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ABSTRACT

This outline specifies social studies subject matter, concepts, skills, and attitudes appropriate for students at various grade levels from K-12. The social studies program combines educational practices of the Grosse Pointe Public Schools, concepts developed by the National Council of the Social Studies, and ideas from junior high and high school curriculum and resource guides. The outline is presented in 10 sections. Sections I, II, and III present overviews of the philosophy, goals, and concepts of the program. Sections IV through VII consist of charts which illustrate concepts, topics, and skills for kindergarten and for grades one through six. In all elementary school grades, students are exposed to career education, current events, and various social studies skills including decision making, reference and location, listening and observing, and communicating. Topics include holidays, family life, pioneer life, explorers, inventors, and industrialization. Section VIII outlines required and elective social studies courses in junior and senior high school. Section IX relates skills and concepts in chart form for seventh and eighth grades. Topics include democratic ideals, environmental studies, and minority groups. The final section focuses on objectives, skills, and concepts for grades nine through 12 including demonstrating understanding of civics, American history, and political ideologies. (DB)

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THE SOCIAL STUDIES PROGRAM
OF THE
GROSSE POINTE PUBLIC SCHOOLS
K-12
1976

Department of Instruction
The Grosse Pointe Public Schools
389 St. Clair Avenue
Grosse Pointe, Michigan 48230

SP 012 272

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The Grosse Pointe Public Schools wish to acknowledge the key contributions of those individuals and groups who assisted in the development of the present scope and sequence materials for the social studies. Over a period of many years, the Professional Study Committee (PSC) of the Grosse Pointe Education Association has been very helpful in providing input for a number of key documents related to the social studies. This was particularly true during Phases 1-3 of the system wide period of curriculum study. More recently the following teachers met to review the scope and sequence charts and to affirm that they accurately represent the elementary school social studies curriculum:

Patricia Gorman, Poupard School, grade 1
Frances Whittingham, Monteith School, grade 2
Kathy Tavoularis, Maire School, grade 3
Barbara Leppiaho, Kerby School, grade 4
Norma Stevenson, Ferry School, grades 5-6
Ronald Ferguson, Maire School, grades 5-6

In addition, the following middle and high school department chairpersons reviewed the materials at the secondary school level and discussed the materials with their departments:

Joseph Krutell, Brownell Middle School
Robert Roddewig, Parcels Middle School
William Bakeman, Pierce Middle School
John Corbin, North High School
Dr. James Kaloger, South High School

It must also be recognized that the Kindergarten Committee, whose work is acknowledged in the Kindergarten Handbook of the Grosse Pointe Public Schools set the stage for the present work with a detailed analysis of social studies skills to be developed during the kindergarten year.

Finally, the special contributions of two members of the Department of Instruction must be recognized since these two administrators carefully reviewed all existing school system documents in the social studies and made the initial recommendations for scope and sequence placement.

Roger McCaig, Curriculum Associate
Robert Welch, Curriculum Assistant

Dr. Joseph Spagnoli
Assistant Superintendent-Instruction

INTRODUCTION

The following outline of scope and sequence in social studies, K-12, draws heavily upon past social studies curriculum work in Grosse Pointe as it does upon practical social studies teaching experience in this community. Of primary importance has been the pioneer work of the Social Studies Subcommittee of the Professional Study Committee, including that team of teachers who adapted the well-known concepts of the National Council for the Social Studies to local needs. It is this material, originally drafted at the Lincoln-Filene Center for Citizenship and Public Affairs at Tufts University, Medford, Massachusetts, which provides the solid, meaningful conceptual framework about which the entire Grosse Pointe Social Studies Curriculum, K-12, is organized. Also of primary importance are the various Social Studies Resource Guides prepared for each elementary school grade level and the many course guides available for middle and high school social studies courses.

The scope and sequence charts should be invaluable to teachers of the social studies as reminders of their responsibilities at each grade level. The initiation and termination of a line or chart does not imply that no teaching in the area represented will take place before or after the designated grades of placement. It does, however, signify that formal, systematic instruction begins and ends at these points. Occasionally only a heading is blocked in to indicate that all sub headings are taught at the same grade level(s). The following lists and charts outline the subject matter, concepts, skills, and attitudes required of studies in a society such as ours which seeks to extend the democratic vision and the American Dream.

Robert D. Welch
Curriculum Assistant
Department of Instruction

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SOCIAL STUDIES--A GENERAL PHILOSOPHY

The social studies relate man to himself and to other men in the context of society. Society extends outward from the family unit, to the local neighborhood, to the community, to the state, to the nation, and finally, to the world. The development of social studies understandings and skills provides students with tools which will better enable them to think rationally, analytically, and conceptually about society--its past development, its present condition, and its possible future directions. Because the social sciences are closely related to man's subjective nature and emotions, they demand that serious attention be paid to the areas of values and moral responsibility. Because each social situation, though it may resemble a previous condition, is unique in its new combination of circumstances and personalities, students must learn to be cautious of superficial generalizations and false analogies. Also, since social attitudes and beliefs are often held with emotional passions strong enough for men to die in defense of them, students must learn to consider these emotions while seeking reasonable solutions to complex problems.

The study of the social studies in a democratic society requires that full attention be given to many divergent points of view. It also requires that America's rich democratic heritage be stressed. Students in the social studies listen to, weigh, and rationally discuss beliefs which are often in sharp conflict and keen competition with their own. Understanding of and tolerance for the beliefs of others is a major objective. In addition, students refine and modify their own beliefs in the light of new information, and learn to appreciate better America's great traditions and unusual opportunities for developing methods of conflict resolution. Social studies students probe the past and examine the behavioral, political, and environmental domains. They develop increased critical awareness of the past histories and living traditions of

selected world regions; of the cultural, political, economic and geographic reasons for the progress or decline of these regions; and of the power relationships between them.

As a result of increased knowledge and awareness, students consider how conflicts arise within an individual, between individuals and groups, and between institutions or nations. Most important, they gain direct experience in seeking solutions to human problems and in working out personal resolutions. Methods of effecting social change without sacrificing past gains and political freedoms are explored. Governmental structures, as they preserve important human rights and freedoms, and as they regulate and control, are studied objectively. Students actively participate in the political process so that social studies content and concepts are translated from the ideal into a context of everyday relevance. Each individual student moves as far as possible toward assuming the role of an active, knowledgeable, democratic citizen capable of weighing complex social issues and making decisions which benefit society as a whole. Study in the social sciences takes place in a free, open, critical, problem-solving atmosphere with facts serving as the tools needed for the understanding of complicated generalizations and interrelationships.

As an outcome of social studies instruction, students develop a variety of special skills in locating, organizing, and evaluating information. They also work toward arriving at a unified, coherent point of view regarding specific social studies issues and toward improving their abilities to communicate this position to others. Central to the development of such skills are experiences with multiple and often conflicting sources of information as well as with original source materials. Also important is

the opportunity to interact with others in groups during the decision making process and the ability to reach compromises when seemingly irreconcilable elements are in conflict. Thus, the social studies classroom provides a unique opportunity to contribute to the total environment of the school by involving students with those knowledges and understandings required in humanizing the educational process.

GENERAL GOALS -- SOCIAL STUDIES

1. Ability and willingness to locate materials required for the understanding of historical and social studies.
2. Skill and habitual practice in classifying, organizing, and selecting relevant information from the materials located.
3. Ability and willingness to apply objective, logical, and practical tests to determine the relative worth of the information selected.
4. Understanding of and accommodation for the emotional aspects of human life as these relate to history and the social studies.
5. Ability to develop workable tentative hypotheses which serve as the basis for direct action in resolving issues and problems in the social studies.
6. Understanding of the following key social studies concepts and habitual use of these concepts in developing workable hypotheses:

The Interdependence of Man
Conflict Resolution
Cultural Understanding
Industrialization and Urbanization
Human Dignity (Racial, Religious, Ethnic, Sexual)
Power-Authority
Comparative Advantage in Power Relationships
Morality and Choice
Economic Scarcity
Economic Production and Input
The Role of Government in the Economy
Habitat
Culture
Social Control
Social Change

7. Skill and practice in communicating social studies concepts to others.
8. Understanding and respecting the attitudes and points of view of others.
9. Ability to work out reasonable, practical solutions and compromises in challenging, emotion-laden, conflict-type social situations.
10. Ability and habitual use of social studies terminology and facts in illustrating and clarifying issues (graphmaking, map construction, position paper writing, etc.)
11. Understanding the democratic process and the habitual practice of applying it in daily life, both in school and in the wider society.

SOCIAL STUDIES CONCEPTS

The following social studies concepts are interwoven throughout the entire curriculum and progress steadily toward more sophisticated levels of understanding. They provide unity, meaning, and relevance for the many facts students encounter in the social studies. The concepts have been adapted for local use from those prepared at the Lincoln-Pilene Center for Citizenship and Public Affairs at Tufts University and endorsed by the National Council for the Social Studies.

INTERDEPENDENCE:

The interdependence of man with his fellow man, his neighborhood, community, nation, and the world is ever-present, ever-changing, and ever-developing.

ORIGIN, EXPRESSION, AND RESOLUTION OF CONFLICT

Society is constantly pressured to respond to conflicting forces. There are certain culturally approved and disapproved methods of resolving conflict. Compromise and adjustment are the keys to facing the political, economic, social, or religious problems of today in our society.

INDUSTRIALIZATION AND URBANIZATION

The transition from an agricultural to an industrial economy brought about changes in the physical environment as industrialization demanded increasingly large amounts of raw materials and a larger labor force. This transition has been accompanied by the growth of urban centers, which has changed the landscape in many areas. Industrialization provided jobs and our way of acquiring wealth, but the growth of cities has created slums and a multitude of social problems.

HUMAN DIGNITY (RACIAL, RELIGIOUS, AND ETHNIC MINORITIES)

Men in every society are possessed by a fear that their way of life or their very existence is threatened. At certain times of fear, traditional patterns of behavior are swept aside. The rules of society are difficult to enforce when it seems that society itself is in danger. Many of us tend to be certain of our heritage but are suspicious of the heritage of others. To promote value judgments we should introduce materials that will stress these attitudes and understandings:

- Racial understanding and equality
- Religious understanding and acceptance
- Ethnic understanding and equality

POWER RELATIONSHIPS

Power is the relationship by which an individual, a group, or a nation can take action which affects the behavior of another. It is both a goal and an instrument for achieving that goal. It is equally important in all facets of society.

No citizen can fulfill his or her role in a political society and participate intelligently in the development of democracy without an awareness of the meaning of power. No individual, group, or nation can dictate life conditions to achieve total submission to all its desires. Success lies with the person, group, or nation that can perceive the value of long-range goals and objectives.

MORALITY AND CHOICE (MORAL VALUES)

Only man is called upon to make moral choices and to use these as a basis for his decisions. Only man is responsible for actions based upon his choices. These choices are based upon three factors:

- The individual self
- The social environment
- The standards of value

SCARCITY

The student must understand the concept of scarcity, how it is created, the problems it produces, and the methods of overcoming the problem.

This understanding is necessary to contribute to comprehension of these areas:

- The economic system
- The government
- The development of social controls
- International conflicts

The concept of saving and its effect on the economy is closely affiliated with scarcity. Economic stability is founded upon the efficient use of capital.

ECONOMIC FACTORS

To understand the factors of production basic to the study of economics, one must understand the importance of input, output, and income.

Input refers to the resources furnished by persons in producing a product. Output identifies the product (goods and services) produced for consumption. Income is the amount of payments to those who provide goods and services.

GOVERNMENT'S ROLE IN THE ECONOMY

The student should understand the interaction between the entrepreneur and the ever-changing role of government:

- As a market
- As a source of capital
- As a force utilized to regulate the free enterprise system

HABITAT

Habitat is the natural environment of man. Any human society, if it is to survive, must form a workable association with the earth's resources. Modifications may be necessary as man utilizes his environment.

CULTURE

Culture consists of the knowledge, beliefs, and values of human groups. The culture in which a person lives influences his way of doing and evaluating things. Individuals and groups of different ethnic and socio-economic backgrounds have contributed to a cultural heritage.

SOCIAL CONTROL AND CHANGE

Human interaction is regulated by social norms which give structure, stability, and order to society. These norms range from social etiquette to formalized law. Students must be made aware of the need and importance of social controls in a society.

Change occurs unevenly within societies and is determined by internal and external forces, and the inflexibilities of the structure undergoing change. Resistance within the social structure accelerates change.

ELEMENTARY SCHOOL SOCIAL STUDIES CURRICULUM

Kindergarten

	K	1	2	3	4	5	6	7	8	9	10	11	12
KINDERGARTEN													
FAMILIES													
My family													
The role of the parent													
The role of the children													
Pets and pet care													
HOMES													
My home													
Suburban homes													
City homes													
Rural homes													
Vacation homes													
FOOD													
Food as a basic need													
Food and health													
Sources of Food													
SCHOOL LIFE													
My classroom													
My class													
Other school areas													
Other school people													
MY COUNTRY													
Discovery													
Flags and symbols													
Where we live in our country													
Famous Americans													
Patriotic holidays													

ELEMENTARY SCHOOL SOCIAL STUDIES CURRICUEUM

Grades 1-6

	K	1	2	3	4	5	6	7	8	9	10	11	12
GRADE 1													
CURRENT EVENTS (Daily or weekly discussion of current events and issues appropriate for the age level)		■											
CHOICE AND THE INDIVIDUAL (See the accompanying chart)		■											
CAREER EDUCATION (See the accompanying chart)		■											
SOCIAL STUDIES SKILLS (See the accompanying chart)		■											
THE FAMILY		■											
THE CHILD AND THE FAMILY		■											
Traditions, values, and customs													
Belonging													
Size and composition													
Roles													
Working together													
Providing for needs													
Food													
Shelter													
Clothing													
Education													
Recreation													
Rules													
Helpers for families													
Changing patterns													
THE AMERICAN FAMILY TODAY		■											
The farm family													
The suburban family													
The urban family													
The Native American family													

GRADE 1

CURRENT EVENTS (Daily or weekly discussion of current events and issues appropriate for the age level)

CHOICE AND THE INDIVIDUAL (See the accompanying chart)

CAREER EDUCATION (See the accompanying chart)

SOCIAL STUDIES SKILLS (See the accompanying chart)

THE FAMILY

THE CHILD AND THE FAMILY

 Traditions, values, and customs

 Belonging

 Size and composition

 Roles

 Working together

 Providing for needs

 Food

 Shelter

 Clothing

 Education

 Recreation

 Rules

 Helpers for families

 Changing patterns

THE AMERICAN FAMILY TODAY

 The farm family

 The suburban family

 The urban family

 The Native American family

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	K	1	2	3	4	5	6	7	8	9	10	11	12
GRADE 2													
CURRENT EVENTS (Daily or weekly discussion of current events and issues appropriate for the age level)			■										
CHOICE AND THE INDIVIDUAL (See the accompanying chart)			■										
CAREER EDUCATION (See the accompanying chart)			■										
SOCIAL STUDIES SKILLS (See the accompanying chart)			■										
TRANSPORTATION			■										
Early methods of land transportation													
Modern methods of land transportation													
Transportation on water													
Transportation by air													
Important people in transportation history													
COMMUNITIES			■										
School and community relationships													
Community transportation													
The neighborhood													
Public buildings													
Commercial buildings													
Consumer-producer relationships													
Municipal													
Mechanical													
Medical, legal, educational													
Special services													
Communities of the past and present													
Communities in other regions of the world													
Communities in warmer lands													
Hawaii--Honolulu													
Mexico--Mexico City													
Puerto Rico--San Juan													

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COMMUNITIES, Continued

k	1	2	3	4	5	6	7	8	9	10	11	12

- Communities in colder regions
- Alaska--Fairbanks
- Norway--Bergen--Hummefest
- Japan--Tokyo
- Great Britain--London

15

K	1	2	3	4	5	6	7	8	9	10	11	12
			■									

EXPLORING CITIES

Location of metropolitan areas
 Groups found in metropolitan areas
 Groups change urban areas
 Production of goods and services
 Distribution of products in metropolitan areas
 Social, political, and economic functions of the business district,
 industrial areas, housing areas, and recreational areas
 The government of metropolitan communities

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	K	1	2	3	4	5	6	7	8	9	10	11	12
GRADE 4													
CURRENT EVENTS (Daily or weekly discussion of current events and issues appropriate for the age level)					■								
CHOICE AND THE INDIVIDUAL (See the accompanying chart)					■								
CAREER EDUCATION (See the accompanying chart)					■								
SOCIAL STUDIES SKILLS (See the accompanying chart)					■								
MAP AND GLOBE SKILLS					■								
Map directions													
Map and globe locations													
Natural features													
Map symbols													
Kinds of maps													
Understanding chronology													
EXPLORERS OF AMERICA					■								
A study of people who contributed to the American heritage													
The spirit of exploration in the nature of man													
Our indebtedness to explorers past and present													
Great explorers past and present													
SETTLERS IN AMERICA					■								
The original American settlers--Native North Americans													
Traditions and institutions, foundations of human society													
Ethnic groups, traditional American cultures													
America as a focus of cultural preservation and cultural change													
PIONEERS OF AMERICA					■								
Mobility in America													
The American Westward Movement													
Great American pioneers													

	K	1	2	3	4	5	6	7	8	9	10	11	12
LEADERS IN AMERICA					■								
Conflicts and power struggles among groups													
The qualities of great leadership													
The function of the leader in focusing group goals and aspirations													
Great American leaders													
INNOVATORS IN AMERICA					■								
Innovation and cultural change													
Great humanitarian innovators													
Inventors													
Scientific and technological developers													
NATIVE AMERICANS					■								
MICHIGAN YESTERDAY					■								
Michigan Indians													
French Missionaries													
French Traders													
British Era													
Michigan Governors													
Farming													
Forestry and Lumbering													
Mining													
Manufacturing													

CULTURES

- The immigration movement to North America
- Cultural groups in the United States
- Problems faced by cultural groups
- The contributions of various cultural groups

OCCUPATIONS

- The relationship of occupations to geography and the abundance and variety of natural resources
- Regional specialization and interdependence as a result of geographic differences
- The process of choosing an occupation
- The effect of location on business and industrial occupations
- Worker preparation and training
- Civic, social and technological occupations
- Continuing education resulting from social and technological changes

RECREATION

- The effects of geography on recreation and tourism
- The relationship of industrial efficiency to increased time for recreation
- The use of leisure time
- The economics of recreation
- Environmental problems stemming from recreation

MICHIGAN TODAY

- Geography
- Tourism and Recreation
- Agriculture
- Mining and Manufacturing

K	1	2	3	4	5	6	7	8	9	10	11	12
					■							
					■							

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	K	1	2	3	4	5	6	7	8	9	10	11	12
GRADE 6													
CURRENT EVENTS (Daily or weekly discussion of current events and issues appropriate for the age level)							■						
CHOICE AND THE INDIVIDUAL (See the accompanying chart)							■						
CAREER EDUCATION (See the accompanying chart)							■						
SOCIAL STUDIES SKILLS (See the accompanying chart)							■						
PREHISTORIC MAN--AFRICA, ASIA, EUROPE							■						
Location and time spans													
Adaptations, modification, and harmonious use of environment													
Food, shelter, clothing													
Patterns of movement and migration													
Inventions and discoveries													
Contributions to mankind													
CRADLES OF CIVILIZATION--NORTH AFRICA, MIDDLE EAST, FAR EAST							■						
Location and time span													
Laws and government													
Religion													
Economic systems													
Effects of geography upon each culture													
Contributions to current cultures													
Studies of contemporary countries located in the same areas													
ANCIENT GREECE AND ROME							■						
Location and time spans													
Laws and government													
Religion													
Effects of geography upon each culture													
Art and architecture													
Education													

K	1	2	3	4	5	6	7	8	9	10	11	12
THE MIDDLE AGES AND RENAISSANCE IN CENTRAL AND NORTHERN EUROPE												
The dynamics of the Middle Ages												
The contributions of the Church												
Feudal life and the Feudal System												
Causes and effects of the Crusades												
Rise of the cities												
Important people of the Renaissance												
Areas of change during the Renaissance												
Effects of the Renaissance												
Studies of contemporary countries located in the same areas												
EASTERN AND WESTERN EUROPE INCLUDING THE SOVIET UNION												
Geography												
Revolutions--Industrial, Political, Social, Economic												
Contemporary cultures												
Current changes												
Relationships with the U.S.A.												
Basic political and economic philosophies												

GROSSE POINTE PUBLIC SCHOOLS

Choice and the Individual

Grades K-6

	K	1	2	3	4	5	6	7	8	9	10	11	12
CHOICE AND THE INDIVIDUAL--A SOCIAL STUDIES CURRICULUM FOR ASSISTING IN LIVING, GROWING, AND DEVELOPING VALUES, MAKING DECISIONS, AND LEARNING HOW TO COPE WITH PROBLEMS (Grades K-6)													
Understanding of self and others													
Understanding moods and emotions													
Dealing with positive and negative feelings													
Recognizing value in individual differences													
Accepting social differences													
Setting realistic goals													
Understanding motives and wants													
Relationships													
Accepting and communicating with authority figures													
Accepting rules through understanding reasons													
Meeting strangers													
Understanding peer relationships													
Decision making and problem solving													
Evaluating and solving problems													
Making decisions													
Making independent and self-assured decisions													
Recognizing the importance of evaluating advertising media													
Responsibility													
Developing a sense of individual responsibility													
Accepting responsibility													
Health and safety													
Knowing safety helpers													
Recognizing the role of drugs for medication													
Identifying household chemicals													
Maintaining good health and safety habits													
Identifying the roles of the medical professions													
Understanding the functions of the body systems													
Recognizing the importance of the positive uses of medicine through increased medical knowledge													

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K	1	2	3	4	5	6	7	8	9	10	11	12

REFERENCE AND LOCATION SKILLS

Use titles as guide to content

Use table of contents

Alphabetize

Read to find answers to questions

Choose appropriate material for purpose

Locate information in reference materials by using key words, guide

words, and letter on volumes

Use index

Use title page and copyright date

Use glossary, appendix, map lists, and illustration lists

Use reference materials to learn correct pronunciation and syllabication

Choose appropriate meaning of words for the context in which used

Recognise various materials as sources of information about different

topics

Locate appropriate materials in a library

Use the Dewey Decimal System as a key to locating materials

Use headings, topic sentences, and summary sentences

Locate information through cross references

Use reference material such as atlases, World Almanac, and Reader's

Guide

Select important current events items

Select information pertinent to class activities from various materials

Use index and table of contents to learn the organization of material

Use card catalogue to learn materials listed by subject, author, and

title

Use additional information given on cards in catalogue

Utilize various sections of material

Skim while reading to find a particular word, get a general impression,

or locate specific information

LISTENING AND OBSERVING (Interviews, field trips, lectures, plays, panel discussions, etc.) IN OR OUTSIDE THE CLASSROOM.

- Express appreciation for courtesies extended by others
- Listen and observe with a purpose
- Listen attentively while others are speaking
- Plan rules of behavior, questions to be asked, and things to look for
- Reserve judgment until the speaker's entire presentation is completed
- Find acceptable ways to open and close experiences such as interviews

ORGANIZING INFORMATION

- Classify facts and events under main headings or in categories
- Compose a title for a story, picture graph, map or chart
- Select answers to questions from material heard, viewed or read
- Record and summarize information gained
- Make a table of contents
- Make outline of topics to be investigated and seek material about each major point, using more than one source
- Select main ideas and supporting facts
- Arrange events, facts, and ideas in chronological sequence
- Make simple outline using correct form
- Avoid direct copying from reference material
- Construct simple graphic aids
- Make summary of main points encountered
- Evaluate planning and execution of listening and observing experiences
- Take notes making a record of source by author, title, and page
- Make a bibliography
- Give credit for quoted material

EVALUATING INFORMATION

- Distinguish between fact and fiction
- Draw inferences and make generalizations from evidence
- Compare information from two or more sources to recognize agreement or contradiction

K	1	2	3	4	5	6	7	8	9	10	11	12

COMMUNICATING IDEAS

- Exchange ideas through discussion as leader or participant
- Keep to the point in all situations
- Respect limitations of time and the right of others to be heard
- Use notes in preparing and presenting ideas

WORKING WITH OTHERS

- Respect the rights and opinions of others
- Understand the needs for rules and the necessity for observing them
- Take part in making the rules needed by the group
- Accept the role of the leader or follower as the situation demands
- Profit from criticism and suggestion

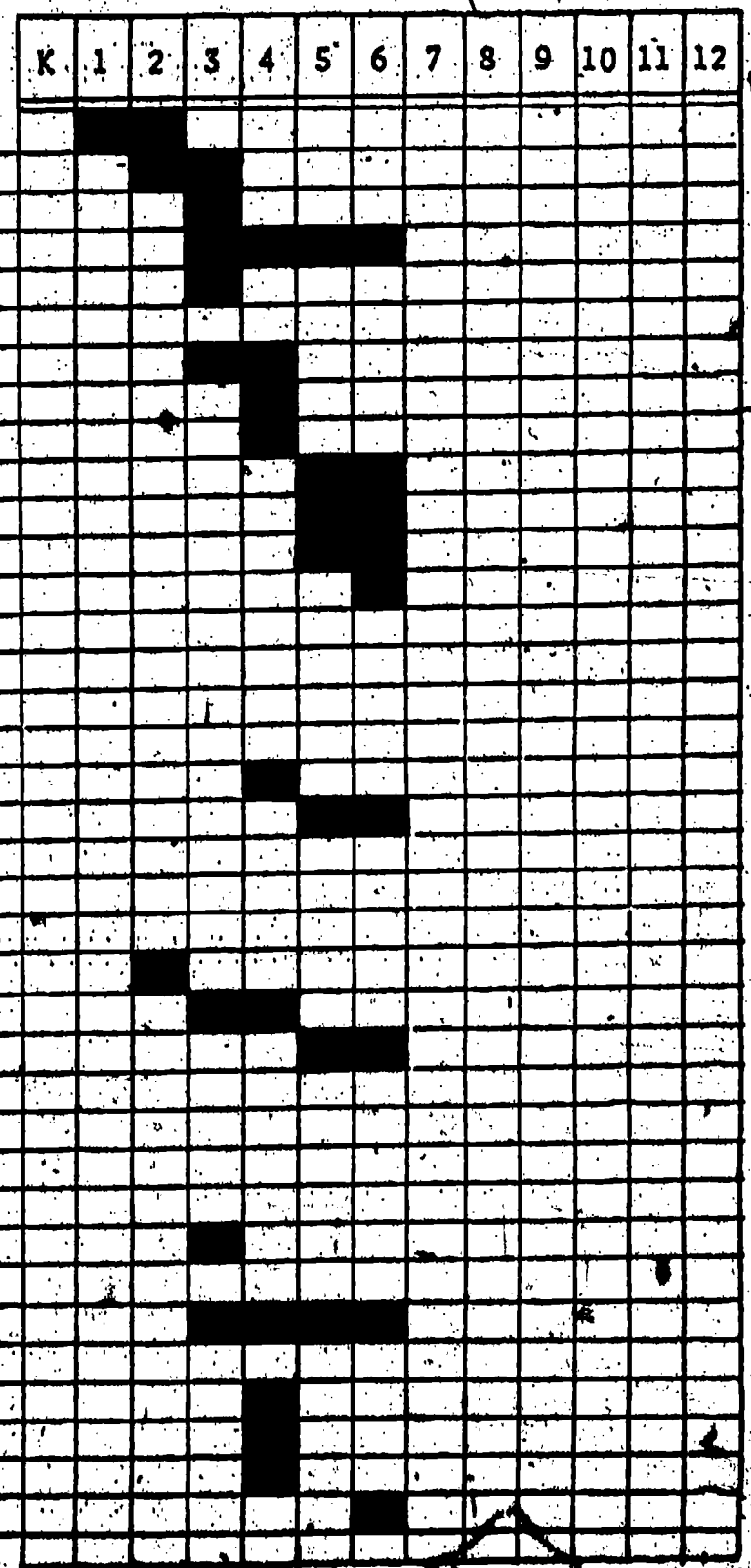
APPLYING PROBLEM SOLVING AND CRITICAL THINKING

- Recognize that a problem exists
- Define the problem for study
- Review known information about the problem
- Plan how to study the problem
- Locate, gather, and organize information
- Interpret and evaluate information
- Summarize and draw tentative conclusions
- Recognize the need to change conclusions when new information warrants
- Recognize areas for further study

INTERPRETING MAPS AND GLOBES

- Map Directions
 - Use cardinal directions (north, south, east, west)
 - Construct simple maps
 - Use intermediate directions such as southwest, northeast, etc.
 - Understand the use of the compass for direction
 - Use parallels and meridians in determining direction
 - Use the north arrow on the map
 - Use different map projections

K	1	2	3	4	5	6	7	8	9	10	11	12



MAP LOCATION

- Recognize land and water masses
- Locate home, city, and state
- Identify continents, oceans, and large islands
- Use an atlas
- Develop a visual image of major political divisions, land forms and other map patterns
- Read maps of various types
- Identify the equator, tropics, circles and hemispheres
- Interpret abbreviations
- Use a highway map for locating places by number and key system
- Use longitude and latitude
- Identify the time zones
- Understand the reason for the International Date Line and compute time problems of international travel

MAP SCALE

- Determine distance on a map by using a scale of miles
- Make simple maps to scale

MAP SYMBOLS

- Identify pictorial symbols
- Use map legends
- Interpret dots, lines, colors and other symbols used in addition to pictorial symbols

UNDERSTANDING CHRONOLOGY

- Associate seasons with particular months in both northern and southern hemispheres
- Relate the past to the present in the study of change and continuity in human affairs
- Associate some specific date-events as points of orientation in time
- Use definite time concepts as decade and century
- Understand and make simple time lines
- Comprehend the Christian system of chronology - B.C. and A.D.

THE REQUIRED AND ELECTIVE SOCIAL STUDIES PROGRAMS OF THE MIDDLE AND HIGH SCHOOLS OF GROSSE POINTE

Four years of required work in social studies is taken by each student in the Grosse Pointe Public Schools. In addition to the required courses, many special elective courses are offered to meet the interests, needs, and career plans of secondary school social studies students.

Middle Schools

The major objective in the study of social studies in the Middle Schools of Grosse Pointe is to develop fundamental social studies skills and research techniques. This includes knowing and applying the major social studies concepts to new subject matter and in new situations. By the time students reach the High Schools they should be able to pursue the study of the social sciences in a meaningful way using the research techniques which have been established in the Middle Schools. Middle School students are also required to trace the growth of democratic ideals and concepts in the USA in terms of basic social studies principles. These two units, required of all, constitute a very significant part of the two years of required Middle School Social Studies in Grosse Pointe.

Middle School students are also required to select six additional units from among a number of unit electives. Each unit elective is related meaningfully to relevant social studies concepts. Thus the elective subject matter becomes a vehicle for applying required concepts and understandings and basic research skills to new and interesting materials.

In addition to the two years of required social studies work, interested students may elect the following course from the General Studies electives:

*Environmental Studies

High Schools

The Social Studies Program of the Grosse Pointe High Schools is quite complex and ranges from required courses in Civics and United States History to college level courses such as United States History--Advanced Placement, and to specialized courses in psychology, economics, sociology, anthropology, world regional studies, etc. Detailed courses of study are available at each high school which summarize the many concepts and skills which students work toward mastering in each elective course.

High school elective course offerings are as follows:

- | | |
|------------------------------|--|
| *Geography and World Affairs | *Current Problems (Affairs) |
| *Consumer Economics | *American Government |
| *Economics | *Age of Majority |
| *Sociology | United States History--Advanced Placement
(may be substituted for U.S. History) |
| *Psychology | Western Civilization |
| *Anthropology | *World History (Ancient-Medieval) |
| **American Studies | *World History (Renaissance-Modern) |
| **Humanities | *World Regional Studies
Middle East/China/USSR |

*Semester course

**Interdisciplinary course-2 hours daily

MIDDLE SCHOOL SOCIAL STUDIES CURRICULUM

Required Units,

Grades 7-8

	K	1	2	3	4	5	6	7	8	9	10	11	12
FUNDAMENTAL SOCIAL STUDIES SKILLS													
Knowledge of the basic study procedures and techniques													
Understanding of the reasons for systematic study													
Understanding the importance of an effective study headquarters													
Ability to use a study headquarters and to budget time wisely													
Ability to use individual capacities as fully as possible													
Knowledge of the basic secondary school social studies information sources													
Ability to use these information sources													
Ability to take clear, accurate, useful notes													
Ability to write an organized, technically correct book report													
Knowledge of the steps involved in writing a research paper													
Ability to write a simple social studies research paper													
Ability to listen carefully to a presentation and to recall and reproduce the basic main idea and important details													
Knowledge of the major types and advantages of the various map projections													
Ability to read maps accurately													
Ability to construct a simple accurate map													
Knowledge of the advantages of using a globe													
Ability to use the globe effectively in social studies work													
Knowledge of the principles in locating places using longitude and latitude and ability to locate such places													
Knowledge of the basic geographic terms													
Ability to use and construct graphs, charts, and time lines													
Knowledge of the major important social studies concepts													
Understanding of these concepts and the ability to apply them in new contexts													
THE GROWTH OF DEMOCRATIC IDEALS AND CONCEPTS IN THE UNITED STATES													
Knowledge of the major documents and understanding of their principles as English heritage--Magna Carta, Petition of Right, Bill of Rights													

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THE GROWTH OF DEMOCRATIC IDEALS AND CONCEPTS IN THE UNITED STATES, Continued

	K	1	2	3	4	5	6	7	8	9	10	11	12
Understanding of how the colonial experience in the USA led to the cultural values, ideals, and concepts of human dignity we honor today													
Knowledge and understanding of the philosophy expressed in the Declaration of Independence													
Understanding of the inadequate power relationships which resulted in the move from the Articles of Confederation to the Constitution													
Knowledge and understanding of the fundamental principles expressed in the Constitution of the United States													
Understanding of the role of compromise and adjustment involved in the ratification of the Constitution of the United States													
Understanding of how changes in society have been accommodated through Constitutional amendments													
Knowledge of how political parties arose in the United States during the Jeffersonian-Jacksonian periods													
Understanding of the issues involved in the conflict between states rights and federal rights													
Understanding of how federal-state conflicts have been accommodated in a number of specific instances--the Whiskey Rebellion, the Nullification Controversy, Fugitive Slave Laws, etc.													
Understanding of the obligation of citizens in a democracy such as the USA to make moral choices in terms of self, society, and human values													
Understanding of the obligation of citizens in a democracy such as the USA to observe social controls while working for change													

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In the Middle Schools, in addition to the two required units, students must elect additional units from among the elective units listed below which are related to basic Social Studies Concepts and Skills:

	K	1	2	3	4	5	6	7	8	9	10	11	12
Required Units													
Fundamental Social Studies Skills													
The Growth of Democratic Ideals and Concepts in the United States								■	■				
Elective Units													
Minority Groups in the United States									RE	RE			
Urban problems									RE	RE			
The Westward Movement in the United States									RE	RE			
Economic Growth in the United States									RE	RE			
Australia and Oceania									RE	RE			
India and Southeast Asia									RE	RE			
China and Japan									RE	RE			
Africa									RE	RE			
Latin America									RE	RE			
Geography of the United States									RE	RE			
Selected World Cultures									RE	RE			
Selected Topics in United States History									RE	RE			
World Environmental Concerns									RE	RE			
The American Revolution and The Civil War									RE	RE			
Foreign Affairs and the United States									RE	RE			
Cultural Change and Social Reform									RE	RE			
Career and Consumer Education									RE	RE			
* Independent Study									RE	RE			

RE= required elective
 arranged with a teacher

MIDDLE SCHOOL ELECTIVE GENERAL STUDIES COURSE

Environmental Studies

Grades 7-8

GRADE 7 or 8

	K	1	2	3	4	5	6	7	8	9	10	11	12
ENVIRONMENTAL STUDIES--ECOLOGY, POLLUTION, PESTICIDES, ENERGY USE, CONSERVATION, POPULATION, SOIL, LAND, LAND USE, FORESTRY.													
(One semester course)													
Understanding of the concept of ecosystems								E	E				
Ability to observe wildlife, vegetation, geology, and land use closely								E	E				
Ability to adapt laboratory techniques to environmental study								E	E				
Ability to use topographic maps in field studies								E	E				
Knowledge of current urgent environmental problems								E	E				
Understanding of the interdependence between human life and ecological systems								E	E				
Understanding of the difficulty of achieving change in environmental management								E	E				
Ability to see varied points of view and the possibility of alternative solutions to environmental problems								E	E				
Ability to research problems and to propose workable solutions to environmental problems								E	E				
Ability to camp, cook, hike, bike, tour, hunt and fish in a manner compatible with environmental preservation								E	E				
Ability to develop physical lifetime activities for health								E	E				
Understanding of ecology problems and proposed solutions								E	E				
Understanding of pollution problems and proposed solutions								E	E				
Understanding of energy problems and proposed solutions								E	E				
Understanding of population problems and proposed solutions								E	E				
Understanding of problems related to land use and the conservation of natural resources and proposed solutions								E	E				
Ability to form a personal position in relation to environmental problems and to act in accordance with these beliefs								E	E				
Ability to research environmental problems in various media								E	E				

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HIGH SCHOOL SOCIAL STUDIES CURRICULUM

Grade 9

CIVICS

	K	1	2	3	4	5	6	7	8	9	10	11	12
Knowledge and understanding of the great documents of American history													
Understanding of the democratic principles of the American system													
Knowledge of important contributions made by great social and political philosophers													
Understanding of the functions of national, state and local governments													
Appreciation of the American tradition of the dignity and worth of the individual													
Understanding of the contributions of various sub-groups to American life													
Knowledge and understanding of the development and functioning of the American economic system													
Knowledge and understanding of competing economic systems													
Ability to use and understand and use social studies materials and tools													
Ability to do basic research and organize materials in social studies													
Ability to think through social studies issues and formulate solutions													
Ability to communicate social studies ideas clearly in speech and writing													
Understanding of selected crucial contemporary social studies problems--urban, taxation, inflation, political, international, etc.													
Knowledge of the major proposed solutions to these problems													
Understanding of the role of political parties and the elective system in American politics													
Ability to distinguish fact from propaganda													
Understanding of the dilemma posed when the right of the individual conflict with the rights of society													
Ability to make intelligent choices of action when individual and social rights conflict													
Understanding of one's own career interests and personal strengths and weaknesses related to these interests													
Knowledge of career possibilities in one's field of interest													
Ability to research career interests													

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CIVICS. Continued

Knowledge of the major periods, stages of development, individuals
and groups and significant aspects of Michigan history.

K	1	2	3	4	5	6	7	8	9	10	11	12

HIGH SCHOOL SOCIAL STUDIES CURRICULUM

Grade 11

UNITED STATES HISTORY

SOCIAL AND POLITICAL DEMOCRACY

Knowledge of the major steps taken toward the realization of social and political democracy in American history

Understanding of forces which have opposed democracy within the USA

Understanding of how freedom and rights are always countered by forces of responsibility and order

Understanding of how concepts of social and political democracy are constantly being modified

GOVERNMENT'S CHANGING ROLE IN ECONOMIC MATTERS

Understanding of the major transition in the USA from an agrarian to an industrial society

Understanding of the problems accompanying agricultural growth

Knowledge of the history of big business and labor in the USA

Understanding of American attitudes toward the role of government in the economic system and in American life

CULTURAL HISTORY OF THE UNITED STATES

Understanding of major philosophical currents in American life

Understanding of the role of religion in shaping American thought and attitudes

Knowledge of selected trends in American art, music, and literature

Appreciation of America's cultural contributions to the world

Understanding of the development of and changes in American family life

THE ROLE OF POLITICAL PARTIES IN THE SHAPING OF UNITED STATES HISTORY

Knowledge of the history and growth of political parties in the USA

K	1	2	3	4	5	6	7	8	9	10	11	12

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SELECTIVE SOCIAL STUDIES CURRICULUM

Grades 7-12

	K	1	2	3	4	5	6	7	8	9	10	11	12
MIDDLE SCHOOL 7-8													
Environmental Studies													
HIGH SCHOOL 9-12													
Geography and World Affairs													
*Consumer Economics													
*Economics													
*Sociology													
*Psychology													
*Anthropology													
**American Studies													
**Humanities													
*Current Problems (Affairs)													
*American Government													
*Age of Majority													
United States History--Advanced Placement (Selected students)													
Western Civilization													
*World History (Ancient-Medieval)													
*World History (Renaissance-Modern) or													
*Modern European History (French Revolution to Present)													
*World Regional Studies (Middle East/China/USSR)													



*Semester course
 **Interdisciplinary course-2 hours daily