicial branch
3. State Government
 - State constitution
 - State law making
 - State courts
 - Federal-State relations
4. Local government
 - City of Reading
 - Hamilton county
 - Township
 - School district
5. U.S. and the World
 - A world leader

- A) Lecture
 - Class discussion
 - Oral reports
 - Guest speakers
 - Panel discussion
- B) Study questions
 - Library research
 - Oral reports
 - Each branch of the government
 - Colonial period
 - local government

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Text: American Civics
Hartley, Wm.
Vincent, Wm.
Harcourt, Brace and World
1967
chapters 1 & 25
The U.S.S.R. and Communism
- B) Hoover Tapes on Communism
V.E.C. Current event film
Film: selections from library

- A) Students are expected to:
Understand what the government is and why we need it
Understand the purpose of a government
Understand the different governments in the world
Demonstrate an awareness of what the government does for the people
- B) Essay questions
Objective test
Graded questions for review
Oral reports
Class discussion

- A) Text: chapters 1,2,3,6,7,8,25,26
Rebel vs. Royalist
What Was the American Cause?
Great Issues series - Scholastic
Your Ohio Government
Ellis
- B) VEC Filmstrip
Congress in Action
- C) Mayor of Reading to speak on the role of local government in U.S.
Member of school board or central staff to discuss public education
- D) Visit city hall
Visit county courthouse

- A) Demonstrate an understanding of our American heritage and the development of democracy
Show how the federal, state, and local governments operate
Display a knowledge of how our court system functions and the rights of the individual under the law
Demonstrate an understanding of the relationship between the Federal and State governments
Display a knowledge of the role of the individual in a democratic society
Demonstrate an understanding of the position of the U.S. as a world leader
Display the proper respect for the American form of government
- B) Objective tests
Oral reports
Written reports
Study questions

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 3 - 8 weeks

1. Meaning of citizenship
2. Who are citizens?
3. Duties and obligations of a citizen to:
 - Home
 - School
 - Community
 - State
4. Responsibilities
 - Voting
 - Voicing opinion
 - Running for office
5. Rights of a citizen
6. Gaining American Citizenship
 - Naturalization
7. Patriotism

- A) Lecture
 - Class discussion
 - Panel discussion
 - Guest speaker
 - Oral reports
- B) Library research
 - Study questions
 - Oral reports
 - voting
 - citizenship
 - How to become a citizen
 - Panel discussion
 - The role of the citizen in a democratic society

Unit 4 - 5 weeks

The Thinking American in Action

1. Politics
 - Major political parties
 - Minor political parties
 - Conservatives & Liberals
2. Lobbies & Pressure Groups
3. Public Opinion & Mass Media
4. Importance of Clear Thinking
 - Logic and facts
 - True premises
 - Semantics
 - Rumors
 - Gossip
 - Prejudice
 - Fear
 - Propaganda
 - Name calling
 - Slanted facts
 - Wishful thinking

- A) Lecture
 - Class discussion
 - Guest Speaker
 - Oral reports
- B) Study questions
 - Debate-Conservative vs. Liberal
 - Oral reports
 - Republican party
 - Democratic party
 - Minor party
 - Library research

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Text: chapters 9, 10, 11, 20, 21
 Printed material from
 League of Women Voters
 Material from Secretary of
 State-Columbus, Ohio
Your Ohio Government
You: The Person you Want
to Be
 Fedder, Ruth
Our Home and Family
 Baxter, Laura
Future of Our Cities
 Futterman, R.A.
Small Town
 Hicks, G.
- C) Member of the Board of Elections
 to speak on the voting procedure

- A) Demonstrate an understanding of
 the meaning of citizenship
 Display a knowledge of the
 responsibilities of being
 a citizen
 Display a knowledge of the voting
 procedure and the importance
 of voting
 Demonstrate an understanding of
 the rights of the individual
 as a citizen
 Reveal an appreciation for American
 freedom and the patriotic ideas
 of America
 Demonstrate an understanding of
 the procedure for becoming
 a citizen
- B) Essay questions
 Objective test
 Study questions

- A) Text: Chapters 5, 18, & 19
 Printed material from,
 both political parties
 Printed material from League
 of Women Voters
- B) Film: selection from library
- C) Member of the League of Women
 Voters to talk on politics
 Member of political parties to
 talk to class

- A) Demonstrate an understanding
 of the varying political views
 present in the U.S.
 Demonstrate an understanding of
 the political structure in the
 United States
 Display a knowledge of the
 importance of public opinion
 and mass media
 Demonstrate an understanding of
 how pressure groups and lobbyists
 work
 Demonstrate an understanding of
 what it takes to have or to
 develop the ability to think
 clearly
- B) Essay questions
 Objective test
 Study questions
 Oral reports

Concepts

- A) Teaching Methods
- B) Learning Activities

UNITED STATES HISTORY

Unit 1 - 1 week

Introduction

1. General idea of course content
2. Mechanics of method
3. Student responsibilities

- A) Lecture.
Class discussion.

Unit 2 - 2 weeks

The Colonial Period

1. Europeans discover the New World
2. English colonies dominate North America
3. A new way of life in America
4. British colonial policy

- A) Lecture.
Class discussion.
- B) Study questions.
Library research.
Mapwork - four maps on exploration and colonization.

Unit 3 - 4 weeks

Creating a New Nation

1. Colonies strike for liberty
2. U.S. wins its independence
3. The Confederation
4. Constitution established a union

- A) Lecture.
Class discussion.
Debate.
Panel discussion.
- B) Study questions.
Library research.
Panel - Confederation verses Constitution

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Texts: A History of the United States
 Wade-Wilder-Wade
- (1) Houghton Mifflin, 1966
History: U.S.A.
 Allen and Betts
 - (2) American Book Company, 1967

- A) Exhibit an understanding of the skills needed to study American history.
 Demonstrate a knowledge of the responsibilities one needs to do a good job in the course.

- A) Text: 1) Chapters 1-3
 2) Chapters 1-2
United States to 1865
 pages 1-25
 Krout, John

- A) Display an understanding of the reasons for the age of exploration
 Show the importance of the opening of the New World.
 Demonstrate an understanding of the basis of the American political, social, and economic conditions.
 Show an appreciation of the importance of the colonial period on our form of government.
- B) Essay questions
 Objective tests
 Class discussion
 Study questions
 Unit test

- A) Texts: 1) Chapters 4-6
 2) Chapters 3-5
 U.S. Constitution
A Biography of the Constitution of the United States
 Mitchell, Broadus and Louise
American Political Tradition
 Hofstadter
Living American Documents
 Starr, Todd, and Curtis
- B) Film:
American Revolution
 Cincinnati Public Library

- A) Show why the colonies wanted their independence.
 Demonstrate an understanding of the ideas and concepts written in the Declaration of Independence.
 Display an understanding of the Constitution and how it works.
- B) Essay questions
 Objective tests
 Panel discussion
 Unit test

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 4 - 2 weeks

The Nation is Tested at Home and Abroad

1. New government starts under the Federalists
2. Nation grows in size
3. Second war of independence
4. Nationalism grows
5. Sectionalism checks the growth of nationalism

- A) Lecture.
Class discussion.
Demonstrate Federalist form of government.
Oral reports.
Debate.
- B) Study questions.
Library research.
Debate - Jefferson verses Hamilton.
Oral reports - first political parties, George Washington.

Unit 5 - 2 weeks

Growth of the Democratic Spirit

1. Rise of Jackson
2. Jacksonian Era witnesses changes in American life
3. Manifest destiny and expansion

- A) Lecture.
Class discussion.
Panel discussion - Jacksonian democracy.
- B) Study questions.
Develop chart on the banking system.
Mapwork - expansion of the U.S.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Texts: 1) Chapters 7-10
2) Chapters 6-8
George Washington: Man and Monument
Conliffe, Marcus
Impressions of America, Vol. 1
Brown and Brown
Great History in American History
Vol. 1
Hofstadter
- B) Film:
Thomas Jefferson
Cincinnati Public Library

- A) Exhibit an understanding of Jeffersonian democracy.
Display a knowledge of the importance of the growth of nationalism.
Reveal the differences between the philosophies of Hamilton and Jefferson.
Demonstrate an understanding of the works of our economic system.
- B) Study questions
Essay tests
Objective tests
Oral reports
Debate
Research paper

- A) Texts: 1) Chapters 11-13
2) Chapters 9-11
United States to 1865
pages 95-106
American Political Tradition
Reform in America
Rattner, Faye
Great Issues in American History
Vol. 1
Living American Documents
The Jacksonian Persuasion Politics and Beliefs
Meyers
- B) Film:
Selections from the Cincinnati Public Library list

- A) Exhibit an understanding of Jacksonian democracy.
Reveal the differences between Jeffersonian democracy and Jacksonian democracy.
Demonstrate an understanding of our banking system and its problems.
Display a knowledge of manifest destiny and westward expansion.
Illustrate the importance of expansion to the growth of America.
Display an understanding of the problems created by expansion.
- B) Class discussion
Essay questions
Objective tests

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 6 - 4 weeks

Sectional Differences End in Civil War

1. Sectionalism
2. North and west draw together
3. South and slavery
4. Southern secession
5. North and south fight a bitter war
6. Reconstruction

- A) Lecture.
 - Class discussion.
 - Panel discussion.
- B) Study questions.
 - Library research.
 - Panel discussion - Northern viewpoint verses Southern viewpoint.

Unit 7 - 5 weeks

Growth of an Industrial Economy

1. Settling the last frontier
2. American industry comes of age
3. Urban industry presents new problems
4. Politics in the age of industry
5. Farm problems
6. Money question is settled
 - Gold verses silver

- A) Lecture.
 - Class discussion.
 - Group development of topics - industries, labor leaders.
- B) Study questions.
 - Group reports.
 - Mapwork -- the last frontier.
 - Develop charts on the following subjects: growth of business, tariffs, government regulation.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Texts: 1) Chapters 14-19
2) Chapters 12-14
Great Issues in American History
Living American Documents
The Civil War in America
Barker, Alan
United States to 1865
Life of Lincoln
Herndon
- B) Film:
See selections from Cincinnati
Public Library list

- A) Display an understanding of the growth of sectionalism in America. Demonstrate an understanding of the problems created by sectionalism.
Exhibit a knowledge of slavery and the slave issue in America.
Illustrate how the Republican party was formed.
Show how the doctrine of secession and slavery were ended.
Show an appreciation for the supremacy of the Federal Union over the states.
- B) Objective tests
Essay questions
Class discussion

- A) Texts: 1) Chapters 20-24
2) Chapters 15-20
Reforms in America
The Pioneer verses the Wilderness
Seaberg, Stanley
Scholastic Book series
Great Issues in American History
Vol. 2
Hofstadter
Impressions of America, Vol. 2
Brown and Brown
American Political Tradition
Living American Documents

- A) Show the growth of industry and big business in the United States. Demonstrate an understanding of the importance of the closing of the frontier.
Display an understanding of how important the growth of industry was to the development of the United States.
Reveal an understanding of the problems the farmers faced because of industrialization.
Demonstrate the effect industry had on the American way of life economically, socially, and politically.
Illustrate how the money question was settled and the importance of this question to our economy.
- B) Essay questions
Objective tests
Group reports

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 8 - 5 weeks

United States as a World Power

1. United States acquires overseas possessions
2. Reforms in government
3. Progressive movement sweeps the country
4. Square Deal
5. The move away from isolation
6. Wilson and World War I.

- A) Lecture.
Class discussion.
Group reports - progressive movement; Fourteen Points.
- B) Study questions.
Group reports.
Library research.
Mapwork - U.S. possessions
World War I
Panel discussions - American diplomacy.

Unit 9 - 5 weeks

The Twenties and Thirties, Prosperity, Depression and the New Deal

1. Normalcy
2. U.S. rejects world leadership
3. Political and social change hits the country
4. Prosperity ended in a crash
5. Depression
6. Roosevelt's New Deal
7. Government regulation

- A) Lecture.
Class discussion.
Group reports - stock market crash prosperity
- B) Study questions.
Panel discussions - depression
New Deal
Group reports.
Library research.
Develop a chart on the depression.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Texts: 1) Chapters 25-29
2) Chapters 21-24
United States 1865 to Present
American Political Tradition
Great Issues in American History
Woodrow Wilson and the League of Nations
Aberg, Sherrill
Scholastic Great Issues series
Impressions of America, Vol. 2
- B) Record:
Hear It Now, 1919-1929

- A) Exhibit an understanding of the position of the United States as a world leader.
Demonstrate an understanding of the role of the United States in World War I.
Show how the progressive movement brought reform to the American government.
Display an appreciation for Wilson's attempt to make a lasting peace.
Show how the United States became a world leader.
Demonstrate an understanding of why the United States acquired foreign territories.
- B) Essay questions
Objective tests
Study questions
Research paper

- A) Texts: 1) Chapters 30-33
2) Chapters 25-26
Great Issues in American History
United States 1865 to Present
Impressions of America, Vol. 2
- B) Films:
The Golden Twenties
The Stock Market
Cincinnati Public Library
- Records:
Hear It Now, 1919-1929
Hear It Now, 1933-1945

- A) Exhibit an understanding of how the United States returned to normal and the renewal of isolation.
Show how life in America changed during the Twenties.
Display an understanding of the causes of the great depression.
Illustrate the effects of the great depression on American life.
Demonstrate how the government regulation helped to overcome the depression.
Show how Roosevelt's New Deal helped to bring the United States out of the depression.
- B) Essay questions
Objective tests
Group reports

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 10 - 4 weeks

The United States and World War II

1. Collective security in Europe
2. United States as an isolationist
3. Dictators in Europe
4. War in Europe
5. Japan and the war in the Pacific
6. Victory in Europe
7. Victory in Asia

- A) Lecture.
 - Class discussion.
 - Panel discussion
 - Group activities - reports
discussions.
- B) Study questions.
 - Panel discussion.
 - Library research.
 - Mapwork - European war
Pacific war

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Texts: 1) Chapters 34-35
2) Chapters 27-28
Great Issues in American History
Vol. 2
Life Series on World War II
Impressions of America
- B) Records:
Hear It Now, 1933-1945
Winston Churchill
- Film:
See selections from the Cincinnati
Public Library lists

- A) Exhibit a knowledge of how hostile forces arose in Europe to threaten the world.
Demonstrate an understanding of the role the United States played in World War II.
Display a knowledge of how the United States tried to remain neutral before World War II.
Demonstrate an understanding of the division of power after World War I and the beginning of the Cold War.
Illustrate why the peace settlement of World War II was so difficult to make.
- B) Essay questions
Objective tests
Class reports

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 11 - 5 weeks

The Challenge of World Leadership

1. Post war rebuilding
2. Truman years
3. The Cold War
4. Problem of internal security
5. The Korean Conflict
6. The Eisenhower era
7. New forces in American life
8. Kennedy and the New Frontier
9. Johnson and the Great Society

- A) Lecture.
 - Class discussion.
 - Group reports - problems facing America today: civil rights
education
population
 - Group discussion.
- B) Library research.
 - Study questions.
 - Panel discussion - what course for America?; how to improve our country.
 - Develop a chart showing the civil rights movement in the United States.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Texts: 1) Chapters 36-38
2) Chapters 29-32
- Mandate for Change
 - Eisenhower
 - Profiles in Courage
 - Kennedy
 - Making of the President 1960 and 1964
 - White
 - United States 1865 to Present
 - Impressions of America
 - Living American Documents
 - Great Issues in American History
- B) Film:
- Selections from the Cincinnati Public Library list
- Records:
- Hear It Now, 1945-1949
 - Life Series on the period

- A) Exhibit an understanding of the present situation and how to deal with the current problems. Display an understanding of the role of the U.S. as a world leader. Exhibit a knowledge of how the United States helped to rebuild Europe after World War II. Illustrate how the Cold War developed after World War II. Illustrate how the Cold War has affected the policies of the United States. Display an understanding of their personal role in our government and society. Demonstrate how the government has attempted to solve the social ills of the United States. Demonstrate respect for law and order and to one's responsibility to it. Display an understanding of the challenges being made to our freedom.
- B) Research paper
- Essay questions
 - Objective tests
 - Study questions

Concepts

- A) Teaching Methods
- B) Learning Activities

AMERICAN GOVERNMENT

Unit 1 - 8 weeks

Foundations of American Government

1. Modern political and economic systems defined and compared.
2. Development of the American system of government.
 - Colonial government
 - Early state governments
 - Articles of Confederation
 - Constitution
3. Rights and responsibilities of a free people.
 - Citizenship
 - Civil rights
 - Political rights

- A) Lecture.
 - Class discussion.
 - Debate.
 - Panel discussion.
- B) Library research:
 - 1) political and economic systems for a panel discussion;
 - 2) American political system, Republican verses Democratic viewpoints.

Debate: Democracy verses Communism.
Panel discussion.

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Text: Magruder's American Government
 McClenaghan, Willian A.
 Allyn and Bacon Inc., 1966
 Chapters 1-10
Biography of the Constitution of the United States
 Mitchell, Broadus and Louise
The American Political Tradition
 Hofstadter, Richard
The Nature of Communism
 Daniels, Robert V.
The Communist Manifesto
 Marx, Karl
Newsweek - current issues
- B) Hoover tapes on Communism
 V.E.C. filmstrips - current events
 Growth of government transparencies

- A) Students are expected to:
 - 1) demonstrate an understanding of the different economic and political systems of the world today;
 - 2) exhibit the proper attitudes necessary for participation in our government;
 - 3) illustrate the basic principles underlining our constitution;
 - 4) display an understanding of our political system and the role the people play in our system;
 - 5) show how our federal system functions;
 - 6) show how the American system of government develops;
 - 7) display an appreciation for democracy and its contributions to human welfare and happiness.
- B) . Essay questions
 Panel discussion
 Debates
 Class discussion
 Objective tests
 Graded questions for review
 Book reports

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 2 - 12 weeks

Branches of the American Government

1. Legislative branch.
 - House of Representatives
 - Senate
 - Operation of Congress
 - Powers of Congress
 - Law-making procedure
2. Executive Branch.
 - President
 - election
 - powers
 - Vice president
 - Cabinet
 - Executive departments
3. Judicial branch.
 - National court system
 - Special courts
 - Territorial jurisdiction
 - Puerto Rico
 - Guam
 - District of Columbia
 - Panama Canal Zone

- A) Lecture.
 - Oral reports.
 - Class discussion.
 - guest speaker.
- B) Question for review.
 - Panel discussion - pros and cons of electoral college.
 - Library research -
 - electoral college
 - supreme court
 - Civil rights decisions
 - Set up Congress in classroom and take a law through Congress.
 - Set up court in classroom; go through the legal procedure.
 - Bring local judge to discuss the judicial branch of the government.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- Evaluation
- A) Expected Outcome
 - B) Testing Program

- A) Text: Chapters 11-28
Our Living Government
Hoefner, Bruce and Carr
Periodicals: Newsweek
U.S. News & World
Report
Time
- B) V.E.C. Filmstrips:
Congress in Action
The Presidency
Hoover tape - Operations of the
F.B.I.
Supreme Court Transparency
- C) Local judge to speak to the class
- D) Visit to local court
Visit to local legislative body
Visit to local executive to see
how each operates

- A) Students are expected to:
 - 1) demonstrate an understanding of the powers and functions of Congress;
 - 2) illustrate the role played by the executive in our federal system;
 - 3) display an understanding of the role played by the judicial branch in our government;
 - 4) exhibit an understanding of the legal procedure each individual is entitled to under the law;
 - 5) show how a bill becomes law in Congress;
 - 6) show how the federal courts operate;
 - 7) exhibit a knowledge of the members of the Supreme Court and the Cabinet.
- B) Essay questions
Research paper
Class discussion
Panels
Objective test

Concepts

Unit 3 - 4 weeks

State Governments

1. State constitutions
 - Powers
 - History
2. State legislatures
 - Bicameral
 - Unicameral
 - Apportionment
 - Powers
3. State governors
 - Duties and qualifications
 - Powers
4. State judicial system
 - Organization
 - Jurisdiction
 - Judges
 - Jury system
 - Grand
 - Petit

- A) Teaching Methods
- B) Learning Activities

- A) Lecture.
 - Class discussion.
 - Oral reports.
 - Panels.
 - Debates.
- B) Oral reports - history of Ohio's Constitution; powers of Ohio's governor; explanation of Ohio's court system.
 - Debate - How to reapportion state legislatures, population verses area.
 - Panel discussion - bicameral verses unicameral.
 - Questions for review.
 - *Use Ohio state government.

Unit 4 - 6 weeks

Local Government

1. County government
 - Organization
 - Power
2. Village government
 - Organization
 - Power
3. City government
 - Organization
 - Power
4. Urban problems
 - Core city
 - Suburban growth
 - Taxation, financial loss

- A) Lecture.
 - Class discussion.
 - Panel discussion.
 - Guest speaker.
- B) Questions for review.
 - Panel - urban problems in America.
 - Local government official to speak.
 - Establish a mock government in the class; attempt to handle modern problems.
 - *Use local government of Reading, Cincinnati and Hamilton County.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- Evaluation
- A) Expected Outcome
 - B) Testing Program

- A) Text: Chapters 29-34
Your Ohio Government
Ellis
Ohio State Constitution
Brown, Ted W.
Periodicals
- B) Film from WCET:
Local and State Law Enforcement
V.E.C. Filmstrip:
Current events
- C) Invite state representative to speak to class.
- D) Visit state capital

- A) Students are expected to:
 - 1) display an understanding of the historical background of our state constitution;
 - 2) show how the Ohio state government operates;
 - 3) demonstrate an understanding of the relationship between the state government and the federal government;
 - 4) Show a respect for law and order and one's responsibilities to it;
 - 5) illustrate how the states function within the union of states
 - 6) display a knowledge of the powers of the state government.
- B) Essay questions
Class discussion
Objective tests
Panels
Debates
Questions for review

- A) Text: Chapters 35-37
Periodicals: Newsweek
Time
Local newspapers:
Cincinnati Enquirer
Cincinnati Post - Times Star
Millcreek Valley Paper
- C) Local government officials to speak
- D) Visit local government agencies:
City Hall - Reading
County Court House
Municipal Courts

- A) Students are expected to:
 - 1) exhibit an understanding of how local governments operate;
 - 2) manifest an awareness of the problems of a modern urban society;
 - 3) display an awareness of the part the public plays in local government;
 - 4) display an understanding of the different forms of local government.
- B) Essay questions
Objective tests
Class discussion
Panels
Questions for review
Book reports

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 5 - 3 weeks
Government Serving the Welfare of
the People

- 1. Public education
 - Public schools
 - School finance
 - local
 - state
 - federal
- 2. Social legislation
 - Health
 - Public housing
 - urban renewal
 - housing administration
 - Labor
 - unions
 - government control
- 3. Economy of the nation
 - Capitalism
 - Government participation in
the economy
 - regulator
 - servant to the people

- A) Lecture.
 - Class discussion.
 - Panel discussion.
 - Guest speaker.
- B) Library research -
 - new federal programs,
 - labor unions,
 - public education.Panel discussion - role of the
government as a welfare agency.
Questions for review.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- Evaluation
- A) Expected Outcome
 - B) Testing Program

- A) Text: Chapters 38-42
- C) Social worker
 - School board member
 - Union leader
- D) Visit public health center
 - Sit in on school board meeting

- A) Students are expected to:
 - 1) display an understanding of the changing role of the federal government;
 - 2) show how the public schools are operated and financed;
 - 3) exhibit a knowledge of the social legislation passed and how we benefit from such legislation;
 - 4) reveal the role the government plays as a regulator and as a servant;
 - 5) display an interest in the problems of our society and how the government is trying to solve them;
 - 6) demonstrate how the government attempts to control our economy;
 - 7) create in themselves the determination to become involved in meeting the challenges and problems of his generation.
- B) Essay questions
 - Class discussion
 - Panel discussion
 - Objective tests
 - Research paper
 - Book reports

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 6 - 2 weeks

U. S. and World Organizations

- 1. United Nations
 - History
 - Organization and powers
 - Agencies
 - Strengths and weaknesses
- 2. Collective security
 - NATO
 - SEATO
 - CENTO
 - OAS

- A) Lecture.
 - Class discussion.
 - Debate.
 - Oral reports - United Nations (structure and agencies), NATO, SEATO.
- B) Questions for review.
 - Oral reports.
 - Have foreign exchange student discuss his view of the United Nations and its effect on his home country.
 - Class debate - Is the United Nations a worthwhile organization?

Unit 7 - 2 weeks

Democracy - Review

- 1. Concept of democracy
 - Participation
 - Application in our society
- 2. Democratic ideals
 - Importance of the individual
 - Respect all men
 - Majority rule
 - Minority rights
 - Respect for law and order
 - Compromise
- 3. Making democracy work
 - Laws
 - Informed people
 - Participation

- A) Guest speaker.
 - Class discussion.
 - Panels.
 - Lecture.
- B) Group discussion on democracy.
 - Panel discussions -
 - Democracy and the individual's responsibilities under democracy;
 - Rights and responsibilities of a good citizen;
 - What is necessary to make democracy work.
 - Class discussion on patriotism: its role in our life.

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Text: Chapter 43
- Periodicals: Newsweek
- Time
- U.N. Quarterly
- Foreign Policy and the Democratic Process
- beloff, Max
- The Emerging Nations
- Millikan, Max F.
- Materials from the United Nations (requested by mail)
- C) Foreign exchange student

- A) Students are expected to:
 - 1) display an understanding of the workings and functions of the United Nations;
 - 2) exhibit an understanding of the role the United States plays in the United Nations;
 - 3) exhibit a knowledge of why the United Nations was created and the role it plays in international affairs;
 - 4) reveal a concern for the current problems arising in the world today;
 - 5) display an appreciation for the importance of the United Nations in attempting to create world peace;
 - 6) present views other countries have towards the United Nations.
- B) Research paper
- Debate
- Essay questions

- A) Text: General Review
- Periodicals
- Newspapers
- Speeches of famous men
- C) Local minister or judge to speak

- A) Students are expected to:
 - 1) demonstrate civic responsibilities and discharge them to the best of their ability;
 - 2) show a respect for law and order and one's responsibility to it;
 - 3) display an appreciation for democracy and its contributions to human welfare and happiness;
 - 4) demonstrate loyalty and patriotism to our democratic ideals;
 - 5) participate in one's government as a good citizen;
 - 6) exhibit an understanding of the basic ideas which make America a democracy.
- B) Research paper
- Out of class paper
- Essay questions

SS s 27

Concepts

- A) Teaching Methods
- B) Learning Activities

WORLD HISTORY

Unit 1 - 2 weeks

The Dawn of Civilization

- 1. The Stone Age
 - Ancient earth
 - Basic skills developed in Old Stone Age
 - Advances of the New Stone Age
 - Invention during the Bronze Age
- 2. River valley civilizations
 - Egyptians build first empire
 - Advances of Egyptian civilization
 - Fertile Crescent
 - Western Asia, large empires

- A) Lecture.
 - Class discussion.
 - Oral reports - Egyptian civilization, Stone Age, Bronze Age.
- B) Study questions.
 - Library research.
 - Oral reports.
 - Map work - ancient world.

Unit 2 - 3 weeks

The Classical World

- 1. Greek civilization
 - Aegean civilization
 - Greeks and democracy
 - City-state rivalries
 - Macedonians united Greece
 - Greek culture, basis for western culture
- 2. Roman Empire
 - Roman Republic
 - Republic becomes a world state
 - Empire endured for five centuries
 - Romans preserved Greek culture

- A) Lecture.
 - Class discussion.
 - Oral reports.
 - Mapwork.
- B) Study questions.
 - Library research.
 - Oral reports - Greek leaders, Roman leaders.
 - Mapwork.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: Living World History
Wallbank and Schrier
Scott, Foresman and Company
1964
Chapters 1-2
Worlds Without End
Barclay, Isabel
Conquest of Civilization
Breasted
Ancient History
Robinson
- B) Film:
Selections from the Cincinnati
Public Library

- A) Demonstrate an understanding of the ancient earth and the people who lived there.
Display an understanding of the advances made by early man during the Stone Age and the Bronze Age.
Demonstrate an understanding of the early Egyptian civilization.
Demonstrate an understanding of the development of the Fertile Crescent and western Asia.
- B) Essay questions
Objective tests
Study questions

- A) Text: Chapters 3-4
Hellenic History
Botsford and Robinson
Trojan War
Coolidge
Socrates, the Man Who Dared to Ask
Mason
Cicero and the Roman Republic
Julius Caesar
Duggan
- Films:
Selections from the Cincinnati
Public Library

- A) Demonstrate an understanding of the development of democracy in ancient Greece.
Display a knowledge of the advances made by ancient Greece.
Demonstrate an understanding of how the Greek culture is the basis for western culture.
Display a knowledge of the Roman Empire and the achievements it made.
Demonstrate an understanding of how the Romans continued the Greek culture.
- B) Essay questions
Objective tests

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 3 - 6 weeks

The Middle Ages

1. Rise of Christianity and the fall of Rome
 - Christianity, growth in the Roman world
 - German tribes invade Rome
 - Church becomes a leader
 - Pope and Franks unite
2. Feudalism and the Age of Faith
 - Feudalism in western Europe
 - The manor
 - Chivalry set standards for conduct
 - The church unified Europe
3. The growth of medieval towns
 - Town life
 - Education and learning advanced
 - Literature and arts expressed spirit of the time
4. Byzantine, Moslem and Russian Empires
 - Eastern Empire
 - Byzantine made contributions
 - Moslem Empire
 - Moslem advances
 - Slavic state began on the Russian plain

- A) Lecture.
 - Class discussion.
 - Mapwork.
- B) Study questions.
 - Library research.
 - Map report.
 - Write a paper on feudalism.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- Evaluation
- A) Expected Outcome
 - B) Testing Program

- A) Text: Chapters 5-8
- The Medieval Church
 - Baldwin
 - Founders of Great Religions
 - Burrows
 - Makers of Christianity
 - Case
 - Magnificent Century
 - Costain
 - The Crusades: Iron Men and Saints
 - Lamb
 - Middle Ages
 - Mills
 - Western Europe in the Middle Ages
 - Strayer
- B) Film:
- Selections from the Cincinnati Public Library

- A) Demonstrate an understanding of how Christianity rose out of the Roman Empire.
- Display an understanding of the role the church played in unifying Europe.
- Show how feudalism affected life in Europe.
- Show how the growth of towns influenced medieval life.
- Demonstrate an understanding of the art and literature of the Middle Ages.
- Demonstrate an understanding of why the Eastern Empire was different from the Roman Empire.
- Display a knowledge of the contributions made by the Byzantine Empire.
- Display a knowledge of the advances made by the Moslem Empire.
- Demonstrate an understanding of how the Russian Empire developed.
- B) Essay questions
- Objective tests
 - Mapwork

Concepts

Unit 4 - 3 weeks

Early Civilizations in Asia, Africa, and America

1. Civilization in India
 - Indus River Valley
 - Indian life
 - Strong ruler established Indian empires
 - Gupta Empire
 - Moslem control
2. China and Japan
 - Hwang Ho Valley
 - Chou Dynasty
 - Two dynasties united China
 - Tang Dynasty
 - Invasions destroy Chinese civilization
 - Mings and Manchus
 - Japan developed independently
3. Africa and America
 - Early Africa
 - American Indians
 - Mayas
 - Aztecs
 - Incas
 - Distinctive Indian customs

Unit 5

Medieval Europe in Transition

1. Development of nations
 - Feudalism grew outmoded
 - England became a united nation
 - French nation-state
 - Nation states
2. The Renaissance
 - Began in Italy
 - Humanism and revival of learning
3. The Reformation
 - Church declines
 - Reformation divided Europe
 - Religious difference and political conflicts
4. Age of discovery
 - Chief factors
 - New lands
 - Overseas empires
 - Commercial revolution

- A) Teaching Methods
- B) Learning Activities

- A) Lecture.
 - Class discussion.
 - Mapwork.
 - Oral reports.
- B) Study questions.
 - Library research.
 - Mapwork - Hwang Ho Valley
 - Indus Valley
 - African settlement
 - American Indian tribes
- Oral reports - Aztecs
- Incas
- Chou Dynasty
- Gupta Empire
- Tang Dynasty
- Japan

- A) Lecture.
 - Class discssion.
 - Oral reports.
- B) Study questions.
 - Library research.
 - Oral reports - explorers
 - Renaissance
- Mapwork.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- Evaluation
- A) Expected Outcome
 - B) Testing Program

- A) Text: Chapters 9-11
- Japan: Lessons in Enterprise
Honsberger
 - Founders of Great Religions
Burrows
 - Place in the Sun
Clark
 - Wisdom of China and India
Yu-tang, Lin
 - Giants of China
Kuo, Helena
 - China Takes Her Place
Crow
- B) Film:
- Selections from the Cincinnati
Public Library

- A) Demonstrate an understanding of the culture of early India.
Display an understanding of the importance of the Moslem control over India.
Demonstrate an understanding of the culture of early China.
Show how the different dynasties controlled China.
Reveal an understanding of the influence outsiders had on China.
Demonstrate an understanding of of the early African and American cultures.
- B) Essay questions
Objective tests
Mapwork

- A) Text: Chapters 12-15
- Renaissance and Reformation
Mills
 - Christopher Columbus
Morison
 - Famous Men of Science
Bolton
 - Three Musketeers
Dumas
- B) Film:
- Selections from the Cincinnati
Public Library

- A) Demonstrate an understanding of how nation-states developed.
Demonstrate an understanding of the nation-state in the development of Europe.
Show the importance of the Renaissance in the development of modern Europe.
Demonstrate an understanding of the Reformation and its effect on Europe.
Display a knowledge of the factors that caused the age of discovery.
- B) Objective tests
Essay tests
Mapwork

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 6 - 3 weeks

Early Modern Times

1. Power struggle of European kings
 - Absolutism
 - Powerful Russian rulers
 - Prussia
 - Power politics
2. Science and the Age of Reason
 - New theories
 - New branches of science
 - Medical knowledge
 - Age of Reason
3. Age of democratic revolution
 - Puritan revolution
 - Bloodless Revolution
 - American Revolution
 - French Revolution
 - Results of the French Revolution
 - Napoleon, son of the Revolution

- A) Lecture.
 - Class discussion.
 - Panel discussion.
 - Oral reports.
- B) Study questions.
 - Library research.
 - Research paper.
 - Oral reports.
 - Develop a chart showing the different revolutions and how each helped to further democracy.

Unit 7 - 6 weeks

Nineteenth Century Europe

1. Reaction and revolt after Napoleon
 - Congress of Vienna
 - Great powers oppose liberalism and nationalism
 - 1830's gain made for nationalism
 - Revolutions of 1848
2. Growth of nationalism and democracy
 - Crimean War
 - Continental Europe reorganizes
 - Democracy in western Europe
 - Lack of progress in eastern and southern Europe
3. The Industrial Revolution
 - Started in England
 - Technology spurred industrial growth
 - Science and medicine advance
 - Arts: Age of Vigor
4. Movements of social protest
 - Industrialism presents problems
 - Socialists
 - Working class conditions improve

- A) Lecture.
 - Class discussion.
 - Oral reports.
 - Panel discussions.
- B) Research project.
 - Library research.
 - Study questions.
 - Oral reports - leaders of the Industrial Rev. Crimean War Revolutions of 1948
 - Panel discussions - socialist changes suggested, reasons for revolution.
 - Develop a chart showing the formation of nation-states in Europe and the growth of democracy in Europe.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Place

- A) Expected Outcome
- B) Testing Program

- A) Text: Chapters 16-18
From Despotism to Revolution
 Gershoy
Napoleon
 Komroff
Drums
 Boyd
Tale of Two Cities
 Dickens
Emeralds for the King
 Savery
- B) Film:
 Selections from the Cincinnati
 Public Library

- A) Demonstrate an understanding of the power struggle that took place in Europe.
 Show how important science was during the Age of Reason.
 Demonstrate an understanding of the causes for revolution.
 Show how revolution furthered the cause of mankind.
 Demonstrate an understanding of how all revolutions were related.
- B) Essay questions
 Objective tests
 Research paper

- A) Text: Chapters 19-22
Men in Crisis
 Whitridge
Story of Inventions: Man the Miracle Maker
 Van Loon
Handbook of Political "isms"
 Wasserman
Famous Men of Modern Times
 Haaren
Land of William of Orange
 Barnouw
- B) Film:
 Selections from the Cincinnati
 Public Library

- A) Demonstrate an understanding of the peoples' unrest in Europe.
 Demonstrate an understanding of the growth of Europe.
 Show how democracy grew step by step in Europe.
 Illustrate the effects of the Industrial Revolution on Europe.
 Demonstrate an understanding of the problems created by the Industrial Revolution.
 Illustrate the growth of democracy in western Europe.
- B) Essay questions
 Objective tests
 Research papers

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 8 - 3 weeks

Growth and Expansion Outside Europe

1. Emergence of new nations
 - U.S. grew strong
 - British Empire
 - Latin America gained its independence
2. Triumph of imperialism
 - India
 - China
 - Japan
 - East
 - Africa
 - Latin America

- A) Lecture.
 - Class discussion.
 - Panel discussion.
 - Oral reports.
- B) Develop a chart showing the area that foreign countries controlled.
 - Study questions.
 - Library research.
 - Oral reports.

Unit 9 - 4 weeks

National Rivalries and World War I

1. Drifting towards war
 - Imperialism threatens peace
 - Europe split
 - Conditions favor peace
 - Strong forces led to war
2. World War I
 - Crisis arose in the Balkans
 - Powder keg exploded
 - World went to war
 - Victors tried to build lasting peace

- A) Lecture.
 - Class Discussion.
 - Mapwork.
 - Panel discussion.
- B) Develop a chart of the battles of World War I.
 - Study questions.
 - Library research.
 - Panel discussion.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: Chapters 23-24
- Place in the Sun
Clark
 - China Takes Her Place
Crow
 - Imperialism and World Politics
Moon
 - Good Earth
Buck
 - Oil for the Lamps of China
Hobart

- A) Demonstrate an understanding of how new nations developed.
- Demonstrate an understanding of the importance of new nations in the world picture.
- Show how other countries attempted to dominate weaker countries.
- Demonstrate an understanding of why imperialism was started by certain countries.
- B) Essay questions
- Objective tests

- A) Text: Chapters 25-25
- War in Outline
Liddell
 - World War I: An Outline History
Baldwin
 - Over There! Stories of World War I
Fenney.
 - The Good Years
Lord
 - All Quiet on the Western Front
Remarque

- A) Demonstrate an understanding of the underlying causes of World War I.
- Display a knowledge of the direct cause of World War I.
- Demonstrate an understanding of the forces present that wanted peace and those that wanted war.
- Reveal an understanding of the alliance system and how it created a World War.
- Display a knowledge of the attempts made to create a lasting peace.
- B) Essay questions
- Objective tests
- Panel work

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 10 - 7 weeks

Challenges to Democracy and World War II

1. League of Nations and the search for peace
 - League's work
 - Problems of peace
 - Democracy faced new trials in Europe
 - American nations faced contrasting social problems
2. Rise of communism in Russia
 - Autocratic rulers weakened Russia
 - Bolsheviks control Russia
 - Stalin established a despotic regime
 - Relations with the west were unfriendly
3. Dictators on the march
 - Fascist leaders
 - Aggressive dictators
 - Democratic countries attempt to maintain peace
 - Appeasement failed
4. World War II
 - Axis powers
 - Allies win

- A) Lecture.
 - Class discussion.
 - Panel discussion.
 - Oral reports.
 - Map work.
- B) Study questions.
 - Map work - show the countries that were controlled by dictators.
 - Develop a chart showing the battles of World War II.
 - Library research.

Unit 11 - 4 weeks

The World Today

1. The Twentieth Century science and the arts
 - Great discoveries in science
 - Technological changes
 - Arts reflected the changing world
2. The world since 1945
 - New challenges
 - Cold War
 - Free world and peace
 - Soviet Union
 - Third world was formed

- A) Lecture.
 - Class discussion.
 - Panel discussion.
 - Oral reports.
- B) Study questions.
 - Library research.
 - Oral reports.
 - Research paper.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- Evaluation
- A) Expected Outcome
 - B) Testing Program

- A) Text: Chapters 27-30
- Memoirs of the Second World War
Churchill
 - The Second World War
Churchill
 - Crusade in Europe
Eisenhower
 - Sink the Bismarck!
Forester
 - The Diary of a Young Girl
Frank, Anne
 - D-Day: The Sixth of June
Howarth
 - The Rise and Fall of Adolf Hitler
Shirer
 - Day of Infamy
Lord
- B) Film:
- Selections from the Cincinnati
Public Library

- A) Display an understanding of the League of Nations and its work. Reveal an understanding of the problems created by the peace of 1919. Show how democracy was threatened by the dictators of Europe. Show how Communism grew in Russia. Demonstrate an understanding of how the leaders of Russia developed Russia. Demonstrate an understanding of how different dictators came to power. Display an understanding of why appeasement failed in the 1930's. Display an understanding of why World War II started. Demonstrate an understanding of the outcomes of World War II.

- A) Text: Chapters 31-32
- Inside Russia Today
Gunther
 - Russia and the West Under Lenin and Stalin
Kennan
 - The Bridge at Andau
Michener
 - The Making of the President 1960 and 1964
White

- A) Display an understanding of the advances made since World War II. Reveal a knowledge of the changes taking place in our society. Demonstrate an understanding of the Cold War and its effect on the world today. Demonstrate an understanding of the problems faced by the free world today.

Concepts

- A) Teaching Methods
- B) Learning Activities

WORLD GEOGRAPHY

Unit 1 - 1 week

Introduction

1. General description of course
2. Geographical terms
3. Course requirements

- A) Class discussion
- Lecture

Unit 2 - 3 weeks

Before the Age of Discovery

1. The Mediterranean and its borders
2. Greek attempts to measure and map the earth
3. Middle Ages: Period of confusion

- A) Lecture
 - Class discussion
 - Map work
 - Oral report
- B) Study questions
 - Oral reports
 - early traders & voyagers
 - explorers
 - Map work
 - Mediterranean and the Old World

Unit 3 - 5 weeks

From the Age of Discovery On

1. First glimpses of the Continent
 - Portuguese voyagers
 - Columbus
2. Completing the outlines of the oceans
 - Problems of navigation
 - Geographic problems
3. Filling in the Map
 - Polar explorers
 - Ocean geography
 - Modern geography
4. Sources of Modern knowledge about the earth
 - Earth's surface
 - The atmosphere
 - Water
 - Plants and animals
 - Study of man
5. The World Picture
 - Oceans
 - Climates
 - Major natural regions

- A) Lecture
 - Class discussion
 - Map work
 - Oral reports
- B) Study questions
 - Key words
 - Oral reports
 - Earth's surface
 - Atmosphere
 - Climates
 - Natural regions
 - Polar explorers
 - Map work
 - New world
 - Early exploration
 - Columbus's voyages
 - Magellan's voyage

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- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: The Wide World a Geography
James, Preston
Davis, Nelda
The Macmillan Co.
1962
Text: chapter 1

- A) Exhibit an understanding of the skills needed to study world geography
Demonstrate a knowledge of the responsibilities one needs to do a good job in the course

- A) Text: chapter 2,3, & 4
World Atlas
B) Films: selections from library
A) God, Graves and Scholars
Ceram, C.
Mapping the World: Mother Earth's Portrait
Raisz

- A) Show how early explorers used geography
Exhibit a knowledge of the old world
Display an understanding of why geography is important to man
Illustrate how geography was first studied
B) Objective tests
Daily tests
Essay questions

- A) Text: chapters 5,6,7,8,& 9
World Atlas
Desk maps of the world
The Voyagers: Being Legends & Romances of Atlantic Discovery
Colum, Padraic
Mysteries of the North Pole
De La Croix
Christopher Columbus
Morison, Samuel
After You Marco Polo
Shor, Jean
Explorers & Their Discoveries
Hayward, Howard

- A) Exhibit an understanding of how early exploration affected the study of geography
Show what effect geography has on people
Show how geography helps or hinders people
Show where the major oceans, continents, and natural regions are located
Display an understanding of what makes up the earth surface, atmosphere and climate.
Illustrate how the world is united
Demonstrate an understanding of how plants animals and men are related
B) Objective tests
Essay questions
Reports
Map work

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 4 - 3 weeks

1. Race and Culture
 - Race
 - Culture
 - Culture and Habitat
2. Population and Culture (before 1750)
 - Spread of early man
 - Six early civilizations
3. Population and culture (since 1750)
 - The industrial revolution
 - Population changes
 - World's seven culture areas

- A) Lecture
 - Map work
 - Class discussion
 - Oral reports
- B) Map work
 - Six early civilizations
 - Seven culture areas of the world
 - Develop a chart showing the population trends since 1900
 - Study questions
 - Library research

Unit 5 - 3 weeks

European Culture Areas

1. Scandinavian Countries
 - Sweden
 - Norway
 - Denmark
 - Iceland
 - Finland
 - Physical character
2. Western Europe
 - Great Britain
 - Iceland
 - France
 - Germany
 - Benelux
 - Austria
3. Mediterranean Countries
 - Italy
 - Vatican city
 - San Marino
 - Spain
 - Portugal
 - Greece

- A) Class discussion
 - Map work
 - Oral reports
- B) Study questions
 - Library research
 - Oral reports
 - England
 - Vatican City
 - Greece
 - Others
 - Map work
 - Areas-Mediterranean
 - Western Europe
 - Scandinavian
 - Industrial countries

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Text: chapters 10, 11, and 12
Desk maps of different areas
- B) Film: selections from library
- A) Reading the Landscape
Watts

- A) Show where the seven areas of culture are located
Display an understanding of the early civilizations of the world
Illustrate an understanding of the contributions that all people have made to our culture and civilization
Reveal an appreciation for culture and ways of life other than his own
Display an understanding of the effects of the industrial revolution on the population of the world
- B) Objective tests
Class reports
Map work
Essay questions

- A) Text: chapters 13, 14, & 15
Maps
World Atlas
- B) Film: selection from library
- A) Sweden: Model for a World
Strode
Great True Adventures
Thomas
Young Travelers to Greece
Trease

- A) Exhibit a knowledge of the European culture
Display an understanding of the different peoples of Europe
Show how geography has helped to cause conflict among the peoples of Europe
Demonstrate an understanding of the problems geography has created for Europe
- B) Essay questions
Objective test
Map work
Reports

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 6 - 4 weeks

American Culture Area

1. Anglo-American
 - U.S.
 - Canada
2. Latin America
 - Habitat
 - Population and settlement
 - Modern countries
 - Industrial and democratic revolutions
 - Spanish countries
 - Portuguese

- A) Class discussion
 - Map work
 - Oral reports
- B) Study questions
 - Library research
 - Oral reports
 - Spanish influence
 - Democracy in South America
 - Map work
 - North America
 - Central America
 - Spanish America
 - Anglo-America

Unit 7 - 3 weeks

Middle East

1. Persian Gulf
 - Iraq
 - Iran
 - Saudi Arabia
 - Jordan
2. Eastern Mediterranean & Red Sea
 - United Arab Republic
 - Syria
 - Lebanon
 - Israel
 - Yemen & Aden
 - Somali Coast
 - Sudan
 - Ethiopia
3. North Africa and Eastern Border
 - Libya
 - Algeria
 - Tunisia
 - Morocco
 - Turkey
 - Afghanistan
 - Pakistan

- A) Class discussion
 - Lecture
 - Oral reports
 - Map work
- B) Library research
 - Study questions
 - Oral reports
 - Arab Countries
 - Yemen & Aden
 - Israel
 - British influence in this area
 - Map work
 - North Africa
 - Eastern Mediterranean
 - Persian Gulf

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Text: chapters 16 & 17
World Atlas
Maps
- B) Selection from library
- A) The Land and People of Canada
Ross
- The Land and People of South America
Paton

- A) Demonstrate an interest in the countries of the Western Hemisphere
- Demonstrate an understanding of the background of the countries of the Western Hemisphere
- Show how geography has influenced the people of the Western Hemisphere
- Display an understanding of the foreign influence of the Western Hemisphere
- Demonstrate an understanding of the people who live in the Western Hemisphere
- B) Essay questions
- Objective tests
- Reports
- Map work

- A) Text: chapters 18,19, & 20
Maps
- Turkey, Old and New
Ekrem
- Africa and the World Today
Rosberg

- A) Demonstrate an understanding of the people of the Middle East
- Demonstrate an understanding of how geography has influenced this area
- Demonstrate an understanding of the background and importance of this area in the world today
- Show how many different cultures developed in this area
- Show how outsiders have influenced this area
- Demonstrate an understanding of the conflicts that arise in this area
- B) Essay questions
- Objective test
- Oral reports
- Map work

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 8 - 7 weeks

Oriental Culture Area

1. India
 - Physical characteristics
 - Population & settlement
 - Agriculture
 - Industry
2. Southeast Asia
 - Burma
 - Thailand
 - Cambodia
 - Loas
 - Vietnam
 - Malaya
 - Singapore
3. Island Countries
 - Ceylon
 - Indonesia
 - Philippines
4. China
 - Physical characteristics
 - Population
 - Agriculture
 - Resources
 - Communist China
 - Nationalist China
5. Japan
 - Physical characteristics
 - Population
 - Resources
6. Korea

- A) Lecture
 - Class discussion
 - Oral reports
 - Map work
- B) Study questions
 - Library research
 - Oral reports
 - population explosions
 - Communist China
 - food problem
 - attempts to develop area
 - Map work
 - Each individual area
 - Develop a chart on the different cultures of the area

Unit 9 - 4 weeks

1. Russia-Soviet Culture Area
 - Growth
 - Physical characteristics
 - Population
 - Industry
2. Satellite Countries
 - Poland
 - Czechoslovakia
 - Hungary
 - E. Germany
 - Romania
 - Bulgaria
 - Albania
 - Yugoslavia
 - Mongolian People

- A) Class discussion
 - Oral reports
 - Map work
- B) Study questions
 - Library research
 - Map work
 - Blocks of countries
 - Individual countries
 - Oral reports
 - Soviet Union
 - Satellite countries

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: chapters 21,22,23,24,25,
30, & 31

Maps

Korea's Heritage

McCune

My Country and My People

Iin Yutang

North to the Orient

Lindbergh, Anne

The Land & the People of the

Philippines

Vaughan

Gandhi

Eaton

Prison & Chocolate Cake

Sahgal

At Home in India

Bowles, Cynthia

- A) Demonstrate an understanding of the oriental culture
Show how geography has affected the orient
Demonstrate an understanding of how geography has helped to cause the many conflicts in the area
Show how the physical characteristics have helped to shape each country
Display a knowledge of how each country has been influenced by outsiders
Display an understanding of the different sub-cultures of the area
Demonstrate an understanding of the importance of the orient in world affairs today
- B) Essay questions
Objective tests
Map work
Oral reports

- A) Text: chapters 26 & 27

- A) Demonstrate an understanding of the cultures of the area
Show how geography has affected it
Demonstrate an understanding of how the people of U.S.S.R. live
Illustrate the relationship between U.S.S.R. and satellites
- B) Essay questions
Objective test
Oral reports
Map work

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 10 - 2 weeks

African Culture Area

- 1. South Africa
 - Habitat
 - Settlement
 - Population
 - Industry
- 2. Tropical Africa
 - Habitat
 - East Africa
 - West Africa
 - Central Africa

- A) Class discussions
 - Map work
 - Oral reports
- B) Study questions
 - Map work
 - Central)
 - East) Africa
 - West)
 - South)
 - Oral reports
 - Republic of South Africa
 - Colonial Africa

Unit 11 - 1 week

Using Man's Knowledge of the World

- 1. Geography in Action
- 2. Careers in Geography

- A) Class discussion
 - Lecture
- B) Write a paper
 - "How geography helps one in everyday life"
 - Develop a chart of the world'

- A) Printed
B) Audio Visual
Resources C) People
D) Places

- A) Expected Outcome
Evaluation B) Testing Program

- A) Text: chapters 28 & 29
Listen! The Wind
Lindbergh, Anne

- A) Demonstrate an understanding of
how geography affects the
continent of Africa
Show how geography has shaped
the continent of Africa
Demonstrate an understanding
of the importance of this area
Demonstrate an understanding of
the influence foreigners had
on Africa
Display a knowledge of the people
B) Essay questions
Map work
Objective test

- A) Text: chapters 32 & 33
Once Around the Sun
Fraser, Ronald

- A) Demonstrate an understanding
of the different types of
geography
Show how geography has affected
everyday life
Demonstrate an understanding of
how important geography is in
everyday life
Illustrate the use and opportunities
in the area of geography

Concepts

- A) Teaching Methods
- B) Learning Activities

ECONOMICS

Unit 1 - 2 weeks

A First View

- 1. Our Expanding Free Economy
 - Free Enterprise
 - Expanding Economy
- 2. Dynamics of Our Economy
 - Factors of production
 - Sources of wealth
 - Flow of income and expenditures
 - Flow of savings into investments

- A) Lecture
 - Class Discussion
- B) Write a paper on the "Free Enterprise System and What it Means"
 - Library research
 - Free enterprise

Unit 2 - 3 weeks

The Economy of the American Family

- 1. Family as a Consumer
 - Consumption
 - Planned buying vs impulse buying
 - Intelligent buying
- 2. Maintaining Family Income
 - Savings
 - Investment
 - Borrowing
 - Installment buying
 - Distribution of income
 - Protection of income

- A) Class discussion
 - Panels
 - Budget
 - Interest on loans
 - Lecture
 - Study questions
- B) Students should examine hypothetical cases of buying
 - Follow certain stocks on the stock market
 - Library research
 - Consumer reports
 - Interest rates

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: Our American Economy
Lindholm & Driscoll
1962 and 1964
chapter 1 and 2
- Modern Economics
Wronski, Doody, & Clemence
Economics
Goodman & Harris
- Charts:
Free enterprise
American economy

- A) Exhibit a familiarity with the interworkings of the free enterprise system
Demonstrate the importance of the free enterprise system in our democracy
- B) Essay questions
Objective tests
Study questions
Written paper
Class discussion

- A) Text: chapters 3 and 4
Booklet: Installment Buying
Phelps, William
Economics
Goodman & Harris
- B) Film: Cincinnati Public Library
Credit
- C) Local banker to discuss loans and interest with class

- A) Display a knowledge in stocks and the stock market
Demonstrate how to use a budget when spending their income
Exhibit an understanding of the various installment contracts and the cost of each
Illustrate the various types of investments an individual can make
Display a knowledge of how to use consumer reports to evaluate products
Demonstrate the ability to shop intelligently
- B) Essay questions
Objective test
Comparative shopping

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 3 - 3 weeks

Business & Production

1. Forms of Business
 - Ownership
 - Proprietorship
 - Partnership
 - Importance of small business
 - Corporate form
2. Functions of Business
3. Business Decisions
 - Source of capital
 - Material
 - Machines
 - Men
 - Marketing
 - Law of Supply and Demand
4. Large Scale Business-Monopoly
 - Nature of large scale production
 - Business combination
 - Monopolies in business
 - Government regulation

- A) Class discussion
 - Lecture
 - Oral reports
 - Guest speakers
- B) Study questions
 - Development and operation of a business in the class
 - Have students develop a composition chart of the different types of business organizations

Unit 4 - 3 weeks

The Role of Labor

1. The American work
 - Labor Force
 - Job trends
 - Wages on the labor market
2. Organizations of American Workers
 - Aims of Unions
 - Practices of Unions
 - Formation of Unions
 - Legal position of unions
3. Labor Management Bargaining
 - Collective Bargaining
 - Aims of labor
 - Aims of management
 - Issues in Bargaining
 - Beyond Bargaining

- A) Class discussion
 - Lectures
 - Oral reports
 - Outside readings
 - Debates
- B) Study questions
 - Debate: Labor unions- Too Little or Too Much Power?
 - Library research
 - Unions
 - Job trends

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- Evaluation
- A) Expected Outcome
 - B) Testing Program

- A) Text: chapters 5, 6, & 7
Economics in Our Time
Smith, Augustus H.
Chart-Forms of Business
- B) Films: Cincinnati Public Library
- C) Invite local business man to talk to the class
- D) Visit local industry

- A) Demonstrate familiarity with the different ways business may be organized
Outline the advantages and disadvantages of the different business organizations
Show an understanding of the role of the government plays on regulating competition
Illustrate the techniques involved in modern day marketing
- B) Essay questions
Objective test
Study questions
Projects

- A) Text: chapters 8, 9, & 10
Modern Economics
Economics
Chart: Growth of Labor Unions
- C) Speakers Representing Labor Management

- A) Demonstrate familiarity with the historical achievements made by labor
Exhibit an understanding of the current demands of labor
Display a familiarity with the various techniques that may be employed by opponents to settle a dispute.
Exhibit an understanding of the present trends in organized labor
- B) Essay questions
Study questions
Projects
Oral reports
Objective tests

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 5 - 1 week

The Role of Government

1. How Government Spends Its Income
 - Local
 - State
 - Federal
 - Controlling Government Expenditures
 - Budget
 - Government control
2. How Government Gets its Income
 - Principles of taxation
 - Effects of taxation
 - Income tax
 - Other taxes
 - Other income
 - Government borrowing
 - National debt

- A) Lecture
 - Class discussion
 - Oral reports
- B) Require each student to fill out income tax form
 - Develop a chart of the different taxes and what level of the government receives the income
- Research:
 - Local tax structure
 - Federal tax structure

Unit 6 - 2 weeks

Money and Banking

1. Money System
 - Uses of money
 - Forms of money
2. Banking System
 - Checkbook money
 - Commercial banks
 - Federal Reserve System
3. Regulation of Money and Banking
 - Inflation
 - Deflation
 - Money value
 - Maintaining the value of money

- A) Lecture
 - Oral reports
 - Class discussion
- B) Library research
 - 1-different kinds of money used
 - 2-F.D.I.C., Federal Deposit Insurance Corporation
 - 3-Federal Reserve System
- Oral reports
- Study questions
- Set up mock bank in class

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Text: chapters 11 & 12
Modern Economics
Economics
- C) Local tax official to be speaker

- A) Exhibit an understanding of the role of the government as a:
 - 1-aid to business
 - 2-regulator of business
 - 3-businessman
 Demonstrate an understanding of the tax structure in the U.S.
 Display a knowledge of the fiscal policy of the U.S.
 Display an understanding of why the government has a great influence on business
- B) Essay questions
Objective tests
Study questions
Oral reports

- A) Text: chapters 13 & 14
Economics in Our Times
Economics
- B) Film:
Federal Reserve System
- C) Speaker from Federal Reserve Bank
- D) Visit local bank
Visit Federal Reserve Bank-
Cincinnati Branch

- A) Display an understanding of the different types of money in use.
Demonstrate the ability to use checkbook money
Show how the Federal Reserve System operates
Display the ability to use proper terminology in discussing economics
Display a basic understanding of inflation-deflation and its effect on the value of money
Show how the Federal Reserve System helps control our economy
- B) Essay questions
Objective test
Oral reports
Study questions

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 7 - 5 weeks

Special Challenges and Problems

1. The Business Cycle

- Parts of cycle
- Unemployment
- Resisting depressions

- A) Lecture
 - Class discussion
 - Oral reports
- B) Study questions
 - Library research
 - Oral reports

2. Using and Conserving Resources

- Key to production & survival
- Conservation

- A) Lecture
 - Class discussion
 - Oral reports
- B) Study questions
 - Library research

3. Problems of the American Farmer

- Historical background
- Farmer problems
- Efforts to solve the surplus problem

- A) Class discussion
 - Lecture
- B) Study questions
 - Library research

4. War and Economics

- Economic causes of war
- Economic effects of war
- Role of government in wartime

- A) Class discussion
 - Lecture
- B) Study questions
 - Library research

5. Comparing Economic Systems

- Today's economic systems
- Economy of the U.S.S.R.
- Challenges to our economy

- A) Lecture
 - Class discussion
 - Debate
- B) Debate-
 - Communism vs. Free Enterprise

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- Evaluation
- A) Expected Outcome
 - B) Testing Program

- A) Text: chapter 15
 Periodicals
Newsweek
Time
U.S. News & World Report

- A) Display a knowledge of effect of unemployment on our society
 Show how the Federal Government controls our economy
 Illustrate the parts of a business cycle
- B) Essay questions
 Objective tests
 Oral reports
 Research papers

- A) Text: chapter 16
Economics
- B) Films: Cincinnati Public Library

- A) Display an understanding of the importance of conservation for the survival of man
- B) Essay questions
 Study questions

- A) Text: chapter 17
 Farmer reports

- A) Display an understanding of the problems of the farmer
 Exhibit a knowledge of how the federal government attempts to solve farm problems
- B) Study questions
 Objective tests

- A) Text: chapter 18
 Periodicals
Newsweek
Time
U.S. News & World Report

- A) Display an understanding of how war affects economics
 Show how the government reacts during wartime to control economy
- B) Essay question
 Study question

- A) Text: chapter 20
Economics
 Periodicals
The Nature of Communism
- B) Films: Individual selection

- A) Display a knowledge of the economic systems of the world.
 Manifest an understanding of the advantages of a free enterprise
 Grasp some of the problems of economics
- B) Essay questions
 Study questions

Concepts

- A) Teaching Methods
- B) Learning Activities

SOCIOLOGY

Unit 1 - 2 weeks

What is sociology?

1. The science of society
 - definition
 - the scientific method
2. Studying Human Groups
 - The language of sociology
 - The nature of human groups
 - Secondary groups

- A) Lecture
 - Class discussion
 - Debate
 - Oral reports
- B) Study questions
 - Oral reports
 - 1-Life & Influence of Auguste Comte
 - 2-Historical development of the field of sociology
 - Debate-Relative merits of "pure vs. applied" research

Unit 2 - 3 weeks

Culture, the Product of Group Experience

1. The Meaning of Culture
 - What is culture?
 - Cultural development
 - Processes involved in cultural growth
 - America's cultural heritage
2. Cultural Variations
 - Human needs are culturally satisfied
 - Why cultures vary
 - Cultural universals, alternatives and specialties
 - Culture change
3. Cultural Values, Social Control
 - The nature of cultural values
 - Social norms
 - Social control

- A) Lecture
 - Class discussion
 - Oral reports
 - Panel discussion
 - Debate
- B) Study questions
 - Oral reports:
 - 1-The significance of the Rosett's Stone
 - 2-Punishment as a means of social control
 - Create a questionnaire on superstitions
 - Develop a chart of the various cultures of the world
 - Develop a chart of the cultural values and social norms of America

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: Modern Sociology
Koller, Marvin
Couse, Harlod
Holt, Rinehart, & Winston
1965
chapters 1 & 2

Methods in Social Research

Goode, William

Hatt, Paul

"Sociology & Common Sense"

American Sociological Review

vol. 12

The Human Group

Homans, George

The Organization Man

Whyte, William

- B) Film-selection from Library

- A) Text: chapters 3, 4, & 5
Patterns of Culture
Benedict, Ruth
Costumes Throughout the Ages
Evans, Mary
The Ugly American
Burdick, Eugene
Lederer, William
The More Perfect Union
MacIver, R.M.

- B) Film-selection from Library

- A) Demonstrate an understanding of the nature of human groups
Show how the scientific method is used when studying sociology
Exhibit the ability to form opinions on the basis of evidence
Exhibit in everyday life the idea that regardless of race, creed or nationality all human beings are entitled to equal rights of life, liberty and the pursuit of happiness

- B) Essay questions
Oral reports
Objective tests

- A) Illustrate an understanding of the contributions that all people have made to our culture and civilization
Reveal an appreciation for cultures and ways of life other than his own
Demonstrate an understanding of the cultural values and social norms in America
Illustrate an understanding of America's Society
Demonstrate an awareness of the role of the non-conformist in American society
Demonstrate an understanding of culture and how diffusion affects it
- B) Essay questions
Objective test
Oral reports

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 3 - 3 weeks

The Group and the Individual

1. The individual & his personality
 - The formation of personality
 - Maturation and socialization
 - Elements of personality
2. Satisfying Psychosocial Needs
 - Importance of psychosocial adjustment
 - Status and Role
3. Collective Behavior
 - Nature of collective behavior
 - Collective behavior in history
 - Collective behavior studies

- A) Lecture
 - Class discussion
 - Panel discussion
- B) Study questions
 - Oral reports
 - Prepare a brief clinical description of the personality of some person you know well
 - Report on Sigmund Freud
 - Investigate one of the major poll-taking organizations
 - Class discussion dealing with frustrations which have been faced or are being faced by class members

Unit 4 - 5 weeks

How Society is Organized

1. Social Processes
 - Cooperation & competition
 - Nature of social conflict
 - Assimilation
 - Influence of culture
2. Communication
 - Language-Key to communication
 - Languages of mankind
 - Problem of semantic variations
 - Mass media
3. Social class systems
 - What is meant by social class?
 - Social mobility
 - Class systems
4. Social Institutions
 - Institutions are universal
 - Sociology of institutions
5. The Family
 - Social institutions
 - Changes in the American Family

- A) Lecture
 - Debates
 - Class discussion
 - Guest speakers
 - Oral reports
- B) Study questions
 - Oral reports
 - Library research
 - Develop a chart of occupations and the social class
 - Develop a chart on the basic functions of institutions
 - Prepare a socio-drama depicting an international convention of teenagers

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Text: chapters 6,7, & 8
 - The Story of Man
Coon, Carleton
 - Our Changing Social Order
Gavin, Ruth
 - The Status Seekers
Packard, Vance
 - Rumor, Fear, and the Madness of Crowds
Chaplin, J.P.

- A) Exhibit an understanding of the various types of personalities
- Display an awareness of the four basic psychosocial needs
- Demonstrate an understanding of the role of habits
- Show how one can use collective behavior
- Show how man has adjusted to his environment to meet his basic needs through out the years
- B) Essay questions
- Objective tests
- Oral reports

- A) Text: chapter 9,10,11,12, & 13
 - On Being Human
Ashley, Montagu
 - Gandhi, Fight without a Sword
Eaton, Jeanette
 - Mass Communication
Barnouw, Erik
1984
 - Orwell, George
 - Middletown in Transition
Lynd, Robert & Helen
 - Society & Education
Havinhurst, Robert
 - The Family & Democratic Society
Folson, J.
 - The Family in American Culture
Truxal, A.J.
 - The Modern Family
Winch, Robert

- A) Participation in group planning as followers and leaders
- Demonstrate an understanding of the social mobility in America
- Achieve an understanding of the connection of education with democracy
- Demonstrate the ability to criticize mass media
- Illustrate the role of the family in the different cultures
- Display an understanding of the role language in our world
- Demonstrate an understanding of the nature of social conflicts
- Display appropriate family and community living

- B) Film-selection from Library

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 5 - 6 weeks

Problem Areas in Contemporary Society

1. Contemporary family life
 - Preparation for marriage
 - Making marriage work
2. Demography
 - What is demography?
 - Basic demography concepts
 - Demography trends in the U.S.
 - World-wide population growth
3. Gerontology
 - Aged in modern society
 - Adjusting to old age
 - Special services for the aged
4. Urbanization
 - Emergence of urban societies
 - Urbanization as a way of life
 - Problems of American cities
5. Minority groups
 - Nature of minority groups
 - How minorities are differentiated
 - Treatment of minorities
6. Crime
 - Nature and extent of crime in the United States
 - Law and Law enforcement
 - Theories on the causes of crime
 - Juvenile delinquency

- A) Lectures
 - Class discussion
 - Panel discussion
 - Debates
 - Guest speakers
- B) Study questions
 - Oral reports
 - Library research
 - Poll the class to determine the factor that should enter into a mature consideration of marriage
 - Socio-drama in which young parents deal with various problems that arise in raising their first child
 - Adopt as a class project a group of older people in a rest home
 - Visit the local welfare department
 - Develop a chart of outstanding leaders of minority groups in America
 - Visit juvenile court

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- Evaluation
- A) Expected Outcome
 - B) Testing Program

- A) Text: chapter 14,15,16,17,18, &19
- Marriage for Moderns
Bowman, Henry
 - Your Marriage and Family Living
Landis, Paul
 - The Population of the U.S.
Bogue, Donald
 - Getting Ready for Tomorrow
Crowe, Charles
 - The Aged in American Society
Drake, J.
 - American Community Behavior
Bernard, Jessie
 - Urban Society
Gist, Moes, and Halbett
 - The Nature of Prejudice
Allport, Gordon
 - Civil Rights and Liberties
Mooney, Chase
 - What's Right With Race Relations?
Dexter, Harrite
 - Crime in America
Kefauver, Estes
 - The Juvenile in Delinquent Society
Barron, Milton
 - White Collar Crime
Sutherland, Edwin

- A) Demonstrate an understanding of the need of careful preparation for marriage
- Display an awareness of the factors needed to make a marriage work
 - Illustrate how demography has influenced our society
 - Display an awareness of the rate of the population explosion in the U.S.
 - Display an appreciation for the aged members of the community
 - Display an awareness of what it takes to adjust to old age
 - Illustrate the problems urbanization has created for the U.S.
 - Exhibit in everyday life the idea that regardless of race, creed, or nationality all human beings are entitled to equal rights- to life, liberty and the pursuit of happiness
 - Demonstrate an understanding of the sources of crime
 - Show a respect for law and order and one's responsibilities to it
 - Demonstrate an understanding of the problems created by crime

Concepts

- A) Teaching Methods.
- B) Learning Activities

PSYCHOLOGY

Unit 1 - 2 weeks

The Science of Psychology

1. What is psychology?
 - Historical and philosophical roots
 - Methods of psychological study
 - Major fields of psychological work
2. Misunderstood problems of psychology
 - Psychoanalysis
 - Hypnosis
 - "mind reading" or telepathy
 - Instinct behavior

- A) Lecture.
 - Group discussion.
 - Oral reports.
- B) Paper: What is psychology?
 - Panel: discussion of different views of psychology.
 - Library research: hypnosis, psychoanalysis, telepathy.

Unit 2 - 3 weeks

Learning

1. Basic research on learning
 - Definition
 - "Trial and error" learning
 - Classical conditioning terms
 - Operant conditioning terms
 - Programmed learning
 - Learning by insight
2. Problems in learning
 - Factors of learning
 - Transfer
 - Progress of learning
 - Remembering
 - Forgetting
3. Thinking
 - Concepts
 - Creative thinking
 - Reasoning

- A) Lecture.
 - Class discussion.
 - Study questions.
 - Experiments.
- B) Students analyze examples of trial and error learning. Students demonstrate to the class how a simple conditioned response can be established. Group or panel discussion on techniques of efficient studying.
 - Library research - factors of learning conditioning.
 - Have students demonstrate the effect of motivation on learning.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- Evaluation
- A) Expected Outcome
 - B) Testing Program

- A) Text: Psychology
 Engel, T.L.
 Harcourt, Brace & World
 1964
 Chapters 1-2
 Articles from daily newspaper
 Periodicals
- B) Film:
 The Scientific Method -
 (Cincinnati Public Library)

- A) Display an awareness of the place
 of psychology among the sciences.
 Demonstrate an understanding of
 the scope of psychology as a
 science.
 Exhibit a familiarity with the
 major fields of psychological
 work.
 Demonstrate an understanding of
 the misconcepts of psychology.
- B) Essay questions
 Written paper
 Study questions
 Oral reports
 Objective tests

- A) Text: Chapters 3-5
Psychology: The Science of
 Behavior
 Allyn and Bacon
 "The Non-Recall of Material
 Presented During Sleep"
American Journal of Psychology
 vol. 69 no. 1 pg. 76-81
 Cincinnati Post - Times Star
 Sept. 1963 series -
 "The Key to Better Grades"
- B) Graph - show the progress and
 results of learning experiments.
 Films:
 Conditioned Reflexes
 Motivation and Reward in Learning
 (Cincinnati Public Library)

- A) Exhibit an understanding of the
 proper meaning of learning.
 Demonstrate a realization of the
 importance of motivation in
 learning.
 Illustrate the principles of how
 learning takes place.
 Demonstrate how the experimental
 method is used to study human
 behavior.
 Show how one can improve his
 study habits.
 Display an understanding of how
 the learning progressions take
 place.
- B) Essay questions.
 Projects and experiments
 Study questions
 Objective tests

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 3 - 4 weeks

Patterns of Human Behavior

1. Personality
 - What it is
 - How is it measured
 - Theories of personality
 - Development of personality
2. Popularity and leadership
 - Popularity
 - Helping others to like us
 - Leadership
3. Intelligence and its measurement
 - Meaning of intelligence
 - Individual tests
 - Group tests
 - The I. Q.
 - Practical applications of intelligence tests
 - Mental retardation
 - Superior intelligence

- A) Lecture.
 - Class discussion.
 - Study questions.
- B) Library research - theories of personality.
 - Panel discussion.
 - Demonstrate individual differences among children who respond to a test.
 - Give sample tests to measure I.Q.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: Chapters 6-8
Psychological Testing
McMillan company, 1954
- B) Films:
 - The Conscience of a Child
 - The Development of Individual Differences
 - The Gifted Ones
(Cincinnati Public Library)
- C) School psychologists

- A) Exhibit an understanding of the nature of personality.
 - Display an awareness of the many environmental factors which influence the development of personality.
 - Demonstrate an understanding of the values and limitations of the various techniques for measuring personality.
 - Demonstrate an understanding of the nature of personality.
 - Reveal a cautious attitude in criticizing the personalities of other people.
 - Display an awareness of the theories of personalities.
 - Display an awareness of the various types of intelligence tests and their values and limitations.
 - Display the need to make the best possible use of individual intelligence.
- B) Outside papers
 - Objective tests
 - Study questions

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 4 - 3 weeks

Why We Have Varied Patterns of Behavior

1. Heredity and environment
 - Heredity or environment
 - Motivation
 - Maturation
 - Unusual studies
 - Practical conclusions
2. Biological foundations of behavior
 - Nervous system
 - Brain
 - Reaction time
 - Glands
 - Emotional behavior
3. Getting in touch with our environment
 - Sensation and perception
 - Vision
 - Hearing
 - Aesthetics

- A) Lecture.
 - Class discussion.
 - Study questions.
- B) Oral reports.
 - Panel discussion.
 - Library research.

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) Text: Chapters 9-11
Applied Psychology
Burt
Psychology
Wickens and Meyers
- B) Films:
The Foundations of the Nervous
System
Understanding Your Emotions
(Cincinnati Public Library)

- A) Exhibit an understanding of how both heredity and environment factors play an important role in influencing development. Display an awareness for the concept of maturation. Demonstrate an awareness of the complexity and efficiency of the nervous system. Show how regulation of light, air and temperature can affect behavior and efficiency of work. Illustrate an understanding of the psychological and physiological factors involved in emotional behavior. Show how the functioning of the endocrine glands influences behavior.
- B) Subjective study questions
Outside papers
Projects
Objective tests

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 5 - 4 weeks

Mental Health

1. Maintaining mental health
 - Frustration and conflict
 - Ways of responding
 - Controlling emotional reaction
 - Other ways of responding
2. Some emotional problems of high school students
 - Inferiority
 - Thrills and thrill-seeking
 - Daydreaming
 - Dating
 - Assuming roles of men and women
 - Family conflicts
 - Emancipation
3. Mental illness
 - A social problem
 - Neurotic behavior
 - Psychosis
 - Functional psychoses
 - Convulsive disorders
 - Therapy

- A) Class discussion.
 - Study questions.
 - Lecture.
 - Panel discussion.
- B) Have students study prepared examples of defensive behavior.
 - Study selected cases of mental disorders.
 - Library research for panel discussions.

Unit 6 - 2 weeks

Love and Marriage

1. Growth of friendship and love
 - Stage in development
 - Love between children and parents
 - Nonromantic friendship
 - Romantic love
2. Marriage and the family
 - Love and marriage
 - Parents and children
 - Guiding children
 - Problem of discipline
 - Play time, desirable use of it
 - Sex instruction for children

- A) Group discussions.
 - Class discussions.
 - Oral reports.
- B) Library research.
 - Study questions.
 - Oral reports.
 - Prepare a list of items of personal behavior that class members like in their best friends.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: Chapters 12-14
Booklets sent by Mental Health Association
- B) Films:
Angry Boy
Escape From the Cage
(Cincinnati Public Library)

- A) Display an understanding of the sources of frustration and conflict.
Show that people may use harmful ways to meet frustrations.
Demonstrate the ability to recognize some defense mechanisms and understand how they are used.
Exhibit an awareness of the problems of mental health.
Demonstrate the ability to recognize the symptoms and kinds of mental disorders.
Display an understanding of mental health as a social problem.
Demonstrate the ability to recognize the possible symptoms and causes of neurosis and psychosis.
- B) Essay questions
Research papers
Objective tests

- A) Text: Chapters 15-16
Patterns of Culture
Benedict, Ruth
The Art of Dating
Duvall, Evelyn A.
Personal Adjustment, Marriage and Family Living
Landis, Judson T.
- C) School psychologist

- A) To participate in group planning and activities as followers and as leaders.
To display appropriate family and community living.
Demonstrate respect for the worth and dignity of the individual.
Display the ability to recognize the characteristics of friendship and love.
Demonstrate the ability to distinguish between nonromantic friendship and romantic love.
- B) Essay questions
Class discussion
Study questions
Objective tests

Concepts

- A) Teaching methods
- B) Learning Activities

Unit 7 - 2 weeks
You and Society

1. Psychology applied to problems of society
 - Social attitudes
 - Problem of delinquency and crime
 - Prevention of delinquency and crime
2. You and the world of work
 - Choosing your vocation
 - Thinking as work
 - Psychology as a vocation
 - Looking ahead

- A) Class discussion.
Lecture.
Oral reports.
- B) Study questions.
Discuss newspaper editorials on social problems.
Debate on the major social problems.

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: Chapters 17-18
Newspaper - daily articles on
society
The Nature of Prejudice
Allport, G.W.
Hidden Persuaders
Packard, Vance
Psychology and Life
Ruch, Floyd I.

- A) To show a respect for law and
order and one's responsibilities
to it.
To present an understanding of
one's society and the role he
plays in his society.
Display an awareness of the
social problems as they exist
today.
Demonstrate an ability to use
one's time wisely and to one's
mental benefit.
- B) Essay questions
Oral reports
Research paper
Objective tests

Concepts

- A) Teaching Methods
- B) Learning Activities

INTERNATIONAL PROBLEMS

Unit 1

The United States and World Affairs

1. Basic terms used in a study of foreign policy
2. The world situation today
 - sovereignty - interdependence paradox
 - Communism bloc expansionism
 - Revolution of arising expectations
3. Economic, military, political and ideological commitments of the United States
4. The goals of U.S. Foreign policy and the means used to attain them
5. Foreign Assistance Program
6. Brief review of American foreign policy
 - Survey of past policies
 - Outlook for the future

- A) Class discussion
 - Oral reports
 - Individual projects
- B) Paper-"What is the difference between Foreign Assistance Act and the Foreign Aid Act?"
 - Library research
 - Oral reports
 - 1-What is the role of public opinion in making foreign policy?
 - 2-What is the role of the State Department in making foreign policy?
 - 3-What are the responsibilities of the press?

Unit 2

Southeast Asia and American Policy

1. Overview of Southeast Asia
 - Geography
 - Cultures
 - Religions
 - Customs
2. Major revolutions taking place throughout Southeast Asia
3. Problems of each individual country
4. Problems facing our policy makers
 - Siam
 - American goals

- A) Class discussion
 - Group projects-Debate
 - Oral reports
- B) Library research
 - Debate: Resolved: Economic assistance should be given only to those countries that agree politically with the United States
 - Oral reports
 - Leaders of countries
 - Sukarno
 - Sihanouk
 - Intraregional rivalries

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Text: The United States and World Affairs
Platig, E. Raymond
Periodicals-individual selection

- A) To show how the U.S. makes its foreign policy
 - Demonstrate an understanding of the basic terms used in a study of foreign policy
 - Demonstrate an understanding of the commitments made by the United States
 - Display an understanding of the goals of the U.S. foreign policy
 - Reveal an understanding of the present day world situation and its effect on our foreign policy
- B) Oral reports
 - Projects
 - Research paper

- A) Southeast Asia & American Policy
Armstrong, John
Current History
Feb. 1964 "South & Southeast Asia"
Feb. 1965 "Dilemma in S.E. Asia"
- B) Film-See list of sources from teacher's guide pp. 7
Filmstrips-See list of sources from teachers guide pp.7

- A) Demonstrate an understanding of the background of Southeast Asia and their cultures
 - Display a knowledge of the major revolution of Southeast Asia
 - Show how each country has its own problems and how they differ from the other countries
- B) Group projects
 - Research paper
 - Class discussion

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 3

The United States & The Soviet Challenge

1. Historical background for American - Soviet relations
 - Growth of Communism in Russia
 - Russia as a Power
 - U.S. as a Power
2. Soviet American split after World War I
3. Geographic & Demographic features of the Soviet Union
4. Seven major features of the Communist doctrine
 - Apply Soviet theories to their way of life
 - (political
 - (Economic
 - (social affairs
 - History of Communism
 - Theory of Communism
5. Role of the Party in Russia
6. Soviet foreign program
7. U.S. foreign policy vs Soviet Union

- A) Class discussion
 - Oral reports
 - Debates
- B) Library research
 - Oral reports
 - Soviet Socialist Republics
 - Trial of Josef Brodsky
 - Karl Marx
 - Soviet leaders
 - Communist party
 - Debates
 - Capitalism vs. Socialism

Unit 4

The Chinese Dilemma

1. Dynamic China
 - political)
 - economic) growth
 - military)
2. Geographic study of China
3. Chinese Heritage
 - customs
 - religion
 - outside influence
4. Growth of Communism
 - conditions in China
 - Mao
5. Two Chinas
 - Red China
 - Nationalist China
6. Chinese Influence in the Far East

- A) Class discussion
 - Oral reports
 - Individual projects
- B) Library research
 - Oral reports
 - Leaders
 - Chaing Kai shek
 - Sun Yat Sen
 - Mao Tse tung
 - Chou En Lai
 - Religions of China
 - Economic growth of China
 - Debate- resolved: The United States should recognize Red China

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- Evaluation
- A) Expected Outcome
 - B) Testing Program

- A) The United States & the Soviet Challenge
 Platig, E. Raymond
The Soviet Union
 Schwartz, Harry
The Many Faces of Communism
 Schwartz, Harry
Communist Manifesto
 Marx, Karl
Dr. Zhivago
 Pasternak, Boris
The Soviet Man & His World
 Mehnert, Klaus
The New Class
 Djilas, Milovan
 Periodicals-individual selections

- A) Demonstrate an understanding of the history of Communism
 Display an understanding of the American Soviet Split
 Reveal an understanding of the theories of Communism
 Demonstrate an understanding of the role the party plays in Soviet life
 Show how the foreign policies of the Soviet Union and the United States compare
 Display an understanding of the major features of the Communist doctrine
- B) Debate
 Oral reports
 Research Papers

- A) Chinese Dilemma
 Armstrong, John
China: Development by Force
 Chang, Perry
The Sources of Chinese Tradition
 Columbia University Press
China: Its People, Its Society, Its Culture
 Hu, Chang-tu
 The Asia Society
 112 East 64th St.
 New York, N.Y. 10021

- A) Demonstrate an understanding of how rapidly China has developed into a world power
 Show how geography has affected the country of China
 Display an understanding of the heritage of China
 Demonstrate an understanding of how Communism grew in China
 Demonstrate an understanding of why there are two Chinas today
 Show how Red China is the leader of the Far Eastern world today
- B) Research paper
 Projects

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 5

The New Europe & the United States

1. History of European attempts to integrate
 - Council of Europe
 - European Community for Coal and Steel
 - European Economic Community
2. Military Cooperation
 - Nato
 - Problems with Nato
3. France
 - Domestic & foreign policy
 - Gaullism in France
4. Britain
 - geography
 - Outside looking in
 - Outer Seven
5. American policy towards western Europe

- A) Class discussion
 - Oral reports
 - Group projects
- B) Library research
 - Oral reports
 - Charles de Gaulle
 - West Germany
 - Nato
 - French attitude toward England
 - Develop a chart comparing the European Economic Community and the European Free Trade Commission

Unit 6

The United States in Latin America

1. Importance of Latin America
 - Economic
 - Geographic
 - Political
2. Major groupings in Latin America
 - Ethnic
 - Social
 - Economic
3. Problems of Latin America
 - Separation of rural & urban
 - Desire for economic development
 - Private investment coming to Latin America
 - Advantages - Drawbacks
4. Governments & Politics
5. Historical relationship of U.S. and Latin America
6. Organization of American States

- A) Class discussion
 - Individual projects
 - Oral projects
- B) Library research
 - Oral reports
 - Develop a chart showing the amount of private money spent in Latin America
 - Debate: "What, then, is the typical Latin American?"
 - Develop a chart showing the various products of Latin American Countries

- A) Printed
- B) Audio Visual
- Resources C) People
- D) Places

- A) Expected Outcome
- Evaluation B) Testing Program

- A) New Europe, The Common Market and the United States
 Deutsch, Harold
Western Europe and the Common Market
 Calderwood, James
State Department Bulletin
 Various issues
Atlantic Crises: American Diplomacy Confronts a Resurgent Europe
 Klieman, Robert
Current History
 "West Europe, 1964"
 Dec. 1964
The General Says No: Britains Exclusion from Europe
 Belott, Nora

- A) Display a knowledge of the attempts of Europe to int. . . .
 Demonstrate an understanding of why France continues to exclude England from Europe
 Demonstrate an understanding of the military cooperation in Europe
 Display a knowledge of the problems that the west individual countries of Europe face
 Demonstrate an understanding of why Western Europe continues to fight within itself
 Demonstrate an understanding of the role the United States plays in Western Europe
 B) Research paper
 Projects

- A) The United States' Role in Latin America
 Blanksten, George
Latin America: Reform or Revolution
 Madden, Carl
Current History
 "Challenge in Latin America"
 vol. 48 #281 Jan. 1965
Brazil-Crises & Change
 Wagley, Charles
 B) Films: See Teacher's guide pp. 11

- A) Display an understanding of how important Latin America is in the world picture
 Demonstrate an understanding of the major groupings in Latin America
 Demonstrate an understanding of Latin American problems
 Display an understanding of the role of the United States in Latin American affairs
 Show how the OAS has helped unify Latin America
 Demonstrate an understanding of the outside influences on Latin America
 B) Research paper
 Projects
 Oral reports

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 7

India & the World Today

1. Why study India?
2. The diversity of India
3. India's religions and social structure
4. India an independent nation-state
5. Government and politics of India
6. Economic problems of India
7. Social and Cultural changes
8. India's foreign relations

- A) Class discussion
 - Group projects
 - Oral reports
- B) Library research
 - Oral reports
 - Social structure of India
 - Industry of India
 - Nehru
 - Gandhi
 - Develop a chart showing the population growth of India in comparison with the growth of agriculture in India

Unit 8

Africa and the World Today

1. Africa's entrance into world politics
2. Role of geography in shaping Africa
3. Early Africa
4. African culture
5. Colonial powers and Africa
6. Economic Development
 - problems
 - outcomes
7. Racial problems in Africa
8. U.S. policy in Africa

- A) Class discussion
 - Group projects
 - Oral reports
 - Debate
- B) Library research
 - Research paper
 - Develop a chart showing the different races of Africa
 - Debate: resolved; The United States should support a world-wide economic boycott of the Republic of South Africa until it changes its policy of apartheid

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- Evaluation
- A) Expected Outcome
 - B) Testing Program

- A) India: Struggle Against Time
 Berkowitz, Monroe
India & The World Today
 Kublin, Hyman
Foreign Affairs
 "Has India an Economic Future?"
 January 1966
Current History
 "India without Nehru"
 February 1965
- B) Sources in teacher's guide pp. 9

- A) Display a knowledge of why we study India and her problem
 Illustrate the diversity of India and the great problems diversity creates
 Illustrate an understanding of the social order and religions of India
 Demonstrate an understanding of India's position in the area of Foreign affairs
 Reveal a knowledge of the political life of India and how its diversity presents problems
- B) Research paper
 Oral reports

- A) Sub-Saharan Africa
Struggle Against the Past
 Salkever & Flynn
Africa and the World Today
 Rosberg, Carl
Pan-Africanism
 Legum, Colin
Races of Africa
 Saligmen, C.G.
The Mind of Africa
 Abraham, W.E.

- A) Demonstrate an understanding of how and why Africa is so important in the world today
 Show how geography has affected the growth of Africa
 Demonstrate an understanding of the influences outsiders had on Africa
- B) Debate
 Research paper
 Projects

Concepts

- A) Teaching Methods
- B) Learning Activities

Unit 9

Japan-Ally in the Far East

1. 20th Century growth - Asia
2. The Island Kingdom
 - population
 - resources
3. Out of Feudalism
4. The Challenge & Response
5. Democracy-Japanese Style
6. Social Revolution
7. Economic Boom-Progress & Problems
8. Re-entry into the world
9. American-Japanese alliance

- A) Class discussion
 - Oral reports
 - Group projects
- B) Library research
 - Research paper
 - Develop a chart on the economic growth of Japan

Unit 10

U.S. in the United Nations

1. Growth of international cooperation
2. Structure of the U.N.
3. Changes in the U.N.
4. U.S. Mission
5. Korea
6. Hungary & Suez
7. Multilateral aid
8. Financial problems
9. Proposal for change

- A) Class discussion
 - Oral reports
 - Projects
- B) Library Research
 - Develop a chart on the structure of the U.N.
 - Oral reports

- Resources
- A) Printed
 - B) Audio Visual
 - C) People
 - D) Places

- A) Expected Outcome
- B) Testing Program

- A) Japan-Ally in the Far East
Scalapino, Robert
- Japan-Lessons in Enterprise
Hunsberger, Warren
- The Government of Japan
Burks, Ardath
- Government and Politics in Japan
Maki, John
- Asia in the Modern World
Matthew, Helen

- A) Display a knowledge of the rapid growth of Japan in the 20th century
- Demonstrate an understanding of the culture of Japan
- Display an understanding of democracy in Japan
- Demonstrate an understanding of the relations between America and Japan
- B) Research paper
Projects

- A) The United States in the U.N.
Alger, Chadwick
Write the U.N. for written materials
- B) Sources of film in the
Teacher's guide pp. 9

- A) Display an understanding of how international cooperation came about
- Show how the United Nations is structured
- Demonstrate an understanding of how the U.N. operates
- Demonstrate an understanding of the problems facing the U.N.
- B) Research paper
Projects