

DOCUMENT RESUME

ED 221 412

SO 013 933

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 TITLE Organizing for Social Science/Citizenship Improvement: A Rural Approach.
 INSTITUTION Education Service Center Region 7, Kilgore, Tex.
 PUB DATE 81
 NOTE 1,232p.

EDRS PRICE MF09/PC50 Plus Postage.
 DESCRIPTORS *Citizenship Education, Competency Based Teacher Education; *Curriculum Development; *Educational Change; Educational Objectives; Elementary Secondary Education; Instructional Improvement; Instructional Materials; Learning Activities; *Models; Needs Assessment; Resource Materials; *Rural Education; *Social Studies

ABSTRACT

An instructional change model, known as OSSI (Organizing for Social Science Improvement) which helps small rural school administrators and teachers learn about, respond to, and effectively adapt new ideas to local instructional settings, is described. The OSSI project was begun in 1979, when 29 districts in east Texas had documented student and program needs in social studies, citizenship, free enterprise, and career education but lacked resources to undertake the development of a K-12 social studies/citizenship curriculum. The resources that they pulled together comprise this publication, of which there are many parts. The bulk of the publication contains the instructional management system (IMS) developed to encourage curriculum coordination across the 12 grades. Ten core concepts are identified. A K-12 scope and sequence indicating subjects and objectives for each grade level are provided. Instructional materials and learning activities are coded to each objective. Mastery tests are provided. Other resources contained in the publication include a list of teacher competencies, a resource bibliography, a needs assessment and evaluation guide, and a discussion of change models. (RM)

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ORGANIZING FOR SOCIAL SCIENCE/CITIZENSHIP IMPROVEMENT: A RURAL APPROACH

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1981

BLUEPRINT OF CITIZENSHIP/SOCIAL STUDIES IN RURAL SCHOOLS: CURRICULUM CHANGE MODEL

Since the mid, 1960's, nearly all efforts at improving instructional programs have suffered from a curriculum developer's bias, a bias that has led many who are trying to improve curricular programs to ask the wrong questions and to emphasize the wrong parts of the complicated process of instructional change. If instruction is to improve, there must be educators who value and understand the instructional change processes.¹

Instructional change theory and research is available, yet, few workable change models are understood or used by small school administrators and teachers.² The overemphasis on diffusion ideas without adequate regard for instructional change processes had resulted in masses of paper products shelved in curriculum libraries and school filing cabinets. Successful instructional change models must begin with teacher and administrator practices as they exist in a particular setting. Effective curriculum change is a complex, long term process that includes, but is larger than, the selection of existing curriculum products. To learn about change processes, administrators and teachers must actively experience personal change. It is the conviction of the author that simultaneous attention to both the personal and operational dimensions of any change or program alteration assists administrators and teachers in creating, experiencing, and understanding instructional change roles and processes.

DEFINITION OF TERMS

OSSI (Organizing for Social Science Improvement) is defined

as a sensitive mechanism by which small school administrators and educators are able to both respond to changing conditions and adapt effectively. The mechanism includes a change process which allows small school educators exposure to knowledge about change processes as well as tools with which they can engage in positive intervention with students.

Innovation is defined as a "process or product that is new to the potential user."³

Concern is defined as "a composite description of various motivations, perceptions, attitudes, feelings, and mental gyrations experienced by a person in relation to an innovation."⁴

Change facilitation is defined by Gene Hall as the persons who assist teachers innovate. The persons include principals, superintendents, deans, curriculum consultants, National Diffusion Network facilitators, and linking agents.⁵

Stages of Concern about the innovation include feelings, perspectives and attitudes as they consider, approach and implement the innovation.⁶

EXISTING CHANGE MODELS

It is generally recognized that change occurs slowly and new ideas must be accepted and internalized before they are useful. In addition, curriculum planners during the late 1960's and early 1970's discovered that dealing with the process of change is as important as dealing with the substance of change. They discovered that change not only occurs, but the pace of change has increased and continues to accelerate. Recognizing this phenomenon, the

initial thrust of curriculum planners emphasized methods of assisting schools in adopting change. The second wave of curriculum workers assisted schools in developing environments which were receptive to change. Ideas such as networking, organizational development, identifying promising practices linkage, and problem-solving surfaced repeatedly in the literature. Characteristics of successful change were even identified. That is, meaningful change occurred when the individual school was the target unit. There needed to be a focus on developing conscious problem-solving abilities of the staff, open communication and participatory decision-making, early goal identification and clarification, and linkages to resources outside the school boundaries.

OSSI CHANGE MODEL

To better understand the instructional change model for small school administrators, a comparison of two fundamentally different change models necessary. The first model is the traditional discrepancy change model presented by Robert Fox.⁷ The contrasting model is the Icerns Based-Adopting Model (CBAM)⁸ developed at the University of Texas Research and Development Center. Steps in the discrepancy model address program changes, and the CBAM is proposed for addressing people concerns and changes. The discrepancy model should be used to identify and develop end products related to the program. Products such as the instructional management systems, teacher sourcebooks, job description manuals, job procedures manuals and other consumable products might be developed and used by administrators, teachers, non-instructional staff and

others (i.e. students) working cooperatively. The CBAM change model, on the other hand, becomes the change model proposed by the author to plan experiences and monitor the people changes using the Stages of Concern (SoC) instrument. The effectiveness of the products developed would be measured by the CBAM Level of Use (LoU) instrument.

A comparison of the assumptions of both change models -- the discrepancy and CBAM -- will further clarify the basic distinctions of the two change models under discussion. The primary assumption of the discrepancy model is that the group to be involved with the change and the group that will use the instructional products should be actively involved in determining the instructional products which should exist, in determining the instructional products which currently exist, and in determining which specific products should be designed to rectify the current gaps in the program.

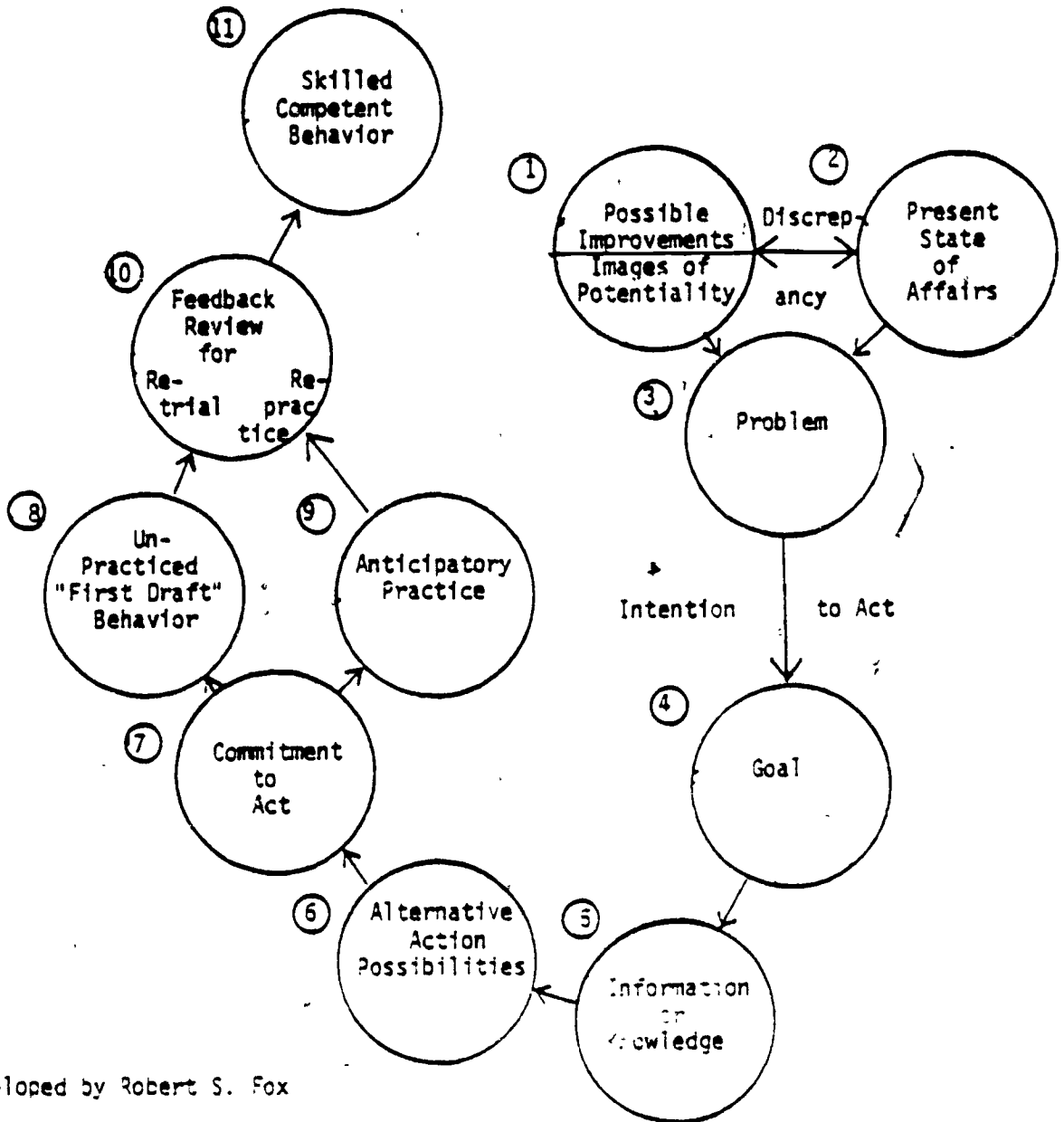
The twelve steps in the discrepancy model are delineated below:

Strategy	Resources	Personnel
1. Self assessment-understanding the strenghts and weaknesses of the current program.	<u>NCSS Self Assessment Inventory</u>	Selected committee might include the following: coordinator, teachers, administrators, parents, and students.
2. Collection of "new" materials.	Publishers, curriculum developers, administrator associations	Superintendent, principal, central office staff
3. Review of schools' <u>Curriculum Guidelines</u> , policy and procedure manuals.	<u>TEA Curriculum Frameworks and publications</u> , NCSS Social Studies Curriculum Guidelines	Committee from Step 1

4. Establishment of priority goals to the revised program.	Results of self-assessment reactions to guidelines	Same as above
5. Development of a self study analysis instrument designed to determine the priorities of the district.	TEA Accreditation study procedure or Southern Association Self Study Procedure	Same as above
6. Analysis of group/product/or policy chosen for study.	Self-developed analysis instrument from Step 5	Same as above
7. Preliminary selection of materials.	Results of analysis and list of goals from Step 4	Same as above
8. Train in use of materials.	Curriculum developers and/or publishers	Administrators, teacher to be involved in the pilot program
9. Plan evaluation for pilot program.	Tool to be based on expected outcomes from Step 4	Developers, publishers, coordinators, teachers, administrator, and non-instructional personnel
10. Pilot program and evaluation.	Selected materials and tool developed in Step 9	Administrator, teachers, non-instructional personnel
11. Final selection of materials.	Results of pilot program evaluation	Committee from Step 1
12. Dissemination of program results	Final report	Same as above

EDUCATIONAL PROBLEM-SOLVING

LINKING INDIVIDUAL OR GROUP INTENTIONS TO SKILLED ACTION



Developed by Robert S. Fox

Questions to be answered by staff involved in the Fox discrepancy model are these:

1. Why do we want change?
2. Where does the impetus for change come from?
3. Has evidence of weakness been demonstrated in the current program?
4. What has been the specific reaction of teachers, parents, and students to the current program?
5. Has the desire been expressed to try some other specific approaches or programs?
6. What were the reasons given?
7. What benefits do we expect from this change?
8. What are we doing now?
9. Do we really know what we have been doing?
10. Are we aware of our weaknesses in certain areas so that we will not be condemned to repeat our mistakes?
11. How much of our present programs and practices do we want to keep?
12. Are there any areas in which we have been especially successful?
13. Is there a certain type of student with whom we have been especially successful?
14. Are there administrators who have developed particularly innovative and successful programs?
15. What resources do we have immediately available?
16. Are there interested and active teachers who will take the lead in carrying through the new program?
17. What kinds of multi-media materials and equipment do we have available?
18. What kinds of supervisory assistance can we make available to teachers?
19. How much time, money, and effort are we willing to invest?
20. Are we willing to arrange time for teacher workshops?
21. Where can we go to get help?
22. Is there a state social studies consultant or coordinator who can provide us with services, materials, and resources?
23. Is there a school of education in the area which has a curriculum materials center or curriculum library that we may use?
24. Are there professors at nearby colleges who would be interested in working with us?
25. Is it possible to arrange with a nearby university to conduct summer workshops or given specialized courses for teachers?
26. Are there schools currently involved in innovative programs which we may visit?
27. Has the state or local administrative organization identified principals who have expertise in new programs?
28. How shall support for the new program be obtained?

29. What measures do we need to take to obtain the support and active participation of parents, teachers, students and community?
30. When do we begin to enlist such support?
31. When do we want to begin this new program?
32. How much time will we need for pre-planning, educating teachers in the use of new techniques, ordering materials, and rescheduling of activities?
33. How shall we begin this program?
34. Who must approve the changes advocated?
35. How are decisions relating to the proposed changes made?
36. Shall we begin one grade at a time?
37. School-wide?
38. District-wide?
39. Shall it begin only in the classes of teachers who volunteer?
40. Shall it be a mandated program?

A similar discrepancy model, is utilized by Texas schools through the accreditation process required by the Texas Education Agency.

The assumption of the CBAM model, on the other hand, suggest that change is a process, not an event. According to the CBAM model, instructional change is accomplished by individuals, not institutions. Change is a highly personal experience, and change entails developmental growth in both feelings about and skills in using new programs.

It has been recognized that effective curriculum change is a complex, long-term process. Existing research at the University of Texas Research and Development Center indicates that three to five years are necessary for successful implementation of any innovation.⁹ Research also indicates that the order of presentations about the innovation is critical. The mandates of legislation, policy makers, or administrative decisions (events, if you will) do not cause change. People need time to understand, accept, and internalize the new idea and change.

A second assumption about CBAM is that the change process is experienced by individual persons rather than institutions or schools. Unless the people within schools change, it is irrational to expect organizational change. Because change is a highly personal experience, attention must consistently be directed toward tracking each participant's satisfactions, frustrations, concerns, motivations, and perceptions.

The final CBAM assumption stresses change as a developmental process which involves both feelings of participants as well as the level of skill each individual possesses relative to a particular innovation.

Seven Stages of Concern have been identified through the CBAM model which assist the innovator in tracking the "people dimension." These stages are outlined in Figure 1.

TYPICAL EXPRESSION OF CONCERN ABOUT THE INNOVATION

Stages of Concern	Definitions	Expressions of Concern
6 Refocusing	The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individuals had definite ideas about alternatives to the proposed or existing form of the innovation.	I have some ideas about something that would work even better.
5 Collaborat	The focus is on coordination and cooperation with others regarding use of the innovation.	I am concerned with relating what I am doing with what other teachers are doing.

Stages of Concern	Definitions	Expressions of Concern
4 Consequence	Attention focuses on impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.	How is my use affecting students?
3 Management	Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.	I seem to be spending all my time getting materials ready.
2 Personal	Individual is certain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her own role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.	How will using it affect me?
1 Informational	A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.	I would like to know more about it.

Stages of Concern	Definitions	Expression of Concern
1 Awareness	Little concern about or involvement with the innovation is indicated.	I am not concerned about it (the innovation).

Figure 1: Stages of Concern¹⁰

In summary, practical suggestions on accomplishing instructional changes are often difficult to locate in the literature. Yet, basic principles regarding educational innovation exist. Change should be rational, responsible, and developed in a meaningful context with definite goals in mind. The change should be purposeful and systematic, and it should be related to needs of persons and institutions. Diffusion should also be a process that allows educational consumers to make intelligent choices. Finally, decisions about change should involve all those persons to be affected by the innovation.

Recent efforts in conceptualizing educational change models suggest that something is amiss with traditional planning models such as the discrepancy model, Management Objectives; Simulation Models; Program Planning, Budgeting Systems, and Zero Based Budgeting.¹¹

The OSSSI change model is an eclectic model. It incorporates (1) a product development change model (the discrepancy model by Fox); (2) a people-oriented change model (the CBAM); and (3) a loosely coupled organization change model (regional education service centers).

Education Service Centers can best be theoretically described and conceptually depicted as loosely coupled systems. Loose coupling is similar to, but not synonymous with, concepts of connection, link, or interdependence. Loose coupling is different in that, while interaction between the loose coupling agencies enables the service agency to be more responsive, it still allows the receiving agency its own autonomy in final decisions about services. The loose coupling concept also fosters images of long or short term service alliance and flexibility. These are potentially crucial properties of the "glue" that holds loosely coupled systems together. Finally, the coupling concept implies that organization building blocks (ESC services) may be "grafted" onto receiving agency or severed from it with relatively little disturbance to either the ESC or the local school.

There are several characteristics of loosely coupled systems which allow for both standardization of services and localized adaptation of each service the agency provides. The first characteristic of a loosely coupled system is that such an organization allows some portions of the service agency to exist along traditional patterns while encouraging, or at least allowing, other parts of the agency to experiment with new services or approaches to delivery of services.

A loosely coupled organization provides a sensitive mechanism which is perceptual in nature. That is, the loosely coupled service agency may simultaneously collect and analyze quantitative data while at the same time preserving many independent sensing elements

(consultants, advisory councils, etc.) therefore, the service agency (ESC) will know the receiving agency's environments (schools, campuses within districts, and community). By providing ongoing perceptual data collection, the agency can more localize educational adaptations by receiving agencies through swift, economic, cost-effective means.

Another characteristic of a loosely coupled system is the ability of the system to readily identify trouble spots at the local level. If there is a breakdown of one portion of a service or educational problem, the breakdown can be sealed off from other portions of the service organization. Also, loosely coupled systems allow for increases in the feelings of effectiveness of autonomous receiving agencies. Finally, loosely coupled systems tend to be less expensive to operate in some service areas (low people/low task), but many appear to be non-rational systems of fund allocation in other service areas (high people/low task). However, high people/low task oriented services are often critical to effective overall service delivery. The nature and intensity of the coupling may serve to create or dissolve elements which fit the cultural, educational and political boundaries of the educational environment at any one time. That is, elements may appear, merge, or become separated depending upon the needs of individuals, groups, or organizations needing service at any point in time.

The OSSI change model, then, is an eclectic model which addresses itself first and foremost to acquainting small school administrators and teachers with current instructional change models and their uses. Both technological and people changes are considered.

Finally, OSSSI attempts to have the participants experience both the steps in the discrepancy model and the Stages of Concern of the CBAM model. If both are understood and internalized, OSSSI change model will be unique and useful because it is practical.

IMPLICATIONS FOR POLICY MAKERS

OSSSI instructional change model has implications for policy makers concerned with small schools in areas of (1) inservice, (2) people change, (3) student instruction, (4) non-instructional personnel practices, and (5) curriculum document development.

1) Inservice Implications ,

Meaningful inservice includes planned activities designed to produce new and/or improved performances in job assignments. Meaningful inservice also incorporates the production of curriculum material which is useful on the job. Improved performance in job assignment and communication related to information dissemination of information are, likewise, characteristics of effective inservice as detailed by the Texas Education Agency in A Guide to Better Inservice Educational Programs in Texas (1980). OSSSI participants' experiences tie directly to self-identified competencies as well as provide for improvement in individual performances in the production of both new, practical curriculum products and improved knowledge and techniques directly related to job assignments. The OSSSI mechanism provides links to organizational needs (school district status) and to individual needs (teacher growth). The OSSSI mechanism becomes a model not only for social studies educator's instructional improvement but for curricular change in

any subject area. Inservice becomes both cost effective yet meaningful to both school administrators and individual teachers.

2) People Change Implications

Examination of people changes as measured by the Concerns Based Adoption Model Stages of Concern Instrument¹² is hypothesized to reflect increasingly higher levels of concern progressing from unrelated concerns to concerns about self to task concerns to student impact concerns. Successful change agents have discovered that people change cannot be engineered by outside agents. In fact, people change can occur only through:

timely provision of affective experiences and cognitive resources can provide the grist for concerns arousal and resolution, thereby facilitating the development of higher level concerns.¹³

OSSI change mechanism is deemed successful when the administrators move toward openness to new ideas, an awareness of curriculum alternatives, an increased sense of security, a willingness of the participant to experiment, and a system of support for the innovation. Once a participant experiences himself as possessing these characteristics, he is, for all practical purposes, a school based change agent. The implication this has for altering the base of resistance to curriculum change at the local level is potentially worthy of examination.

3) Student Instruction Implication

Few small schools have had administrators and teachers working with instruction-by-objectives and classroom management tied to instructional management systems. The OSSI mechanism not only

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introduces teachers and central office administrators to instructional management systems, but allows them to cooperatively build a system which meets the unique needs of their students. Improved student scores on both criterion referenced and normative referenced tests should result.

4) Curriculum Document Development and Implications

Development of sophisticated curriculum materials has not occurred frequently in small schools, for teachers had limited time, skills, and resources for such undertakings. By pooling resources across schools, however, the small schools are able to engage in training, encounter qualified curriculum experts, and experience the improvement in their own skills as they design and pilot materials they cooperatively build. By sharing these documents at state and national professional meetings, the small school educators are able to internalize the meaning and sophistication of the products they have collectively produced.

Summary

In sum, many small schools have found that state requirements and mandates are inadequately met because their existing personnel are not sufficiently trained to build the curriculum document, infuse lesson plans, handle non-instructional personnel training, and design instructional management systems required for appropriate instruction and personnel management in today's complex schools. OSSI can become the mechanism through which small school administrators and teachers are able to learn about, respond to, and effectively adapt new ideas to local instructional settings. OSSI, in sum, is a small school instruction change model for school administrators and teachers.

FOOTNOTES

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INTROD

Studies/Citizenship teachers in rural areas have identified and located a bank of generic teacher competencies as well as readings and training suggestions which might serve to assist in areas of concern. This is the purpose of the OSSI Source

One is a listing of social studies teacher competencies developed by the Minnesota Department of Education and used by ten states including Texas, in the Multi-State Consortium on Performance Based Education. It can be used as an assessment instrument for individual and group needs of social studies teachers.

Two is an outline of the social studies competencies. Listed with each competency are the suggested readings from the National Council for Social Studies journal and bulletins. These sources are the final result of teachers in the field critiquing readings and choosing those that offered the most practical (from a classroom teachers viewpoint) assistance to personal competency development.

Three of the OSSI Sourcebook is a practical tool for use in assessment and/or personal growth programs. This sourcebook is intended to provide a guide for growth over a period of weeks or months. Districts are encouraged to modify the list of competencies and readings to meet their local needs.

Readings are identified by article title, and either the National Council for Social Studies publication number, or the identifying and issue number of the NCSS journal Social Education.

Social Studies Teacher Competencies*

I.	DEMONSTRATES BEHAVIOR IN CLASSROOM AND OTHER TEACHING SITUATIONS TO FACILITATE PUPILS' DEVELOPMENT TOWARD COGNITIVE AND AFFECTIVE GOALS IN THE SOCIAL STUDIES.	Essential Teacher Competency Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree				
1.	Uses a clearly thought-out rationale to guide his selection of objectives, learning experiences, and teaching strategies, and evaluation procedures.	SA	A	NO	D	SD
2.	Focuses upon significant and feasible objectives and helps pupils identify objectives for their learning.	SA	A	NO	D	SD
3.	Creates a warm and open climate which facilitates student learning.	SA	A	NO	D	SD
4.	Draws upon learning principles and knowledge of students to motivate them to active interest and participation in class.	SA	A	NO	D	SD
5.	Draws upon learning principles to effect behavioral change.	SA	A	NO	D	SD
6.	Uses teaching and discussion strategies appropriate to the purpose of a lesson or unit.	SA	A	NO	D	SD
7.	Provides many opportunities for work in which pupils have a chance to work together to achieve common ends.	SA	A	NO	D	SD
8.	Makes use in teaching of some conceptual or theoretical structure to help pupils gain more intellectual power or tools of analysis for examining new situations. Provides pupils with learning experiences and instructional materials which help them structure concepts and generalizations.	SA	A	NO	D	SD
9.	Uses content appropriate to stated goals.	SA	A	NO	D	SD

- | | | | | | | |
|-----|---|----|---|----|---|----|
| 10. | Uses a multimedia program with instructional materials appropriate to goals and to the pupils in the class; does not rely upon one source of information for all pupils all of the time. | SA | A | NO | D | SD |
| 11. | Uses learning experiences appropriate to the goal and to the pupils in a class. Varies within a class period, from day to day, and from one unit to another. | SA | A | NO | D | SD |
| 12. | Uses varied evaluation techniques to provide feedback to pupils and their parents about pupils' progress and to the teacher about effectiveness of his/her teaching. Evaluates for all goals of teaching. | SA | A | NO | D | SD |
| 13. | Adjusts learning experiences and instructional materials to the general composition of the class and also to individual differences among pupils. | SA | A | NO | D | SD |

II. DEMONSTRATES A KNOWLEDGE OF ALL OF THE SOCIAL SCIENCES AS DISCIPLINES, INCLUDING WAYS OF STRUCTURING, TYPES OF ANALYTICAL QUESTIONS ASKED, METHODS OF EXPLANATION USES, METHODS OF ADVANCING KNOWLEDGE, MAJOR COMPETING THEORIES. THE CHANGING NATURE OF FIELDS, AND WAYS OF KEEPING CURRENT WITH DEVELOPMENTS IN THE FIELD, TOGETHER WITH THE ABILITY TO INTEGRATE AND APPLY THIS KNOWLEDGE TO THE DEVELOPMENT AND EVALUATION OF CURRICULUM AND INSTRUCTIONAL MATERIALS AND TO THE CANDIDATE'S WORK IN THE CLASSROOM.

Essential Teacher Competency
 Strongly Agree, Agree, No
 Opinion, Disagree, Strongly
 Disagree

1.	Can explain the characteristics of social-science disciplines as disciplines.	SA	A	NO	D	SD
2.	Demonstrates a broad understanding of the different social science disciplines and of their points of convergence and divergence.	SA	A	NO	D	SD
3.	Demonstrates knowledge of sources of information for keeping abreast of changes in the social sciences and keeping informed about current affairs.	SA	A	NO	D	SD
4.	Applies knowledge of the social sciences as he/she develops and evaluates curriculum materials, unit and lesson plans, and instructional materials, and as he/she works in the classroom.	SA	A	NO	D	SD

III. DEMONSTRATES THE SKILLS AND BEHAVIORS WHICH HE SHOULD BE ABLE TO HELP PUPILS DEVELOP, INCLUDING THOSE IN THE AREA OF HUMAN RELATIONS. Essential Teacher Competency Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree

- | | | | | | | |
|----|--|----|---|----|---|----|
| 1. | Is alert to incongruities, recognizes problems, and is concerned about them. Uses some problem solving model when faced with problems. Is both a creative and a critical thinker. | SA | A | NO | D | SD |
| 2. | Locates and gathers information effectively. | SA | A | NO | D | SD |
| 3. | Demonstrates the ability to conceptualize and draw inferences from data. | SA | A | NO | D | SD |
| 4. | Communicates effectively both orally and in writing. Is poised in many kinds of small and large group situations. Demonstrates group process skills both as a leader and as a member of a group. | SA | A | NO | D | SD |
| 5. | Demonstrates human relations skills established as goals for pupils. Also demonstrates by various behaviors that he values human dignity. | SA | A | NO | D | SD |
| 6. | Demonstrates in varied way that he/she has a positive self-concept. | SA | A | NO | D | SD |
| 7. | Demonstrates in various ways that he/she supports the process values needed in a democracy. | SA | A | NO | D | SD |
| 8. | Demonstrates that he/she will act upon values; work out a rational and consistent value system. | SA | A | NO | D | SD |
| 9. | Demonstrates in many ways that he/she has a desire to learn and to think rationally. | SA | A | NO | D | SD |

IV. DEMONSTRATES KNOWLEDGE OF PRINCIPLES OF LEARNING, INCLUDING BOTH COGNITIVE AND AFFECTIVE LEARNING, ADOLESCENT PSYCHOLOGY, INDIVIDUAL DIFFERENCES, AND SOCIAL STUDIES METHODS, CURRICULUM, AND MATERIALS OF INSTRUCTION, TOGETHER WITH THE ABILITY TO APPLY THIS KNOWLEDGE TO THE DEVELOPMENT AND EVALUATION OF TEACHING PLANS AND INSTRUCTIONAL MATERIALS AS WELL AS IN CLASSROOM TEACHING AND OTHER WORK WITH PUPILS.	Essential Teacher Competency Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree				
1. Develops and acts upon a logically consistent rationale for teaching social studies in public schools. Can explain how such a rationale helps a teacher plan and teach.	SA	A	NO	D	SD
2. Can explain the importance of objectives, states them clearly, and makes effective use of them in planning, teaching, and evaluating pupil progress.	SA	A	NO	D	SD
3. Adapt learning experiences, instructional materials, and plans, to the maturity level and characteristics of a specific class as well as to the individual differences within the class, including differences in interests, attitudes, personality characteristics, cognitive styles, previous cognitive learning abilities, and skills.	SA	A	NO	D	SD
4. Applies principles of learning and research findings on teaching strategies, including general strategies, discussion strategies and small-group processes in the selection and development of learning experiences, instructional materials, and teaching plans.	SA	A	NO	D	SD
5. Locates and developed instructional materials of various types, Uses specific criteria for evaluating and selecting or developing materials for specific purposes.	SA	A	NO	D	SD

- | | | | | | | |
|----|---|----|---|----|---|----|
| 6. | Plans effective lessons, units and courses. Can explain the importance of plans for an effective use of time and for achieving goals. | SA | A | NO | D | SD |
| 7. | Locates and develops devices and instruments for evaluating progress toward different goals. | SA | A | NO | D | SD |

V.	DEMONSTRATES KNOWLEDGE OF WAYS OF USING COMMUNITY RESOURCES IN TEACHING, OF PROMOTING GOOD RELATIONSHIPS BETWEEN THE SCHOOL AND THE COMMUNITY, AND OF THE PROFESSIONAL ROLE OF THE TEACHER BEYOND THE CLASSROOM SITUATION TOGETHER WITH THE ABILITY TO APPLY THIS KNOWLEDGE TO WORK WITHIN THE SCHOOL.	Essential Teacher Competency Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree				
1.	Identifies and can explain ways of using community resources to further achievement toward social studies goals.	SA	A	NO	D	SD
2.	Can explain the importance of effective communication with parents and the community if a school is to be able to develop a strong educational program. Identifies and can explain ways of developing effective communication.	SA	A	NO	D	SD
3.	Can explain ways of working with colleagues and administrators on a professional basis.	SA	A	NO	D	SD
4.	Identifies ways of providing for own professional growth.	SA	A	NO	D	SD

* The Task Force to Study Programs leading to Certification for Teachers of Social Studies.
 Performance Education: Social Studies Teachers Competencies.
 Minnesota Department of Education. Reprinted by the University of the State of New York: The State Education Department Albany, 1973.

I. TEACHER AS CLASSROOM MANAGER

1.1 Development of Rationale

- a) "Six Problems for Social Studies in the 1980's" - Social Education-Vol. 44, No. 7, pp. 561-568.
- b) "Recommendations for Improving Social Studies in the 1980s" - Social Education-Vol. 44, No. 7, pp. 570-576.
- c) "Reaction to 'Social Roles' Proposal of Span" - Social Education-Vol. 44, No. 7, pp. 587-592, pp. 652-653.

1.2 Selecting Objectives

- a) "Social Studies for Young Children Identifying Intellectual Goals-Reactions," Bulletin #53, pp. 170-178.
- b) "Regenerating the Social Studies from old Dirges to New Directions," Social Education-Vol. 44, No. 5, pp. 370-374.

1.3 Creation of Climate for Learning

- a) "Let's Get It Together: A Case for Integrated Teaming," Bulletin #53, pp. 157-162.
- b) "Helping Students Study and Understand Their Social Studies Textbooks," Bulletin #63, pp. 9-20.
- c) "Innovative Methods for Teaching About the Future," Bulletin #59, pp. 31-44.

1.4 Learning Principles and Pupil Motivation

- a) "Individualized Instruction in the Social Studies: Yes" - Social Education-Vol. 44, No. 4, pp. 318-321.
- b) "Individualized Instruction in the Social Studies: No" - Social Education-Vol. 44, No. 4, pp. 322-324.

1.5 Learning Principles and Pupil Behavioral Change

- a) "Classroom Management in the Social Studies Class" National Council for Social Studies (NCSS) How To Do It Series 2, No. 7.
- b) "What We Don't Know About Teaching of Social Studies" Social Education-Vol. 45, No. 3, pp. 188-189.

- c) "What We Know About Teaching Elementary Social Studies" Social Education - Vol. 45, No. 3, pp. 190-193.

1.6 Teaching Strategies for Purpose of Lesson/Unit

- a) "The Importance of Learning Activities" Bulletin #53, pp. 37-43.
- b) "Question Games for Social Studies," Social Education - Vol. 45, No. 3, pp. 194-196.

1.7 Making Group Work Actually Work

- a) "Teaching - Learning Activities in Energy Education," Social Education-Vol. 44, No. 4, pp. 266-270.
- b) "Population and Hawaii: A Case Study," Social Education-Vol. 45, No. 2, pp. 109-123.

1.8 Theoretical or Conceptual Structures

- a) "Policy Concepts: Energizing Your Curricula," Social Education-Vol. 44, No. 4, pp. 261-265.
- b) "Regenerating the Social Studies: From Old Dirges to New Directions," Social Education-Vol. 44, No. 5, pp. 370-374.

1.9 Linking Content to Goals

- a) "A Simulation to Launch: A Study of Law and Consumerism," Bulletin #53, pp. 112-117.
- b) "Australian Impressions of Social Studies Theory and Practises in Secondary Schools in the United States," Social Education-Vol. 43, No. 4, pp. 291-295.

1.10 How to Use Multimedia

- a) "Is There a Videodisc in Your Future." Social Education-Vol. 44, No. 7, pp. 641-642.
- b) "Pictures as Teaching Aids: Using the Pictures in History Textbooks," Social Education-Vol. 44, No. 2, pp. 93-99.

1.11 Creation of Varied Learning Experiences

- a) "Simulations, Games and Related Activities for Elementary Classrooms," Bulletin #53, pp. 31-36.
- b) "Modes of Instruction," Bulletin #62, pp. 34-40.
- c) "Citizenship Education and the Slow Learner," Bulletin #52, pp. 74-92.

- d) "Making the Social Studies Textbook a More Effective Tool for Less Able Readers," Bulletin #63, pp. 21-26.
- e) "Cultural Awareness Through Gaming," Social Education-Vol. 44, No. 7, pp. 627-629.

1.12 Evaluation Techniques for Feedback

- a) "A Pictorial Measure of Adolescent Perceptions of the Police," Social Education-Vol. 44, No. 3, pp. 224-227, 248.
- b) "A Guide to the Skill of Essay Construction in History," Social Education-Vol. 45, No. 3, pp. 178-182.
- c) "How to Check on the Effectiveness of Your Activities," Social Education-Vol. 44, No. 7, pp. 624-627.
- d) "Graduation Competency Testing in the Social Studies: A Position Statement of the National Council for the Social Studies," Social Education-Vol. 43, No. 5, pp. 367-371.

II. TEACHER AS SUBJECT AREA SPECIALIST

2.1 Characteristics of Social Science Discipline

- a) "Learning About the World," Bulletin #47, pp. 5-44.
- b) "Essentials of the Social Studies," Social Education-Vol. 45, No. 3, pp. 163-164.

2.2 Convergence and Divergence of the Social Science Disciplines

- a) "Grow Old Along With Me," Social Education-Vol. 44, No. 7, pp. 595-598.
- b) "A Framework for Social Science Education," Social Science Education Consortium #159.
- c) "Regenerating the Social Studies: From Old Dirges to New Directions," Social Education-Vol. 44, No. 5, pp. 370-374.

2.3 Sources of Information in the Social Sciences

- a) "The Future Field: We Have Met the Future and It Is Us," Bulletin #59, pp. 1-17.
- b) "Censorship: Does Anybody Care?" Social Education-Vol. 43, No. 4, pp. 304-309.

2.4 Application of Social Science Information

- a) "Children Becoming Citizens," Bulletin #58, pp. 40-54.
- b) "Premises for Law," Bulletin #53, pp. 106-111.
- c) "Implementing Social Studies Objectives: A Critical Assessment of Materials for Teaching About Women," Bulletin #48, pp. 71-100.
- d) "What We Must Do: Introduction," Bulletin #48, pp. 1-6.

III. TEACHER AS SKILL BUILDER

- 3.1 Teacher Skills in Problem Solving, Creative Thinking, and Critical Thinking
- a) "If Remembering, Understanding, and Reasoning Are Important...", Social Education-Vol. 45, No. 4, pp. 276, 278-279.
 - b) "Recognizing Point of View: A Critical Reading Skill in the Social Studies," Social Education-Vol. 44, No. 2, pp. 153-156.
 - c) "Implications for Teaching in the Cognitive Domain," Social Education-Vol. 43, No. 7, pp. 599-601.
- 3.2 Teacher Location and Gathering of Information
- a) "A Case for Using Survey Techniques with Children," Bulletin #53, pp. 11-16.
 - b) "Teaching the Black Experience in the United States," Social Education-Vol. 44, No. 7, pp. 622-624.
 - c) "Helping Students Study and Comprehend Their Social Studies Textbooks," Social Education-Vol. 44, No. 2, pp. 105-112.
- 3.3 Teacher Skills in Conceptualization and Drawing Inferences
- a) "Question Charts and Interconnection Charts," Social Education-Vol. 45, No. 2, pp. 101-107.
 - b) "Skill Development in Elementary Social Studies: A New Perspective," Social Science Education Consortium #221.
- 3.4 Teacher Communications Skills
- a) "Using Textbooks Creatively," Social Education-Vol. 44, No. 2, pp. 84-137.
 - b) "Classroom Journals," Social Education-Vol. 42, No. 1, pp. 15-17.
- 3.5 Teacher Skills in Human Relations
- a) "Now is Not the Time to Set Aside Values Education," Social Education-Vol. 45, No. 2, pp. 101-107.

- b) "Oral History in the Classroom," NCSS How To Do It Series 2, #8.
- c) "Indoctrination and Social Education: A Critical Analysis," Social Education-Vol. 45, No. 3, pp. 200, 202-204.
- d) "Moral Advocacy and Social Education," Social Education-Vol. 45, No. 3, pp. 201, 205-207.

3.6 Teacher Skills in Self Concept Formation

- a) "Non-Sexist Teaching: Strategies and Practical Applications," Bulletin #48, pp. 102-115.
- b) "Skill Development in Elementary Social Studies: A New Perspective," SSEC #221.

3.7 Teacher Skills in Consensus Building

- a) "Skill Development in Elementary Social Studies: A New Perspective," SSEC #221.
- b) "What Happens 'After the Trial'" Social Education-Vol. 42, No. 7, pp. 634-636.

3.8 Teacher Skills in Value Clarification

- a) "Getting A Hold on the Tiger: Assessing Sexism in Schools," Bulletin #48, pp. 8-22.
- b) "Values Clarification vs. Indoctrination," Bulletin #53, pp. 24-30.
- c) "Inquiry Into Values and Future Education," Bulletin #59, pp. 47-59.
- d) "Role of Moral Education in the Public Elementary School," Bulletin #53, pp. 98-105.
- e) "Implications for Teaching Values," Social Education-Vol. 43, No. 7, pp. 597-598, 601.

3.9 Teacher Skills in Rational Thinking

- a) "Children Making Decisions and Solving Problems," Bulletin #58, pp. 32-39.
- b) "Skill Development in Elementary Social Studies: A New Perspective," SEC #221.

IV. TEACHER AS PROFESSIONAL EDUCATOR

- 4.1 Teacher Skills in the Development of an Individual Teaching Rational^e
 - a) "Instructional Implications for Historical Research for the Elementary Grades," Bulletin #53, pp. 2-6.
 - b) "Why Mainstreaming," Bulletin #62, pp. 2-7.
 - c) "Implications for Teaching Citizenship," Social Education-Vol. 43, No. 7, pp. 594-596.
- 4.2 Teacher Skills in Development of Objectives
 - a) "Individualized Instruction in the Social Studies Through Learning Centers and Contracts," NCSS How To Do It Series 2, #11.
- 4.3 Teacher Skills in Teaching/Learning Modalities
 - a) "Skill Development in Elementary Social Studies: A New Perspective," SSEC #221.
 - b) "A Framework for Social Science Education," SSEC #159.
- 4.4 Teacher Skills in Application of Educational Research
 - a) "Applying A Vision of Reality to School Settings." Bulletin 57, pp. 10-12.
 - b) "Project SPAN," Social Education-Vol. 44, No. 7, pp. 557-592.
- 4.5 Teacher Skills in Material Development
 - a) "Evaluating Textbooks for Elementary Social Studies, Criteria for the 70's," Bulletin #53, pp. 145-149.
 - b) "Teaching of World History," Bulletin #54, pp. 1-29, 45-53, 63-73.
 - c) "Curriculum Approaches to Teaching About the Futures," Bulletin #59, pp. 21-28.
 - d) "Correcting Sex Stereotypes in Textbooks," Bulletin #63, pp. 35-48.
 - e) "Creating Crossword Puzzles for the Social Studies Unit," Social Education-Vol. 44, No. 3, pp. 216-217.

4.6 Teacher Skills in Planning

- a) "Wingspread-Workbook for Educational Change,"
SSEC #180.
- b) "The Time It Takes: Managing/Evaluating Writing
and Social Studies," Social Education-Vol. 43, No.
3, pp. 194-197.

4.7 Teacher Skills in Using Evaluation Procedures

- a) "Evaluating the Outcomes of Future Education,"
Bulletin #59, pp. 69-74.
- b) "Using Questions in Social Studies," NCSS How To
Do It Series 2, #4.

V. TEACHER AS AN INTERDEPENDENT HUMAN RESOURCE

5.1 Using Community Resources Effectively

- a) "Utilizing the Community Grades 4-6," Bulletin #53, pp. 65-72.
- b) "Learning and Earning Citizenship Through Participation," Bulletin #52, pp. 48-72.
- c) "Involving the Community," Bulletin #62, pp. 66-75.
- d) "Preparing a Primary Source Package on Your Community's History," Social Education-Vol. 44, No. 7, pp. 614-618.
- e) "Chambers of Commerce and Bureaus of Tourism as Resources for Teaching About American Cities," Social Education-Vol. 43, No. 7, pp. 576-577.

5.2 Effective Communications With Parents

- a) "The Censorship Game and How To Play It," Bulletin #50, pp. 1-47.
- b) "Parents and Teachers: Partners in Values Education," Social Education-Vol. 43, No. 6, pp. 477-478, 480.

5.3 Effective Working Relations With Colleagues/Administrators

- a) "Diffusion Activities in the Social Studies-By Whom, How, When," Social Education-Vol. 43, No. 6, pp. 484, 486-487.
- b) "Diffusion Does Not Equal 'Instructional Change'," Social Education-Vol. 43, No. 6, pp. 485, 487-489.

5.4 Development of a Personal Professional Growth Plan

- a) "Toward a Constructive Plan of Action in Elementary Social Studies Teacher Education," Social Education-Vol. 44, No. 6, pp. 508-512.
- b) "Field-Oriented Teacher Education As A Vehicle for the Professional Development of Elementary School Social Studies Teachers," Social Education-Vol. 43, No. 5, pp. 374-377.
- c) "A Practical Guide to Alternative Careers for Teachers," Social Education-Vol. 43, No. 5, pp. 348-352.

OSSI ISSUES PAPERS

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1981

OSSI PARTICIPANTS RESPONSE TO CITIZENSHIP ISSUES

During Phase I of Project OSSI, participants explored feelings and reactions to a number of citizenship education issues. Each issue and the group response to each issue is presented in this report.

ISSUE 1: Are citizenship education and self-concept education compatible in rural school setting?

Citizenship education and self-concept education are very compatible in rural school settings. How a person feels about himself will affect how he feels about his citizenship role. Although citizenship means many things to many people, it is much more than just obeying the law. It means loyalty to one's family and community and patriotism to one's country. It means helping others who are in need. Citizenship education refers to all the responsibilities one assumes when involved in politics, voting, and patriotism. It means being the best person in every respect that one knows how to be. Citizenship includes being a constructive part of the society in which one lives.

Most rural children are taught respect and love of family. The emphasis of family established a basis upon which to build moral values and feelings of self worth necessary in citizenship. A great sense of responsibility occurs as a student belongs to and represents a family, school, church and/or community.

If a person has a good self-concept, it will help him to have a positive response to citizenship education. A person with a poor self-concept feels inferior to other people. He seldom has any confidence in himself. This can affect him in several ways. To cover up his inferior attitude, he may be louder and more rebellious than others. In some cases he may turn to drugs or other forms of unacceptable behavior to bolster his self-concept. It would be hard to imagine a person with a poor self-concept being a leader or an active member in community or civic affairs.

Classroom teachers must teach citizenship education and self-concept education in order to produce responsible citizens. A planned program of activities should be provided to enable students to experience good feelings about themselves. Until we are able to do this, we cannot really expect students to be interested in the affairs of others, the community, our state, or nation.

Teachers can not assume that the teaching of citizenship principles will guarantee that a student will have a positive self-concept. Instruction in both citizenship education and self-concept education are necessary to build a better citizen for our community.

ISSUE 2: Should rural social studies program be organized around the discipline approach, the concept approach or the student development approach?

Through the decades, social studies teachers, supervisors, curriculum developers, and educators in general have been faced with the challenge of deciding how to organize a program to achieve maximum educational development of its students. Much discussion has revolved around the role of social studies in the areas of affective education, cognitive acquisition, critical thinking, and various other fields. The central problem in planning a social studies curriculum is the diversity of opinions concerning the best approach to use in organizing such a program. The questions which are inherent in this issue concern how to evaluate various approaches to program structure, the soundness of a particular approach for a specific school environment, and

which design is best in meeting the needs of the students to be taught, and the community to be served. For this challenge, social studies researchers and scholars have presented three basic approaches. While some feel that the social studies curriculum should be organized around the core social science disciplines, others argue that the curriculum should be organized around broad social science concepts taken from the social science disciplines; still others advocate the child development approach with its emphasis on inquiry.

Probably the most common approach to organizing the social studies curriculum is the one structured around the various disciplines. This approach includes the highly cognitive base of those disciplines. Deeply rooted in the content drawn from the core discipline, history, this approach strongly emphasizes continuity and citizenship. A much needed stimulus in the sixties, there is little doubt that it produced intellectual revival for the social studies. The second approach to organizing the social studies program is one in which concepts and generalizations drawn from the various disciplines form the framework of the program. Incorporated in this approach is the emphasis on inquiry as the means to developing better citizenship. For the advocates of this school of thought, the rapid accumulation of knowledge in the last decade makes this approach a necessity.

The student development approach focuses on organizing program in which the emphasis is on inquiry, learning how to learn, decision-making processes, critical thinking, self-development, and human relations. The thinkers who ascribe to this program feel that through the application of these processes in solving personal and public issues, the student would develop effective citizenship behavior.

Whether any one, or combination of approaches, is utilized, a scope and sequence or a continuum of skills across the school program is necessary to ensure optimum social studies progress. While all of these approaches focus on developing citizenship education, they differ as to the ways and means of achieving this goal. The approaches are not totally unique and separate. They tend to incorporate aspects of each other. The approaches range from the highly cognitive discipline one with its history base to the multidisciplinary concept with its inquiry emphasis to the student development approach with its critical thinking base. Which approach should be used in the rural school setting? Obviously, no one approach is a panacea for the organization of the total social studies program in any school. Despite the fact that the idea of drawing from each of the approaches to organize a social studies curriculum has made it difficult to identify a consensus of opinion as to the purpose of social studies at all levels, diversity in social studies education is both healthy and productive. Rapid changes in today's highly industrialized society lead to early obsolescence; therefore, rural schools need to organize social studies programs which are eclectic in nature----drawing on those aspects of each approach which best fit the needs of the students to be taught and the community to be served.

But are there still other methods of organizing curriculum which could further meet the needs of students? What about organizing the curriculum around societal roles? After all, social studies, if nothing else, should be people focused! As such, it should function to improve the quality of life. Just as from the attempt to verify one thesis often evolves another, perhaps the resolution of this issue has led to the inclusion of still another possibility among curriculum approaches: the organization of a social studies program around those roles we all play in society.

ISSUE 3: Citizenship Education - Feast or Famine?

Citizenship education in the rural schools contains too many aspects to be

defined as a famine. It is broad and can be defined in many ways. The home, the teacher, the community, and the implementation of mandates will be considered as separate forces in this issue. However, those forces are inter-related and each has influences and effects on the others.

Home is the first force under consideration. In the home where parents are responsible and participating citizens, the most effective citizenship education will be found. Children learn from example and their parents are the best examples --- good or bad. The most effective teaching tool in any teaching approach is a dedicated, responsible, involved set of parents.

One significant problem in education today is a lack of involvement by the family unit. The only type of involvement for many people today is to complain about all aspects of our government and our society. However, many times parents will say that they are unimportant and that their getting involved will do no good. Therefore, many students are seeking examples set in citizenship education that lead to apathy.

The home can be an area where obeying rules and regulations can be fostered if parents are leaders. However, if the parents refuse to set examples and give direction in these areas, the children will once again be left to his/her own device to decide on actions or reactions.

Citizenship education at school is just a set of building blocks that is available for utilization by the home. If the home utilizes the information and knowledge gained at school by the students, the making of a good citizen is a foregone conclusion. The rural home does a fair job of presenting a good example for children and builds on the blocks.

The second force is the teacher who is the key motivator of students. This is not to say that other factors are not involved but the teacher's initiative can give some rather dull programs some pizzazz. On the other hand, a fantastic program can fall flat on its face for lack of support.

A motivated teacher has many opportunities to gain new ideas and approaches. Research can be done, or he/she can attend professional development programs and/or classes. A rejuvenated teacher can make the classroom come alive. The teacher's classroom management techniques can be a means of teaching citizenship. Even the simple act of borrowing and returning a pencil can be classified as teaching citizenship. Getting along with your peers and/or neighbors is citizenship.

Where is the standard set? The teacher who ignores the classroom management aspects of teaching citizenship is missing a great opportunity where the teacher is casual --- rather than the lecture --- the lesson is often presented in a more memorable way.

The third force to be considered is the community. Community support of citizenship education in the rural school is vital. As community support emerges, certain community beliefs become apparent.

One priority of a public school and community is to produce responsible citizens. The strength of our country lies in knowledge and practice of citizenship skills. Social studies should serve as the delivery system for developing functional citizens. An effective citizen must possess certain knowledge which is derived from the humanities and social science. The population must begin citizenship education with a set of assumptions, beliefs, and expectations about their own community and the world beyond. People must learn and develop life skills which allow desirable interaction. Responsible citizenship is an end result.

With the public school instructional programs becoming more and more cluttered with mandated programs, community support is essential for successful programs. Needs must be met and priorities set. These needs and priorities must involve community input and this will result in community support.

The last force for consideration is implementation of mandates. Citizenship

education is one of the easiest of the legislative mandates to teach, therefore it is always included. There are several reasons for this. One is the broadness of the topic, another is the desire of the community, and a third is the need felt by the staff. These three areas, broadness, desire, and need, will be examined as factors for ease of implementation.

The topic of citizenship education is broad. It includes so many things-- from saluting the flag to inquiry into court decisions. This broad scope ranging from patriotism, through democratic processes, to inquiry and/or decision making makes the topic difficult unless coordination exists. Citizenship education, then, is usually valued in the rural schools. The community wants it taught and the staff feels the duty to teach it. Thus, citizenship education in the rural schools is a feast.

ISSUE 4: How do we balance the NCSS standards with the reality of rural schools?

The NCSS standards are guidelines for educators. Each rural school will have to identify their own strengths and weaknesses. Some things will need to be emphasized more than others because of the "uniqueness of rural schools."

Every school in the State of Texas is required to deal with the reality of hiring a teacher who has met the TEA teacher certification requirements. NCSS offers an ideal teacher certification program for social studies teachers. However, in the process of investigating future teacher certification in Texas and as a result of adding social studies to the TABS mandated testing program, Texas should begin looking to the NCSS guidelines and thus aid in the improvement of social studies teacher certification.

There must be an effort to meet the standards of broader teacher certification requirements. However, one must also work with what is available. One cannot require all personnel to meet the NCSS standards, but one can identify areas of weaknesses with regards to the standards. Once those areas are identified, methods may be developed for improvement. This may be done with inservice training and workshops to fill in the gaps of what is going on in the field of social studies. Teachers should be willing to share ideas and materials.

Another possible alternative to bring about a balance for the social studies program in the rural schools would be to bloc teachers according to their specialized teaching skills. This could be done by grouping children and allowing them to experience different teaching techniques such as lectures, simulation, and projects. This idea could be further developed through professional development inservice projects developing the various skills.

Staff members could develop the skills and use them as they would apply to their particular situation. In reality, rural schools may not be able to meet all the NCSS standards. However, it would be possible for all concerned to become more informed about what is going on in social studies and where the information is coming from. For, in the final analysis, the teacher will be the one who can best arrive at the solution to making a situation as workable as possible. A healthy balance can only be maintained with an abundant supply of creativity from the teaching staff. Individual teachers may then "zero" in on standards which would aid in identifying both strengths and weaknesses.

ISSUE 5: Should the National Assessment for Educational Progress or Texas Education Agency bank of social studies objectives be used as the framework for OSSI?

We, in the rural schools, find no balance between National Assessment of Educational Progress Citizenship/Social Studies (NAEP) and TEA objectives. NAEP objectives are more global, focusing on understanding of processes and TEA objectives are more specific emphasizing the mastery of skills and memorization

of facts. Many of the TEA objectives will tie into broad NAEP objectives as sub-headings. This may be one way to combine TEA in NAEP objectives. Following the incorporation of NAEP and TEA objectives, the student should be better prepared for living in a multi-cultured global society. The NAEP standards use citizenship as an objective stressing the interdependence of nations whereas with the TEA objectives citizenship is only a sub-goal stressing only community involvement. NAEP states dignity of others and rights of all individuals where TEA definitely states that multicultural education be studied. TEA states that the student will learn and use a variety of processes in achieving knowledge of history, geography and economics as the traditional Social Studies method.

In teaching, NAEP and TEA objectives should be incorporated to better prepare the students for responsible citizenship participation in any community he/she may choose to live.

ISSUE 6: Do rural schools have adequate resources to teach Citizenship/Social Studies effectively?

Most rural schools can provide adequate material and human resources to offer a balanced social studies program. In order to provide a broad and complex education that is necessary for a student to live in a global society, it is imperative that each school rural seek to utilize the human and material resources available. For example, the community can provide a wealth of opportunities for learning experiences. Rural school teachers are normally acquainted with the members of the community and faculty. This makes it easier to utilize various untapped resources. Students and/or teachers can survey the area for people whose primary interest and abilities focus on rural schools goals of the various subject areas.

In Texas, regional education service centers, in cooperation with the Texas Education Agency, house cooperatively owned-resource material and film libraries. Literally, hundreds of items are available through this service. In addition, there is also an abundance of free and inexpensive materials available through publications, organizations and various business institutions.

Personnel is always a factor in a balanced social studies program. One alternative is to balance faculties by methods of expertise rather than subject matter qualifications. For example, an instructor well versed in using the inquiry method would be encouraged to use this method. Other faculty members could be selected according to knowledge and skill in a different instructional method. In this manner, students would be exposed to a variety of teaching strategies and personnel could use the instructional approach suited to their abilities and interest. In a small school situation, teachers are occasionally called upon to teach in an area in which they are not as well qualified as would be desired. However, teacher training is available through various professional development programs, workshops, and institutions.

It takes an ingenious, hard-working teacher to organize, recruit, schedule and implement a program that results in a balanced social studies curriculum. Rural school systems are able to achieve a well-balanced social program only if they coordinate and utilize community resources, instructional aides and resourceful personnel.

ISSUE 7: How should the impact of technology on rural areas be addressed in the citizenship curriculum?

Educators in rural schools should emphasize the impact of a technological society on the rural environment. In today's fast changing, complex and easily accessible world, it is important to stress the interdependence of rural and technological societies. The technological advances that have occurred in the

past years have impacted the rural communities in several ways." It is important that schools emphasize the place and importance of the rural area in today's world. Teachers need to have students examine ways in which technology does affect rural life. That is, emphasis should be placed on the uniqueness of the rural society with an understanding of the technological society. At a minimum, students are exposed to urban society through the media and travel. They need to know and understand the interaction. Social studies teachers should never try to separate the rural society from the rest of the world. Although people from the urban areas bring them different sets of values, steps should be taken to protect and preserve the rural society. Students of rural areas should realize that rural culture has a special place in society.

In sum, the curriculum should provide equal emphasis to the uniqueness of the rural environment and to the impact of a technological society on a rural environment. The school curriculum for today's student, in a highly mobile society, should reflect both worlds.



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Symbol is type of
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EX = excerpt
MF = microfiche
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Symbol indicates type of material included:

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- CA = complete article
- EX = excerpt
- MF = microfiche
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OSSI NEEDS ASSESSMENT AND EVALUATION GUIDE

The OSSI Assessment Section was designed to assist districts in assessing knowledge, attitude, and competencies of the local staff and students in areas of Citizenship/Social Studies. Therefore seven instruments are included:

1. The CSSI Content Test for Teachers
2. The Person Self Assessment Inventory for Social Studies Teachers
3. Social Studies Teacher Competency Instrument
4. Reading Inventory for Secondary school Social Studies Teachers
Robert Hughey and H.T. Fillmer Social Education/January 1980.
5. NCSS Curriculum Guidelines and Needs Instrument
6. Concerns Based Adoption Model Instruments
Contact: Dr. Gene E. Hall
The Research and Development Center for Teacher Education
EDA 3.114 The University of Texas in Austin
Austin, Texas 78712
Phone - 512/417-3844
7. Student Mastery Tests Grades 5, 8, 11

NAME _____

DATE _____

SCORE _____ PRE: _____ POST: _____

OSSI CONTENT TEST

I. Social Studies Theory

_____ 1. The term "social studies" was officially adopted in _____.

- a. 1850
- b. 1916
- c. 1944
- d. 1889

_____ 2. The most common pattern of social studies programs is _____.

- a. Child-Centered Approach
- b. Problems-of-Living Approach
- c. Social Science Discipline approach
- d. Balanced program of a, b, and c

_____ 3. Key concepts of Hilda TABA Program (fill in missing concepts)

causality
conflict

modification
power
societal control

_____ differences
institutions

_____ values

_____ 4. The journal of the National Council for the Social Studies is _____.

- a. Social Digest
- b. Social Education
- c. Social Report
- d. Social Studies News

_____ 5. The purposes of social studies, according to the National Council for Social Studies include ...

- a. Knowledge about the human condition which includes past, present, and future
- b. Skills necessary to process information
- c. Skills to examine values and beliefs
- d. Application of knowledge through active participation in society
- e. All of the above

_____ 6. The publication of the Texas Council for Social Studies is ...

- a. Texas Social Studies
- b. Southwestern Journal of Social Education
- c. Social Studies Texas Style
- d. Journal for the Texas Social Studies Council

- _____ 7. The ERIC Clearinghouse for Social Studies is located in ...
- a. Boulder, Colorado
 - b. Portland, Oregon
 - c. Columbus, Ohio
 - d. Los Cruses, New Mexico
- _____ 8. The ERIC Clearinghouse for Rural/Small Schools is located in ...
- a. Boulder, Colorado
 - b. Portland, Oregon
 - c. Columbus, Ohio
 - d. Los Cruses, New Mexico
- _____ 9. The primary purpose of Social Studies is ...
- a. History Education
 - b. Citizenship Education
 - c. Social Science Education
 - d. Political Science Education
- _____ 10. American History is not emphasized at which grade level.
- a. Grade two
 - b. Grade five
 - c. Grade eight
 - d. Grade eleven
- _____ 11. Global Studies and cultures in not emphasized at which grade level.
- a. Grade two
 - b. Grade four
 - c. Grade six
 - d. Grade eight
- _____ 12. Texas History is emphasized at which grade level.
- a. Grade two
 - b. Grade three
 - c. Grade seven
 - d. Grade nine
- _____ 13. According to recent studies, Elementary Social Studies is perceived by students as ...
- a. boring
 - b. hard
 - c. fun
 - d. exciting
- _____ 14. According to recent studies, High School Social Studies is perceived by students as ...
- a. boring
 - b. hard
 - c. fun
 - d. exciting

Grade level overview: Place the grade level appropriate for each content description in the blank provided:

	<u>Grade</u>	<u>Description</u>
_____ 15.	4	a. The child and his investigation of himself, his family, home, school, neighborhood and the accompanying living and working functions of each in which the child learns to work in groups, to use classroom tools, to share materials, to use simple inquiry skills and social participation.
_____ 16.	2	b. Individuals, families, schools and social institutions of the neighborhood, ways of living and working together using available resources at home, and in other parts of the world (in other environments); yesterday and today with extension of, or introduction of, cooperative and problem-solving skills.
_____ 17.	3	c. Local school neighborhoods, neighborhoods in other countries; how local communities meet common interests and needs of individuals and institutions through human interaction and through services basic to mankind; the introduction of valuing skills and simple map reading skills; the development of skills of responsibility.
_____ 18.	6	d. Development of the local community, other communities, states and regions in other parts of the world; ways they adjust to the environments develop and use technology and human and natural resources, and adapt from other cultures while extending student interests; knowledge of occupations, values and value systems, map skills, organization, inquiry and other skills.
_____ 19.	8	e. State (History), region, nation and world communities influenced by the past; present use of environment, distribution of human and natural resources, use of societal controls, ever-present problems, and the influence of geography on development with extension of research skills, problem-solving and valuing activities.
_____ 20.	1	f. The United States, Canada and regions of the world; the growth and development of nations and regions of the world as influenced by geography, history, physical and cultural environments, and the roles and relationships which develop and exist among them while comparative study, problem-solving, and awareness of how to affect change as an individual are emphasized.

GradeDescription

- | | | |
|-----------|--------------|---|
| _____ 21. | 7 | g. Western Europe, Latin America and other regions of the world with comparative studies on the growth and development of nations and regions of the world, influenced by geography, history, physical and cultural environments and cultural environments and the roles and relationships which develop and exist among them; also stressing pupil-teacher planning and decision-making. |
| _____ 22. | 5 | h. Area studies of World Civilization (global studies) including the Middle East, Asia and Africa. |
| _____ 23. | 11 | i. United States history (including instruction in the Constitution of the United States of America). |
| _____ 24. | 12 | j. Course offerings of 9-12 are allowable at any level but must provide: United States History (2 semesters required); United States Government (2 semesters required or 1 semester of U.S. government or civil government and 1 semester of an acceptable citizenship course). The classes must deal with the historical, political, civic, sociological, economic and philosophical aspects of the Constitution of the United States. In addition to the required courses, each commissioned high school shall include in the curriculum: ancient, medieval or modern history and economic or physical geography. Courses approved for the foregoing additional elective offerings and for other electives are: African Studies, Early World Civilizations, Psychology, Sociology, Urban Affairs, Western Civilization, Anthropology, Asian Studies, Economics, Ethnic Studies (U.S.), Latin American, Area Studies, Modern World Civilization, World Civilization, World Geography, Current Problems, Introduction to Social Science, and Values and Issues. |
| _____ 25. | 9 | k. Same as J |
| _____ 26. | 10 | l. Same as J |
| _____ 27. | Kindergarten | m. Same as J |
28. The three most popular approaches to social studies curriculum have been (28) _____, (29) _____, and (30) _____.
- history as social studies
 - social science
 - inquiry approach
 - reflective thinking
 - citizenship education

Select five (5) subject areas from the social sciences. At your grade level, name three films, instructional multimedia kits, or instructional aids which you might use next year in your classroom.

Subject	Grade Level	Film; Kit; or Instructional Aid
EXAMPLE Free Enterprise	8	a. Proctor & Gamble Consumer Education Kit b. Newsweek Multimedia Kit c. SSEC booklet on Teaching Pre-college economics
1.		a. b. c.
2.		a. b. c.
3.		a. b. c.
4.		a. b. c.
5.		a. b. c.

A Personal Self Assessment Inventory
for Social Studies Teachers*

1.1 ARE STUDENTS INVOLVED IN PLANNING MY CLASSES?

1.11 In my classroom/school/district, students are involved in the formulation of goals and in the selection of activities and instructional strategies.

hardly ever 1 2 3 4 5 almost always

1.12 Students in my classroom/school/district are involved in the assessment of curriculum outcomes.

hardly ever 1 2 3 4 5 almost always

1.13 The faculty, administration, and community at large are committed to student involvement.

hardly ever 1 2 3 4 5 almost always

1.2 ARE MY CLASSES RELEVANT?

1.21 The central focus of the curriculum of my classroom/school/district revolves principally around enduring social issues.

hardly ever 1 2 3 4 5 almost always

1.22 In my classroom/school/district a wide variety of materials are prepared at a multiplicity of reading and interest levels in an effort to expose every child to all sides of an issue.

hardly ever 1 2 3 4 5 almost always

1.23 In my classroom/school/district the curriculum being studied focuses upon problem solving and the decision making process related to social issues.

hardly ever 1 2 3 4 5 almost always

1.24 Controversial issues such as racism, poverty, war, and pollution are dealt with in increasing complexity throughout the grades in my classroom/school/district.

hardly ever 1 2 3 4 5 almost always

*Adapted from A Self Assessment Inventory for Social Studies to Accompany the National Social Studies Guidelines, Alleman, Clegg, Huxford, University of Washington, TTT Program, 1971.

1.25 In my classroom/school/district opportunities are provided for students to meet, discuss, and work with ethnic groups other than their own.

hardly ever 1 2 3 4 5 almost always

1.26 Students in my classroom/school/district gather data from sources within the community as well as in the classroom.

hardly ever 1 2 3 4 5 almost always

1.3 IS THE CONTENT OF MY CLASSES ACCURATE?

1.31 In my classroom/school/district current knowledge, theories, and interpretations are used and are consistent with modern thinking.

hardly ever 1 2 3 4 5 almost always

1.32 In my classroom/school/district textbooks and other instructional resources are carefully evaluated for up-to-date scholarship.

hardly ever 1 2 3 4 5 almost always

1.33 In my classroom/school/district extensive up-to-date references are readily available for use in the social studies curriculum.

hardly ever 1 2 3 4 5 almost always

1.34 Up-to-date social science methods of inquiry and processing data are utilized in my classroom/school/district.

hardly ever 1 2 3 4 5 almost always

1.4 ARE MY CLASSES' OBJECTIVES CLEAR?

1.41 In my classroom/school/district objectives are clearly defined for students in social studies to enable them to clearly understand what is expected of them.

hardly ever 1 2 3 4 5 almost always

1.42 Needs of students in social studies classes in my classroom/school/district are considered in the selection and formulation of objectives.

hardly ever 1 2 3 4 5 almost always

1.43 In my classroom/school/district community resource people are consulted in the planning of long and short range objectives in social studies.

hardly ever 1 2 3 4 5 almost always

1.44 A multiplicity of devices are employed in my classroom/school/district to assess needs and accomplishments of the students in social studies.

hardly ever 1 2 3 4 5 almost always

1.45 In my classroom/school/district social studies objectives are related to each of the following areas: knowledge, skills, and abilities, valuing.

hardly ever 1 2 3 4 5 almost always

1.5 ARE MY STUDENTS INVOLVED IN CLASS?

1.51 In my classroom/school/district students have access to a multiplicity of learning resources appropriate to the objectives of their social studies program.

hardly ever 1 2 3 4 5 almost always

1.52 In my classroom/school/district students in social studies are active in the planning process.

hardly ever 1 2 3 4 5 almost always

1.53 In my classroom/school/district students are involved in the selection of goals and play a vital role in assessment and evaluation of the curriculum.

hardly ever 1 2 3 4 5 almost always

1.6 ARE MY LEARNING STRATEGIES VARIED AND BROAD?

1.61 In my classroom/school/district a multiplicity of learning material is available for use in the social studies program.

hardly ever 1 2 3 4 5 almost always

1.62 In my classroom/school/district materials for various academic ability levels and interest levels are available.

hardly ever 1 2 3 4 5 almost always

1.63 In my classroom/school/district a wide range of reading abilities exist and that data is readily available to teachers to assist them in providing students with appropriate social studies materials.

hardly ever 1 2 3 4 5 almost always

1.64 Team planning in my classroom/school/district occurs in a concerted effort to provide students in social studies with appropriate materials.

hardly ever 1 2 3 4 5 almost always

1.7 DO MY CLASSES HELP STUDENTS FACE THE WORLD?

1.71 In my classroom/school/district the social studies program has a clearly defined structure.

hardly ever 1 2 3 4 5 almost always

1.72 In my classroom/school/district the social studies learning experiences are designed in such a manner that students will be enthusiastic and have a zest for further learning.

hardly ever 1 2 3 4 5 almost always

1.73 In my classroom/school/district learning experiences in the social studies program are drawn from the social sciences, humanities, and physical and natural sciences.

hardly ever 1 2 3 4 5 almost always

1.8 DO I REALLY EVALUATE STUDENT PROGRESS?

1.81 In my classroom/school/district social studies objectives for every generalization considered are available and provide focus for planning, development, and evaluation of the program.

hardly ever 1 2 3 4 5 almost always

1.82 In my classroom/school/district data is gathered in an attempt to evaluate each student's progress, both cognitively and affectively.

hardly ever 1 2 3 4 5 almost always

1.83 In my classroom/school/district a variety of evaluation techniques are used to evaluate learnings (cognitive and affective) in the social studies curriculum.

hardly ever 1 2 3 4 5 almost always

1.84 In my classroom/school/district evaluation procedures and progress of students are reported frequently to both the pupil and the parent.

hardly ever 1 2 3 4 5 almost always

1.9 DO MY COLLEAGUES AND MY DISTRICT SUPPORT SOCIAL STUDIES EDUCATION?

1.91 In my classroom/school/district adequate money is allocated and spent for up-to-date social studies materials.

hardly ever 1 2 3 4 5 almost always

1.92 In my classroom/school/district teachers of social studies have a substantial background in the field (both in method and in content).

hardly ever 1 2 3 4 5 almost always

1.93 In my classroom/school/district teachers are trying out and utilizing new innovations in social studies.

hardly ever 1 2 3 4 5 almost always

1.94 In my classroom/school/district the team approach is utilized in order to draw upon the special competencies of individual faculty members.

hardly ever 1 2 3 4 5 almost always

1.95 In my classroom/school/district social studies education considers the needs of the child in his or her immediate environment, (school), in the community, and in society at large.

hardly ever 1 2 3 4 5 almost always

1.96 In my classroom/school/district teachers are actively involved in the formulation, development, and assessment of social studies curriculum in either a decision-making role or as advisors.

hardly ever 1 2 3 4 5 almost always

1.97 In my classroom/school/district social studies consultants are easily accessible.

hardly ever 1 2 3 4 5 almost always

1.98 In my classroom/school/district a social studies philosophy does exist and is considered in the planning, development, and evaluation of the program.

hardly ever . 1 2 3 4 5 almost always

Social Studies Teacher Competencies*

I.	DEMONSTRATES BEHAVIOR IN CLASSROOM AND OTHER TEACHING SITUATIONS TO FACILITATE PUPILS' DEVELOPMENT TOWARD COGNITIVE AND AFFECTIVE GOALS IN THE SOCIAL STUDIES.	Essential Teacher Competency Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree				
1.	Uses a clearly thought-out rationale to guide his selection of objectives, learning experiences, and teaching strategies, and evaluation procedures.	SA	A	NO	D	SD
2.	Focuses upon significant and feasible objectives and helps pupils identify objectives for their learning.	SA	A	NO	D	SD
3.	Creates a warm and open climate which facilitates student learning.	SA	A	NO	D	SD
4.	Draws upon learning principles and knowledge of students to motivate them to active interest and participation in class.	SA	A	NO	D	SD
5.	Draws upon learning principles to effect behavioral change.	SA	A	NO	D	SD
6.	Uses teaching and discussion strategies appropriate to the purpose of a lesson or unit.	SA	A	NO	D	SD
7.	Provides many opportunities for work in which pupils have a chance to work together to achieve common ends.	SA	A	NO	D	SD
8.	Makes use in teaching of some conceptual or theoretical structure to help pupils gain more intellectual power or tools of analysis for examining new situations. Provides pupils with learning experiences and instructional materials which help them structure concepts and generalizations.	SA	A	NO	D	SD
9.	Uses content appropriate to stated goals.	SA	A	NO	D	SD

- | | | | | | | |
|-----|---|----|---|----|---|----|
| 10. | Uses a multimedia program with instructional materials appropriate to goals and to the pupils in the class; does not rely upon one source of information for all pupils all of the time. | SA | A | NO | D | SD |
| 11. | Uses learning experiences appropriate to the goal and to the pupils in a class. Varies within a class period, from day to day, and from one unit to another. | SA | A | NO | D | SD |
| 12. | Uses varied evaluation techniques to provide feedback to pupils and their parents about pupils' progress and to the teacher about effectiveness of his/her teaching. Evaluates for all goals of teaching. | SA | A | NO | D | SD |
| 13. | Adjusts learning experiences and instructional materials to the general composition of the class and also to individual differences among pupils. | SA | A | NO | D | SD |

II. DEMONSTRATES A KNOWLEDGE OF ALL OF THE SOCIAL SCIENCES AS DISCIPLINES, INCLUDING WAYS OF STRUCTURING, TYPES OF ANALYTICAL QUESTIONS ASKED, METHODS OF EXPLANATION USES, METHODS OF ADVANCING KNOWLEDGE, MAJOR COMPETING THEORIES. THE CHANGING NATURE OF FIELDS, AND WAYS OF KEEPING CURRENT WITH DEVELOPMENTS IN THE FIELD, TOGETHER WITH THE ABILITY TO INTEGRATE AND APPLY THIS KNOWLEDGE TO THE DEVELOPMENT AND EVALUATION OF CURRICULUM AND INSTRUCTIONAL MATERIALS AND TO THE CANDIDATE'S WORK IN THE CLASSROOM.

Essential Teacher Competency
Strongly Agree, Agree, No
Opinion, Disagree, Strongly
Disagree

1.	Can explain the characteristics of social science disciplines as disciplines.	SA	A	NO	D	SD
2.	Demonstrates a broad understanding of the different social science disciplines and of their points of convergence and divergence.	SA	A	NO	D	SD
3.	Demonstrates knowledge of sources of information for keeping abreast of changes in the social sciences and keeping informed about current affairs.	SA	A	NO	D	SD
4.	Applies knowledge of the social sciences as he/she develops and evaluates curriculum materials, unit and lesson plans, and instructional materials, and as he/she works in the classroom.	SA	A	NO	D	SD

III. DEMONSTRATES THE SKILLS AND BEHAVIORS WHICH HE SHOULD BE ABLE TO HELP PUPILS DEVELOP, INCLUDING THOSE IN THE AREA OF HUMAN RELATIONS.	Essential Teacher Competency Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree				
1. Is alert to incongruities, recognizes problems, and is concerned about them. Uses some problem solving model when faced with problems. Is both a creative and a critical thinker.	SA	A	NO	D	SD
2. Locates and gathers information effectively.	SA	A	NO	D	SD
3. Demonstrates the ability to conceptualize and draw inferences from data.	SA	A	NO	D	SD
4. Communicates effectively both orally and in writing. Is poised in many kinds of small and large group situations. Demonstrates group process skills both as a leader and as a member of a group.	SA	A	NO	D	SD
5. Demonstrates human relations skills established as goals for pupils. Also demonstrates by various behaviors that he values human dignity.	SA	A	NO	D	SD
6. Demonstrates in varied way that he/she has a positive self-concept.	SA	A	NO	D	SD
7. Demonstrates in various ways that he/she supports the process values needed in a democracy.	SA	A	NO	D	SD
8. Demonstrates that he/she will act upon values; work out a rational and consistent value system.	SA	A	NO	D	SD
9. Demonstrates in many ways that he/she has a desire to learn and to think rationally.	SA	A	NO	D	SD

IV. DEMONSTRATES KNOWLEDGE OF PRINCIPLES OF LEARNING, INCLUDING BOTH COGNITIVE AND AFFECTIVE LEARNING, ASOLESCENT PSYCHOLOGY, INDIVIDUAL DIFFERENCES, AND SOCIAL STUDIES METHODS, CURRICULUM, AND MATERIALS OF INSTRUCTION, TOGETHER WITH THE ABILITY TO APPLY THIS KNOWLEDGE TO THE DEVELOPMENT AND EVALUATION OF TEACHING PLANS AND INSTRUCTIONAL MATERIALS AS WELL AS IN CLASSROOM TEACHING AND OTHER WORK WITH PUPILS.

Essential Teacher Competency
Strongly Agree, Agree, No
Opinion, Disagree, Strongly
Disagree

- | | | | | | | |
|----|---|----|---|----|---|----|
| 1. | Develops and acts upon a logically consistent rationale for teaching social studies in public schools. Can explain how such a rationale helps a teacher plan and teach. | SA | A | NO | D | SD |
| 2. | Can explain the importance of objectives, states them clearly, and makes effective use of them in planning, teaching, and evaluating pupil progress. | SA | A | NO | D | SD |
| 3. | Adapt learning experiences, instructional materials, and plans, to the maturity level and characteristics of a specific class as well as to the individual differences within the class, including differences in interests, attitudes, personality characteristics, cognitive styles, previous cognitive learning abilities, and skills. | SA | A | NO | D | SD |
| 4. | Applies principles of learning and research findings on teaching strategies, including general strategies, discussion strategies and small-group processes in the selection and development of learning experiences, instructional materials, and teaching plans. | SA | A | NO | D | SD |
| 5. | Locates and developed instructional materials of various types, Uses specific criteria for evaluating and selecting or developing materials for specific purposes. | SA | A | NO | D | SD |

- | | | | | | | |
|----|---|----|---|----|---|----|
| 6. | Plans effective lessons, units and courses. Can explain the importance of plans for an effective use of time and for achieving goals. | SA | A | NO | D | SD |
| 7. | Locates and develops devices and instruments for evaluating progress toward different goals. | SA | A | NO | D | SD |

V. DEMONSTRATION OF KNOWLEDGE OF WAYS OF USING COMMUNITY RESOURCES IN TEACHING, OF BUILDING GOOD RELATIONSHIPS BETWEEN SCHOOL AND THE COMMUNITY, AND OF THE PROFESSIONAL ROLE OF THE TEACHER IN THE CLASSROOM SITUATION TOGETHER WITH THE ABILITY TO APPLY THIS KNOWLEDGE TO WORK WITHIN THE SCHOOL

Essential Teacher Competency
Strongly Agree, Agree, No
Opinion, Disagree, Strongly
Disagree

- | | | | | | | |
|----|--|----|---|----|---|----|
| 1. | Identifies and can explain ways of using community resources to further achievement and social studies goals. | SA | A | NO | D | SD |
| 2. | Can explain importance of effective communication with parents and the community; a school is to be able to develop a strong educational program. Identifies and can explain ways of developing effective communication. | SA | A | NO | D | SD |
| 3. | Can explain ways of working with colleagues and administrators on a professional basis. | SA | A | NO | D | SD |
| 4. | Identifies ways of providing for own professional growth. | SA | A | NO | D | SD |

*The Task Force to Study Programs leading to Certification for Teachers of Social Studies.
Performance Education: Social Studies Teachers Competencies.
Minnesota Department of Education. Reprinted by the University of the State of New York: The State Education Department Albany, 1973.

Reading Inventory for Secondary School Social Studies Teachers: How Do You Rate?

Roberta M. Hughey and H. T. Fillmer

Directions: Refer to the paragraph below.
You may find it useful to skim the items before
reading the passage.

Amendments to the Constitution (1919)

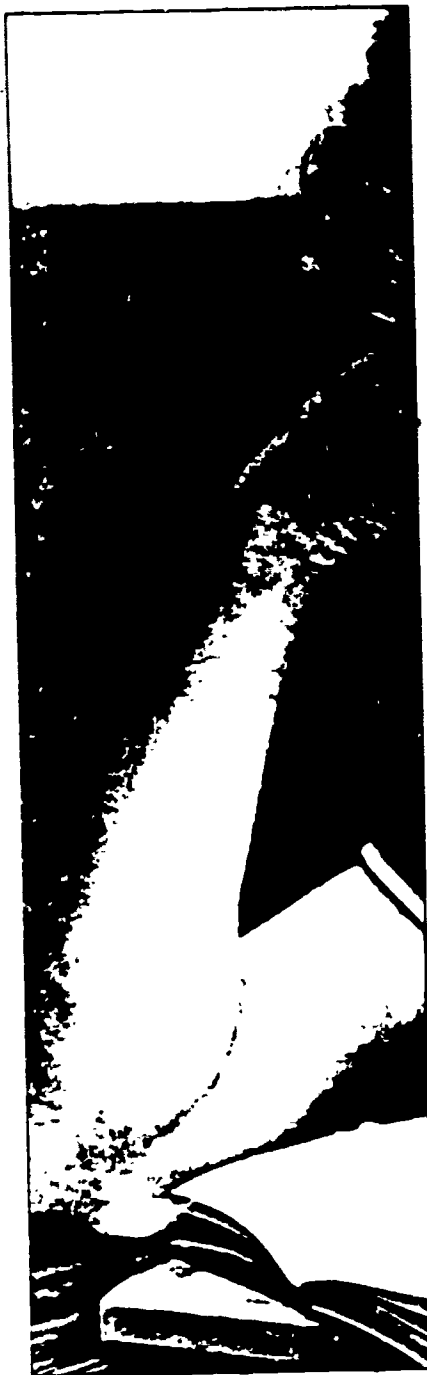
Section 1. After the ratification of this article, the manufacture, or transportation of intoxicating liquors within, importation thereof into, or the exportation thereof from the States and all territory subject to the jurisdiction for beverage purposes is hereby prohibited.

Section 2. This and the several states shall have concurrent power to pass laws by appropriate legislation.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several states, as provided in the Constitution, within seven years from the date of submission thereof to the states by the Congress.

1. Which underlined terms are general words in our language that have a special meaning in the social studies context?

- A. Jurisdiction, territory, concurrent
- B. Sale, intoxicating, legislatures
- C. Ratification, beverage, appropriate
- D. Prohibition, article, submission



2. Which underlined terms represent technical concepts or functions peculiar to the social studies field?

- A. Prohibition, beverage, concurrent
- B. Ratification, jurisdiction, legislatures
- C. Article, sale, appropriate
- D. Intoxicating, territory, submission

3. A teacher who wants to demonstrate how to read for specific purposes might use the above paragraph to show students how to read to

- A. Relate the content to personal experience
- B. Memorize significant ideas or functions
- C. Understand or make generalizations
- D. Understand the main idea and significant details

4. Using a simple readability formula, a teacher has computed the reading difficulty of the paragraph to be about tenth or eleventh grade. The teacher most appropriately decides to:

- A. Assign the selection to an average 10th grade class for homework
- B. Assign the selection to an average 11th grade class for homework
- C. Estimate the readability at a higher level because of the nature of readability formulas and of the material
- D. Estimate the readability at a lower level because of the nature of readability formulas and of the material

Mark the letter of the student group below for whom the teacher decisions in items 5 and 6 appear most appropriate

- A. Above-average 11th grade group, approximate reading achievement range 9th grade through college
- B. Mixed 6th and 7th grade "low achievers"
- C. Average 8th grade class in a small rural school
- D. Average 10th grade class in a large city

5. Many of the students should be challenged by the vocabulary in this paragraph. The teacher decides that first guiding students to see the organization of the material should enable them to handle the reading on their own.

6. All but a few of these students will have problems reading this paragraph. The teacher decides to discuss the technical vocabulary with the class, then read the paragraph aloud.

Directions: Items 7-11 refer to the paragraphs below. You may find it helpful to skim the items before reading the selection.

The cities in our society today face a crisis. They are in danger of becoming unlivable. In them poverty, slums, unemployment, crime, pollution, and traffic congestion are all concentrated. Often the problems are related. A poor education, for example, can result in a person's being unable to get a good job. Lack of a job may push a [person] to crime. Because of these relationships, solving one problem can help in solving others.

One reason for the problems is simply that cities have attracted too many people too quickly. The bringing together of so many people of so many different backgrounds has had both good and bad consequences. Such a mixture has brought about an awareness of individual differences as well as a respect for them. Our strength as a nation is due in part to this blending and union of many peoples working together in common effort.

Unfortunately, however, people of different backgrounds do not always feel comfortable living together. Many people want to live only among people who are similar to themselves. As the cities' problems have grown, many white Americans have moved to the suburbs [and] left behind in the city have been various minority groups.

For Items 7 and 8, mark the letter of the appropriate option below.

- A. Related, consequences, similar
- B. Unlivable, unemployment, minority
- C. Danger, concentrated, respect
- D. Society, backgrounds, nation

7. Which underlined terms would be most appropriate for showing students how to find word meaning from clues in the surrounding text?

8. Which underlined terms would be appropriate for showing students how to find word meaning by identifying root words and affixes?

9. A teacher who wants to demonstrate how to read for specific purposes might use these paragraphs to show students how to read to

- A. Identify examples of comparison and contrast
- B. Understand ideas in sequential order

- C. Relate causes to effects
- D. Anticipate ideas or predict outcomes

Mark the letter of the student group below for whom the teacher decisions in Items 10 and 11 appear most appropriate.

- A. Above-average 11th grade group, approximate reading achievement range 9th grade through college
- B. Mixed 6th and 7th grade "low achievers"
- C. Average 8th grade class in a small rural school
- D. Average 10th grade class in a large city

10. Some of the students will enjoy the challenge of reading the material on their own. For the great majority, the teacher decide to rewrite the material in simpler terms. The ideas are not beyond the students, but the vocabulary is too demanding.

11. Over half of these students should be comfortable with the vocabulary and concepts in this material. The teacher decides to concentrate attention on the needs of the lower 25-30% of the class.

For the classes described in Items 12-15, select the method likely to be most effective for helping students develop essential content-area vocabulary.

12. Average high school class:

- A. Play word games using common content area vocabulary
- B. Have better students compile a class dictionary of technical content area terms
- C. At regular intervals, assign for study 10 or 15 terms with a common root word
- D. Before major assignments, introduce and analyze key vocabulary with class

13. Low-achieving middle school or junior high class:

- A. Set aside class time for "free reading" in a variety of content area materials
- B. Relate key content area words in reading assignments to student experience
- C. Guide session in choosing dictionary definitions according to textual use of words
- D. Guide frequent discussions of multiple meanings of words met in reading

14. Average middle school or junior high class:

- A. Assign five to ten vocabulary words from the text glossary for study and testing at regular intervals
- B. Have "glossary races" and other vocabulary games using content area words
- C. Discuss common prefixes and assign for compiling content area word lists
- D. Guide sessions in determining word meaning from surrounding context

15. Honors 12th grade class:

- A. Help students build personal dictionaries of technical terms
- B. Assign group reports on origins of key content area terms
- C. Set aside regular time for work with 30 Days to

a *More Effective Vocabulary*, or similar material

- D. Distribute list of key vocabulary before each unit of study

In Items 16-18 select the activity which you feel is most likely to stimulate interest in reading among most "reluctant" but capable readers in an average secondary school classroom.

16. The most likely activity is:
- A. Friends' recommendations of good books
 - B. Teacher's enthusiasm for reading
 - C. Brief, imaginative, extra-credit book reports
 - D. Monthly prizes for most books read
17. The most likely activity is:
- A. Bulletin board displays about class's favorite books
 - B. Talks on "Why Read?" by members of student government
 - C. Classroom library with wide range of topics and difficulty
 - D. Class guided tour of the public library
18. The most likely activity is:
- A. Oral reading by teacher of reviews of new books for teenagers
 - B. Extracurricular book club
 - C. Frequent "reading for enjoyment" time in class
 - D. Multimedia alternatives to books for many assignments

In Items 19 and 20, select the activity most likely to encourage reading about topics related to the content area.

19. For an average 12th grade class:
- A. Have some assignments read aloud in class, with each student reading in turn
 - B. Have each student read a biography of a person who has made important contributions to the field
 - C. Pair capable and poor readers for regular reading/tutoring sessions on assigned topics
 - D. Have groups make weekly displays or transparencies of study-related news or headlines
20. For poor readers in middle school or junior high:
- A. Tape record discussions of student experiences related to study topics, type for later reading
 - B. Stock classroom library with interesting "free reading" materials related to study topics
 - C. Have groups prepare annotated bibliographies for upcoming topics of study
 - D. Assign simple library research projects related to study topics
21. The most appropriate activity for beginning instruction in outlining reading material, for an average junior high or middle school class, is probably to:
- A. Demonstrate outlining on the board or overhead projector; guide students in filling in a simple outline using major chapter subheads

- B. Assign students to outline the main points of a chapter; give follow-up instruction to students unable to complete the assignment
- C. Demonstrate outlining on the board or overhead projector; assign students to outline a chapter for homework; give follow-up instruction as needed
- D. Pair best and poorest readers, assign teams a chapter to outline as an in-class exercise; have teams trade outlines for evaluation and suggestions

Items 22 and 23 list ways a teacher might assign research projects to account for differences in individual reading ability. For each item, mark the letter of the method you feel is most appropriate for a class with a wide range of reading ability and interests.

22. The most appropriate method is probably to:
- A. Allow each student or group to research topics of interest; guide students to sources of appropriate reading difficulty
 - B. Avoid requiring reading research assignments of lower ability students; guide better readers in research skills as needed
 - C. Allow each student to explore an aspect of interest; require best readers to consult at least 5 sources, average readers, 3, and poor readers, 1
 - D. Assign lower ability students to reading skills kits or workbooks while guiding capable students in research skills needed for assignment
23. The most appropriate method is probably to:
- A. Allow students to form groups according to interest; suggest that poor readers provide visual aids for their groups
 - B. Group students to achieve a balance of reading levels and skills; allow students to select problem and to divide responsibility for research and reporting
 - C. Allow individual students and groups to explore aspects of interest to them, provide all students with one basic reference to ensure reports are related
 - D. Assign various aspects of problems to groups of students balanced in reading levels and skills; give extra credit to the group consulting the most information sources

In Items 24-26 mark the letter indicating the student's most probable reading skills weakness:

24. Student spends five minutes searching the chapter on World War II to find the date of the bombing of Pearl Harbor. Probably needs help in:
- A. Using an index
 - B. Setting purposes for reading
 - C. Increasing reading speed (rate of comprehension)
 - D. Using a table of contents
25. Student spends so much time looking words up in the dictionary that she seldom finishes her reading assignment. Probably needs help in

- A. Increasing reading speed (rate of comprehension)
- B. Recognizing phonetically-spelled words
- C. Using a glossary
- D. Using context clues to word meaning

26. Student seems to read assignments accurately and thoroughly, but seldom remembers important concepts from the material. Probably needs help in:

- A. Improving review techniques
- B. Adapting reading rate to purpose
- C. Using context clues to word meaning
- D. Setting purposes for reading

Items 27 and 28 refer to the paragraph below:

The cross has the same length on all four of its arms, to signify that it gives life equally to all, high or low, east or west. It stands alone always, no words or markings on it, to show that the Red Cross workers have only one thought—to serve. They ask no questions, they care not whether the wounded be ours or those of another people. Their duty is to give and to give quickly.

- 1) Name another organization that resembles the Red Cross.
- 2) Might Red Cross workers help people on both sides in a war?
- 3) Would a rich person probably get faster help from the Red Cross?
- 4) Why aren't there any words or markings on the red cross?

27. Which of the questions following the paragraph requires students to read at the *lowest* (simplest) level of understanding?

28. Which of the questions following the paragraph requires students to read at the *highest* (most difficult) level of understanding?

Mark the letter of the option following the reading passage and questions below which ranks the questions from lowest to highest (simplest to hardest) reading comprehension level required.

Courage is the quality men like most, and primitive males gauged their manhood by it, as do modern adolescents. Civilized people are dazzled by showy courage. An example is the racing car driver or the trapeze artist, or the bystander who runs through flames to save a stranger.

But there is a truer courage that is more gallant though almost invisible. It is found in those people who live in never-ending pain and yet do not hate others. It is found in adults who giving up malice and suspicion, teach themselves to relax and trust. It is also found in the quiet acceptance of monotonous jobs that must be done.

- 1) In view of opinions expressed here, who is the most courageous person you know of?
 - 2) How do teenagers today gauge their manhood, according to this selection?
 - 3) Does the author seem to feel it is easier for us to believe in people or to distrust them?
29. The questions, ranked from lowest to highest:
- A. 1, 2, 3
 - B. 2, 3, 1
 - C. 3, 1, 2
 - D. 2, 1, 3

Items 30-32 require matching study questions to students' reading ability. Below are brief descriptions

of the reading comprehension levels of four students:

- A. Student can understand literal facts. "what the author said"
- B. Student can infer beyond stated facts to implications, interpret "what the author meant"
- C. Student can analyze and critically evaluate material, assess its worth and validity
- D. Student can apply understandings gained from reading to situations in other contexts

Below are a reading assignment and some study guide questions. Mark the letter of the student above for whom each question is most appropriate. (Letters may be used more than once.)

Inventors, Keep Away from My Door

Ah, where's the patented device
That I can learn to master?
My icebox yields me melted ice,
My oven, but disaster.
From stranded cars it is my fate
To view the rural scenery,
For I'm the poor unfortunate
Undone by all machinery
Other people's watches do not send them late for
Amorous appointment or literary tea
Other people's telephones bring the word they wait for,
But *nothing* ever works for me.

Study Guide Questions

30. Explain why all readers might not find the poem funny.
31. What does the author feel the devices' attitude is toward her?
32. What devices does the author mention?
33. Possible procedures for selecting textbooks for a class include:
 - 1) Administer a standardized group reading test
 - 2) Apply a readability formula to each text
 - 3) Have each student read aloud from each text
 - 4) Assign sections of each text for silent reading
 - 5) Use written and oral questions to check understanding of each text

Select what you believe is generally the most efficient and accurate procedure or combination of procedures for choosing from several textbooks the best for a class.

- A. 1, 2, 4, and 5
- B. 2, 3, and 4
- C. 3 only
- D. 4 and 5

In Items 34 and 35, mark the letter of the type(s) of organization below you believe would prove most effective in a majority of cases.

- 1) Instruct groups with common reading skills needs
- 2) Instruct groups with similar reading achievement levels
- 3) Assign work to groups of mixed reading achievement levels
- 4) Assign work to groups of mixed reading skills needs
- 5) Assign students to work individually

34. *Situation*: General science class with wide range of ability and reading achievement; end-of-unit assignment on preparing balanced menus using basic textbook as a reference.

- A. 2 only
- B. 2 and 3
- C. 3 and 4
- D. 5 only

35. *Situation*: General mathematics class with low mathematics ability but range of reading achievement; beginning new unit on ratio and percent; several texts in use.

- A. 1 only
- B. 2 only
- C. 3 only
- D. 2 and 3

36. In your opinion, a teacher would *most* appropriately offer help in adjusting reading speed (rate of understanding) to the student who:

- A. Reads both cookbook recipes and mathematics problems with similar care
- B. Skims both Shakespeare and civics assignments to get an overview
- C. Scans to locate specific facts in both geography and biology texts
- D. Speeds through light novels and *Playboy* at a similar rate

The methods listed in Items 37-39 have proven effective in helping many students develop appropriate reading speeds (rates of understanding). Mark the letter of the student below for whom you feel each method would probably be most helpful. (Letters may be used more than once.)

- A. Capable but too conscientious student who "reads even the funny papers slowly"
- B. "Low achiever" who reads assignments very slowly and understands few of the concepts
- C. Student who reads everything within reach but can't synthesize information from different sources
- D. Student who "doesn't care," reads rapidly with few errors, but retains little information from reading

37. Give short reading assignments and require reading for detail.

38. Give demonstrations and practice sessions in skimming assignments, when appropriate.

39. Adjust assigned material to the reading level of the student

Items 40-44 refer to data from the following sources of information which are available to a teacher:

- A. Group standardized intelligence test scores
- B. Group standardized reading test scores
- C. Results from teacher-made group test based on class textbooks
- D. Observations of students' classroom performance

The items indicate some things the teacher wants to do at require first gathering data. Mark the letter of the

one source which probably offers the most useful and accurate data in each case. (Letters may be used more than once.)

40. To plan activities to broaden individual students' reading interests and to improve attitudes toward reading

41. To group students tentatively by general reading achievement level at the beginning of the school year

42. To adjust instruction to students' preferred learning styles

43. To identify students who need special help in using standard book parts, such as indexes and glossaries

44. To assess students' experiential and background information in the content areas

In Items 45-48, mark the letter which indicates the information source, or combination of sources, you feel a teacher should use to answer each question most efficiently and accurately.

- 1) Group standardized reading test scores
- 2) School records
- 3) Teacher-made tests based on content area material (inventory or diagnostic survey)
- 4) Results from cloze instrument
- 5) Personal interview with student

45. Why does this student take so long to answer the questions following an in-class reading assignment?

- A. 1 only
- B. 1 and 4
- C. 5 only
- D. 5 and 3

46. How does the reading achievement of this class compare to that of others like it?

- A. 1 only
- B. 1 and 2
- C. 3 and 4
- D. 4 only

47. How efficiently does this student use maps, graphs, and other graphic aids required in this course?

- A. 1 only
- B. 3 only
- C. 4 only
- D. 4 and 5

48. What is the highest level of difficulty at which this student can read and understand content area material on her own?

- A. 1 only
- B. 3 only
- C. 4 only
- D. 5 only

Items 49-54 refer to the chart on p. 20, Table 1. A teacher has the following data for four students in a tenth grade class.

49. Encouraging wide reading in order to increase general vocabulary would probably be *least* helpful for

- A. Robert
- B. John
- C. Mildred
- D. Sam

50. Which of the students do you think would probably benefit *most* from practice in determining word meaning from context clues?

- A. Robert
- B. John
- C. Mildred
- D. Sam

Table 1. Data for four students in a tenth grade class.

Group IQ Test	Group Standardized Reading Test: Percentile Ran..			Reading Inventory Instructional Reading Guide Level	Classroom Behaviors
	Vocab*	Compr	Rate		
65	35	25	30	6.0	Robert, 17, skips school regularly and avoids reading. His writing and mathematics skills are on a par with his reading ability.
88	45	32	50	7.5	John, 17, has a wide range of interests and contributes original ideas in class discussion. Although he often successfully conceals his below-average reading ability, he has asked how to increase his reading speed.
80	35	45	85	8.5	Mildred, 15, from an impoverished home, is described in school records as "hostile toward teachers, textbooks, and tests." However, she shows real interest in the content area and seems bright and alert.
115	70	77	40	10.0	Sam, 15, excels at mathematics but often does not complete reading assignments in other subjects, describing them as "wordy and dull."

*Vocab = Vocabulary (Word Meaning); Compr = Paragraph Comprehension; Rate = Rate of Reading

51. Which students probably learn new content area concepts more easily through direct experience and watching demonstrations than by reading about them?

- A. Robert and John only
- B. Robert and Mildred only
- C. Robert, John, and Mildred only
- D. All of them

52. Which student(s) would you assign to a learning center dealing with skimming for main ideas in paragraphs and outlining?

- A. Robert and John only
- B. Mildred only
- C. John, Mildred, and Sam only
- D. Sam only

53. Which student(s), in your opinion, should be referred to the remedial teacher for general help in reading?

- A. Robert only
- B. John only
- C. Mildred only
- D. Robert and John

54. Which student(s) should the content area teacher involve in the assessment process and in setting personal reading goals?

- A. John and Sam only
- B. Mildred and Sam only
- C. John, Mildred, and Sam only
- D. All of them

ACKNOWLEDGMENTS

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Answer Key

- | | | | |
|-------|-------|-------|-------|
| 1. D | 15. A | 29. B | 43. C |
| 2. B | 16. A | 30. C | 44. C |
| 3. D | 17. C | 31. B | 45. D |
| 4. C | 18. C | 32. A | 46. A |
| 5. A | 19. D | 33. A | 47. B |
| 6. D | 20. A | 34. C | 48. C |
| 7. A | 21. A | 35. B | 49. A |
| 8. B | 22. A | 36. B | 50. B |
| 9. C | 23. B | 37. D | 51. D |
| 10. C | 24. A | 38. A | 52. D |
| 11. D | 25. D | 39. B | 53. B |
| 12. D | 26. D | 40. D | 54. D |
| 13. B | 27. D | 41. B | |
| 14. D | 28. A | 42. D | |

The chart below will help you compare your score with those of prospective and experienced social studies teachers in the sample population on which the instrument was standardized.

- 44 or more—Expert. Among the top 5% of teachers in all content areas.
- 36-43—Excellent. Higher than most experienced teachers in all content areas.
- 27-35—Very Good. Higher than most prospective social studies teachers and about average for experienced teachers in all content areas.
- 21-26—Okay, if you have not yet taught, otherwise, less than great compared to the sample population.
- 20 or less—Interesting. You may take comfort in the thought that a paper and pencil instrument does not necessarily reflect classroom teaching effectiveness.

National Council for the Social Studies Position Statement



Revision of the NCSS Social Studies Curriculum Guidelines

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Original Position Statement of 1971
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Permission to reprint is granted if acknowledgment is made to the
National Council for the Social Studies

1979

I. A Basic Rationale for Social Studies Education

The basic goal of social studies education is to prepare young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent. The enhancement of human dignity through learning and commitment to rational processes as principal means of attaining that end are concerns shared with other disciplines. The other institutions of society also share with the schools a powerful influence upon the civic education of the young. Social studies education provides the only structured school or community focus for the preparation of citizens. A commitment to foster human dignity and rational process are key to the structure of the social studies curriculum.

Human dignity means equal access to the rights and responsibilities associated with membership in a culture. In American culture, human dignity has long been sought through the struggle to implement ideas such as due process of law, social and economic justice, democratic decision making, free speech, religious freedom, self respect, and group identity. The idea of human dignity is dynamic and complex, and its definition likely to vary according to time and place. The essential meaning, however, remains unchanged: each person should have opportunity to know, to choose, and to act.

Rational processes refer to any systematic intellectual efforts to generate, validate, or apply knowledge. They subsume both the logical and empirical modes of knowing as well as strategies for evaluating and decision making. Rationality denotes a critical and questioning approach to knowledge but also implies a need for discovering, proposing, and creating; the rational person doubts but also believes. The ultimate power of rational processes resides in the explicit recognition of the opportunity to decide for oneself in accord with the evidence available, the values one chooses, and the rules of logic. Therein lies the link between human dignity and the rational processes.

But without action, neither knowledge nor rational processes are of much consequence. This century has witnessed countless blatant violation of human dignity in the presence of supposedly well educated populations. It has been frequently asserted that knowledge is power; however, there is little evidence to assert that people who know what is true will do what is considered right. Commitment to human dignity must put the power of knowledge to use in the service of humanity. Whatever students of the social studies learn should impel them to apply their knowledge, abilities, and commitments toward the improvement of the human condition.

As knowledge without action is impotent, so action without knowledge is reprehensible. Those who seek to resolve social issues without concomitant understanding often tend not only to behave irresponsibly and erratically but in ways that damage their own future and the human condition. Therefore, knowledge, reason, commitment to human dignity, and action are to be regarded as complementary and inseparable.

Knowledge

From its inception the school has been viewed as the social institution charged with transmitting knowledge to the young. Yet despite this longstanding responsibility, it would be difficult to demonstrate that the school has handled this task well or that standards of accuracy and validity have been systematically applied to the information presented in the classroom. Nor can many schools assert that their curricula deal effectively with significant and powerful ideas.

Furthermore, the knowledge utilized by the school has reflected the biases of the white middle class and has distorted the role of minority groups within our own nation and of non-western cultures throughout the world. Such distortions have often prevented white people as well as members of minority groups from fully understanding themselves and their culture. Such practices are clearly inconsistent with the requirements of individuals who live in an increasingly complex, pluralistic society and in an interdependent world.

Knowledge about the real world and knowledge about the worthiness of personal and social judgments are basic objectives of social studies instruction. Reliable beliefs are achieved by following the accepted canons of empirical inquiry, logical reasoning, and humanistic valuing, procedures clearly rooted in

the twin values of rational process and human dignity. It would be naive, however, for social studies educators to disregard the fact that many people consider other ways of knowing such as revelation, common sense, and intuition as entirely legitimate and even desirable. A major task of social studies education is to demonstrate the power of rationally-based knowledge to facilitate global stewardship and human progress, while at the same time demonstrating that the means of persuasion to this point of view are quite as important as the ends.

The traditional and obvious sources of knowledge for social studies are the social science disciplines.* They are and should remain important sources. However, the reasons for deriving social studies knowledge from the social sciences are not self-evident. Careful thought ultimately justifies such knowledge on arguments revolving around the "needs" of individual students and of society for powerful ideas, dependable information, and reliable methods of inquiry. The question about appropriate sources of knowledge for social studies is indeed well-phrased in terms of the "needs" of students and society, rather than the arbitrary and limiting assumption that social studies and the social sciences are identical.

Broadly based social issues cross the boundaries of the academic disciplines. The notion that the disciplines must always be studied in their pure form or that social studies content should be drawn only from the social sciences is insufficient for a curriculum intended to demonstrate the relationship between knowledge and rationally-based social participation. It is true that the social sciences can make a significant contribution to clarifying the basic issues which continue to require social attention. But the efforts of social scientists to develop an understanding of human behavior through research are not necessarily related to persistent human problems and are seldom intended to arrive at the resolution of value conflicts or the formulation of public policy. Social studies is something more than the sum of the social sciences.

Many kinds of knowledge are important contenders for inclusion in social studies. For instance, an additional and important source may be those sectors of our culture which are seldom recognized by the research disciplines, but which are diffused through the mass media, sometimes in offbeat sources, and reflected in the arts. Another source may be the interests and values of students. In a rapidly changing society it is often young people who have greatest access to emergent knowledge. If for no other reason, and there are other reasons, the rate of change alone makes it urgent that the social studies gives serious consideration to the interests and values that students hold about themselves and society. Ideally, then, various sources of knowledge, including the social sciences, the humanities, the natural sciences, the communication media, and the perceptions of students would all contribute to the social studies program.

The knowledge component of the curriculum envisioned in these guidelines serves three more particular functions. First, it provides historical perspective. A sense of the past serves as a buffer against detachment and presentism—living just for today—and thereby assists an individual in establishing cultural identity. Second, knowledge helps a person perceive patterns and systems in the environment, including a global perspective. It is this ordering function which makes the social universe, even with its increasing complexity, more understandable. Third is the function of knowledge as the foundation for social participation. Without valid knowledge, participation in the affairs of society could be ineffectual and irresponsible.

In summary, the broad function of knowledge, whatever its source, is to provide the reservoir of data, ideas, concepts, generalizations, and theories which, in combination with thinking, valuing, and social participation, can be used by the student to function rationally and humanely.

Abilities provide the means of achieving objectives, and ideally one who is able and skillful can reach objectives efficiently. Included in the ability concept are intellectual, data processing, and human relations competencies.

Intellectual skills—the varied processes of thinking, have recently received increased emphasis in the social studies curriculum. Lower level intellectual operations such as memorization often characterize student assignments, ques-

Abilities

tions, and examinations. Less attention has been given to more complex cognitive processes such as analyzing, synthesizing, and evaluating. Inquiry-oriented approaches, which represent one effort to alleviate this situation, have received considerable attention in current educational literature, but extensive practice and support are not yet evident.

Thinking competencies serve several functions. In the first place, they provide the prime path to acquiring knowledge. They also enable an individual to make use of knowledge by asking significant questions, they permit the analysis of conflicts; they enable problem solving in both convergent and divergent ways; they enhance decision making power; and they support efforts to form and clarify values. Such intellectual skills are of paramount importance in resolving social issues. In democratic societies which place a high premium on responsible flexibility, well-developed thinking processes act as a buffer against intellectual rigidity and represent a vital link between knowledge and social participation.

Although thinking entails a great variety of intellectual operations, two facets, divergent thinking and valuing, require special comment. They are not only central to social studies education but are also two confusing terms which are employed in the field.

Divergent thinking (defined in terms of flexibility, spontaneity, and originality) often provides uncommon answers to difficult questions. Individuals make the most of their potential powers not by staying with what is common, regular, already known, but by encountering the challenge of the open-ended and unsolved and by attempting to cope with perplexing and sometimes frustrating situations. What is needed is a climate which encourages fresh insights. But the need for divergence is not to be confused with irresponsible deviance of "just being different for its own sake." Divergent thinking is a necessary though not sufficient condition for creativity. Original thinking is highly demanding: (1) it relies on extensive knowledge, ideational fluency, and the ability to formulate and restructure questions; and (2) it requires both the courage to risk uncertainty and error, and to express minority points of view.

Valuing must be considered, in part, as an intellectual operation. Social studies confronts complex questions rooted in conflicting attitudes and values. Therefore, it is neither desirable nor possible for social studies teachers to attempt to establish a "value free" situation in the classroom; student behavior, teacher behavior, subject matter, and instructional materials all are the products of value-laden judgment. Any study of values should be conducted in a free and open atmosphere. Students must become experienced in discerning fact from opinion, objectivity from bias. Students should learn to anticipate that people living in different cultures are likely to hold different values. Students need to learn to identify their own value assumptions along with those of others, to project and evaluate consequences of one value stance or another. When valuing is thought of as a rational process, students can be helped to clarify and strengthen their own commitments.

Basic skills are often and rightly given considerable attention at the elementary school level. These skills include competence to locate and compile information, to present and interpret data, and to organize and assess source material. Social studies teachers should assume special responsibility for instruction in reading materials directly related to the social studies. However, higher levels of proficiency using the tools of social scientists—for example, identifying hypotheses, making warranted inferences, and reading critically—cannot be attained unless they are incorporated in the curriculum of all grades, K-12. If provision is not made at all grade levels for the sequential development of these competencies, as well as continuous reinforcement of basic skills, growth will be arrested at a low level, and students will be hampered in employing the more powerful extensions of these abilities.

Ability development also concerns the competencies associated with social behavior. Effective interpersonal relations seem to depend on a sensitivity to the needs and interests of others, adequately developed communication skills, and the ability to cope with conflict and authority. In the classroom and in the school at large students should have abundant opportunities to work out social relationships at the face-to-face level. Students should have experience in the social arena in dealing with not only calm, rational inquiry but also with controversial issues. They should undergo the demands placed on them both as

leaders and followers and should learn to make contributions in both roles. When students hold unpopular views, they can learn to function as thoughtful critics, seeking to bring about needed reform through legitimate processes. Neither aloofness from obligation to other individuals nor the chaos created by anarchy is acceptable.

Abilities are not developed as a result of accumulating information, isolated drill sessions, or exhortations. Instead, these proficiencies are acquired through real opportunities for constant practice and use, systematically planned for by curriculum developers and teachers. Equally important, however, is the recognition of skills as the critical bond between knowledge, valuing, and social participation.

Social studies education neither can nor should evade questions of value. Value orientations are the foundations of social institutions, and the value positions of individuals and groups have consequences for action. Contemporary society continues to be confronted by a host of complex problems on a global scale whose solutions are of importance to the individual member. War, racism, environmental concerns, energy issues, urban deterioration, and impersonal organizations—society can contend with none of these without searching consideration of values.

Valuing

Social studies education should, however, avoid mere indoctrination. Neither young people nor society will deal constructively with present social realities through blind acceptance of specified ways of behaving, or of particular positions on public issues, or even of basic cultural values. Limiting the school's role to indoctrination is not only ineffectual, but incompatible with the principles of a free society.

The role of the school as an agent for inculcating in the young widely held societal norms, standards of behavior, and ideological preferences is complex. The issue is clouded with conflicting attitudes held by various groups. Cultural pluralism in America and throughout the world rightly hinders the school from seeking or producing uniform values among its students. It is well to remember that the school is properly only one force influencing the values of the young.

What the school can contribute is impressive. It can help the young recognize that among Planet Earth's people there are many sets of values rooted in experience and legitimate in terms of culture. Such a realization is a force against ethnocentrism.

The school can also provide opportunities for free examination of the value dilemmas underlying social issues and problems that affect the everyday lives of students. Students need systematic and supportive help in examining differences among other persons and groups and in clarifying the value conflicts within themselves. Students must come to understand that although evidence is important, facts alone do not always determine people's decisions. There are times when people suspend judgment, and occasions when problems have no set answers. The expectation that problems can be examined in an increasingly sophisticated way can contribute to students' feeling of competence and sense of identity. Some may even have faith that thoughtful sensitivity to one's own values and those of others will foster decent and humane values.

The school itself is a special institution, and the values embedded in its daily operation can exert a powerful influence. The school can make clear its own valuing of human dignity by practicing it in the school as a whole and in social studies classrooms. Young children especially must learn the core values in the course of daily living; the school can hardly afford to escape its responsibilities to them. Fair play, justice, free speech, self-respect, decision-making opportunities, the right of privacy, and denial of racism ought to be expected for all students and teachers in every classroom. Schools have been more successful in professing the values associated with human dignity than in putting them into daily practice. Indeed, in many schools the practice of those values would mean drastic change. Avoiding blind indoctrination need not mean blandly ignoring basic cultural values.

Social Participation

Social participation in a democracy calls for individual behavior guided by the values of human dignity and rationality and directed toward the resolution of problems confronting society. The practices of the school and particularly of social studies programs have not provided for active and systematic student participation. Although social studies education is committed to the idea of citizenship education, the practical applications of knowledge and ideas in this area have not been fully realized. A commitment to democratic participation suggests that the school abandon futile efforts to insulate pupils from social reality and, instead, find ways to involve them as active citizens.

Social participation should mean the application of knowledge, thinking, and commitment in the social arena—at the local, state, national, and international levels. An avenue for interaction and identification with society can build an awareness of personal competency—awareness that one can make a contribution—an ingredient essential for a positive self-concept. Programs ought to develop young adults who are able to identify and analyze both local and global problems and who are willing to participate actively in developing alternatives and solutions for them.

Extensive involvement by students of all ages in the activities of their community is essential. Many of these activities may be in problem areas held, at least by some, to be controversial. The involvement may take the form of observation or information-seeking, such as field trips, attending meetings, and interviews. It may take the form of political campaigning, community service or improvement, or even responsible demonstrations. The school should not only provide channels for such activities, but build them into the design of its K-12 social studies program.

Education in a democratic framework clearly requires that such participation be consistent with human dignity and with the rational processes. Such participation must be voluntarily chosen; no student should be required to engage in what he/she has not defined as desirable. Nor should social participation be undertaken without systematic, thoughtful deliberation. To do so could violate the values of human dignity or rational process. Educational institutions can make a significant contribution to society by providing students with the knowledge and experience necessary to be effective, singly or as part of organized groups, in dealing with social problems.

It is essential that these four curriculum components be viewed as equally important; ignoring any of them weakens a social studies program. The relationship among knowledge, abilities, valuing, and social participation is tight and dynamic. Each interacts with the others. Each nourishes the others.

II. Guidelines

These Guidelines represent a set of standards for social studies programs. They are not intended to prescribe a uniform program or even to propose an ideal program. In a pluralistic and changing society no one such program could be prescribed, even if more were known about the process of education than is presently available. Schools—their students, teachers, and communities—have basic responsibility for their own social studies programs. It is hoped that many will develop insights which go beyond the framework of standards set forth here.

- 1.0 The Social Studies Program Should Be Directly Related to the Age, Maturity, and Concerns of Students.
 - 1.1 Students should be involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curricular outcomes.
 - 1.2 The school and its teachers should make steady efforts, through regularized channels and practices, to identify areas of concern to students.
 - 1.3 Students should have some choices—some options within programs fitted to their needs, their concerns, and their social world.
 - 1.4 Students should have a social studies experience at all grade levels—K-12.
 - 1.5 The program should take into account the aptitudes, developmental capabilities, and psychological needs of the students.

Students of all ages confront situations demanding knowledge and social skills. They are called upon constantly to identify, to interpret, to organize the vast quantities of social data everywhere around them. Students need to use this social knowledge as a person relating to neighbors and friends, a citizen of the school community, a consumer of goods and services, an active participant in an organization or movement. These situations are directly comparable to those confronted by adults. Students should rightfully expect that their social studies education will be helpful to them in coping with their social and political world.

Yet the need to know and understand may stem also from a basic curiosity, a desire to comprehend, and a quest for order and meaning in the universe. Therein lies a fundamental motivation for learning upon which any adequate program must build.

Consequently, opportunities for social studies education should be available to all students from the primary grades through high school, and not merely to some elite group, the intellectually able, or the white, middle class. Young people should not be expected to fit themselves into uniform or rigid programs, those sanctioned merely by tradition, or those designed without consideration of what matters to them.

In schools committed to human dignity, students are entitled to a voice, by one means or another, in shaping their education. All students are entitled to expect that they, their concerns, and their social origins have a place in the social studies curriculum.

2.0 The Social Studies Program Should Deal with the Real Social World.

- 2.1 The program should focus on the social world as it is, its flaws, its strengths, its dangers, and its promise.
- 2.2 The program should emphasize pervasive and enduring social issues.
- 2.3 The program should demonstrate the relationships between the local and global aspects of social issues.
- 2.4 The program should include analysis and attempts to formulate potential resolutions of present and controversial global problems such as racism, sexism, world resources, nuclear proliferation, and ecological imbalance.
- 2.5 The program should provide intensive and recurring cross-cultural study of groups to which students themselves belong and those to which they do not.
- 2.6 The program should offer opportunities for students to meet, discuss, study, and work with members of racial, ethnic, and national groups other than their own.
- 2.7 The program should build upon realities of the immediate school community.
- 2.8 Participation in the real social world, both in school and out, should be considered a part of the social studies program.
- 2.9 The program should provide the opportunity for students to examine potential future conditions and problems.

The social studies program should enable students to examine the social world as it is. In too many social studies classrooms the social world is idealized and mythologized. Three points need emphasis here.

First, these guidelines take the position that enduring or pervasive social issues such as economic injustice, conflict, racism, social disorder, and environmental imbalance are appropriate content for the K-12 social studies curriculum. The primary purpose of a social studies program is neither to advance the frontiers of knowledge nor to produce social scientists. Rather, its task is to engage students in analyzing and attempting to resolve the social issues confronting them. To do so, young people must draw on the content and methods of the social science disciplines as well as on their own beliefs and considered values and, whenever and wherever appropriate, on such fields as the humanities and the natural sciences.

Second, the real social world varies greatly among people and places, yet classroom experiences often create a misleading impression of cultural uniformity. Many students come to view the world with knowledge drawn almost entirely from Western and middle-class traditions. But the majority of Earth's

people are not white; although they may be influenced by the West, their cultures are neither Western nor dominated by a middle class. Moreover, American society itself is pluralistic. The mores, roles, and expectations of cultural and national groups other than the students' own should be identified and their implications and merits explored. To seek understanding of any culture without the perspective of its own set of values is to do an injustice to that culture.

The students of social studies classrooms are themselves of diverse sub-cultural groups, all too frequently not taken into account in developing programs. Classroom experiences may fail to fit, as they should, the life styles, the values, the aspirations, the perspectives of many students and their communities. Social studies programs must contribute to students' acceptance of the legitimacy of their own cultural group identity as well as the ways of others. Social studies programs which even inadvertently conceal the diversity of the social world tend to reinforce cultural bias and ethnocentricity.

Third, no program can successfully educate students for the real world by separating them from it. The school social system is as much a part of the students' real world as what occurs outside the school. Such techniques as role-playing, simulation, observation, and investigation are all promising means of learning to participate. Actual involvement in school, community, and larger public affairs, either individually or as part of organized group efforts, can break down the artificial barriers of classroom walls.

3.0 The Social Studies Program Should Draw from Currently Valid Knowledge Representative of Human Experience, Culture, and Beliefs.

- 3.1 The program should emphasize currently valid concepts, principles, and theories in the social sciences.
- 3.2 The program should develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data.
- 3.3 The program should develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems.
- 3.4 The program should draw upon all of the social sciences such as anthropology, economics, geography, political science, history, and the behavioral sciences.
- 3.5 The program should draw from other related fields such as law, the humanities, the natural and applied sciences, and religion.
- 3.6 The program should represent some balance between the immediate social environment of students and the larger social world; between small group and public issues; among local, national, and global affairs; among past, present, and future directions; among Western and non-Western cultures; and among economically developed and developing nations.
- 3.7 The program should include the study not only of human achievements, but also of human failures.

Recent and intensive research has produced what is popularly called "a knowledge explosion." Hence, it is difficult to close the gap between what is known and what is taught. Yet incongruities between scholarly knowledge and the content of ordinary social studies curriculum cannot be allowed to persist.

Efforts must be made to ensure the accuracy of information used in classrooms, however, far more powerful are the concepts, principles, and theories of modern society. It is these which students most need to understand.

Moreover, modern bodies of knowledge are not fixed. Methods of inquiry such as formulating and testing hypotheses, and techniques for processing social data, such as mapping, case studies, and frequency distributions, should have a place in classrooms.

Since it is impossible to "cover" all knowledge of the social world, what is included should be meaningful. Students need knowledge of the world at large and the world at hand, the world present and the world past. They must see both human achievement and failure. Useful ideas from anthropology, economics, social psychology, and psychology are ordinarily underrepresented in social studies programs; ideas from political science and geography are often badly out-of-date and culturally biased. "School history" is often repetitive, bland, merely narrative, and inattentive to the non-Western world and to developing nations; it is distorted by ignoring the experiences of Blacks, Hispanics, native

American Indians, Puerto Ricans, Oriental Americans, and women. Related fields such as law, biology, and the humanities are often omitted or not related to social affairs.

Focus on pervasive global issues, problems which loom large in students' worlds, and basic questions which have meaning in students' lives can be helpful in deciding upon what to draw from the disciplines. Imaginative approaches to relating the power of scholarly fields and the issues of our times deserve staunch support.

4.0 Objectives Should Be Thoughtfully Selected and Clearly Stated in Such Form as to Furnish Direction to the Program.

- 4.1 Objectives should be carefully selected and formulated in the light of what is known about the students, their community, the real social world, and the fields of knowledge.
- 4.2 Knowledge, abilities, valuing, and social participation should all be represented in the stated objectives of social studies programs.
- 4.3 General statements of basic and long-range goals should be translated into more specific objectives conceived in terms of behavior and content.
- 4.4 Classroom instruction should rely upon statements which identify clearly what students are to learn; learning activities and instructional materials should be appropriate for achieving the stated objectives.
- 4.5 Classroom instruction should enable students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study.
- 4.6 Instructional objectives should develop all aspects of the affective, cognitive, and psychomotor domains.
- 4.7 Objectives should be reconsidered and revised periodically.

Most curriculum guides and courses of study state what are termed objectives. Typical of such statements are these: "Students will come to appreciate their American heritage", "Students will learn the differences between democratic and totalitarian forms of government." Such statements may serve as goals, but not as objectives. Although such goals may point to the general direction and intent of a program, they have limited utility in making instructional decisions. Such conventional and general statements may get in the way of dealing directly with the crucial problem of what students ought to learn.

Probably no curricular decisions are more significant than those about basic purposes and their definition as stated objectives. What students are to learn must be carefully selected through searching and continuous consideration of what is known about the students themselves, the real social world, and the scholarly fields. Students themselves must participate in the process of selection.

If decisions about what is to be learned are to be influential, they should be translated into statements of objectives. These statements must be formulated in terms of both behavior and content and must measure student competencies. Even if their definitions are not universally agreed upon, knowledge, thinking and other abilities, valuing, and social participation can all be conceived in behavioral terms. Statements of objectives become the bases for setting up learning activities, choosing instructional strategies, selecting instructional materials, and finding the degree to which students have been successful in learning.

Special mention should be made here of performance objectives. Such an objective names concretely the behavior-identified content which the student is to demonstrate as evidence of learning and states the minimum level of acceptable performance. Some knowledge and skill objectives in social studies can best be defined as concrete performance objectives, and instruction planned accordingly. Students and teachers alike can identify achievement or lack of it. Performance objectives are most readily developed for matters which have "a right answer" or "a most effective way of performing a task." That all kinds of objectives—indeed, many of the most important—cannot be translated into concrete performance terms need not deny the usefulness of translating some, nor justify vague generalities as substitutes for clear statements. Nonetheless, social studies education should not be limited to what can be defined in concrete performance terms.

5.0 Learning Activities Should Engage the Student Directly and Actively in the Learning Process.

- 5.1 Students should have a wide and rich range of learning activities appropriate to the objectives of their social studies program.
- 5.2 Activities should include formulating hypotheses and testing them by gathering and analyzing data.
- 5.3 Activities should include using knowledge, examining values, communicating with others, and making decisions about social and civic affairs.
- 5.4 Students should be encouraged to become active participants in activities within their own communities.
- 5.5 Learning activities should be sufficiently varied and flexible to appeal to many kinds of students.
- 5.6 Activities should contribute to the students' perception of teachers as fellow inquirers.
- 5.7 Activities must be carried on in a climate which supports students' self-respect and opens opportunities to all.
- 5.8 Activities should stimulate students to investigate and to respond to the human condition in the contemporary world.
- 5.9 Activities which examine values, attitudes, and beliefs should be undertaken in an environment that respects each student's rights to privacy.

Scholars, teachers, education theorists, and serious critics of education agree, almost universally, that students must be actively involved in the learning process at every level of education from kindergarten on. Modern programs without exception call for more active participation. Greater emphasis is placed on ability to devise questions and the means for answering them, to analyze and integrate knowledge, to propose and evaluate decisions. Conducting a disciplined attack on one's own ignorance should be the principal means of an individual's education. Creative inquiry is both a potent instructional strategy and an essential competency. Actual mastery of knowledge, a legitimate but not sufficient goal of education, can best be attained when the knowledge is actively used by the learner.

A social studies curriculum must employ direct as well as vicarious means for learning. This principle is all too often neglected. There are geography classes without any form of field work and history classes without primary source material. Government classes ignore the student council and the workings of local government; a study of occupations goes on without the associated sights and sounds of real jobs; and attempts to deal with racism, sexism, and poverty occur without emotional involvement.

Education is more than a process of telling students what they need to know. Students now have extensive and reliable sources of knowledge from which they can obtain knowledge for themselves, thus, classroom lecturing is less defensible than it has ever been.

Social studies programs must include a wide variety of learning activities with appeals to many kinds of students: making surveys, tabulating and interpreting data, acting out scripts, using reference tools, reading or writing poetry, role-playing, hearing and questioning classroom speakers, writing a policy decision, using case studies, listening to music, making a collage, brainstorming, studying films, working in a community project, conducting an investigation, advocating a thought-out position, simulating and gaming, making field trips, comparing points of view, studying social science books and articles, participating in discussions patterned on explicit strategies for behaviors such as communicating and valuing, and more. The purpose of such activities is not to set up what is merely clever or novel, but to offer opportunities for satisfying experience in what will lead to the objectives of instruction.

6.0 Strategies of Instruction and Learning Activities Should Rely on a Broad Range of Learning Resources.

- 6.1 A social studies program requires a great wealth of appropriate instructional resources; no one textbook can be sufficient.
- 6.2 Printed materials must accommodate a wide range of reading abilities and interests; meet the requirements of learning activities; and include many

kinds of material from primary as well as secondary sources, from social science and history, the humanities and related fields, from other nations and cultures as our own, and from current as well as basic sources.

- 6.3 A variety of media is available for learning through seeing, hearing, touching, and calling for thought and feeling.
- 6.4 Social studies classrooms should draw upon the potential contributions of many kinds of persons and organizations representing many points of view, capabilities, and a mix of cultures and nationalities.
- 6.5 Classroom activities use the school and community as a learning laboratory for gathering data and for confronting knowledge and commitments in difficult social problems.
- 6.6 The social studies should have available many kinds of work space to facilitate in the size of groups, the use of several kinds of media, and a diversity of tasks.

Learning in the social sciences requires rich resources. No single textbook will do, especially one set over with the simple purpose of imparting information. Accomplishing objectives which represent all of the components of social studies education depends upon more information, more points of view, more appeals, and more suitable materials for individual students.

Printed materials suitable for differing abilities in reading and for differing needs for concrete and abstract thought. Students must have books, periodicals, basic reference studies, graphs, tables, maps, articles, and literary materials suitable for the subject at hand. As important as reading and verbal learning may be, they should not be overused in instruction.

Multiple media offer avenues to learning. Films and sound-filmstrips, pictures, recordings of discussions and music, mock-ups, artifacts, models, audiotapes, dramatizations or scripts for role-playing, diagrams, simulation exercises, programmed instruction—these and others call upon the use of many senses, thought and feeling; thus, they enrich learning.

Moreover, resources should be thought of simply as those of classrooms themselves. The walls of classrooms and the outside world should not be confining. It is just as important for students to participate actively in the community as it is for people and organizations to participate within the school.

Although the need for multiple media is no excuse for a smorgasbord approach, there is reason to use multiple paths to learning. No one kind of material or resource is satisfactory for all students, not for any one student at all times and for all purposes. Instructional resources must be suitable for the learning tasks and for students who are learning.

7.0 The Social Studies Program Must Facilitate the Organization of Experience.

- 7.1 Structure in the social studies program must help students organize their experiences for growth.
- 7.2 Learning experiences should be organized in such manner that students will learn how to learn.
- 7.3 The program must help students to relate their experiences in social studies to other experiences.
- 7.4 The formal pattern of the program should offer choice and flexibility.

Structure in the social studies program has to do with the basic questions to be asked, the problems involved, and the patterns of behavior appropriate to the ends in view. As far as possible, it is known to identify definitively the processes of growth, learning, tendencies or to state with certainty the superiority of any one kind of organization over another. Some kind of flexible structure for the organization of experience is possible and desirable. It is likely that students will profit from experiences with different structures.

Both the social sciences and social issues contain structural elements. Basic concepts, principles, and methods in the social sciences can offer direction in organizing a study of behavior. A proper focus on social issues requires

identification of their causes, consequences, and possible solutions. Social studies programs may at times use one or the other of these organizations. Certainly, social studies programs must demonstrate a reciprocal relationship among the social sciences, social issues, and action. However, it is clearly inadequate to limit programs to courses in the individual disciplines. The study of social issues drawing upon more than one discipline is frequently more suitable for the purposes of students in school. An issue arising out of the interaction between technology and the structure and function of modern society, for example, may call for the contributions of history, economics, and sociology as well as the humanities, law, and the natural sciences. Social issues are embedded in complex social conditions which frequently transcend national boundaries.

At times student concerns, those of their community, or the requisites of active and effective social participation may become the base for a line of inquiry. Whatever the starting point or direction, structure must be developed out of students' own learning experience. To be useful and valid a social studies activity must achieve more than the mere accumulation of information.

Disorder and lack of direction often stand in the way of continuous reorganization of experience. Schools must continue to examine the conventional patterns of subjects and formal course offerings. Schools ought to encourage mini-courses, independent study, small group interest sections, specially planned days or weeks focused on social problems, alternative courses of study proposed by students, and other innovative plans. Structure can be used to promote the development of the tools and satisfactions which enable students to continue to learn.

8.0 Evaluation Should Be Useful, Systematic, Comprehensive, and Valid for the Objectives of the Programs.

- 8.1 Evaluation should be based primarily on the school's own statements of objectives as the criteria for effectiveness.
- 8.2 Included in the evaluation process should be assessment of progress not only in knowledge, but in skills and abilities, including thinking, valuing, and social participation.
- 8.3 Evaluation data should come from many sources, not merely from paper-and-pencil tests, including observations of what students do outside as well as inside the classroom.
- 8.4 Regular, comprehensive, and continuous procedures should be developed for gathering evidence of significant growth in learning over time.
- 8.5 Evaluation data should be used for planning curricular improvements.
- 8.6 Evaluation data should offer students, teachers, and parents help in the course of learning and not merely at the conclusions of some marking period.
- 8.7 Both students and teachers should be involved in the process of evaluation.
- 8.8 Thoughtful and regular re-examination of the basic goals of the social studies curriculum should be an integral part of the evaluation program.

Social studies programs must be systematically and rigorously evaluated. As program objectives are revised and new practices introduced, the evaluation program must be changed to assess innovations in ways consistent with their purposes. The all too common paper-and-pencil tests of information do not yield data about problem-solving abilities, the valuing process, and social participation. Many sources of data and evaluation techniques, which can be used in and out of classrooms, are needed. Evaluation should extend far beyond formal examinations to include, for example, anecdotal records, role-playing, interviews with samples of community people, and interaction schemes for analysis of classroom dialogue.

Occasional and sporadic attempts, and narrow and unreliable efforts in evaluation are insufficient since significant growth in learning is both cumulative and long-term.

Evaluation must include what is diagnostic, not only for groups of students but for individuals. It must be useful to students in the process of their learn-

ing—to all students and not merely to those who take to conventional schooling or who are college-bound. A helpful evaluation process ought to enable students to see what they can do, as well as what they cannot do.

The process must clarify for teachers and others concerned what needs to be done to improve instruction and learning. Parents must be included in the evaluation process. They should have access to accurate data which would illustrate, first, how the student is performing in terms of individual abilities and, second, how the student compares with teacher expectations of the class as a whole.

Evaluation must become not only a means of more effective instruction and learning, but a foundation for thoughtful formulation of basic purposes of social studies education.

9.0 Social Studies Education Should Receive Vigorous Support as a Vital and Responsible Part of the School Program.

- 9.1 Appropriate instructional materials, time, and facilities must be provided for social studies education.
- 9.2 Teachers should not only be responsible but should be encouraged to try out and adapt for their own students promising innovations such as simulation, newer curricular plans, discovery, and actual social participation.
- 9.3 Decisions about the basic purposes of social studies education in any school should be as clearly related to the needs of its immediate community as to those of society at large.
- 9.4 Teachers should participate in active social studies curriculum committees with decision-making as well as advisory responsibilities.
- 9.5 Teachers should participate regularly in activities which foster their professional competence in social studies education in workshops, or in-service classes, or community affairs, or in reading, studying, and travel.
- 9.6 Teachers and others concerned with social studies education in the schools should have competent consultants available.
- 9.7 Teachers and schools should have and be able to rely upon a district-wide policy statement on academic freedom and professional responsibility.
- 9.8 Social studies education should expect to receive active support from administrators, teachers, boards of education, and the community.
- 9.9 A specific minimal block of time should be allocated for social studies instruction each week.

Social studies education cannot be successful without the conditions necessary for good instruction. One of the conditions is a supply of adequate resources. Social studies education needs not only teachers, textbooks, and blackboards, but also maps, reference books, periodicals, audio and visual materials, field trips, and great lectures. The classroom should be a learning laboratory. Such a concept means not only materials and equipment but also additional demands on teachers' time and competence.

Teachers must have both opportunity and responsibility for active participation in the improvement of the curriculum. They must engage in activities contributing to their professional growth as social studies teachers. Contemporary theories of learning and instruction necessitate breadth, depth, and skill. The burden is especially heavy on elementary teachers who are expected to be competent in virtually all fields. The practice of assigning inadequately prepared teachers as social studies instructors persists and should be ended. In addition to furnishing social studies consultant help, the administration should provide the incentives, encouragement, and opportunities that will further professional and academic training.

School administrators should demonstrate a degree of support at least commensurate with the support given to other segments of curricular program.

The nature of social studies education, especially in a pluralistic and free society, makes it particularly vulnerable to criticism from many sides. The right of responsible criticism is inherent in and invaluable to a democracy; this right must be protected. Demands that schools instill particular beliefs and practices

that they avoid the thoughtless consideration of controversial topics must be met with vigorous resistance.

(Checklist for use of Guidelines follows)

How To Use the Guidelines for Social Studies Needs Assessment

This section provides a *Curriculum Guidelines*-based approach that local districts may use to examine their own social studies programs. The approach can be used for a given grade level, for a school, or for a district-wide program.

An important question to consider first is whom to involve in this analysis. Certainly, social studies teachers and other local curriculum leaders must be involved. In addition, it may be desirable to involve certain lay people, resource people from the university or Department of Education, and high school students who are perceptive and willing to express their views.

The questions used below in the needs assessment instrument are based on the Guidelines. They should be examined from two perspectives: one from that of local priorities, the other from that of the current status of the local program. The first perspective is dealt with in the (HP) column, which is concerned with priorities. For each guideline, the members of the curriculum study committee should ask the question, "Is this guideline of high priority to us?" If they answer the question "yes," they should check the "HP." For a guideline considered desirable, but not of high priority, the "HP" should simply be left unchecked. Any guideline the local committee considers unimportant or undesirable should be marked out. The second perspective is dealt with in the column headed by "CUR-

RENT STATUS." In this case, for each guideline the committee should ask the question, "To what extent is this guideline actually being carried out in our grade (or building or district)?" If the answer is "very often," the "1" should be checked. If the answer is "sometimes" the "2" should be checked, and so on.

Data for the needs assessment may be gathered from many sources. Following each guideline a line is provided so that the local committee may list the most accessible and obvious sources. Sources might include curriculum reports and plans, position statements, faculty and student handbooks, student newspapers, memos, instructional materials available and used, formal evaluation data collected on student competencies, teachers, students, parents, community, and in-classroom and out-of-classroom observation.

Once the instrument is filled out, local educators can feel good about the status of those guidelines that were checked both "HP" and "1." They should feel special concern, on the other hand, about guidelines checked "HP" and "3" and should feel some concern about guidelines checked "HP" and "2." Interpretation of the needs assessment data may reveal patterns, such as students are insufficiently involved, learning resources are inadequate, or purposes are unclear. What is learned from the study should be used to improve the social studies program.

Needs Assessment Instrument Based on the Social Studies Curriculum Guidelines

Directions: Read each guideline below. Check "HP" for the guideline if it is of high priority to your district. Check 1, 2, or 3 to indicate to what extent the guideline is evident in your district.

I. Relationship of the Program to the Maturity and Concerns of Students

1 1 Students should be involved in the formulation of goals, the selection of activities and instructional strategies and the assessment of curricular outcomes _____	(HP)	(1)	(2)	(3)
1 2 The school and its teachers should make steady efforts, through regularized channels and practices, to identify areas of concern to students _____	(HP)	(1)	(2)	(3)
1 3 Students should have some choices, some options within programs fitted to their needs, their concerns, and their social world. _____	(HP)	(1)	(2)	(3)
1 4 Students should have a special studies experience at all grade levels, K-12 _____	(HP)	(1)	(2)	(3)
1 5 The program should take into account the aptitudes, developmental capabilities and psychological needs of the students _____	(HP)	(1)	(2)	(3)

II. Relationship of the Program to the Real Social World

2.1 The program should focus on the social world as it is, its flaws, its strengths, its dangers, and its promise. _____	(HP)	(1)	(2)	(3)
2.2 The program should emphasize pervasive and enduring social issues. _____	(HP)	(1)	(2)	(3)
2.3 The program should demonstrate the relationships between the local and global aspects of social issues. _____	(HP)	(1)	(2)	(3)
2.4 The program should include analysis and attempts to formulate potential resolutions or present and controversial global problems such as racism, sexism, world resources, nuclear proliferation, and ecological imbalance. _____	(HP)	(1)	(2)	(3)
2.5 The program should provide intensive and recurring cross-cultural study of groups to which students themselves belong and those to which they do not. _____	(HP)	(1)	(2)	(3)
2.6 The program should offer opportunities for students to meet, discuss, study, and work with members of racial, ethnic, and national groups other than their own. _____	(HP)	(1)	(2)	(3)
2.7 The program should build upon realities of the immediate school community. _____	(HP)	(1)	(2)	(3)
2.8 Participation in the real social world both in school and out should be considered a part of the social studies program. _____	(HP)	(1)	(2)	(3)
2.9 The program should provide the opportunity for students to examine potential future conditions and problems. _____	(HP)	(1)	(2)	(3)

III. Relationship of Program to Currently Valid Knowledge Representative of Human Beings' Experience, Culture, and Beliefs

3.1 The program should emphasize currently valid concepts, principles, and theories in the social sciences. _____	(HP)	(1)	(2)	(3)
3.2 The program should develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data. _____	(HP)	(1)	(2)	(3)
3.3 The program should develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems. _____	(HP)	(1)	(2)	(3)
3.4 The program should draw upon all of the social sciences such as anthropology, economics, geography, political science, history, and the behavioral sciences. _____	(HP)	(1)	(2)	(3)
3.5 The program should draw from other related fields such as law, the humanities, the natural and applied sciences, and religion. _____	(HP)	(1)	(2)	(3)
3.6 The program should represent some balance between the immediate social environment of students and the larger social world; between small group and public issues, among local, national, and global affairs, among past, present, and future directions, among Western and non-Western cultures, and among economically developed and developing nations. _____	(HP)	(1)	(2)	(3)

3 7 The program should include the study not only of human achievements, but also of human failures. _____	(HP)	(1)	(2)	(3)
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IV. Selection of Objectives; How Objectives Guide Program

4 1 Objectives should be carefully selected and formulated in the light of what is known about the students, their community, the real social world, and the fields of knowledge. _____	(HP)	(1)	(2)	(3)
4 2 Knowledge, abilities, valuing, and social participation should all be represented in the stated objectives of social studies programs. _____	(HP)	(1)	(2)	(3)
4 3 General statements of basic and long-range goals should be translated into more specific objectives conceived in terms of behavior and content. _____	(HP)	(1)	(2)	(3)
4 4 Classroom instruction should rely upon statements which identify clearly what students are to learn; learning activities and instructional materials should be appropriate for achieving the stated objectives. _____	(HP)	(1)	(2)	(3)
4 5 Classroom instruction should enable students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study _____	(HP)	(1)	(2)	(3)
4 6 Instructional objectives should develop all aspects of the affective, cognitive, and psychomotor domains. _____	(HP)	(1)	(2)	(3)
4 7 Objectives should be reconsidered and revised periodically. _____	(HP)	(1)	(2)	(3)

V. Nature of Activities

5 1 Students should have a wide and rich range of learning activities appropriate to the objectives of their social studies program. _____	(HP)	(1)	(2)	(3)
5 2 Activities should include formulating hypotheses and testing them by gathering and analyzing data. _____	(HP)	(1)	(2)	(3)
5 3 Activities should include using knowledge, examining values, communicating with others, and making decisions about social and civic affairs _____	(HP)	(1)	(2)	(3)
5 4 Students should be encouraged to become active participants in activities within their own communities _____	(HP)	(1)	(2)	(3)
5 5 Learning activities should be sufficiently varied and flexible to appeal to many kinds of students _____	(HP)	(1)	(2)	(3)
5 6 Activities should contribute to the students' perception of teachers as fellow inquirers _____	(HP)	(1)	(2)	(3)
5 7 Activities must be carried on in a climate which supports students' self-respect and opens opportunities to all _____	(HP)	(1)	(2)	(3)

5.8 Activities should stimulate students to investigate and to respond to the human condition in the contemporary world. _____	(HP)	(1)	(2)	(3)
5.9 Activities which examine values, attitudes, and beliefs should be undertaken in an environment that respects each student's rights to privacy _____	(HP)	(1)	(2)	(3)

VI. Relationship Between Instruction and Range of Learning Resources

6.1 A social studies program requires a great wealth of appropriate instructional resources; no one textbook can be sufficient. _____	(HP)	(1)	(2)	(3)
6.2 Printed materials must accommodate a wide range of reading abilities and interests, meet the requirements of learning activities, and include many kinds of material from primary as well as secondary sources, from social science and history as well as the humanities and related fields, from other nations and cultures as well as our own, from current as well as basic sources. _____	(HP)	(1)	(2)	(3)
6.3 A variety of media should be available for learning through seeing, hearing, touching, and acting, and calling for thought and feeling. _____	(HP)	(1)	(2)	(3)
6.4 Social studies classrooms should draw upon the potential contributions of many kinds of resource persons and organizations representing many points of view, a variety of abilities, and a mix of cultures and nationalities. _____	(HP)	(1)	(2)	(3)
6.5 Classroom activities should use the school and community as a learning laboratory for gathering social data and confronting knowledge and commitments in dealing with social problems _____	(HP)	(1)	(2)	(3)
6.6 The social studies program should have available many kinds of work space to facilitate variation in the size of groups, the use of several kinds of media, and a diversity of tasks. _____	(HP)	(1)	(2)	(3)

VII. Relationship of Social Studies Program to Students' Experiences

7.1 Structure in the social studies program must help students organize their experiences to promote growth _____	(HP)	(1)	(2)	(3)
7.2 Learning experiences should be organized in such manner that students will learn how to continue to learn _____	(HP)	(1)	(2)	(3)
7.3 The program must enable students to relate their experiences in social studies to other areas of experience _____	(HP)	(1)	(2)	(3)
7.4 The formal pattern of the program should offer choice and flexibility _____	(HP)	(1)	(2)	(3)

VIII. Nature of Local Program Evaluation

8.1 Evaluation should be based primarily on the school's own statements or objectives as the criteria for effectiveness _____	(HP)	(1)	(2)	(3)
8.2 Included in the evaluation process should be assessment of progress not only in knowledge, but in skills and abilities including thinking, valuing, and social participation _____	(HP)	(1)	(2)	(3)

8.3 Evaluation data should come from many sources, not merely from paper-and-pencil tests, including observations of what students do outside as well as inside the classroom. _____	(HP)	(1)	(2)	(3)
8.4 Regular, comprehensive, and continuous procedures should be developed for gathering evidence of significant growth in learning over time. _____	(HP)	(1)	(2)	(3)
8.5 Evaluation data should be used for planning curricular improvements. _____	(HP)	(1)	(2)	(3)
8.6 Evaluation data should offer students, teachers, and parents help in the course of learning and not merely at the conclusion of some marking period. _____	(HP)	(1)	(2)	(3)
8.7 Both students and teachers should be involved in the process of evaluation. _____	(HP)	(1)	(2)	(3)
8.8 Thoughtful and regular re-examination of the basic goals of the social studies curriculum should be an integral part of the evaluation program. _____	(HP)	(1)	(2)	(3)

IX. Local Support for Social Studies Education as an Integral Part of the School Program

9.1 Appropriate instructional materials, time, and facilities must be provided for social studies education. _____	(HP)	(1)	(2)	(3)
9.2 Teachers should not only be responsible but should be encouraged to try out and adapt for their own students promising innovations such as simulation, newer curricular plans, discovery, and actual social participation. _____	(HP)	(1)	(2)	(3)
9.3 Decisions about the basic purposes of social studies education in any school should be as clearly related to the needs of its immediate community as to those of society at large. _____	(HP)	(1)	(2)	(3)
9.4 Teachers should participate in active social studies curriculum committees with decision-making as well as advisory responsibilities. _____	(HP)	(1)	(2)	(3)
9.5 Teachers should participate regularly in activities which foster their professional competence in social studies education: in workshops, or in-service classes, or community affairs, or in reading, studying, and travel. _____	(HP)	(1)	(2)	(3)
9.6 Teachers and others concerned with social studies education in the schools should have competent consultants available. _____	(HP)	(1)	(2)	(3)
9.7 Teachers and schools should have and be able to rely upon a district-wide policy statement on academic freedom and professional responsibility _____	(HP)	(1)	(2)	(3)
9.8 Social studies education should expect to receive active support from administrators, teachers, board of education, and the community _____	(HP)	(1)	(2)	(3)
9.9 A specific minimal block of time should be allocated for social studies instruction each week _____				

The above material constitutes the first section of "How To Use the Guidelines for Social Studies Needs Assessment." For information on how to obtain the complete report, please write to the Washington, D. C., office of the National Council for the Social Studies.

MASTERY TEST
Grade Level Five
Test No. 1

Directions: Circle the item of your choice for each question.

1. Which of the following physical forces influences the shaping of the surface of the earth?
 - A. tides
 - B. glaciers
 - C. volcanoes
 - D. all of the above

2. Which of the following rights do you have as a citizen of the United States?
 - A. the right to assemble peacefully
 - B. the right to free speech
 - C. the right to practice one's own religion
 - D. all of the above

3. Services provided by local governments include
 - A. education
 - B. public transportation
 - C. recreation
 - D. all of the above

4. Which document was written by Thomas Jefferson?
 - A. Declaration of Independence
 - B. Constitution
 - C. Bill of Rights
 - D. Articles of Confederation

5. Jessica Alden buys her clothes in Paris. She vacations on the Riviera and in Acapulco. She uses her private plane to visit her friends all around the world. Which ONE of the factors below MOST influences Jessica's lifestyle?
 - A. money
 - B. culture
 - C. education
 - D. career

6. Paul Robinson and his family live on their farm. Like other families in their community, religion is very important to their lives. Women do not wear make-up; no one in the community smokes. Families in the community are very close and help each other. Which ONE of the factors below MOST influences Paul's lifestyle or way of life?
- A. income
 - B. culture
 - C. formal education
 - D. career
7. A team of people was chosen to discuss school bus routes and solve problems with time schedules. The team had a hard time arranging a plan of action. Everyone talked at once, argued, and did not listen to the chairperson. At the end of the project the committee still had not agreed upon a clear-cut set of possible solutions to the problem. Circle the letter of the statement which shows to what degree this group of people worked with each other as a team.
- A. They had a good system for working as a team.
 - B. They had a good team, but some people spoiled it.
 - C. They were not able to work together as a team.
 - D. They would have been good as a team had they had more time to work.
8. Two groups of people live on an island. They have different religions, eat different foods, and speak different languages. There is fear and hatred between the two groups. What is the BEST solution to this problem?
- A. Make one group leave the island.
 - B. Divide the island and make each group live in its own part of the island.
 - C. Fight it out until one of the groups is killed off.
 - D. Choose people from both groups to write laws that will protect everyone's rights.
 - E. Let the group that is biggest decide everything for all of them.
9. Which ONE of the following DOES NOT represent a positive attitude toward your country?
- A. knowing the laws that apply to you
 - B. voting in elections
 - C. taking the law into your own hands
 - D. making a citizen's arrest

10. The teacher has assigned you and other class members to groups to work on a play. Which statement below describes how you should act if you are to work well with your group?

- A. I would work by myself.
- B. I would work with my group doing things I like to do.
- C. I would work better with my group if I could choose to be either a leader or a follower.
- D. I would work with my group whether I was the leader or follower.

TRUE AND FALSE

Circle the word true if the statement is true. Circle the word false if the statement is not true.

- | | | | |
|------|-------|----|--|
| True | False | 1. | The President of the United States can make laws. |
| True | False | 2. | Insulating the house causes the family's energy bills to decrease. |
| True | False | 3. | Laws cannot be changed? |
| True | False | 4. | Unfair laws should be changed? |
| True | False | 5. | The president is the head of the legislative branch of government. |

MATCHING

Match the holidays with the dates by drawing a line to the correct date.

- | | |
|---------------------------|--------------------------|
| A. New Year's Day | 4th Thursday in November |
| B. Texas Independence Day | January 1 |
| C. Juneteenth | 2nd Monday in October |
| D. Independence Day | March 2 |
| E. Labor Day | 1st Monday in September |
| F. Columbus Day | July 4 |
| G. Thanksgiving Day | June 19 |

EVALUATIONS

1. When Columbus sailed across the Atlantic, would he have been able to do the following things at about that time in history?
 - A. Would he have been able to fire a gun? Yes No
 - B. Would he have been able to listen to a radio? Yes No
 - C. Would he have been able to read a printed book? Yes No
2. Which one of the following is NOT a constitutional right of American citizens?
 - A. The right to freedom of speech
 - B. The right to practice the religion of one's choice
 - C. The right to determine who can purchase and live in the house next door
 - D. The right to a fair trial when accused of a crime
3. Circle all the letters which influence a person's lifestyle.
 - a. the kind of work a person does
 - b. the type of neighborhood in which a person lives
 - c. whether a person lives in the country or the city
 - d. whether a person is married or unmarried
 - e. the kinds of things a person likes to do in his or her leisure time
 - f. the kinds of music a person likes
 - g. the kinds of social activities a person enjoys

ANALOGY

Circle the letter which best fits the blank space in the question.

1. The _____ is to mountain travelers in Peru as a car is to Americans traveling between two towns.
 - A. camel
 - B. ox
 - C. llama
 - D. bicycle
2. Fish is to people who live near rivers as _____ is to people who live on thriving grasslands.
 - A. cattle
 - B. sheep
 - C. vegetables
 - D. poultry

ANSWER KEY

MASTERY TEST

Test No. 1

Grade Level Five

Multiple Choice

1. D
2. D
3. D
4. A
5. A
6. B
7. C
8. D
9. C
10. D

True and False

1. False
2. True
3. False
4. True
5. False

Matching

- A. January 1
- B. March 2
- C. June 19
- D. July 4
- E. 1st Monday in September
- F. 2nd Monday in October
- G. 4th Thursday in November

Evaluations

1. a. yes
b. no
c. yes
2. C
3. a, b, c, d, e, f, g,

Analogy

1. C
2. A

MASTERY TEST
Test No. 2
Grade Level Five

Directions: Circle the letter beside the statement that best answers the question.

1. Which document contains reasons for a break with England?
 - A. Declaration of Independence
 - B. Constitution
 - C. Bill of Rights
 - D. Articles of Confederation

2. Which document is the supreme law of the land?
 - A. Declaration of Independence
 - B. Constitution
 - C. Bill of Rights
 - D. Articles of Confederation

3. Philadelphia, Pennsylvania was the birth place of
 - A. the Constitution
 - B. the Bill of Rights
 - C. the Declaration of Independence
 - D. all of the above

4. The study of relationships between living things and their environment is called:
 - A. geology
 - B. geography
 - C. ecology
 - D. none of the above

5. Which one of the following BEST defines wages?
 - A. Wages are what a person is paid for his or her time and effort.
 - B. Wages are what a property owner receives for the use of his/her property.
 - C. Wages are the profits a person receives from owning shares of stock in a company.
 - D. Wages are that part of a person's salary that is deducted from government taxes.

6. Teachers, police, and firefighters work for the
- A. country
 - B. city
 - C. state
 - D. themselves
7. The factors which have caused population to be concentrated in certain areas are:
- A. fertile land
 - B. rivers
 - C. natural resources
 - D. all of the above
8. Why is it necessary for people to plan how resources will be used?
- A. Resources are limited but the wants of people are unlimited
 - B. People only want small amounts
 - C. The government cannot decide which resources to make available
 - D. Resources are distributed equally according to what people want
9. Circle the letter of the situation in which someone is showing thoughtfulness for someone else.
- A. Paul noticed that Bill was having trouble with the drink machine, so he offered to give him a hand.
 - B. After Joe read Fran's story, he told her he thought she had covered the subject poorly.
 - C. When Art's father died, Steve sent flowers.
 - D. Tom stopped whistling while he was working when he was told it was bothering some people.
 - E. Norm ignored Ted whenever Ted tried to talk to him.
 - F. Everyone kept giving Diane homework to do, even though they knew she was busy.
10. It was Kit's first day at a new school. A report was given as an assignment. Kit did not know how to do the assignment. Everyone seemed to be ignoring her. Her lips began to quiver as she sat staring at the assignment. Then she heard a voice behind her. "I'm Dottie. May I show you what to do?" Kit smiled gratefully. "Oh, yes I was beginning to think no one knew I was here." Circle the letter beside each statement which describes a benefit of Dottie's thoughtfulness toward Kit on her first day.
- A. Kit will be able to do her work.
 - B. Kit will feel that she can ask Dottie questions.
 - C. Kit will adjust better to the school work.
 - D. Kit will not be given so much work to do.
 - E. Dottie will help Kit feel more comfortable.

TRUE AND FALSE

Circle the word true if the statement is true. Circle the word false if the statement is not true.

- True False 1. A person's level of formal education generally has little relationship to his or her political resources.
- True False 2. Being arrested for and convicted of a felony as a teenager can prevent you from becoming a doctor.
- True False 3. Purchasing or possessing or drinking alcoholic beverages in public by a person under 18 years old is a felony.
- True False 4. Insulating the house causes the family's energy bills to decrease.
- True False 5. Laws cannot be changed?
- True False 6. Unfair laws should be changed?
- True False 7. White, middle class males are likely to have more political resources than other groups in the United States.

MATCHING

Match the holidays with the dates by drawing a line to the correct date.

- | | |
|---------------------------|--------------------------|
| A. New Year's Day | 4th Thursday in November |
| B. Texas Independence Day | January 1 |
| C. Juneteenth | 2nd Monday in October |
| D. Independence Day | March 2 |
| E. Labor Day | 1st Monday in September |
| F. Columbus Day | July 4 |
| G. Thanksgiving Day | June 19 |

EVALUATION

1. When Columbus sailed across the Atlantic, would he have been able to do the following things at about that time in history?

- | | | | |
|----|---|-----|----|
| A. | Would he have been able to fire a gun? | Yes | No |
| B. | Would he have been able to listen to a radio? | Yes | No |
| C. | Would he have been able to read a printed book? | Yes | No |

2. Circle each letter which influences a person's lifestyle.

- a. the kind of work a person does
- b. the type of neighborhood in which a person lives
- c. whether a person lives in the country or the city
- d. whether a person is married or unmarried
- e. the kinds of things a person likes to do in his/her leisure time
- f. the kinds of music a person likes
- g. the kinds of social activities a person enjoys

3. You want to go to college, but your parents cannot afford to pay your way. Circle the letter beside the statement that describes a way to solve the problem.

- A. get a job and earn money for college
- B. apply for aid in the form of a scholarship or loan from the college for you wish to attend
- C. apply for a loan through your local bank
- D. give up your idea of attending college

ANALOGY

Circle the letter beside the answer which best fits the blank space in the question.

1. The _____ is to mountain travelers in Peru as a car is to Americans traveling between two towns.

- A. camel
- B. ox
- C. llama
- D. bicycle

2. Fish is to people who live near rivers as _____ is to people who live on thriving grasslands.

- A. cattle
- B. fish
- C. vegetables
- D. poultry

ANSWER KEY

MASTERY TEST

• Test No. 2
Grade Level Five

Multiple Choice

1. A
2. B
3. A
4. C
5. A
6. C
7. D
8. A
9. A,C,D
10. A,B,C,E

True and False

-
1. False
 2. True
 3. False
 4. True
 5. False
 6. True
 7. True

Matching

- A. January 1
- B. March 2
- C. June 19
- D. July 4
- E. 1st Monday in September
- F. 2nd Monday in October
- G. 4th Thursday in November

Evaluation

1. a. yes
b. no
c. yes
2. a,b,c,d,e,f,g
3. A,B,C

Analogy

1. C
2. A

MASTERY TEST

Grade Level Eight

Directions: Circle the item of your choice for each question.

1. During the presidency of Andrew Jackson, the democratic rights of the "common man"
 - A. increased
 - B. decreased
 - C. remained the same
 - D. ended

2. The right of women to vote in the United States was provided by
 - A. the Declaration of Independence
 - B. a Constitutional amendment
 - C. the Bill of Rights
 - D. a Supreme Court decision

3. The Shrine of Texas is
 - A. Washington on the Brazos
 - B. Gonzales Battle Field
 - C. the Alamo
 - D. None of the above

4. What general was defeated at the Battle of Waterloo?
 - A. Adolph Hitler
 - B. Napoleon
 - C. Alfred the Great
 - D. Andrew Jackson

5. Philadelphia, Pennsylvania was the birth place of
 - A. the Constitution
 - B. the Bill of Rights
 - C. the Declaration of Independence
 - D. all of the above

6. Two of the Northwest's most important economic activities are:
 - A. lumbering and fishing
 - B. tourism and shipbuilding
 - C. farming and commercial grazing
 - D. coal mining and textile manufacturing

BEST COPY AVAILABLE

7. Which following statements is NOT true?
- A. processing is the United States' second most important industry.
 - B. megalopolises are located in the Northeast and Great Lakes regions of the United States.
 - C. England is the center of the textile industry.
 - D. immigrants and people have helped to influence the development of America.
8. Which the following is NOT a constitutional right of American citizens?
- A. right to freedom of speech
 - B. right to practice the religion of one's choice
 - C. right to determine who can purchase and live in the house next door
 - D. right to a fair trial when accused of a crime
9. You number of rights that are guaranteed by the various levels of government. Which ONE of the following IS NOT one of those rights?
- A. right to speak out on any issue
 - B. right to have a concealed firearm for protection
 - C. right to go to school to get an education
 - D. right to a lawyer and a trial by jury
10. Which the following is an example of representative democracy?
- A. United States
 - B. European Union
 - C. Switzerland
 - D. Germany
11. Which following sentences about culture is NOT true?
- A. you learn your culture.
 - B. you are born with your culture.
 - C. every culture has cultural norms.
 - D. every culture has cultural mores.
12. What effect of scarcity of resources on people's wants?
- A. wants cannot be satisfied.
 - B. wants are more important than needs.
 - C. wants are kept small.
 - D. wants will vary.

BEST COPY AVAILABLE

13. Summer the heat wave in New York causes people much discomfort. People drink lemonade during the days of the heat wave. What effect do the actions of consumers have on production of lemonade?

More lemons are available.

More lemon trees were planted immediately.

More lemons probably were used to make scented wax.

More lemons probably were used to make frozen juice.

14. If oil becomes scarce in the United States, a variety of things happen. Which ONE of the following results of this scarcity would be MOST likely to occur?

More industries would switch from oil to coal for heating.

The price of oil would go up, and the cost of heating homes would become more expensive.

Many oil companies would explore in areas where they had not searched for oil.

Most remaining oil would be taken off the market completely in order for oil companies to rebuild their reserves.

15. From the following items, choose the one that is the best example of a "good."

A bushel of beans

A box of cereal

A set of plumbing

A package of meat

16. Which of your identifies comes from

your attending

television

the groups you belong to

the places

17. In African culture, power is distributed within each family

in the same way as in every other family

according to the age of its members

according to the sex of its members

in different ways

18. You may work better if your career choice matches your personal goals. From the following statements select the ONE which BEST explains why.
- A. You will work better to get better pay to get promoted
 - B. You will work better so you can get out of that kind of work and into something worthwhile
 - C. You will work better to please your employer and to be fair to fellow workers
 - D. You will work better because the work is interesting and rewarding to you
19. An employer IS NOT allowed to select an applicant for a job on the basis of which ONE of the following?
- A. whether the applicant has a certain amount of education
 - B. whether the applicant has had related job experience
 - C. whether the applicant is neat and courteous
 - D. whether the applicant is male or female
20. If you met someone who was of a different race, would you be that the person could be trusted?
- A. I would be sure that the person could be trusted.
 - B. I would be sure that the person could NOT be trusted.
 - C. I would not be able to say one way or the other if the person could be trusted.
 - D. I could ask a friend.
21. Franco works for the Correll Trucking Company on the loading dock with five other men, all of whom are Italian-American. Because of increased business, James is hired to work with them. James is not Italian-American, and Franco is upset because another Italian-American was not hired. Franco refuses to speak to James except when it is necessary to get the job done. Which ONE of the following describes the MOST LIKELY result if Franco's behavior does not change?
- A. Franco's attitude will not bother James at all.
 - B. James will develop a dislike for Franco.
 - C. Franco will get to know James and begin to like him.
 - D. James will make a greater effort to become friends with Franco.
22. When culture norms are so important that the government enforces them, they are made into:
- A. folkways
 - B. laws
 - C. budgets
 - D. legends

23. Helen and her neighbors have a problem. When it rains, the streets in their neighborhood flood. If a storm sewer were put in, the rainwater would turn into the river instead of flooding the streets. Which ONE of the following would be the first step to take?

- A. wait for the idea to be thought of by a local official
- B. submit a complaint to the local officials.
- C. demonstrate in front of the courthouse
- D. go on TV to broadcast the problem

TRUE AND FALSE

Circle the word true if the statement is true. Circle the word false if the statement is not true.

- | | | |
|------|-------|---|
| True | False | 1. The president is the head of the legislative branch of government. |
| True | False | 2. The President of the United States can make laws. |
| True | False | 3. Religions can help support society's values. |
| True | False | 4. People are affected by their culture. |
| True | False | 5. Cultures are in a constant state of change. |
| True | False | 6. Every language expresses the same idea and relationships as every other language. |
| True | False | 7. Religions view the world in basically the same way. |
| True | False | 8. Being arrested for and convicted of a felony as a teenager can prevent you from becoming a doctor. |
| True | False | 9. A local school board has the authority to prohibit an exclusive social club in a public school. |
| True | False | 10. The same words and ideas are important for societies everywhere. |

TRUE AND FALSE

Circle true if the crimes listed below are felonies. Circle false if the crimes are not felonies.

- | | | |
|------|-------|--|
| True | False | 1. robbery |
| True | False | 2. aggravated assault |
| True | False | 3. forgery |
| True | False | 4. arson |
| True | False | 5. possession of narcotics |
| True | False | 6. violation of fireworks laws |
| True | False | 7. disturbing the peace |
| True | False | 8. purchasing or possessing or drinking alcoholic beverages in public by a person under 18 years old |

MATCHING

Match the dates to the events/wars by drawing a line to the correct date.

- | | |
|-------------------------|-------------|
| A. American Revolution | 1941 - 1945 |
| B. Wars of 1812 | 1898 |
| C. Spanish American War | 1917 - 1919 |
| D. World War I | 1775 - 1783 |
| E. World War II | 1812 - 1815 |

ANALOGY

Circle the letter beside the statement that best answers the question.

1. Andrew Haynes works day and night in his laboratory. He forgets appointments and lets bills and letters stack up unopened. Which one of the factors below MOST influences Andrew's lifestyle?

- | | |
|------------|--------------------------|
| A. income | C. personal value system |
| B. culture | D. age |

GEOGRAPHIC SKILLS/Identifying Continents

Place the letter of the continent in the blanks. Match the picture of the continent to the continent name.

1. North America _____

5. Asia _____

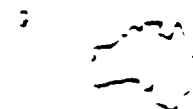
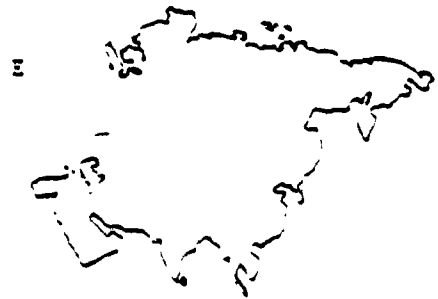
2. South America _____

6. Australia _____

3. Europe _____

7. Antarctica _____

4. Africa _____

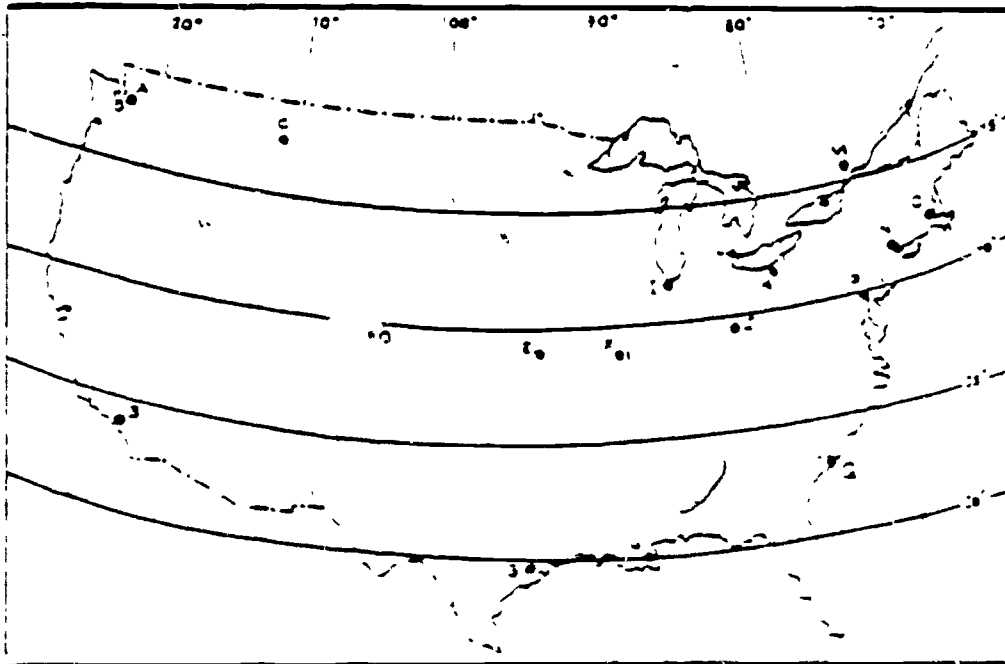


GEOGRAPHIC SKILLS/Locating Places on a Map

Each dot on the map stands for a city. The dots are identified by letters. The cities represented by the dots are listed below. Place the letter of the city in the blank next to the name of the city.

- | | | |
|-------------------|-------------------|------------------|
| _____ Seattle | _____ Houston | _____ Montreal |
| _____ Los Angeles | _____ New Orleans | _____ New York |
| _____ Great Falls | _____ Chicago | _____ Boston |
| _____ Denver | _____ Cincinnati | _____ Baltimore |
| _____ Kansas City | _____ Cleveland | _____ Charleston |
| _____ St. Louis | _____ Detroit | |

THE UNITED STATES



ANSWER KEY

MASTERY TEST

Grade Level Eight

Multiple Choice

1. A
2. B
3. C
4. B
5. A
6. A
7. C
8. C
9. B
10. A
11. B
12. A
13. D
14. D
15. C
16. C
17. D
18. D
19. D
20. C
21. B
22. B
23. B

True and False

1. False
2. False
3. True
4. True
5. True
6. False
7. False
8. True
9. True
10. False

True and False

1. True
2. False
3. True
4. True
5. True
6. False
7. False
8. False

Matching

- A. 1775 - 1783
- B. 1812 - 1815
- C. 1898
- D. 1917 - 1919
- E. 1941 - 1945

Analogy

1. C

Geographic Skills-Identifying Continents

1. North America - C
2. South America - D
3. Europe - A
4. Africa - B
5. Asia - E
6. Australia - G
7. Antarctica - F

Geographic Skills-Locating Places on a Map

- A. Seattle
- B. Los Angeles
- C. Great Falls
- D. Denver
- E. Kansas City
- F. St. Louis
- G. Houston
- H. New Orleans
- I. Chicago
- J. Cincinnati
- K. Cleveland
- L. Detroit

Answer Key
Mastery Test
Grade Level Eight
Page 2

Geographic Skills-Locating Places on a Map - con't

- M. Montreal
- N. New York
- O. Boston
- P. Baltimore
- Q. Charleston

MASTERY TEST

Grade Level Eleven

Directions: Circle the letter beside the item that best answers each question.

1. Early in its existence, the Supreme Court established its right to decide whether acts of Congress and the president violated the Constitution. This is known as the right
 - A. of judicial sovereignty
 - B. to decide
 - C. of judicial review
 - D. none of the above

2. The dramatic growth of multinational corporations occurred
 - A. before World War I
 - B. between World War I and World War II
 - C. after World War II
 - D. none of the above

3. At the Constitutional Convention, delegates from the larger states favored the Virginia Plan because
 - A. it called for a weak Congress
 - B. every state would have equal representation
 - C. states would remain sovereign
 - D. representation in Congress would be based on population size

4. The term "Cold War" has been most commonly used to determine which one of the following?
 - A. Communist China's invasion and conquest of Tibet
 - B. Hitler's invasion of Russia in the winter of 1941-42
 - C. Relations between the Soviet Union and the United States after 1945
 - D. The conflict between the United States and Communist China in Korea

5. The division of the national legislature into two houses was a result of
 - A. the Virginia Plan
 - B. the Great Compromise
 - C. the New Jersey Plan
 - D. the Three-Fifths Compromise

6. Under the Articles of Confederation,
- A. the national government was the supreme political authority
 - B. state governments were sovereign
 - C. Congress had the power to tax citizens
 - D. a simple majority (7 of 13 votes) of Congress could make laws
7. Which of the following countries produces the most wheat?
- A. United States
 - B. Russia
 - C. Argentina
 - D. France
8. Which of the following countries is the greatest wool producer?
- A. Australia
 - B. Great Britain
 - C. United States
 - D. China
9. Which country is the major manufacturer of textiles?
- A. West Germany
 - B. Great Britain
 - C. United States
 - D. Japan
10. Which ONE of the following is a RIGHT that American citizens are granted by the Constitution?
- A. the right to own property
 - B. the right to vote only if the citizen is a property owner
 - C. the right to free use of governmental land
 - D. the right to shoot someone who is trespassing
11. Listed below are ways a citizen of the United States might participate in the country's political system. Which one of them reflect a positive attitude toward the country?
- A. emphasizing political views by threatening a government official in a public speech
 - B. following all campaign rules while running as a candidate for mayor
 - C. participating in a plan to take over a government building
 - D. attempting to bribe a state representative in order to gain support for a cause

12. Political third parties in the United States
- A. focus public attention on new issues
 - B. do not nominate candidates for president
 - C. usually grow into major political parties
 - D. have won many local elections
13. Select the statement that describes the MOST important effect of voting in the United States
- A. to keep the people informed about what is happening in their government
 - B. to find out how many registered voters there are in the country
 - C. to keep the government system working according to the wishes of the people
 - D. to allow people to support a political party
14. Basic to the principle of "right to property" are individual rights to
- A. decide the use of property and to transfer rights to property
 - B. decide the use of property but not to transfer rights to property
 - C. transfer rights of property but not to decide the use of property
 - D. deny property rights of others
15. The council/manager form of government is most likely to be found in
- A. middle-sized city
 - B. a county
 - C. a large city
 - D. a village
16. Which is an example of a direct democracy?
- A. United States
 - B. Rome
 - C. Athens in ancient Greece
 - D. Germany under Hitler
17. The family is an example of a
- A. culture
 - B. social class
 - C. primary group
 - D. subculture
 - E. peer group

18. Which of the following is NOT the way for determining one's place in a culture?
- A. wealth
 - B. power
 - C. intelligence
 - D. happiness
19. Choose the item below which is not an example of economic interdependence:
- A. The United States buys oil from Saudi Arabia; Saudi Arabia buys wheat from the United States.
 - B. Russia buys wheat from the United States; the United States buys very little from Russia.
 - C. The United States buys oil from Egypt; Egypt buys planes and arms from the United States.
 - D. The United States buys natural rubber and coffee from Brazil; Brazil buys manufactured products from the United States.
20. Which of the following statements about multinational corporations is true?
- A. Multinational corporations use people, money, and technology from around the world.
 - B. Multinational corporations may manufacture different parts of a product in different countries.
 - C. Multinational corporations may manufacture goods in one country and sell them in another.
 - D. All of the above.
21. If heating oil becomes scarce in the United States, a variety of things would happen. Which ONE of the following results of this scarcity would be LEAST likely to occur?
- A. Some industries would switch from oil to coal for heating.
 - B. The price of oil would go up, and the cost of heating homes would become more expensive.
 - C. Many oil companies would explore in areas where they had not searched for oil.
 - D. Most remaining oil would be taken off the market completely in order for oil companies to rebuild their reserves.
22. In a private enterprise economy, the group which exercises the principal influences on the choice of goods produced over a long period of time is
- A. government
 - B. big business
 - C. consumers
 - D. labor unions

23. Free enterprise advocates a limited role for government in the economy so as to
- A. protect individual freedom
 - B. guarantee price stability
 - C. equalize distribution of goods produced
 - D. assure increases in per capita economic output through federal planning
24. Marriage is governed by the family according to
- A. universal codes of morality
 - B. the norms and values of the society to which it belongs.
 - C. the majority opinion of all family members
 - D. the traditions of its ancestors
 - E. the philosophy of the magazines it reads
25. In a society with a caste system, which one of the following determines an individual's social level?
- A. the individual's age
 - B. the individual's education
 - C. the individual's family
 - D. the individual's income
26. The right of women to vote in the United States was provided by
- A. the Declaration of Independence
 - B. a Constitutional amendment
 - C. the Bill of Rights
 - D. a Supreme Court decision
27. The right of black citizens to vote in the United States was provided by
- A. the Declaration of Independence
 - B. an amendment to the Constitution
 - C. the Bill of Rights
 - D. a Supreme Court decision
28. Below are four reasons for conserving natural and human resources. Three are important reasons, but one is not. Select the ONE which is NOT an important reason to conserve resources.
- A. Conserving resources is the only way to get everything that we want right now.
 - B. Resources become more costly as they become more scarce.
 - C. Some resources cannot be replaced when they are used up.
 - D. Human resources are expensive and should be conserved whenever possible.

29. The term "New South" refers to
- strip mining in the Appalachians
 - the development of Miami and Jacksonville as tourist centers
 - industrialization of the South
 - agribusiness along the Gulf of Mexico
30. Because of a worldwide shortage of food grain, newspapers predict that the price of wheat will be very high next fall. As a result, farmers can be expected to
- plant less expensive wheat seed
 - plant more acres in wheat
 - plant less wheat
 - plant about the same amount of wheat as usual
31. Which of the following actions are important for group decisions?
- considering alternative strategies
 - communicating with other group members
 - developing a careful plan
 - all of the above
32. Which one of the following is the BEST reason why the government provides services for members of our society, such as orphans, the aged and disabled persons?
- Private organizations do not care about these individuals.
 - The individuals do not desire governmental services.
 - Governmental services are provided to these individuals only to win elections.
 - Most of our citizens want the government to provide help for these individuals.

TRUE AND FALSE

Circle the word true if the statement is true. Circle the word false if the statement is not true.

- True False 1. Some cultures are definitely better than other cultures.
- True False 2. Some people are unaffected by the norms and values of their society.
- True False 3. Cults and sects are the same thing.

GEOGRAPHIC SKILLS/Identifying Continents

Place the letter of the continent in the blanks. Match the picture of the continent to the continent name.

1. North America _____

5. Asia _____

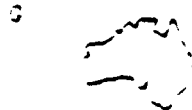
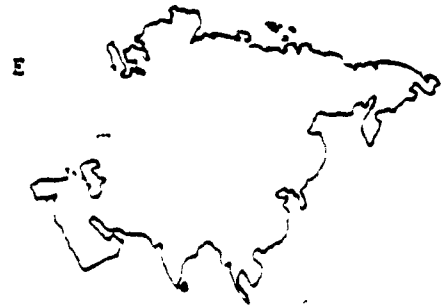
2. South America _____

6. Australia _____

3. Europe _____

7. Antarctica _____

4. Africa _____

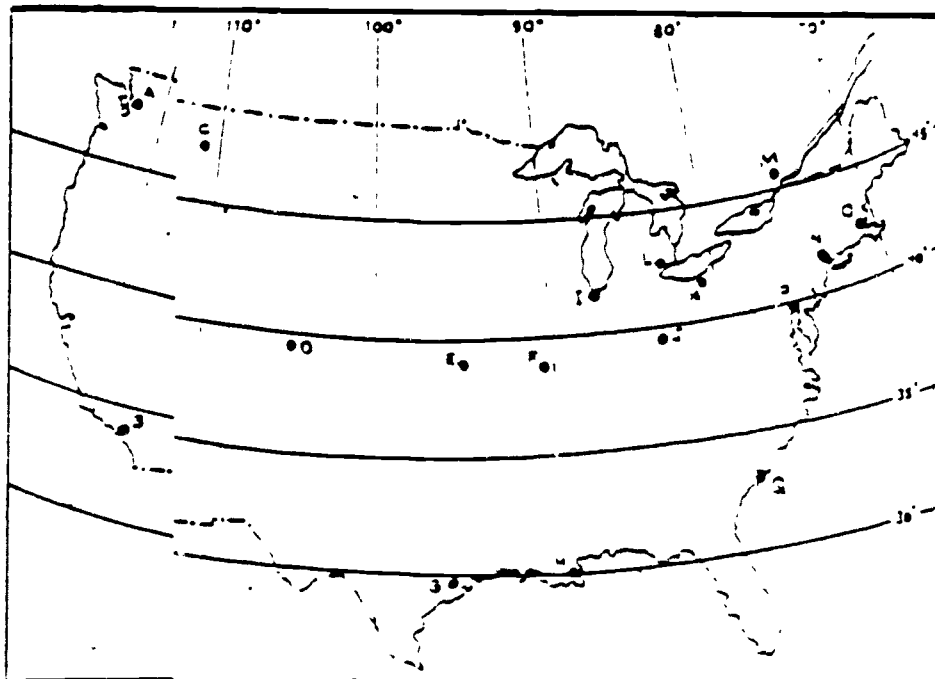


GEOGRAPHIC SKILLS/Locating Places on a Map

Each dot on a map stands for a city. The dots are identified by letters. The cities named by the dots are listed below. Place the letter of the city in the box next to the name of the city.

- | | | |
|-------------------|-------------------|------------------|
| _____ Seattle | _____ Houston | _____ Montreal |
| _____ Los Angeles | _____ New Orleans | _____ New York |
| _____ Great Falls | _____ Chicago | _____ Boston |
| _____ Denver | _____ Cincinnati | _____ Baltimore |
| _____ Kansas City | _____ Cleveland | _____ Charleston |
| _____ St. Louis | _____ Detroit | |

THE UNITED STATES



ANSWER KEY

MASTERY TEST

Grade Level Eleven

Multiple Choice

1. C
2. C
3. D
4. C
5. B
6. B
7. B
8. B
9. C
10. A
11. B
12. A
13. C
14. A
15. A
16. C
17. C
18. D
19. B
20. D
21. D
22. C
23. A
24. B
25. C
26. B
27. B
28. A
29. C
30. B
31. D
32. D

True and False

1. False
2. False
3. False

Geographic Skills-Identifying Continents

1. North America - C
2. South American - D
3. Europe - A
4. Africa - B
5. Asia - E
6. Australia - G
7. Antarctica - F

Geographic Skills-Locating Places on a Map

- A. Seattle
- B. Los Angeles
- C. Great Falls
- D. Denver
- E. Kansas City
- F. St. Louis
- G. Houston
- H. New Orleans
- I. Chicago
- J. Cincinnati
- K. Cleveland
- L. Detroit
- M. Montreal
- N. New York
- O. Boston
- P. Baltimore
- Q. Charleston

OSSI INSTRUCTIONAL MANAGEMENT SYSTEM

Beverly Rodgers, Ph.D.

Carl Hoffmeyer

and

Participating Schools

Region VII Education Service Center

Kilgore, Texas 75662

1981

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PROJECT OSSI-R: ORGANIZING FOR SOCIAL SCIENCE/CITIZENSHIP
IMPROVEMENT - A RURAL SCHOOLS APPROACH

A local, state, and national need to develop a vertical K-12 curriculum in social studies/citizenship was identified by Region VII Education Service Center staff and regional educators during 1979. To meet this need, a K-12 Social Studies/Citizenship Instructional Management System (OSSI) was designed (1979-80), piloted (1980-81) and disseminated (1981-82). The OSSI unique features address the curriculum goals and goal indicators for the Goals for Public School Education in Texas and the Framework for Social Studies in Texas, K-12 (Texas Education Agency), 1980.

Instructional aids, activities and mastery tests, as well as a bank of test items for each of the Texas essential student objectives for social studies have been designed. Each objective has been developed with student mastery in mind. OSSI objectives are correlated to textbook series, films, activities, and test items.

OSSI (Organizing for Social Science Improvement - A Rural Approach) was begun in 1979 when 29 districts in East Texas had documented student and program needs in social studies, citizenship, free enterprise, and career education, but lacked resources to undertake the development of a K-12 social studies/citizenship curriculum in their district. However, by pooling teacher resources from 10 schools of different sizes, the task was possible. Social studies teacher-consultants from 14 districts have been trained and many are available for inservice programs.

SOURCEBOOK - ORGANIZING FOR SOCIAL SCIENCE/CITIZENSHIP
EDUCATION - A RURAL SCHOOL APPROACH

Carl Hoffmeyer
Beverly Rodgers, Ph.D.

Region VII Education Service Center
and
Project Schools
1981

Districts involved include Carthage, Frankston, Harmony, Henderson, LaPoynor, Longview, Marshall, Mineola, Murchison, New Summerfield, Overton, Spring Hill, Troup, Tyler, and Winnsboro.

INSTRUCTIONAL MANAGEMENT SYSTEM

The OSSIR (Organizing for Social Science/Citizenship Improvement - A Rural Schools Approach) instructional management system is based on seven discipline areas (anthropology, economics, geography, history, philosophy, political science, and psychology) and seven infusion areas (career education, environmental education, ethnic studies, future studies, global studies, law related studies, and values education). This concept-skill-student outcome based instructional management system is designed such that even the smallest of schools can provide a well-balanced and articulated social studies program.

Rural is defined as sparsity of people in an isolated area either geographically or in terms of educational ideas. "Rural" as used in OSSIR, is often defined as a condition and a state of mind, not necessarily a specific number or designated geographic location.

Social studies is "an integration of experiences and knowledge concerning human relations for the purpose of citizenship education," according to Robert Barr, James Barth, and Samuel Shermis in Defining the Social Studies-Bulletin 51, Washington, D.C.: National Council for the Social Studies, 1977, page 69.

Citizenship is defined as "education to help children develop a sense of personal and social responsibility." This definition

was developed by Joseph J. D'Amico, Suzanne Daly, Joan Wallace, and Judith Wilson in Words Into Action: A Classroom Guide to Children's Citizenship Education published by Research for Better Schools, Philadelphia, Pennsylvania, 1980, page 20. OSSI participants were in agreement with these operational definitions.

Elements of the K-12 instructional management system were organized and coded during the June 9-20, 1980 summer institute. The advisory council (January 17, 1980) and Social Science Education Consortium consultant (November 7, 1980) both recommended to project staff that the IMS be built K-8 by grade level and 9-12 by subject areas in the citizenship/social studies areas listed in Figures 1 and 2 according to the steps in the Social Science Education Consortium's model (Figure 3).

Project participants worked through the 1979-80 year to develop sub-group expertise in one of the fourteen areas. The majority of films, activities, and instructional materials were coded during the 1980 summer institute to each objective in the instructional management system. Each participant was then assigned specific task sheets to pilot and refine between September and December, 1980. The philosophy, management system structure, scope and sequence, and mastery tests were revised and piloted under the direction of the OSSI team leaders and advisory council.

The intent of each element in the IMS (Instructional Management System) is that it be used as a guide for encouraging curriculum coordination across the twelve grades. The OSSI philosophy, scope and sequence, instructional resource sheet, and assessment

items are intended as aids to the district. Schools are encouraged to add, delete, or alter any elements in the system. OSSI is one group's efforts at initiating K-12 coordination in citizenship education in East Texas schools. It is not intended as a complete curriculum.

DISCIPLINE AREAS

- HISTORY
- PHILOSOPHY
- ECONOMICS
- ANTHROPOLOGY
- GEOGRAPHY
- POLITICAL SCIENCE
- PSYCHOLOGY
- SOCIOLOGY



FIGURE 2

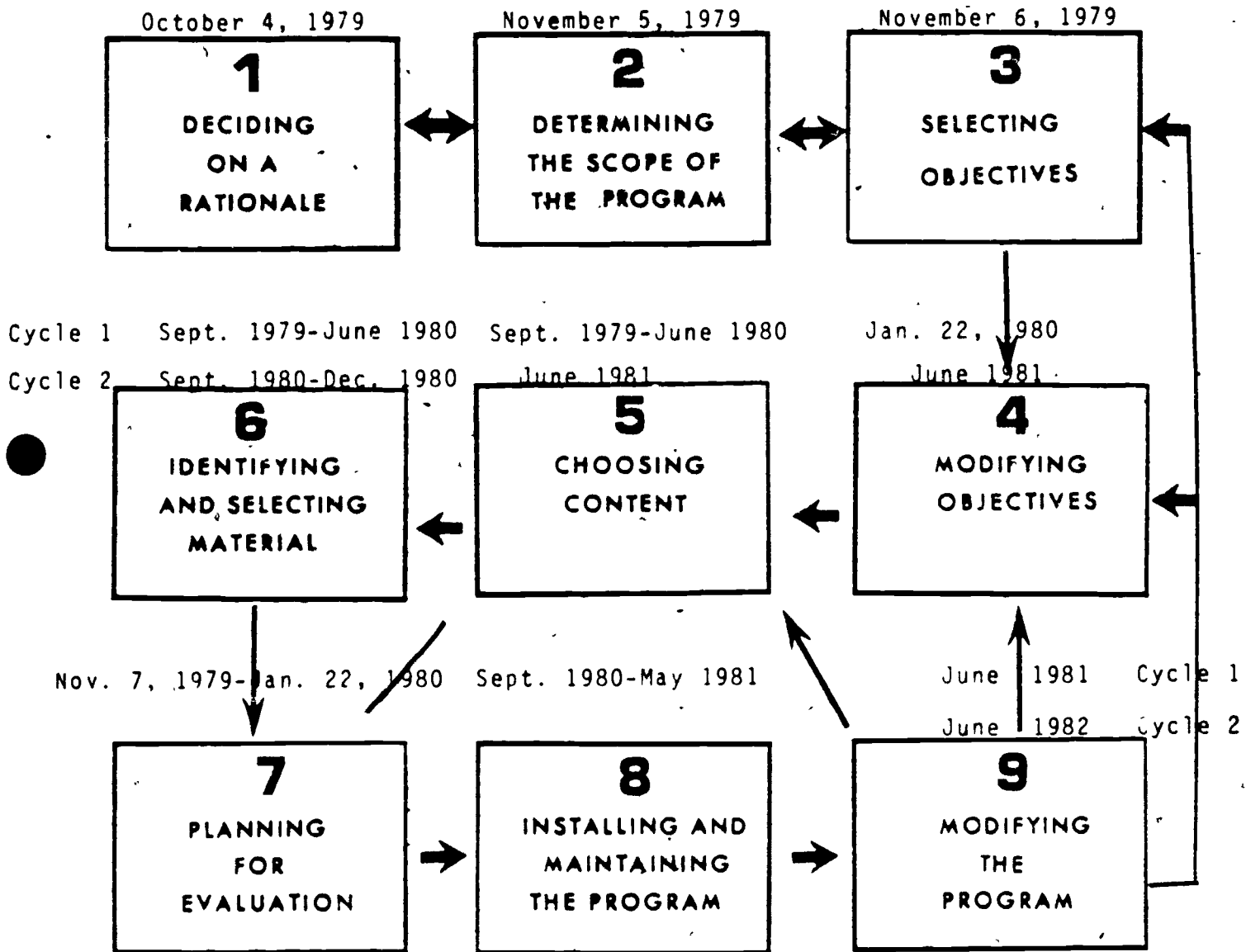
INFUSION AREAS

- ENVIRONMENTAL EDUCATION
- ETHNIC, WOMEN AND OTHER
- CAREER EDUCATION
- VALUES EDUCATION
- LAW-FOCUSED EDUCATION
- MINORITY GROUP STUDIES
- FUTURE STUDIES
- GLOBAL STUDIES



FIGURE 3

A MODEL FOR SOCIAL STUDIES PROGRAM PLANNING BASED ON STUDENT-CENTERED OBJECTIVES



Planning a Social Studies Program: Activities, Guidelines, and Resources
ERIC Clearinghouse for Social Studies/Social Science Education
Social Science Education Consortium, Inc.

OSSI PHILOSOPHY/RATIONALE

Social studies has functioned as a mirror of our society. Our society believes and acts as though it must perpetuate its beliefs, values, customs and traditions -- as, of course, do all societies ... while it is clear that in a pluralistic society it is difficult to locate core values, lasting tradition, and persisting norms, it is also true that social studies teachers are expected to act as if these did, indeed, exist.

Introduction

The primary purpose of the OSSI instructional management system is to highlight "the individual as citizen" theme as reflected in the 1980 Framework for the Social Studies (Texas Education Agency). OSSI is theoretically based on Etzioni's The Active Society (1968). According to Etzioni's characteristics, an active society is one which "knows itself, is committed to moving forward a fuller realization of its values, and commands the levers such transformation requires, and is able to set limits on its capacity for self alterations" (Etzioni, p. 16). The implication, therefore, is that teachers provide instruction toward an idealized society. Unless planned and coordinated implementation of a social studies curriculum takes place in the classroom, students may experience confusion at a time when effective social studies instruction has never been more important.

Definition of Social Studies

Defining social studies had been a perplexing concern over the years. The OSSI project adopts the definition of Barr, Barth, and Shermis.

Social studies is an integration of experience and knowledge concerning human relations for the purpose of citizenship education.²

Citizenship, thus becomes the common denominator of conscious participation.³

OSSI ASSUMPTIONS

OSSI Assumptions about the Nature of Society

- *society is increasingly complex and pluralistic and can best be understood by persons who are proficient in handling tools of social scientists,
- *society is capable of tolerating shifting patterns of behavior with conflicting value orientations,
- *without agreed upon creeds and formal sets of beliefs, societal linkages and connections become so unclear and entangled that cultural identity crises, institutional crises, and individual identity crises foster confusion and potential chaos.

OSSI Assumptions about Students

- *students are capable of and need to be encouraged to become independent, critical thinkers;
- *students are capable of identifying their own value orientations as well as critically analyzing value conflicts;
- *students can be taught to think and reason while looking at the world through the eyes of social scientists; and, most importantly,
- *students with proficient decision-making skills will not respond to the world about them solely on the basis of tradition, habit, or impulsiveness.

OSSI Assumptions Regarding the Nature of the Social Studies

- *the classroom teacher is the critical factor in communicating the content, values, attitudes, skills, and participatory commitment of social studies;
- *trained social studies teachers ought to select, interpret, and emphasize those aspects of the culture which contains the elements best fitted to strengthen the basic traditions of western civilizations;
- *the Texas Education Agency social studies objectives is the agreed upon core set of OSSI objectives;
- *the National Assessment of Educational Progress set of objectives offer a global and a well rounded program base.

OSSI Assumptions Regarding Curriculum Change⁴

- *change is a process not an event;
- *change is accomplished by individuals not institutions;
- *change is a highly personal experience;
- *change entails developmental growth in both feelings about and skills in using new programs.

OSSI participants were in agreement with the following ideas:

- *that children learn what they live;
- *that the American democratic principles provide the appropriate structure of the world of today and tomorrow;
- *that the spiritual dimensions of each human individual is important;
- *that a knowledge of the past is the best foundation for active citizens reflections as they make decisions about the present and future;
- *that a free society without intelligent citizens is impossible; and
- *that the preferred instructional tool in OSSI is teaching students to analyze any concept, issue or problem and apply reason to its solution.

In an increasingly changing and complex world, children need opportunities to learn about and practice citizenship skills. The OSSI instructional management system provides small school teachers an organizational pattern for providing appropriate experiences.

Summary

Without human interaction, OSSI curriculum is nothing more than a systematized and coordinated means of presenting students in smaller schools with a well-balanced, logical series of experiences in social studies. Active citizenship is the end, social studies instructional delivery is the means to that end. Any teacher who had not clarified three questions will miss the intent of the instructional management system. These questions are listed on the following page.

1. What is my purpose?
2. What method will best assist me in teaching this objective?
3. Is the suggested content truly appropriate for students in this situation?

For purposes of social studies, as identified by the National Council for the Social Studies in 1971 and as revised in 1979 are listed below:

1. Knowledge about the human condition which includes the past, present, and future.
2. Skills necessary to process information.
3. The skills to examine values and beliefs.
4. The application of knowledge through active participation in society.

OSSI's Instructional Management System is designed to assist teachers carry out these four purposes. It is intended to facilitate delivery of the expanding horizons theme through a spiraling curriculum pattern as called for by the Texas Education Agency in the Framework for Social Studies in Texas (K-12), 1980. Finally, it is intended to be purposely incomplete to ensure that local school decisions are included in each community using the system.

1. National Council for the Social Studies Bulletin No. 52, p.9.
2. National Council for the Social Studies Bulletin No. 52, p.69.
3. National Council for the Social Studies Bulletin No. 52, p.97.
4. Hall, Gene E., "The Concerns Based Approach to Facilitating Change," Educational Horizons, Summer, 1979, Vol. 57, pp. 202-208.

OSSI STRUCTURE

Designing an instructional management system which is functional to many schools in Texas yet not common to all requires a unique structure. Such a structure exists by using a mixture of ten core concepts and the framework of the Goals for Public Schools in Texas.

The OSSI group determined that ten concepts (Figure 4) be considered essential in a well balanced social studies program. Teachers in grades K-1, for example, would introduce differences/diversity, cooperation/conflict, and interdependence concepts. In addition, these teachers will utilize the student objectives resource sheets from the six areas (1) intellectual discipline, (2) economic and occupational competence, (3) environmental and ecological concerns, (4) citizenship and political understanding and competence, (5) cultural appreciation, and (6) personal and social relations which are considered by the OSSI groups as appropriate for that grade level. Looking at Figure 4, each teacher can determine the core concepts to be used as the organizing structure for instructional objectives in the grade level and subject area packets. Actual design of units, modules, or lesson plans however, are left to the design of teachers in the various communities. However, units, modules and lesson plans from other Citizenship Title IV-C projects across the state of Texas have been developed around the same student objectives and correlated to the OSSI scope and sequence. In addition, the National Assessment for Educational Progress bank of objectives which is correlated to the OSSI framework provides an excellent structure for module, unit, or course curriculum design.

THE INDIVIDUAL AS CITIZEN

OSSI CONCEPTS

FIGURE

	K	1	2	3	4	5	6	7	8	WORLD HISTORY	AMERICAN HISTORY	GEOGRAPHY	FREE ENTERPRISE ECONOMICS	PSYCHOLOGY / SOCIOLOGY	GOVERNMENT	OTHER
DIFFERENCES / DIVERSITY	X	X	•	•	•	•	•	•	V	•	•	V	V	V	•	V
COOPERATION / CONFLICT	X	X	•	•	•	•	•	•	•	•	•	•	•	•	V	•
INTERDEPENDENCE	X	X	•	•	•	•	•	•	V	•	•	V	V	V	•	V
CULTURAL CHANGE			X	X	X	•	•	•	•	V	V	•	•	•	•	•
TRADITION			X	X	X	•	•	•	•	V	V	•	•	•	•	•
VALUES			X	X	X	•	•	•	V	•	•	V	V	V	•	V
CAUSALITY						X	X	•	•	V	V	•	•	•	•	•
INSTITUTIONS						X	X	•	•	•	•	•	•	•	V	•
POWER							X	•	•	•	•	•	•	•	V	•
SOCIETAL CONTROL								X	X	•	•	•	•	•	V	•

X Introduce and develop

V Emphasize

• Concept infused whenever possible/practical

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OSSI Concepts

The ten core concepts agreed to by the OSSI participants are defined below. Definitions, in most cases, are those from the Hilda Taba curriculum.¹

1. Differences/Diversity: The physical, social, and biological worlds (including human beings and their institutions) show extreme variation.

Survival of any species depends on these differences.

Conflicts and inequities often result from assigning value to particular categories of differences, such as white skin or higher intelligence.

2. Cooperation: The solution of important human problems requires human beings to engage in joint effort.

The more complex the society, the more cooperation is required.

Cooperation often requires compromise and postponement of immediate satisfactions.

Conflict: Interaction among individuals or groups frequently result in hostile encounters or struggles.

Conflict is characteristic of the growth and development of individuals and of civilization as a whole.

There are culturally approved and disapproved means of resolving all varieties of conflicts.

Irrational conflict is reduced by recognition of the inevitability of differences and of the difficulty of determining their relative value.

In most situations some form of compromise is necessary because of the serious consequences of sustained conflict.

3. Interdependence: All persons and groups of persons depend upon other persons and groups for satisfaction of needs.

Behavior of each person and group affects other persons and groups in important ways. These effects on others are often indirect and not apparent.

4. Cultural Change: Cultures never remain static, although the context of the change (economic, political, social, and technological), the speed of the change, and the importance of the change vary greatly.

Cultural change is accelerated by such factors as increased knowledge, mobility, and communication operating both within and among cultures.

5. Tradition: Societies and the group and individuals within them tend to retain many traditional values, attitudes, and ways of living and dealing with current problems, whether or not that behavior is appropriate.

Certain institutions in societies, such as the family, religion and education, tend to change less rapidly than do other elements of societies.

6. Values: Those objects, behaviors, ideas, or institutions which a society or an individual considers important and desires constitute values.

Whether or not a person holds a value can be inferred by others only on the basis of an extensive sample of his behavior.

Societies and individuals often differ significantly in the values they hold.

Values develop through both non-rational and rational processes.

The survival of a society is dependent upon agreement on some core of values by a majority of its members.

The greater the variety of values within a society, the greater the likelihood of disagreement and conflict. In some societies such conflict is accepted as necessary to the realization of core values.

7. Causality: Events often can be made meaningful through studying their antecedents. Hence, to some extent, future events can be predicted. Events rarely have a single cause, but rather result from a number of antecedents impinging on one another in a given segment of time and space.

8. Institutions: Society organizes around five major institutions -- family, religion, economic, education and government. The institution provides a structure for group interaction and cooperation in fulfillment of human needs.

9. Power: Individuals and groups vary in the amount of influence they can exert in making and carrying out decisions which affect people's lives significantly.

As a strong motivating factor in individual and group action, the desire for power often leads to conflict.

10. Societal Control: All societies influence and attempt to mold the conduct or behaviors of their members. The techniques used include precept, example, and systems of reward and punishment. The specifics of these techniques vary greatly from one society to another.

Marked differences in child-rearing practices often exist among societies.

All societies have some way of punishing adults who do not conform to established ways. The means of punishment include ridicule, shaming and ostracism, as well as physical punishment and execution.

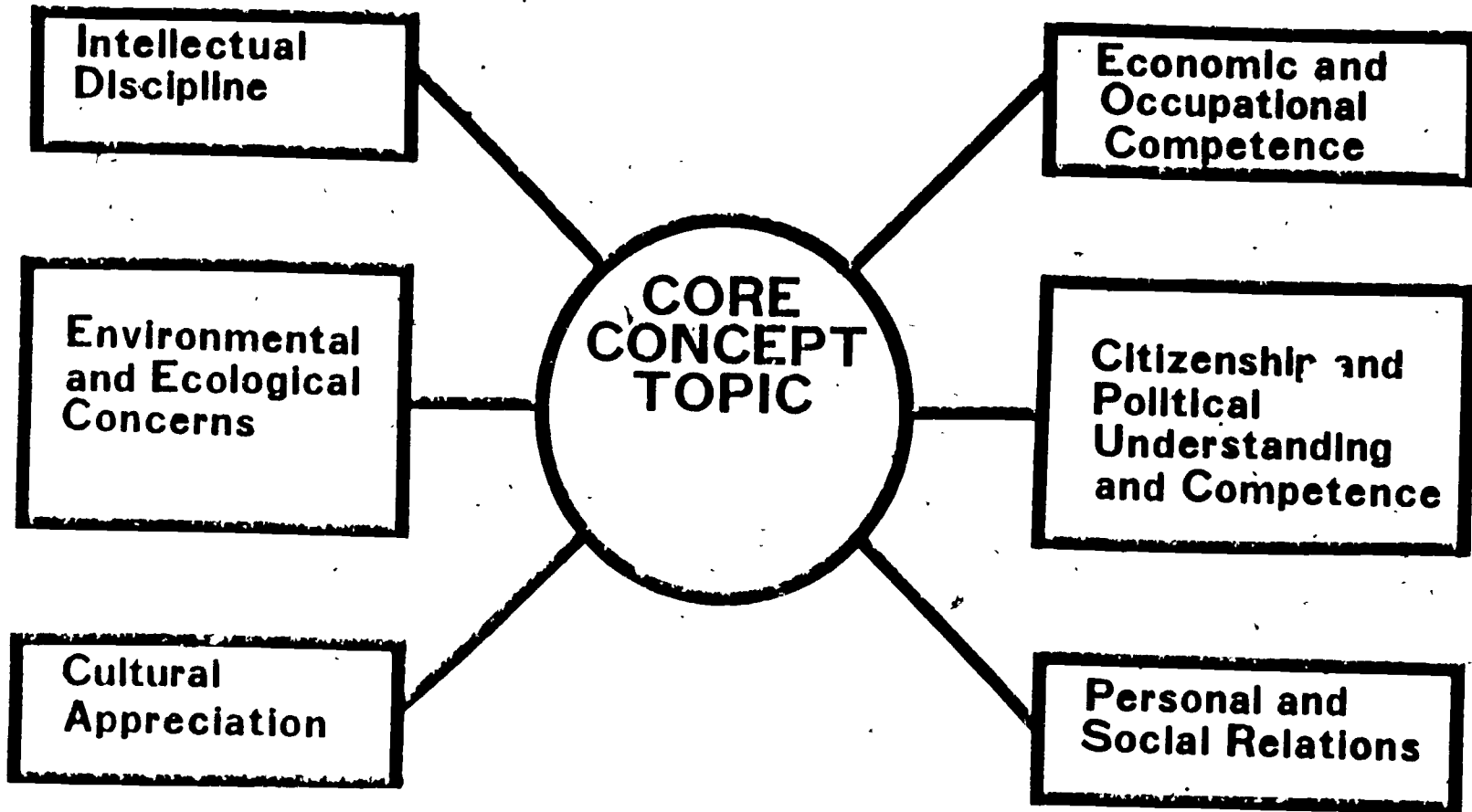
Written laws are an attempt to clarify the rules by which society operates, and to promote an impartial treatment of its members.

Everyone belongs to many groups with overlapping membership, different purposes, and often conflicting demands on members in terms of duties, responsibilities and rights; each, by exerting social controls, shapes the personality structure and behavior of its members.

In addition, each teacher's content is organized around six programmatic areas (Figure 5) as found in the Goals for Public Schools in Texas.

1. Wallen, Norman, Durkin, Fraeukel, McNaughton, and Sawin, The Taba Curriculum Development Project in Social Studies. Menlow Park, California: Addison-Wesley Publishing Company, 1969, pp. 20-23.

THE INDIVIDUAL AS CITIZEN OSSI STRUCTURE



OSSI SCOPE AND SEQUENCE

1 STUDENT DEVELOPMENT

A. Intellectual Discipline: Competence in the traditionally accepted fundamentals of history and free enterprise.

Major social changes that have occurred in American society.

- Understanding urban development.
- Understanding rural development.
- Understanding the impact of technology on society.
- Understanding changes in racial/ethnic relations.
- Understanding changes in female and male roles.
- Understanding changes in family patterns.
- Understanding changes in work patterns.
- Understanding changes in population patterns.
- Understanding persistent social problems.
- Understanding the development of educational institutions.
- Understanding development of religious institutions.

Economics in the United States, including:

- Identify basic economic goals
- Identifying economic decisions that effect the achievement of economic goals.
- Understanding the relationship between the basic economic resources of land.
- Understanding economic concepts such as competition, production costs, scarcity, supply and demand, tradeoffs.
- Understanding the role of tradition, markets and authority in economic decision making.
 - a. the role of tradition
 - b. the role of authority
 - c. the role of markets

IA1 Understand major social changes that have occurred in the American society.

1. Value contributions of racial and ethnic groups to the American heritage.
2. Describe the multicultural nature of the discovery, exploration, and settlement of Texas and the United States.
3. Explain how social movement usually causes changes in society.

IA2. Understands economics in the United States.

1. Support freedom of choice in the market place
2. Recognize the contributions of the American economic system to the standard of living enjoyed by United States citizens.
3. Support the role of profit in the American market system.
4. Believe in the right of individuals to acquire, use and dispose of property.
5. Support the freedom of consumers to choose how to spend their income.

1. Goals from Texas Public Schools

2. Goal Indicators from Texas Public Schools

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Recommended HS Subject	Recommended Grade Level
Am. Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
Am. Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
Wr. Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
Am. Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
FE/Eco.	K 1 2 3 4 5 6 7 8 9 10 11 12
FE/Eco.	K 1 2 3 4 5 6 7 8 9 10 11 12
FE/Eco.	K 1 2 3 4 5 6 7 8 9 10 11 12
Hr. Geog.	K 1 2 3 4 5 6 7 8 9 10 11 12
FE/Eco.	K 1 2 3 4 5 6 7 8 9 10 11 12

3. Student Outcomes from NAEP Objective Bank

4. Student Outcomes from TEA Objective Bank

Understanding the role of the federal government in the economy.
 Understanding how savings and investments facilitate economic growth and change.
 Understanding the role of prices in the economy.
 Understanding factors that influence economic behavior.
 Understanding potential conflict between basic economic goals.
 Understanding the relationship between specific economic goals and overall societal values.
 Understanding economic cycles and their effects on individuals and groups.
 Identifying similarities and differences between the economic system in the United States and that of other countries.
 Understanding basic international economic concerns.
 Understanding economic concepts as they apply to individual decision making.
 Understanding development of labor-management relationships.

6. Recognize that citizens, through political activities, can influence economic decisions made by government.
7. Acknowledge the role of government in regulating unreasonable restraints on competition by either producers or consumers.
8. Support competition as it effects the quantity and quality of goods and services produced.
9. Identify social, cultural, and economic changes that have affected life in Texas.
10. Describe the history of business cycles in American history.
11. Recognize a definition of scarcity.
12. Identify examples of opportunity costs in choice making.
13. Classify examples of wants and needs.
14. Identify examples of economic interdependence.
15. Give examples of specialization and division of labor.
16. Explain the functions of money.
17. Classify examples of goods and services.
18. Compare the way people work today with how they worked in the past.
19. Identify the factors that influence a person's income.
20. Identify the major functions of advertising.
21. State the purposes of budgeting personal income.
22. Define market.

Recommended H. S. Subject	Recommended Grade Level
	K 1 2 3 4 5 6 7 8
FE/Eco.	9 10 11 12
	K 1 2 3 4 5 6 7 8
FE/Eco.	9 10 11 12
	K 1 2 3 4 5 6 7 8
FE/Eco.	9 10 11 12
Tx. Hist. Govt.	K 1 2 3 4 5 6 7 8
	9 10 11 12
FE/Eco.	K 1 2 3 4 5 6 7 8
FE/Eco.	9 10 11 12
	K 1 2 3 4 5 6 7 8
FE/Eco.	9 10 11 12
	K 1 2 3 4 5 6 7 8
FE/Eco.	9 10 11 12
	K 1 2 3 4 5 6 7 8
FE/Eco.	9 10 11 12
	K 1 2 3 4 5 6 7 8
Fr.Ent.	9 10 11 12
	K 1 2 3 4 5 6 7 8
Fr.Ent.	9 10 11 12
Fr.Ent.	K 1 2 3 4 5 6 7 8

23. Define price.
24. Define money.
25. Identify examples of different forms of used in the United States.
26. Understand that resources are not equally distributed among the nations of the world.
27. Understand that a nation or a region can produce particular goods and services with different degrees of efficiency.
28. Give examples of how geography influenced the economic development of the United States.
29. Explain how international trade makes available a greater quantity and variety of goods.
30. Explain the functions of an economic system.
31. Name and describe the major types of economic systems (traditional, command, market).
32. Identify the major characteristics of the American economic system.
33. Explain how the interaction of supply and demand determine price.
34. Explain the function of profit in the American economic system.
35. Give examples of how the United States government influences the market.

Recommended H S Subject	Recommended - Grade Level
Fr.Ent.	K 1 2 3 4 5 6 7 8
Fr.Ent.	K 1 2 3 4 5 6 7 8
Fr.Ent.	K 1 2 3 4 5 6 7 8
Fr.Ent.	9 10 11 12
Wr.Geog.	K 1 2 3 4 5 6 7 8
Wr.Geog.	9 10 11 12
Wr.Geog.	K 1 2 3 4 5 6 7 8
Wr.Geog.	9 10 11 12
Am.Hist.	K 1 2 3 4 5 6 7 8
Am.Hist.	9 10 11 12
FE/Eco.	K 1 2 3 4 5 6 7 8
FE/Eco.	9 10 11 12
FE/Eco.	
FE/Eco.	
FE/Eco.	
Am.Hist.	
Govt.	
FE/Eco.	K 1 2 3 4 5 6 7 8
Am.Hist.	9 10 11 12
FE/Eco.	K 1 2 3 4 5 6 7 8
Am.Hist.	9 10 11 12
FE/Eco.	K 1 2 3 4 5 6 7 8
Govt.	9 10 11 12

36. Identify the three principle forms of business enterprise (e.g. corporation, partnership, individual ownership).
37. Describe the functions of financial institutions (e.g. banks, savings and loans companies).
38. Explain the functions of competition in a market economy.
39. Give examples of how government obtains and spends funds.
40. Understand that there are many different kinds of markets.
41. State the functions of a stock market.
42. List the functions of a labor union.
43. Identify the factors that contribute to economic growth.
44. Describe how the market system solves the basic economic problems of what to produce, how much to produce, and for whom to produce.
45. Explain the role of price in the American economy.
46. Define the terms used to describe payment for the use of human resources, land, capital, and risk-taking (wages, rent, interest, profit).
47. Identify and explain the various forms of taxes (e.g. sales, property, excise, income).

Recommended H S Subject	Recommended Grade Level
Am.Hist. FE/Eco.	K 1 2 3 4 5 6 7 8 9 10 11 12
FE/Eco.	K 1 2 3 4 5 6 7 8 9 10 11 12
FE/Eco.	K 1 2 3 4 5 6 7 8 9 10 11 12
Govt. FE/Eco.	K 1 2 3 4 5 6 7 8 9 10 11 12
FE/Eco.	K 1 2 3 4 5 6 7 8 9 10 11 12
FE/Eco. FE/Eco.	K 1 2 3 4 5 6 7 8 9 10 11 12
Am.Hist. FE/Eco.	K 1 2 3 4 5 6 7 8 9 10 11 12
Am.Hist.	9 10 11 12
FE/Eco.	K 1 2 3 4 5 6 7 8 9 10 11 12
FE/Eco.	K 1 2 3 4 5 6 7 8 9 10 11 12
Am.Hist.	9 10 11 12
FE/Eco.	K 1 2 3 4 5 6 7 8 9 10 11 12
FE/Eco.	K 1 2 3 4 5 6 7 8 9 10 11 12
Am.Hist. Govt.	K 1 2 3 4 5 6 7 8 9 10 11 12

48. Recognize the freedom of individuals to join or not join in collective economic action.

B Skill in the logical processes of search, analysis, and evaluation and problem solving.

Use of the senses, including

- Identifying the type of information the senses can provide.
- Knowing which senses to use to gather specific information.
- Using a variety of senses to obtain information
- Understanding that perceptions of the same object or event may differ from person to person.

Use of sources such as card catalogs and indexes, case studies, computers, drawings, films, globes, and other models, graphs, maps, newspapers, photos, pictures, radio, recordings, reference books, slides, tapes, television, including:

- Choosing appropriate sources of information desired
- Obtaining information from sources.

1B1. Uses the senses.

1B2. Uses sources such as ...

- 1 Utilize a variety of sources in seeking information.
2. Explain the functions of geographic tools such as maps, globes, and graphs.
- 3 Identify different map projections.

Recommended 10 8 Subject	Recommended Grade Level
FE/Eco. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
	All Levels
	All Levels
Geog.	K 1 2 3 4 5 6 7 8 9 10 11 12
Geog.	K 1 2 3 4 5 6 7 8 9 10 11 12

- 4. Gather and report information accurately
- 5. Demonstrate skills necessary to acquire information:
 - a. Using direct observation
 - b. Using questions
 - c. Using prepared sources
- 6. Demonstrate skills necessary to use information:
 - a. comparing
 - b. classifying
 - c. conceptualizing
 - d. inferring
 - e. hypothesizing
 - f. imagining
 - g. evaluating

1B). Applies Information

- 1 Use specific coordinates to locate places on maps and globes.
- 2 Accept or reject the application of a rule for governing a new situation.
- 3 Question stereotypes which represent an oversimplified or incorrect opinion, attitude or uncritical judgement of individuals, groups, issues, or events.
- 4. Transfer learning from one situation to another.
- 5 Apply new information accurately.
- 6. Apply interview skills.

Recommended H. S. Subject	Recommended Grade Level
	All Levels
	All Levels
	All Levels
	All Levels
	All Levels
	All Levels
	All Levels
Wr. Geog.	K T 2 3 4 5 6 7 8 9 10 11 12
Wr. Geog.	K T 2 3 4 5 6 7 8 9 10 11 12
Am. Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
	K 1 2 3 4 5 6 7 8 9 10 11 12
	All Levels
	All Levels

7. Formulate, according to the situation, a summary, value, or cause/effect generalization.
8. Obtain and use pertinent information for performing citizenship tasks.
9. Apply generalizations accurately.
10. Apply research skills to verify or challenge the validity of rules, laws, principles, generalizations, or decisions.
11. Describe the influence of major world religions on the history of world civilization.
12. Cite examples of the impact of science, technology, and industrialization on the nations of the world.
13. Identify symbols of the United States.
14. Recognize important historical documents of the United States.
15. Identify the colonial settlements of North America.
16. Identify colonial possessions of European nations in the western hemisphere.
17. Identify ethnic and racial groups which have settled in Texas and the United States and give reasons for their migration.
18. Explain how European claims to North America influenced the development of Texas and the United States

Recommended II S Subject	Recommended Grade Level
Pol. Sci.	All Levels
Pol. Sci.	All Levels
Am. Hist.	All Levels
Wr. Hist.	All Levels
Soc.	
Wr. Hist.	K 1 2 3 4 5 6 7 8
Wr. Geog.	9 10 11 12
Geog.	
Et/Eco.	K 1 2 3 4 5 6 7 8
Wr. Hist.	9 10 11 12
	K 1 2 3 4 5 6 7 8
Am. Hist.	K 1 2 3 4 5 6 7 8
Govt.	9 10 11 12
	K 1 2 3 4 5 6 7 8
Am. Hist.	9 10 11 12
	K 1 2 3 4 5 6 7 8
Wr. Hist.	9 10 11 12
	K 1 2 3 4 5 6 7 8
Tx. Hist.	K 1 2 3 4 5 6 7 8
Am. Hist.	9 10 11 12
	K 1 2 3 4 5 6 7 8
Tx. Hist.	K 1 2 3 4 5 6 7 8
Am. Hist.	9 10 11 12

19. Give examples of how mobility affected the historical development of the United States.
20. Explain the causes of the American Revolution
21. Describe the significance of civil liberties to the historical development of the United States.
22. Describe the historical growth of the United States through purchase and annexation.
23. Relate how the geography of the United States influenced its patterns of colonization, settlement, and population growth.
24. Identify the geographical areas which were added to form the present United States.
25. Identify the historical sources of the American form of government.
26. Recognize places of historical significance in one's community, state, nation, and the world.
27. Describe the influence of geography on the direction and flow of American settlement.
28. Identify the geographical areas which were added to form the United States.
29. Demonstrate a knowledge of place identification at the local, state, national and world levels.

Recommended II S Subject	Recommended Grade Level
Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
Am.Hist. Pol.Sci.	K 1 2 3 4 5 6 7 8 9 10 11 12
Am.Hist. Pol.Sci.	K 1 2 3 4 5 6 7 8 9 10 11 12
Geog. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
Geog. Govt. Pol.Sci.	K 1 2 3 4 5 6 7 8 9 10 11 12 K 1 2 3 4 5 6 7 8 9 10 11 12
Wr.Geog.	K 1 2 3 4 5 6 7 8 9 10 11 12
Geog.	K 1 2 3 4 5 6 7 8 9 10 11 12
Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
Geog. Wr.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12

30. Know the difference among towns, cities, counties, states, nations, and continents.
31. Locate the continents and major physical and cultural regions of the world.
32. Explain the concept of region and distinguish among various types of geographic regions.
33. Identify careers and occupations related to geography.
34. Identify individuals and groups whose creative efforts and inventions have affected the lives of others.
35. Identify and explain the significance of major personalities in Texas, American, and world history.
36. Identify contributions of various ethnic cultural groups and individuals to the development of Texas and the United States.
37. List changes which may take place in each culture whenever two or more cultures come into contact.
38. Compare and contrast the way people live today with given periods in the past.

184. Uses techniques such as ...

Use of techniques such as personal interviews, written essays, polls and questionnaires, including.

Recommended It & Subject	Recommended Grade Level
Wr. Geog.	K X X X X X X X
Am. Hist.	9 10 11 12
Wr. Geog.	K 1 2 3 4 5 6 7 8
Wr. Geog.	9 10 11 12
Wr. Geog.	K 1 2 3 4 5 6 7 8
Wr. Geog.	9 10 11 12
Am. Hist.	K 1 2 3 4 5 6 7 8
Tx. Hist.	9 10 11 12
Am. Hist.	K 1 2 3 4 5 6 7 8
Wr. Hist.	9 10 11 12
Am. Hist.	K 1 2 3 4 5 6 7 8
Am. Hist.	9 10 11 12
Soc.	K X X X 4 5 6 7 8
Wr. Hist.	9 10 11 12
Wr. Hist.	K X X X X X X X
Am. Hist.	9 10 11 12

Framing appropriate research questions.
 Determining the type and number of respondents to be involved in interviews or surveys.
 Determine available resources.
 Selecting appropriate method(s) to gather information based on available resources.

The critical evaluation of information, including:

- Recognizing the relevance and adequacy of information.
- Identifying stated and unstated assumptions.
- Identifying biases in information.
- Recognizing errors in logic.
- Distinguishing facts from opinions.

1. Locate major political, cultural, physical and economic regions of the world on a map or globe.

1B5. Critically evaluated information

1. Interpret graphs.
2. Read and compare maps and globes.
3. Interpret social studies information presented in various graphic forms.
4. Evaluate the processes and results of decision making.
5. Perceive cause-effect relationships.
6. Determine the relationship between causes and effects.
7. Draw a conclusion from data and/or statements which support it.
8. Verify the validity of the information.
9. Differentiate among cause and effect generalizations, summary generalizations, and value generalizations.
10. Form valid generalizations.
11. Identify and analyze propaganda techniques.
12. Identify and analyze hasty generalizations.
13. Question the appropriateness or accuracy of generalizations and summaries.

Recommended II S Subject	Recommended Grade Level
Mr. Geog.	K 1 2 3 4 5 6 7 8
Mr. Hist.	9 10 11 12
	K 1 2 3 4 5 6 7 8
Mr. Geog.	9 10 11 12
Mr. Geog.	K 1 2 3 4 5 6 7 8
Mr. Geog.	9 10 11 12
Mr. Geog.	K 1 2 3 4 5 6 7 8
Pol. Sci.	9 10 11 12
	All Levels
	K 1 2 3 4 5 6 7 8
	9 10 11 12
	All Levels
Pol. Sci.	K 1 2 3 4 5 6 7 8
	9 10 11 12
	All Levels
Govt.	K 1 2 3 4 5 6 7 8
FE/Eco.	9 10 11 12
	All Levels
Pol. Sci.	All Levels

14. Determine if data supports a hypothesis.
15. Choose between relevant and irrelevant data.
16. Distinguish facts from hypotheses.
17. Draw inferences from data.
18. Recognize common fallacies.

19. Compare and contrast the opinions of others.
20. Determine the validity of recorded accounts of past or present human conditions or events.
21. Infer, from information about conditions, times, and places in which people live, what their beliefs, values, and activities might be.
22. Identify contradictions in statements.
23. Interpret and evaluate conflicting issues.
24. Recognize that interpretations of the past vary according to available data and changing conditions.

Organization of information, including:

- Translating information from one form to another
- Identifying relationships
- Grouping and regrouping information according to given or developed criteria
- Arranging along a continuum

106. Organizes information

1. Classify and label information into categories
2. Identify commonalities among a group of events

Recommended HS Subject	Recommended Grade Level
Am. Hist.	All Levels
Am. Hist.	All Levels
Pol. Sci.	All Levels
PE/Eco.	All Levels
Govt/Hist.	All Levels
	All Levels
Wr. Hist.	All Levels
Am. Hist.	All Levels
Wr. Hist.	All Levels
Am. Hist.	All Levels
	All Levels
Wr. Hist.	All Levels
Am. Hist.	All Levels
	All Levels
	All Levels
	All Levels

Breaking down information into essential components.
 Combining elements to form a whole.
 Summarizing by stating trends, patterns or key ideas.

Application of information, including:

Exploring multiple alternatives
 Learning by trial and error.
 Making inferences based on available evidence.
 Developing hypotheses that can be used as the basis of further investigation or action.
 Making predictions based on available evidence.
 Testing alternatives, conclusions, hypotheses and predictions based on new evidence.
 Remaining open to change one's opinions.
 Applying learning to new situations.

Making decisions and solving problems, including

Defining issues and goals
 Identifying criteria on which to base judgments about decision-making and problem-solving.
 Identifying and analyzing approaches to decision-making and problem-solving based on criteria.
 Selecting an approach that best meets the criteria
 Developing strategies to carry out the approach.

1B7. Makes decisions and solves problems.

1. Willingly work with others as a means of solving problems.
2. Apply the strategies of problem-solving when making decisions.
3. Engage in research activities and delay decision-making until ample information is gathered.
4. Propose tentative solutions to problems

Recommended 11 B Subject	Recommended Grade Level
	K X 2 3 4 5 6 7 8
Soc/Psy	9 10 11 12
Pol. Sci.	K 1 2 3 4 5 6 7 8
Govt.	9 10 11 12
Am Hist.	K 1 2 3 4 5 6 7 8
Wr. Hist.	9 10 11 12
	9 10 11 12

Applying the approach in making a decision or solving a problem
 Evaluating results of the decision-making or problem-solving process in light of criteria or consequences
 Reevaluating the process if goals have not been met or new information is introduced.
 Reformulating the process based on reevaluation.

5. Use problem-solving skills.
6. Delay decision-making skills until the dimensions of a problem are known.
7. Understand that solving problems involves cooperation, adaptations, resourcefulness and persistence.

Competence and motivation for continuing self-evaluation, self instruction, and adaptation to a changing environment.

Competence in communication skills

Communication in graphic and oral forms, including:

Choosing the appropriate media to communicate information.
 Organizing information to transmit the communication desired
 Matching the level of communicated information with the backgrounds and interests of the audience
 Expressing oneself with consistency, continuity, clarity and conciseness in any given communication.

1B8. Communication in graphic and oral forms.

1. Utilize graphs to report data.
2. Condense information into valid summaries.
3. Give oral and written reports.
4. Express ideas in an orderly and open manner.
5. State a point of view and support it.
6. Explain school policies governing possession, use or sale of illegal drugs

Attention and response to the expression of others, including

1B9. Gives attention and responds to the expression of others.

Recommended II B Subject	Recommended Grade Level
Am.Hist.	K 1 2 3 4 5 6 7 8
Wr.Hist.	9 10 11 12
Pol.Sci.	K 1 2 3 4 5 6 7 8
FE/Eco.	9 10 11 12
	K 1 2 3 4 5 6 7 8
	9 10 11 12
Wr.Geog.	K 1 2 3 4 5 6 7 8
	9 10 11 12
Am.Hist.	K 1 2 3 4 5 6 7 8
	9 10 11 12
	All Levels
Am.Hist.	All Levels
Wr.Hist.	All Levels
Pol.Sci.	All Levels
Am.Hist.	All Levels
Pol.Sci.	All Levels
Govt.	All Levels

Paraphrasing what has been heard and obtaining agreement from the speaker that the paraphrasing is correct.
 Listening and responding appropriately.
 Soliciting clarification from others when needed.
 Generating questions that will help organize new data in a meaningful way.
 Encouraging others to express themselves.

1. Demonstrates concern for the well being of others.
2. Value open-mindedness, tolerance of differences, and participation as important aspects of democratic behavior.

Recommended HS Subject	Recommended Grade Level
Soc.	All Levels
Soc. Pol. Sci.	All Levels

II STUDENT DEVELOPMENT: ECONOMIC AND OCCUPATIONAL COMPETENCE

- A Knowledge of the fundamental economic structure and processes of the American system, of the contributions of free enterprise, and of opportunities for individual participation and success in the system.
- B Occupational skills prerequisite to enter and advance in the economic system and/or academic preparation for acquisition of technical or professional skills through post high school training.
- C Competence in the application of economic knowledge to practical economic functions such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases, and obtaining desirable employment.

III CITIZENSHIP AND POLITICAL UNDERSTANDING AND COMPETENCE

- A Knowledge about the United States and Texas system of government and their political subdivisions.
 Principles and purposes of the United States, including
 - A. Demonstrates an understanding of and interest in the development of the United States.
 - IIIA Understands the principles and purposes of the United States.

Knowing various interpretations of the purposes of the government

Understanding the basic political principles expressed or implied in the Declaration of Independence, the Constitution, court decisions and laws

Knowing historical influences on the development of the governmental system

Understanding the various interpretations of basic political principles in different periods of United States history

Identifying similarities and differences between the principles and purposes of the political system in the United States and that in other nations

Knowing basic historical facts related to the development of the United States.

1. Supports basic Constitutional freedoms and be aware of why such support is important.
2. Respect the principles that underlie the United States Constitution, the Bill of Rights, and the Declaration of Independence.
3. Explain the fundamental principles and ideas of the United States as contained in the Constitution.
4. Explain key concepts that underlie democratic political life and citizen participation (e.g. rights, justice, law, compromise).
5. Explain the purposes and political philosophies of the United States Constitution, Bill of Rights, and Declaration of Independence.

Organization and operation of the governments in the United States, including

111A2. Understands the organization and operation of the governments in the United States.

Understanding the organizational principles of the government

Understanding the organization and function of the executive, legislative, judicial branches and independent regulatory agencies of the federal government.

Understanding the changing roles of various levels and branches of government.

1. Describe the function of interest groups in the American political process.
2. Explain and give examples of the federal system of checks and balances and separation of powers.

Recommended U.S. Subject	Recommended Grade Level
Pol.Sci. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
Pol.Sci. Am.Hist. Govt.	K 1 2 3 4 5 6 7 8 9 10 11 12
Pol.Sci. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
Govt. Pol.Sci. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
Govt. Pol.Sci. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
Pol.Sci. Govt. Pol.Sci. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12 K 1 2 3 4 5 6 7 8 9 10 11 12

Understanding the organization and functions of state and local governments and their relationship to the federal government.

Political decision making in the United States.

Understanding the range and importance of decisions made by the various branches and independent regulatory agencies of the federal government.

Understanding the range and importance of decisions made by state and local governments. Understanding how decisions made by the various branches and levels of government are interdependent.

Understanding the limits on decision-making powers of the government. Understanding the formal legislative process. Understanding influences on governmental decision making.

Identifying similarities and differences between political decision-making in the United States and decision-making in other nations.

Electoral processes in the United States

IIIA3. Understands how decisions made by the various branches and levels of government are interdependent.

1. Describe the functions of executive, legislative, and judicial branches of government.

IIIA4. Understands the electoral processes in the United States.

Recommended II & Subject	Recommended Grade Level
Govt. Pol. Sci. Am. Hist.	K 1 2 3 4 5 6-7 8 9 10 11 12

Understanding voter behavior
 Understanding the role of political parties.
 Understanding the role of interest groups.
 Understanding how, when and with what qualifications public officials are elected, appointed or nominated.
 Understanding how public officials can be removed from office.
 Understanding nomination procedures.
 Understanding registration and voting procedures
 Comparisons of the electoral process in the United States with that of other countries

Basis and organization of the legal system in the United States

Understanding purposes of law
 Understanding the development of legal and judicial procedures
 Understanding how legal and judicial decisions are made
 Understanding how the law limits government action constitutionally
 Understanding the dynamic nature of law.
 Understanding the limitations of formal legal processes in settling disputes.
 Understanding how conflict in laws or principles are resolved
 Understanding how laws create conflicting moral obligations

1. Explain the functions of political parties.
2. Describe the organization of political parties.
3. Compare and contrast American political institutions, processes, and values with those of other systems.

111A5. Understands the basis and organization of the legal system in the United States.

1. Recognize law-making bodies as legislative, law-interpreting bodies as judicial and law-enforcing bodies as executive.
2. Recognize that in the United States there is a particular meaning to equal justice under the law.

Recommended II & Subject	Recommended Grade Level
Pol. Sci.	K 1 2 3 4 5 6 7 8
Am.Hist./Govt	9 10 11 12
Pol. Sci.	K 1 2 3 4 5 6 7 8
Am.Hist./Govt	9 10 11 12
FE/Eco.	
Wr. Hist	K 1 2 3 4 5 6 7 8
Am.Hist./Govt	9 10 11 12
Govt.	
Pol. Sci.	K 1 2 3 4 5 6 7 8
Am.Hist.	9 10 11 12
Govt.	
Pol. Sci.	K 1 2 3 4 5 6 7 8
Am.Hist.	9 10 11 12

Understanding that the judicial system provides for both public and private justice.
Understanding how laws can be changed.

Rights of Individuals in the United States.

Knowing specific constitutional rights and liberties guaranteed in the United States Constitution and state constitutions.
Understanding situations in which rights have been denied to various groups and individuals.
Understanding that an individual's rights may conflict with those of another individual or with the general welfare.
Knowing basic federal, state, and local regulations that protect consumers.

111A6. Knows rights of individuals in the United States.

1. Identify examples of responsible citizenship.
2. Identify the rights and responsibilities of individuals in the American legal system.
3. Identify the rights of a person accused of a crime.
4. Explain the legal rights and protection afforded juveniles.
5. Define the terms related to juvenile delinquency (e.g. habitual, age of accountability, probation, parole).
6. Define terms and procedures related to crime (e.g. felony, misdemeanor, probation).
7. Classify examples of civil liberties.
8. Explain the legal consequences of possessing, using, or selling illegal controlled substances.
9. Give examples of juvenile delinquency as defined in Texas.
10. Give examples of how individual rights are limited by constitutional law.

Recommended HS Subject	Recommended Grade Level
Govt.	K 1 2 3 4 5 6 7 8
Am. Hist.	9 10 11 12
Govt.	K 1 2 3 4 5 6 7 8
Pol. Sci.	9 10 11 12
Am. Hist.	K 1 2 3 4 5 6 7 8
Pol. Sci.	9 10 11 12
Am. Hist./Govt	K 1 2 3 4 5 6 7 8
Govt.	9 10 11 12
Govt.	K 1 2 3 4 5 6 7 8
Soc.	9 10 11 12
Pol. Sci.	K 1 2 3 4 5 6 7 8
Govt/Soc	9 10 11 12
Pol. Sci.	K 1 2 3 4 5 6 7 8
Am. Hist.	9 10 11 12
Govt.	K 1 2 3 4 5 6 7 8
Pol. Sci.	9 10 11 12
Am. Hist.	K 1 2 3 4 5 6 7 8
Pol. Sci.	9 10 11 12
Pol. Sci.	K 1 2 3 4 5 6 7 8
Am. Hist./Govt	9 10 11 12

Actively working for improvement of conditions by applying personal skills.
Participating in government

III A7. Has a commitment to participating in community service and civic improvement.

1. Understands that effective political participation requires an individual's time, effort, and knowledge.

Recommended II S Subject	Recommended Grade Level
Govt. Am. Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12

IV ENVIRONMENTAL HEALTH AND ECOLOGICAL BALANCE

A. Knowledge about the requirements of personal hygiene . . .

The interrelatedness of human societies, including:

Understanding that the natural environment includes human beings and is an integrated system

Understanding that the satisfaction of human needs depends directly or indirectly on the earth's natural resources

Understanding that the activities of all human beings affect the earth's environment

Relationships between people and the natural environment, including:

Understanding the relationship between the location of human activities and the natural environment.

Understanding the influences of the natural environment on human beings.

Understanding influences of the natural environment on the shaping of culture.

Understanding how societal actions and decisions affect the natural environment.
 Understanding that a natural environment can serve varied needs.
 Recognizing the potential of various societies to use and abuse the natural environment.
 Understanding that human uses of the natural environment are limited.
 Understanding effects of the worldwide limitations of nonrenewable resources.
 Recognizing the costs and benefits of alternative uses of the natural and man-made environment.
 Recognizing major earth relations and natural features.

Awareness of global concerns, including:

Identifying common concerns of people around the world.

Civil and criminal justice systems in the United States

Recognizing the differing functions of the civil and criminal justice systems.
 Knowing individual rights within the criminal justice system
 Knowing the duties of participants in the court
 Understanding factors that might affect justice

Recommended H S Subject	Recommended Grade Level

Understanding changing concepts of justice.
 Understanding changing concepts of punishment.
 Identifying similarities and differences
 between the justice system in the United
 States and other justice systems.

- B) Competence in judging the merits of comparative political systems and ideologies with emphasis on democratic institutions, the American heritage, the responsibilities and privileges of citizenship, and the comparative merits of candidates for political position.
- C) Skills for communicating with public officials at different levels of government.
- D) Skills for participating in the processes of public and private political organizations and for influencing decisions made by such organizations.

Commitment of supporting justice and rights of all individuals

Encouraging ethical and lawful behavior in others
 Complying with local, state, and federal laws.
 Opposing unjust or unworkable laws and unjust or incompetent authority by legitimate means.
 Defending rights and liberties of all people.
 Supporting equal opportunity in areas of life such as politics, education, employment and recreation.

IVD1 Has commitment to support justice and rights

1. Assume individual responsibility for supporting democratic ideas.
2. Accept the principle of majority rule while respecting minority rights.
3. Recognizing that each member of society has personal responsibility to help preserve freedom and rights in a democratic society.
4. Explain how individual rights and freedoms are limited by majority rule.
5. Identify rights contained in the Bill of Rights.

Recommended II E Subject	Recommended Grade Level
Pol. Sci. Amlls/Govt	K 1 2 3 4 5 6 7 8 9 10 11 12
Pol. Sci.	K 1 2 3 4 5 6 7 8 9 10 11 12
Govt Pol. Sci.	K 1 2 3 4 5 6 7 8 9 10 11 12
Pol. Sci. Amlls/Govt	K 1 2 3 4 5 6 7 8 9 10 11 12
Pol. Sci. Amlls/Govt	K 1 2 3 4 5 6 7 8 9 10 11 12

Commitment to participating in community service and civic improvement.

Recognizing that individual civic action is important
 Recognizing that many issues call for group action in addition to individual actions
 Understanding that the criteria for evaluating concerns may vary from culture to culture.
 Understanding possible worldwide effects of decisions made by individuals, communities and nations
 Creating, analyzing and evaluating alternative futures for the world

- 6. Has an awareness of global concerns.
- 7. Recognizes civil and criminal judicial systems in the United States.

V. APPRECIATION OF CULTURE, LANGUAGE, AND LIFE-STYLE DIVERSITIES AND THEIR CORRESPONDING AESTHETIC VALUES.

A Knowledge of the art, music, literature, drama, and other culturally related forms of various cultural groups and their contributions.

Effective relations with people having different cultural perspectives, including

Respecting cultural diversity.
 Avoiding stereotyping behaviors and attitudes
 Avoiding alienating behaviors and attitudes
 Remaining receptive to communications across cultural lines

VAI Has effective relations with people having different cultural perspectives.

- 1. Respect beliefs and values of other cultures.
- 2. Be aware that some things are valued more in some cultures than in others.
- 3. Demonstrate tolerance toward those of different backgrounds, values, or opinions.

Recommended HS Subject	Recommended Grade Level
Wr. Hist.	K 1 2 3 4 5 6 7 8
Am. Hist.	9 10 11 12
Govt.	K 1 2 3 4 5 6 7 8
Pol. Sci.	9 10 11 12
Soc/Geog	K 1 2 3 4 5 6 7 8
Wr. Hist.	9 10 11 12
Wr. Hist.	K 1 2 3 4 5 6 7 8
Wr. Hist.	9 10 11 12
Soc	K 1 2 3 4 5 6 7 8
Wr. Hist.	9 10 11 12

4. Give examples of cultural borrowing which reflect the multicultural aspects of the state and nation.
- VA2. Understands the relationship between people and the natural environment.
1. Act responsibly to protect the environment
 2. Be committed to conserving limited resources.
 3. Recognize the need for sharing scarce resources.
 4. Describe the effect of modifications of the environment on the growth and development of world civilizations.
 5. Recognize relationships that exist between individuals, societies, or cultures and their physical environment.
 6. Give examples of how diminishing resources relate to change in how people live.
 7. Describe the influence of weather and climate on the living conditions of people.
 8. Explain how people have altered the surface of the earth and describe the results.
 9. Describe the influence of the physical environment on the major cultural regions of the world.

Recommended II & Subject	Recommended Grade Level
	K 1 2 3 4 5 6 7 8 9 10 11 12
Geog.	K X X X X 5 X 7 8 9 10 11 12
Geog.	K X 2 3 X 5 X 7 8 9 10 11 12
FE/Eco.	K 1 2 3 4 5 6 7 X 9 10 11 12
Mr. Geog.	9 10 11 12
Mr. Hist.	K 1 2 X X 5 X 7 8 9 10 11 12
Mr. Geog.	K 1 2 3 X 5 X 7 8 9 10 11 12
Mr. Hist.	9 10 11 12
Mr. Geog.	K 1 2 X X 5 X 7 8 9 10 11 12
Mr. Geog.	K X X X X 5 X 7 8 9 10 11 12
Mr. Geog.	K 1 2 X X 5 X 7 8 9 10 11 12
Mr. Geog.	9 10 11 12
Mr. Geog.	K 1 2 3 X 5 X 7 8 9 10 11 12
Mr. Hist.	9 10 11 12

10. Explain the relationship between site, function, and the physical environment.
11. Describe the physical, cultural, and economic features of the landscape of Texas.
12. Explain how physical forces shape the surface of the earth.
13. Give examples of how change had affected human and environmental conditions in positive and negative ways.
14. Give examples of how the environment affects the way individuals live.

B Demonstrate an understanding of and interest in the ways human beings organize, adapt to and change their environment

Commitment to human rights worldwide, including:

Knowing some of the historical developments that have contributed to or impeded human rights
 Showing concern for the well being and dignity of others
 Understanding statements of basic human rights found in oral tradition and in documents such as constitutions, declarations and treaties.
 Being aware of the differences in the concept of human rights in various parts of the world.
 Understanding the differences between stated and actual human rights in various parts of the world
 Actively preserving and promoting human rights.

VBI. Has a commitment to human rights worldwide.

1. Determine ways one can personally and practically help improve the conditions of others.
2. Be committed to supporting the principles of freedom and recognize threats against them.
3. Support responsible free speech for everyone, including those who hold opposing views

Recommended II & Subject	Recommended Grade Level
Mr. Geog.	K 1 2 3 4 5 6 7 8
Mr. Hist.	9 10 11 12
Tex Stud.	K 1 2 3 4 5 6 7 8 9 10 11 12
Mr. Geog.	K 1 2 3 4 5 6 7 8
Mr. Hist.	9 10 11 12
Mr. Geog.	K 1 2 3 4 5 6 7 8
Am. Hist.	9 10 11 12
Mr. Hist.	K 1 2 3 4 5 6 7 8
Mr. Geog.	9 10 11 12
Soc	K 1 2 3 4 5 6 7 8
Mr. Hist.	9 10 11 12
Pol Sci.	K 1 2 3 4 5 6 7 8
EE/Eco.	9 10 11 12
Am Hist.	9 10 11 12
Govt	K 1 2 3 4 5 6 7 8
Pol Sci.	9 10 11 12
Am Hist.	9 10 11 12

VI COMPETENCE IN PERSONAL AND SOCIAL RELATIONS

A. Knowledge of basic psychological, sociological, and cultural factors affecting human behavior.

The forces that shape individual human beings, including

- Understanding the effect of heredity and the environment on behavior.
- Understanding the nervous system of human beings and its role in behavior.
- Understanding common developmental processes that human beings experience.
- Understanding the role that individual behavior plays in the behavior of others.

VIA1 Understands the forces that shape individual human beings

1. Recognize the importance of his/her worth
2. Support the belief in the inherent rights of individuals.
3. Understands how language can be used to influence thoughts, attitudes, and behavior.
4. Understand that cultures are many and varied.
5. Know that family members in all cultures have special functions.
6. Give examples of how individuals are constantly changing.
7. Describe how individuals are similar and how they are different.
8. Explain how heredity and environment contributes to individual differences.

The organization of human societies, including:

- Identifying the variety of institutions and groups people form and the functions of these institutions and groups.

VIA2. Understands the organization of human societies.

1. Regard self as a contributing member of society.

Recommended HS Subject	Recommended Grade Level
Soc/Psy	K 1 2 3 4 5 6 7 8 K 1 2 3 4 5 6 7 8
Am. Hist.	9 10 11 12
Soc	K 1 2 3 4 5 6 7 8
Wr. Hist.	9 10 11 12
Soc/Geog.	K 1 2 3 4 5 6 7 8
Wr. Hist.	9 10 11 12
Wr. Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
Soc	9 10 11 12
Soc	K 1 2 3 4 5 6 7 8
Wr. Hist.	9 10 11 12
Soc	K 1 2 3 4 5 6 7 8
Wr. Geog.	9 10 11 12
Soc	K 1 2 3 4 5 6 7 8 9 10 11 12

Understanding why human beings form institutions and groups (e.g. mutual interests, needs, beliefs and values).
 Understanding the relationships among institutions, groups and individuals.
 Understanding the changing nature of institutions and groups over time.

2. Be aware that individual and group actions are influenced by moral, ethical and spiritual values.
3. Acknowledge the need for individuals to work if a society is to function effectively.
4. Recognize the need to finish assigned tasks.
5. Recognize the necessity for rules, and how rules function in families, schools, and political systems.
6. Identify executive authority roles on the community, state, and national levels.
7. Explain the functions of bureaucracies in the governmental process.
8. Explain the difference between direct and representative democracy.
9. Describe the consequences of people (a) changing from hunting and gathering to herding and farming and (b) trading surpluses.
10. Describe the functions of religion in a society.
11. Explain how specific societal institutions carry out the basic functions of society (e.g. church, school, family).
12. Illustrate various ways of determining status in a culture.

VIA3. Understands the relationship between individuals and groups.

Recommended II B Subject	Recommended Grade Level
Soc Wr. Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
FE/Eco.	K 1 2 3 4 5 6 7 8 9 10 11 12
	All Levels
Pol. Sci. Pol. Sci. Am/His/Gov Pol. Sci. Am/His/Gov Pol. Sci. Am/His/Gov	All Levels K 1 2 3 4 5 6 7 8 9 10 11 12 K 1 2 3 4 5 6 7 8 9 10 11 12 K 1 2 3 4 5 6 7 8 9 10 11 12
Wr. Hist. Soc Wr. Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12 K 1 2 3 4 5 6 7 8 9 10 11 12
Soc Soc Wr. Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12 K 1 2 3 4 5 6 7 8 9 10 11 12

Relationships between individuals and groups, including:

Understanding how individuals' perceptions and actions are influenced by the values and behavior patterns of groups with which individuals identify.

Recognizing that there are important values and behaviors that develop outside of the influences of the group.

Identifying the variety of roles one can have within a group.

Understanding that the roles within a group may be assigned or achieved.

Understanding reasons why there are different roles within groups.

Understanding that multiple loyalties and responsibilities result from belonging to a variety of groups.

Understanding the importance of self-confidence and self-worth in carrying out responsibilities within groups.

Recognizing that individuals may have different roles in different groups.

Understanding the possible advantages and disadvantages of belonging to a variety of groups.

Understanding the use of measures such as incentives, threats, acceptance, rejection, sanctions and rewards by groups.

Understanding the decision-making processes used by groups.

Understanding the way different groups react to similar social issues.

1. Be aware of how societal values affect individual beliefs and values.
2. Accept the necessity for self-restraint in personal behavior.
3. Work cooperatively with others.
4. Recognize that some groups, such as the family, are permanent in nature.
5. Know that individuals belong to a variety of groups for different reasons.

Recommended HS Subject	Recommended Grade Level
Soc	K 1 2 3 4 5 6 7 8 9 10 11 12
	All Levels
	All Levels
Soc	K 1 2 3 4 5 6 7 8 9 10 11 12
Soc	K 1 2 3 4 5 6 7 8 9 10 11 12

Relationships among groups, including:

Understanding ways groups are interdependent.
 Understanding ways that groups cooperate.
 Understanding ways that groups compete.
 Understanding types of conflict between groups.
 Understanding ways that groups resolve conflict.
 Understanding the ways that people are inter-related.

- a. ecologically
- b. economically
- c. politically
- d. socially
- e. technologically
- f. historically

B Skills in interpersonal and group relations, and information of ethical and moral standards of behavior.

Interaction in groups in various capacities, including:

Expressing a willingness to interact with others in a group.
 Appreciating the value of individual and group efforts in approaching a task.
 Recognizing divergent roles within a group.
 Recognizing emotions operating within a group and allowing for their expression.
 Recognizing and permitting the expression of different values, beliefs and ideas in a group.

VIA4 Understand the relationship among groups.

1. Describe the nature of authority in the family and in society.

VIB1. Interacts in groups in various capacities

1. Undertakes personal leadership in groups and accept the leadership of others.
2. Formulate rules for governing self and small groups.
3. Contribute to group decisions.
4. Fulfill their responsibilities in whatever groups they participate in.
5. Recognize the individual's role in the formation of group decisions.

Recommended II B Subject	Recommended Grade Level
Soc.	K 1 2 3 4 5 6 7 8 9 10 11 12
Soc. Am.Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12
	All Levels All Levels
	All Levels All Levels

Resisting group pressure to agree when agreement is contrary to personal values.
 Helping group members express individual ideas and opinions in order to discover areas of possible agreement.

6. Recognize authority bases and apply leading and following skills accordingly

- c) Competence for adjusting to changes in personal status and social patterns.
- d) Development of a self-image that builds self-concepts of a positive nature.

VIC Demonstrates an understanding of individual development and the skills necessary to communicate with others.

Examination of personal beliefs, values and behaviors, including:

VID1. Examines individual beliefs, values and behaviors.

Identifying personal beliefs, values and behaviors, and those of other persons such as family members and peers.
 Recognizing conflict in beliefs, values and behaviors
 Understanding the relationships between personal beliefs, values and behaviors and the beliefs, values and behaviors of others

1. Consider his/her values as well as those of others when making political decisions
2. Believe in the freedom of individuals to choose and change jobs.

Demonstration of personal development, including

VID2 Demonstrates individual development

Identifying ways to develop that will result in feelings of self-worth

1. Contribute to the accomplishment of tasks.

Recommended H.S. Subject	Recommended Grade Level
	All Levels
	K 1 2 3 4 5 6 7 8 9 10 11 12
Soc.	1 2 3 4 5 6 7 8
Govt.	K 1 2 3 4 5 6 7 8
Et/Co.	9 10 11 12
	All Levels

Identifying criteria for judging personal goals.
 Identifying possible consequences of personal goals.

Carrying out personal goals in accordance with one's values and needs without infringing on the rights of others

2. Adhere to good work habits.
3. Recognize the need and value of all honest work.
4. Encourage others in the work they are pursuing.
5. Recognize that work gives meaning and direction to an individual's life.

VID3. Understands the relatedness of human societies.

1. Accept responsibility for his/her actions
2. Respect the rights of others relative to religious beliefs and practices.
3. Be ethical in dealing with others.
4. Respect the laws of one's society and work responsibly to change laws which one judges to be unjust.
5. Define and give examples of crime.
6. Identify the important holidays celebrated in Texas and the United States.
7. Identify special holidays in Texas and the United States and explain their connection with cultural, racial and ethnic groups.
8. Give examples of international conflicts in which the United States has been involved

Recommended HS Subject	Recommended Grade Level
	All Levels
FE/Eco.	All Levels
	All Levels
FE/Eco.	All Levels
	All levels: K 1 2 3 4 5 6 7 8 9 10 11 12
Wr. Hist. Soc. Pol. Sci.	All Levels
Govt. Pol. Sci. Pol. Sci./Gov	K 1 2 3 4 5 6 7 8 9 10 11 12 K 1 2 3 4 5 6 7 8 9 10 11 12
Pol. Sci. Am Hist. Wr Hist.	K 1 2 3 4 5 6 7 8 9 10 11 12 K 1 2 3 4 5 6 7 8 9 10 11 12

9. Recognize conflict as a part of history, and explain various means in which conflicts have been resolved.
10. Explain the different political systems that exist.
11. Give examples of the interrelated causes of the rise and decline of early societies.
12. Identify major world cultures and explain similarities and differences among these cultures.
13. Give reasons why population is concentrated in certain areas of the world.
14. Identify and describe the major cultural regions of the world.
15. Describe the forces that promote interdependence within a geographic region and among regions.
16. Explain that change varies among cultures and depends on geographic, economic, political and cultural conditions.
17. Give examples of how culture provides for the basic needs of the members of a culture.
18. Understand that all cultural systems consists of a series of ideas and patterns of behavior.
19. Describe the structure of government at the local, state and federal levels.

Recommended H S Subject	Recommended Grade Level
Wr. Hist.	K 1 2 3 4 5 6 7 8
Am. Hist.	9 10 11 12
Pol. Sci.	K 1 2 3 4 5 6 7 8
Hist/Govt.	9 10 11 12
Wr. Hist.	K 1 2 3 4 5 6 7 8
Am. Hist.	9 10 11 12
Soc	K 1 2 3 4 5 6 7 8
Wr. Hist.	9 10 11 12
Soc.	K 1 2 3 4 5 6 7 8
Wr. Hist.	9 10 11 12
Wr. Geog.	K 1 2 3 4 5 6 7 8
Wr. Hist.	9 10 11 12
Wr. Geog.	K 1 2 3 4 5 6 7 8
Am. Hist.	9 10 11 12
Am. Hist.	K 1 2 3 4 5 6 7 8
Wr. Hist.	9 10 11 12
Wr. Geog.	9 10 11 12
Soc	K 1 2 3 4 5 6 7 8
Wr. Hist.	9 10 11 12
Soc	K 1 2 3 4 5 6 7 8
Wr. Hist.	9 10 11 12
Wr. Geog.	K 1 2 3 4 5 6 7 8
Pol. Sci.	K 1 2 3 4 5 6 7 8
Am. Hist./Govt.	9 10 11 12

Practical Considerations for Using the
OSSI INSTRUCTIONAL MANAGEMENT SYSTEM

Each of the essential student objectives in social studies from the Texas Education Agency is included in the OSSI Instructional Management System. The objective sheets are listed by grade level (K-8) and subject area (9-12). The individual with responsibility for curriculum development will probably want to keep the master scope and sequence pages intact. Each school district will, however, need to reproduce the appropriate objective pages for each teacher, K-8 and the social studies teachers in grades 9-12.

Remember that the scope and sequence can be modified to fit your school. However, if you alter the scope and sequences pages, you will also need to alter the objective sheets for the teacher packets. For example, if you change the recommended grade level of student objective IA1.1 listed on the scope and sequence, from grades 6 and 8, to grades 5 and 7, then you need also to change the grade level designation on the management system sheet for IA1.1.

Activities are frequently tied to Barth's Elementary and Middle School Social Studies Curriculum Program, Activities, and Materials, 1981. This book contains activities by grade level which can be easily disseminated to teachers. Copies of the book can be obtained from:

1) Region VII Education Service Center
P.O. Box 1622
Kilgore, Texas 75662
Attn: Project OSSI

or

2) University Press of America, Inc.
4710 Auth Place, S.E.
Washington, D.C. 20023
James L. Barth
Elementary and Middle School
Social Studies Curriculum Program, Activities and Materials
University Press of America, 1979

Other abbreviations and sources you may encounter include:

Aurora Public Schools
1025 Peoria Street
Aurora, Colorado 80111

Center for Teaching International Relations - CTIR
Graduate School of International Studies
University of Denver
Denver, Colorado 80208

Citizen Me Curriculum K-8
Harris County Department of Education
6515 Irvington
Houston, Texas 77022

Modern Talking Picture Service
5000 Park Street North
St. Petersburg, Florida 33709

National Council for the Social Studies - NCSS
3615 Wisconsin Avenue, N.W.
Washington, D.D. 20016

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

Social Science Education Consortium - SSEC
855 Broadway
Boulder, Colorado 80302

Social Studies School Service - SSSS
Box 802
Culver City, California 90230

Texas Bureau for Economic Understanding - TBEU
611 Tyan Plaza Drive
Suite 1139
Arlington, Texas 76012

Texas Education Agency - TEA
201 East 11th Street
Austin, Texas 78701

UNICEF
U.S. Committee for UNICEF
331 East 38th Street
New York, New York 10016

KINDERGARTEN

IB1.	IB5.17	VIA1.7
IB2.1	IB5.18	VIA2.1
IB2.4	IB5.19	VIA2.4
IB2.5	IB5.20	VIA2.5
IB2.6	IB5.21	VIA2.11
IB3.5	IB5.22	VIA3.2
IB3.6	IB5.23	VI .3
IB3.7	IB5.24	VIA3.4
IB3.8	IB6.1	VIA3.5
IB3.9	IB6.2	VIA4.1
IB3.10	IB7.1	VIB1.2
IB3.30	IB8.3	VIB1.3
IB3.37	IB8.4	VIB1.4
IB3.38	IB8.5	VIB1.5
IB5.5	IB8.6	VIB1.6
IB5.7	IB9.1	VID2.1
IB5.10	IB9.2	VID2.2
IB5.12	IVD1.1	VID2.3
IB5.13	IVD1.2	VID2.4
IB5.14	VA2.1	VID2.5
IB5.15	VA2.7	VID3.1
IB5.16	VIA1.1	VID3.3
		VID3.6

FIRST GRADE

IA2.8	IB5.14	VIA1.1
IA2.16	IB5.15	VIA1.5
IB1	IB5.16	VIA1.7
IB2.1	IB5.17	VIA2.1
IB2.4	IB5.18	VIA2.4
IB2.5	IB5.19	VIA2.5
IB2.6	IB5.20	VIA2.11
IB3.5	IB5.21	VIA3.2
IB3.6	IB5.22	VIA3.3
IB3.7	IB5.23	VIA3.4
IB3.8	IB5.24	VIA3.5
IB3.9	IB6.1	VIA4.1
IB3.10	IB6.2	VIB1.2
IB3.13	IB7.1	VIB1.3
IB3.26	IB8.3	VIB1.4
IB3.30	IB8.4	VIB1.5
IB3.37	IB8.5	VIB1.6
IB3.38	IB8.6	VID2.1
IB5.1	IB9.1	VID2.2
IB5.2	IB9.2	VID2.3
IB5.5	IVD1.1	VID2.4
IB5.7	IVD1.2	VID2.5
IB5.10	VA2.1	VID3.1
IB5.12	VA2.2	VID3.3
IB5.13	VA2.7	VID3.6

SECOND GRADE

IA2.39	IB5.12	IIIA1.1
IA2.42	IB5.13	IIIA1.2
IA2.47	IB5.14	IIIA6.1
IB1.	IB5.15	IIIA7.1
IB2.1	IB5.16	IVD1.1
IB2.4	IB5.17	IVD1.2
IB2.5	IB5.18	VA1.1
IB2.6	IB5.19	VA2.1
IB3.4	IB5.20	VA2.2
IB3.5	IB5.21	VA2.7
IB3.6	IB5.22	VIA1.1
IB3.7	IB5.23	VIA1.5
OB3.8	IB5.24	VIA1.6
OB3.9	IB6.1	VIA1.7
IB3.10	IB6.2	VIA2.1
IB3.13	IB7.1	VIA2.2
IB3.14	IB7.4	VIA2.4
IB3.30	IB7.5	VIA2.5
IB3.37	IB8.1	VIA2.11
IB3.38	IB8.3	VIA3.2
IB4.1	IB8.4	VIA3.3
IB5.3	IB8.5	VIA3.4
IB5.5	IB8.6	VIA3.5
IB5.7	IB9.1	VIA4.1
IB5.10	IB9.2	VIB1.2

Second Grade
Page 2

VIB1.3

VID2.3

VIB1.4

VID2.4

VIB1.5

VID2.5

VIB1.6

VID3.1

VID1.2

VID3.3

VID2.1

VID3.6

VID2.2

VID3.17

THIRD GRADE

IA2.3	IB3.8	IB5.23
IA2.4	IB3.9	IB5.24
IA2.5	IB3.10	IB6.1
IA2.6	IB3.13	IB6.2
IA2.7	IB3.23	IB7.1
IA2.15	IB3.24	IB8.1
IA2.16	IB3.25	IB8.3
IA2.17	IB3.30	IB8.4
IA2.18	IB3.31	IB8.5
IA2.26	IB3.37	IB8.6
IA2.27	IB3.38	IB9.1
IA2.29	IB5.5	IB9.2
IA2.34	IB5.7	IIIA1.2
IA2.42	IB5.10	IIIA6.2
IB1.	IB5.12	IIIA7.1
IB2.1	IB5.13	IVD1.1
IB2.2	IB5.14	IVD1.2
IB2.4	IB5.15	IVD1.3
IB2.5	IB5.16	IVD1.4
IB2.6	IB5.17	VA1.2
IB3.1	IB5.18	VA1.3
IB3.3	IB5.19	VA2.1
IB3.5	IB5.20	VA2.4
IB3.6	IB5.21	VA2.6
IB3.7	IB5.22	VA2.7

Third Grade
Page 2

VA2.8	VIA2.4	VIB1.6
VA2.13	VIA2.5	VID2.1
VA2.14	VIA2.11	VID2.2
VB1.1	VIA3.2	VID2.3
VB1.2	VIA3.3	VID2.4
VB1.3	VIA3.4	VID2.5
VIA1.1	VIA3.5	VID3.1
VIA1.2	VIA4.1	VID3.3
VIA1.5	VIB1.2	VID3.5
VIA1.7	VIB1.3	VID3.6
VIA2.1	VIB1.4	VID3.15
VIA2.3	VIB1.5	VID3.16
		VID3.17

FOURTH GRADE

IA2.1	IB2.3	IB5.6
IA2.4	IB2.4	IB5.7
IA2.5	IB2.5	IB5.8
IA2.6	IB2.6	IB5.9
IA2.11	IB3.1	IB5.10
IA2.12	IB3.2	IB5.12
IA2.13	IB3.4	IB5.13
IA2.14	IB3.5	IB5.14
IA2.19	IB3.6	IB5.15
IA2.20	IB3.7	IB5.16
IA2.21	IB3.8	IB5.17
IA2.22	IB3.9	IB5.18
IA2.23	IB3.10	IB5.19
IA2.24	IB3.28	IB5.20
IA2.25	IB3.29	IB5.21
IA2.26	IB3.30	IB5.22
IA2.27	IB3.31	IB5.23
IA2.37	IB3.32	IB5.24
IA2.38	IB3.33	IB6.1
IA2.40	IB3.38	IB6.2
IA2.44	IB5.1	IB7.2
IA2.45	IB5.2	IB7.4
IB1.	IB5.3	IB7.5
IB2.1	IB5.4	IB7.6
IB2.2	IB5.5	IB7.7

Fourth Grade
Page 2

IB8.2	VA2.11	VIB1.4
IB8.3	VA2.12	VIB1.5
IB8.4	VA2.14	VIB1.6
IB8.5	VIA1.4	VID2.1
IB8.6	VIA1.6	VID2.2
IB9.1	VIA1.8	VID2.3
IB9.2	VIA2.2	VID2.4
VA2.1	VIA2.3	VID2.5
VA2.2	VIA2.4	VID3.1
VA2.4	VIA2.5	VID3.3
VA2.5	VIA2.10	VID3.7
VA2.6	VIA3.1	VID3.13
VA2.7	VIA3.2	VID3.14
VA2.8	VIA3.3	VID3.15
VA2.9	VIB1.2	VID3.18
VA2.10	VIB1.3	

FIFTH GRADE

IA1.2	IB3.14	IB5.10
IA1.3	IB3.15	IB5.12
IA2.2	IB3.16	IB5.13
IA2.7	IB3.17	IB5.14
IA2.8	IB3.18	IB5.15
IA2.18	IB3.19	IB5.16
IA2.28	IB3.20	IB5.17
IA2.39	IB3.21	IB5.18
IA2.43	IB3.22	IB5.19
IA2.48	IB3.23	IB5.20
IB1.	IB3.24	IB5.21
IB2.1	IB3.25	IB5.22
IB2.2	IB3.26	IB5.23
IB2.3	IB3.27	IB5.24
IB2.4	IB3.28	IB6.1
IB2.5	IB3.29	IB6.2
IB2.6	IB3.30	IB8.3
IB3.3	IB3.34	IB8.4
IB3.5	IB3.35	IB8.5
IB3.6	IB3.36	IB8.6
IB3.7	IB3.38	IB9.1
IB3.8	IB5.5	IB9.2
IB3.9	IB5.6	IIIA1.1
IB3.10	IB5.7	IIIA1.2
IB3.13	IB5.9	IIIA1.3

IIIA1.4	IIIA6.10	VIB1.3
IIIA1.5	IIIA7.1	VIB1.4
IIIA2.1	IVD1.1	VIB1.5
IIIA2.2	IVD1.2	VIB1.6
IIIA3.1	IVD1.3	VID2.1
IIIA4.1	IVD1.4	VID2.2
IIIA4.2	IVD1.5	VID2.3
IIIA4.3	IVD1.7	VID2.4
IIIA5.1	VA1.2	VID2.5
IIIA5.2	VA1.4	VID3.1
IIIA6.1	VB1.2	VID3.2
IIIA6.2	VIA2.4	VID3.3
IIIA6.3	VIA2.5	VID3.4
IIIA6.4	VIA2.8	VID3.5
IIIA6.5	VIA3.2	VID3.6
IIIA6.6	VIA3.3	VID3.7
IIIA6.7	VIB1.2	VID3.10
		VID3.19

SIXTH GRADE

IA1.1	IB3.5	IB5.14
IA2.1	IB3.6	IB5.15
IA2.3	IB3.7	IB5.16
IA2.14	IB3.8	IB5.17
IA2.15	IB3.9	IB5.18
IA2.17	IB3.10	IB5.19
IA2.22	IB3.11	IB5.20
IA2.23	IB3.12	IB5.21
IA2.24	IB3.29	IB5.22
IA2.25	IB3.30	IB5.23
IA2.26	IB3.31	IB5.24
IA2.29	IB3.32	IB6.1
IA2.33	IB3.33	IB6.2
IA2.44	IB3.34	IB7.4
IA2.45	IB3.35	IB7.5
IA2.46	IB3.37	IB7.7
IB1.	IB3.38	IB8.1
IB2.1	IB4.1	IB8.3
IB2.2	IB5.5	IB8.4
IB2.3	IB5.6	IB8.5
IB2.4	IB5.7	IB8.6
IB2.5	IB5.9	IB9.1
IB2.6	IB5.10	IB9.2
IB3.1	IB5.12	IIIA4.3
IB3.4	IB5.13	IIIA6.1

Sixth Grade
Page 2

VA1.1	VIA1.7	VIB1.6
VA1.2	VIA1.8	VID1.2
VA1.3	VIA2.4	VID2.1
VA2.1	VIA2.5	VID2.2
VA2.2	VIA2.9	VID2.3
VA2.4	VIA2.10	VID2.4
VA2.5	VIA2.11	VID2.5
VA2.6	VIA2.12	VID3.1
VA2.7	VIA3.1	VID3.3
VA2.8	VIA3.2	VID3.11
VA2.9	VIA3.3	VID3.12
VA2.10	VIA4.1	VID3.13
VA2.12	VIB1.2	VID3.14
VA2.14	VIB1.3	VID3.15
VIA1.4	VIB1.4	VID3.16
VIA1.6	VIB1.5	VID3.17
		VID3.18

SEVENTH GRADE

IA1.2	IB3.35	IB7.6
IA2.9	IB3.36	IB8.3
IA2.19	IB3.38	IB8.4
IA2.20	IB5.3	IB8.4
IA2.21	IB5.4	IB8.6
IA2.27	IB5.5	IB9.1
IB1.	IB5.7	IB9.2
IB2.1	IB5.10	IIIA6.3
IB2.4	IB5.12	IIIA6.4
IB2.5	IB5.13	IIIA6.5
IB2.6	IB5.14	IIIA6.7
IB3.2	IB5.15	IIIA6.8
IB3.3	IB5.16	IIIA6.9
IB3.5	IB5.17	VA1.3
IB3.6	IB5.18	VA1.4
IB3.7	IB5.19	VA2.11
IB3.8	IB5.20	VA2.13
IB3.9	IB5.21	VB1.1
IB3.10	IB5.22	VIA1.1
IB3.17	IB5.23	VIA2.1
IB3.18	IB5.24	VIA2.3
IB3.19	IB6.1	VIA2.4
IB3.26	IB6.2	VIA2.5
IB3.29	IB7.1	VIA3.2
IB3.30	IB7.2	VIA3.3

VIA3.4

VIA3.5

VIB1.2

VIB1.3

VIB1.4

VIB1.5

VIB1.6

VID2.1

VID2.2

VID2.3

VID2.4

VID2.5

VID3.1

VID3.2

VID3.3

VID3.4

VID3.5

VID3.6

VID3.7

VID3.19

EIGHTH GRADE

IA1.1	IB3.18	IB5.18
IA1.2	IB3.19	IB5.19
IA1.3	IB3.20	IB5.20
IA2.2	IB3.21	IB5.21
IA2.10	IB3.22	IB5.22
IA2.28	IB3.23	IB5.23
IA2.33	IB3.24	IB5.24
IA2.35	IB3.25	IB6.1
IA2.36	IB3.27	IB6.2
IA2.43	IB3.28	IB7.3
IB1.	IB3.30	IB7.7
IB2.1	IB3.34	IB8.1
IB2.4	IB3.35	IB8.2
IB2.5	IB3.36	IB8.3
IB2.6	IB3.38	IB8.4
IB3.5	IB5.5	IB8.5
IB3.6	IB5.7	IB8.6
IB3.7	IB5.8	IB9.1
IB3.8	IB5.10	IB9.2
IB3.9	IB5.12	IIIA1.1
IB3.10	IB5.13	IIIA1.2
IB3.14	IB5.14	IIIA1.3
IB3.15	IB5.15	IIIA1.4
IB3.16	IB5.16	IIIA1.5
IB3.17	IB5.17	IIIA2.1

Eighth Grade
Page 2

IIIA2.2	IVD1.4	VIA3.3
IIIA3.1	IVD1.5	VIB1.1
IIIA4.1	IVD1.7	VIB1.3
IIIA4.2	VA1.3	VIB1.4
IIIA4.3	VA1.4	VIB1.5
IIIA5.1	VA2.3	VIB1.6
IIIA5.2	VB1.2	VID2.1
IIIA6.1	VB1.3	VID2.2
IIIA6.2	VIA1.2	VID2.3
IIIA6.5	VIA2.3	VID2.4
IIIA6.6	VIA2.4	VID2.5
IIIA6.8	VIA2.5	VID3.1
IIIA6.10	VIA2.7	VID3.2
IIIA7.1	VIA2.8	VID3.3
IVD1.3	VIA3.2	VID3.10

AMERICAN HISTORY

IA1.1	IB3.15	IB5.20
IA1.2	IB3.17	IB5.21
IA1.3	IB3.18	IB5.22
IA2.28	IB3.19	IB5.23
IA2.32	IB3.20	IB5.24
IA2.33	IB3.21	IB6.1
IA2.34	IB3.22	IB6.2
IA2.36	IB3.23	IB7.3
IA2.42	IB3.28	IB7.5
IA2.43	IB3.30	IB8.2
IA2.45	IB3.34	IB8.3
IA2.47	IB3.35	IB8.4
IA2.48	IB3.36	IB8.5
IB1.	IB3.38	IB8.6
IB2.1	IB5.5	IB9.1
IB2.4	IB5.7	IB9.2
IB2.5	IB5.10	IIIA1.1
IB2.6	IB5.12	IIIA1.2
IB3.5	IB5.13	IIIA1.3
IB3.6	IB5.14	IIIA1.4
IB3.7	IB5.15	IIIA1.5
IB3.8	IB5.16	IIIA2.2
IB3.9	IB5.17	IIIA3.1
IB3.10	IB5.18	IIIA4.1
IB3.14	IB5.19	IIIA4.2

IIIA4.3	VB1.2	VID1.6
IIIA5.1	VB1.3	VID2.1
IIIA5.2	VIA1.2	VID2.2
IIIA6.1	VIA2.4	VID2.3
IIIA6.2	VIA2.5	VID2.4
IIIA6.3	VIA2.6	VID2.5
IIIA6.7	VIA2.7	VID3.1
IIIA6.8	VIA2.8	VID3.3
IIIA6.10	VIA3.2	VID3.3
IIIA7.1	VIA3.3	VID3.8
IVD1.1	VIB1.1	VID3.9
IVD1.4	VIB1.2	VID3.10
IVD1.5	VIR1.3	VID3.11
IVD1.6	VIB1.4	VID3.15
VA2.13	VIB1.5	VID3.16
		VID3.19

FREE ENTERPRISE

IA2.1	IA2.35	IB3.12
IA2.2	IA2.36	IB5.5
IA2.3	IA2.37	IB5.7
IA2.5	IA2.38	IB5.10
IA2.6	IA2.39	IB5.12
IA2.7	IA2.40	IB5.13
IA2.8	IA2.41	IB5.14
IA2.10	IA2.42	IB5.15
IA2.11	IA2.43	IB5.16
IA2.12	IA2.44	IB5.17
IA2.13	IA2.45	IB5.18
IA2.14	IA2.46	IB5.19
IA2.15	IA2.47	IB5.20
IA2.20	IA2.48	IB5.21
IA2.21	IB1.	IB5.22
IA2.22	IB2.1	IB5.23
IA2.23	IB2.4	IB5.24
IA2.24	IB2.5	IB6.1
IA2.25	IB2.6	IB6.2
IA2.29	IB3.5	IB7.6
IA2.30	IB3.6	IB8.3
IA2.31	IB3.7	IB8.4
IA2.32	IB3.8	IB8.5
IA2.33	IB3.9	IB8.6
IA2.34	IB3.10	IB9.1

IB9.2

IIIA4.3

VA2.3

VB1.2

VIA2.3

VIA2.4

VIA2.5

VIA3.2

VIA3.3

VIB1.2

VIB1.3

VIB1.4

VIB1.5

VIB1.6

VID1.2

VID2.1

VID2.2

VID2.3

VID2.4

VID2.5

VID3.1

VID3.3

GOVERNMENT/POLITICAL SCIENCE

IA2.9	IB5.12	IIIA1.2
IA2.32	IB5.13	IIIA1.3
IA2.35	IB5.14	IIIA1.4
IA2.39	IB5.15	IIIA1.5
IA2.47	IB5.16	IIIA2.1
IB1.	IB5.17	IIIA2.2
IB2.1	IB5.18	IIIA3.1
IB2.4	IB5.19	IIIA4.1
IB2.5	IB5.20	IIIA4.2
IB2.6	IB5.21	IIIA4.3
IB3.5	IB5.22	IIIA5.1
IB3.6	IB5.23	IIIA5.2
IB3.7	IB5.24	IIIA6.1
IB3.8	IB6.1	IIIA6.2
IB3.9	IB6.2	IIIA6.3
IB3.10	IB7.2	IIIA6.4
IB3.14	IB7.3	IIIA6.5
IB3.21	IB7.6	IIIA6.6
IB3.22	IB8.3	IIIA6.7
IB3.25	IB8.4	IIIA6.8
IB5.4	IB8.5	IIIA6.9
IB5.5	IB8.6	IIIA6.10
IB5.7	IB9.1	IIIA7.1
IB5.8	IB9.2	IVD1.1
IB5.10	IIIA1.1	IVD1.2

Government/Political Science
Page 2

IVD1.3	VIA2.8	VID2.2
IVD1.4	VIA3.2	VID2.3
IVD1.5	VIA3.3	VID2.4
IVD1.7	VIB1.2	VID2.5
VB1.2	VIB1.3	VID3.1
VB1.3	VIB1.4	VID3.3
VIA2.4	VIB1.5	VID3.4
VIA2.5	VIB1.6	VID3.5
VIA2.6	VID1.2	VID3.8
VIA2.7	VID2.1	VID3.10
		VID3.19

PSYCHOLOGY

IB1.	IB5.16	VIA1.1
IB2.1	IB5.17	VIA2.4
IB2.4	IB5.18	VIA2.5
IB2.5	IB5.19	VIA3.2
IB2.6	IB5.20	VIA3.3
IB3.5	IB5.21	VIB1.2
IB3.6	IB5.22	VIB1.3
IB3.7	IB5.23	VIB1.4
IB3.8	IB5.24	VIB1.5
IB3.9	IB6.1	VIB1.6
IB3.10	IB6.2	VID2.1
IB5.5	IB7.1	VID2.2
IB5.7	IB8.3	VID2.3
IB5.10	IB8.4	VID2.4
IB5.12	IB8.5	VID2.5
IB5.13	IB8.6	VID3.1
IB5.14	IB9.1	VID3.3
IB5.15	IB9.2	

SOCIOLOGY

IB1.	IB5.21	VIA2.2
IB2.1	IB5.22	VIA2.4
IB2.4	IB5.23	VIA2.5
IB2.5	IB5.24	VIA2.10
IB2.6	IB6.1	VIA2.11
IB3.5	IB6.2	VIA2.12
IB3.6	IB7.1	VIA3.1
IB3.7	IB8.3	VIA3.2
IB3.8	IB8.4	VIA3.3
IB3.9	IB8.5	VIA3.4
IB3.10	IB8.6	VIA3.5
IB3.11	IB9.1	VIA4.1
IB3.37	IB9.2	VIB1.1
IB5.5	IIIA6.5	VIB1.2
IB5.7	IIIA6.6	VIB1.3
IB5.10	VA1.1	VIB1.4
IB5.12	VA1.3	VIB1.5
IB5.13	VB1.1	VIB1.6
IB5.14	VIA1.1	VID1.1
IB5.15	VIA1.3	VID2.1
IB5.16	VIA1.4	VID2.2
IB5.17	VIA1.6	VID2.3
IB5.18	VIA1.7	VID2.4
IB5.19	VIA1.8	VID2.5
IB5.20	VIA2.1	VID3.1

Sociology
Page 2

VID3.3

VID3.12

VID3.13

VID3.17

VID3.18

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TEXAS HISTORY

IA2.9	IB5.13	IB9.2
IB1.	IB5.14	VA2.11
IB2.1	IB5.15	VIA2.4
IB2.4	IB5.16	VIA2.5
IB2.5	IB5.17	VIA3.2
IB2.6	IB5.18	VIA3.3
IB3.5	IB5.19	VIB1.2
IB3.6	IB5.20	VIB1.3
IB3.7	IB5.21	VIB1.4
IB3.8	IB5.22	VIB1.5
IB3.9	IB5.23	VIB1.6
IB3.10	IB5.24	VID2.1
IB3.17	IB6.1	VID2.2
IB3.18	IB6.2	VID2.3
IB3.35	IB8.3	VID2.4
IB5.5	IB8.4	VID2.5
IB5.7	IB8.5	VID3.1
IB5.10	IB8.6	VID3.3
IB5.12	IB9.1	

WORLD GEOGRAPHY

IA2.4	IB3.30	IB8.3
IA2.26	IB3.31	IB8.4
IA2.17	IB3.32	IB8.5
IB1.	IB3.33	IB8.6
IB2.1	IB4.1	IB9.1
IB2.2	IB5.1	IB9.2
IB2.3	IB5.2	VA1.1
IB2.4	IB5.3	VA2.1
IB2.5	IB5.5	VA2.2
IB2.6	IB5.7	VA2.3
IB3.1	IB5.10	VA2.5
IB3.2	IB5.12	VA2.6
IB3.5	IB5.13	VA2.7
IB3.6	IB5.14	VA2.8
IB3.7	IB5.15	VA2.9
IB3.8	IB5.16	VA2.10
IB3.9	IB5.17	VA2.12
IB3.10	IB5.18	VA2.13
IB3.11	IB5.19	VA2.14
IB3.12	IB5.20	VIA1.4
IB2.23	IB5.21	VIA1.8
IB3.24	IB5.22	VIA2.4
IB3.26	IB5.23	VIA2.5
IB3.27	IB5.24	VIA3.2
IB3.29	IB8.1	VIA3.3

VIB1.2

VIB1.6

VID3.14

VIB1.3

VID2.1

VID3.15

VIB1.4

VID3.1

VID3.16

VIB1.5

VID3.3

VID3.18

WORLD HISTORY

IA1.3	IB5.14	VA2.3
IB1.	IB5.15	VA2.4
IB2.1	IB5.16	VA2.5
IB2.4	IB5.17	VA2.9
IB2.5	IB5.18	VA2.10
IB2.6	IB5.19	VA2.13
IB3.5	IB5.20	VA2.14
IB3.6	IB5.21	VB1.1
IB3.7	IB5.22	VIA1.3
IB3.8	IB5.23	VIA1.4
IB3.9	IB5.24	VIA1.5
IB3.10	IB6.1	VIA1.7
IB3.11	IB6.2	VIA2.2
IB3.12	IB7.3	VIA2.4
IB3.16	IB7.5	VIA2.5
IB3.29	IB8.3	VIA2.9
IB3.35	IB8.4	VIA2.10
IB3.37	IB8.5	VIA2.12
IB3.38	IB8.6	VIA3.2
IB4.1	IB9.1	VIA3.3
IB5.5	IB9.2	VIB1.2
IB5.7	IVD1.5	VIB1.3
IB5.10	VA1.1	VIB1.4
IB5.12	VA1.2	VIB1.5
IB5.13	VA1.3	VIB1.6

VID2.1

VID3.2

VID3.12

VID2.2

VID3.3

VID3.13

VID2.3

VID3.8

VID3.14

VID2.4

VID3.9

VID3.16

VID2.5

VID3.10

VID3.17

VID3.1

VID3.11

VID3.18

Objective and Code: IA1.1

Value contributions of racial and ethnic groups to the American heritage.

Grade Level: American History,
6, 8, World History

Textbook Helps:

American: Grade 6, Unit 1, Chapter 1.
Follett: Grade 6, Part 2, Units 4-5,
Part 3, Unit 6.
Harcourt: Grade 6, Units 1,3,5.
Houghton: Grade 6, Unit 2.
Laidlaw: Grade 6, Unit 1, Chapter 2,
Unit 2, Chapter 2, p. 60.
Scholastic: Grade 6, Unit 3.

Instructional Materials

Films

CC 535 E American Enterprise? People
AC 3304 Y Meet the Negro Texan-Negro
Achievement
BB 3305 I Martin Luther King (I Had a Dream)
BC 3232 V Johnny from Fort Apache
AC 6200 G Black People in the Slave South
CC 3367 C Ben-Gurion: One Place One People
AC 6200 F Harlem in the Twenties
CC 3229 K Hawaii Revisited

Printed Materials

730607 The Mexicans in America
730608 The Puerto Ricans in America
Instructional Kits
631084 Negro Folkmusic of Africa and
America
----- Minorities have Made America Great

Additional Materials

"Teaching the Black Experience in the United States"
Social Education November/December, 1980,
pp. 622-624
Asian Culture Activities - Social Education, February
1978, pp. 144-147.
Vocabulary and Map Location Lesson - Social Education,
October, 1977 p. 465.
Case Study on Hawaii - Social Education, February, 1981,
pp. 109-120.
Story of a Hero (Salad in from Iraq) Social Education-
April, 1980, p. 313

Activities

1. Teaching About Cultural Awareness - Center
for Teaching International Relations
2. Resource and Conflict - Harris County
Department of Education - Houston, Texas
3. Teaching About Ethnic Conflict-Center for
Teaching International Relations
4. UNICEF Materials

TEXTBOOK HELPS:

Scott Foresman: Grade 6, Unit 2, Chapters
8-9

Additional Materials

Simulation of Immigrants - Social Education - January 1980,
pp. 22-24.
Simulation on Public Support of Public Schools - Social
Education, January, 1980, pp. 28-31.
Materials for Lessons/Activities on Hispanics - Social
Education, February, 1979 pp. 101-116.

Evaluation Items:

Directions: The following list of sentences expresses various attitudes toward an ethnic group. Please read each of the statements below and indicate your feelings about the statement by placing an (X) in the column which most closely matches your reaction. Your answers will remain anonymous. The letters at the top of the columns mean:

- SA - strongly agree
- A - agree
- U - undecided
- D - disagree
- SD - strongly disagree

I think _____ (list cultural groups)

1. have too many irritating habits and manners.
2. are similar in behavior to other people.
3. have superior athletic ability.
4. will seek to exploit others.
5. must be dealt with forcefully since democratic procedures will never make them behave properly.
6. tend to keep to themselves and are suspicious of others.
7. usually meddle too much and interfere with other people's business.
8. are generally tolerant of other people.
9. are usually intolerant of other people and new ideas.
10. often lack initiative and dependability.
11. are extremely ambitious, capable and intelligent
12. are lazy and ignorant.

	SA	A	U	D	SD

Objective and Code: IA1.2

Describe the multicultural nature of the discovery, exploration, and settlement of Texas and the U.S.

Grade Level: 5,7,8, Texas History, American History.

Textbook Helps:

American: Grade 5, Chapter 2, p. 42, Chapter 4, p. 104.
 Laidlaw: Grade 5, Chapter 5, pp. 94-114 Chapter 6, pp. 115-129, Chapter 7, pp. 130-145.
 Harcourt: Grade 5, Chapter 2, p. 74, Chapter 5, p. 110.
 Follett: Grade 5, Chapter 2, p. 41, Chapter 4, p. 85.

Instructional Materials

Activities

Films

- BC 3326 D Desota: A Legacy of a Legend
- BC 3324 B English and Dutch Explorers
- AB 3305 Colonial Expansion
- BC 3334 M Early French Settlements
- BC 3304 B Story of Christopher Columbus
- BC 3333 C Early Discoveries
- BC 3251 Spanish Influence in the U.S.
- BC 3324 A Beginnings of Exploration

Filmstrips

- 630703 American Cowboy
- 630767 Cowboy of Many Nations
- AV 631258 Famous American Explorers
- 33-28 B Exploration of Texas
- 33-23 F Americans Settle in Texas
- Explorers of the New World Series
- What is a Texan?
- Institute of Texan Culture
- Panna Maria - Institute of Texan Culture

Printed Materials

- 630973 Many Texans
- Teaching About Ethnic Conflict
- Center for Teaching International Relations, University of Denver, Denver, Colorado 80208

Instructional Kits

- 630584 Building America

1. Locate on a map of Texas the routes of four Spanish and one French explorers. (Coronado, Cabeza de Vaca, Pinedo, Moscoso, and La Salle.)
2. Make a project such as a poster, model of a ship, etc.
3. Make a chart containing the following information: Explorers, nationality, area of exploration, failure or success.
4. Make a chart containing the following information: Settlements, nationality, location, failure or success.
5. Using a road map, locate geographic places and names that can be attributed to various ethnic groups.

TEXTBOOK HELPS:

Houghton-Mifflin: Grade 5, Chapter 2, pp. 106-151.
 Scott Foresman: Grade 5, Chapter 6, p. 72, Chapter 7, p. 83, Chapter 8, p. 98.
 Ginn: Grade 5, Unit 1, pp. 8-31.
 Bowmar-Nobel: Grade 5, Unit 2.
 Scholastic: Grade 5, Unit 1, Chapters 4-5, pp. 52-80, Unit 2, Chapter 6, pp. 90-101, Unit 2, Chapter 7, pp. 102-115.

Evaluation Items:

1. Beside the name of each area, match the name of the country that settled there.

- | | |
|------------------------|------------|
| <u>A</u> Florida | |
| <u>B</u> Louisiana | A. Spanish |
| <u>C</u> New York | B. French |
| <u>D</u> Massachusetts | C. Dutch |
| <u>A</u> California | D. English |
| <u>A</u> Texas | |

True or False

T 2. France's chief objective was to promote trade.

T 3. Florida was influenced by the Spanish who settled there.

F 4. The country who sponsored most of the exploration and settlements was Italy.

5. Which of the following was not an Indian group that had a highly organized and complex culture?

- X a. Apache
--- b. Mayas
--- c. Incas

6. Valley Forge was to the colonist as the Alamo was to the Texans

Objective and Code: IA1.3

Explain how social movements usually cause changes in a society.

Grade Level: 5, 8, World History,
American History

Textbook Helps:

American: Grade 4, Chapter 5, pp. 129-147, Grade 5, Unit 3, Chapter 6, Chapter 10, p. 244, Chapter 11, p. 268, Chapter 14, p. 332, 334-339
Follett: Grade 4, pp. 119-129, 135-139.
Harcourt: Grade 4, Unit 3, pp. 144-161
Grade 5, pp. 84-85, 100, 147
170, Unit 4, pp. 183-254.

Instructional Materials

Films

BB 3305 I Martin Luther King(I Had a Dream)
WF 013 The Other Half of the Sky -- China
Memoir
WF 022 Changes Images
BC 3200 P ERO Draft, Modern Vol. Army
BC 3204 B Trends
WS 610 R Women's Work: America 1620-1920
CC 3315 B Celebrating A Century
----- U.S. in the Twentieth Century
----- Look of America 1750-1800

Filmstrips

WYT 114 R Coming of Age in the Seventies:
the new Careers, the new Values,
the new Lifestyles

Printed Materials

----- The Rights of Women-S. Feldman
----- Black Women's Liberation - M.
Williams and D. Newman - Pathfinder
Press

Instructional Kits

----- Resources and Culture - Harris
County Department of Education
Houston, Texas

Additional Materials

Social Change Lesson using Postage Stamps - Social
Education, November/December, 1977, pp.
626-628.
Lessons on Social Change Through Pictures - Social Educa-
tion, February, 1980, pp. 93-99.

Activities

1. Barth Activities
No. 9, p. 264
10, p. 265
11, p. 266

TEXTBOOK HELPS:

Houghton: Grade 4, Unit 4, pp. 214-239
Grade 5, Unit 3, pp. 155-215
Unit 5, pp. 313-377, 432-438
Laidlaw: Grade 4, pp. 290-293, Grade
5, Chapter 11, pp. 196-213,
Chapter 17, pp. 310-325,
Chapter 20, pp. 362-381,
Chapter 24, pp. 440-445.
Scholastic: Grade 4, pp. 198-200, 239-
242, Grade 5, Chapter 10,
p. 152, Unit 5, pp. 232-282,
Unit 8, pp. 278-401.
Scott Foresman: Grade 4, Chapter 21, pp. 226
-237, Grade 5, Chapter 11,
pp. 136-147, Chapter 14, pp.
172-180, Chapter 15, pp. 186-
202, Chapter 16, pp. 208-216
Chapter 21, pp. 257-265,
Chapter 26, pp. 288-301, 303-
307, pp. 334-339, Chapter 32
pp. 351-358.
Silver Burdett: Grade 4, Chapter 8, pp. 171-
174, 121-126.

Evaluation Items:

1. Who led the Civil Rights Movement of the 1960's? Answer: Martin Luther King
2. What effect did the Progressive Movement have on social change?
3. What role did the Muckrackers play in social change?
4. What effect did the Great Depression have on social, political, and economic thinking in the U.S.?
5. Define NOW and what role has it taken to change attitudes toward women.
6. Who was Susan B. Anthony?
7. Could a court in the United States decide whether a woman had been denied a job which a man had gotten?
8. Swimming pools should admit people of all races and nationalities to swim together in the same pool.
 - a. strongly agree
 - b. agree
 - c. no opinion
 - d. disagree
 - e. strongly disagree

Objective and Code:

IA1.3 Explain how social movements usually cause changes in a society.

Instructional Materials

Activities

Additional Materials

Social Change Lessons using Primary Document: Photograph of a Land Auction - Social Education, January, 1979, pp. 30-31

Social Change MiniUnit and Primary Documents on Civil Rights - Social Education, November/December, 1979, pp. 562-581.

Objective and Code: IA2.1

Support freedom of choice in the market place.

Grade Level: 4, 6, Economics,
Free Enterprise

Textbook Helps:

American: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253
Houghton: Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63 Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

BC 532 Productivity - Key to Progress
BB 525 Profits, Capital, Equipment and Economic Growth
BC 529 B Playing Shopping Game
AC 529 A Public Market
BC 506 E Market Clearing Price
CC 536 Free To Choose Series - M. Friedman

Instructional Kits

----- You're the Banker Game

1. Utilize a lesson on command systems, free market systems, and mixed economic systems to compare the "freedom of choice" concept across all systems.
2. Have students read portions of Adam Smith's The Wealth of Nations and locate his ideas on freedom of choice in the market place.
3. Confluent Education Project - Individual Choice - Texas Council on Economic Education Houston, Texas.
4. Teacher's Handbook for Hard Choices - Julius Knebel - Sterling Swift Publishing Company P. O. Box 188, Manchoca, Texas 78652

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. The relationship between producers, consumers, and government that best characterizes a private enterprise economy is one in which:
 - a. producers decide what to produce, government decides how it shall be produced, and consumers decide who shall receive the product.
 - b. consumer spending leads producers to decide what shall be produced and how resources shall be used, and government seeks to prevent market abuses and protect the rights of private property
 - c. consumers decide what shall be produced, producers decide how best to produce it, and government decides who shall receive which products
 - d. government decides what shall be produced and how, and consumers and producers, as voters control the government

2. In a private enterprise economy, the group which exercises the principal influences on the choices of goods produced over a long period of time is
 - a. government
 - b. big business
 - c. consumers
 - d. labor unions

3. The book, The Wealth of Nations, was written by
 - a. Karl Marx
 - b. Adam Smith
 - c. Abraham Lincoln
 - d. Paul Samuelson

4. Complete freedom in the market place is called
 - a. laissez faire market economy
 - b. mixed market economy
 - c. command market economy
 - d. interventionist market economy

Objective and Code: IA2.2

Recognize the contributions of the American economic system to the standard of living enjoyed by the U.S. citizens.

Grade Level: 5, 8, Economics,
Free Enterprise

Textbook Helps:

American: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.

Harcourt: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253

Houghton: Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

BC 6200 C Economic Geography: Three Families in Different Environments
31450 Material Welfare - Modern Talking Picture Service

BC 3232 W American Enterprise: U.S. is Resources

BC 3232 X American Enterprise: U.S. in People
CC 536 Free to Choose Series - M. Friedman
----- Will There Always Be An Economy
Chamber of Commerce of the U.S.

Filmstrips

5-15 A-I Texas Banker
BC 506 A People on Market Street
730673-01 Economics for Primaries
730667-01 Understanding Our Economic System

Printed Materials

----- Capital Formation in Decades Ahead
USI Educational Foundation
----- Free Enterprise System - TBEU

Instructional Kits

660552 American Adventure
----- McDonald's Economic Action Packs
Box 2594, Chicago, Ill. 60690

1. Citizen Me - Grade 2, Lesson 7.
2. Teaching Economics in American History - Joint Council on Economic Education
3. Teacher's Handbook of Hard Choices - Julius Knebel - Sterling Swift Publishing Company
4. Poster and Teacher's Guide from The Education Department, National Federation of Independent Business
5. Compare the standard of living in the USA to three or more countries during the 1850's, 1950's, and 1980's.
6. Order the poster from the National Federation of Independent Business and have students follow the activities in the guide.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.

Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. The country is rich in natural resources
 - a. United States only
 - b. Russia only
 - c. both the United States and Russia

2. The overproduction of food has at times been a serious problem in
 - a. United States only
 - b. Russia only
 - c. both the United States and Russia

3. A worker who earns \$5,000.00 a year and has three children would probably spend the largest share of his income on which one of the following?
 - a. clothing
 - b. entertainment
 - c. food
 - d. transportation

4. One of the following is not a service provided the U.S. citizen by the federal government. Choose the one answer that is not a service.
 - a. coining of money
 - b. postal service
 - c. highway construction
 - d. public school system

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Objective and Code: IA2.3

Support the role of profit in the American market system.

Grade Level: 3, 6, Free Enterprise, Economics

Textbook Helps:

American: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253
Houghton: Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

AC 529 A Public Market
BC 506 C People on Market Street
----- Free To Choose Series - M. Friedman

Filmstrips

730673-01 Economics for Primaries
730669-01 How A Business Works
730667-01 Understanding Our Economic System

Printed Materials

----- The Free Enterprise System - TBEU
----- America's Heritage of Great Ideals
TBEU

Instructional Kits

----- Economics Pack McDonald's Action Pack

1. Write an essay on the role of profit in the market economy.
2. Prepare a values lesson to determine students attitudes toward profit.
3. Visit a local industry and allow students to interview company owners about profit.
4. Obtain an annual report from a company. Have a representative of the company explain the profit and loss section of the report.
5. Teacher's Handbook for Hard Choices - Julius Knebel - Sterling Swift Publishing Company.
6. American History I: Lessons 1, 2, 3, 4 on profit and competition. Texas Council on Economic Education

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. The relationship between producers, consumers, and government that best characterizes a private enterprise economy is one in which:

- a. producers decide what to produce, government decides how it shall be produced, and consumers decide who shall receive the product.
- b. consumer spending leads producers to decide what shall be produced and how resources shall be used, and government seeks to prevent market abuses and protect the rights of private property.
- c. consumers decide what shall be produced, producers decide how best to produce it, and government decides who shall receive which products.
- d. government decides what shall be produced and how, and consumers and producers, as voters control the government.

2. In a private enterprise economy, the group which exercises the principle influences on the choice of goods produced over a long period of time is

- a. government
- b. big business
- c. consumers
- d. labor unions

3. Profit

- a. is a result of competition.
- b. is one of the costs of producing an item.
- c. results when people pay high prices for items.
- d. is the difference between receipts and costs.

4. An entrepreneur's primary objective is

- a. worker satisfaction in the company
- b. protection of the environment
- c. customer satisfaction
- d. profit for the company

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Objective and Code: IA2.4

Believe in the rights of individuals to acquire, use and dispose of property.

Grade Level: 3,4, Economics, World Geography

Textbook Helps:

American: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.

Harcourt: Grade 4, Unit 4, pp. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253

Houghton: Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films

CC 535 C American Enterprise: Land
 AC 204 D A Nation of Spoilers
 BC 3232 W American Enterprise Series
 CC 536 Free To Choose Series - M. Friedman
 ----- Trade-Offs - Agency for Instructional Television

Filmstrips

730667-01 Understanding Our Economic System
 730673-01 Economics for Primaries

Printed Materials

----- Citizen Me - Lessons 4-6, Grade 2.
 Harris County Department of Education

Activities

1. Economics - McDonald's Action Packs
2. American History Lesson 3 - Private Ownership of Property - Texas Council on Economic Education, Houston, Texas.
3. Teacher's Handbook for Hard Choices - Julius Knebel - Sterling Swift Publishing Company

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.

Scholastic: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.

Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. The stronger the property rights are

- a. the greater the power of government
- b. the more limited the power of government
- c. the more centralized the economy
- d. the more regulated is business

2. Basic to the principle of "right to property" are individual rights to

- a. decide the use of property and to transfer rights of property
- b. decide the use of property but not to transfer rights of property
- c. transfer rights of property but not to decide the use of property
- d. deny property rights of others

3. Private property rights

- a. result in owners lacking incentives to conserve on resource use
- b. result in owners having incentives to conserve on resource use
- c. result in owners exploiting resources irresponsibly
- d. prompt owners to utilize scarce resources quickly to take advantage of high prices

4. If one person owns property, this is known as

- a. a private ownership by an individual
- b. group ownership
- c. temporary ownership
- d. all of the above

Objective and Code: IA2.5

Support the freedom of consumers to choose how to spend their income.

Grade Level: 3, 4, Economics, Free Enterprise

Textbook Helps:

American: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.

Harcourt: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.

Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

BC 1025 K Treasure Hunt
 BC 529 C Money in the Marketplace
 BC 501 C Money: How Its Value Changes
 CC 535 American Enterprise Series
 CC 536 Free To Choose Series - M. Friedman

 Trade Offs Series - Agency For
 Instructional Television
 31450 Man's Material Welfare - Modern
 Talking Picture Service
 4905 The System - Modern Talking Picture
 Service
 4907 The Individual in the System - Mod-
 ern Talking Picture Service

Filmstrips

730673-01 Economics for Primaries
 730665-01 You the Consumer
 730668-01 Being a Consumer
 730667-01 Concerning Young Consumer
 730675-01 Learning to Be A Wise Consumer

Printed Materials

----- Capital Formation - USIC Educational
 Foundation
 ----- Teacher's Handbook for Hard Choices
 Julius Knebel - Sterlin Swift
 Publishing Company
 ----- Elementary Economics - Greater
 Cincinnati Center for Economic
 Education

- Rank in order of importance (1-10) as to what your family income should be used for:
 - buy a new car
 - make the house payment
 - take a vacation
 - buy groceries
 - go to a movie
 - increase the son's allowance
 - buy school for the daughter
 - buy Dad a new hunting gun
 - pay the doctor bill
 - buy Mom a new fur coat
- Using play money, give students a set amount of money to spend on a given set of products. Have the students compare the similarities and differences in the products purchased.
- Examine the results of President Carter's controls on gasoline prices during the late 1970's.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
 Scholastic: Grade 5, Unit 6, p. 284,
 Unit 7, p. 330, Grade 6, p.
 17, pp. 236-297.

Evaluation Items:

1. A worker who earns \$5,000.00 a year and has three children would probably spend the larger share of his income on which one of the following?

- a. clothing
- b. entertainment
- c. food
- d. transportation

2. "Consumer sovereignty" is a concept which means

- a. customers always know what's best for their needs
- b. customers needs are best known by business and industry
- c. customers or consumers generally know what's best for their needs
- d. customers or consumers never know their own needs

T 3. Consumers influence products on the market. (true/false)

F 4. Most consumers like the same products. (true/false)

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Objective and Code:

IA2.5

Support the freedom of consumers to choose how to spend their income.

Instructional Materials

Instructional Kits

730325 Consumer Education Series
----- You're the Banker Game

Additional Materials

Lessons on Consumer Education for Primary Grades -
Social Education, January, 1979, p. 37.

Activities

TEXTBOOK HELPS:

Scott Foresman:

Grade 4, Unit 1, Chapter 3,
Unit 7, Chapter 28, Grade 5,
Chapter 15, pp. 172-184,
Chapter 2, pp. 15-22, Grade
6, p. 325-331.

Objective and Code: IA2.6

Recognize that citizens, through political activities can influence economic decisions made by government.

Grade Level: 3, 4, Economics,
Free Enterprise

Textbook Helps:

American: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 299-302, 309-314, Grade 6, Chapter 2, p. 34.

Follett: Grade 6, Units 18-19, pp. 396-436.

Harcourt: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253

Instructional Materials

Films

CC 535 A American Enterprise: Government
 BC 3128 C The Privilege Againse Self-Incrimination
 BC 951 N By Whose Rules
 BC 3108 Democracy: Your Voice Can Be Heard

Printed Materials

----- The Free Enterprise System - TBEU

Activities

1. Write a letter to several Texas representatives asking about citizen influence through governmental intervention.
2. Invite representatives from a special interest lobby group to discuss activities related to economic decisions.

TEXTBOOK HELPS:

Houghton: Grade 4, Unit 3, pp. 183-200
 Unit 4, pp. 203-265, Grade 5
 Unit 1, Lesson 8, pp. 59-63,
 Unit 6, Lessons 4-6, pp. 399-425, Grade 6, Chapters 5-8,
 pp. 321-348.

Laidlaw: Grade 5, Chapters 22-23, pp. 402, 421-426, Grade 6, p. 41

Scholastic: Grade 5, pp. 39, 51, Unit 6, p. 284, Unit 7, p. 330,
 Grade 6, p. 17, pp. 148, 236-297.

Scott Foresman: Grade 4, Unit 1, Chapter 3,
 Unit 7, Chapter 28, Grade 5,
 Chapter 15, pp. 172-184,
 Chapter 2, pp. 15-22, Grade 6,
 pp. 325-331.

Evaluation Items:

- 1 Which one of the following questions reflects an individual's positive attitude toward participation in the economic system of the United States?
- a. "Big business cheats on their taxes, so I do, too."
 - b. "Irish wool is of better quality than local wool."
 - c. "I have invested my savings in a local corporation."
 - d. "I think that I should be able to get money any way I can."
2. Which ONE of the following does NOT reflect a positive attitude toward the American political system?
- a. expressing views about school bond issues
 - b. expressing a view that all politicians are crooks until proven otherwise
 - c. helping a candidate run for office
 - d. voting in all elections
3. Government intervention activities sometimes include
- a. wage-price controls
 - b. special taxes on products
 - c. legislation and laws on monopolies
 - d. all of the above
4. What is political activity?
5. What is the difference between private enterprise and socialism?
6. What political bodies make economic decisions?

Objective and Code: IA2.7

Acknowledge the role of government in regulating unreasonable restraint on competition by producers or consumers.

Grade Level: 3, 5, Economics, Free Enterprise

Textbook Helps:

American: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.

Harcourt: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253

Houghton: Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

CC 535 A American Enterprise: Government
 BC 527 Consumer Education: Who Needs It
 BC 3108 Democracy: Your Voice Can Be Heard

Filmstrips

730667-01 Understanding Our Economic System

Printed Materials

----- Elementary Economics - Greater Cincinnati Center for Economic Education (\$4.00)
 ----- The Free Enterprise System - TBEU
 ----- American Heritage of Great Ideals TBEU
 ----- Teacher's Handbook of Hard Choices Julius Knebel - Sterling Swift Publishing Company

1. Order General Business Skit Monograph "Government, Business and Labor" from Southwestern Publishing Company, 1977. Use the skits in class.
2. Invite a panel of business, government, and labor representatives to discuss the role of government in the American economic system

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
 Scholastic: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.

Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

ACTIVITIES

3. Weigh the pros and cons of the Standard Oil Company monopoly.

Evaluation Items:

1. Which one of the following pairs of characteristics is most closely associated with a free enterprise economy?
 - a. central planning/concern for equity
 - b. rights to private property/belief in limiting governmental action in the economic sphere
 - c. utilizing fiscal police to prevent high unemployment/belief in enlarging governmental action in the economic sphere
 - d. traditional mandated consumer decision-making/concern for stability

2. Free enterprise advocates a limited role for government in the economy so as to
 - a. protect individual freedom
 - b. guarantee price stability
 - c. equalize distribution of goods produced
 - d. assure increases in per capita economic output through federal planning

3. A pure laissez faire economy would see government's role
 - a. as non-existent
 - b. as limited to national defense
 - c. as needed on numerous occasions
 - d. as totally unnecessary

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Objective and Code: IA2.8

Support competition as it effects the quantity and quality of goods and services produced.

Grade Level: 1;5 Economics, Free Enterprise

Textbook Helps:

American: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253
Houghton: Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

AC 530 F Consumer Complaints: Right Way
AC 501 A What Do I Receive for My Money
CC 536 Free To Choose Series - M. Friedman
CC 535 American Enterprise Series

Filmstrips

730673-01 Economics for Primaries
730674-01 Concerning Young Consumer
730675-01 Learning to be a Wise Consumer
730669-01 How a Business Operates
730671-01 Consumer Process
730668-01 Being a Consumer

Printed Materials

----- The Free Enterprise System - TBEU

Instructional Kits

----- Economics McDonald Action Pack
----- Teaching Economics in American History - Joint Council on Economic Education
----- Teacher's Handbook for Hard Choices - Julius Knebel - Sterling Swift Publishing Company

1. Have students examine three competing corporation's annual reports.
2. Examine legal monopolies and natural monopolies. How does competition work when monopolies exist?

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. The decisions which are made by people who buy goods and services affect what is produced. This is called
 - a. conservation efforts
 - b. production controls
 - c. price-fixing
 - d. consumer influence

2. If people do not like current clothing styles, what is the BEST way for them to change the styles of clothes being produced?
 - a. organize companies to meet their own needs
 - b. call the Better Business Bureau
 - c. submit their own ideas to designers
 - d. refuse to buy styles they don't like

3. Every summer the heat wave in New York causes people much discomfort. More people drink lemonade during the days of the heat wave. What effect does this action of consumers have on production of lemonade?
 - a. more lemons are available
 - b. more lemon trees were planted immediately
 - c. more lemons probably were used to make scented wax
 - d. more lemons probably were used to make frozen juice

4. The United States laws
 - a. encourage monopolies
 - b. discourage monopolies
 - c. offer regulations for monopolies
 - d. none of the above

Textbook Helps:

Objective and Code: IA2.9

Identify social, cultural and economic changes that have affected life in Texas.

Grade Level: 7, Texas History
Government

Instructional Materials

Films

BC 2350 A Buffalo: Majestic Symbols of the Plains
BC 3334 I Cattle History
AC 3304 Y Meet the Negro Texan
BC 3232 V Johnny From Fort Apache
BC 3334 G Rio Grande - 4 cultures
AC 3273 G Friends in Alpine Texas
CC 3334 V Spurs to Spindletop
AC 3273 F Friends in Dallas, Texas
CC 3334 X Gone to Texas

Institute of Texan Cultures
Series on Ethnic Texans

Free To Choose (M. Friedman)

Filmstrips

630977 History of Texas
33-23 Story of Agriculture and Stock Raising
33-23 K Story of Industry in Texas

Printed Materials

630973 Many Texans - Institute of Texan Culture Series on Ethnic Texans

Governing Texas: An Opportunity to Participate - Newspapers in Education
Austin American Statesman - Austin, Texas.

Instructional Kits

630704 Indians and Buffalo

Activities

1. List 5 economic changes that have occurred in the 20th century (i.e. refrigerator - ice box) and beside each have the "old way" that it was used.
2. Explain how these changes released a group of people from their prior activities to become more active in business, politics, careers, etc.

Evaluation Items:

1. List 3 social (cultural, economic) changes that have occurred in Texas and tell why they are important.
2. Make a chart listing 10 changes that have occurred in Texas. Tell why each change was important. Label each change as social, cultural, or economic.
3. Tell how life in Texas has been affected socially, culturally, or economically by change. Select your own issue. (Or the teacher might give a list of issues to be identified and/or selected from.)
4. The discovery of gold in California is comparable to the discovery of oil in Texas.
5. The use of the Spanish or Mexican language in South Texas is comparable to the use of the Cajun French language in South Louisiana.

Objective and Code: IA2.10

Describe the history of business cycles in American history.

Grade Level: 8, Free Enterprise

Textbook Helps:

American: Grade 4, Chapter 6; pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, p. 59-63, Grade 5, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

CC 3316 B American Parade: 2nd Revolution
BB 522 Anatomy of Free Enterprise
CC 335A-E American Enterprise
BC 3355 G America Becomes A World Power
AC 3329 K American Revolution. Background Period
AC 3329 L American Revolution: War Years
----- U.S. in the Twentieth Century Series

Printed Materials

630975 Many Texans
630974 Gathering Experience

Instructional Kits

631234 Teaching Economics in American History

Additional Materials

Units on The Great Depression and The New Deal - write:
Education Division (NEE)
National Archives and Records Service(GSA)
Washington, D.C. 20408

1. Use activities in Barth or Knebel's Teacher's Handbook for Hard Choices - Swift Publishing Company.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, p. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Define business cycle.

Answer: Alternating periods of prosperity and recession.

2. What are the four phases of a business cycle?

Answer: expansion, recession, depression, recovery

3. Define economic recession

Answer: Actual production of goods and services declines or fails to keep pace with the potential capacity of the economy.

4. What institution regulates business activities and provides public services that could not be furnished as well by private business companies?

Answer: government

5. What is the name of the United States system of organizing and distributing the products needed by its citizens?

Answer: capitalism or free enterprise

6. Depression is to inflation as the 1930's were to the 70's

Objective and Code: IA2.11

Recognize a definition of scarcity.

Grade Level: 4, Free Enterprise

Textbook Helps:

American: Grade 4, pp. 107-123.
Follett: Grade 4, pp. 235-239.
Harcourt: Grade 4, pp. 179-180.
Houghton: Grade 4, pp. 152-164, 182.
Laidlaw: Grade 4, pp. 122-126.
Scholastic: Grade 4, p. 196.
Scott Foresman:
Silver Budett: Unit 5, pp. 87-105, Unit 6,
pp. 107-133.

Instructional Materials

Activities

Films

AC 528 Economic Decision Making
BB 522 Anatomy of Free Enterprise
BC 501 J What is Money?
CC 535 A American Enterprise: Government
CC 535 B American Enterprise: Innovation
CC 535 C American Enterprise: Land
CC 535 D American Enterprise: Organization
CC 535 E American Enterprise: People

Filmstrips

631233 Economics of the Energy Problem
73-0673-01 Economics for Primaries
73-0667-01 Understanding Our Economic System
73-0665-01 You The Consumer

Printed Material

631197 Free Enterprise System
Fundamentals of the Free Enterprise
System: Course Guide - Texas Educa-
tion Agency, 1975.
Teaching the Free Enterprise System
in required Social Studies Courses
Texas Education Agency, 1979.
Teacher's Handbook for Hard Choices,
Chapter 2: pp. 23-53, Julius F.
Knebel, Swift Publishing Company
Penny Power (newspaper)

Instructional Kits

730624-N Economics and the American Dream
630666 Everyday Economics

1. Given a specific amount of money - have the student design a budget.
2. Follow-up with class discussion.

Evaluation Items:

1. A "good" is scarce when
 - a. the total supply available in a given year is much reduced from the total supply available during the previous year.
 - b. there is not enough available for an individual to have all he wants without sacrificing something else that he wants.
 - c. the government includes it on the official "scarce commodities" list.
 - d. it can be had in desired quantities with no sacrifice of other desired goods.
2. T or F Every nation has enough farms, factories and people to produce everything that everyone would like. Answer: False
3. T or F There is always enough money for everyone. Answer: False
4. T or F People everywhere must choose the best possible way to use their resources and their money. Answer: True
5. In your own words, give an example of what "economizing" means in terms of scarcity. Sample answer: A boy may have to choose whether to spend his allowance on a motion picture or a hamburger.
6. What happens to the price when goods are scarce?
 - a. Price stays the same.
 - b. Price goes up.
 - c. Price goes down.
 - d. Scarcity does not affect price.

Additional test items may be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION - Partners in Career Education, 1977. Learner Outcome 8:26.

Objective and Code: IA2.12

Identify examples of opportunity costs in choice making.

Grade Level: 4, Free Enterprise/Economics

Textbook Helps:

American: Grade 4, Unit 6, pp. 159-164
Harcourt-Brace-Jovanovitch: Grade 4, Unit 6
Chapters 1-2, pp. 179-197; Chapter
4, pp. 204-212.
Scholastic: Grade 4, Unit 1, Chapter 2 p. 43
Scott-Foresman: Grade 4, Unit 3, Chapter 9
pp. 90-98.
Bowman-Nobel: Grade 4, scattered under the
word "work".
Ginn: Unit 4, Chapters 13-19.

Instructional Materials

Activities

Films

CC 1022 A Decisions, Decisions
AC 501 I Planning the Use of Money
AC 501 J What is Money?
CC 535 A-E American Enterprise
BC 505 B Banks-Money Moves
Free To Choose Series (M. Friedman)

Printed Material

Confluent Economic Education
World History Lessons 1-4
Texas Council on Economic Education
The Houston Post

Instructional Kits

Consumer Choice Kit - Proctor and
Gamble - P.O. Box 14009
Cincinnati, Ohio 45214

1. Given two desirable choices the students must discuss and choose one. Students will take into consideration available money and need.
2. Simulations - Inflation (Social Studies School Series)

Evaluation Items:

1. When a decision is made to use a scarce resource in a certain way, something is given up. The term that is used to describe what has been given up is
 - a. marginal resource
 - b. opportunity cost
 - c. dichotomous expense
 - d. utility decline point

2. Which of the following statements is most consistent with the definition of "opportunity cost?"
 - a. The cost of opportunities parallels shifts in negative demand curve ratios.
 - b. The cost of any act chosen is equal to the cost of any other act given up as a result of that choice.
 - c. Costs reflect entry-level surcharges that occur when businesses are first opened.
 - d. Costs reflect philogenous variables, whereas prices reflect protogenous variables.

3. Costs
 - a. are always measured in terms of money.
 - b. may include things other than monetary costs.
 - c. never include monetary considerations.
 - d. always exceed residuals.

Additional test items may be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION Partners in Career Education, 1977. Learner Outcome 8:20 and 8:27.

Objective and Code: IA2.13

Classify examples of wants and needs.

Grade Level: 4, Free Enterprise/Economics

Textbook Helps:

- American: Grade 4, Chapters 4,6.
- Follett: Grade 4, pp. 44-49.
- Harcourt: Grade 4, Unit 3, pp. 125-126.
- Houghton: Grade 4, Unit 5.
- Laidlaw: Grade 4, pp. 236-247.
- Scholastic: Grade 4, Unit 1, pp. 24-31.
- Scott Foresman: Grade 4, Chapter 11, pp. 112-122.
- Silver Burdett: Grade 4, Unit 5.

Instructional Materials

Activities

Films

- AC 501 J Planning the Use of Money
- AC 528 Economic Decision Making
- AC 501 J What is Money?
- AC 501 F Learning to Use Money
- CC 535 A-E American Free Enterprise
- BB 522 Anatomy of Free Enterprise
- AC 529 A Public Market
- Free to Choose Series (M. Friedman)
- The American Free Enterprise Series with Teaching Materials - Phillips Petroleum Company - order from Modern Talking Picture Service 5000 Park Street North St. Petersburg, Florida 33709
- 31431 Is Anybody Listening? - Modern Talking Picture Service
- 31046 Kingdoms of Mocha
- 31377 Sam's Song-Business Money - Modern Talking Picture Service

Filmstrips

- 631733 Economics of the Energy Problem
- 73-0673-01 Economics for Primaries
 - Families are Producers
 - Families are Consumers
 - Economics and Our Natural Resources
 - Money - Paying for Things
 - Good and Services
 - Work People Do

1. Make a classification chart listing wants and needs.
2. Construct a collage of wants and needs using pictures from magazines.

Evaluation Items:

1. Since "wants" exceed available resources, people, in deciding how to use these resources are forced to:
 - abandon their wants.
 - call on the government.
 - make choices.
 - call in their margins.

2. An effective "want" is characterized by:
 - a simple verbalized expression of desire for a given item.
 - a willingness to commit resources to satisfy a desire for a given item.
 - a desire for a useful item.
 - a desire for a given item that, in turn, can satisfy other wants.

3. Food is to a need as _____ is to a want.
 - house.
 - car
 - clothes
 - water

Discussion Questions.

4. What are the differences between wants and needs?
5. Make a list of wants and a list of needs.
6. What can be done to get wants?
 - a. Save money to get desired things.
 - b. Work to get extra money.
 - c. Learn to choose brands wisely.
7. Stress fact that needs should come first. Work toward wants.
8. Help children recognize that even governments must make decisions between wants and needs.

Additional tests items may be taken from Partners in Career Education. Needs Assessment and Evaluation Guide for Career Education. Outcome Learner Test 8:21 (6 questions)

Objective and Code: IA2.13 Classify examples of wants and needs.

Instructional Materials

Activities

73-0667-01 Understanding Our Economic System
Capitalism, The American Way
You and World Economics
How Does Our System Work?
What Is An Economic System?
Productivity and Price
Inflation and Recession

73-0665-01 You The Consumer
Where Does Your Allowance Go?
The Commercial
Blue Jeans, Bubble Gum, and
Comic Books
It All Works Together

Objective and Code: IA2.14

Identify examples of economic interdependence.

Grade Level: 4,6, Free Enterprise/Economics

Textbook Helps:

American:	Grade 6, Lesson 26, pp. 105-125, 90-107.
Follett:	Grade 6, Unit 6, pp. 241-259
Harcourt:	Grade 6, pp. 198-201.
Houghton:	Grade 6, pp. 315-319, 183-189.
Laidlaw:	Grade 6, pp. 266-271.
Scholastic:	Grade 6, pp. 302-312.

Instructional Materials

Activities

Films

BC 505 B	Banks-Money Movers
BB 522	Anatomy of Free Enterprise
AC 529 A	Public Market
AC 3114 C	Why We Have Taxes, The Town That Has No Policemen
AC 502 B	Division of Labor
AC 502 A	Trade
BC 3220 F	Trade Between Nations
	Free To Choose Series (M. Friedman)

Filmstrips

631233	Economics of the Energy Problem
73-0668-01	Being a Consumer
73-0670-01	Budgeting Your Money
73-0677-01	Competency Skills: How to Prepare for a Competency Test
73-0660-01	Consumer Credit
73-0671-01	Consumer Process
73-0673-01	Economics for Primaries

Printed Material

631197	Free Enterprise System
<u>Instructional Kits</u>	
631254-C	Getting and Spending
631125-E	Career Development for Primary Grades
730624-N	Economics and the American Dream
630666	Everyday Economics
730585-S	World of Work Adventures of the Lollipop Dragon

1. Make a chart of food and clothing used by students and have them trace the origin of products. Stressing interdependence of all nations.

TEXTBOOK HELPS:

Scott Foresman:	Grade 6, Chapter 3, pp. 26-37.
Silver Burdett:	Grade 6, Chapter 8.

Additional Materials

Activities on Interdependence of Energy and Economics - Social Education, April, 1980, pp. 282-286.

Lessons and Activities for Teaching about Inflation - Social Education, May, 1979, pp. 334-357.

Evaluation Items:

1. Choose the item below which is not an example of economic interdependence:
- a. The United States buys oil from Saudi Arabia; Saudi Arabia buys wheat from the United States.
 - b. Russia buys wheat from the United States; the United States buys very little from Russia.
 - c. The United States buys oil from Egypt; Egypt buys planes and arms from the United States.
 - d. The United States buys natural rubber and coffee from Brazil; Brazil buys manufactured products from the United States.

True or False

2. The United States buys oil from Saudi Arabia; Saudi Arabia buys very little from Russia.
Answer: True
3. Russia buys wheat from the United States; the United States buys very little from Russia.
Answer: False
4. The United States buys oil from Egypt; Egypt buys planes and arms from the United States.
Answer: True
5. The United States buys natural rubber and coffee from Brazil; Brazil buys manufactured products from the United States. Answer: True
6. Explain the word "trade" in your own words and tell how trade can lead to economic dependence.
Answer: Trade is the exchange of one thing for another. We become dependent when we must rely on another for something we want or need.

Additional test items may be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION
Partners in Career Education, 1977. Learner Outcome 8:31.

Objective and Code: IA2.15

Give examples of specialization and division of labor.

Grade Level: 3, 6, Free Enterprise/
Economics

Textbook Helps:

Silver Burdett: Book 4, Chapter 8, pp.171-175
Follett: Book 4, Unit 5, pp. 200-205
American Book: Book 4, pp. 141-146
Scott-Foresman: Book 6, p. 391
Houghton Mifflin: Book 6, pp. 278-281.
Houghton Mifflin: Book 4, pp. 190-197.
Laidlaw: Book 6, pp. 298-303

Instructional Materials

Films

AC 502 B Division of Labor
BB 522 Anatomy of Free Enterprise
AC 1020 C Why People have Special Jobs-Man Who
Made Tops
Free To Choose Series (M. Friedman)

Printed Material

631197 Free Enterprise System

Instructional Kits

631255-C Call It Wishing
631125-E Career Development for Primary Grade
730624-N Economics and the American Dream
~~630666 Everyday Economics~~
63-1202 People Need You
63-1224 People Need People
730585-S World of Work of the Lollipop Dragon

Activities

1. Establish paper airplane industrial assembly lines with each student doing one part of making the airplane. They will see how each person is needed to complete product.

Evaluation Items:

1. Division of labor is:

- a. all the things around us that affect the way that we live
- b. a good made from what is left over from the production of something else.
- X c. the breaking down of production into a number of tasks so that each person performs only one tasks.
- d. an expense of doing business.

2. Specialization is:

- X a. the development of a particular skill to perform a particular task in the production of a commodity.
- b. an attempt to work at all jobs associated with the production of a commodity.
- c. practiced by a farmer who works at all jobs associated with running a farm.
- d. practiced by a teacher who teaches all subjects on a grade level.

True or False - Answer True if the item is an example of division of labor.

- 3. A lady who makes dresses in her own home. Answer: False
- 4. A man who paints cars in an assembly line on which automobiles are manufactured. Answer: True
- 5. A farmer who grows everything that his family needs on his farm. Answer: False
- 6. A carpenter who builds cabinets in new homes. Answer: True
- 7. An office worker who types letters. Answer: True
- 8. A salesman who sells washing machines. Answer: True

Objective and Code: IA2.16

Explain the functions of money.

Grade Level: 1, 3, Economics

Textbook Helps:

Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 8, p. 34, Grade 5, pp. 421-426

Instructional Materials

**Laidlaw:
Activities**

Films

AC 501 I Planning the Use of Money
BC 501 D Money: How It Functions
AC 501 J What is Money?
BB 522 Anatomy of Free Enterprise
BC 501 H World Without Money
BC 501 C Money: How Its Value Changes
BC 529 C Money and the Market Place
BC 505 B Banks - Money Movers

Filmstrips

73-0660-01 Consumer Credit
73-0677-01 Concerning Young Consumer
76-0666-01 How Money Works
73-0648-02 Money, Jobs and You

Printed Materials

631197 Free Enterprise System

Instructional Kits

730624-N Economics and the American Dream
630666 Everyday Economics

Read the local newspaper daily in class. From the newspaper the students were assigned to read and discuss in class the following:

1. Learn to read the stock market.
2. Keep a chart on selected stocks.

Use money activities in the McMillan Mathematics workbook, Grade 2.

Make play money and let the children use old catalogs and go on a shopping trip. They can only spend a certain amount of money.

Brainstorm - Various items or things in which various cultures use for money.

Define money.

Discuss types of U.S. money.

Prepare a list of the various functions of money - Brainstorm.

Show films - give guide questions before showing films.

Evaluation Items:

1. Interest is

- a. the amount charged by a lender for the use of his money.
- b. the extra amount a seller charges for scarce goods.
- c. the amount charged for the use of a bank checking account.

2. Frank and Rita decided to buy a new sofa for their home. They found one for \$200.00, but they did not have enough cash to buy it. The salesman told them they they could purchase the sofa on a time payment plan by paying \$20.00 a month for one year, or a total of \$240.00. The extra \$40.00, the fee for buying on time is called the

- a. dividend
- b. tax
- c. down payment
- d. interest

3. Which ONE of the following is a reason why banks charge interest when they loan money?

- a. to discourage people from borrowing money
- b. to attract more bank customers
- c. to earn money for the bank
- d. to compete with loan companies

4. David always saved his money. He had \$250.00 in the bank. Kenny had no money saved. Kenny asked David if he might borrow \$50.00 to buy a share in a racing cart with some friends. David agreed but asked Kenny to pay him 5% interest. Kenny said, "Why do I have to pay you interest? You know I'll pay the money back." Which of the statements below is the BEST reason David could give for charging interest?

- a. "It is good business practice."
- b. "I'll lose the use of my money while you have it."
- c. "I'm not sure I trust you to repay the debt."
- d. "I want to make money from you so I can be rich someday."

Objective and Code: IA2.16 Explain the functions of money.

Instructional Materials

Activities

TEXTBOOK HELPS:

Harcourt: Grade 4, Unit 4, pp. 177
Grade 5, Unit 6, pp. 306
Grade 6, Unit 4, pp. 183-253

Houghton: Grade 4, Unit 3, pp. 183-200,
Unit 4, pp. 203-265, Grade 5,
Unit 1, Lesson 8, pp. 59-63,
Grade 6, Chapters 5, 6, 7, and
8 pp. 321-348.

Scholastic: Grade 5, Unit 6, p. 284, Unit
7, p. 330, Grade 6, p. 17, pp.
236-297.

Objective and Code: IA2.17

Classify examples of goods and services.

Grade Level: 3,6

Instructional Materials

Films

- BB 522 Anatomy of Free Enterprise
- AC 529 A Public Market
- CC 501 A-E American Free Enterprise Series
- Free to Choose Series (M. Friedman)

Filmstrips

- 73-0668-01 Being a Consumer
- 73-0673-01 Economics for Primaries

Printed Materials

- 631197 Free Enterprise System

Instructional Kits

- 631254-C Getting and Spending
- 730624-N Economics and the American Dream
- 630666 Everyday Economics
- 730585-S The World of Work of the Lollipop Dragon

Textbook Helps:

Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34

Laidlaw:

Harcourt:

Activities

Grade 5, pp. 421-426
Grade 4, Unit 4, pp. 177
Grade 5, Unit 6, pp. 306
Grade 6, Unit 4, pp. 183-253

1. Classify a list of workers according to whether they work with goods or services.
2. Game - Teacher makes a game using cards showing workers who deal in goods and services. Students identify workers - goods or services - when shown the cards.

TEXTBOOK HELPS:

Houghton:

Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5, 6, 7, and 8, pp. 321-348.

Scholastic:

Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.

Evaluation Items:

1. Among the following items choose the one that is the best example of a "good."

- a. loaf of bread
- b. dry cleaning of clothes
- c. collection of garbage
- d. prescribing of medicine

2. Among the following items, choose the one that is the best example of a "service."

- a. can of beans
- b. box of cereal
- c. repair of plumbing
- d. package of meat

3. Shoes are to goods as _____ are to services.

- a. records
- b. dolls
- c. doctors

Additional test items may be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION
Partners in Career Education, 1977. Learner Outcome 8:16 (10 questions)

Objective and Code: IA2.18

Compare the way people work today with how they worked in the past.

Grade Level: 3, 5, Free Enterprise

Textbook Helps:

- Laidlaw: Grade 4, pp. 290-293.
Silver Burdett: Grade 4, Chapter 8, pp. 171-174, 121-126.
Harcourt Brace: Grade 4, Unit 3, pp. 144-161.
Houghton: Grade 4, Unit 4, pp. 214-239.
American Book: Grade 4, Chapter 5, pp. 129-147.
Scott Foresman: Grade 4, Chapter 21, pp. 226-237.
Follett: Grade 4, pp. 119-129, 135-139.
Scholastic: Grade 4, pp. 198-200, pp. 239, 242.

Instructional Materials

Activities

Films

- AC 3332 A Pioneer Living: The Home
BC 3260 M Mexico in the 70's: Heritage and Progress

Filmstrips

- 73-0623 Working Americans - Newsweek Multimedia
73-0667-01 Understanding Our Economic System
73-0673-01 Economics for Primaries - Work People Do

Instructional Kits

Economics and the Global Society - Newsweek Multimedia Kit

- 63-1201 People Need You
63-1224 People Need People

Printed Materials

Foxfire Books

1. Write a report based on interview with a grandparent, on working in the past.
2. Use Investigating the Environment by the Harris County Department of Education - Activity 5 (Land Use Decisions)
3. Secure (or have students find a variety of stones and sticks on a field trip) the needed stones and sticks. With students working in pairs, have them secure rocks to sticks to make mallets or knives. (Soft Iron Ore rock, abundant in East Texas, can be rubbed together and sanded in to a desired shape.) Use tools to crack nuts and pare fruit or vegetables. Were useable tools made?
4. Obtain small jar with secure lid for each four or five students, whipping cream, crushed ice, salt, and crackers or bread. Have students place cream, salt and ice in jars and close tightly. Shake vigorously for several minutes, taking turns shaking and observing change in jar. When butter groups together, remove from jar and spread on a cracker for a snake! If a churn is available, it might be used by one group. Discuss securing of cream and making butter in the past.

Evaluation Items:

1. Which of the following is not usually used for making cloth today?

- a. loom
- b. spindle
- c. bobbin
- d. spinning wheel

2. Which of the following is not usually found in a factory?

- a. assembly line
- b. machine
- c. time clock
- d. painter's easel

3. Factory workers of the last century might have used which of the following for power?

- a. atomic energy
- b. wood
- c. steam
- d. electricity

4. Draw a line connecting items used in the past to those used today for the same purpose.

pen and scribe	electric blanket
candle	tractor
horse or oxen	light bulb
warming pan	printing press
buggy	automobile

5. Labor laws today do not protect which of the following?

- a. children
- b. employees
- c. buildings
- d. employers

Objective and Code: IA2.19

Identify the factors that influence a person's income.

Grade Level: 4, 7, Free Enterprise, Economics

Textbook Helps:

Harcourt Brace: Grade 4, Unit 4, Chapter 5
Scholastic: Grade 4, Unit 1, Chapter 2
Scott Foresman: Grade 4, Unit 3, Chapter 9

Instructional Materials,

Films

BC 1006 H Earning and Learning
AC 501 G Economics: Money
AC 501 I Planning the Use of Money
AC 501 J What Is Money?

Filmstrips

73-0655-01 You the Consumer
73-0666-01 How Money Works

Instructional Kits

631234 Teaching Economics in American History

Activities

1. Human Needs-Lesson 2 from Investigating the Environment
2. Banking Game from Texas Bankers Association.

Evaluation Items:

1. Which one of the following BEST defines wages?
 - a. Wages are what a person is paid for his or her time and effort.
 - b. Wages are what a property owner receives for the use of his/her property.
 - c. Wages are the profits a person receives from owning shares of stock in a company.
 - d. Wages are the part of a person's salary that is deducted for government taxes.

2. Which one of the following is the BEST reason why many companies choose to pay salesworkers on the basis of how much of the company's products they sell?
 - a. Such pay is easily recorded in the company records.
 - b. The salesworkers will make more money if they are paid that way.
 - c. The salesworkers will sell more of the product if they are paid that way.
 - d. The salesworkers will not have to be paid any fringe benefits.

3. The money that someone is paid for his or her time, talents, and efforts in doing a job is called
 - a. interest
 - b. occupation
 - c. wages
 - d. profit

Additional test items may be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION, Partners in Career Education, 1977. Learner Outcome 8:17 (8 questions)

Objective and Code: IA2.20

Identify the major functions of advertising.

Grade Level: 4, 7, Free Enterprise

Textbook Helps:

American Book: Grade 4, Unit 6, pp. 164
Harcourt Brace: Grade 4, Unit 6, pp. 177-178

Instructional Materials

Films

BC 527 Consumer Education: Who Needs It?
BB 522 Anatomy of Free Enterprise
Free To Choose Series (M. Friedmen)

Filmstrips

Concerning Young Consumers
73-0675-01 Let the Buyer Beware

Printed Materials

Eye Gate Media Consumer Education Project -
Contact Janiece Buck
Basic Economics - Eye Gate Media Consumer
Education Project - Janiece Buck
Teachers Handbook for Hard Choices - Chapter 7
"Economic Man" pp. 160-196-J.F.
Knebel - Swift Publishing Company

Instructional Kits

Consumer Advertising - Proctor and Gamble
P.O. Box 14009
Cincinnati, Ohio 45214

Activities

1. Barth Activities
No. 5, p. 291
17, p. 200
3, p. 153
4, p. 154

Evaluation Items:

Mark the following statements about advertising true (T) or false (F).

1. Advertising influences the American life style and each of us. true
2. Advertising is an unnecessary part of the free enterprise system. false
3. Advertising applies the concept and theories of persuasion. true
4. Advertising always presents absolute truth. false
5. Testimonial is a technique of persuasion. true
6. "There is a Ford in your future" is an example of the slogan technique. true

Objective and Code: IA2.21

State the purpose of budgeting personal income.

Grade Level: 4, 7, Free Enterprise

Textbook Helps:

American Book: Grade 4, Unit 6, pp. 159-164.
Harcourt Brace: Grade 4, Unit 4, Chapters 1
and 2, pp. 179-197 and Chapter
4, pp. 204-212.

Instructional Materials

Films

AB 505 C Banks and Credit
BC 530 D Wise and Responsible Consumership
BB 513 Wise Use of Credit
BB 514 Personal Financial Planning

Filmstrips

73-0670-01 Budgeting Your Money
Why Budget?
Planning a Budget
Living With a Budget
Revising a Budget

73-0665-01 You the Consumer

Printed Materials

631197 Free Enterprise

Instructional Kits

630666 Everyday Economics

Activities

1. Make a budget for a family of four using a specific income.
2. Using a child's allowance let them set up a budget using their money.

Evaluation Items:

1. A worker who earns \$5,000.00 a year and has three children would probably spend the largest share of his income on which of the following?
 - a. clothing
 - b. entertainment
 - c. food
 - d. transportation

2. Place an X beside each list which shows basic necessities for which income in a household budget might be used.
 - a. income tax, social security, retirement, savings
 - b. health care, child care, bonds, bus fare
 - c. rent, food, utilities, transportation
 - d. furniture, entertainment, vacations, remodeling

Objective and Code: 1A2.22

Define market.

Grade Level: 4, 6, Free Enterprise

Textbook Helps:

American: Grade 6, Chapter 1, pp. 18-23.
Follett: Grade 6, Unit 15, p. 339,
Unit 18, p. 410.
Harcourt: Grade 6, Unit 4, pp. 195-206.
Houghton: Grade 6, Unit 5, pp. 223-228.
Scholastic: Grade 5, pp. 284, 330.
Grade 6, Chapter 17, pp. 236-
297.
Scott Foresman: Grade 6, pp. 170, 189, 209,
222, 234-236.

Instructional Materials

Films

BB 522 Anatomy of Free Enterprise
AC 529 A Public Market
BC 529 C Money and the Marketplace
Free to Choose Series (M. Friedman)

Filmstrips

73-0669-01 How A Business Operates (Marketing
and Sales)

Printed Materials

Teacher's Handbook of Hard Choices - Knebel,
Swift Publishing Company
Fundamentals of the Free Enterprise System
Texas Education Agency

Activities

1. Banking Game from Texas Bankers Association.
2. Simulations: Exchange (Social Studies School Service Catalog)

Evaluation Items:

1. Which of the following best describes the term "market" as it is used by economists?

- a. a place where stocks and bonds are traded in New York.
- b. a place where liquid assets, particularly cash and demand deposits, are held in escrow.
- c. a mechanism which facilitates exchange among buyers and sellers of goods, services, and productive resources.
- d. a building where retailers and purchasers come together for the purpose of resource exchange.

Objective and Code: IA2.23

Define price.

Grade Level: 4, 6, Free Enterprise

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

6B 522 Anatomy of Free Enterprise
BC 501 H World Without Money
BC 501 D Money: How It Functions
BC-501 C Money: How Its Value Changes

Filmstrips

73-0666-01 How Money Works
73-0669-01 How A Business Operates - Business and Profits
73-0667-01 Understanding Our Economic System - Productivity and Price

Printed Materials

631197 Free Enterprise System
Teacher's Handbook for Hard Choices - J.F. Knebel - Chapter 4 "Getting the Act Together" - Swift Publishing Company

Instructional Kits

730624-N Economics and the American Dream
630666 Everyday Economics

1. Banking Game from Texas Bankers Association.
2. Activity One in unit of Land Use Decisions
Investigating the Environment - Harris County Department of Education

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330 Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. "Price" can be defined as the adjustment of what is to be spent, in a competitive market, which serves to
 - a. allocate resources toward uses most highly valued by society.
 - b. allocated resources inefficiently.
 - c. decrease competition.
 - d. create severe misalignment between demands for goods and supplies of goods.

2. If a candy bar costs 25¢, the quarter it costs to pay for the candy bar is called its
 - a. wrapper.
 - b. price.
 - c. scarcity.
 - d. allowance.

Textbook Helps:

Objective and Code: IA2.24

Define money.

Grade Level: 4, 6, Free Enterprise

Instructional Materials

Activities

Films

AC 501 I Planning the Use of Money
AC 501 J What is Money?
CC 535 A-E American Enterprise Series
BC 1006 L Working With Money

Filmstrips

73-0668-01 Being a Consumer
73-0670-01 Budgeting Your Money
73-0674-01 Concerning Young Consumer
73-0660-01 Consumer Credit
73-0671-01 Consumer Process
73-0673-01 Economics for Primaries
73-0669-01 How a Business Operates
73-0666-01 How Money Works
73-0675-01 Learning to Be a Wise Consumer
73-0648-02 Money, Jobs and You
73-0667-01 Understanding Our Economic System
73-0665-01 You The Consumer

Evaluation Items:

1. The only paper currency being issued in the United States today is

- a. United States notes
- b. Federal Reserve notes
- c. silver certificates
- d. "greenbacks"

2. "Fiat" money is accepted as money because:

- a. the government decrees its acceptance
- b. it is useful and scarce
- c. it is major part of the banking system's reserve requirements
- d. it is backed by gold

Objective and Code: IA2.25

Identify examples of different forms of money used in the U.S.

Grade Level: 4, 6, Free Enterprise

Instructional Materials

Films

- AC 501 I Planning the Use of Money
- AC 501 G Economics: Money
- AC 501 J What is Money?
- BB 515 Credit and Loans
- BC 501 H World Without Money
- AC 501 F Learning to Use Money
- BC 505 B Banks: The Money Movers
- BC 1006 L Working With Money

Filmstrips

- 73-0668-01 Being a Consumer
- 73-0670-01 Budgeting Your Money
- 73-0677-01 Competency Skills: How to Prepare for a Competency Test
- 73-0660-01 Consumer Credit
- 73-0671-01 Consumer Process
- 73-0673-01 Economics for Primaries Concerning Young Consumer

Printed Materials

- Money, Jobs and You - SLIMC/Career Education Federal Reserve System Book
- Teachers Handbook for Hard Choices-Chapter 10 "Money and Banking" Knebel, Swift-Publishing Company

Textbook Helps:

- Scott Foresman:** Grade 4, Unit 1, Chapter 3 Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331
- American:** Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34
- Laidlaw:** Grade 5, pp. 421-426
- Harcourt:** Grade 4, Unit 4, pp. 177 Grade 5, Unit 6, p. 306 Grade 6, Unit 4, pp. 183-253

Activities

1. Set up school store - use cash money, check, credit card, etc.
2. Banking Game
3. Jackdaw Kits DJ70-11 Money

TEXTBOOK HELPS:

- Houghton:** Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265 Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5,6,7, and 8 pp.321-348.
- Scholastic:** Grade 5, Unit 6, p. 284, Unit 7, p. 330 Grade 6, p. 17, pp. 236-297.

Evaluation Items:

1. The only paper currency being issued in the United States today is

- a. United States notes.
- b. Federal Reserve notes.
- c. silver certificates.
- d. "greenbacks".

2. "Fiat" money is accepted as money because:

- a. the government decrees its acceptance.
- b. it is useful and scarce.
- c. it is major part of the banking system's reserve requirements.
- d. it is backed by gold.

Objective and Code: IA2.26

Understand that resources are not equally distributed among the nations of the world.

Grade Level: 3, 4, 5, World Geography

Textbook Helps:

Follett: Grade 6, pp. 37-40, pp. 64-65, pp. 198-203, 316-321, 390-395.
Grade 4, pp. 106-107, 113-114, 150-156, 192-194, 207-212, 234-237, 275-276.
American Book: Grade 4, pp. 120-122, 190-192, 209, 243, 251.

Instructional Materials

Films

BC 2599 D Energy: The Dilemma
BC 2744 B House of Man: Our Changing Environment
AC 2701 I Treasures of the Earth
BB 525 Profits, Capital Equipment and Economic Growth

Filmstrips

32-9A Land and Its Resources
73-0673-01 Economics for Primaries

Printed Materials

UNICEF Materials
U.S. Committee for UNICEF
331 East 38th Street
New York, New York 10016

Activities

1. Assign each student a particular resource to report as to its distribution.
2. Draw maps showing resource distribution.
3. Assign each student a country to report on resources exported and imported.
4. Form an international trade association with each student representing a country.

Evaluation Items:

1. Resources are equally distributed among the nations of the world. True False
2. Match the resources with a country where it can be found in abundance

--- Excellent grazing land	A. Chile
--- Rich mineral deposits	B. United States
--- Land for growing crops	C. Australia

3. This can be an individual or a small group activity. Students are asked to rank order, according to value preference, alternative responses to a given question. They should be able to explain and defend their choices.

Which of the following global problems is most important?

population growth
energy shortage
uneven distribution of global wealth
lack of technology in developing countries
the rapid consumption of finite resources

What do you feel the United States policy toward the developing world should be?

Let them make it on their own
Help them by giving them grain
Help them by selling or giving them technology and know-how
Making sure that the resources of the earth belong to everyone
Help them only if they agree to some form of population control.

True or False

- T 4. Our energy use is on a collision course with energy supply.
- T 5. The most dangerous and most powerful creature on earth is man.
- T 6. We have more luxuries than most people in the world
- F 7. Man does not pollute the water and air.
- T 8. There is a waste of resources in cities, forests, and farmlands.
- T 9. Forces acting on the earth's crust result in changes.

Objective and Code: IA2.27

Understand that a nation or a region can produce particular goods and services with different degrees of efficiency.

Grade Level: 3, 4, 7, World Geography

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
 Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
 Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

- AC 3243 C Farms Around the World
 - BB 3130 D The Third World
 - BC 530 C Trade Between Nations
 - BC 3273 E Two Grasslands: Texas and Iran
 - AC 535 A American Free Enterprise-Government
 - AC 535 B American Free Enterprise-Innovation
 - AC 535 C American Free Enterprise-Land
 - AC 535 D American Free Enterprise-Organization
 - AC 535 E American Free Enterprise-People
- Free To Choose Series (M. Friedman)

1. Make a map showing wheat exporting nations and importing nations and research as to why this occurs.
2. Compare cars manufactured in two places in terms of efficiency.
3. Compare and contrast the different occupations:

farmers	business(banks,
miners	department stores)
school teachers	doctors
	industry workers
4. Compare and contrast:
 - Industrial Revolution
 - Frontier
 - Civil War and Restoration
 - Twenties
 - Depression
5. Compare and contrast:

North	East
South	West

350

350

Evaluation Items:

1. Which of the following countries produces the most wheat?

- a. United States
 b. Russia
 c. Argentina
 d. China
 e. France

2. Which of the following countries is the greatest wool producer?

- a. Australia
 b. Great Britain
 c. United States
 d. China

3. Which country is the major manufacturer of textiles?

- a. West Germany
 b. Great Britain
 c. United States
 d. Japan

4. Wheat production in Russia is as to wool production in

- a. Japan
 b. Great Britain
 c. West Germany

5. Africa's agricultural output is often affected by

- a. laziness of the people.
 b. weather conditions.
 c. overpopulation.

6. A country's total output of goods and services, valued at current prices, is called its

- a. growth rate.
 b. real growth.
 c. gross national product.

True or false

T 7. How people use the possibilities offered by a place is a matter of culture.

T 8. Technological knowledge affects the goods and services of a region or nation.

Objective and Code:

IA2.27 Understand that a nation or a region can produce particular goods and services with different degrees of efficiency.

Instructional Materials

Activities

TEXTBOOK HELPS:

- Laidlaw: Grade 5, pp. 421-426.
- Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
- Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Objective and Code: IA2.28

Give examples of how geography influences the economic development of the United States.

Grade Level: 5,8, American History

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

CC 2822 Earth: The Restless Planet
BC 2708 J Mission to Earth: Urban Geography
CC 3273 C Texas-Economic Geography of the Great Plains, Mountains, and Basins
BC 3232 X U.S.: Its People
BC 3252 J Geography of the United States-Pacific States
CC 2722 I Century III-Man and His Environment
CC 535A-E American Free Enterprise Series

Filmstrips

917.64 T Texans and Their Lands

Printed Materials

Texas History Text
Scholastic Study Skills Program-U.S. Maps

Instructional Kits

631434 Teaching Economics in American History
062510 Economics and the Global Society

Additional Materials

Lessons on Indentured Servants in Colonial America - Social Education, March, 1979, pp. 214-217.

TEXTBOOKS HELPS:

Laidlaw: Grade 5, pp. 421-426
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.,
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Which one of the following statements is true.

- a. Food processing is the United States' second most important industry.
- b. Two megalopolises are located in the Northeast and Great Lakes region of the United States.
- c. New England is the center of the textile industry.
- d. Resources and people have helped to influence the development of North America.

2. The term "New South" refers to

- a. strip mining in the Appalachians.
- b. the development of Miami and Jacksonville as tourist centers.
- c. industrialization in the South.
- d. agribusiness along the Gulf of Mexico.

3. Two of the Northwest's most important economic activities are:

- a. lumbering and fishing.
- b. tourism and shipbuilding.
- c. farming and commercial grazing.
- d. coal mining and textile manufacturing.

4. The Port of New York is to the east coast as the Port of _____ is to the west coast.

- a. Los Angeles
- b. Portland
- c. Seattle

True or False

- 5. Because of the rocky, hilly terrain of the New England colonies, the colonists were forced to turn to the sea for their livelihood.
- 6. The land of the southern colonies was so poor that they had to turn to the sea for their livelihood.
- 7. Because of its central location, Dallas is the Inland Trade Center for New Mexico, Oklahoma, Arkansas and Texas.

Objective and Code: IA2.29

Explain how international trade makes available a greater quality and variety of goods.

Grade Level: 3, 6, Free Enterprise

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

BB 524 Foreign Trade
BB 522 Anatomy of Free Enterprise
AC 526 Mixed Economy of the United States
BC 3220 F Trade Between Nations

Instructional Kits

631434 Teaching Economics in American History
062510 Economics and the Global Society

1. Research the effects of importation of foreign cars on the American automobile industry.
2. Have students make a list of things in their homes from a foreign country.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. The importation of Japanese automobiles into the United States is to the importation of _____ into Japan.
 - a. oil
 - b. television
 - c. calculators

2. Which of the following factors help determine the products a country uses in international trade
 - a. labor supply
 - b. resources
 - c. how highly industrialized
 - d. all of the above

True or False

- T 3. International trade is the exchange of products between people of different nations.
- T 4. The United States buys goods from other countries to stimulate world trade.

Objective and Code: IA2.30

Explain the functions of an economic system.

Grade Level: Free Enterprise

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4; pp. 183-253
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

AC 528 Economic Decision Making

AC 5263 Economic Game

AC 501 F Learning to Use Money

Filmstrips

73-0667-01 Understanding Our Economic System

Printed Materials

Teacher's Handbook for Hard Choices-Chapter 3

"Alternative Economic Systems" pp. 54-97. J.F. Knebel - Swift Publishing Company

Instructional Kits

631234-S Teaching Economics in American History

630666 Everyday Economics

1. Compare capitalism and socialism by constructing a chart showing major features of each.
2. Learn the proper way to write a check and balance a checkbook.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. The capitalist economic system is to _____ as Communism is to the Soviet Union.
 - a. the United States
 - b. the People's Republic of China
 - c. Poland

2. The study of how people produce, distribute and consume goods and services is called
 - a. money and banking
 - b. economics
 - c. social studies
 - d. American government

3. There are limits to how much can be produced because
 - a. people do not want many products
 - b. our productive resources are scarce
 - c. the government limits all production
 - d. all of the above

4. Which of the following is NOT one of the three basic economic questions?
 - a. What goods and how much of each should be produced?
 - b. How should goods be produced?
 - c. What will be done with the goods if no one wants them?
 - d. Who is to receive the goods and services that are produced?

Objective and Code: IA2.31

Name and describe the major types of economic systems (traditional, command, market).

Grade Level: Free Enterprise/Economics

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

AC 526 Mixed Economy and the United States
BB 526 Profits, Equipment and Capital Economic Growth
CC 535 D American Enterprise "Organization"
CC 535 A American Free Enterprise-Government
CC 535 B American Free Enterprise-Innovation
CC 535 C American Free Enterprise-Land
CC 535 E American Free Enterprise-People
Free To Choose Series (M. Friedman)

Filmstrips

73-0667-01 Understanding Our Economic System

Printed Materials

Teacher Handbook for Hard Choices - J.F. Knebel
Chapter 3 "Alternative Economic Systems" pp. 54-97, Swift Publishing Company

Instructional Kits

631434-S Teaching Economics in American History

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Traditional systems make decisions by

- a. predicting the future economically.
- b. present economic conditions.
- c. the way past economic conditions have been handled.

2. In the command economic system a group has the power to make economic decisions for the society as a whole.

3. In a market economy the guiding principle is

- a. self-interest
- b. what is best for world economy
- c. what is best for the country
- d. none of the above

True or False

- 4. The United States has looked at our economy for the future since our founding.
- 5. We should be more concerned about our own country than other countries.
- 6. What is best for some countries is not always best for all countries.
- 7. It is not always easy to predict our economy.

Objective and Code: IA2.32

Identify the major characteristics of the American economic system.

Grade Level: Economics, Free Enterprise Government, American History

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

BC 533 E If the Fergi Fits Wear It
AC 526 Mixed Economy of the United States
AC 505 E Gross National Product,
Free To Choose Series (M. Friedman)

Filmstrips

73-0667-01 Understanding Our Economic System
Capitalism, The American Way
You and World Economics
How Does Our System Work
What Is An Economic System
Productivity and Price
Inflation and Recession

Instructional Kits

631434 Teaching Economics in American
History
062510 Economics and the Global Society
630666 Everyday Economics (Transparencies)
631197 Free Enterprise System
Money, Banking and Federal Reserve
System

1. Teacher's Handbook for Hard Choices-J. F. Knebel (Book of Activities) Swift Publishing Company

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. The economic system adopted in the United States is called "capitalism " According to the concept of capitalism:
 - a. the government provides the needed capital for industrial growth and development.
 - b. the government owns all major industries and channels the earnings of these industries back into the economy as new capital.
 - c. individuals are motivated by the profit motive to make their savings available as a major source of capital to private industry.
 - d. none of the above.

2. A command economy exists in a country where most economic decisions are made by:
 - a. a totalitarian government.
 - b. an autocratic government.
 - c. democratically elected central government.
 - d. all of the preceding.

3. Most economic decisions in a market economy are made by:
 - a. a government agency appointed by elected representatives.
 - b. individuals in the marketplace.
 - c. individuals who vote for government regulations on business activity.
 - d. the government through its taxing and spending programs.

Objective and Code: IA2.33

Explain how the interaction of supply and demand determine price.

Grade Level: Free Enterprise, Economics
American History, 6, 8

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films
CC 533 D Fergi Meet the Challenge
BC 3280 P Mid East: Economic Development
BC 506 B People on Market Street - Demand
Filmstrips
631233 Economics of the Energy Problem
73-0669-01 How A Business Operates
73-0667-01 Understanding Our Economic System
73-0665-01 You the Consumer
Instructional Kits
631234 Teaching Economics in American History
062510 Economics and the Global Society

Laidlaw: Grade 5, pp. 421-426
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Which of the following affects the supply of paper available?

- a. price of resources
- b. price of related goods
- c. expectations
- d. all of the above

2. Because of a worldwide shortage of food grain, newspapers predict that the price of wheat will be very high next fall. As a result, farmers can be expected to

- a. plant less expensive wheat seed.
- b. plant more acres in wheat.
- c. plant less wheat.
- d. plant about the same amount of wheat as usual.

3. Not too many years ago rubber balls were made by the thousands. In those days, rubber was easy to get. But then many rubber trees died and rubber became very hard to get. If the demand for rubber balls stayed the same, what PROBABLY happened to the price of rubber balls?

- a. The price increased.
- b. The price decreased.
- c. The price stayed about the same as before.

4. Eight big logging companies raised the price of raw lumber by a large amount. The housing industries believed they had no choice but to raise the price of the homes they offered for sale. What effect did the price change PROBABLY have on the demand for the houses?

- a. The demand was probably greater.
- b. The demand was probably less.
- c. The demand was probably the same.

5. The law of supply and demand states that prices rise with

- a. more products
- b. increased demand
- c. decreased demand

Additional test items may be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION, Partners in Career Education, 1977. Learner Outcome 8:17 (7 questions)

Objective and Code: IA2.34

Explain the function of profit in the American economic system.

Grade Level: 3, Free Enterprise, Economics
American History

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films

BB 525 Profits, Capital, Equipment, and Economic Growth
CC 535A-E American Free Enterprise
CC 531 A Mrs. Peabody's Beach
BB 522 Anatomy of Free Enterprise
Free To Choose Series (M. Friedman)

Filmstrips

73-0669-01 How a Business Operates
73-0667-01 Understanding Our Economic System
Enterprise-Texas Bureau of Economic Understanding

Instructional Kits

631234 Teaching Economics in American History

Activities

1. Allow the students to select a product to be made and sold (cookies, candy, art objects, etc.) or a service to be sold. Lead them through the processes of advertising, production, selling profit.
2. Teacher's Handbook for Hard Choices-J. F. Knebel - Swift Publishing Company

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Assuming that the supply of a product remains constant as the demand for its increases, its price will normally:

- a. fall
- b. rise
- c. stay the same
- d. fluctuate.

2. The price of cameras is likely to be increased by:

- a. more capital investment by producers.
- b. a decrease in the demand for cameras.
- c. a decrease in the supply of cameras.
- d. new machines which reduce the cost of camera production.

3. Find the best example for the term

price competition

government influence on price

- a. price war
- b. price determination
- c. price-fixing
- a. supply and demand interaction
- b. operation of retail stores
- c. payment for reduction in acres farmed

4. In monopolies such as public utilities, which of the following must determine profit?

- a. supply and demand
- b. competition
- c. government regulation
- d. goal of monopoly

5. No business wishes to produce unless it receives enough money to cover costs and make a profit. Mark any example of costs that are necessary before a profit can be made.

- a. wages
- b. rent
- c. utilities
- d. advertising
- e. all of the above

Objective and Code: IA2.35

Give examples of how the U.S. government influences the market.

Grade Level: 8, Free Enterprise, Economics
Government

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 5, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films

AC 526 B Economics Game
BB 523 Productivity-Key to Progress
AB 503 B The Federal Reserve System
CC 535 A American Enterprise: Government

Filmstrips

73-0667-01 Understanding Our Economic System

Instructional Kits

631234 Teaching Economics in American History
062510 Economics and the Global Society

Activities

1. Have students trace a product (i.e. stereo equipment) from production through distribution in the U.S. and another country.
2. Have students write the consumer protection agency asking about services provided.
3. Encourage students to trace the production and sale of wheat to foreign countries over the past five years.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Free enterprise advocates a limited role for government in the economy so as to

- a. protect individual freedom
- b. guarantee price stability.
- c. equalize distribution of goods produced.
- d. assure increases in per capita economic output through federal planning.

2. "Externalities" refer to

- a. both costs and benefits of production not registered in the market place.
- b. costs firms pay for materials in addition to those incurred for raw materials.
- c. cost factors associated with resources location as opposed to resource transformation.
- d. regulatory activities of federal agencies.

3. Because of "externalities," the free market system

- a. may not achieve the optimum level of production of public or social goods.
- b. never overproduce any commodities.
- c. assure that each household receives an equal allocation of resources.
- d. depends on the government to identify items in short supply.

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Objective and Code: IA2.36

Identify the three principle forms of business (e.g. corporation, partnership, individual ownership).

Grade Level: 8, Free Enterprise, Economics
American History

Instructional Materials

Films

CC 533 B Fergi Goes Incorporated
BB 522 Anatomy of Free Enterprise
AC 526 Mixed Economy of the United States
CC 535 A-E American Free Enterprise Series

Filmstrips

73-0667-01 Understanding Our Economic System

Instructional Kits

631434 Teaching Economics in American
History
631197 Free Enterprise System
Gayle Weinberg's Free Enterprise Uni
Marshall ISD

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Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Teacher's Handbook for Hard Choices - J.F. Knebel - Chapter 8, pp. 197-226. Swift Publishing Company

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

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Evaluation Items:

1. A form of business in which one person receives the profit is an individual proprietorship.
2. A form of business in which a person buys stock and receives a dividend corporation.
3. A form of business in which there are usually two or three owners partnership.
4. A farming practice where rent is paid with money at the end of the year tenant farming.
5. A farming practice where rent is paid with a portion of the crop sharecropping.

Objective and Code: IA2.37

Describe the functions of financial institutions (e.g. banks, savings and loans companies).

Grade Level: 4, Free Enterprise, Economics

Textbook Helps:

American book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 5, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films

BC 505 B Banks - Money Movers
AB 505 C Banks and Credit
BB 515 Credit and Loans
BB 513 Wise Use of Credit
CB 503 A Federal Reserve Bank and You
BC 505 A Fred Meets A Bank
AC 501 J What is Money?

Filmstrips

73-0660-01 Consumer Credit
73-0669-01 How a Business Operates
73-0648-02 Money, Jobs and You
73-0667-01 Understanding Our Economic System
A Guide to Savings and Checking Accounts

Instructional Kits

631197 Free Enterprise

Activities

1. Take a field trip to the bank and/or savings and loan companies.
2. Have students open a savings account and bank account (simulation over several week's period.)

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. What is the function of the Federal Reserve Bank?

Answer: They hold cash reserves for many commercial banks. A commercial bank can borrow cash from Federal Reserve Banks.

2. What is the function of commercial banks?

Answer: To serve the public by specializing in checking accounts and short-term loans.

3. What is the function of a savings and loan association?

Answer: Make the savings of their members available for the purchase of homes. Their primary activity is loaning money for residential real estate.

Matching.

- | | |
|---|----------------------------|
| a. banks which deal with member banks of the Federal Reserve System | f 1. required reserves |
| b. amount of goods and services a monetary unit will buy | b 2. purchasing power |
| c. balance sheet | h 3. currency |
| d. checking accounts | j 4. net worth |
| e. currency in banks plus deposits in Federal Reserve Banks | d 5. demand deposits |
| f. percentage of demand deposits which a bank must by law hold on reserve | e 6. bank reserves |
| g. commercial banks chartered by the federal government | g 7. national banks |
| h. paper money and coins | a 8. Federal Reserve Banks |
| i. paper currency issued by the Federal Reserve System and backed by the United States government | i 9. Federal Reserve notes |
| j. balance which remains after subtracting liabilities from assets | |

Objective and Code: 1A2.38

Explain the functions of competition in a market economy.

Grade Level: 4, Free Enterprise, Economics

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films

BB 522 Anatomy of Free Enterprise
BC 506 C People on Market Street: Cost
BC 506 B People on Market Street: Demand
BC 506 E Market Clearing Price
Fences and Gates-Texas Power and Light
Free To Choose Series (M. Friedman)

Filmstrips

73-0668-01 Being a Consumer
73-0671-01 Consumer Process
73-0673-01 Economics for Primaries
73-0667-01 Understanding Our Economic System

Additional Materials

Simulation on Decision Making in a Competitive Economy -
Social Education, January, 1980, pp. 24-26.

Activities

1. Prepare a chart to show competing businesses producing the same goods and services.
2. List the functions of competition.
3. Discuss the disadvantages of the lack of competition in a market economy.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Define market economy.

Answer: An economic system in which most industry is owned and operated by private citizens. In a market economy, decisions are made by individual producers and consumers through buying and selling in the market.

2. How do consumers make major decisions in our economy?

Answer: Consumers influence decision making by purchasing and using goods and services and by looking for the best value for their money.

3. How do producers make major decisions in our economy?

Answer: Producers take part in decision making when they compete with one another to produce more attractive products and try to earn the most profit with their products or services.

4. The relationship between producers, consumers, and government that best characterizes a private enterprise economy is one in which:

- a. producers decide what to produce, government decides how it shall be produced, and consumers decide who shall receive the product.
- b. consumer spending leads producers to decide what shall be produced and how resources shall be used, and government seeks to prevent market abuses and protect the rights of private property.
- c. consumers decide what shall be produced, producers decide how best to produce it, and government decides who shall receive which products.
- d. government decides what shall be produced and how, and consumers and producers, as voters control the government.

5. In a private enterprise economy, the group which exercises the principal influence on the choice of goods produced over a long period of time is

- a. government
- b. consumers
- c. big business
- d. labor unions

Additional test items may be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION, Partners in Career Education, 1977. Learner Outcome 8:08 (4 questions)

Objective and Code: IA2.39

Give examples of how government obtain and spends funds.

Grade Level: 2, 5, Economics, Government
Free Enterprise

Instructional Materials

Films

AB 3105 Federal Taxation
AC 505 E Gross National
AC 3114 C Why We Have Taxes: The Town That
Had No Policemen
Free To Choose Series (M. Friedman)
Government - American Enterprise
Series by Modern Talking Picture
Service
Once Upon A Time - U. S. Chamber
of Commerce

Filmstrips

73-0667-01 Understanding Our Economic System
73-0673-01 Economics for Primaries

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Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314,
Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177,
Grade 5, Unit 6, p. 306,
Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200,
Unit 4, pp. 203-265, Grade 5,
Unit 1, Lesson 8, pp. 59-63,
Grade 6, Chapters 5-8, pp.
321-348.

Activities

1. Draw pie graphs to show government revenue and expenditures.
2. Prepare a chart listing sources of government income and expenditures.
3. Collect news articles telling about government spending.
4. Prepare a list of the kind of taxes you and your family pay.
5. List benefits you and your family receive from tax monies.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit 6, p. 284, Unit
7, p. 330, Grade 6, p. 17,
pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3,
Unit 7, Chapter 28, Grade 5,
Chapter 15, pp. 172-184,
Chapter 2, pp. 15-22, Grade 6,
pp. 325-331.

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Evaluation Items:

- b 1. proportional tax
 - d 2. progressive tax
 - f 3. regressive tax
 - a 4. surtax
 - c 5. exercise tax
- a. income tax imposed on a corporation's income over \$25,000.00
 - b. tax in which everybody pays the same percentage of total income taxes.
 - c. a tax imposed on the manufacture or sale of specific products
 - d. tax whereby a person with a high income pays a higher percentage of tax than a person with a low income
 - e. tax on donations of money or wealth
 - f. tax whereby a person with a low income pays a higher percentage of income taxes than a person with a higher income
 - g. tax levied to provide for social security benefits

6. What are the two biggest items in the Government budget?

Answer: Social security payments and veteran's benefits.

7. What is the next largest budget item?

Answer: The various kinds of social welfare programs.

8. Where does the largest share of government money come from?

Answer: Personal income taxes.

Additional test items may be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION, Partners in Career Education, 1977. Learner Outcome 7:08 (6 questions) and 8:11 (6 questions)

Objective and Code: IA2.40

Understand that there are many different kinds of markets.

Grade Level: 4, Economics, Free Enterprise

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

AC 529 C Public Market
BB 522 Anatomy of Free Enterprise
CC 535 D American Enterprise: Organizations
BC 529 C Money in the Marketplace
BC 506 C People on Market Street: Cost

Filmstrips

73-0668-01 Being A Consumer
The Marketplace
You and the Marketplace
73-0673-01 Economics for Primaries
73-0669-01 How a Business Operates
73-0667-01 Understanding Our Economic System

1. Prepare a chart to compare different types of markets.
2. Mini-research different kinds of markets.
3. Prepare illustrations to show goods and services produced in various markets.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Define market economy.

Answer: An economic system in which most industry is owned and operated by private citizens. Decisions are made by individual producers and consumers through buying and selling.

2. Why is the American market economy often called a free enterprise system?

Answer: Basically economically decisions are made by individuals acting in what they see as their own best interest.

3. Give at least three ways in which the term market is used.

Answer: Describe places where goods and services are sold.
Term used to describe all the possible buyers in a certain group or geographic area.
When used to describe an economic system it is the whole process of exchanging goods and services.

Objective and Code: IA2.41

State the functions of a stock market.

Grade Level: Free Enterprise

Instructional Materials

Films

BB 506 Work of the Stock Exchange

Printed Materials

Teacher's Handbook for Hard Choices - J. F. Knebel, Chapter 8, "Business Organizations and the Securities Market" - Swift Publishing Company

Instructional Kits

Teaching American History in Economics

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348

Activities

1. Stock Market Game - Hankamer: School for Private Enterprise, Baylor University - 11 weeks at your own pace.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. A function of the stock market is to
 - a. measure the health of the economy.
 - b. sell stock for a profit.
 - c. bring buyers and sellers together through a central mechanism.

2. A stock market helps stimulate
 - a. trade
 - b. production
 - c. transportation

3. _____ is to seller as trade is to production.
 - a. Distributor
 - b. Trader
 - c. Consumer

4. Buyer is to seller as _____ is to demand.
 - a. production
 - b. profit
 - c. supply

5. Define the following terms:
 - a. stock exchange
 - b. market
 - c. buyer
 - d. seller
 - e. supply
 - f. stock broker
 - g. demand

6. How is the final price of a product decided?

Objective and Code: IA2.42

List the functions of a labor union.

Grade Level: 2, 3, Free Enterprise
Economics, American History

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

CC 1005 L Incredible Bread Machine
CC 535 A American Enterprise: Government Free To Choose Series (M. Friedman) Will There Always Be An England Chamber of Commerce of the U.S. 1615 H. Street, N. W. Washington, D.C. 20062 \$25.00 for five days

Filmstrips
Labor Unions: Power to the People Social Studies School Service \$27.00

Printed Materials
Bread and Roses: The Struggle of American Labor, 1865-1915--Milton Meltzer Mentor Press, 1967 \$1.75

The American Labor Movement - Leon Litwack Spectrum Eyewitness Series, 176 pp. \$3.95

CIO and the Labor Movement--exhibits, information sheets, guide - Guidance Associates

Instructional Kits
Settle or Strike (simulation) Social Studies School Service \$45.00
Strike (simulation) Social Studies School Service \$16.00

1. Teacher's Handbook of Hard Choices - J. F. Knebel - Chapter 9, Swift Publishing Company



Evaluation Items:

- d 1. automation
 - f 2. boycott
 - b 3. fringe benefits
 - j 4. lockout
 - a 5. open shop
 - i 6. picketing
 - e 7. blue-collar workers
 - g 8. technological unemployment
- a. when union and nonunion workers work side by side
 - b. things like vacation pay, sick leave, and pensions
 - c. workers employed in offices
 - d. substitution of machines for workers
 - e. factory workers
 - f. efforts made by workers or consumers to stop people from buying from a company
 - g. workers without work because they do not have the skills or education for reemployment
 - h. refusal to work until management accepts demands of a union
 - i. workers parading in front of an employer's business in order to put pressure on the employer
 - j. company refusal to admit workers until its terms are accepted

Objective and Code: IA2.43

Identify factors that contribute to economic growth.

Grade Level: 5, 8, Free Enterprise
Economics, American History

Instructional Materials

Films

BC 505 B Banks: The Money Movers
AC 505 E Gross National Product
AC 526 Mixed Economy of the United States
BB 525 Profits, Capita. Equipment and
Economic Growth
Sam's Song--So. Oil Company
CC 535 A-E American Enterprise Series

Filmstrips

73-0673-01 Economics for Primaries
73-0669-01 How a Business Operates
73-0648-02 Money, Jobs and You
73-0667-01 Understanding Our Economic System
MM 106C-11 The Origins of America's Economy

Social Studies School Service
Box 802
Culver City, California 90230

Printed Materials

Economic Growth - free pamphlet
Federal Reserve System

Instructional Kits

Teaching American History in
Economics

Textbook Helps:

American book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Teacher's Handbook for Hard Choices - J. F. Knebel - Swift Publishing Company

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit 5, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Rapidly growing economics differ from slowly growing economics in that rapidly growing economics are always characterized by:
 - a. a low rate of technological change.
 - b. a slow rate of population growth.
 - c. a high rate of savings and investment.
 - d. an abundant supply of natural resources.

2. Economic growth is important because it:
 - a. helps to solve the poverty problems.
 - b. results in higher investment.
 - c. starts the accelerator working.
 - d. promotes inflation.

3. Often an economy operates at less than full employment. This is most likely to occur when:
 - a. there is a scarcity of unskilled labor.
 - b. there is an increase in competition within the economy.
 - c. government spending decreases.
 - d. total spending (aggregate demand) is inadequate.

4. At the equilibrium level of GNP:
 - a. there is full employment.
 - b. everything the economy produces is purchased.
 - c. the size and skill of the work force is growing.
 - d. assistance can be offered to underdeveloped nations.

5. _____ are to American workers as guilds were to Europeans.
 - a. Associations
 - b. Coops
 - c. Labor unions

Objective and Code: IA2.44

Describe how the market system solves the basic economic problems of what to produce, how much to produce, and for whom to produce.

Grade Level: 4, 6, Economics
Free Enterprise

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

BB 525 Profits, Capital, Equipment and Economic Growth
BB 522 Anatomy of Free Enterprise
CC 535 A-E American Free Enterprise Series Free To Choose Series

Filmstrips

73-0668-01 Being A Consumer
The Marketplace
You and the Marketplace
73-0673-01 Economics for Primaries
73-0669-01 How A Business Operates
73-0648-02 Money, Jobs and You
73-0667-01 Understanding Our Economic System

Instructional Kits

631234 Teaching Economics in American History
630666 Everyday Economics
631197 Free Enterprise System

1. Teacher's Handbook for Hard Choices-J. F. Knebel - Swift Publishing Company

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, p. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331

Evaluation Items:

1. List five examples of products for which the demand was created by media advertising.
2. As the selling price for a product decreased, the demand for the product will
 - a. increase
 - b. decrease
 - c. stay the same
3. Demand increases when the price people are willing to pay for a product
 - a. decreases
 - b. increases
 - c. stay the same
4. What is market research?
5. Supply is to demand as production is to _____.
 - a. sales
 - b. economic growth
 - c. inflation

420

427

Objective and Code: IA2.45

Explain the role of price in the American economy.

Grade Level: Economics, Free Enterprise,
American History, 4, 6

Textbook Helps:

American Book. Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5 8, pp. 321-348.

Instructional Materials

Activities

Films

BB 513 Wise Use of Credit
BC 506 A People on Market Street: Wages and Production
CB 503 A Federal Reserve Banks and You
AC 526 Mixed Economy of the U.S.
BC 501 C Money: How Its Value Changes
BB 522 Anatomy of Free Enterprise
BC 501 H World Without Money
BC 501 D Money: How It Functions

Filmstrips

73-0666-01 How Money Works
73-0669-01 How A Business Operates
73-0667-01 Understanding Our Economic System

Instructional Kits

631197 Free Enterprise System
730624-N Economics and the American Dream
630666 Everyday Economics
5-15 F Bank Credit Cards
5-15 H Flow and Control of Credit
5-15 B Borrowing and Financing

Printed Materials

Teacher's Handbook for Hard Choices - J. F. Knebel - Chapter 4 "Getting the Act Together" - Swift Publishing Company

1. Banking Game from Texas Bankers Association.
2. Investigating the Environment-"Land Use Decisions" Activity One - from Harris County Department of Education.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Assuming that the supply of a product remains constant as the demand for it increases, its price will normally:

- a. fall
- b. rise
- c. stay the same
- d. fluctuate

2. The price of cameras is likely to be increased by:

- a. more capital investment by producers.
- b. a decrease in the demand for cameras.
- c. a decrease in the supply of cameras.
- d. new machines which reduce the cost of camera production.

3. Price is to sales as _____ is to borrowing.

- a. consumer
- b. cash
- c. credit

True or False

4. The economic forces of supply and demand are the basic determiners of price. True

5. As the price of an article falls the quantity demanded generally falls. False

6. The price system helps determine who will get the available good and services. True

7. Price is

- a. the importance of a product.
- b. the cost of a good or service.
- c. the name given to all business transactions.

8. The equilibrium price is where

- a. buyers are unwilling to buy.
- b. sellers cut back production.
- c. buyers are willing to purchase the exact amount that seller are willing to offer for sale.

Objective and Code: IA2.46

Define the terms used to describe payment for the use of human resources, land, capital and risk taking (wages, rent, interest, profit).

Grade Level: 6, Free Enterprise Economics

Textbook Helps:

American Book: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt Brace: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 1, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

BC 501 C Money: How Its Value Changes
BB 522 Anatomy of Free Enterprise
BC 506 A People on Market Street: Wages and Production
AC 526 Mixed Economy of the U.S.
BC 506 B People on Market Street: Demand
AC 529 A Public Market
BC 506 C People on Market Street: Costs
BC 535 D American Enterprise: Organization
CC 535 C American Enterprise: Land

Filmstrips

73-0673-01 Economics for Primaries
73-0667-01 Understanding Our Economic System

Additional Materials

List of Economic Vocabulary and Concept List for Course
Social Education, January, 1981, pp. 70-73.

1. Provide a vocabulary list for students to define terms.
2. Match terms used to describe payment with definitions.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic Books: Grade 5, Unit e, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Loss is to _____ as money is to barter.
 - a. profit
 - b. credit
 - c. sales

2. Which one of the following sentences tells HOW a man who owns a shoe store expects to make money?
 - a. He gets the shoes free from the factory.
 - b. He has his store close to the shoe factory.
 - X c. He makes or buys the shoes for LESS than he sells them.
 - d. He makes or buys the shoes for MORE than he sells them.

3. Which of the following tells WHAT a man who owns a business must expect?
 - a. low rent
 - X b. chance of loss as well as profit
 - c. cooperation from other businesses
 - d. easy access to materials

TRUE or FALSE

- T 4. Capital is money used to run the nation's industries; property or goods used in the production of other goods and services.

- T 5. Natural resources are those which exist without human labor having been used to produce them.

- T 6. Labor constitutes all forms of human effort, physical and mental, that provide value to finished products or services.

- T 7. As people borrow more and spend more, production increases, and more jobs are created.

- F 8. In order to grow, a nation does not have to use its resources to produce factories, heavy equipment, and other capital goods.

- T 9. An economy cannot grow if it uses all its productive resources to produce consumer goods, such as food and clothing.

Objective and Code: IA2.47

Identify and explain the various forms of taxes (e.g. sales, property, excise, income).

Grade Level: 2, Free Enterprise, Economics, Government, American History

Instructional Materials

Printed Materials

- An Economics Primer for Educators
Texas Education Agency
Division of Curriculum Development
201 East 11th Street
Austin, Texas 78701
- Teaching Economics in the Elementary Grade
Texas Education Agency
- Teaching the Free Enterprise System in the
Required Social Studies Courses
Texas Education Agency
- National Awards Program for the Teaching
of Economics
Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York
- Economics for a Multicultural Society
American History (Grade 8-Unit 2)
Houston Independent School District
Houston, Texas

Textbook Helps:

- American Book: Grade 4, p. 276
- MacMillan: Grade 4, pp. 207, 271, 287.
- Economy: Grade 4, pp. 128-129, 131, 224
- King Rudman: Grade 5, pp. 161, 200-201, 204-205, 218, 237, 238, 256-257, 302, 346, 366, 417, 422.

- American Book: Grade 5, pp. 153, 159-166, 193-194, 253.
- Houghton-Mifflin: Grade 5, pp. 163-167, 369.

Activities

- Allyn-Bacon: Grade 5, pp. 208-212, 214, 236.
- Ginn: Grade 5; pp. 57-59, 64, 294.
- Follett: Grade 6, pp. 71, 88, 92, 112, 130, 161, 242, 280, 442.
- Laidlaw: Grade 6, pp. 285-286, 212, 195, 197, 67-68, 250-251, 253, 298, 336, 471.
- Silver Burdett: Grade 6, pp. 152, 210, 334-335, 415.
- Ginn: Grade 6, pp. 59, 63, 66, 137-138, 142, 170, 201.

Evaluation Items:

1. An income tax is "progressive" if
 - a. the tax goes up as income goes down.
 - b. the percentage of income paid as taxes increases as income increases.
 - c. the percentage of income paid as taxes is the same regardless of the size of income.
 - d. the tax rate goes down as income goes up.

2. A sales tax is a tax levied upon
 - a. the owners of business.
 - b. the sale of goods.
 - c. the right to exchange goods.
 - d. the ownership inherent in the purchase of goods

3. The principal source of revenue for local governments is
 - a. general sales tax
 - b. income tax
 - c. property tax
 - d. excise tax

4. An excise tax is
 - a. a federal level tax levied on imported goods.
 - b. a selective sales tax.
 - c. an extra tax levied on goods to make taxes more equitable.
 - d. that part of general tax revenue taken out for special purposes

Objective and Code: IA2.48

Recognize the freedom of individuals to join or not join in collective economic action.

Grade Level: 5, Economics
American History

Textbook Helps:

American: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.

Harcourt: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253

Houghton: Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

AC 539 A Public Market
 AC 1021 B Personal Services Industry
 CC 536 Free To Choose Series - M. Friedman
 ----- Will There Always Be An England
 Chamber of Commerce of the United
 States - \$25.00

Printed Materials

----- Economics - McDonald's Action Pack
 ----- Teacher's Handbook for Hard Choices
 Julius Knebel - Sterling Swift
 Publishing Company
 ----- Teaching Economics in American His-
 tory - Joint Council on Economic
 Education

Instructional Kits

730225 What You Should Know Before You Go
 To Work

Activities

1. Have students interview union and non-union workers from several career areas. Compare the points of view.
2. Trace the history of several union groups in the United States.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
 Scholastic: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, 236-297.

Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Freedom of enterprise refers to all of the following except:

- a. businesses' freedom to acquire resources they desire and for which they are able to pay
- b. businesses' freedom to acquire governmental regulation of "unfair" competition
- c. businesses' freedom to produce any product and offer it for sale at any price they desire
- d. businesses' freedom to invest in any way they please

2. Freedom of individual choice refers to all of the following except:

- a. individual's freedom to accept any job subject only to the limitations of their abilities
- b. individual's freedom to quit any job
- c. individual's freedom to use their own resources subject to no restraints whatever
- d. individual's freedom to buy any goods subject only to constraints of their own budgets

3. Americans generally have freedom in

- a. choosing the products and services they buy
- b. the jobs they seek
- c. the businesses they start
- d. all of the above

4. Almost all of the U.S. businesses firms are owned by the

- a. national government
- b. state government
- c. private citizens
- d. local government

5. Workers are free to choose and change jobs in the

- a. United States
- b. Cuba
- c. Soviet Union
- d. all of the above

True or False

6. The free market means that Americans are free to buy any products they like.

Textbook Helps:

Objective and Code: IB1.

Uses the senses.

Grade Level: All Levels

Instructional Materials

Activities

1. Early Prevention of School Failure - Activity Cards for Parents.

443

444

Objective and Code: 1B2.1

Utilize a variety of sources in seeking information.

Grade Level: All Levels

Textbook Helps:

American: Grade 5, p. 167.
Laidlaw: Grade 4, p. 176.
Scholastic: C. de 4, pp. 89, 106, 136, 152, 264, Grade 5, Unit 7, p. 330, Grade 6, pp. 356-357
Scott Foresman: Grade 4, Unit 5, Chapter 20, p. 214, Grade 6, Chapter 26, Lesson 1, pp. 309-311.

Instructional Materials

Films

AC 3285 Maps Are Fun
AC 1852 D Learning to Observe

Printed Materials

----- Selected Social Studies Skills - 88
Reinforcement Lessons for Secondary
Students - Social Science Education
Consortium
----- Citizenship Decision Making - Richard
Remy - Addison-Wesley Publishing
Company

Instructional Kits

630970 Maps Show the Earth
631240 How to Read a Map
631079 Learning to Use Maps

Additional Materials

"Pictures and Questions for Student Analysis" Social
Education - November/December 1980, pp.
634-640.

Primary Document: The Zimmermann Telegram - Social
Education - April 1981, pp. 266-269.

Primary Document Units from the National Archives -
Social Education - April 1981 p. 266

Write: Education Division
National Archives and Records Service (GSA)
Washington, D.C. 20408

Activities

1. Visit the library and let the librarian explain sources of information.
2. Give list of sources of information and ask students to:
 - a. define each source.
 - b. list kinds of information located in each
 - c. write an example of each
3. Conduct a source hunt - like a scavenger hunt Give students kinds of information and ask them to find the best source in which to locate this information.
4. Write a short paper on a specific topic and use at least five different types of sources.
5. Barth Activities
No. 3, p. 178
11, p. 196
4, p. 106-108

Evaluation Items:

The Readers' Guide to Periodical Literature is an index to the articles published in more than 100 commonly used magazines. (Some school libraries have the Abridged Readers' Guide, which is the same except that it indexes fewer magazines.) Magazine articles are indexed in the Readers' Guide by subject and by author in one alphabetical list.

Besides the subject, title, and author's name, the Readers' Guide provides the following information about each article: (1) the name of the magazine in which the article appeared, (2) the number of the volume of the issue in which the article appeared, (3) the publication date of the issue in which the article appeared, (4) the page or pages of the magazine on which the article appeared, and (5) whether the article has pictures or other illustrations.

On the basis of the information given in the paragraph above, decide whether each of the following statements about the Readers' Guide is true or false.

1. The Readers' Guide is an index to magazine articles.
 a. True
 b. False
2. The Readers' Guide lists articles under their subjects and under the names of their authors.
 a. True
 b. False
3. The subjects and authors in the Readers' Guide are listed in alphabetical order.
 a. True
 b. False
4. The Readers' Guide tells you the name of the magazine in which an article appeared.
 a. True
 b. False

Objective and Code: IB2.2

Explain the functions of geographic tools such as maps, globes and graphs.

Grade Level: 3,4,5,6, Geography

Instructional Materials

Films

AC 3285 E Global Concepts in Maps
AC 2701 L Latitude and Longitude and Time Zones
AC 2701 M Latitude and Longitude and Time Zones
BC 3285 C Maps, Coastal Symbols and Terms
BC 3285 L Introducing Globes
VC 3590 V Using Map Scales to Compute Air

Filmstrips

32-2 B Map Symbols, Dots, and Lines

Scholastic Social Studies Skills
Series - "Maps" and "Globes"

Printed Materials

630346 Study Lessons in Map Reading I

World Geography - Follett Social
Studies
630609 Know Your States I

Basic Geography Skills
Social Studies School Service

Instructional Kits

Map Games - Geography

Additional Materials

Primary Source Document: Theme of Relocation of Americans
with Japanese Ancestry - Social Education,
May, 1981, pp. 354-355.

Textbook Helps:

American; Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 306-314, Grade 6, Chapter 2, p. 34.
Harcourt: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Activities

1. Project GEOG - Region VII Education Service Center. (Source - Region XIII ESC)
2. Bring in resource people such as architects, engineers, airplane pilots, survey people and have them to bring the tools they work with such as maps, for the students to see.
3. Plan an imaginary trip in a hot air balloon. Brainstorm needs for the trip such as maps, compass, etc. and how to use them.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. What is a globe?
2. What is a symbol? Name 3 symbols often found on most maps.
3. What are graphics?
4. Which kind of graph best compares both amounts and time?
5. A road _____ is to the traveler as a walking cane is to an old man.
 a. map
 b. graph
 c. globe
 d. symbol

Objective and Code: IB2.3

Identify different map projections.

Grade Level: 4, 5, 6, Geography

Instructional Materials

Films

- AC 3285 E Global Concepts in Maps
- BC 3285 G The Language of Maps
- BC 3285 I Mapping the Earth's Surface
- BC 3285 B Maps-Land Symbols and Terms
- BC 3285 L Introducing Globes
- VC 3590 V Using Map Scale to Compute Air

Filmstrips

- 631079 Learning to Use Maps

Printed Materials

- 630004 Readiness for Map Skills
- 630708 Map Skills Project Book
- 630709 Map Skills Project Book
- The Cram Social Studies Conceptual Development Program
- Map Skills Readiness Book Hammond Inc.
- Basic Geography Skills - Milliken
- The Scholastic Social Studies Skills Series

Instructional Kits

- Using Maps and Globes - SSEC Data Book 3
- Cassette Lessons Where and Why SSEC Data Book

Additional Materials

- Research on American Cities using Chambers of Commerce - Social Education.- November/December 1979, pp. 576-577.

Textbook Helps:

- American: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Unit 1, Chapter 1, Chapter 2, p. 34.
- Follett: Grade 6, Part 2, Units 4-5, Part 3, Unit 6.
- Harcourt: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Units 1, 3, Unit 4, pp. 183-253, Unit 5.

Activities

1. Give students a world map and ask them to locate the following:
 - a. the continents
 - b. lines of longitude and latitude
 - c. oceans
 - d. hemispheres
 - e. large cities of the world

TEXTBOOK HELPS:

- Houghton: Grade 4, Unit 3, pp. 183-200 Unit 4, pp. 203-265, Grade 5 Unit 1, Lesson 8, pp. 59-63, Grade 6, Unit 2, Chapters 5-8, pp. 321-348.
- Laidlaw: Grade 5, pp. 421-426, Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 60.
- Scholastic: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, Unit 3, pp. 17, 236-297.
- Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, Unit 2, Chapters 8-9, pp. 325-331.

Evaluation Items:

1. Given a world map locate:
 - a. the continents
 - b. lines of longitude and latitude
 - c. oceans
 - d. hemispheres
 - e. large cities of the world

2. A city is to a state as a state is to a _____.
 - a. world
 - b. nation
 - c. town
 - d. continent

3. What type of projection would show you the most accurate picture of the Greenland?
 - a. northern polar projection
 - b. mer cator projection
 - c. graphic - relief map

4. Which of these would give you the most accurate view of the world?
 - a. flat surface map
 - b. mer cator projection
 - c. globe

Objective and Code: IB2.4

Gather and report information accurately.

Grade Level: All Levels

Textbook Helps:

American: Grade 5, p. 167.
Laidlaw: Grade 4, p. 176.
Scholastic: Grade 4, pp. 89, 106, 136,
152, 264, Grade 5, Unit 7,
p. 330, Grade 6, pp. 356-357
Scott Foresman: Grade 4, Unit 5, Chapter 20,
p. 214, Grade 6, Chapter 26,
Lesson 1, pp. 309-311.

Instructional Materials

Films

AC 934 A Am I Dependable
CD 3492 D Children's Museum
CC 948 C Despite Man's Differences
BC 1825 Dragon Stew
23-153 A Christman Through the Ages
23-141 Children of Early America
23-142 Children of Pioneer Times

Printed Materials

----- Selected Social Studies Skills - 88
Reinforcement Lessons for Secondary
Students - Social Science Education
Consortium
----- Citizenship Decision Making - Rich-
ard Remy - Addison-Wesley Publishing
Company

Instructional Kits

630970 Maps Show the Earth
631240 How To Read a Map
631079 Learning to Use Maps

Activities

1. Barth Activities
No. 1, p. 46
4, p. 106

Additional Materials

Mapping Lesson for Elementary - Social Education - March,
1979, pp. 220-221.
World GEOG Lessons with Research - Social Education - January
1979, pp. 34-35.

Evaluation Items:

1. A _____ is a type of graph that uses bar shapes to compare quantities or amounts.
- a. circle graph
 - b. line graph
 - c. bar graph
2. A _____ tells the meaning of the symbols used on a map.
- a. compass
 - b. map key
 - c. symbol
3. A pictograph is a type of graph that uses pictures to stand for the objectives recorded.
- a. True
 - b. False
4. A glossary is a dictionary found in the front of the textbook.
- a. True
 - b. False

Textbook Helps:

Objective and Code: 1B2.5

Demonstrate skills necessary to acquire information:
(1) using direct observation; (2) using questions;
and (3) using prepared sources.

Grade Level: All Levels

Instructional Materials

Printed Materials

- Unit Plan by Louis Easton - Nostalgia and the Interview - Thematic units in Teaching English and the Humanities - Second Supplement National Council of Teachers of English
- Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Company, 1979

Additional Materials

- Lesson on Question Charts - Social Education, April 1981, p. 275.
- Interview of Historical Character Lesson - Social Education, October 1980, p. 519.
- Primary Source Document - Social Education - March, 1979, pp. 198-199.
- Classroom Graphs on Population Information for Children Social Education - January, 1979, pp. 40-50

Activities

1. Scholastic Social Studies Skills Program
2. Barth Activities
No. 2, p. 23
No. 3, p. 23
No. 4, p. 23
No. 6, p. 24
No. 7, p. 24
No. 8, p. 24
No. 9, p. 24
3. Global Issues: Activities and Resources for the High School Teacher by K.A. Switzer and P.T. Mulloy - Social Science Education Consortium
4. Food and Hunger: 33 Activities - Center for Teaching International Relations
5. Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium

Evaluation Items:

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Textbook Helps:

Objective and Code: IB2.6

Demonstrate skills necessary to use information comparing, classifying, conceptualizing, inferring, hypothesizing, imagining, and evaluating.

Grade Level: All Levels

Instructional Materials

Printed Materials

- United States Settlement - Harris County Department of Education Houston, Texas
- Unit plan by Louis Easton - Nostalgia and the Interview - Thematic Units in Teaching English and the Humanities-Second Supplement National Council of Teachers of English
- Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Company, 1979

Activities

1. Scholastic Social Studies Skills Program
2. Barth Activities:
 - No. 2, p. 25
 - No. 3, p. 23
 - No. 4, p. 23
 - No. 6, p. 24
 - No. 7, p. 24
 - No. 8, p. 24
 - No. 9, p. 24
3. Global Issues: Activities and Resources for the High School Teacher - K.A. Switzer and P.T. Mulloy - Social Science Education Consortium.
4. Food and Hunger: 33 Activities - Center for Teaching International Relations.
5. Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium

Evaluation Items:

164

Objective and Code: IB3.1

Use specific coordinates to locate places on maps and globes.

Grade Level: 3,4,6, World Geography

Textbook Helps:

American: Grade 4, Chapter 1, pp. 3-35
 Harcourt: Grade 4, Chapter 1, pp. 35-47, pp. 304, 347, 349, 355.
 Houghton: Grade 4, Lesson 3, pp. 29-40 Building Map Skills pp, 442-450.
 Laidlaw: Grade 4, Chapter 1, pp. 10-28.
 Scholastic: Grade 4, Skill Builder, pp. 12-15.

Instructional Materials

Activities

Films

BC 3285 Map Skills: Understanding Latitude
 BC 3285 Map Skills: Understanding Longitude
 AC 3285 E Global Concepts in Maps
 BC 3285 L Introducing Globes

Filmstrips

32-3 E Locating Places on the Map
 32-2 B Map Symbols Dots and Lines

Printed Materials

----- Selected Social Studies Skills - 88
 Reinforcement Lessons for Secondary
 Students - Social Science Education
 Consortium
 ----- Maps and Globes - Scholastic Book
 Company

Instructional Kits

630970 Maps Show the Earth
 631240 How to Read a Map
 631079 Learning to Use Maps

1. Have students locate lines of latitude and longitude using individual maps.
2. Locate directions on maps with the teacher calling the directions.

TEXTBOOK HELPS:

Scott Foresman: Grade 4, Lesson 1, pp. 16-17
 Lesson 2, pp. 18-19, 21-25.

Evaluation Items:

1. Write the approximate latitude and longitude for the following countries:

- a. United States
- b. South America
- c. Africa
- d. Russia
- e. England
- f. Australia
- g. France
- h. North Pole
- i. South Pole
- j. Ireland

Textbook Helps:

Objective and Code: IB3.2

Accept or reject the application of a rule for governing a new situation.

Grade Level: 4, 7, World Geography

Instructional Materials

Films

AC 1918 A Critical Thinking
AC 1908 S Listening Skills - An Introduction
BC 1919 L Listening Between the Lines

Filmstrips

31-12 D Community Solves a Problem
20- 7 N Deductive Reasoning
19-70 Looking Things Up

Printed Materials

----- Scholastic Social Studies Skills Program
----- Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Co.

Instructional Kits

----- The Magic Circle Series - Human Development Program

Activities

1. Barth Activities

No. 4, p. 240
No. 3, p. 119
No. 1, p. 93
No. 14, p. 270
No. 2, p. 55
No. 3, p. 55

2. Citizen Me - Grade 6, Lesson 2

3. Write a paragraph on why it is better to say no sometimes.
4. Write a paragraph on why do we say yes when we should say no.
5. Show that facts can be proven and opinions can not.

Evaluation Items:

True or False

- 1. If you say no, you should mean it.
 - 2. When you say what you mean and mean what you say, it makes life easier for all involved.
 - 3. It is better to say no sometimes.
 - 4. You should get mad if someone says no to you.
 - 5. Cities can become prosperous and offer an enduring environment or it can wither or decay.
 - 6. Facts can be demonstrated.
 - 7. Opinions can be proven.
 - 8. Let others do what they should for themselves.
 - 9. Listening is sometimes difficult.
 - 10. You should let feelings control your attitude.
11. Sue, who loves animals and hopes to become a veterinarian, was a member of a 4-H Club. For a project she decided to raise a calf. When people in the neighborhood complained to the police, Sue was informed that she could not keep a calf in the city because it was against the law. She was discouraged and angry and decided to quit the 4-H Club. What is the best solution Sue might have tried in order to solve her problem?
- a. asked her family to move to the country so that she could raise the calf
 - b. keep the calf and raise it in the city
 - c. tried to find a place outside the city where she could have kept and raised the calf
 - d. avoided choosing any 4-H Club project

Objective and Code: IB3.3

Question stereotypes which represent an oversimplified or incorrect opinion, attitude or uncritical judgement of individuals, groups, issues, or events.

Grade Level: 3, 5, 7, American History

Textbook Helps:

American: Grade 5, p. 229.
Harcourt: Grade 6, Chapter 1, pp. 3-10
Houghton: Grade 5, pp. 248-259, Grade 6, pp. 90-99.
Laidlaw: Grade 5, Chapter 23, p. 420, Grade 6, pp. 410-411
Scholastic: Grade 4, p. 264.
Scott Foresman: Grade 5, pp. 43-49.

Instructional Materials

Films

CC 6200 M Bill Cosby on Prejudice
BC 6200 N Minorities
AC 1918 A Critical Thinking
AC 1980 S Listening Skills - An Introduction
BC 1919 L Listening Between the Lines

Filmstrips

31-12 D Community Solves a Problem
20- 7 N Deductive Reasoning
19-70 Looking Things Up

Printed Materials

----- Programs from the Institute of Texas
Culture - San Antonio, Texas

Instructional Kits

----- The Magic Circle Series - Human
Development Programs
630964 What is Prejudice?
630871 Children Around the World
630960 Minorities Have Made America Great

Additional Materials

Lesson on Stereotyping (using dinosaur riddles) Social
Education - February 1981, pp. 126-130.
Lesson on Stereotyping (employment of married women)
Social Education - February 1981, pp. 134-
136.
American History Background Information to Prevent
Stereotyping - Social Education, October
1980, pp. 452-481.

Activities

1. Barth Activities
No. 7, p. 158
No. 1, p. 159
No. 15, p. 199
No. 8, p. 263
No. 5, p. 235
2. Images of China-Center for International
Relations - unit on stereotyping.
3. Teaching About Perception: The Arabs - Cen-
ter for International Relations.
4. Teaching About Ethnic Conflict - Center for
International Relations-University of Denver.

Evaluation Items:

1. France works for the Correlli Trucking Company on the loading dock with five other men, all of whom are Italian-Americans. Because of increased business, James is hired to work with them. James is not an Italian-American, and Franco is upset because another Italian-American was not hired. Franco refuses to speak to James except when it is necessary to get the job done. Which one of the following describes the most likely result if Franco's behavior does not change?
 - a. Franco's attitude will not bother James at all.
 - b. James will develop a dislike for Franco.
 - c. Franco will get to know James and begin to like him.
 - d. James will make a greater effort to become friends with Franco.

2. Which one of the following statements describes what might happen if the people of one race are prejudiced against the people of a different race?
 - a. Communications will increase between the people of different races.
 - b. People of different races will like each other better.
 - c. Clashes between the people of different races will decrease.
 - d. Understanding between people of different races will be hard to achieve.

3. Lalitha came to the United States as the bride of a serviceman who had been stationed in Southeast Asia. She got a job at a watch factory and worked near five other women who did the same job. Lalitha spoke English well, but the other women avoided her and did not include her in their conversations. How would this affect Lalitha's attitude toward work? Select the most probable effect.
 - a. She would probably like her work better since she was never interrupted.
 - b. She would probably like her work less because she felt alone.
 - c. This would probably have no effect on her work attitude since she worked independently of the other women.

Additional test items may be taken from NEEDS ASSESSMENT AND EVALUATION GUIDE FOR CAREER EDUCATION, Partners in Career Education, 1977. Learner Outcome 5:10 (7 questions) and 5:11 (3 questions).

Textbook Helps:

Objective and Code: 1B3.4

Transfer learning from one situation to another.

Grade Level: 2, 4, 6

Instructional Materials

Films

AC 935 N Snowwhite: A Lesson in Cooperation
BC 2375 A All By Myself
AC 615 G Clay Comes Alive
BC 2375 S How Do You Know
AC 1918 A How To Judge Facts
AC 2360 J Look, Listen and Learn
AC 3285 Maps Are Fun
BC 1923 A Reading and Critical Thinking

Printed Materials

Citizenship Decision Making - Richard
Remy - Addison-Wesley Publishing Co.

Instructional Kits

The Magic Circle Series
630972 Where and Why

Activities

1. Barth Activities
No. 2, p. 300
2. Overview: TLW participants in making graphs of information about self and classmates. Materials needed: Tagboard, heavy paper strips, ribbon or yarn, glue, tape, and/or push pins, construction paper. Procedure: In small groups or pairs, have children measure heights with strips, ribbons or yarn to prepare a "How Tall" graph. A more detailed graph, "Who Am I" could record names, height, weight, and color of eyes and hair, corresponding construction colors to the latter two. Lead class to discover the usefulness of graphs to find many kinds of information: Evaluation: Participation.
3. TLW participate in making salt relief maps of the Mayflower journey. Materials needed: Salt mixture (2 cups salt, 2 cups flour, 1½ cups water.) large cardboard or box lid, tempera paints, felt markers, brushes, clay, walnut shell, toothpick and paper. Procedure: Make salt mixture, spread on cardboard. Build up New England and "old" England shores leaving flat areas for Atlantic Ocean. After map is dry, paint and label ocean and the two Plymouths. Mark number of miles and days as you mark course. Sail Mayflower made from shell, dab of clay, and toothpick flag. Evaluation: participation.

Evaluation Items:

1. If you enjoy feeling accepted, you might do which of the following for a new classmate?
 a. ask them to do something you enjoy
 b. admit that you have been lonely at times
 c. act lonely
 d. tell them they look lonely
2. Since kids your age spend money for entertainment, which of the following enterprises should be profitable?
 a. a sports activity
 b. selling cards
 c. a variety show
 d. car wash
3. If facing north, east is to your right, where would you locate west? To your left. South? South? Parallel down from north
4. Graphs which chart information may help in map reading in which of the following ways?
 a. symbols or words representing information
 b. no purpose states
 c. scales determined
5. Since name calling can cause hurt feelings, which of the following might correct the trouble?
 a. give pleasant nicknames
 b. repeat nicknames that have hurt you
 c. use nicknames only with someone you know well
 d. make agreements about use of nicknames

470

473

Textbook Helps:

Objective and Code: IB3.5

Apply new information accurately.

Grade Level: All Levels

Instructional Materials

Printed Materials

Citizenship Decision Making -
Richard Remy - Addison-Wesley
Publishing Company, 1979

450

Activities

1. Scholastic Social Studies Skills Program.
2. Barth Activities:
No. 4, p. 106
3. Global Issues: Activities and Resources for
the High School Teacher by K.A. Switzer and
P.T. Mulloy - Social Science Education
Consortium
4. Food and Hunger: 33 Activities - Center for
Teaching International Relations.
5. Selected Social Studies Skills - 88 Rein-
forcement Lessons for Secondary Students -
Social Science Education Consortium.

451

Evaluation Items:

Textbook Helps:

Objective and Code: 183.6

Apply interview skills.

Grade Level: All Levels

Instructional Materials

Printed Materials

Thematic Units in Teaching English
and the Humanities-Second Supplement
"Nostalgia and the Interview" by
Louis Easton - National Council of
Teachers of English

Activities

1. Barth Activities:
No. 6, p. 68
No. 1, p. 93

453

454

Evaluation Items:

455



Objective and Code: 1B3.7

Formulate, according to the situation, a summary, value, or cause/effect generalization.

Grade Level: All Levels, Political Science

Instructional Materials

Films

AC 1918 A Critical Thinking
AC 1908 S Listening Skills - An Introduction
BC 1929 L Listening Between the Lines

Filmstrips

31-12 D Community Solves a Problem
20- 7 N Deductive Reasoning
19-70 Looking Things Up

Printed Materials

----- Scholastic Social Studies Skills Program
----- Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Co.

Instructional Kits

----- The Magic Circle Series - Human Development Program

Textbook Helps:

American: Grade 5, Chapter 14, p. 347.
Follett: Grade 4, Unit 3, pp. 143, 147, 157, Unit 4, p. 164, Unit 7, p. 296.
Harcourt: Grade 4, Thinking Skills, Grade 5, Practicing Skills.
Houghton: Grade 5, Unit 1, pp. 22, 51, 30.
Laidlaw: Grade 4, pp. 271, 292, 306, 311, Grade 5, Concepts and Understandings

Activities

TEXTBOOK HELPS:

Scholastic: Grade 4, p. 264, Grade 5, Unit 4, p. 188, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 294.
Scott Foresman: Grade 4, Unit 4, Chapter 17, p. 183, Grade 5, Unit 3, Chapter 11, p. 147, Unit 6, Chapter 26, p. 307, Chapter 27, pp. 309-316.

1. Have students take opposite sides of an event and research the viewpoints of each. Design specific events for questions (i.e. account of U.S. hostages in Iran.) Develop a summary of positions.
2. Read "eye witness accounts" of events. Develop different points of view, generalizations and summaries.

Evaluation Items:

1. Which one of the following statements describes a situation where a job was discontinued due to improved technology and caused workers to need retraining?
 - a. Workers were laid off when sales dropped.
 - b. Sandy Clark left her summer job in the Clark Dairy to return to college.
 - c. The nurses received the new equipment they had ordered.
 - d. Buddy Hayes went to night school after losing his job as a seam stitcher when the last company making shoes by hand changed to machine stitching.

2. The Reserve Chemical Company recently added a computer to its bookkeeping department in order to summarize sales and trends very rapidly. Which one of the following statements best describes how this change would likely affect employees of Reserve Chemical?
 - a. Extra bookkeepers would be hired.
 - b. Some employees in the department would be retrained and some replaced by people with computer training.
 - c. There would be more bookkeeping done by hand.
 - d. Personnel in other departments would not be affected by the change in the bookkeeping department.

3. Which one of the examples below shows how technology has eliminated some jobs, causing a need for workers to retrain?
 - a. Construction workers need to learn to use new products like plastics and foam.
 - b. New products such as the transistor have caused a change in the ways equipment is repaired.
 - c. Many places use computers to do some of the work their bookkeepers and accountants used to do.
 - d. The government cuts in the space program have eliminated the jobs of many engineers in the program.

4. The circumstances are to the excuse as the teacher's discipline choice is to the
 - a. punishment
 - b. absentee
 - c. reward

489

Objective and Code: IB3.8

Obtain and use pertinent information for performing citizenship tasks.

Grade Level: All Levels, Political Science

Textbook Helps:

American:	Grade 4, Chapter 6, p. 150., Grade 5, Chapter 14, p. 347
Follett:	Grade 5, Unit 7, p. 173.
Harcourt:	Grade 5, Unit 4, p. 183.
Houghton:	Grade 4, Unit 2, Lesson 5, pp. 92-97, Unit 5, Lesson 3, p. 289-315, Grade 5, Unit 1, Lessons 9-10, pp. 64-81.

Instructional Materials

Activities

Films

BC 3128	The Bill of Rights Series
BC 909 K	To Be the Most You Can Be
BC 2922 B	Must I, May I
BC 935 F	The Bike
AC 935 A	The Project
BC 613 F	The Fight
BC 940 A	Family Teamwork and You
AC 2300 L	Rules, Laws and You
AC 946 A	Why We Need Each Other
AC 1025 C	Decisions, Decisions
AC 3134 C	What Liberty and Justice Mean
AC 952 D	It's My Fault
AC 2342	We Go To School
AC 3114 B	Why We Have Laws

Printed Materials

631244	Awareness Activities for Social Awareness
-----	Pattern of Healthful Living - Harris County Department of Education - Houston, Texas
-----	Activities for Developing Positive Self-Awareness
-----	The Ready-Set-Grow Series - Word, Inc
-----	TA for Everybody Series
-----	100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents
-----	Multicultural Teaching: A Handbook of Activities, Information, and Resources

1. Citizen Me, Grades 1-6.
2. Citizenship Decision Making - Richard Remy Addison-Wesley Publishing Company
3. Scholastic Social Studies Skills Series.

TEXTBOOK HELPS:

Scholastic:	Grade 4, pp. 37-39, 66, Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, Chapter 18, p. 312.
Scott Foresman:	Grade 4, Unit 3, Chapter 13, pp. 134-146, Grade 5, Unit 7, Chapter 30, pp. 334-337, Chapter 32, pp. 351-358.

Instructional Kits

630777	I Talk, I Think, I Reason
730609	The Be Informed Series
631237	My Friends and Me
631235	Being Courteous, Being Considerate
631067	Sing a Song of People
631082	Living With Others
630803	Practicing Good Citizenship
630876	They Need Me

Evaluation Items:

1. Select the statement that describes the most important effect of voting in the United States.
 - a. to keep the people informed about what is happening in the government
 - b. to find out how many registered voters there are in the country
 - c. to keep the governmental system working according to the wishes of the people
 - d. to allow people to support a political party

2. Helen and her neighbor have a problem. When it rains, the streets in their neighborhood flood. if a storm sewer were put in, the rainwater would run into the river instead of flooding the streets. Which one of the following would be the first step to take?
 - a. wait for the idea to be thought of by a local official
 - b. submit a complaint to the local officials
 - c. demonstrate in front of the courthouse
 - d. go on TV to broadcast the problem

Objective and Code: 1B3.9

Apply generalizations accurately.

Grade Level: All Levels, American History

Instructional Materials

Films

AC 1918 A Critical Thinking
AC 1908 S Listening Skills - An Introduction
BC 1929 L Listening Between the Lines

Filmstrips

31-12 D Community Solves a Problem
20- 7 N Deductive Reasoning
19-70 Looking Things Up

Instructional Kits

----- The Magic Circle Series - Human
Development Program

Textbook Helps:

American: Grade 5, Chapter 14, p. 347.
Follett: Grade 4, Unit 3, pp. 143,
147, 157, Unit 4, p. 164,
Unit 7, p. 296.
Harcourt: Grade 4, Thinking Skills,
Grade 5, Practicing Skills.
Houghton: Grade 5, Unit 1, pp. 22, 51,
80.
Laidlaw: Grade 4, pp.271, 292, 306,
311, Grade 5, Concepts and
Understandings

Activities

1. Define: inferences, observations, data, interpretation, bias, and advertising. Then discuss relationship of information and the source of it's origin.
2. Consumer guidelines as outlined by students for products they want. Brainstorm.
3. Role play and debate with one male and one female on each team with the teacher to clarify between facts and opinion generalizations.

TEXTBOOK HELPS:

Scholastic: Grade 4, p. 264. Grade 5,
Unit 4, p. 183, Unit 6, p.
284, Unit 7, p. 330, Grade
6, p. 294.
Scott Foresman: Grade 4, Unit 4, Chapter 17,
p. 183, Grade 5, Unit 3,
Chapter 11, p. 147, Unit 6,
Chapter 26, p. 307, Chapter
27, pp. 309-316.

Evaluation Items:

1. Select the statement which BEST describes what will happen in our society if the people do not work.
 - a. Our society will have more goods and services.
 - b. Our society will have fewer responsibilities.
 - c. Our society will pay lower taxes.
 - d. Our society will bear the cost of supporting those people who do not work.

2. Which one of the following do you think would happen if someone in our society chose not to work?
 - a. He/she would be forced to move to another city.
 - b. He/she would not be able to keep informed on current events.
 - c. He/she would not feel the same sense of contributing to the community as those individuals who did work.
 - d. His/her neighbors would be jealous and would force him/her to take a job.

3. Which one of the statements below describes what most likely will happen to a person who does not work?
 - a. If he/she is able to work and will not, he/she will be arrested.
 - b. He/she will not be able to afford things he/she needs or wants.
 - c. He/she will become ill due to lack of activity.
 - d. He/she will not be allowed to vote in federal elections.

Objective and Code: 183.10

Apply research skills to verify or challenge the validity of rules, laws, principles, generalizations, or decisions.

Grade Level: All Levels, World History

Textbook Helps:

American: Grade 5, p. 167.
Laidlaw: Grade 4, p. 176.
Scholastic: Grade 4, pp. 89, 106, 136, 152, 264, Grade 5, Unit 7, p. 330, Grade 6, pp. 356-357
Scott Foresman: Grade 4, Unit 5, Chapter 20, p. 214, Grade 6, Chapter 26, Lesson 1, p. 309-311.

Instructional Materials

Films

AC 1918 A Critical Thinking
BC 1929 L Listening Between the Lines
AC 1908 A Listening Skills - An Introduction

Filmstrips

31-12 D Community Solves a Problem
20- 7 N Deductive Reasoning
19-70 Looking Things Up

Printed Materials

----- GEOG - Region VII Education Service Center
----- Scholastic Social Studies Skills
----- Citizenship Decision Making - Richard Remy - Addison-Wesley Publishing Co.

Instructional Kits

----- The Magic Circle Series - Human Development Program

Activities

1. Barth Activities
No. 11, p. 196
No. 12, p. 197
No. 7, p. 224
No. 2, p. 52
No. 3, p. 53
2. Have students read three different newspaper accounts of the same event.

Evaluation Items:

1. NOTE TO THE TEACHER: For this exercise the student will need access to a desk dictionary, a world atlas, and the "E" volume of the encyclopedia.

Books that contain useful information about many different subjects are called general reference books. Four common kinds of general reference books are (1) dictionaries, (2) encyclopedias, (3) almanacs, and (4) atlases. Each of these books is used for a different purpose. The key to making good use of these books is knowing which one of them can give you the information you need.

For example, suppose you were assigned to write a paper about England. Three general reference books are available for you to use: a dictionary, an atlas, and an encyclopedia. Look up "England" in each of these books. The answer the following questions about what you find.

- a. In which two of these books is "England" listed in alphabetical order with other subjects?

- b. Which one of these books mainly contains maps?

- c. Which one of these books contains the longest written description of England?

- d. Which one of these books contains the shortest written description of England?

2. The 55 mile an hour speed limit is to gas consumption as an absentee record is to

- a. daily attendance
- b. learner performance
- c. socializing

501

500

Objective and Code: 1B3.11

Describe the influence of major world religions on the history of world civilization.

Grade Level: 6, World History, Sociology, World Geography

Textbook Helps:

American: Grade 4, Chapter 6, p. 165, Grade 5, pp. 89, 122-127, Grade 6, pp. 192-200.

Follett: Grade 5, pp. 118-119, 152-153, Grade 6, pp. 183-194.

Harcourt: Grade 4, Unit 4, Chapter 2, pp. 187-196, Grade 5, pp. 5-8, 29-31, 121-123, 178-182, Unit 5, p. 259, Unit 6, p. 305, Grade 6, pp. 154-160, 280.

Instructional Materials

Activities

Films

BC 3219 B Israel-A Nation is Born

Filmstrips

----- Religions of the World
 Social Studies School Service
 ----- The World's Great Religions

Printed Materials

----- The Great Religions by Which Men Live - Social Studies School Service
 ----- Major World Religions Series
 ----- Teaching About Conflict: Northern Ireland - Center for Teaching International Relations - University of Denver, Denver, Colorado 80208

1. Identify ten cultures and their religions. Compare them.
2. Examine the similarities and differences in major world religions.

TEXTBOOK HELPS:

Houghton: Grade 4, pp. 291-295, Grade 5, Unit 1, Lesson 9, pp. 64-68, 94-103, 125-143. Grade 6, Unit 6, Lesson 2, pp. 291-299, 383-395.

Laidlaw: Grade 5, pp. 64, 78-79, 135-137, 141, 159, 172, 24.

Scholastic: Grade 4, p. 43, Spirit Master Test #7, Grade 5, pp. 99-120-121, 130, Unit 8, p. 378. Grade 6, pp. 80, 97-98, 104-105, 108-109, 179-180, 187-189, 196, 308-309.

Scott Foresman: Grade 4, Chapter 15, pp. 160-164, Unit 6, Chapter 23, Lesson 3, p. 257. Unit 3, Chapters 9-10, Grade 5, Chapter 8, p. 98, Grade 6, Chapter 3, Chapter 23, pp. 265-279.

Evaluation Items:

1. A Buddhist religious concept is

- a. Ten Commandments
- b. Caste System
- c. Wheel of Rebirth

2. Christianity was originated in

- a. Asia
- b. Europe
- b. Middle East

3. The book by which the Moslem live is

- a. The Koran
- b. Holy Bible

4. The Holy Bible is to Christianity as the Koran is to Islam

Objective and Code: IB3.12

Cite examples of the impact of science, technology, and industrialization on the nations of the world.

Grade Level: 6, World History, Economics, Free Enterprise, Geography

Textbook Helps:

American: Grade 4, Chapter 5, pp. 132, 136-141, Grade 5, Chapter 10, p. 244, Chapter 12, p. 290, Grade 6, Chapter 13, pp. 272-289.
Foilett: Grade 4, Unit 5-6, pp. 200-277, Grade 5, Units 13-15, pp. 335-385.
Harcourt: Grade 5, Unit 5, p. 259, Unit 6, p. 305.

Instructional Materials

Activities

Films

- CC 3316 B American Parade: Second Revolution
- BC 3220 F Trade Between Nations
- BC 3280 P Mideast: Economic Development
- BC 3104 B Trends
- BC 3280 T Oil and Sudden Wealth
- BC 3280 V Middle East Journey to the Future
- BC 3278 C Saudia Arabia
- BC 3280 X Iran
- CC 3212 S China: An End to Isolation
- BC 3216 D South America: Widening Gap

Filmstrips

631233 Economics of the Energy Problem

Printed Materials

- Greenhaven World History Program
- Great Revolution Booklets
- Greenhaven, 1980
- Social Studies School Service
- The EVA Scientific Revolution and Industrial Revolution Filmstrip programs.
- Social Studies School Service

Additional Materials

Lessons and Helps on Technology and Social Studies - Social Education - October 1979, pp. 420-455.

1. Barth Activities:

- No. 19 p. 274
- 20 p. 275
- 22 p. 276
- 23 p. 276
- 24 p. 277
- 4 p. 240

TEXTBOOK HELPS:

Houghton-Mifflin: Grade 4, Unit 3, p. 140, Unit 4, pp. 206-207, Grade 5, Unit 5, pp. 218-230, pp. 332-344, Grade 6, Chapters 4-8, p. 245.
Laidlaw: Grade 5, Chapter 20, p. 362, Grade 6, pp. 131-132.
Scholastic Books: Grade 5, Unit 6, p. 384, Grade 6, pp. 20-21.
Scott Foresman: Grade 4, Unit 7, pp. 296-307, Grade 5, pp. 292-301, 172-176, Grade 6, pp. 41-49.

Evaluation Items:

1. How has the discovery of oil affected the power of the Middle Eastern countries?
2. What was the international impact of "Sputnik"?
3. How did Eli Whitney's interchangeable parts idea affect American industrialization?
4. Because of the technical skills of many immigrants to Israel, their economy is
 - a. gradually improving.
 - b. staying the same.
 - c. one of the most advanced in the world.
5. One of the reasons most nations have difficulty in improving the standard of living is
 - a. lack of money and machines for industrialization.
 - b. the people are lazy.
 - c. the government is indifferent to economic advances.
6. Because of advances in science China has practically wiped out
 - a. malaria.
 - b. venereal diseases.
 - c. cholera.
 - d. all of these.

True or False

7. Oil has raised the standard of living in many Middle Eastern countries.
8. Because of increased industrialization and urbanization Japanese families are becoming larger.

Objective and Code: IB3.13

Identify symbols of the U.S.

Grade Level: 1-3, 5

Textbook Helps:

Houghton Mifflin: Grade 5, pp. 210-211
Laidlaw: Grade 5, p. 231
Scholastic Books: Grade 5, p. 227

Instructional Materials

Films

BC 3325 A American Flag
BC 3308 C The Declaration of Independence
CC 3306 B Constitution: Compromise that
Makes a Nation
BC 3306 A Constitution: Guardian of Liberty
BC 3128 H Bill of Rights in Action
AC 3133 C Pledge of Allegiance

Filmstrips

31-22 E Our National Anthem

Instructional Kits

630635 The Story of Our Flag

Activities

1. You, as a teacher, might use pictures and have the students color it and write the answer to the questions on the back of it.
2. Barth Activity
No. 8, p. 49 (K-3)

Evaluation Items:

1. Tell how each of the following is a symbol of America.

the flag
the eagle
the Statue of Liberty
the capitol
Liberty Bell

2. The Statue of Liberty is to New York as _____ is to Philadelphia.

- a. Declaration of Independence
- b. Liberty Bell
- c. Capitol

3. Betsy Ross is to the _____ as Thomas Jefferson is to the Declaration of Independence.

- a. Liberty Bell
- b. dollar
- c. flag

511

512

Objective and Code: 1B3.14

Recognize important historical documents of the U.S.

Grade Level: 2, 5, 8, American History, Government

Textbook Helps:

American Book: Grade 5, pp. 168-169, 176.
Follett: Grade 5, Unit 7, p. 173.
Houghton: Grade 5, p. 73.
Scholastic: Grade 5, pp. 168-169, 172-181, 184, 268.
Scott Foresman: Grade 5, p. 149.
Laidlaw: Grade 5, pp. 136, 232-235, 237-238, 242-246, 247, 281, 286, 331, 372, 449

Instructional Materials

Films

BC 3308 D We Hold These Truths
BB 3308 Our Declaration of Independence
BC 3128 H Bill of Rights in Action
BB 3314 Bill of Rights
BC 3306 A Constitution: Guardian of Liberty
CC 3306 B Constitution: Compromise That Makes A Nation

Printed Materials

631122 The Meaning of the Constitution

Instructional Kits

VC 3127 Justice, Liberty, and Law

Activities

1. Barth Activities
No. 6, p. 298-299
9, p. 140

Evaluation Items:

Match the document with the items. You may use the documents more than once.

- | | | |
|--|-------|--------------------------------|
| 1. Written by Thomas Jefferson | _____ | |
| 2. Contains reasons for break with England | _____ | |
| 3. Lists basic beliefs about rights of man | _____ | |
| 4. Adapted in 1789 | _____ | a. Declaration of Independence |
| 5. Is supreme law of the land | _____ | b. Constitution |
| 6. Is the blueprint for our government | _____ | c. Bill of Rights |
| 7. Contains a list of freedoms | _____ | |
| 8. Was added to preserve liberties | _____ | |
| 9. Contains ten divisions and many items. | _____ | |

1. The _____ is to the U.S. as the Magna Carta is to England.

- a. Declaration of Independence
- X b. Constitution
- c. Fundamental Orders of Connecticut

2. The first American Flag was claimed to be made by

- a. Susan B. Anthony
- b. Martha Washington
- X c. Betsy Ross

True or False

- F 3. Congress adopted the Declaration of Independence on July 4, 1978.
- T 4. Constitution of the United States sets forth the nation's fundamental laws.
- T 5. France gave the Statue of Liberty to the U. S. in 1884 as a symbol of friendship and of the liberty that citizens enjoy under a free form of government.
- 6. Liberty Cap is a famous symbol of freedom.

Objective and Code: IB3.15

Identify the colonial settlement of North America.

Grade Level: 5, 8, American History

Textbook Helps:

Laidlaw: Grade 5, Unit 3, Unit 4, Unit 5, pp. 94-163
Follett: Grade 5, Unit 5, p. 113.
Harcourt Brace: Grade 5, Unit 2, p. 74.
Scholastic: Grade 5, Unit 2, p. 90.

Instructional Materials

Films

AB 3239 A Early Settlers of New England
BC 3324 B The English and Dutch Explorers
BC 3354 A Colonial America in 1760's
AB 2307 B Colonial Children
BC 3331 New England Town - 1660
BB 3279 Pilgrims
AB 3335 Planter of Colonial Virginia 1740-65

Filmstrips

33-3 E Cortez
33-3 C Pere Marquette
33-8 D French Colonization
33-17 New Netherland

Instructional Kits

630584 Building America (Transparencies)

Activities

1. Divide into groups. Make regional maps of New England, Middle, and Southern colonies naming each colony; who led the settlement, type of colony; and resources of colony.

Evaluation Items:

1. On a map of North America, place the letter beside the country inside the area it colonized.

- S. Spain
- F. France
- E. England
- H. Holland

2. Use you map of the United States to place the abbreviation of the colony listed below inside the colony.

Massachusetts - Mass.
New Hampshire - N.H.
Connecticut - Conn.
Rhode Island - R. I.
New York - N.Y.
New Jersey - N. J.
Pennsylvania - Penn.

Maryland - Md.
Virginia - Va.
Delaware - Del.
North Carolina - N.C.
South Carolina - S.C.
Georgia - Ga.

3. Plymouth is to New England as _____ is to Texas.

- a. San Augustine
- b. San Antonio
- c. Nacogdoches

519

520

Objective and Code: 1B3.16

Identify colonial possessions of European nations in the western hemisphere.

Grade Level: 5, 8, American History,
World History

Textbook Helps:

American Book: Grade 5, Chapter 2, p. 42,
Chapter 4, p. 104.
Laidlaw: Grade 5, Chapter 5, pp. 94-114
Chapter 6, pp. 115-129,
Chapter 7, pp. 130-145.
Harcourt: Grade 5, Chapter 2, p. 74,
Chapter 5, p. 110.
Follett: Grade 5, Chapter 2, p. 41,
Chapter 4, p. 85.

Instructional Materials

Activities

Films

AB 3305 Colonial Expansion
BC 3304 B Christopher Columbus
BC 3324 B English and Dutch Explorers
BC 3334 M Early French Settlements
BC 3354 A Colonial America in the 1760's
AB 3305 Colonial Expansion
BC 3224 D Great Britain-Families of the World

Look of America - 1750-1800

Filmstrips

AV 631258 Famous American Explorers
33-14 A Colonies of Pennsylvania
33-12 A Colony of Massachusetts
33-8 D French Colonization
33-8 F Middle Colonies
33-11 A New York Colony

Colonial America - American Heritage
Publishing Company (5 color film-
strips)

Printed Materials

Teacher's Almanac (198 cards in file
box) Social Studies School Service
P.O. Box 802
Culver City, California 90230

Instructional Kits

630584 Building American Transparencies

The Colonies Move Toward Indepen-
dence (Transparencies and Masters)
Social Studies School Service
P.O. Box 802
Culver City, California 90230

1. Do a poster using the exercise in the first evaluation question.
2. Identify on individual maps each colonial possession as it was acquired.
3. Make a chart such as in evaluation question number 2.

TEXTBOOK HELPS:

Houghton Mifflin: Grade 5, Chapter 2, pp 106-151
Scott Foresman: Grade 5, Chapter 6, p. 72,
Chapter 7, p. 83, Chapter 8,
p. 98.
Ginn: Grade 5, Unit 1, pp 8-31.
Bowmar Nobel: Grade 5, Unit 2.
Scholastic Books: Grade 5, Unit 2, Chapter 8,
pp. 116-133.

Evaluation Items:

1. On a map of the Western Hemisphere identify the colonial possessions of the following European nations.

England
France
Spain
Portugal
Holland

Evaluation Items:

1. On a map of the United States label the areas where five (5) ethnic groups settled. Show where each group entered and where it is concentrated today.
2. On maps of Texas color where each ethnic group settled first and where they are predominant today. Use the list of groups provided by the Institute of Texas Culture.
3. The Alabama Coushatta Indians are now in Texas for the same reasons the Pilgrims settled in Massachusetts.
4. The common reason for the Puritan's settlement in New England and the Spaniards settlement in the southwest was God and/or religion.

528

527

Objective and Code: IB3.18

Explain how European claims to North America influenced the development of Texas and the United States.

Grade Level: 5, 7, 8, Texas History
American History

Textbook Helps:

American Book: Grade 5, Chapter 2, p. 42.
Chapter 4, p. 104.
Laidlaw: Grade 5, Chapter 5, pp. 94-114.
Chapter 6, pp. 115-129, Chapter
7, pp. 130-145.
Harcourt Brace: Grade 5, Chapter 2, p. 74,
Chapter 5, p. 110.
Follett: Grade 5, Chapter 2, p. 41,
Chapter 4, p. 85.

Instructional Materials

Films

CC 3347 Jamestown-First English Settlement
AB 3305 Colonial Expansion
BC 3333 C Early Discovery
BC 3251 Spanish Influence in the Southwest
9C 3334 M Early French Settlement
BC 3304 B Christopher Columbus
BC 3324 B English and Dutch Explorers
BC 3324 A Beginnings of Exploration

Filmstrips

631258 Famous American Explorers
----- Spanish Ranching in Texas
----- Texas Under the Mexican Flag
33-28 B Exploration of Texas
33-28 C Missions Era

Printed Materials

630973 Many Texans - Ethnic Series
Institute of Texas Culture

Instructional Kits

630584 Building America
----- Texas Bingo - Hendrick Long
----- Investigating the Environment
"Land Use Decisions" and "United
States Settlement" - Harris County
Department of Education, Houston,
Texas

Activities

1. Complete a chart containing the following information: Explorer; Country Represented; Land Claimed; and Date.
2. Complete a chart containing the following information: Colony or Settlement; Leader; Nationality; Location of Colony; and Contributions.
3. View films.
4. Have students give oral reports on European explorers in North America.
5. Contrast cultural values of different groups that settled North America.

TEXTBOOK HELPS:

Houghton Mifflin: Grade 5, Chapter 2, pp. 106-151.
Scott Foresman: Grade 5, Chapter 6, p. 77,
Chapter 7, p. 83, Chapter 8,
p. 98.
Ginn: Grade 5, Unit 1, pp. 8-31.
Bowmar and Nobel: Grade 5, Unit 2.
Scholastic: Grade 5, Unit 1, Chapters 4-5,
pp. 52-80, Unit 2, Chapter 6,
pp. 90-101, Unit 2, Chapter
7, pp. 102-115.

Evaluation Items:

1. Match the following European claims to North America.

- | | |
|-----------|----------------------------|
| 3 English | 1. Texas and the Southwest |
| 4 French | 2. New York |
| 2 Dutch | 3. New England |
| 1 Spanish | 4. Louisiana Purchase |

2. Develop matching test items listing developments and European colonial powers. Some developments were influenced by more than one nation.

3. England's claim to parts of the New World was based on the voyages of exploration by

- X a. Cabot
- b. Verrazana
- c. Cartier
- d. None of the above

4. The architecture of England is prevalent on the

- a. West Coast
- b. Gulf Coast
- X c. East Coast
- d. Canadian Border

5. England's claim to New England is comparable to Spain's claim to Texas and the Southwest.

True or False

- T 6. The Spanish explored the Southwest in search of gold and riches, having little time for settlements.
- T 7. The French promoted trade in all of their ventures.

Objective and Code: 1B3.19

Give examples of how mobility affected the historical development of the United States.

Grade Level: 5, 7, 8, American History

Textbook Helps:

Laidlaw: Grade 5, Unit 6, pp. 252-307.
Scholastic: Grade 5, Unit 3, Chapter 13, pp. 202-217, Chapter 14, pp. 218-226, Chapter 20, pp. 300-313, Chapter 21, pp. 314-327.
Harcourt: Grade 5, Unit 4, pp. 183-254.
Bowmar: Grade 5, Units 3-8.
American: Grade 5, Unit 3, Chapter 7, pp. 180-189, Chapter 8, pp. 198-215.

Instructional Materials

Activities

Films

AC 3330 Stagecoach Westward
BC 3366 A Mississippi River U.S.A.
BC 3340 D Lewis and Clark Journey
AB 3123 Freedom of the American Road
AC 3363 B Alaskan Gold Rush
AB 3601 A Development of Transportation
CC 3281 B Great Lakes-Highway of Commerce
DC 3304 Z Henry Ford's Mirror of America
BC 3218 O Mississippi System, the Waterway of Commerce
AB 3601 B Our Shrinking World-Jet Pilot
BC 3333 E Wagon West
BC 3330 B Pony Express
CC 3333 F Continuing Discovery

Filmstrips

36-3 A History of Water Transportation
36-1 C Land Transportation
36-1 A Transportation in the U.S.
23-58 Roadbuilders at Work

1. Give reasons why most early pioneers did not travel far from their homes.
2. How did the Mountain areas of the U.S. deter travel westward?
3. On a map, trace the most commonly used trails used by pioneers.

TEXTBOOK HELPS:

Follett: Grade 5, entire book.
Ginn: Grade 5, Unit 3, pp. 100-158.
Scott Foresman: Grade 5, Unit 4, Chapter 15, pp. 186-202, Unit 4, Chapter 16, pp. 208-213, Unit 5, Chapter 20, pp. 244-254.
Houghton-Mifflin: Grade 5, Unit 4, pp. 217-252, Unit 5, pp. 314-337.

Evaluation Items:

Tell what development in transportation affected each of the following events.

1. using resources of Great Lakes area steamboat
2. Louisiana Purchase ark and flatboat used to carry goods down the Mississippi River, keelboat carried goods up the river
3. Gadsden Purchase Steam locomotive, southern railroad route was needed
4. Settlement of the far west steam locomotive
5. In the 1800's boat transportation in the Great Lakes area could be compared with the use of wagon in the Plains area.

Objective and Code: IB3.20

Explain the causes of the American Revolution.

Grade Level: 5, 8, American History

Textbook Helps:

Laidlaw: Grade 5, Unit 5, pp 196-213.
Ginn: Grade 5, Unit 2, pp. 34-98.
Bowmar: Grade 5, Unit 3.
Scott Foresman: Grade 5, Chapters 10-11, pp
126-148.
Harcourt: Grade 5, Unit 2, Chapters
3-4, pp. 86-109.
Follett: Grade 5, Unit 7, pp. 180-192.

Instructional Materials

Films

AC 3329 K American Revolution: Background
Period
BC 3329 M American Revolution: The Postwar
Period
CC 3329 E American Revolution: Cause of
Liberty
AC 3329 L American Revolution: War Years
BC 3354 D Lexington, Concord and Independence
CC 3301 A New Birth of Freedom
AC 3329 I Boston Tea Party
BC 3354 C Prelude to Revolution
CC 3315 B Celebrating a Century
CC 3329 B Shot Heard Round the World
BC 3301 Patrick Henry's Liberty or Death

Filmstrips

33-40 B Boston Tea Party
33-6 Causes of the Revolution
33-40 C Shot Heard Round the World
33-40 A Taxation Without Representation

Activities

1. Make a chart giving the causes of the Revolution, political and military leaders on both sides, and the major battles and their outcomes.
2. Make a shadow box, depicting a scene of one of the causes of the Revolution.
3. List the causes of the American Revolution discuss them.

TEXTBOOK HELPS:

Houghton-Mifflin: Grade 5, Unit 3, Chapters
2-3, pp. 161-179.
American Book Co.: Grade 5, Unit 3, Chapter 6,
pp. 156-174.
Scholastic: Grade 5, Unit 3, Chapter 9,
pp. 138-151.

Evaluation Items:

1. Which of the following is a cause of the American Revolution?
 - a. Better working conditions
 - b. Taxation without representation
 - c. Types of colonial government
 - d. Changing ideas in education

2. Which one of the following events was not directly related to the American Revolution?
 - a. Boston Tea Party
 - b. Boston Massacre
 - c. Maryland Toleration Act
 - d. Sugar and Tea Acts

3. The closing of the Boston Harbor was to the American colonists as the refusal of the colonists to drink tea was to the ___ British ___ .

- F 4. The Committee of Correspondence denied the colonists the right to hold town meetings.

- T 5. The Stamp Act required the colonists to use stamps on all legal documents.

- I 6. The first person killed in the Boston Massacre was Crispus Attuacks.

540

539

Objective and Code: IB3.21

Describe the significance of civil liberties to the historical development of the U.S.

Grade Level: 5.8, American History,
Political Science

Textbook Helps:

Laidlaw: Grade 5, Unit 7, Chapter 17,
pp. 310-325, Unit 8, pp. 386-
461.
Ginn: Grade 5, Unit 4, pp. 160-208.
Bowmar: Grade 5, Unit 10.
Harcourt: Grade 5, Unit 3, pp. 127-173,
Unit 4, Chapter 5, pp. 236-
251.
Follett: Grade 5, Unit 10, pp. 269-271,
Unit 13, pp. 336-351.

Instructional Materials

Films

BC 3128E-G Bill of Rights in Action Series
BC 3200 J Female Rebellion
BC 3114 D Changing Law
CB 6201 E Harriet Tubman and the Underground
Railroad

Filmstrips

630873 Quest for Equality
630874 Separate and Unequal

Printed Materials

631180 Equal Rights

Activities

1. Prepare an illustration to show the civil liberties stated in the Bill of Rights.
2. List everyday activities of yours that are protected by law now that were not always protected by law.
3. Brainstorm - What the country would like if there had been no civil rights movement.
4. Trace the route of the extension of the rights to vote in this country.
5. Discuss times when civil liberties were limited by the government. Hold roundtable discussion "Should civil liberties ever be limited in a democracy?"
6. Investigate the struggle for rights for women, minority, juveniles, etc.

TEXTBOOK HELPS:

American Book: Grade 5, Unit 4, Chapter 9,
pp. 234-238, Unit 13, pp. 332-
339.
Houghton-Mifflin: Grade 5, Unit 4, pp. 294-303,
Unit 6, pp. 432-438.
Scott Foresman: Grade 5, Unit 5, Chapter 18,
pp. 225-230, Chapter 21, pp.
265-266, Chapter 22, p. 268.
Scholastic: Grade 5, Unit 7, Chapter 22,
pp. 332-349, Unit 5, Chapter
16, pp. 246-257, Unit 8,
Chapter 25, pp. 380-391, Chap-
ter 26, pp. 392-400.

Evaluation Items:

1. The Bill of Rights came as a result of
 - a. bills of attainder
 - b. ex post facto laws
 - c. excommunication laws
2. The Civil Rights movement of the 1860's and 1960's involved which primary group of people
 - a. Mexican Americans
 - b. Chinese Americans
 - c. Black Americans
3. The Bill of Rights contains
 - a. rights of U.S. citizens
 - b. rights of Englishmen
 - c. rights of immigrants
4. Which is not part of the Bill of Rights?
 - a. Freedom of religion
 - b. Freedom of the press
 - c. Freedom of privacy
5. Which of these amendments evolved to protect the rights of newly freed men?
 - a. 18th Amendment
 - b. 14th Amendment
 - c. 20th Amendment
6. The 19th Amendment grants the rights to vote to
 - a. women
 - b. 18 year olds
 - c. men
7. The Magna Carta is to English as the Constitution is to the U.S.

Objective and Code: IB3.22

Describe the historical growth of the U.S. through purchase and annexation.

Grade Level: 5, 8, American History,
Political Science

Instructional Materials

Films

- BC 3334 D Westward Movement
- BB 3333 A U.S. Territorial Expansion 1783-1853
- BC 3326 B U.S. Expansion-Texas and Far Southwest
- BC 3326 C U.S. Expansion-Oregon Country
- BB 3326 A U.S. Expansion-Florida
- BC 3340 A Westward Movement-Settling the Great Plains
- BC 3340 B Westward Movement-Settlement of Mississippi
- BB 3203 B Alaska-49th State
- BC 3229 G Hawaii-50th State-People and Resources

Instructional Kits

- 630584 Building America Transparencies

Textbook Helps:

- Harcourt: Grade 5, Unit 2, Chapter 5, pp. 110-118.
- Follett: Grade 5, pp. 197-199, 246-247, 314, 326, 329, 331.
- Scholastic: Grade 5, Unit 3, Chapter 13, pp. 202-217, Unit 6, Chapter 20, pp. 300-313.
- Houghton: Grade 5, Unit 4, Chapter 8, pp. 268-286, Unit 5, Chapters 1-3, pp. 314-326.

Activities

1. Given 10 states, write beside each whether they were annexed or purchased.
2. Compare the purchase of Manhattan for trinkets worth \$24.00 to the Louisiana Purchase for \$15 million.
3. On a map of the U.S., color the states red that were annexed and those blue that had been purchased.

TEXTBOOK HELPS:

- American Book: Grade 5, Unit 3, Chapter 7, pp. 180-189, Unit 4, Chapter 10, pp. 244-263.
- Scott Foresman: Grade 5, Unit 4, Chapter 15, pp. 186-202, Unit 5, Chapter 20, pp. 244-254.
- Laidlaw: Grade 5, Unit 6, Chapter 15, pp. 279-282, Unit 7, Chapter 16, pp. 288-294, Chapter 17, pp. 315-319.
- Ginn: Grade 5, Unit 3, pp. 100-158.
- Bowmar-Nobel: Grade 5, Units 3-8.

Evaluation Items:

1. How did the United States acquire the Louisiana Territory?

Answer: Jefferson sent James Monroe to France to try to buy New Orleans and West Florida for 10 million dollars. France needed money, so Napoleon offered to sell him the entire area of Louisiana for 15 million dollars. Jefferson approved the purchase. So in April of 1803, Louisiana was transferred to the United States.

2. Northwest Ordinance

- X a. set up procedures for admitting new states to the Union.
- b. forbade settlement west of the Appalachian Mountains
- c. provide for public education in frontier lands
- d. ceded Indian lands to the United States

3. During the presidency of Andrew Jackson, the democratic rights of the "common man"

- X a. increased
- b. decreased
- c. remained the same
- d. ended

4. Annexation is to Texas as the purchase was to Louisiana.

5. Define purchase and annexation and give examples of states that have been purchased or annexed.

Objective and Code: IB3.23

Relate how the geography of the U.S. influenced its pattern of colonization, settlement, and population growth.

Grade Level: 3,5,8, American History,
Geography

Instructional Materials

Activities

Films

AC 2598 R Boonsville
BB 3281 B Great Lakes: Highways of Commerce
CC 2117 B Discover America
BC 3218 L Middle Atlantic Seacoast Region
BC 3252 H Northwest

Filmstrips

----- Then and Now Series

Printed Materials

----- United States Settlement - Unit 7 on
cities and their development.
Harris County Department of Education
Houston, Texas
----- Thinking Globally, Acting Locally
About Food, Population and Energy
Aurora Public Schools
1025 Peoria Street
Aurora, Colorado 80111

Evaluation Items:

1. During the early settlement of America most cities were located
 - a. in the mountains.
 - b. near the Great Lakes.
 - c. in the warmest colonies.
 - d. near the Atlantic Ocean.

2. In the colonial period movement to the West was hindered by the
 - a. Ohio River
 - b. Appalachian Mountains
 - c. the piedmont
 - d. the Rocky Mountains

3. Early Americans crossed the Appalachian Mountains because
 - a. the eastern coastline was becoming too crowded.
 - b. the Ohio River Valley was very fertile
 - c. fur trading was profitable around the Great Lakes.
 - d. all the above

4. Many Americans traveled by wagon train to Oregon in search of
 - a. religious freedom
 - b. family members
 - c. fertile free land
 - d. gold

Textbook Helps:

Objective and Code: 183.24

Identify the geographical areas which were added to form the United States.

Grade Level: 3,5,8, American History
Geography

Instructional Materials

Films

- CC 3332 G Frontier Experience
CC 3334 S Beginnings Part I and II-Texas
BC 3340 B Westward Movement: Texas and the Mexican War
BB 3333 A U. S. Territorial Expansion 1783-1853
BB 3326 A U. S. Expansion - Florida
BB 3326 C U. S. Expansion - Oregon Country
CC 3282 H Rocky Mountains
BC 3274 A California
----- North America - The Continent
----- North America - Its Rivers
----- North America - Its Mountains
----- Hawaii Revisited
BC 3281 E North America: Its Coastline
BC 3281 F North America: Its Plains and Plateaus

Printed Materials

8th Grade OSS1 Test on American History

Additional Materials

World GEOG/History of Land Auctions/Primary Source - Social Education, February 1979, pp. 30-31.

Activities

1. Construct a map to include the geographic of the United States:
 - a. Prior to 1783;
 - b. After 1783 but prior to 1853;
 - c. As of 1964;
 - d. As of 1981.

Evaluation Items:

On a map of the United States

1. Divide by lines and color each a different color, the geographic areas added to the United States.
2. Make a color legend stating names of areas and foreign country from which it was acquired.
3. Identify the areas once known as the Louisiana Purchase.
4. Identify the area known as Spanish Territory before 1819.
5. Color the areas ruled by France, England, Spain and the Russians different colors. Then divide them up into the states they are today.

555

554

Objective and Code: 1B3.25

Identify the historical sources of the American form of government.

Grade Level: 5,8, Government,
Political Science

Instructional Materials

Films

- CC 3315 B Celebrating a Century: The 1876 Philadelphia Centennial Exhibition
AC 3329 I Boston Tea Party
CC 3306 B Constitution: Compromise That Made A Nation
CC 3305 D Man and State: Hamilton and Jefferson
BC 3347 D Jamestown Colony
BC 3128 H Bill of Rights in Action
CC 3308 B Independence
AC 721 B America
AC 3324 J The Shot Heard Round the World
AC 721 C Battle Hymn of the Republic
CC 3329 O To Form a More Perfect Union
AC 721 D God Bless America
BC 3315 A America's Foundation of Liberty
AC 721 E Star Spangled Banner

Filmstrips

- 630874 Separate and Unequal
630735 From Sea to Shinning Sea
631207 Our Government and How It Works
630736 With a Dream in Their Hearts

Printed Materials

- 630345 Our American Constitution Series

Instructional Kits

- 631243 American Government
631178 Insights About America
630176 Our Flag and Our Country
630485 Famous Black People in American History
550

Textbook Helps:

- American: Grade 5, pp. 175-176, 240, 303
Follett: Grade 5, Unit 7, p. 173.
Harcourt: Grade 4, pp. 245-246, Grade 5, Unit 3, p. 127.
Houghton: Grade 5, pp. 189-195.
Laidlaw: Grade 4, pp. 247, 334-340, 363-366, 397-398, 442, Grade 6, pp. 288.
Scholastic: Grade 5, Chapter 11, p. 172, Grade 6, p. 324.

Activities

1. Brainstorm: What does the Constitution say about needs and rights of all people?
2. Transform clarified versions to paper and keep.
3. Define: liberty, justice, freedom, rules, independence, dictator, communal, tribal, national, regional, international, and pursuit of happiness. Follow up by comparing and contrasting as applied to our government.
4. Write a paper with theme: If I had helped write the Constitution...
5. Research paper on the Magna Carta and correlate with the Constitution.
6. Research the Bible and correlate with the Constitution.
7. Research Roman Government and correlate with U.S. government.

Evaluation Items:

1. Under the Articles of Confederation
 - a. the national government was the supreme political authority
 - X b. state governments were sovereign
 - c. Congress had the power to tax citizens
 - d. a simple majority (7 of 13 votes) of Congress could make laws

2. At the Constitutional Convention, delegates from the larger states favored the Virginia Plan because
 - a. it called for a weak Congress
 - b. every state would have equal representation
 - c. states would remain sovereign
 - X d. representation in Congress would be based on population size

3. The division of the national legislature into two houses was a result of
 - a. the Virginia Plan*
 - X b. the Great Compromise
 - c. the New Jersey Plan
 - d. the Three-Fifths Compromise

4. Communism is to Russia as _____ is to the United States.
 - a. socialism
 - X b. democracy
 - c. capitalism

Objective and Code:

IB3.25

Identify the historical sources of the American form of government.

Instructional Materials

Activities

Instructional Kits

630870 Blacks in Government and Human Rights
631114 The First Book of the Constitution
----- Ed-U-Cards

569

561

Objective and Code: IB3.26

Recognize places of historical significance in one's community, state, nation, and the world.

Grade Level: 1, 5, 7, World Geography

Textbook Helps:

American Book: Grade 5
Harcourt Brace: Grade 5
Houghton: Grade 5
Laidlaw: Grade 5
Scholastic: Grade 5
Scott Foresman: Grade 5

Instructional Materials

Activities

Films

- BC 3310 F Rome: Eternal City
- BC 3326 D DeSota: Legend of a Legend
- BC 3362 G Art of Diplomacy: World War I and World War II
- CB 3294 M Shrine of Liberty
- BC 3280 Z Iran: Land of Peacock Throne
- CC 3329 B Shot Heard Round the World
- BC 3305 L Washington: Day One
- AB 3221 A Ancient World Inheritance
- BC 3306 A Constitution: Guardian of Liberty
- BC 3308 C Declaration of Independence
- BC 3308 D We Hold These Truths
- CC 3368 A Eyewitness to History: Events
- CC 3368 B Eyewitness to History: The People
- BB 3305 I Martin Luther King (I Had a Dream)
- CC 3305 F American Parade: FDR-Man Who Changed America
- DL 3600 B A Place of Dreams - Space Museum
- CC 3305 K Truman: Years of Decision
- CC 3367 C Ben-Gurion: One Place, One People U.S. in the Twentieth Century

Filmstrips

- AC 6200 F Harlem in the Twenties

Instructional Kits

- 630363 The Gold Rush

Evaluation Items:

1. The Shrine of Texas is
 - a. Washington on the Brazos
 - b. Gonzales Battle Field
 - X c. The Alamo

2. Philadelphia, Pa, was the birth place of
 - a. the Constitution
 - b. the Bill of Rights
 - c. the Declaration of Independence

3. The Battlefield of Waterloo was the location where what General was defeated?
 - a. Adolph Hitler
 - b. Napoleon
 - c. Alfred the Great

4. Which of the following historical sites is important in your community?
 - a. _____
 - b. _____ Select places in your own community.
 - c. _____

5. _____ is to the American Revolution as Goliad is to Texas Revolution.
 - a. Lexington-Concord
 - b. Boston Tea Party
 - c. Boston Massacre

Objective and Code: IB3.27

Describe the influences of geography on the direction and flow of American settlement.

Grade Level: 5, 8, Geography

Textbook Helps:

Grade Level 5 Textbooks.

Instructional Materials

Films

- BB 3281 B Great Lakes
- CC 2115 A America's Wonderland
- CC 2117 B Discover America
- AB 3252 A Far West States
- BC 3218 L Middle Atlantic Seacoast Region
- BC 3218 J Great Plains
- CC 3252 F Midwest
- BC 3252 H Northeast
- BC 3282 Rocky Mountains
- AB 3252 F Southwest
- BC 3252 L South
- AB 3252 E Southeast
- BC 3333 E Wagon West
- AC 3348 B Yorktown
- North America-The Continent
- North America-Its Rivers
- North America-Its Mountains

Filmstrips

- Then and Now Series

Activities

1. The students will use a physical map of the United States for this assignment -- preferably in color. It should also have the major cities on it.
 1. What role did the rivers play in the development of cities?
 2. Why are the largest cities on the coast?
2. Use a climate map of the United States with population density for the following.
 1. How does the climate affect where most people live?

Evaluation Items:

1. The _____ mountains were to colonist as the Rocky Mountains were to western pioneers.
 - a. Appalachian
 - b. Ozarks
 - c. Black Hills
2. _____ were to early western expansion as ships were to the discovery of America.
 - a. Riverboats
 - b. Wagons
 - c. Railroads
3. _____ is to growth of cities as climate is to crops.
 - a. Location
 - b. Climate
 - c. Population
4. Eli Whitney is to the Cotton Gin as _____ is to the telephone.
 - a. Alexander Bell
 - b. Thomas Edison
 - c. Benjamin Franklin

True or False

5. Today many cities in the "Sun Belt" are experiencing an increase in population.
6. Natural resources of an area decrease the potential of settlers for the area.
7. Long growing seasons are desirable for farmers because of increased crop productivity.
8. The location of major cities to railroads, roads, river or sea travel is advantageous to their growth.

Objective and Code: 1B3.28

Identify the geographic areas which were added to form the present United States.

Grade Level: 4,5,8 American History

Instructional Materials

Films

- BC 3340 A Westward Movement: Settling the Great Plains
- BB 333 A Territorial Expansion 1783-1853
- BB 3326 A U.S. Expansion - Florida
- BB 3326 C U.S. Expansion - Oregon
- BC 3326 B U.S. Expansion - Texas and Far Southwest
- BC 3256 F Puerto Rico
- BB 3340 B Westward Movement - Texas and Mexican War
- BC 3340 C Westward Movement - Settlement of Mississippi
- Hawaii Revisited

Activities

- 1. GEOG
- 2. Barth Activities
 - No. 1, p. 130
 - No. 5, p. 136
 - No. 15, p. 144
 - No. 19, p. 147

Evaluation Items:

Match the territory to the country it was acquired from.

- | | |
|-------------------------|------------|
| d 1. Louisiana Purchase | a. Spain |
| c 2. Oregon country | b. Mexico |
| b 3. Mexican Cession | c. Britain |
| b 4. Gadsden Purchase | d. France |
| a 5. Florida | |
6. How did the United States acquire Texas?
- X a. annexation
 - b. conquered
 - c. trade
 - d. purchase
7. Which direction were most of these territories in relation to the original thirteen states?
- a. north
 - b. south
 - c. east
 - X d. west
8. Which territory added the most land to the United States?
- a. Gadsden Purchase
 - X b. Louisiana Purchase
 - c. Mexican Cession
 - d. Oregon Country
9. Which territory added the smallest amount of land to the United States?
- a. Oregon Country
 - b. Mexican Cession
 - X c. Gadsden Purchase
 - d. Louisiana Purchase

Objective and Code: 183.29

Demonstrate a knowledge of place identification at the local, state, national, and world levels.

Grade Level: 4,5,6,7 Geography,
World History

Textbook Helps:

American: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 306-314, Grade 6, Chapter 2, p. 34.
Harcourt: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

CC 3202 J South Pacific: End of Eden
CC 3282 H Rocky Mountains
BC 3216 C South America: Land of Many Faces
AC 3273 G Friends in Alpine, Texas
AC 3273 F Friends in Dallas, Texas

North America Series

Filmstrips

630552 Adventures in Europe Series
630789 Our World Neighbors - Mexico
630511 Southeast Asia
630871 Children Around the World

Scholastic Social Studies Skills Series

Printed Materials

630046 Readiness for Map Skills
630797 Place Names in Northeast Texas
630805 Texas in Maps: An Atlas for School and Home

Project GEOG
631051 World Map
630609 Know Your State

Instructional Kits

SUN 92 United States Basic Skills Maps

1. Locate the date line on a map.
2. Students should bring in current events from the newspaper:
1st-6 weeks - local
2nd-6 weeks - state
3rd-6 weeks - national
4th-6 weeks - world

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6 pp. 325-331.

Additional Materials

Map of North America - lesson in American History - Social Education - March 1979, pp. 172.

Objective and Code: IB3.30

Know the differences among towns, cities, counties, states, nations, and continents.

Grade Level: K-8, World Geography,
American History

Textbook Helps:

American: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 306-314, Grade 6, Chapter 2, p. 34.
Harcourt: Grade 4, Unit 4, p. 177. Grade 5, Unit 6, p. 306. Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Activities

Films

AB 3252 C Northeastern States
AB 3252 D Northwestern States
AB 3252 E Southeastern States
AB 3252 F Southwestern States
AC 3118 E What Makes a City

Filmstrips

FH 204 C South America

Printed Materials

EMA 111-10 Map Games - Geography
----- Great Cities of the World - Map Games
TCP 539-10 Asia: Teaching About/Learning From
STM 54 Site Location of World Cities

Instructional Kits

631218 Cities of America
JBP 30 Getting Around Cities and Towns
----- United States Settlement "Study of
Seven Cities" - Harris County Department of Education - Houston, Texas

1. Divide students into groups to make outline drawings of objective topics with symbols.
Example: Picture of population sign of their own town with crow sitting on top and flowers below.
City picture of skyscrapers and airplanes.
State shape with state bird and flower, flag, tree, etc.
Compile for every student to keep. Can be kept for whole year as a project.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

True or False

- T 1. A town is a community of closely clustered dwellings and other buildings in which people live and work.
- T 2. Most cities are overcrowded, dirty and noisy and sometimes unpeaceful.
- F 3. A country is a term that means any independent nation with a definite name and no geographic boundary.
4. _____ is the world's largest nation in terms of land space.
- a. United States
 - X b. Soviet Union
 - c. South America
 - d. North America
5. List the seven continents of the world.
- | | |
|------------------|---------------|
| 1. Asia | 5. Antarctica |
| 2. Africa | 6. Australia |
| 3. North America | 7. Europe |
| 4. South America | |
6. Take three cities and towns and compare them.
7. Take three counties and states and compare them.
8. Compare three nations and continents.
- a. How are they alike (with respect to the kinds of economic activities.)
 - b. How are they different?
9. Examine maps of these places and see how they are related.
10. Cities are to states as states are to _____.
- X a. nations
 - b. continents
 - c. hemispheres

Objective and Code: 183.31

Locate the continents and major physical and cultural regions of the world.

Grade Level: 3,4,6, World Geography

Instructional Materials

Films

- BC 3295 C Two Mountains: Alps and Andes
BC 3201 T Two Deserts: Sahara and Sonora
BC 3295 D Switzerland: Life in a Mountain Valley
BC 3280 Mideast: Economic Development
BC 3201 H Africa - An Introduction
BC 3280 Q Mideast: Land and People
BC 3284 D Asia: An Introduction
BC 3281 E North America: It's Coastline
CC 3216 E South America
BC 3281 F North America: Its Plains and Plateaus
CC 3202 E Australia
CC 3203 K One Main Alaska.
BC 3356 L North America - Indian Legends
BC 3256 F Puerto Rico
CC 3356 M North America - Indians Today
BC 3216 H South America: History and Heritage

Filmstrips

- 630889 Southeast Asia Past and Present
----- Scholastic Social Studies Skill Series

Printed Materials

- 630929 Native Costumes
630930 Native Architecture
630931 Native Artifacts I
----- Study Print African Culture Series

Textbook Helps:

- American: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Unit 1, Chapter 1, Chapter 2, p. 34.
Follett: Grade 6 Part 2, Units 4-5, Part 3, Unit 6.
Harcourt: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Units 1, 3, Unit 4, pp. 183-253, Unit 5.

Activities

1. On the bulletin board label the continents and major regions of the world. Have the students design paper figures with their native dress for each continent or region.

TEXTBOOK HELPS:

- Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Unit 2, Chapters 5-8, pp. 321-348.
Laidlaw: Grade 5, pp. 421-426, Grade 6, Unit 1, Chapter 2, Unit 2, Chapter 2, p. 60.
Scholastic: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, Unit 3, p. 17, 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 2, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, Unit 2, Chapters 8-9, pp. 325-331.

Evaluation Items:

1. The Rockies are to North America as _____ are to South America.

- a. Alps
- b. Himalayas
- c. Andes

2. Provide a world map for students and have them label the continents and oceans.

Objective and Code: IB3.32

Explain the concept of region and distinguish among various types of geographic regions.

Grade Level: 4,6, World Geography

Textbook Helps:

American: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 306-314, Grade 6, Chapter 2, p. 34.
Harcourt: Grade 4, Unit 4, p. 177. Grade 5, Unit 6, p. 306. Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films

BC 3252 H Geography of Northeast
AB 3252 D Northwestern States
BC 3252 L Geography of the South
AB 3252 C Northeastern States
AB 3252 E Southeastern States
AB 3252 F Southwestern States

Filmstrips

LTF 430 C The Regions of America
F 203 C North Atlantic Community
FH 202 C Regions of the United States
----- Scholastic Social Studies Skill Series

Printed Materials

MML 300-10 Picture Mapbooks
----- Asia, Australia, the British Isles, Europe, North and South America and World Communities - Social Studies School Service
JWW 7085 Teaching World Geography
JWW 7435 Teaching Geography

Instructional Kits

----- Project GEOG

Activities

1. Define: region, geographic.
2. Discuss swimming in the ocean and climbing a mountain.
3. Draw a picture in two parts: have $\frac{1}{2}$ desert and the other $\frac{1}{2}$ rainforest or $\frac{1}{2}$ ocean and the other $\frac{1}{2}$ mountains. Have discussion before and after to introduce and clarify.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. What is a region?
2. What are the characteristics of a region?
3. Give examples of the following geographic regions.
 - a. a grassland
 - b. a desert
 - c. a highland region
 - d. a marshland region
 - e. tundra
 - f. a rainforest

Objective and Code: 1B3.33

Identify careers and occupations related to geography.

Grade Level: 4,6, World Geography

Textbook Helps:

American: Grade 4, Chapter 6, pp. 159-160, Grade 5, pp. 309-314, Grade 6, Chapter 2, p. 34.
Harcourt: Grade 4, Unit 4, p. 177, Grade 5, Unit 6, p. 306, Grade 6, Unit 4, pp. 183-253.
Houghton: Grade 4, Unit 3, pp. 183-200, Unit 4, pp. 203-265, Grade 5, Unit 1, Lesson 8, pp. 59-63, Grade 6, Chapters 5-8, pp. 321-348.

Instructional Materials

Films

CC 2739 C Careers in Oceanography

Filmstrips

730477 Selecting a Vocation

Printed Materials

730601 Career Awareness Series

730181 Ocean Challenge

730095 Agriculture, Forestry, and Oceanographic Techniques

Instructional Kits

73-570 Preserving the Environment

730577 Farming

730404 Environmental Control

Activities

1. Role play different occupations for various regions. Emphasize clothing, conditions, etc.
2. Examine the Dictionary of Occupational Titles for high school students.
3. Have students explore the Children's Dictionary of Occupational Titles.

TEXTBOOK HELPS:

Laidlaw: Grade 5, pp. 421-426.
Scholastic: Grade 5, Unit 6, p. 284, Unit 7, p. 330, Unit 6, p. 17, pp. 236-297.
Scott Foresman: Grade 4, Unit 1, Chapter 3, Unit 7, Chapter 28, Grade 5, Chapter 15, pp. 172-184, Chapter 2, pp. 15-22, Grade 6, pp. 325-331.

Evaluation Items:

1. Which one of the following careers is not related to geography?
 - a. geologist
 - b. oceanographer
 - c. receptionist
 - d. farmer

2. Where would you look for information concerning careers in geography?
 - a. interview with geographers and geologists
 - b. Occupational Outlook handbook
 - c. films on careers in geography
 - d. all of the above

3. Cheese is to Wisconsin as _____ are to Idaho.
 - a. potatoes
 - b. hay
 - c. corn
 - d. sheep

4. Water is to the oceanographer as land is to the _____.
 - a. farmer
 - b. business man
 - c. teacher
 - d. pilot

Textbook Helps:

Objective and Code: IB3.34

Identify individuals and groups whose creative efforts and inventions have affected the lives of others.

Grade Level: 5, 6, 8, American History

Instructional Materials

Films

CC 3304 N Benjamin Franklin
AC 3232 E Indian Influence in U.S.
BC 6200 K Negro American
BC 3200 J Female Rebellion
BC 3305 G George Washington, Great American
CB 3301 Z Henry Ford
CB 3305 H First Lady of the World: Elenor Roosevelt
BB 3309D-F Franklin D. Roosevelt
BB 3309 G Harry S. Truman
BB 3309 H John F. Kennedy
CC 3365 F Thomas Edison
AC 3305 A Boyhood of George Washington
CC 3305 E Man and State: Roosevelt and Hoover
CC 3305 D Man and State: Hamilton and Jefferson
CC 3305 F American Parade: FDR: Man Who Changed America

Filmstrips

23-171 D The American Farmer
----- Institute of Texas Culture
Panna Maria
The Dahl House
What Is A Texan?
The Alabama-Coushattas
The Easter Fires of Frederichs-
burg
The Teguas

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Activities

1. Make a chart of 10 individuals from throughout the world and what they have done to influence the world. Also include how this has affected you.
2. List 10 great inventions--and their inventors--that have changed the world.
3. List 5 groups which have made contributions to the world. Include at least one outstanding person and contribution from each group.

Additional Materials

Teddy Roosevelt - Social Education - November/December 1977, p. 604

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Evaluation Items:

True or False

- T 1. Eli Whitney's cotton gin affected all people connected with agriculture because more cotton was planted.
- F 2. The invention of the steamboat by Fulton made transportation by water less effective.
- T 3. Henry Ford's use of the assembly line increased the production of automobiles.
4. The Father of Texas is
- a. Sam Houston
 - X b. Stephen F. Austin
 - c. William B. Travis
 - d. Davy Crockett
5. The most decorated soldier in World War II was from Texas and he was
- a. James S. Hogg
 - X b. Audie Murphy
 - c. Moses Austin
 - d. Chester Nimitz

Match the inventor with the invention or disc

- | | |
|------------------------|---------------------------------|
| c 1. Benjamin Franklin | a. cure for yellow fever |
| d 2. Thomas Edison | b. great architect and inventor |
| b 3. Thomas Jefferson | c. discovered electricity |
| a 4. Walter Reed | d. electric light bulb |
| f 5. Jonas Salk | e. airplane |
| e 6. Wright Brothers | f. prevention for polio |

Objective and Code:

IB3.34

Identify individuals and groups whose creative efforts and inventions have affected the lives of others.

Instructional Materials

Activities

Printed Materials

630485 Famous Black People in American History

630973 Many Texans

6-18 S Famous Men and Women in Portrait

Instructional Kits

630585-6 Did You Know-Facts About Presidents

630908 Harriet Tubman

Objective and Code: IB3.35

Identify and explain the significance of major personalities in Texas, American and world history.

Grade Level: 5,6,7,8, Texas History, American History and World History

Textbook Helps:

Laidlaw: Grade 5, pp. 197, 242, 260, 263, 429, 447, 452, 453, Grade 6, pp. 100, 110, 254, 307, 377, 386, 396, 417, 425.

Harcourt Brace: Grade 5, pp. 96, 104, 106, 107, 144, 192, 227-228, 243-256. Grade 6, pp. 96, 121, 184, 272, 308, 309, 322, 336.

Follett: Grade 5, pp. 78, 169, 184, 339. Grade 6, pp. 114, 241, 288, 289, 374, 413.

Instructional Materials

Activities

Films

- BC 3326 D DeSota-A Legacy or Legend
- CC 3365C-D Age of Kennedy
- AC 3301 X Booker T. Washington
- AC 3301 U Lincoln
- CC 3551 M Clara Barton
- CC 3304 N Benjamin Franklin
- CC 3135 A Man and State-Hamilton and Jefferson
- BB 3304 A Daniel Boone
- CC 3365 E Theodore Roosevelt
- BC 3340 E Daniel Boone an American Story
- BB 3301 Y The Truman Legacy
- BB 3304 F Thomas Jefferson
- CC 3329 N George Washington: Making of Rebel
- 631258 Famous Explorers of America
- BB 3301 W Harry S. Truman: Suddently Mr. President
- 631257 Famous American Frontiersmen
- CC 3305 K Truman: Years of Decision
- CC 3305 J Eisenhower: Years of Caution
- The Eyes of Texas Series
- CC 3301 T Honorable Sam Houston
- CC 4010 A Julius Caesar-The Rise of the Roman Empire
- CB 3362 A Rise of Hitler
- BC 605 A Michelangelo and His Art
- CC 3329 H Washington: Time of Triumph
- BB 3305 I Martin Luther King (I Had a Dream)

1. From library research make a notebook of major personalities in Texas, American and World history.
2. Complete a chart for Texas, American, or World history, include person, country, and reason for recognition.

TEXTBOOK HELPS:

American Book: Grade 5, pp. 164-165, 168-170, 172-173, 175, 217, 264, 329. Grade 6, pp. 117, 121, 214, 280, 284, 339, 341.

Houghton Mifflin: Grade 5, pp. 140, 201, 332, 366, 432, 434. Grade 6, pp. 92, 195, 304, 331, 370, 391.

Scott Foresman: Grade 5, pp. 139, 229, 272, 294, 317, 335, 342, 347. Grade 6, pp. 136, 181, 256, 304, 391.

Scholastic Book: Grade 5, pp. 144, 158, 242, 277, 289-291, 293, 297, 334, 341, 352, 354, 358, 360, 371, 393, 394.

Evaluation Items:

1. Match the leaders of Texas with what each did.

- | | |
|----------------------|---|
| A. Sam Rayburn | E Hero of the Texas Revolution |
| B. Mirabeau B. Lamar | C Congressperson from Texas |
| C. Barbara Jordan | B Father of Education in Texas |
| D. L. B. Johnson | D Senator from Texas |
| F. Sam Houston | A Speaker of United States House of Representatives |

2. Identify the contributions of the famous people listed below from U.S. history.

1. Benjamin Franklin
2. Thomas Jefferson
3. Franklin D. Roosevelt
4. Dr. Martin Luther King
5. Thomas A. Edison

3. Identify the country of the world personalities listed below.

- | | |
|----------------------|---------------------|
| 1. Gandhi | <u>India</u> |
| 2. Karl Marx | <u>Russia</u> |
| 3. Churchill | <u>England</u> |
| 4. Pope John XXIII | <u>Rome (Italy)</u> |
| 5. Charles De Gaulle | <u>France</u> |

4. George Washington is to the United States as Sam Houston was to Texas.

5. Mahatma Gandhi in working for human rights in India could be compared to Martin Luther King, Jr. in America in working for Negro human rights.

Objective and Code:

IB3.35

Identify and explain the significance of major personalities in Texas, American and World history.

Instructional Materials

Activities

Filmstrips

631167 Davy Crockett
630504 Alexander the Great
740062 The Impeachment of Andrew Johnson
33-114 Napoleon
33-73 F Americans Settle in Texas
33-73 C Sam Houston, The Tallest Texan

Printed Materials

630798 Abraham Lincoln's World
6-18 S Famous Men and Women in Portraits
----- Profiles in Courage - J. F. Kennedy
----- Governing in Texas-An Opportunity
to Participate -- Newspapers in
Education, Austin American States-
man, Austin, Texas (January, 1981)

Instructional Kits

630585-6 Did You Know? Facts About
Presidents
630536-50 Profiles in Dedication

Additional Materials

Creative Interview Lesson - Social Education-March 1979,
pp. 217-220.

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Objective and Code: IB3.36

Identify the contributions of various ethnic/cultural groups and individuals to the development of Texas and U.S.

Grade Level: 5,7,8, American History

Textbook Helps:

Laidlaw: Grade 5, Units 6-7, Chapters 5-7, pp. 94-145, 197-198, 206, 242, 254-318, 328, 331, 372, 374, 376, 436, 451-452.
Ginn: Grade 5, Unit 1, pp. 8-31.
Bowmar-Nobel: Grade 5, Unit 2.
Harcourt: Grade 5, Unit 4, Chapters 2-5, pp. 102, 104, 110, 115-116, 148, 152, 155-156, 160, 192, 195, 198-205, 140, 243, 255.

Instructional Materials

Films

CC 3334 W Tejanos Parts I and II
AC 3304 T Meet the Negro Texan
BC 3334 G Rio Grande: Where Four Cultures Meet
AC 3251 B Spanish influence in U.S.
BC 3200 I Nations Within a Nation
BC 6200 K Negro Americans
BC 3357C-B Chinese Americans
BC 6204 Mexican American Family
CB 6200 O History of the Negro in America
BC 3356 I Indian Culture
BC 3201 S Two Families: African and American
BC 3333 E Wagons West
BC 3330 B Pony Express
CC 3305 I Martin Luther King: I Had A Dream
BC 3232 Johnny From Fort Apache

Look At America 1750-1800

Filmstrips

630767 Cowboys of Many Races

Printed Materials

630884 Famous Black Americans
630973 Many Texans

Institute of Texas Culture Series
on Ethnic Groups
6-18 S Famous Men and Women in Portraits

Profiles in Courage- J.F. Kennedy

Instructional Kits

630703 Cowboy American Kit
630704 Indians and Buffalo
631167 Davy Crockett

Activities

1. List 10 words we use in our English language that come from Mexico (i.e. lasso).
2. Name 5 foods that we eat that has its origin from another culture (i.e. Taco).
3. Name 2 musical instruments that came from another culture (i.e. guitar).
4. From what culture did we get the sport of tennis?

TEXTBOOK HELPS:

American: Grade 5, pp. 42, 104, 168, 172, 175, 217, 231, 237, 268-287, 328-329.
Houghton-Mifflin: Grade 5, pp. 106-151, 173, 200, 202, 211, 227, 240-247, 260, 263, 290, 298, 333, 429, 432, 434-435.
Follett: Grade 5, pp. 41, 79, 83, 85, 103, 109, 166, 215, 245, 269, 270, 277, 279, 317, 318, 320, 331, 338, 339.
Scott Foresman: Grade 5, pp. 72, 83, 98, 133, 139, 140, 152, 180, 198, 211, 266, 268-271, 294, 304, 317, 335, 342, 344.
Scholastic Books: Grade 5, 52-80, 90-101, 102-115, 131, 139, 147, 173, 209, 213, 221, 222, 223, 226, 253, 261, 291, 308, 314-327, 334-

Evaluation Items:

1. List 5 ethnic/racial groups in Texas.
2. List 2 contributions from 3 of the above groups.
3. What have been the results of ethnic/cultural meshing in the U.S.?
4. Log cabins were to the Swedish colonist as patroonships were to the Dutch
5. List contributions of the Chinese to the U.S.
6. Contributions of the Irish? Jews? Italians? Scandinavians? Polish?
7. What states in the U.S. did these people settle?
8. What ethnic group fought for the Independence of Texas?

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Objective and Code:

1B3.36

Identify the contributions of various ethnic/cultural groups and individuals to the development of Texas and U.S.

Instructional Materials

Activities

TEXTBOOK HELPS:

Scholastic Books: continued:
335, 352-354, 358, 372, 386-
389, 393, 398.

Objective and Code: IB3.37

List changes which may take place in each culture whenever two or more cultures come in contact.

Grade Level: K-3,6, Sociology
World History

Textbook Helps:

American: Grade 6, Unit 1, Chapter 1.
Follett: Grade 6, Part 2, Units 4-5;
Part 3, Unit 6.
Harcourt: Grade 6, Units 1, 3, 5.
Houghton: Grade 6, Unit 2.
Laidlaw: Grade 6, Unit 1, Chapter 2,
Unit 2, Chapter 2, p. 60.
Scholastic: Grade 6, Unit 3.

Instructional Materials

Films

AC 909 C Working With Others
BC 2925 Lost is a Feeling
BC 3362 G Art of Diplomacy-World War I and
World War II
630428 Custer's Last Stand

Filmstrips

630963 Crescendo
630501 Davy Crockett
630430 George Washington's Surprise Attack

Printed Materials

----- Discrimination Study Prints
BFA Educational Media
----- Ways of Man Textbook
----- Teaching About Conflict: Northern
Ireland - Center for International
Relations

Activities

1. Identify words from other cultures that have become commonly accepted. Then discuss the possible "whys".
2. If foods from other cultures are accepted why aren't other people. Discuss.
3. Research the affect the culture of the United States has had on the culture of Japan.

TEXTBOOK HELPS:

Scott Foresman: Grade 6. Unit 2, Chapters 8-9.

ACTIVITIES

Note: UNICEF Cookbook may be used to assist in Activity 2 above.

Evaluation Items:

1. What is the MOST important benefit to society of people respecting others of different ethn' origins?
 - a. It would make it easier for all people to contribute to society.
 - b. It would eliminate the need for people of different groups to live together in the same area.
 - c. It would result in everyone speaking English as a first language.

2. Read the following descriptions of people of different races interacting in work situations. Which ONE do you think is the BEST example of RESPECTFUL behavior?
 - a. Mike, a Black, and Charles, an Anglo, work together on a government research project. When Mike and Charles disagree Mike goes directly to the supervisor to complain.
 - b. Mr. Green, an Anglo, and Mr. Swartz, a Black, have worked next to each other on the same job for ten years. Mr. Green and Mr. Swartz have seldom talked to each other.
 - c. Fred Bear has worked in a factory close to the Indian reservation for five years. He has been faithful and hard working. Mr. Bear wants to take Thursday off from work to attend a tribal celebration. The boss has threatened to fire him if he takes that day off.
 - d. Mei Lee lives and works in Chinatown. Sally Sands, a college student, had been hired as a summer employee at the plant where Mei Lee works. Mei Lee introduced Sally to other workers on the job.

3. Why should we respect people of different races? Select the ONE BEST reason.
 - a. because we are told that we should
 - b. because the laws say we must respect them
 - c. because it makes us feel better inside
 - d. because it makes people of other races feel better

True or False

4. Different means bad.
5. People from places far away are here in this country to free load.
6. We can learn new things from people of other cultures.
7. It is important to learn new ways of living among people of different backgrounds.

Objective and Code: 1B3.38

Compare and contrast the way people live today with given periods in the past.

Grade Level: K-8, World History
American History

Textbook Helps:

- Laidlaw: Grade 4, pp. 290-293.
- Silver Burdett: Grade 4, Chapter 8, pp. 171-174, 121-126.
- Harcourt Brace: Grade 4, Unit 3, pp. 144-161.
- Houghton: Grade 4, Unit 4, pp. 214-239.
- American Book: Grade 4, Chapter 5, pp. 129-147.
- Scott Foresman: Grade 4, Chapter 21, pp. 226-237.
- Follett: Grade 4, pp. 119-129, 135-139.
- Scholastic: Grade 4, pp. 198-200, 229, 242.

Instructional Materials

**Follett;
Activities**

Films

- CC 3368 A-C Eyewitness to History
- AB 3239 A Early Settlers of New England
- CC 3305 D Man and State-Hamilton and Jefferson
- AB 3247 B Spinning Wheel
- BC 3355 H-J America in 1968
- CC 6203 B Slave's Story
- BC 3104 B Trends
- BC 3301 L Lifting Veil (George Washington Carver)
- BC 3305 G George Washington, Great American
- BC 203 A Our Changing World of Life: Cattleman
- BB 3309 D Franklin D. Roosevelt-New Deal
- BC 3239 E-J Had You Lived Then Series
- BB 3309 E FDR/War Comes to America
- BB 3309 F FDR-War Years
- CC 3305 K Truman: Years of Decision
- CC 3305 J Eisenhower: Years of Caution
- CC 3367 C Ben Gurion: One Place, One People
- U. S. in the Twentieth Century
- Hawaii Revisited
- Look of America 1750-1800

Filmstrips

- 33-14 B Occupations and Amusements
- 33-17 Life in New Netherlands
- 33-18 B Life in a Southern Town

603

1. Barth Activities:
 - No. 19, p. 274
 - No. 20, p. 275
 - No. 22, p. 276
 - No. 23, p. 276
 - No. 24, p. 277

Evaluation Items:

1. The spinning wheels were to colonists as _____ are to modern Americans.
 - a. looms
 - b. textile mills
 - c. spinning wheels

2. Compare and contrast how people live today and how they lived yesterday during the beginning of our nation (1780's). Use the following sub-headings to illustrate your comparison and contrasts.

food	goods and services
clothing	communication
shelter	recreation
transportation	

Objective and Code:

IB3.38

Compare and contrast the way people live today with given periods in the past.

Instructional Materials

Activities

33-8 F The Middle Colonies
----- Dress-Images of America Series
 Chevron School of Broadcast

73-0623 Working Americans-Newsweek
 Multimedia Kit

Printed Materials

630798 Abraham Lincoln's World

Objective and Code: IB4.1

Locate major political, cultural, physical, and economic regions of the world on a map or globe.

Grade Level: 2,6, World History,
World Geography

Textbook Helps:

American: Grade 6, Unit 1, Chapter 1.
Follett: Grade 6, Part 2, Units 4-5,
Part 3, Unit 6.
Harcourt: Grade 6, Units 1, 3, 5.
Houghton: Grade 6, Unit 2.
Laidlaw: Grade 6, Unit 1, Chapter 2,
Unit 2, Chapter 2, p. 60.
Scholastic: Grade 6, Unit 3.

Instructional Materials

Films

AC 3285 E Global Concepts in Maps
BC 3285 G Language of Maps
BC 2702 M Latitude, Longitude, and Time Zones
BC 3285 I Mapping the Earth's Surface
BC 3285 A Maps and Their Meanings
BC 3285 L Introducing Globes

Filmstrips

32-3 E Locating Places on Maps

Printed Materials

630046 Readiness for Map Skills
630346 Study Lessons in Map Reading
----- Map Skills Series - American Book
Company
----- Scholastic Social Studies Skills
Program

Instructional Kits

630972 Where and Why

Additional Materials

Questionnaire and Primary Source Document - Social
Education - February 1978, pp. 114-115.

Activities

1. Locate the major political, cultural, physical and economic regions of the earth on a map or globe.

TEXTBOOK HELPS:

Scott Foresman: Grade 6, Unit 2, Chapters
8-9.

Evaluation Items:

1. Locate the major political, cultural, physical and economic regions of the earth on a map or globe.

Locate the following. This should be done on a series of map exercises.

2. locate the communist countries.
 3. Locate the German settlements of Texas.
 4. Locate the Polish settlements of Texas.
 5. Locate the Swedish settlements.
 6. Locate Mexican settlements.
 7. Locate mountain ranges.
 8. Locate desert areas.
 9. Locate plains areas.
 10. locate coastal lowlands.
-

617

Objective and Code: IB5.1

Interpret graphs.

Grade Level: 1, 4, World Geography

Instructional Materials

Films

BC 3285 K Map Skills: Understanding Latitude

BC 3285 A Maps and Their Meaning

AC 3285 E Global Concepts in Maps

VC 3590 V Using Map Scale to Compute Air

BC 3285 L Introducing Globes

Filmstrips

32-3 E Locating Places on the Map

32-2 B Map Symbols Dots and Lines

Printed Materials

----- Scholastic Social Studies Skills Program

----- Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students

Instructional Kits

630970 Maps Show the Earth

631240 How To Read a Map

631079 Learning to Use Maps

Additional Materials

Population Cast Study on Hawaii - Social Education, February 1981, pp. 109-124.

Time Line Lesson - Social Education, October 1979, p. 494

Textbook Helps:

American: Grade 4, atlas in back, Grade 5, Chapter 1, pp. 2-20

Follett: Grade 4, pp. 3, 13, 15, Grade 5, unit on atlas, Grade 6, Unit 1, pp. 27, 29-30, 32, 35-36, Unit 10, pp. 206, 228, Unit 18, p. 399

Harcourt: Grade 4, Chapter 1, Unit 1, p. 35, Grade 6, Chapter 4, pp. 29-37.

Activities

TEXTBOOK HELPS:

Houghton: Grade 4, Units 1-2, Grade 5, pp. 448-468, Grade 6, Lesson 5, pp. 252-254, and Skill Builder in each chapter.

Laidlaw: Grade 4, maps and graphs, Grade 5, Chapter 1, pp. 14-35, Grade 6, Chapter 1, pp. 30, 40, 460.

Scholastic: Grade 4, Skill Builder at end of unit, Grade 5, pp. 27-34, Grade 6, Skill Builders.

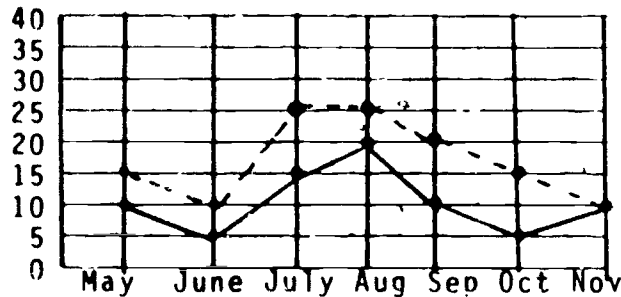
Scott Foresman: Grade 5, pp. 370-379.

ACTIVITIES

1. Barth Activities, No. 9, p. 74.

Evaluation Items:

A line graph is one way to present information. Study the line graph below. Then answer each question that follows.



Key
Chicago -----
Portland _____

- How many inches of rain fell in Portland in October?
 - 25
 - 15
 - 10
 - 20
- How many inches of rain fell in Portland in August?
 - 15
 - 25
 - 20
 - 10
- In which month did 15 inches of rain fall in Portland?
 - July
 - May
 - October
 - September
- Which city had more rain during May?
 - Portland
 - Chicago
- Which city had the same amount of rain in July and August?
 - Chicago
 - Portland

Objective and Code: 1B5.2

Read and compare maps and globes.

Grade Level: 1, 4, World Geography

Instructional Materials

Films

BC 3285 K Map Skills: Understanding Latitude
BC 3285 A Maps and Their Meaning
AC 3285 E Global Concepts in Maps
VC 3500 V Using Map Scale to Compute Air
BC 3285 L Introducing Globes
AC 3285 Maps Are Fun

Filmstrips

32-3 E Locating Places on the Map
32-2 B Map Symbols Dots and Lines
----- Scholastic Social Studies Skill
Program

Printed Materials

----- Selected Social Studies Skills - 88
Reinforcement Skills for Secondary
Students - Social Science Education
Consortium

Instructional Kits

630970 Maps Show the Earth
631240 How To Read a Map
631079 Learning to Use Maps

Additional Materials

Geography Through Landsat Maps - Social Education,
November/December 1977, pp. 606-622.
Primary Source Document - MAP using Hachure and Contour
Methods - Social Education, November/
December 1977, pp. 640-641.

622

Textbook Helps:

American: Grade 4, atlas in back,
Grade 5, Chapter 1, p. 2-20
Follett: Grade 4, pp. 3, 13, 15,
Grade 5, atlas in back.
Harcourt: Grade 4, Chapter 1, Unit 1,
p. 35, Grade 6, Unit 6, p.
31.
Houghton: Grade 4, Units 1-2, Grade 5,
pp. 448-468, Grade 6, Skill
Builder.

Activities

1. Barth Activities
No. 4, p. 189
5, p. 190
6, p. 181
4, pp. 93-97

TEXTBOOK HELPS:

Laidlaw: Grade 5, Chapter 1, pp. 14-
35.
Scholastic: Grade 4, Skill Builder,
Grade 5, pp. 27-34.
Scott Foresman: Grade 5, pp. 370-379.

623

Evaluation Items:

Use a globe to locate countries which are located in the following positions.

1. 20° S. Latitude, 20° E. Longitude _____
2. 30° N. Latitude, 10° E. Longitude _____
3. 20° N. Latitude, 0° Longitude _____
4. 40° S. Latitude, 60° E. Longitude _____
5. 10° S. Latitude, 60° W. Longitude _____

Objective and Code: IB5.3

Interpret social studies information presented in various graphic forms.

Grade Level: 2, 4, 7, World Geography

Textbook Helps:

American: Grade 4, Chapter 1, pp. 3-35
Atlas in back, Grade 5, Chapter 1, pp. 2-20, Grade 6.

Follett: Grade 4, pp. 3, 13, 15, Grade 5.

Harcourt: Grade 4, Chapter 1, pp. 35-47, Grade 6, Unit 6, p. 31.

Houghton: Grade 4, Lesson 3, pp. 29-40
Building Map Skills, Grade 5 pp. 448-468, Grade 6, Skill Builder.

Instructional Materials

Activities

Films

BC 3285 Map Skills: Understanding Latitude
BC 3285 Map Skills: Understanding Longitude
AC 3285 E Global Concepts in Maps
AC 3285 Maps Are Fun

Filmstrips

32-3 E Locating Places on the Map
32-2 B Map Symbols, Dots and Lines
973 U Uniting the Colonies I & II
----- Founding the Nation - American
----- Revolution - Encyclopedia Britannica
----- Graphs - Scholastic Publications

Printed Materials

----- Selected Social Studies Skills - 88
----- Reinforcement Lessons for Secondary
----- Students - Social Science Education
----- Consortium
----- Colonial and Revolutionary America
----- Green and Leschen
----- Political Cartoons in newspaper or
----- Ben Franklin Times

Instructional Kits

630970 Maps Show the Earth
631240 How to Read a Map
631079 Learning to Use Maps
----- About American Revolution - Educational Insights, Inc.

TEXTBOOK HELPS:

Laidlaw: Grade 4, Chapter 1, pp. 10-28.

Scholastic: Grade 4, Skill Builder pp. 12-15.

Scott Foresman: Grade 4, Lesson 1, pp. 16-17
Lesson 2, pp. 18-19, 21-25.

ACTIVITIES

- Barth Activities
No. 17, p. 273
6, p. 261
1, p. 257
9, p. 74

Additional Materials

Critical Evaluation Through Postage Stamps - Social Education
November/December 1977, pp. 626-629.
Time Line Lesson - Social Education, February 1980, pp. 87-88

Evaluation Items:

1. Place ten examples of graphs on a paper for students to identify. Have them locate and name the use of each.

Examples - timelines, bar graphs, globe, line graph, etc.)

623

627

Objective and Code: IB5.4

Evaluate the processes and results of decision making.

Grade Level: 4, 7, Political Science

Textbook Helps:

American: Grade 4, Chapter 6, p. 165.
Harcourt: Grade 4, Unit 4, Chapter 2, pp. 187-196, Grade 5, Unit 5, p. 259, Unit 6, p. 305, Grade 6, p. 280.
Houghton: Grade 4, pp. 291-295, Grade 5, Unit 1, Lesson 9, pp. 64-68, Grade 6, Unit 6, Lesson 2, pp. 291-299.

Instructional Materials

Films

BC 909 K To Be The Most You Can Be
BB 3218 B U.S. Community and Its Citizens
BC 956 H They
CB 3102 To Sow Seeds
BB 919 Obligations
BC 3113 B Right of Dissent
AC 4440 New Look
BC 951 N In By Whose Rules
BC 951 B Trying Times

Printed Materials

----- Sociology: People in Groups - Peter H. Dublin
----- Decisions and Outcomes - College Entrance Examination Board
----- You and the Law Resource Manual - Dallas Junior Bar Wives Club

Instructional Kits

630868 Helping is a Good Thing
----- You're the Banker - Texas Bankers Association
730531 Career Games
730299 Caveat Kit
740239 Innerchange

Activities

1. Citizenship Decision Making - Richard Remy Addison-Wesley Publishing Company
2. Scholastic Social Studies Skill Series.
3. Land Use Decisions - Harris County Department of Education - Houston, Texas.
4. Resource Acquisition - Harris County Department of Education - Houston, Texas.

TEXTBOOK HELPS:

Scholastic: Grade 4, p. 43, Spirit Master Test #7, Grade 5, Unit 8 p. 378, Grade 6, pp. 308-309
Scott Foresman: Grade 4, Unit 3, Chapters 9-10, Chapter 15, pp. 160-164, Unit 6, Chapter 23, Lesson 3 p. 257, Grade 6, Chapter 23, pp. 265-279.

Evaluation Items:

1. Graduation is coming. You have no idea of what you want to do when you leave school. You are fearful about your future and trying to decide what to do. Below are actions you might take in an effort to solve your problem. Identify the action that is least helpful by placing an X by the appropriate letter.
- a. talk with the school counselor
 - b. write to universities, community colleges and trade schools to learn about opportunities
 - c. find out what your best friend is going to do
 - d. get information and advice from the local state employment office
2. You want to be an auto mechanic, but you lack the training. Which is the one solution least likely to solve your problem?
- a. go to vocational school in an auto repair program
 - b. go to work in an auto parts store
 - c. become an apprentice in a garage which repairs cars
 - d. enlist in the armed forces in a vehicle mechanics program

Textbook Helps:

Objective and Code: 1B5.5

Perceive cause-effect relationships.

Grade Level: All Levels

Instructional Materials

Activities

1. Barth Activities:
No. 2, p. 206
No. 6, p. 261
No. 7, p. 262

633

Evaluation Items:

634

Textbook Helps:

Objective and Code: 1B5.6

Determine the relationship between cause and effects.

Grade Level: 4, 5, 6

Instructional Materials

Films

BC 2507 B Investigations
BC 2507 C Evidence
BC 2507 D Patterns
BC 2507 E Adaptions
BC 2507 F Context
BC 2507 G Trial and Error
BC 2507 H Modeling
BC 2507 I Theory
BC 2507 J Prediction

Printed Materials

----- Selected Social Studies Skills - 88
Reinforcement Lessons for Secondary
Students - Social Science Education
Consortium

----- Citizenship Decision Making -
Richard Remy - Addison-Wesley
Publishing Company

Instructional Kits

631124 Developing Study Skills
631141 Things a Family Uses

Activities

1. Barth Activities
No. 6, p. 261
No. 7, p. 262
No. 8, p. 225
2. Provide student with a newspaper article containing cause and effect relationship and ask the student to read the article. Then give the student a list of the causes included in the article and ask him/her to write the correct effect resulting from the cause.

Evaluation Items:

1. Slavery and the election of Lincoln is to the Civil War as _____ are to the westward movement.

Answer: adventure and freedom

2. If you know your homework assignment your grade will

- a. go up
 b. go down
 c. stay the same
 d. go up and down

3. Match the following:

- 2 a. Japan bombs Pearl Harbor
1 b. Potatoe famine in Ireland
3 c. Oil discovered in Nigeria

1. Large Irish immigration to the U.S.
2. U.S. declares war on Japan
3. Money flows into Nigerian economy

633

637

Textbook Helps:

Objective and Code: IB5.7

Draw a conclusion from data and/or statements which support it.

Grade Level: All Levels

Instructional Materials

Activities

1. Scholastic Social Studies Skills Program.
2. Teaching About Diversity: Latin America - Center for Teaching International Relations.
3. Global Issues: Activities and Resources for the High School Teacher by Kenneth Switzer and Paul Mulloy - Social Science Education Consortium.
4. Teaching About Food and Hunger: 33 Activities - Center for Teaching International Relations.
5. Selected Social Studies Skills - 88 Reinforcement Lessons for Secondary Students - Social Science Education Consortium.

Evaluation Items:

641

Objective and Code: IB5.8

Verify the validity of the information.

Grade Level: 4, 8. Political Science

Textbook Helps:

American: Grade 5, p. 167, Chapter 14, p. 347.
Follett: Grade 4, Unit 3, pp. 143, 147, 157, Unit 4, p. 164, Unit 7, p. 296.
Harcourt: Grade 4, Thinking Skills
Grade 5, Practicing Skills
Houghton: Grade 5, Unit 1, p. 22, pp. 51, 80.

Instructional Materials

Films

AC 1925 G Where to Find It
AC 1918 A Critical Thinking
BC 1929 L Listening Between the Lines

Filmstrips

9-15 Don't Know - Look It Up

Instructional Kits

631079 Developing Study Skills

Activities

1. Define the following terms:

- a. inference
- b. observation
- c. data
- d. interpretation
- e. bias
- f. advertising

Then discuss relationship of information and the source of it's origin.

2. Consumer guidelines as outlined by learners for products they want. Brainstorm.
3. Role play and debate with one male and one female: All boys are sloppy writers.
All girls are terrible in sports.
Boys never clean-up their rooms.
Girls never know when to shut-up.

Teacher must clarify between fact and generalizations.

TEXTBOOK HELPS:

Laidlaw: Grade 4, pp. 176, 271, 292, 306, 311. Grade 5, Concepts and Understanding.

Scholastic: Grade 4, pp. 89, 106, 136, 152, 264, Grade 5, Unit 4, p. 1-8, Unit 6, p. 284, Unit 7, p. 330, Grade 6, pp. 294, 356-357.

Evaluation Items:

642

Objective and Code:

IB5.8

Verify the validity of the information.

Instructional Materials

Activities

Scott Foresman:

Grade 4, Unit 4, Chapter 17,
p. 183, Unit 5, Chapter 20,
p. 214, Grade 5, Unit 3,
Chapter 11, p. 147, Unit 6,
Chapter 26, p. 307, Chapter
27, pp. 309-316, Grade 6,
Chapter 26, Lesson 1, pp.
309-311.

Evaluation Items:

Suppose you are getting dressed to go to school and you want to know how cold it is outside. You have five sources of information.

- a. The weather forecast in yesterday's newspaper, which says that the temperature is not expected to get any warmer than 10 degrees above zero today.
- b. Your father, who has just come in from trying to get his car started. He says, "Burr! It must be 10 below zero out there."
- c. Your brother, who is trying to get you to promise to deliver his paper route after school. He says, "The sun's coming out. It looks as though it's going to warm up a lot today."
- d. The thermometer mounted outside the kitchen window, which reads 15 degrees above zero.
- e. Your mother, who reports that the milkman told her it was 5 below zero.

C 1. Which source of information may not be reliable because the person making the statement wants to influence you to do something?

A 2. Which source may not be reliable because it is not up to date?

E 3. Which source may not be reliable because it is not original -- because the information is secondhand?

B 4. Which source may not be reliable because the information in the statement is based on personal opinion rather than on demonstrated fact?

D 5. Which source of information is likely to be the most reliable?

Objective and Code: IB5.9

Differentiate among cause and effect generalizations, summary generalizations, and value generalizations.

Grade Level: 4-6

Instructional Materials

Films

AC 3118 G What Makes a City
AC 1918 A Critical Thinking
AC 1908 S Listening Skills - An Introduction
BC 1929 L Listening Between the Lines

Filmstrips

31-12 D Community Solves A Problem
20- 7 N Deductive Reasoning
19-70 Looking Things Up

Instructional Kits

----- The Magic Circle Series - Human
Development Program

Textbook Helps:

American: Grade 5, Chapter 14, p. 347
Follett: Grade 4, Unit 3, pp. 143,
147, 157, Unit 4, p. 164,
Unit 7, p. 296.
Harcourt: Grade 4, Thinking Skills
Grade 5, Practicing Skills
Houghton: Grade 5, Unit 1, pp. 22, 51,
80.
Laidlaw: Grade 4, pp. 271, 292, 306,
311, Grade 5, Concepts and
Understandings

Activities

1. Define cause and effect. Generate examples of cause and effect such as The early bird catches the worm.
2. Define summary generalizations. Discuss examples of, such as, "The class as a whole did poorly on this science unit so ----- we will try it again from a different direction." Or "Our class lost the game due to poor team work so ----- we will now work on team work."
3. Define value generalizations. Discuss examples such as, "Your best friend wants to copy your test paper but you know it will put him behind if he never learns the material!" In other words, "Do you help a friend when you let him copy?"
4. Barth Activities
No. 2, p. 206
No. 6, p. 261
No. 7, p. 262
5. Citizen Me - Grade 6, Lesson 11.
6. Observation skills - interrupt class with an incident (someone makes an announcement; fight breaks out, etc.) After occurrence have students tell or record what happened. Make point - did you actually see and hear this or did you assume this happened?
7. Have someone give a campaign speech. Listen to the promises made. Discuss promises to see if the person can actually do what he promises.

Evaluation Items:

1. Which one of the following statements describes a situation where a job was discontinued due to improved technology and caused workers to need retraining?
 - a. workers were laid off when sales dropped
 - b. Sandy Clark left her summer job in the Clark Dairy to return to college
 - c. the nurses received the new equipment they had ordered
 - d. Buddy Hays went to night school after losing his job as a seam stitcher when the last company making shoes by hand changed to machine stitching

2. The Reserve Chemical Company recently added a computer to its bookkeeping department in order to summarize sales and trends very rapidly. Which one of the following statements best describes how this change would likely affect employees of Reserve Chemical?
 - a. extra bookkeepers would be hired
 - b. some employees in the department would be retrained and some replaced by people with computer training
 - c. there would be more bookkeeping done by hand
 - d. personnel in other departments would not be affected by the change in the bookkeeping department

3. Which one of the examples below shows how technology has eliminated some jobs, causing a need for workers to retrain?
 - a. construction workers need to learn to use new products like plastics and foam
 - b. many places use computers to do some of the work their bookkeepers and accountants used to do
 - c. new products such as the transistor have caused a change in the ways equipment is repaired
 - d. the government cuts in the space program have eliminated the jobs of many engineers in the program.

4. When you buy a product you have seen advertised, why do you buy it?
 - a. the music in the commercial was lively
 - b. your favorite star advertised the product
 - c. you have a need for the product and think it will fulfill your need
 - d. the product has been advertised continuously and must be the best

5. Consumer guides are to buying as reference books are to research
 - a. candy
 - b. education
 - c. projects and/or solutions

Objective and Code:

IB5.9

Differentiate among cause and effect generalizations, summary generalizations, and value generalizations.

Instructional Materials

Activities

TEXTBOOK HELPS:

Scholastic:

Grade 4, p. 264, Grade 5, Unit 4, p. 188, Unit 6, p. 284, Unit 7, p. 330, Grade 6, p. 294.

Scott Foresman:

Grade 4, Unit 4, Chapter 17, p. 183, Grade 5, Unit 3, Chapter 11, p. 147, Unit 6, Chapter 26, p. 307, Chapter 27, pp. 309-316.

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654

Objective and Code: IB5.10

Form valid generalizations.

Grade Level: All Levels

Instructional Materials

- BC 2507 B Investigations
- BC 2507 C Evidence
- BC 2507 D Patterns
- BC 2507 E Adaptions
- BC 2507 F Context
- BC 2507 G Trial and Error
- BC 2507 H Modeling
- BC 2507 I Theory
- BC 2507 J Prediction

Printed Materials

----- Selected Social Studies Skills - 88
Reinforcement Lessons for Secondary
Students - Social Science Education
* Consortium

Instructional Kits

531124 Developing Study Skills

Additional Materials

Primary Source Document - Ship Manifest, 1847 - Social
Education, October 1977, pp. 540-541.

Textbook Helps:

- American: Grade 5, Chapter 14, p. 347.
- Follett: Grade 4, Unit 3, pp. 143,
147, 157, Unit 4, p. 164,
Unit 7, p. 296.
- Harcourt: Grade 4, Thinking Skills,
Grade 5, Practicing Skills
- Houghton: Grade 5, Unit 1, pp. 22, 51,
80.
- Laidlaw: Grade 4, pp. 271, 292, 306,
311, Grade 5, Concepts and
Understanding

Activities

1. At the conclusion of a topic of study, have
the student's delineate generalizations which
can be made from the study.

TEXTBOOK HELPS:

- Scholastic: Grade 4, p. 264, Grade 5,
Unit 4, p. 188, Unit 6, p.
285, Unit 7, p. 330, Grade
6, p. 294.
- Scott Foresman: Grade 4, Unit 4, Chapter 17,
p. 183, Grade 5, Unit 3,
Chapter 11, p. 147, Unit 6,
Chapter 26, p. 307, Chapter
27, p. 309-316.

Evaluation Items:

1. Your fifty-year old uncle likes to watch football games on Sunday afternoons. What conclusion can you draw?
- a. Fifty-year old men like to watch football.
 - b. Sunday afternoon is a good time to watch football.
 - c. Your uncle is a football fan.
 - d. Football games are fun to watch.
2. Twenty years ago it took two people to carry \$15.00 worth of groceries. Today one person can carry \$15.00 worth of groceries. Which statement is correct?
- a. Grocery bags are larger today than they were twenty years ago.
 - b. People are stronger today than they were twenty years ago.
 - c. \$15.00 today buys fewer groceries than it did twenty years ago.
 - d. \$15.00 today buys more groceries than it did twenty years ago.

Objective and Code: 185.11

Identify and analyze propaganda techniques.

Grade Level: Government, Free Enterprise, Economics

Instructional Materials

Printed Materials

Political Propaganda Through Pictures - Social Education
February 1980, pp. 98-99.

Political Cartoon - Social Education - February 1980,
pp. 138-140.

Primary Source Document on German World War I Propa-
ganda - Social Education, May 1978, pp. 398-
399.

Activities

1. Barth Activities:
No. 5, p. 155

Textbook Helps:

Objective and Code: IB5.12

Identify and analyze hasty generalizations.

Grade Level: All Levels

Instructional Materials

Activities

1. Scholastic Social Studies Skill Program.
2. Global Issues: Activities and Resources for the High School Teacher by Switzer and Mulloy
Social Science Education Consortium