

DOCUMENT RESUME

ED 278 584

SO 017 693

TITLE School Television for Social Studies: A
Competency-Based Matrix. Grades 9-12.

INSTITUTION North Carolina State Dept. of Public Instruction,
Raleigh.

PUB DATE Jan 85

NOTE 66p.; For grades K-3, see ED 276 673.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS *Competency Based Education; High Schools;
Instructional Materials; *Learning Activities;
Nonprint Media; *Social Studies; *Teaching Guides;
Teaching Methods; *Television Curriculum

IDENTIFIERS North Carolina

ABSTRACT

School television programs are keyed by this matrix to social studies competency-based curriculum objectives for grades 9-12. The matrix covers 7 television series. The first 2 series, "Consumer Connection" and "Consumer Squad," each contain 7 programs recommended for grade 9 legal, political, and economic systems studies. "Equal Justice under Law" contains 5 programs intended for advanced grade 9 economic, legal, and political systems studies and grades 11 and 12 U.S. history and government studies. "Give and Take" contains 12 programs which are appropriate for grade 9 economic, legal, and political systems studies and grade 12 economics study. "Soviet Style" contains 5 programs recommended for grade 10 world studies and knowledge courses. "Summer of Judgement--The Watergate Hearings" contains 4 programs which are appropriate for advanced grade 9 economic, political, and legal systems studies; grade 11 U.S. history; and grade 12 government. "Tax Whys" contains 6 programs which are recommended for grade 9 economic, legal, and political systems studies and grade 12 economics. "Ways of the Law" contains 15 lessons which are appropriate for grade 9 economic, legal, and political systems studies; a grade 12 elective course in government; grade 10 world history; and grade 11 U.S. history. Program objectives and competency objectives which correspond with the teacher's guide are listed for each television series and grade level. Notes concerning special features of the programs are given. (APG)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

E. Brumback

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

INTRODUCTION

This matrix keys School Television programs to the Social Studies Competency-based Curriculum objectives, Grades 9-12. The project was directed by Jacqueline Heston, Social Studies Coordinator in the Northeast Regional Education Center, and Ken Rollins, Media Coordinator in the Region.

Six teachers produced this matrix:

Carolyn H. Boiter	Jamesville School	Martin County
Kay Crandall	Roanoke High School	Martin County
Lois Davis	Plymouth High School	Washington County
Pat James	Elizabeth City Jr. High School	Elizabeth City/Pasquotank
Joe Ann W. Jones	Farmville Central High School	Pitt County
Mike Terrell	Farmville Central High School	Pitt County

The following School Television series are included in this document:

- CONSUMER CONNECTION (seven programs)
- CONSUMER SQUAD (eight programs)
- EQUAL JUSTICE UNDER LAW (six programs)
- GIVE AND TAKE (twelve programs)
- SOVIET STYLE (five programs)
- SUMMER OF JUDGMENT (four programs)
- TAX WHYS (six programs)
- WAYS OF THE LAW (fifteen programs)

We feel confident this matrix will be a useful resource for every social studies teacher.

School Television Staff
Media and Technology Services
Department of Public Instruction
Raleigh, North Carolina 27611

June, 1985

SOCIAL STUDIES

Television Series: CONSUMER CONNECTION

Recommended Usage: Grade 9-Legal, Political Systems

PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis
<p>Program 1 Consumer Rights Responsibilities</p>	<p>Identify the four rights and responsibilities in the Consumer Bill of Rights</p> <p>Specify three types of taxes and their uses</p> <p>List three sources of information needed to prepare personal income tax forms</p>	<p>13.1 Propose how individuals, laws and agencies can contribute to the resolution of specific conflicts between individuals</p> <p>13.2 Suggest ways individuals and groups can settle disputes in and out of court</p> <p>*15.1 Describe the relationship between rights and responsibilities</p>
<p>Program 2 Landlord/Tenant Relations</p>	<p>Specify the four major elements of a lease</p> <p>Identify two obligations and responsibilities each of landlords and tenants in a lease agreement</p>	<p>13.1 Propose how individuals, laws and agencies can contribute to the resolution of specific conflicts between individuals</p> <p>13.2 Suggest ways individuals and groups can settle disputes in and out of court</p> <p>*15.1 Describe the relationship between rights and responsibilities</p> <p>13.3 Identify the issues in a given conflict and propose the options open to the parties in the conflict</p> <p>13.4 Describe basic principles that might be involved in seeking a solution to a given conflict</p> <p>15.11 State his/her formal and informal rights and obligations given a specific issue and/or problem</p>

SOCIAL STUDIES

Television Series: CONSUMER CONNECTION

Recommended Usage: Grade 9-Legal, Political Systems

PROGRAM /Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	N
3	<p>Define the term "budget"</p> <p>Differentiate between fixed and flexible expenses</p> <p>Identify the types of financial records that should be kept and reasons for keeping them</p>	<p>*7.1 Explain the importance of savings for investment in capital goods</p> <p>4.3 Cite examples of how the American economic system encourages private ownership of property and private initiative in economic activity</p>	
4	<p>List three advantages and disadvantages of using credit</p> <p>Identify two areas where laws protect consumers in the use of credit</p>	<p>13.1 Propose how individuals, laws and agencies can contribute to the resolution of specific conflicts between individuals</p> <p>13.2 Suggest ways individuals and groups can settle disputes in and out of court</p> <p>*15.1 Describe the relationship between rights and responsibilities</p> <p>*15.11 State his/her formal and informal rights and obligations given a specific issue and/or problem</p>	
5 ce"	<p>Define the term "insurance"</p> <p>List five basic types of insurance</p>	<p>*15.1 Describe the relationship between rights and responsibilities</p>	
6 ocuments"	<p>Give two examples of formal and informal contracts</p> <p>Specify the obligations of each party involved in legal documents</p> <p>Identify the four basic elements that make contracts legally binding</p>	<p>*15.1 Describe the relationship between rights and responsibilities</p> <p>13.3 Identify the issues in a given conflict and propose the options open to the parties in the conflict</p>	

SOCIAL STUDIES

Television Series: CONSUMER SQUAD

Recommended Usage: Grade 9 Political, Economic Systems

PROGRAM r/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis
1 ne is a Consumer"	Define a consumer Name the mediums of exchange used today Identify the four rights and responsibilities in the consumer bill of rights	15.1 Describe the relationship between rights and responsibilities 15.11 State his/her formal and informal rights and obligations given a specific issue and/or problem
2 ising"	Differentiate between needs and wants Identify various sales techniques that may deceive the consumer	3.1 Determine opportunity cost, given a set of alternative choices 3.2 Demonstrate an explicit decision making process, given a problem and a model on which to plot alternatives and criteria 3.3 Apply the decision-making process to a personal economic problem
3 ial Planning"	Name at least three different ways of saving or investing money Describe how to use the Social Security System	3.2 Demonstrate an explicit decision-making process, given a problem and a model on which to plot alternatives and criteria 7.1 Explain the importance of savings for investment in capital goods *9.3 Compare the services offered to individuals and businesses by banks, credit unions, and thrift institutions
4 Management"	Define a budget List the steps in developing a budget	7.1 Explain the importance of savings for investment in capital goods 3.3 Apply the decision-making process to personal economic problem

SOCIAL STUDIES

Television Series: CONSUMER SQUAD

Recommended Usage: Grade 9 Political, Economic Systems

PROGRAM r/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis
5 ing Techniques"	<p>Explain at least five marketing techniques that influence purchases</p> <p>List actions a consumer can take to offset the effectiveness of marketing</p>	<p>3.2 Demonstrate an explicit decision-making process, given a problem and a model on which to plot alternatives and criteria</p> <p>*3.3 Apply the decision-making process to a personal economic problem</p>
6 ers Aids and ison Shopping"	<p>Define at least three consumers aids used in shopping</p> <p>Explain the steps used in comparison shopping</p> <p>Differentiate among types of stores</p> <p>List three methods to pay for purchases</p>	<p>3.2 Demonstrate an explicit decision-making process, given a problem and a model on which to plot alternatives and criteria</p> <p>*3.3 Apply the decision-making process to a personal economic problem</p>
7 er Redress"	<p>List steps to take in seeking redress</p> <p>Identify consumer agencies that help with redress</p>	<p>*13.1 Propose how individuals, laws and agencies can contribute to the resolution of specific conflicts between individuals</p> <p>*13.2 Suggest ways individuals and groups can settle disputes in and out of court</p> <p>*13.3 Identify the issues in a given conflict and propose the options open to the parties in the conflict</p>
8 & You"	<p>Distinguish between renewable and non-renewable resources</p> <p>Describe the relationship that exists among the supply, use, and cost of energy</p> <p>Identify actions a consumer can take to reduce energy usage</p>	<p>4.1 Explain the impact of consumer choice when presented with appropriate examples of economic activity</p> <p>4.2 Suggest the relationship between supply and demand from an appropriate case study</p>

SOCIAL STUDIES

Television Series: " EQUAL JUSTICE UNDER LAW"

Recommended Usage: Grade Econ. Leg. & Pol.
9 Advanced Level

PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis
Justice Under Marbury v. Madison"	<p>To understand how judicial review of federal legislation was established in the United States</p> <p>To understand Chief Justice Marshall's interpretation of the constitutional basis for judicial review of acts of Congress</p> <p>To understand the Federalist and Democratic-Republican positions on judicial review</p> <p>To place the case in its political and historical context</p> <p>To understand the basic structure of the American judiciary</p>	<p>*12.1 Identify levels and branches of government</p> <p>12.2 Cite examples of executive, judicial and legislative functions of each level of government</p>
McCulloch v. Maryland"	<p>To understand the Supreme Court's interpretation of the relative powers of the federal and state governments in McCulloch v. Maryland</p> <p>To understand the Federalist and Democratic-Republican positions on states' rights</p> <p>To gain awareness of the impact of a strong federal government on American life</p>	<p>*12.1 Identify levels and branches of government</p> <p>12.2 Cite examples of executive, judicial and legislative functions of each level of government</p>
Gibbons v. Ogden	<p>To understand the Supreme Court's interpretation of the relative powers of Congress and the states to regulate commerce</p>	<p>*12.1 Identify levels and branches of government</p>

SOCIAL STUDIES

Television Series: "EQUAL JUSTICE UNDER LAW"

Recommended Usage: Grade 11 & 12 U S History
or
Government
(upper levels only)

PROGRAM /Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	N
1 "Marbury v. Madison"	<p>To understand how judicial review of federal legislation was established in the United States</p> <p>To understand Chief Justice Marshall's interpretation of the constitutional basis for judicial review of acts of Congress</p> <p>To understand the Federalist and Democratic-Republican positions on judicial review</p> <p>To place the case in its political and historical context</p> <p>To understand the basic structure of the American judiciary</p>	<p>*7.6 Compare and contrast political events or actions in terms of their influence on nationalism and/or sectionalism.</p> <p>5.2 Understand the process of how the Constitution was written and ratified</p> <p>6.3 Identify problems facing the new nation and describe how they were solved or left unsolved</p> <p>6.5 Identify and describe important individuals and events that developed in the period from 1789-1815</p>	
2 "McCulloch v. Maryland and"	<p>To understand the Supreme Court's interpretation of the relative powers of the federal and state governments in McCulloch v. Maryland</p> <p>To understand the Federalist and Democratic-Republican positions on states' rights</p> <p>To gain awareness of the impact of a strong federal government on American life</p>	<p>*7.6 Compare and contrast political events or actions in terms of their influence on nationalism and/or sectionalism.</p> <p>5.2 Understand the process of how the Constitution was written and ratified</p> <p>6.3 Identify problems facing the new nation and describe how they were solved or left unsolved</p> <p>6.5 Identify and describe important individuals and events that developed in the period from 1789-1815</p>	

SOCIAL STUDIES

Television Series: "EQUAL JUSTICE UNDER LAW"

Recommended Usage: Grade Econ. Leg. & Pol.
9 Advanced Level

PROGRAM /Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NO
v. Ogden (cont.)	<p>To gain awareness of the economic impact of the Supreme Court's decision in Gibbons v. Ogden</p> <p>To understand the role of the Supreme Court in shaping the Constitution</p> <p>To gain awareness of Chief Justice John Marshall's contribution to the judiciary</p>	<p>12.2 Cite examples of executive, judicial and legislative functions of each level of government</p>	
ates v. Burr	<p>To gain awareness of due process of law--the procedural safeguards for a fair trial guaranteed by the United States Constitution</p> <p>To understand the precedents set by Chief Justice John Marshall for applying due process requirements even in highly controversial political trials</p> <p>To understand that every citizen is bound by the law of the land, whatever his social or political position</p> <p>To gain awareness of the uses and limits of executive privilege</p> <p>To understand the concept of treason and the reasons why the English and American definitions differ</p> <p>To better understand the philosophies, motives and values of Marshall, Jefferson and Burr</p>	<p>*10.3 Identify sources of authority for laws</p>	

SOCIAL STUDIES

Television Series: "EQUAL JUSTICE UNDER LAW"

Recommended Usage: Grade 11 & 12 U.S. History
or
Government
(upper levels)

PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis
<p>Program 3 "Gibbons v. Ogden"</p>	<p>To understand the Supreme Court's interpretation of the relative powers of Congress and the states to regulate commerce.</p> <p>To gain awareness of the economic impact of the Supreme Court's decision in Gibbons v. Ogden</p> <p>To understand the role of the Supreme Court in shaping the Constitution</p> <p>To gain awareness of Chief Justice John Marshall's contribution to the judiciary</p>	<p>*7.4 Describe phenomena that contributed to the growth of nationalism and/or sectionalism in the period 1815-1840</p> <p>*Identify and state the influence that individuals had on nationalism or sectionalism in the period 1815-1850</p> <p>*7.6 Compare and contrast political events or actions in terms of their influence on nationalism and/or sectionalism</p> <p>5.2 Understand the process of how the Constitution was written and ratified</p> <p>6.3 Identify problems facing the new nation and describe how they were solved or left unsolved</p> <p>6.5 Identify and describe important individuals and events that developed in the period from 1789-1815</p>
<p>Program 4 "United States v. ..."</p>	<p>To gain awareness of due process of law--the procedural safeguards for a fair trial guaranteed by the United States Constitution</p> <p>To understand the precedents set by Chief Justice John Marshall for applying due process requirements even in highly controversial political trials</p>	

21

2

SOCIAL STUDIES

Revision Series: "EQUAL JUSTICE UNDER LAW"

Recommended Usage: Grade 11 & 12 U.S. History
or
Government
(upper levels)

PROGRAM Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NO
(cont.)	<p>To understand that every citizen is bound by the law of the land, whatever his social or political position</p> <p>To gain awareness of the uses and limits of executive privilege</p> <p>To understand the concept of treason and the reasons why the English and American definitions differ</p> <p>To better understand the philosophies, motives and values of Marshall, Jefferson and Burr</p>	<p>*7.6 Compare and contrast political events or actions in terms of their influence on nationalism and/or sectionalism</p> <p>5.2 Understand the process of how the Constitution was written and ratified</p> <p>6.3 Identify problems facing the new nation and describe how they were solved or left unsolved</p> <p>6.5 Identify and describe important individuals and events that developed in the period from 1789-1815</p>	<p>*the Wa Hearin to thi</p> <p>*this c in upp grade</p>

SOCIAL STUDIES

Television Series: GIVE AND TAKE

Recommended Usage: Grade 9 Economic/Legal/P
12 Economics

PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NO
Program 1 Choose; Scarcity Personal Decision ing"	<p>Explain why scarcity requires making choices</p> <p>Give examples of situations in which scarcity necessitates making choices</p> <p>Apply the decision-making model to personal economic situations</p>	<p>3.2 Demonstrate an explicit decision-making process, given a problem and a model on which to plot alternatives and criteria</p> <p>3.3 Apply the decision-making process to a personal economic problem</p> <p>Skill-4.3 Draw conclusions</p> <p>Skill-4.4 Select a rational course of action</p>	
Program 2 Choose; Scarcity Social Decision ng	<p>Explain why trade-offs among social goals are often required in public policy decisions</p> <p>Give examples of trade-offs among social goals in specific policy decisions</p> <p>Apply the decision-making model to public policy issues involving consumers</p>	<p>*3.4 Apply the decision-making process to a local, state or national economic problem</p> <p>3.1 Determine opportunity cost, given a set of alternative choices</p> <p>7.8 Resolve dilemmas</p> <p>8.2 Engage in group decision making</p>	More t to con opport in pro but it here
Program 3 s Save: ortunity Cost"	<p>Define "opportunity cost" and give examples of the opportunity cost of saving</p> <p>Describe how various savings plans involve trade-offs among the goals of safety, liquidity, and return</p> <p>Apply the decision-making model to saving and spending decisions</p>	<p>*3.1 Determine opportunity cost, given a set of alternative choices</p> <p>3.3 Apply the decision-making process to a personal economic problem</p> <p>7.1 Explain the importance of savings for investment in capital goods</p> <p>*9.3 Compare the services offered to individuals and businesses by banks, credit unions, and thrift institutions</p>	

SOCIAL STUDIES

Television Series: GIVE AND TAKE

Recommended Usage: Grade 9 Economic/Legal/P
12 Economics

PROGRAM /Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	N
4 ise; nity Cost"	<p>Define "opportunity cost" and give examples of the opportunity cost of using credit</p> <p>Explain why interest charges are the cost of using credit and why they tend to be high in times of inflation</p> <p>Apply the decision-making model to credit decisions</p>	<p>3.1 Determine opportunity cost, given a set of alternative choices</p> <p>3.3 Apply the decision-making process to a personal economic problem</p> <p>9.1 Distinguish similarities and differences among cash, checks, and credit cards</p>	
5 o Jobs Come Derived Demand"	<p>Describe how jobs are created or eliminated by changes in consumer, business, and governmental spending decision</p> <p>Give examples of the effects on workers of learning skills that enable them to improve their job opportunities</p>	<p>4.1 Explain the impact of consumer choice when presented with appropriate examples of economic activity</p> <p>7.3 Explain the role of investment in human capital and capital goods as a means of increasing productivity</p> <p>2.4 Read charts, graphs, and time lines found in a variety of sources</p> <p>4.2 Suggest the relationship between supply and demand from an appropriate case study</p>	Used + handou Derive
5 o Productivity: apital"	<p>Define "productivity" and "increasing productivity"</p> <p>Explain the effects of increasing education and training for individuals and society</p> <p>Give examples of the effects on workers of learning skills that enable them to improve their job opportunities</p>	<p>3.1 Determine opportunity cost, given a set of alternative choices</p> <p>*7.3 Explain the role of investment in human capital and capital goods as a means of increasing productivity</p> <p>7.4 Evaluate the impact of specialization and division of labor</p>	28

SOCIAL STUDIES

Television Series: GIVE AND TAKE

Recommended Usage: Grade 9 Economic/Legal
12 Economics

PROGRAM r/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	
9 Prices: and Demand"	<p>Describe how prices influence consumer purchases</p> <p>Describe how prices influence people's income</p> <p>Explain how prices influence what is produced and in what quantities</p> <p>Explain, with examples, how changes in supply and demand affect consumers, workers, and business</p>	<p>4.1 Explain the impact of consumer choice when presented with appropriate examples of economic activity</p> <p>4.2 Suggest the relationship between supply and demand from an appropriate case study</p> <p>4.4 Describe how price changes in one product might influence the supply of and demand for another product or many other products</p>	
10 ng Market: y and Demand"	<p>Describe how changes in demand lead to changes in price and in quantity supplied</p> <p>Describe how changes in supply lead to changes in price and in quantity demanded</p> <p>Distinguish between a change in demand and a change in quantity demanded, and between a change in supply and a change in quantity supplied</p>	<p>*4.2 Suggest the relationship between supply and demand from an appropriate case study</p> <p>4.4 Describe how price changes in one product might influence the supply of and demand for another product or many other products</p>	

SOCIAL STUDIES

Television Series: GIVE AND TAKE

Recommended Usage: Grade 9 Economic/Legal/P
12 Economics

PROGRAM /Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	N
7 or Public? Goods and s"	<p>Define the terms "non-exclusion" and "shared consumption" (joint use)</p> <p>Explain how the principles of "non-exclusion" and "shared consumption" (joint use) relate to the provision of public goods</p>	<p>2.5 Given a list of government services, students will indicate the importance of services and sources of revenue</p> <p>5.3 Identify economic policies and activities that benefit but conflict with the well-being of other segments of society</p> <p>5.4 Evaluate the costs and benefits of specific government expenditures</p>	Public Service
8 ng Taxes: Goods and es"	<p>Define and give examples of private and public goods and services</p> <p>Identify goods and services that can be provided by either public or private suppliers</p> <p>Explain the relation between the level of taxation and the amount of public goods and services provided by government</p> <p>Explain, with examples, how various types of taxes are used to pay for public goods and services</p>	<p>8.3 Identify examples of regressive, progressive, proportional, and <u>ad valorem</u> taxes and construct arguments for and against each</p> <p>*8.4 Explain the relationship between the levels of taxation and the volume of government goods and services provided</p>	

SOCIAL STUDIES

Television Series: GIVE AND TAKE

Recommended Usage: Grade 9 Economic/Legal
12 Economics

PROGRAM r/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	M
11 our Choice: tution"	<p>Give examples of substitute goods for producers and consumers</p> <p>Describe why producers and consumers make substitutions when prices change</p> <p>Explain how producers of substitute goods and services become competitors</p>	<p>4.2 Suggest the relationship between supply and demand from an appropriate case study</p> <p>*4.4 Describe how price changes in one product might influence the supply of and demand for another product or many other products</p>	M
12 mpetition? Structure"	<p>Distinguish between competitive and monopoly prices</p> <p>Explain how competition contributes to lower prices and helps protect consumers</p> <p>Describe alternatives for dealing with monopolies</p>	<p>*4.3 Explain the role of competition in the United States economy</p> <p>4.1 Explain the impact of consumer choice when presented with appropriate examples of economic activity</p>	3

SOCIAL STUDIES

Television Series: SOVIET STYLE

Recommended Usage: Grade 10

World Studies/Know

PROGRAM /Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NO
<p>...Soviet</p> <p>'s Music... tyle"</p>	<p>This program studies Soviet agricultural systems. The collective, state farms and agricultural private plots are examined. As these varied operations are studied, the roles and relationship of government, management, and workers are presented the relative productivity of each farm system also is presented.</p> <p>This program examines Soviet Culture, from highly regarded professional troupes to amateur groups who have achieved high standards. Finally, the program shows how traditional songs and dances are kept alive by all the people</p>	<p>4.3 Describe the major economic systems</p> <p>4.4 Compare and contrast various historic and contemporary economic systems</p> <p>6.5 Understand that a significant result of growth of nations and the Industrial Revolution was the encouragement of literature and the arts</p> <p>6.6 Understand that the twentieth century with its wars, depressions, and revolutions had an impact on the arts</p>	
<p>...Soviet</p>	<p>A brief background on the Russian Revolution provides the basis to examine the tumultuous history of politics in Post-Czarist Russia. The role of Lenin in the establishment of the Soviet State, Stalin in WW II, and reconstruction and party members in contemporary Soviet politics combine to provide us with an understanding of this subject. Finally, the question of changes in Soviet politics is raised.</p>	<p>2.7 State the causes and consequences of the two world wars and discuss the tremendous changes that have occurred throughout the 20th century world</p> <p>*3.2 Trace the evolution of a nation's government</p> <p>3.3 Describe the structure and function of various forms of government</p> <p>3.4 Compare and contrast the rights of citizens in various periods of history</p> <p>3.5 Compare and contrast various forms of government in terms of their efficient performance</p>	

SOCIAL STUDIES

Television Series: "SUMMER OF JUDGMENT"
"The Watergate Hearings"

Recommended Usage: Grade 9th-Econ., Polit
Advanced Level

PROGRAM r/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis
Watergate Committee"	Details the formation of the Watergate Committee and the early days of hearings. Issues discussed are public interest in the hearings, the role of humor, and ethics.	*12.1 Identify levels and branches of government
Mitchell and John Dean: Profiles of Testimony"	Deals with the testimony of John Mitchell and John Dean, each of whom were questioned on the role of the President in Watergate.	*12.2 Cite examples of executive, judicial and legislative functions of each level of government (These are applicable for all four programs)
White House Tapes"	Describes the committee's discovery of Nixon's taped conversations, and recounts the testimony of top aide, John Ehrlichman.	
"Dirty Tricks"	Details Haldeman's testimony on "Dirty Tricks" of the Nixon campaign, the House Committee impeachment procedures, and effects of Watergate on the American political system.	

SOCIAL STUDIES

Television Series: SOVIET STYLE

Recommended Usage: Grade 10
World Studies/K

PROGRAM r/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	
4 s In...Soviet	In this program, we follow the progress of students in a rural and an urban school. Also examined are student-teacher attitudes, the curricula, and aspirations	5.2 Explain differences in the characteristics of the basic social institutions from prehistoric civilizations through the twentieth century	
5 g...Soviet	This program examines the role of workers and natural resources in the development of the Soviet economy. The interrelationships of government, management, and trade unions are studied as four industries are examined: a coal mine, a refrigerator factory, a timber processing plant, and dock workers on the Odessa waterfront	3.4 Compare and contrast the rights of citizens in various periods of history 4.1 Explain basic economic terms and concepts 4.3 Describe the major economic systems 4.4 Compare and contrast various historic and contemporary economic systems	

39

40

SOCIAL STUDIES

Television Series: TAX WHYS

Recommended Usage: Grade 9-The Economic, Political Syst
12-Economics

PROGRAM r/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis
<p>m 1 es Raise Revenue"</p>	<p>Students will... recognize that taxes are required payments that are used to raise revenues to obtain resources for local, state, and federal governments</p> <p>understand that taxation reduces income that could otherwise be available to individuals to purchase goods and services for their personal use</p>	<p>2.5 Given a list of government services, students will indicate the importance of services and sources of revenue</p> <p>3.1 Determine opportunity cost, given a set of alternative choices</p> <p>*8.4 Explain the relationship between the levels of taxation and the volume of government goods and services provided</p>
<p>m 2 es Influence vior"</p>	<p>explain how taxes on goods or services can discourage certain activities, since people can avoid the direct cost of these taxes by not producing, buying, or selling the goods or services that are taxed</p> <p>explain that tax deductions, credits, and exemptions encourage certain activi- ties, since people can choose to engage in activities that are eligible for these tax reductions</p>	<p>4.5 Cite examples of how the American economic system encourages private ownership of property and private initiative in economic activity</p> <p>*8.2 Indicate the probable impact of specific monetary and fiscal policies upon various groups</p> <p>8.5 Identify ways that government regulates and influences the operation of the economy</p>
<p>m 3 es Involve flicting Goals"</p> <p>1</p>	<p>give an example in which the goal of raising revenue conflicts with the goal of reducing taxes to encourage certain activities</p> <p>explain that, for a given level of government services lower taxes for some groups (or activities) implies higher taxes for other groups (or activities)</p>	<p>1.3 Suggest examples of persistent public problems</p> <p>1.4 Identify the causes and forecast the consequences of persistent public problems</p> <p>3.1 Determine opportunity cost, given a set of alternative choices</p>

SOCIAL STUDIES

Television Series: "SUMMER OF JUDGMENT"
(The Watergate Hearings)

Recommended Usage: Grade 11- U.S. History
12- Government

PROGRAM Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NC
Watergate e"	Details the formation of the Watergate Committee and the early days of hearings. Issues discussed are public interest in the hearings, the role of humor, and ethics.	Use of all four programs in this series contribute to meeting the following objectives. *17.3 Evaluate a list of the major political changes and events 1950-1980	
I and Dean"	Deals with the testimony of John Mitchell and John Dean, each of whom were questioned on the role of the President in Watergate	1.1 Recognize that a problem exists 1.2 Identify the viewpoint of parties to a problem	
II e House Tapes"	Describes the committee's discovery of Nixon's taped conversations, and recounts the testimony of top aide, John Ehrlichman	1.3 Identify value conflicts inherent in a problem 1.4 Determine methods of finding the most reasonable solution to a problem	Student "Separ Powers Consti
y ricks"	Examines Haldeman's testimony, the witnesses who testified about the "Dirty Tricks" of the Nixon campaign, the House committee impeachment procedures, and effects of Watergate on the American political system	2.1 Choose appropriate reference books and sources 3.2 Identify emotional words 3.3 Identify evidence of propaganda 3.4 Determine completeness and inconsistencies in data 4.3 Draw conclusions 4.4 Select a rational course of action 5.2 Understand the process of how the Constitution was written and ratified	Student the li upon t Presid Student politi of 189

SOCIAL STUDIES

Television Series: TAX WHYS

Recommended Usage: Grade 9-The Economic, L
Political System
12-Economics

PROGRAM r/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	
3 (cont.)	<p>explain that, as the result of special tax treatment of certain activities and different sources of income, people with the same income may pay different amounts of taxes</p>	<p>3.2 Demonstrate an explicit decision-making process, given a problem and a model on which to plot alternatives and criteria</p> <p>3.4 Apply the decision-making process to a local, state or national economic problem</p> <p>5.3 Identify economic policies and activities that benefit but conflict with the well-being of other segments of society</p> <p>8.2 Indicate the probable impact of specific monetary and fiscal policies upon various groups</p> <p>8.4 Explain the relationship between the levels of taxation and the volume of government goods and services provided</p> <p>8.5 Identify ways that government regulates and influences the operation of the economy</p>	
4 s Affect erent Income ps"	<p>Using income as a measure of ability to pay, define and give an example of:</p> <p>a. a progressive tax as a tax that takes a larger percentage of income from high-income groups than from low-income groups</p> <p>b. a regressive tax as a tax that takes a larger percentage of income from</p>	<p>5.3 Identify economic policies and activities that benefit but conflict with the well-being of other segments of society</p> <p>*8.2 Indicate the probable impact of specific monetary and fiscal policies upon various groups</p>	

SOCIAL STUDIES

Television Series: TAX WHYS

Recommended Usage: Grade 9-The Economic, Legal, Political Systems

PROGRAM r/Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTE
4 (cont.)	<p>low-income groups than from high-income groups</p> <p>c. a proportional tax as a tax that takes the same percentage of income from all income groups</p> <p>explain how a combination of regressive and progressive taxes makes our overall tax system roughly proportional</p>	<p>*8.3 Identify examples of regressive, progressive, proportional, and <u>ad valorem</u> taxes and construct arguments <u>for and against</u> each</p>	
5 s...Can They hifted?"	<p>explain that all taxes are ultimately paid by individuals</p>	<p>4.2 Suggest the relationship between supply and demand from an appropriate case study</p>	Direct and direct T
5 s...What air?"	<p>explain that one criterion of tax fairness is benefits received, or the idea that people should pay taxes in rough proportion to the benefits they receive from government goods and services</p> <p>explain that a second criterion of tax fairness is ability to pay, or the idea that people with different amounts of wealth or different amounts of income should pay different amounts of taxes</p>	<p>8.2 Indicate the probable impact of specific monetary and fiscal policies upon various groups</p> <p>*1.3 Suggest examples of persistent public problems</p> <p>1.4 Identify the causes and forecast the consequences of persistent public problems</p> <p>3.4 Apply the decision-making process to a local, state or national economic problem</p>	Using op activiti suggeste

SOCIAL STUDIES

Revision Series: WAYS OF THE LAW

Recommended Usage: Grade 9-"Economics, Legal, Political System"
12-elective course in

PROGRAM Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Introduction of Series"	Students and teachers will understand how to utilize the series. Students and teachers will preview segments from many of the programs in the series.		good re teacher
of Law"	Students will be able to name various present day Sources of Law. Students will understand the roots of the American Legal System.	Knowledge-10.3 Identify sources of authority for laws. 10.5 Explain general relationships between societal values and laws. Skills-4.4 Select a rational course of action.	*could b in World and U.S.
for Law"	Students will discuss the reasons for law. Students will form their own opinions as to why we need Laws.	Knowledge-10.1 Infer what is likely to happen in the absence of government and/or law.	students have a c the song used in
Procedure" Not)	Students will understand how and why the police obtain a search warrant. Students will understand the procedure followed in processing one who has committed a crime.	Knowledge-13.3 Identify the issues in a given conflict and propose the options open to the parties in the conflict. 13.5 Evaluate the limitations of the formal legal system in settling disputes. 14.4 Given a criminal and civil court case, compare and contrast the procedures, the roles and jurisdiction of court officials.	gives an summary procedur in proce accused

SOCIAL STUDIES

Revision Series: WAYS OF THE LAW

Recommended Usage: Grade 9-"Economics, Legal, Political System"
12-elective course in

PROGRAM Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOT
<p>ont.)</p> <p>orcement" Officers)</p>	<p>Students will appreciate the role of patrol officers in our society. Students will understand the problems involved in Law Enforcement.</p>	<p>15.9 Display a willingness to work to improve conditions and solve civic problems.</p> <p>Skills-1.2 Identify the viewpoint of parties to a problem.</p> <p>1.4 Determine methods of finding the most reasonable solution to a problem.</p> <p>Knowledge-14.3 Given a list of individuals in authoritative positions, describe the responsibility of each in cases involving problems such as child abuse, child custody, the punishment and rehabilitation of criminals, juvenile delinquency, destruction of real and personal property and consumer problems.</p> <p>15.8 Develop a constructive view of public officials.</p>	
<p>Law" e Justice)</p>	<p>Students will understand the juvenile justice system. Students will understand that juveniles can be tried as adults.</p>	<p>Knowledge-13.5 Evaluate the limitations of the formal legal system in settling disputes.</p> <p>14.3 Given a list of individuals in authoritative positions, describe the responsibility of each in cases involving problems such as child abuse, child custody, the punishment and rehabilitation of criminals, juvenile delinquency, destruction of real and personal property and consumer problems.</p>	<p>student study t of the before program</p>

SOCIAL STUDIES

Revision Series: WAYS OF THE LAW

Recommended Usage: Grade 9-"Economic, Legal and Political System
12-elective course in government

PROGRAM Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOT
<p>cont.)</p> <p>"Law" cs)</p>	<p>Students will be aware of life's Family Law issues. Students will appreciate the importance of careful planning in making family decisions.</p>	<p>Skills-2.1 Choose appropriate reference books and sources.</p> <p>Knowledge-13.1 Propose how individuals, laws and agencies can contribute to the resolution of specific conflicts between individuals.</p> <p>13.2 Suggest ways individuals and groups can settle disputes in and out of court.</p> <p>14.3 Given a list of individuals in authoritative positions, describe the responsibility of each in cases involving problems such as child abuse, child custody, the punishment and rehabilitation of criminals, juvenile delinquency, destruction of real and personal property and consumer problems.</p> <p>Skills-7.6 Increase the ability to accept change.</p>	
<p>nd Estates"</p>	<p>Students will understand the consequences of leaving or not leaving a will.</p>	<p>Knowledge-15.1 Describe the relationship between rights and responsibilities.</p>	
<p>Consumer</p>	<p>Students will understand how to protect their interests when making a contract. Students will be cognizant of the components of a valid contract.</p>	<p>Knowledge-13.1 Propose how individuals, laws and agencies can contribute to the resolution of specific conflicts between individuals.</p>	

SOCIAL STUDIES

Revision Series: WAYS OF THE LAW

Recommended Usage: Grade 9-"Economic, Legal, Political System"
12- elective course i

PROGRAM Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOT
(cont.) Law" (What happened?)	<p>Students will understand what a tort is and what the legal ramifications of such a civil wrong are. Students will gain an idea of what it's like to serve on a jury.</p>	<p>14.3 Given a list of individuals in authoritative positions, describe the responsibility of each in cases involving problems such as child abuse, child custody, the punishment and rehabilitation of criminals, juvenile delinquency, destruction of real and personal property and consumer problems.</p> <p>Skills-3.4 Determine completeness and inconsistencies in data.</p> <p>Knowledge-13.3 Identify the issues in a given conflict and propose the options open to the parties in the parties in the conflict.</p> <p>Skills-3.4 Determine completeness and inconsistencies in data.</p> <p>7.8 Resolve dilemmas.</p>	
Environmental Law"	<p>Students will be cognizant of the Environmental Law issues they must face.</p>	<p>Knowledge-12.4 Suggest the scope and limits of individual and group influence upon law making and policy making for each level of government.</p> <p>12.5 Describe specific techniques used by groups and individuals to promote and defend their interests with government bodies.</p> <p>12.6 Suggest how the legal and political system can address local, state or national problems.</p>	

SOCIAL STUDIES

Revision Series: WAYS OF THE LAW

Recommended Usage: Grade 9-"Economic, Legal and Political System"
12- elective course in government

PROGRAM Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOT
ess"	Students will understand what their Due Process rights and responsibilities at school are.	Knowledge-15.1 Describe the relationship between rights and responsibilities. 15.2 State reasons for generally agreed-upon procedures and demonstrate a predisposition to follow them. 15.9 Display a willingness to work to improve conditions and solve civic problems. 5.11 State his/her formal and informal rights and obligations given a specific issue and/or problem. Skills-1.3 Identify value conflicts inherent in a problem. 7.1 Decrease self-centered perceptions.	Students have an understanding of Supreme decisions etc. which to discriminate freedom of speech, viewing
l System"	Students will understand the roles and views of two of America's leading Legal personalities.	Knowledge-10.1 Infer what is likely to happen in the absence of government and/or law. 10.3 Identify sources of authority for laws. 11.1 Explain why the national and state constitutions were created and how they can be changed. 15.8 Develop a constructive view of public officials.	Discuss consequences of the removal of the Bill of Rights Program to carry out interview

SOCIAL STUDIES

Division Series: WAYS OF THE LAW

Recommended Usage: Grade 9-"Economic, Legal, Political System"
12- elective course in government

PROGRAM Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOT
cont.) System"	Students will understand the roles and views of two of America's leading Legal personalities.	Skills-2.2 Collect information through interviews.	*This se be very building skills; note-tak ing info building analyzin mation,

SOCIAL STUDIES

Division Series: WAYS OF THE LAW

Recommended Usage: Grade 10-World History

PROGRAM Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTE
f Law"	Students will be able to name various present day Sources of law. Students will understand the roots of the American Legal System.	Knowledge-2.1 Choose appropriate reference books and sources. 3.1 Check new data against other sources for accuracy.	

3

64

SOCIAL STUDIES

Division Series: WAYS OF THE LAW

Recommended Usage: Grade 11-U.S. History

PROGRAM Title	PROGRAM OBJECTIVE in Teacher's Guide	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTE
of Law"	Students will be able to name various present-day Sources of Law. Students will understand the roots of the American Legal System.	Knowledge-4.1 Organize information.	