Gaydosh, Ronald; And Others
Social Science Curriculum Guide and Selected Multi-Media, K-6.
Clark County School District, Las Vegas, Nev.
69

EDRS Price MF-$0.65 HC-$13.16
*Anthropology, *Curriculum Guides, *Elementary School Curriculum, *Geography, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Kindergarten, *Social Sciences, Sociology

GRADES OR AGES: K-6. SUBJECT MATTER: Social science.

ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes an explanation of the rationale, definitions of the social science core disciplines, glossary of terms, guidelines for teaching, and descriptions of concepts. The main body of the guide is designed in a five-column arrangement: generalization, concepts, sub-concepts, behavioral objectives, and suggested multi-media. The contents include a detailed model of kindergarten anthropology, followed by sociology, levels 1, 2 and 3; anthropology, kindergarten and levels 1, 2 and 3; and geography, levels 4, 5 and 6. The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Behavioral and long-range objectives are discussed in the introductory material. Behavioral objectives including activities, and detailed throughout the guide. INSTRUCTIONAL MATERIALS: Detailed lists are provided throughout the guide and include reference material, filmstrips, films, and records. STUDENT ASSESSMENT: No specific provision is made for evaluation. (MBM)
SOCIAL SCIENCE

A Curriculum Guide
Levels Kindergarten Through Six and Selected Multimedia

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

Mr. Kenny C. Guinn
Superintendent

1969
Change has always been a basic part of life. However, the rapidly changing American public schools in preparing children to meet these changes. A realistic picture of a planned social science program. In an attempt to spearhead this change, there has been interest focused on the "new" social science. Today's needs and tomorrow's choices reflect the social disciplines.

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

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

Kenny C. Guinn
Superintendent
FOREWORD

However, the rapidly changing American society has placed much responsibility on the
set these changes. A realistic picture of the social world can be given to students through a well
tempt to spearhead this change, there has been created a tremendous local, state, and national
pace. Today's needs and tomorrow's challenges must be met with a new structure and organization
actors of conflict as social, economic, and political forces. Yet, conflict is characteristic to the
and society. Students must develop wholesome attitudes toward conflict, understand its initiatory
ce of reality. With this thought in mind initially applied to local problems, it will possibly
; to the solution of the world's larger problems.

ent of many people in the development of this curriculum guide to make it a vital ongoing
be ever changing needs of our society. It should provide teachers with the sequential guidelines
onal manner. It is hoped that as a result of its utilization, every teacher will attain maximum
children to reach their educational goals. Those individuals who have been involved in this
ed for their fine professional work and the educational cooperation they have exhibited. This
the Clark County School District with a social science program of continuous growth and develop-
ACKNOWLEDGMENTS

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

Mr. Ronald Gaydosh ........ Curriculum Consultant
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Mrs. June Erfert ........ Bonanza Elementary School

Further appreciation is expressed to the members of the Social Science Curriculum Task Force for their contributions in selecting materials that are supportive to this guide:

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Mr. Phillip Cook ........... Rancho High School
Mr. David Dwyer ........... Rancho High School
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Mrs. Janet Freelow ........ Paradise Elementary School
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A special acknowledgment is extended to the following teachers who served as members of the Social Science Curriculum Task Force:

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Mr. Keith Byrner .......... Ira J. Earl Elementary School
Mrs. Louise Carlisi .......... Vegas Verdes Elementary School
Mrs. Hazel Cast ........... Nellis Elementary School
Mr. Steve Cozine .......... Lincoln Elementary School
Mr. H. Ray Cypret .......... Sunrise Acres Elementary School

Mrs. Bernice Moten .......... Mr. Robert Zaletel
Mr. Paul T. Gray .......... Mrs. Mary Louis
Mr. Walter Mason .......... Mr. Kent McComb
Mr. John Murdoch .......... Mr. Allen Nicholson
Mrs. Helen Potter .......... Mrs. Mary Scratchesfield
Miss Elizabeth Sloan .......... Mr. Ralph J. Wilde
Mrs. Joyce Willis .......... Mr. James Woolston

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Mrs. Ruth Hendricks .......... Mr. John Hunt
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ACKNOWLEDGMENTS

Science Curriculum Task Force for their willingness to put in many extra hours of work in developing:

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Mr. John Murdoch ............... Boulder City Elementary School
Mr. Allen Nicholson ............ R. O. Gibson Jr. High School
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Mrs. Mary Scritchfield .......... Las Vegas High School
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Mr. Richard Han ............... Whitney Elementary School
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Mrs. Elizabeth Jones ............ Las Vegas High School

Elementary School

Elementary School

Secondary School

Secondary School

Secondary School

Secondary School

Secondary School

Secondary School

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Secondary School

Secondary School
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Mrs. Burietta Tolander.
Mrs. Carrie Townley .
Mrs. Joyce Walker .
Mrs. Venetia Wallace .
Mr. Rick Watson .

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

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

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The Reaction Committee who served as revision writers thereby formulating a total

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

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RATIONALE

Social science classes bear the major responsibility for giving the child the most realistic view of the conditions and problems of life that today's youth face as adults can only be foreseen today. The broad directions of change can be dealt with the unknown future is a realistic understanding of contemporary shaping it.

The student of today should become more involved at every level with basic social conditions. He must be able to think through ideas better than he is doing today. Involvement is the key to this change.

Concern for teacher approach to instruction, methods, skill development, and materials will be the major characteristics of this curriculum. It is a scale will facilitate for the learner greater comprehension, better transfer of knowledge.
RATIONALE

For giving the child the most realistic picture possible of his social world. Although face as adults can only be hypothesized now, they will have emerged from the directions of change can be predicted. For this reason, the best preparation for ending of contemporary society and the dynamics of change that are constantly re-

every level with basic social science concepts. The search for meaning for every change goals of this Social Science Curriculum Guide. The ability to cope with his must be able to think through problems much more logically and with much more con-

development, and materials has determined the guidelines established. A conceptual critical thinking skills, a program reflecting all the social science disciplines, and for this curriculum. It is intended that the teacher's firm commitment to this ration-

tion, better transfer of knowledge, and more meaningful subsequent learning.
TO THE TEACHER

The intent of this social science curriculum guide is to establish guidelines with a concern for development, and materials that will be used. A conceptual approach, a discovery-inquiry skills, a program reflecting all of the social science disciplines, and the use of multimedia when planning a social science lesson, start with a generalization in mind that may be used in no way expected to repeat a generalization verbatim. They will be successful if they construction has been oriented.

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

Sequence has been given to kindergarten through level six by assigning disciplines to be given to kindergarten through level three. Geography is stressed at levels four through six. Therefore, the discipline is given to those disciplines at the grade levels assigned. The concepts are designed to be work.

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

The teacher must remember that classroom instruction starts with factual material first in the introduction of instruction should enable the child to arrive at the large central idea—the generalizations.
TO THE TEACHER

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

A generalization in mind that may be used as stated or may be rewarded. Students are in
ahalim. They will be successful if they come near understanding the ideas to which the in-

The eight techniques and aspects of method are
as inevitable skills coming into focus as the inquiry method and conceptual approach is

level six by assigning disciplines to be stressed. Anthropology and sociology are stressed
is stressed at levels four through six. The teacher must keep in mind that emphasis should be
igned. The concepts are designed to bring other disciplines into focus during a unit of

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

uction starts with factual material first introduced in a conceptual framework. This procedure
at the large central idea--the generalization.
The term social studies has traditionally been defined in reference to the social sciences—the scholarly fields of study of man in his social environment. These disciplines include psychology, political science, economics, history, geography, and philosophy. The social studies— the generalizations, concepts, and methods of inquiry.

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

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

Social studies can then be defined as the social sciences adapted and simplified for use in the basic program to societal and individual needs and conditions. The emphasis is on the social and cultural foundation of the social studies.
AL STUDIES AND THE SOCIAL SCIENCES

in reference to the social sciences. That is, the social sciences are first defined as
environment. These disciplines include sociology, cultural anthropology, social psy-
graphy, and philosophy. The social sciences are primary sources of the concept of the
methods of inquiry.

social studies draw data from the social sciences related to societal values, problems,
in the social studies draw data from the social sciences related to social process,
all-methodological aspects of instruction.

simplified for pedagogical purposes.

to achieve maximum value from the social and psychological foundations in attuning
and conditions. The emphasis is clearly on the social sciences as the substantive
DEFINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLINES

1. History: A narrative of events, an exposition that tells how these events unfolded. History can be the annals of a nation, a society, or a social group. History is also a system of records that affect a nation, an institution, or a social group, and an account usually connected with human events. Thus, it can be both narrative and interpretative. In still another way, history is described and explains past events as an aggregate or as steps in human progress. In short, the dictionary of the analytical record of the human past.

2. Geography: The study of the earth's surface and of man's relationship to his environment. It has also been defined as the study and interpretation of the distribution of phenomena. Examined may be physical, such as climates, landforms, and soils; or human, such as transportation routes. Since the types of such phenomena are numberless, geography is preferably concerned with distribution rather than content.

3. Economics: The study of how men and society choose, with or without the use of money, to produce various commodities over time and distribute them for consumption, now and in the future.

4. Anthropology: The study of the relationship between man as a biological entity and his adaptive environment.

5. Political Science: A field of inquiry devoted to an analysis of power in society. It is traditionally known as that branch of the social sciences dealing with the organization or change of human societies.

6. Sociology: The science that deals with social groups, their internal forms or modes of organization, and the relations between groups.

7. Philosophy: The most general science originally defined as the rational explanation of anything. It is the general principle under which all facts could be explained, in this sense, indistinctly.

8. Psychology: The systematic study of the processes whereby the individual interacts with his environment.

FINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLINES*

A exposition that tells how these events unfolded.

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

A society, and of man's relationship to his environment.

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

and society choose, with or without the use of money, to employ scarce productive resources to pro-

me and distribute them for consumption, now and in the future, among various people and groups

ionship between man as a biological entity and his adoptions to his environment.

v devoted to an analysis of power in society.

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

ith social groups, their internal forms or modes of organization, the processes that tend to maint-

organization, and the relations between groups.

ce originally defined as the rational explanation of anything, which all facts could be explained, in this sense, indistinguishable from science.

f the processes whereby the individual interacts with his environment.

GLOSSARY OF TERMS

1. Concept: An individual’s own way of making meaning of things he has experienced. This classification of his experiences, and which continually changes as his experiences accumulate, is a symbol which represents the real content of the insights and meanings the word evokes in the abstraction or general idea in the mind of a person used to represent a class or group of characteristics in common. It is a synthesis of a number of things an individual has experienced.*

2. Generalization: A universally applicable statement at the highest level of abstraction, past and/or present, engaging in a basic human activity. In accord with this definition:
   A. The stated generalization, or the context in which it appears, shows that the author
      has a clear and explicit view of some aspect of human experience.
   B. The stated generalization is not limited by reference to specific geographic or cultural
      descriptions.
   C. The facts upon which the generalization is based are not in themselves generalizations.
   D. Neither a concept nor a definition is here considered to be a generalization and as
      such an acceptable generalization.
   E. Opinions are not considered to be generalizations unless the specialist also reports
      that they have been tested and found to have no exceptions.
   F. Generalizations must have applicability to all places in all times, or be applicable
      to all places in specific times.
   G. Generalizations can be either primary, statistical, or functional.
   H. Generalizations must deal with man in a societal orientation, not as an isolated
      individual.
   I. Generalizations must be applicable to man at the highest level of abstraction rather
      than at the level of lower abstraction.

3. Sub-Concept: A closer examination of ideas related to the major concept.

4. Behavioral Objective: A statement of intent that describes in performance terms the desired learning experience.

5. Enroute Objectives: Those which are encountered in the process of doing assignments such as
   data.

6. Terminal Objectives: Those outcomes at the conclusion of a given learning situation or
   situation.

*Roy A. Price, Major Concepts for Social Studies (Syracuse: Syracuse University, 1992)
GLOSSARY OF TERMS

a meaning of things he has experienced. It is a mental image which assists a person in
ually changes as his experiences accumulate. A concept is expressed by a verbal sym-
-Insights and meanings the word evokes in the mind of an individual. A concept is an
-person used to represent a class or group of things or actions having certain qualities or
of a number of things an individual has experienced and conclusions he has drawn about

statement at the highest level of abstraction relevant to all time or stated times about man,
an activity. In accord with this definition, the following statements must be made ex-
xt in which it appears, shows that the author believes that there are no known exceptions.
by reference to specific geographic or cultural boundaries.
is based are not in themselves generalizations.
re considered to be a generalization and can appear only in the context of an otherwise
ralizations unless the specialist also reports that the opinion as a hypothesis has been
ry to all places in all times, or be applicable to all places within a stated period of time.
- statistical, or functional.
a societal orientation, not as an isolated individual.
man at the highest level of abstraction rather than to specific men or communities.*
as related to the major concept.
rt that describes in performance terms the desired outcomes of an instructional program.
formance terms what the learner is to be like once he has successfully completed a
ntered in the process of doing assignments such as skills in gathering facts and selecting
the conclusion of a given learning situation or course of study.

Studies (Syracuse: Syracuse University, 1965).
7. **Vehicle:** The term topic, that conventionally has been used to designate the subject matter, is a term vehicle. This has been done to avoid the structure trap of the term topic as to why and how, e.g., all of the social science disciplines can be used as vehicle science to levels K-5.

8. **Inductive:** The teacher will initiate the student's attempt to discover new knowledge that will lead him to a higher level of critical thinking toward major concepts and generalizations.

9. **Deductive:** Introducing the entire theme and then breaking it down into concepts, the learner arrives at conclusions by reasoning.

10. **Reflective Thinking:** The active, careful, persistent examination of any belief or belief system grounds that support it and the further conclusions toward which it tends.

11. **Inquiry Method:** A method of teaching whereby a teacher assumes the nondenomination of the subject matter, answers of well thought-out questions, by asking questions and through research and discussion.

12. **Rationale:** A reason or purpose for developing certain motives and objectives toward a particular or common goal.

13. **Cognitive:** A generic term used to indicate all the various aspects of knowing including, sensing, thinking, and imagining. A cognitive response is usually observable. Cognitive objectives are achieved with this response in teaching. The cognitive mental processes are:

   - A. Objective-observation and description
   - B. Classification
   - C. Correspondence
   - D. Disjunctive-relationship of alternatives
   - E. Seriation-arranging in orderly sequence

14. **Affective:** In the broadest sense, as used in psychology, it refers to the feeling and emotion. Commonly, the term is used as equivalent to emotion and even more narrowly to feeling states such as pleasure and displeasure, and negative states including, for instance, anger and anxiety as well as affective response.

15. **Processes:** Methods and procedures of achieving a particular task or goal such as working with each other.
nally has been used to designate the subject matter of curriculum, has been replaced by the
and the structure trap of the term topic as it operated in the systems of relationship of what
science disciplines can be used as vehicles by which teachers can travel in teaching social

student's attempt to discover new knowledge by helping him to select from data information
critical thinking toward major concepts and generalizations.

and then breaking it down into concepts, sub-concepts, and facts. A process by which a

, persistent examination of any belief or purported form of knowledge in the light of the

whereby a teacher assumes the nondirective role and the student seeks information to the

ly asking questions and through research and discovery.

hoping certain motives and objectives through which the teacher can reach a specific aim

cate all the various aspects of knowing including perception, judgment, reasoning, remem-

cognitive response is usually observable. It can be described and it is easy to determine if the

use in teaching. The cognitive mental process includes:

ation

trives

uence

ed in psychology, it refers to the feeling quality of experience. More specifically and most
ent to emotion and even more narrowly to refer to the subjective aspect of emotional observ-
ternal and is difficult to determine or measure. In all usages, the term covers both positive
ance, anger and anxiety as well as affection in the sense of love.

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

17. Values: The beliefs and ideas which society or an individual esteems.

18. Perceptual: The awareness of objects or data through the medium.

19. Precept: A commandment or direction meant as a rule of action.

20. Empirical: Relying or based solely on experimentation and observation.

g of concepts.

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

of objects or data through the medium of the senses.

direction meant as a rule of action or conduct.

solely on experimentation and observation.

venting alternatives regarding a proposition, e.g., either all men are free or no man is free.
"A great deal has been written and spoken recently about 'newer' ways of teaching and learning. Time and space have even been given to discussing the rationale and assumptions underpinning them. Much effort has been invested in these as useful ways of classroom teaching and learning. But in spite of all this, the real essence of the 'new way' still remains to be answered: 'What is this new way?' and, even more basic, 'How do I do it?'

"Answers to these questions, even if they must of necessity be only partial and tentative, teachers have been increasingly urged to use this 'new way' of teaching but have been frustrated in how to employ it. Consequently, many have become disillusioned with it. Others merely shrug it off with a curt, 'Oh, it is already.' There can be little doubt that in actuality, descriptive of the process of inquiry.

'This 'newer' way of teaching has been described by a variety of terms. It has been variously as reflective thinking, problem solving, or discovery—or guided discovery. Yet, essentially these are all the same—they are described depending on the particular biases of the user, people engage in learning. They do not all, in actuality, descriptive of the process of inquiry."

THE PROCESS OF INQUIRY

"Inquiry is essentially finding out for oneself. It is the application of purpose to data in order to solve a problem, answer a question, satisfy a curiosity, apply a concept or skill. It may be a remembered or observed experience, either the learner’s or that of the environment shown on maps, graphs or charts, a picture, an artifact or some bit of written or original document. The kind of knowledge developed is useful knowledge—knowledge of a question, satisfies a curiosity, demonstrates or validates a concept, or gives some of a fact, concept, generalization, skill or attitude.

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

*Barry K. Beyer, Using Inquiry in the Social Studies—Guidelines for Teaching (Athens:
SING INQUIRY IN THE SOCIAL STUDIES—
GUIDELINES FOR TEACHING*

ly about 'newer' ways of teaching and learning in social studies. Considerable attention
assumptions underpinning them. Much effort has been expended on the merits and deficien-
ties and learning. Time and space have even been consumed debating whether or not these
essence of the 'new way' still remains obscured. For the busy—but intensely con-
crily faced with the practical necessity of actually teaching, two crucial questions remain
, even more basic, 'How do I do it?'

necessity be only partial and tentative, are needed and needed now. Social studies
's new way' of teaching but have been frustrated repeatedly in their efforts to discover
tively, many have become disillusioned with the idea to the point where they feel there is
merely shrug it off with a curt, 'Oh, it won't work anyway,' and some—often those
is already.' There can be little doubt that this situation needs some clarification.

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

THE PROCESS OF INQUIRY

- is the application of purpose to data in order to develop useful knowledge. The purpose
satisfy a curiosity, apply a concept or so on. The data may be any information in any
experience, either the learner's or that of others; it may be in the form of statistical in-
stance, an artifact or some bit of written material such as a textbook, newspaper article
developed is useful knowledge—knowledge that solves the initiatory problem, answers the
rates or validates a concept, or gives some meaning to experience. It could be in the form
range.

All just precisely what happens when one inquires. Basically, the process of inquiry consists
uses or interests (referred to variously as a frame of reference, set of analytical concepts
is data in order to complete a particular task. This is done by following certain sequential

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

<table>
<thead>
<tr>
<th>Defining a Task</th>
<th>Developing a Tentative Answer</th>
<th>Testing the Tentative Answer</th>
<th>Developing a Conclusion</th>
<th>Applying the Conclusion</th>
<th>Generalizing</th>
</tr>
</thead>
</table>

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

Describing precisely how one inquires is a task not lightly undertaken. Anyone can speak with finality on this. Nevertheless, certain aspects at least, to represent the major stages of this process. Familiarity with teaching strategy that will facilitate this way of learning and the use associated with it.

This process is obviously much more complex than this diagram would indicate. Three types of mental operations repeated over and over again—developing this hypothesis, and drawing conclusions (generalizing) on the basis of evidence there is one ever present factor—the use of data. Consideration in the development of learning experiences based on and fostering inactivity.

It should be remembered, however, that inquiry is only one way, one method. We learn by a variety of processes each of which is best suited to different purposes. Sometimes memorization is the quickest way to learn an essential fact or a combination for a lock or a list of dates. On the other hand, some skills are learned best by individual inquiry instead of deliberate memorization—just how ones goes about it.

(As indicated by Clark County's curriculum design, the teacher's role in the inquiry method is greatly expanded to include: programmer, resource person, process observer, process commentator, and adjuster.)
What the learner consciously or unconsciously does, as follows:

"...it involves both deliberate, step-by-step-thinking and intuitive thinking—guessing, hunching, and 'jumping to conclusions.' It includes inductive reasoning, moving from the specific to the general, and deduction—moving from general to the supporting specifics. It usually starts with a question or problem or some unsettled condition and moves at varying rates of speed to some sort of a resolution.

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

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

It must be remembered, however, that inquiry is only one way, one process, of learning. It is not the only way. Sometimes memorization is the quickest way to learn an essential fact—a telephone number, for instance, or a combination for a lock or a list of dates. On the other hand, some bits of knowledge, skills and attitudes cannot be learned best by individual inquiry instead of deliberate memorization. The purpose for learning is the key to how one goes about it."

In sum design, the teacher's role in the inquiry method is greatly changed. His role is now seen to be that of inquirer, server, process commentator, and adjuster.)
Teachers should be aware that using the conceptual approach and discovery-inquiry method in their students. Concepts, skills, and data now come into play as interrelated items of central importance. Teachers plan teaching units in which they make use of the generalizations, concepts, sub-concepts, defined in this guide.

The discovery-inquiry method is recommended for student learning activities in which they can explore the meaning as they work with the data available in many forms of multimedia material. Skills are developed as progressive steps in the discovery-inquiry method.
Artificial approach and discovery-inquiry method to instruction poses a new role for them and they come into play as interrelated items of central concern and control. It is suggested that the use of the generalizations, concepts, sub-concepts, and behavioral objectives listed and defined for student learning activities in which they will develop skills and acquire facts and in many forms of multimedia material. Skill development levels through inquiry are seen method.
Behavioral objectives deserve an important place in the repertoire of those who design and deliver instruction. Consider the following questions:

1. Why use behavioral objectives?
   a) Definable
   b) Observable -- Learner Behavior
   c) Measurable

2. What are the kinds of behavioral objectives?
   a) Long-range
   b) Terminal -- Response/Product
   c) Enroute

3. How does the teacher use them?
   a) Formulation
   b) Instruction -- Sequential Design
   c) Evaluation

<table>
<thead>
<tr>
<th>FORMULATION</th>
<th>INSTRUCTION</th>
<th>EVALUATION</th>
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<tbody>
<tr>
<td>HOW TO USE</td>
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<tr>
<th>BEHAVIORAL OBJECTIVE</th>
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<tr>
<td>DEFINABLE</td>
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<tr>
<td>WHY USE THEM</td>
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<td>MEASURABLE</td>
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BEHAVIORAL OBJECTIVES

- the repertoire of those who teach the new social sciences.

BEHAVIORAL OBJECTIVES

WHY USE THEM?

WHAT KINDS?

LONG-RANGE

TERMINAL

ENROUTE

OBSERVABLE

MEASURABLE
LONG-RANGE OBJECTIVES

1. The student does not select immediate solutions to the problem but proceeds to search for more sequences of alternate actions available to him. The student develops the ability to use solving tools.
   A. The student must select a topic or problem from a given body of conceptual material or form.
   B. He must then pose an answerable question that is not too general (e.g., What is the equivalent of the concept; generalization) in the process of social inquiry and problem-solving.
   C. He then must formulate a written hypothesis or set of hypotheses in relation to the question.

2. The student develops the ability to locate, identify, relate, and use empirical data drawn from concepts, generalization) in the process of social inquiry and problem-solving.
   A. Given a problem or question, the student must list and defend verbally or in written form, that offer material proving or disproving his hypothesis to his question.
   B. This material must be periscoped into a brief and articulate written summary by the student.

3. The student must exhibit the ability to participate in open and respectful discussion of his question, the formulation of his hypothesis, and the development of a critical analysis of the presentation.
LONG-RANGE OBJECTIVES

The student develops the ability to use scientific and democratic processes as problem-solving.

1. Identify, relate, and use empirical data drawn from social and behavioral science (facts, inquiries, and problem-solving).

2. Must list and defend verbally or in written form a minimum of four references, or their title, or their source, or their problem-solving.

3. Must list and defend verbally or in written form a minimum of four references, or their title, or their source, or their problem-solving.

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

Essentially, this guide is one that is developmental—constantly, continually, in-service training, implementation, application, and evaluation. This feature is involved in the developmental process. This has made the guide part of their...
in a five column (A) arrangement that is intended to portray a seven column (B) depiction of the way its utilization. In the guide format, suggested teaching techniques and suggested learning activities net to exercise his instructional individuality in developing these areas to fit his own particular needs of how teaching techniques and learning activities are developed for instructional purposes, teaching developmental--constantly, continually, and ultimately--drawing on the Clark County School District's application, and evaluation. This feature is seen as having merit in that teachers, have been personally. This has made the guide part of their own creative efforts thus stimulating more effective teaching.
Teaching social science through the use of major concepts involves an almost inherent contact structure of teaching and learning units. Therefore, it should be made clear that the generalizations may be used in lesson planning by the teacher.

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

**History:**
1. "Continuous and Unrelenting Change Has Been a Universal Constant Recorded Time." 1
2. "History Makes Man Aware of the Possible Rather Than the Concrete Concerning the Time in Which He Lives. History Or Upon Which to Base Such Decisions." 2
3. "Ideally, the Past Should Be Understood on Its Own Terms. Standards, Values, Attitudes, and Beliefs That Were Dominant Than Evaluated Exclusively by Twentieth-Century Standards.
4. "Rarely Can Complex Historical Events Be Explained in Terms of Its Own Needs, Aspirations, and Point of View."

**Geography:**
1. "Man's Use of the Land Is Seldom the Result of Any Single Phenomenon, But the Interplay of a Number of Phenomena, Both Physical and Human."
3. "Each Culture Tends to View Its Physical Habitat Differently. The Level of Technology Determines Which Elements of the Land Are Important and Which Are Ignored."
4. "Every Region Is an Area Homogeneous in Terms of Specific Characteristics. Delimitation Is Always Based on an Intellectual Judgment."

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1. Reference
2. Reference
THE DISCIPLINES WITHIN THE SOCIAL SCIENCES*

Involves an almost inherent contact with generalizations. They are closely related to any address. It should be made clear that the generalizations listed in this guide are recognized as being only by the teacher.

Researcher. They are included as being essential to structures built for teaching processes they are most closely related.

Change Has Been a Universal Condition of Human Society Throughout Both Remembered of the Possible Rather Than the Probable, Allowing Him to Choose Among Rational Alter-

He Lives. History Offers No Immutable Laws, Givens, or Inevitables, However, Decisions.2

Understood on Its Own Terms. Historical Events Should Be Examined in Light of the

Past, and Beliefs That Were Dominant During a Given Period and for a Given People, Rather

by Twentieth-Century Standards.3

Historical Events Be Explained in Terms of a Simple, One-to-One, Cause-and-Effect Relation-

The Past Indicates That Multiple-Causation Is the Dominant Pattern.4

Tend to Be Fragmentary, Selective, and Biased. The Significance of Available Historical

individual Who Studies Them, and Each Generation Tends to Recreate and Rewrite History in

Aspirations, and Point of View.5

Seldom the Result of Any Single Physical Factor. Rather, Such Utilization Is Determined by

of Phenomena, Both Physical and Cultural.6

A from Isolated, Self-Sufficient Communities to an Interdependent Whole Means Ever More

Iton of Ideas and Practices, and Greater Importance of Relative Location or Situation.7

ow Its Physical Habitat Differently. A Society's Value System, Goals, Organization, and

Which Elements of the Land Are Prized and Utilized.8

Homogeneous in Terms of Specific Criteria Chosen to Delimit It From Other Regions. This

Based on an Intellectual Judgment.9
Economics:

1. "Every Society Has Some Kind of Economic System. This System involves the Production and Use of Goods and Services and Reflects the Value System of the People Involved in the System."  
4. "Every Economic System Possesses Regularities Which Reflect Those Prevalent Patterns."  

Sociology:

2. "A Society Exists in the Minds of Its Members and Occurs Among Those Members. The Mere Grouping or Aggregating of People Does Not Make a Society."  
3. "Man Is a Flexible, Becoming Creature. Through the Course of Time, Man Has Evolved in a Variety of Societies."  
5. "Every Group Is a Complex of Roles. Group Members Have Specific Expectations Associated with Those Roles. As a Member of a Group, Each Individual Takes on Roles During a Particular Period in His Life and at Various Stages of His Career."  

Political Science:

1. "As a minimum condition for its existence a society establishes and enforces laws that are binding on all the people, provide for the resolution of disputes among them, and give order to their conduct."
place is the product of the past as well as an interim phase in an ever changing existence."

10

the kind of economic system. This pattern of arrangements involves the production, distribution, services and reflects the values and objectives of the particular society." 

11

are confronted by the problem of relative scarcity, of unlimited wants and limited resources." 12

and systems change over a period of time." 13

Possesses regularities which make certain forms of prediction possible." 14

Economic system, individuals are dependent upon others for the satisfaction of many of their

15

Who lives always in groups. He may belong to a variety of groups, each of which can be a picture." 16

the minds of its members and occurs only when there is communication or interaction among mere grouping or aggregating of people does not produce a society." 17

becoming creature. Through the socialization process, he can learn approved ways of behaving ties." 18

of groups in a complex contemporary society serves as a bond which holds that society to-

19

plex of roles. Group members perform given roles and have some understanding of the ex-

18

with those roles. As a member of various groups, a person may learn and assume different

20

lar period in his life and at various stages in his development and maturation." 20

on for its existence a society establishes authoritative institutions that can make decisions which

21

people, provide for the resolution of dissent, and effectively enforce basic rules." 21
2. "The nature of a given society's political system and the fundamental system of values to which the society adheres.

3. "Political ideals, values, attitudes, and institutions developed.

4. "In every society, individuals and groups disagree over social achievements, and over the enforcement of standards of behavior.

Anthropology:

1. "Culture is a total lifeway, not just a superficial set of concepts as he adapts to his world." 25

2. "Every cultural system is an interconnected series of ideas; generally lead to changes in other segments of the system.

3. "Every human cultural system is logical and coherent in its available to the given community." 27

4. "The customs and beliefs of peoples are often made more logical and cultural perspective." 29

5. "The customs and beliefs of peoples are often made more logical and cultural perspective." 29

6. "Analysis of the implications (or 'functions') of cultural intentions of the people involved; but analysis must also (called 'latent functions') of particular acts and beliefs.

7. "Study of practically any behaviors and beliefs among people to understanding our own complex culture, for it appears in response to the same fundamental human problems." 32

8. "Explanation of human behavior is essentially one-sided: cultural, social, and psychological characteristics is a biophysical environment." 32
given society's political system and the nature of its political behavior are closely related to the
formation of values to which the society adheres.” 22

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

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

of lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and per-
cepts to his world.” 25

system is an interconnected series of ideas and patterns for behavior in which changes in one aspect
of changes in other segments of the system.” 26

Cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge
of a given community.” 27

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

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

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

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

human behavior is essentially one-sided and incomplete unless information about man's biological,
and psychological characteristics is taken into account, together with information about man's
environment.” 32
9. "Although the peoples of the world may be roughly (and arbitrarily) divided based on physical characteristics, there are no pure races, and probably of individuals who are intermediate in racial characteristics, so that no the 'Negroid,' 'Caucasoid,' and 'Mongoloid' peoples." 33

10. "There is no undisputed evidence of significant differences in ability or the world." 34

11. "Contrary to beliefs still widely held, individuals who are the products quently superior to their 'pure-blooded' parents in strength, stature, and 'hybrid vigor' is well known among many species of 'lower' animals and other experiences and environmental conditions. Conversely, no human char as unaffected by genetically inherited biological factors." 36

12. "Anthropologists (and other scientists) have discovered no human biolog experienc -experiences and environmental conditions. Conversely, no human char -as unaffected by genetically inherited biological factors." 36

13. "Practically all the significant differences in behavior among human pe intelligence, and other psychological characteristics) are understood: biologica -ly inherited characteristics." 37
peoples of the world may be roughly (and arbitrarily) divided into different 'races,' or major groups, 
cali characteristics, there are no pure races, and probably never have been. There are large numbers 
who are intermediate in racial characteristics, so that no sharp 'boundaries' can be drawn separating 
'Caucasoid,' and 'Mongoloid' peoples." 33

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

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

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

The significant differences in behavior among human populations (including expression of attitudes,
and other psychological characteristics) are understandable as learned cultural patterns rather than
herited characteristics." 37
FOOTNOTES


2Ibid., p. 110.

3Ibid., p. 120.

4Ibid., p. 131.

5Ibid., p. 139.


7Ibid., p. 86.

8Ibid., p. 92.

9Ibid., p. 98.

10Ibid., p. 105.


12Ibid., p. 115.

13Ibid., p. 129.

14Ibid., p. 142.

15Ibid., p. 155.


18 Ibid., p. 79.

19 Ibid., p. 86.

20 Ibid., p. 93.


22 Ibid., p. 91.

23 Ibid., p. 97.

24 Ibid., p. 105.


26 Ibid., p. 70.

27 Ibid., p. 71.

28 Ibid., p. 73.

29 Ibid., p. 74.

30 Ibid.

31 Ibid., p. 75.

32 Ibid.

33 Ibid., p. 76.

35. Ibid.

36. Ibid.

37. Ibid.
MAJOR SOCIAL SCIENCE CONCEPTS

DESCRIPTIONS OF CONCEPTS

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

1. Sovereignty of the Nation-State in the Community of Nations:
   Contrary to popular belief that nations are as old as recorded history, the nations since the sixteenth century. Having gone through periods of steady development, are now going through a period of giving-way of sovereignty to a role of influence in international affairs. Take certain actions without consideration of the wishes of other states.

2. Conflict— Its Origin, Expression, and Resolution:
   Conflict is characteristic of the growth and development of individuals and as a result, they are forced to respond to conflicting forces.

3. The Industrialization-Urbanization Syndrome:
   If one were to attempt a description of the most important social trends in the development and the movement of populations to the cities would be an interesting phenomenon.

4. Secularization:
   Early man attributed all his blessings, travails, and disasters to the gods. But as society developed, man became more secular, and more oriented pattern of basic values and beliefs.

5. Compromise and Adjustment:
   Compromise and adjustment are the keys to successfully facing political, economic, and social problems. A nation faces the need to compromise and adjust to his physical as well as to his social environment.

6. Comparative Advantage:
   Students should understand this concept in order to appreciate the need for it. In conflicts of any nature arise, there often comes a time when advantages must be taken to ensure total conformity by an opposing force. Without an understanding of this concept, no one ever does achieve "total victory."

MAJOR SOCIAL SCIENCE CONCEPTS AND DESCRIBTIONS OF CONCEPTS*

In recognition of ideas from phenomena within the social sciences.

Community of Nations:
As old as recorded history, the nation-state, nationalism, and sovereignty have emerged through periods of steady development, they reached a peak in the twentieth century and a-way of sovereignty to a role of interdependence in which states feel they must not underwrite of the wishes of other states.

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

some:
The most important social trends in the world today, the inclusion of the quest for industrializations to the cities would be an intellectual mandate.

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

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

in order to appreciate the need for long-range consideration of goals and method. When in comes a time when advantages must be weighed because of the impossibility of assuring

"Without an understanding of this concept, a citizen is ill-equipped to face a world in which

Social Studies (Syracuse: Syracuse University, 1965).
7. Power:
Power is a relationship by which one individual or group can take action that affects both a goal and an instrument for achieving that goal. No student can fulfill the procedure of a democracy without being aware of this concept.

8. Morality and Choice:
Any student who proposes to go through life having all decisions made for him is an automatic robot. To be more than a robot or a nonhuman animal, the citizen must deliberate upon and effect these decisions. Moreover, he must abide by his choices once they have been made.

9. Scarcity:
This concept refers to the fact that there is a limit to any nation's economic potential. Due to physical limitations and the limits of a society, only a portion is used.

10. Input and Output:
Input refers to those productive resources furnished by persons in producing a product (goods and services) produced for sale during a period of time, measured according to the production.
The student should expect that his reward in terms of consumption will be based largely on his contribution.

11. Savings:
This concept is concerned with the effects of claims (savings) on the American economy, either at the corporation, individual, or government level. Someone else's savings and the related stability of a system is important to any discussion of inflation or recession. The ratio of saving by one unit to the claims on another unit, if they are to intelligently part, is usually the measure of productive adults.

12. The Modified Market Economy:
Students should understand the free private function of the entrepreneur, the growing source of capital (loans and grants), and the effect of this increasing role of the government enterprise market economy. Included should be an understanding of the position of price, cost, monopoly, competition, supply, and demand.
CONCEPTS (con't)

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

rishes to go through life having all decisions made for him is an ideal future citizen for a totalitarian state.
get or a nonhuman animal, the citizen must deliberate upon decisions and participate in both making and
ions. Moreover, he must abide by his choices once they have been made.

the fact that there is a limit to any nation's economic potential and that a successful nation ought to get the
Scarcity is a reference both to physical limitations and to limitations relative to the wants of the people

productive resources furnished by persons in producing a product. Output means all the products
produced for sale during a period of time, measured according to how much money is paid for these by buyers. Expect that his reward in terms of consumption will be based largely on his value as a producer.

terned with the effect of claims (savings) on the American economy and the rest of the world. The debt of a
government is someone else's savings and the relationship of this situation to the stability or
is important to any discussion of inflation or recession. Students must be cognizant of the relationships
to the claims on another unit, if they are to intelligently participate in maintaining economic stability as

Economy:

stand the free private function of the entrepreneur, the growing rate of government as a market and as a
(subs and grants), and the effect of this increasing role of the government in modifying the free private
economy. Included should be an understanding of the position of producer and consumer and the functions
opoly, competition, supply, and demand.
CONCEPTS (con't)

(con't)

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

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

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

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

16. Social Control:
This concept deals with the mechanisms by which society exercises its domin to its norms. Included as mechanisms are taboos, mores, customs, and laws, social controls at all levels of society.
CONCEPTS (cont')

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

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

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

ing something. It is a formal, recognized, established, and stabilized way of pursuing some major
have been described as complex clusters of cultural meanings, norms, values, and behavior characterized
and permanence and revolving about at least one major human need. Because every individual in
cted in his activities by our institutions, it is important to learn how they became established and
chanisms by which society exercises its dominance over component individuals and enforces conformity
isms are taboos, mores, customs, and laws. Students should be aware of the need and existence of
society.
CONCEPTS (cont.)

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

18. Interaction:
Within a given social system, the interaction of individuals and groups can be found in all social systems. Two general types of interaction - con specific forms of interaction. The basis of all human interaction is found a part of a total conceptual picture that includes culture, society, social.

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

1. Dignity of Man:
Dignity is defined as worth or merit. Human dignity should imply to even value that exists because the individual exists, and not because of his achievement. would respect the dignity of all other men.

2. Empathy:
The Dictionary of Social Sciences defines empathy as the ability to understand own experience and behavior. Empathy has been referred to as "putting oneself in the other's shoes.

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

4. Government by Consent of the Governed:
Government is the creation of man to secure the rights of the individual. Whenever government fails to secure these rights, the people may alter it will.
CONCEPTS (con't)

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

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

Eth questions of attitude, beliefs, and principles.

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

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

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

it of the Governed: Nation of man to secure the rights of the individual to safety, tranquility, freedom, and happiness. fails to secure these rights, the people may alter it to make it a more effective instrument of their
5. Freedom and Equality:
   Freedom refers to the relative absence of perceived external restraint; it has come to mean equality before law, equal access to suffrage, participation of all races, and freedom from arbitrariness of any kind. The opposite of freedom may mean chaos and equality may become the tyranny of the many.

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

1. Historical Method and Point of View:
   Historical method is recognizing and dealing with evidence, evidence evaluation, facts, evaluation of facts, interpretation, chronology, and causation.

2. The Geographical Approach:
   Geography is the field of learning that undertakes to develop concepts that cross the lines of all the social science disciplines by focusing attention on the areal association of things and events and events that are thus associated. The distinctive purpose of geographical approach is to examine the interaction between man and his habitat. Equal attention is focused on the areal association of things and events and events related to unlike processes that are examined in the interaction between man and his habitat. Equal diverse cultural processes or among physical and biotic phenomena will show sequences of differences from place to place on the earth.

3. Causation:
   In the teaching of the causation concept, we aim to develop a method of understanding the cause of events around us. Causation, as an aspect of method, should be integrated into the study of the social sciences.

D. Techniques and Aspects of Method: These eight techniques of skills and approaches are envisioned as inevitable skills and approaches are utilized.

1. Observation, Classification, and Measurement
2. Analysis and Synthesis
3. Questions and Answers
4. Objectivity
CONCEPTS (con't)

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

iques, skills, and aspects used in obtaining information. They are broader methodological f all the social science disciplines.

ew:

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

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

concept, we aim to develop a method of thinking as well as understanding of causes and an aspect of method, :ould be integrated with the substance of several disciplines.

eight techniques of skills and/or behavior are not identified as concepts as such. They envisioned as inevitable skills coming into focus as inquiry methods and conceptual roaches are utilized.

and Measurement

5. Skepticism

6. Interpretation

7. Evaluation

8. Evidence
AIMS AND OBJECTIVES

We accept the guidelines established by the Clark County Curriculum Task Force for the social science disciplines, and the use of multimedia. Since we accept the product of their traditional textbook oriented teacher exposition method, we feel it behooves us to make an effort media with which to implement this program.

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

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

We also resolve to impress upon the publishing companies, directly and through their representatives and ask them to apply their material to the conceptual areas.

The following list of multimedia is presented as a total package. Teachers are to be aware that these materials are not limited to a single concept. They represent a basis of sophistication from which the student and teacher may delve into an area of interest.

The following list of multimedia is presented as a total package. Teachers are to be aware that these materials are not limited to a single concept. They represent a basis of sophistication from which the student and teacher may delve into an area of interest.

Standard Focal Reference Guides are materials usually compiled in a single volume that give a basis of sophistication from which the student and teacher may delve into an area of interest.

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

Although the committee did review numerous ITV programs, none were recommended. It was felt that local programs that would better correlate with the new social science program be available for this.
AIMS AND OBJECTIVES

Clark County Curriculum Task Force for the social sciences as published in their curriculum guide. These and a discovery-inquiry method with emphasis on critical thinking skills, a program reflecting all the media. Since we accept the product of their efforts and recognize it as a radical departure from the n method, we feel it behooves us to make an equally radical departure in establishing guidelines to set and those materials designed to enhance the development of the aforementioned program using as our down by the curriculum committee in their curriculum guide.

ed to meet our needs to the extent that we desire, we will select those materials most applicable to this state this, we will present the concepts and generalizations to the various companies and their representa the conceptual areas.

a companies, directly and through their representatives, the measure of impatience that we harbor with colleagues from other parts of the country to assist publishers in finding new directions in social science as a total package. Teachers are to be aware that with an interdisciplinary approach, materials can be disciplines. Teachers and principals should jointly make this decision, if possible.

be self-explanatory. Such areas as films, filmstrips, records, and transparencies are traditional in nature. onship to textbook materials. The following are these definitions:

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

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

ITV programs, none were recommended. It was the decision of the committee that the District television ter correlate with the new social science program in Clark County. It was felt that local teacher exper-
<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
<th>SUB-CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture is a total lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and perceives as he adapts to his world.</td>
<td>I. Conflict</td>
<td>A. Conflict is character growth and development of individual and civilization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Society is constantly responding to conflicting situations more than to minimize conflict. From the earliest young students from the earliest age, we should make them aware of the origins of conflict and help them to develop realistic patterns of conflict resolution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. This concept is developed so that the student may acquire realistic patterns of conflict resolution with classmates, between teachers and the state, or between nations and be used throughout life</td>
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### CONCEPTS

<table>
<thead>
<tr>
<th>Sub-Concepts</th>
<th>Behavioral Objectives</th>
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</thead>
<tbody>
<tr>
<td>A. Conflict is characteristic of the growth and development of an individual and of civilization as a whole.</td>
<td>A. The student will describe orally what might happen if he does not learn how to take &quot;turns&quot; at a drinking fountain in the classroom or on the school playground, and then demonstrate that correct behavior during the school day.</td>
</tr>
<tr>
<td>B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.</td>
<td>B. The student will describe orally what might happen if he or his group would not go to a designated area during the school's fire drill exercises, and then demonstrate that correct behavior during the school day.</td>
</tr>
<tr>
<td>C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether with classmates, between individuals and the state, or between nations to be used throughout life.</td>
<td>C. The student will describe orally how children learn to get along in the classroom and on the playground, and then follow the school rules for any of his daily school activities.</td>
</tr>
</tbody>
</table>
SUGGESTED TEACHING PROCEDURE

A. The teacher will explain and develop the meaning of the phrase "take turns." The teacher will demonstrate with the group in the classroom how to take turns with the following: (1) getting a drink at the water fountain, (2) selecting crayons, (3) choosing a picture book, and (4) taking a carton of milk. The teacher will demonstrate with the group on the playground how to take turns on the swings. The teacher will show films, filmstrips, and pictures to teach the student how to take turns.

B. The teacher will explain and develop the meaning of a fire drill and its importance. Include the following: (1) Why do we need to go to a designated area on the playground? (2) What would happen if we did not? (3) What would happen if another group was in our designated area? (4) What might happen if some of us walked too slowly, fell down, or played on the way? Use filmstrips and visual aids to demonstrate proper behavior during a fire drill.

C. The teacher will explain the meaning of "rules," "behavior," and "getting along." The teacher will demonstrate with the group in the classroom and on the playground why we need rules in school to (1) pass quietly, (2) to raise our hand before speaking, (3) to eat our lunch without spilling food, and (4) to play with toys and playground equipment properly.
SUGGESTED LEARNING ACTIVITIES

| A. The teacher may explain and develop the meaning of the phrase "take turns" by using the following teaching techniques: (1) reading appropriate stories to emphasize this skill, (2) showing films about safety on the playground and behavior in the classroom, and (3) role-playing in the classroom or on the playground.

B. The teacher may explain and develop the meaning of a fire drill in the following steps: (1) the teacher will take her group to their designated area on the playground, (2) the teacher will demonstrate and explain what might happen if boys and girls run or walk too slowly, (3) the teacher will demonstrate and explain what might happen if a group was in its area and what could be done, and (4) children may draw pictures and role-play events in this unit.

C. The teacher may explain and develop the meaning of "behavior" and "getting along" by (1) reading stories to the children, (2) showing pictures, filmstrips, slides, and movie films, (3) using dioramas and (4) role-playing.
<table>
<thead>
<tr>
<th>FILMS</th>
<th>FILMSTRIPS</th>
<th>BO</th>
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<tbody>
<tr>
<td>A. &quot;Beginning Responsibility-Books and Their Care&quot; F0410</td>
<td></td>
<td></td>
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<tr>
<td>&quot;Beginning Responsibility-Doing Things for Ourselves in School&quot; F5270</td>
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<td>&quot;Beginning Responsibility-Lunchroom Manners&quot; F5271</td>
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<td>&quot;Beginning Responsibility-Other People's Things&quot; F5272</td>
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<td>&quot;Beginning Responsibility-Rules at School&quot; F5273</td>
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<tr>
<td>&quot;Courtesy for Beginners&quot; F5582</td>
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<tr>
<td>&quot;Let's Share With Others&quot; F0455</td>
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<tr>
<td>&quot;Primary Safety-in the School Building&quot; F5434</td>
<td>&quot;Safety in the Summer&quot;</td>
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<tr>
<td>&quot;Primary Safety-on the Playground&quot; F5435</td>
<td>&quot;Keeping Safe and Healthy&quot;</td>
<td></td>
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<tr>
<td>&quot;Safety Rules for School&quot; F5603</td>
<td></td>
<td></td>
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<tr>
<td>B. &quot;City Fire Fighters&quot; F0425</td>
<td></td>
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<tr>
<td>&quot;The Helpful Little Fireman&quot; F5349</td>
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<tr>
<td>BOOKS</td>
<td>OTHER</td>
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<tr>
<td>Safe and Healthy</td>
<td>Resource people such as a visit from the school principal to explain taking turns and safety.</td>
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<tr>
<td>Firemen and School Safety</td>
<td>Arrange for a fireman to visit the classroom.</td>
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</tbody>
</table>
TEACHER NOTES:
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>SUB-CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Social change</td>
<td>A. Change is a neutral process. Some societies change at a more rapid rate than others.</td>
</tr>
<tr>
<td></td>
<td>B. Some institutions within a society change at a more rapid rate than do other institutions in the same society.</td>
</tr>
<tr>
<td></td>
<td>C. There are many causes for social change such as: (1) contact between cultures, (2) the interaction of new ideas or materials within a culture, and (3) the development of modern means of communication and transportation.</td>
</tr>
<tr>
<td>Societies change at a more rapid rate in the same society.</td>
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<td>--------------------------------------------------------</td>
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<tr>
<td>Change such as: (1) the interaction of culture, and (3) the communication and interaction of culture, and (3) the communication and interaction of society, and (3) communication and interaction of society.</td>
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</tbody>
</table>

**BEHAVIORAL OBJECTIVES**

A. The student will describe ways in which a given intact social unit can change, e.g., family, neighborhood, group at school, community.

B. The student will describe orally the difference between the acquisition of food in the old West and the acquisition of food today.

C. The student, given a picture of a social effect, will correctly choose the cause from a pictorial display.
### SUGGESTED TEACHING PROCEDURE

<table>
<thead>
<tr>
<th>A.</th>
<th>The teacher will explain and develop the meaning of family, neighborhood, community, change, and growth. The teacher will show and develop the meaning of how a family may change by the following: (1) new baby in the family, (2) new member in the family such as an adopted child, (3) father may leave the family, or (4) mother may leave the family. The unit may be further developed by showing how the class at school changes and how the neighborhood grows and changes.</th>
</tr>
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<tbody>
<tr>
<td>B.</td>
<td>The teacher will explain the various functions of different types of stores: (1) drug store, (2) bakery, (3) clothing store, (4) grocery store, (5) meat market, (6) hardware store, and (7) candy store. The teacher will explain that years ago we had a general store that sold many things. Today we have stores that sell specific things and supermarkets or department stores that sell many things.</td>
</tr>
<tr>
<td>C.</td>
<td>The teacher will explain, develop, and review the meaning of &quot;change&quot; in the family, school group, neighborhood, community, city, and state of Nevada. (1) The teacher will explain and develop the meaning of contact between cultures by discussing the following: (a) When your family has a picnic in the park you may meet a Spanish-American family, a Negro family, a Puerto Rican family, or another family group. (b) When you go to the bowling alley with mother and father you may stay in the nursery and play with children different than you. (2) You may learn a new game or a new song from the children you play with at the park or bowling alley nursery. (3) You may take a field trip or go with your parents to visit the airport terminal in Las Vegas. You may discuss how travel is faster today and people come to Las Vegas from all over the world. These people bring new ideas of living, eating, working (making a living), and entertaining.</td>
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A. The teacher will explain and develop the meaning of family, neighborhood, community, change, and growth. The teacher will show and develop the meaning of how a family may change by the following: (1) new baby in the family, (2) new member in the family such as an adopted child, (3) father may leave the family, or (4) mother may leave the family. The unit may be further developed by showing how the class at school changes and how the neighborhood grows and changes.

B. The teacher will explain the various functions of different types of stores: (1) drug store, (2) bakery, (3) clothing store, (4) grocery store, (5) meat market, (6) hardware store, and (7) candy store. The teacher will explain that years ago we had a general store that sold many things. Today we have stores that sell specific things and supermarkets or department stores that sell many things.

C. The teacher will explain, develop, and review the meaning of "change" in the family, school group, neighborhood, community, city, and state of Nevada. (1) The teacher will explain and develop the meaning of contact between cultures by discussing the following: (a) When your family has a picnic in the park you may meet a Spanish-American family, a Negro family, a Puerto Rican family, or another family group. (b) When you go to the bowling alley with mother and father you may stay in the nursery and play with children different than you. (2) You may learn a new game or a new song from the children you play with at the park or bowling alley nursery. (3) You may take a field trip or go with your parents to visit the airport terminal in Las Vegas. You may discuss how travel is faster today and people come to Las Vegas from all over the world. These people bring new ideas of living, eating, working (making a living), and entertaining.
<table>
<thead>
<tr>
<th>SUGGESTED LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The teacher will explain and develop the meaning of family, neighborhood, community, change, and growth by using the following teaching techniques: (1) showing charts and pictures of families, (2) showing films, slides, and filmstrips of families and how they change, (3) reading stories, (4) playing games, (5) indoor and outdoor role-playing activities, and (6) making a scrapbook of pictures from magazines brought to school by the children.</td>
</tr>
<tr>
<td>B. The teacher will explain and develop the meaning of supermarkets and show a comparison to other stores by using the following teaching techniques: (1) reading aloud appropriate stories, (2) having the children draw pictures of different kinds of stores, (3) visiting a supermarket, (4) building several stores in the classroom, and (5) making a scrapbook of pictures of food sold in a supermarket.</td>
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<tr>
<td>C. The teacher will develop the causes for social change by discussing with the group change in family, school groups, community, city, and state of Nevada by showing films, filmstrips, reading stories, taking field trips, and by role-playing. Children could make a big scrapbook of magazine pictures of parks, cities, and communities.</td>
</tr>
<tr>
<td>FILMS</td>
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<tr>
<td>A. &quot;Family Teamwork and You&quot; F1479</td>
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<tr>
<td>&quot;Our Family Works Together&quot; F5596</td>
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<tr>
<td>B. &quot;Bakery Beat&quot; F1209</td>
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<tr>
<td>&quot;The Food Store&quot; F0783</td>
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<tr>
<td>&quot;The Story of the Wholesale Market&quot; F5607</td>
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<tr>
<td>&quot;Your Food&quot; F5038</td>
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<tr>
<td>C. (1) &quot;An Airplane Trip by Jet&quot; F0647</td>
</tr>
<tr>
<td>(2) &quot;Beginning Responsibility&quot;</td>
</tr>
<tr>
<td>(a) &quot;Books and Their Care&quot; F0410</td>
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<tr>
<td>(b) &quot;Doing Things for Ourselves in School&quot; F5270</td>
</tr>
<tr>
<td>(c) &quot;Lunchroom Manners&quot; F5271</td>
</tr>
<tr>
<td>(d) &quot;Other People's Things&quot; F5272</td>
</tr>
<tr>
<td>(e) &quot;Rules at School&quot; F5273</td>
</tr>
<tr>
<td>(3) &quot;The Busy Airport&quot; F5287</td>
</tr>
<tr>
<td>(4) &quot;Courtesy for Beginners&quot; F5582</td>
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<tr>
<td>(5) &quot;Let's Share With Others&quot; F0455</td>
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<tr>
<td>(6) &quot;Primary Safety-in the School Building&quot; F5434</td>
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<tr>
<td>(7) &quot;Primary Safety-on the Playground&quot; F5435</td>
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<tr>
<td>(8) &quot;Safety Rules for School&quot; F5603</td>
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<tr>
<td>BOOKS</td>
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<td>------------------------------</td>
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<tr>
<td>The Baker</td>
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<td>Foods</td>
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<tr>
<td>Community Helpers</td>
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<tr>
<td>The Storekeeper</td>
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<tr>
<td>How to Keep Healthy</td>
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### III. Empathy

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>SUB-CONCEPTS</th>
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</thead>
<tbody>
<tr>
<td>A.</td>
<td>Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.</td>
</tr>
<tr>
<td>B.</td>
<td>Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.</td>
</tr>
<tr>
<td>C.</td>
<td>The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.</td>
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<table>
<thead>
<tr>
<th>SUB-CONCEPTS</th>
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<tbody>
<tr>
<td>A. The student</td>
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<tr>
<td>B. The student, describe oral</td>
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<tr>
<td>C. The student</td>
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</tbody>
</table>
BEHAVIORAL OBJECTIVES

A. The student will describe orally how other children feel with a strange group on the first day of school.

B. The student, given the picture of a child lost in a department store, will describe orally how the child would feel.

C. The student will describe orally how he would feel if he lost his pet.
A. The teacher will explain and develop the meaning of the following words: (1) feelings, (2) sadness, (3) happiness, (4) aloneness, (5) togetherness, (6) friendliness, and (7) aggressiveness.

B. The teacher will explain the meaning of lost and attempt to convey the feeling one would have if he were lost and ask, "What would you do if you were lost in a department store?" The teacher may (1) have students role-play, (2) compare this experience to animals getting lost, (3) use pictures and other visual aids to teach this concept, and (4) read stories and ask children if they have ever been lost.

C. The teacher will explain and develop the meaning of "lost" by asking the following: (1) Did you ever have a pet? (2) What kind of a pet did you have? (3) Was it a baby or grown animal? (4) Did you ever lose your pet? (5) How did you lose it? (6) How did you feel after it was gone? (7) How many children have ever lost a pet? (8) Did you ever get the pet back? (9) How did you feel when the pet came back?

A. The teacher discussed with the group the mother got, the father left, the group, and how they

B. The teacher followed the students around the house to find what they have been

C. The teacher would then students more filmstrips.
SUGGESTED LEARNING ACTIVITIES

| A. | The teacher may explain and develop the meaning of feelings or emotions of an individual in a group by using the following teaching techniques: (1) Discuss with the group how it feels to be left alone with a baby-sitter when mother goes to work. (2) Discuss with the group how it feels when mother or father leaves you with grandmother while they go to a movie. (3) Discuss with the group how it feels to be left with an older brother in the evening when mother and father go bowling, and (4) Discuss with the group and individually how they feel on the first day of school. |
| B. | The teacher may explain and develop the meaning of getting lost by using the following techniques: (1) stories and other visual aids, (2) taking a walk around the schoolgrounds to describe how you could get lost, (3) let those who have had this experience tell others how they felt, how they became lost, and what they did when they became lost, and (5) tell about your pet that may have been lost and how you felt. |
| C. | The teacher will explain and develop the meaning of "lost" and "pet." She would then ask the questions in the teaching procedure and discuss them. The students may role-play. The teacher would read stories and show films and filmstrips. The result might lead to a discussion about pets and their care. |

living words:
otherness,
convey the feel-
do if you were
its role-play,
ictures and other
children if they
ly asking the fol-
ur pet? (5) How
How many chil-
(9) How did
### SUGGESTED MULTIMEDIA

#### FILMS

A. "Family Teamwork and You"
   "Animals Growing Up" F0228
   "Animals and Their Homes" F0227
   "Animals and Their Food" F0224
<table>
<thead>
<tr>
<th>BOOKS</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher may read stories about children, pets, and articles being &quot;lost.&quot;</td>
<td>Pictures of lost people and articles.</td>
</tr>
<tr>
<td>CONCEPTS</td>
<td>SUB-CONCEPTS</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>IV. Compromise and adjustment</td>
<td>A. Compromise and adjustment are the key to successfully facing political,</td>
</tr>
<tr>
<td></td>
<td>economic, social, and religious changes and conflict.</td>
</tr>
<tr>
<td></td>
<td>B. Man faces the need to compromise and adjust to his physical, economic,</td>
</tr>
<tr>
<td></td>
<td>social, political, and religious surroundings.</td>
</tr>
<tr>
<td></td>
<td>C. Each culture is only a small part of a product of its own invention and</td>
</tr>
<tr>
<td></td>
<td>discovery; it is the result of adjustment and compromise. Survival depends</td>
</tr>
<tr>
<td></td>
<td>upon the ability to adjust and compromise.</td>
</tr>
<tr>
<td></td>
<td>D. Man should recognize compromise and adjustment as a natural evolutionary</td>
</tr>
<tr>
<td></td>
<td>concept and not interpret it as a sign of weakness or surrender.</td>
</tr>
</tbody>
</table>
BEHAVIORAL OBJECTIVES

A. The student will describe orally the ways a given candidate for a job in the city government (Las Vegas) might have to compromise and adjust his views in order to get the public to vote for him.

B. The student will describe orally the ways in which he must compromise and adjust to the changes in the (1) climate, (2) clothing, (3) plants, (4) animal life, and (5) work and play in the desert (Las Vegas).

C. The student will describe and draw pictures showing how the Pilgrims adjusted their living habits in order to survive in their new environment (America).

D. The student, given a situation where an individual tells the truth and adjusts to a group, will describe the characteristics of the individual and tell why telling the truth was best in the situation.
SUGGESTED TEACHING PROCEDURE

A. The teacher will explain such words as "government," "vote," and "voting machine."
The teacher will discuss the following: Why do people want a certain job in government? How do they get these jobs? What are the different jobs people want?

B. This unit of work could be presented in the fall in connection with a unit on Nevada. The teacher will discuss: (1) Why do people wear different clothing when they move to the desert? (2) How do plants adjust to living in the desert? (Cacti absorb water during the rainy season to last them during the summer.) (3) What kinds of animals are found in the desert, how do they protect themselves from the heat, and what do they eat? and (4) How do people adjust to their work and in what kinds of recreation do they participate?

C. This unit of work would best be taught in November about Thanksgiving time. To develop this unit best we have used the "Pilgrims." The teacher would discuss the following: Who were the Pilgrims? Where did they come from? Why did they come to our country? How did they come to America? What kind of food did they have? What kind of clothing? What kind of homes? Who helped them? What was the first Thanksgiving and why do we have a Thanksgiving holiday?

D. This would be an excellent unit of work to introduce in February. It may be taught along with a discussion of George Washington's life history. The teacher should discuss truthfulness. Tell the story of George Washington and his mother's colt. (1) What happens at home if you are untruthful? (2) Are you rewarded for telling the truth?
A. This would be a good unit of work particularly during election time. Most schools are used for public voting. Kindergarten children are normally very curious about people voting and why they vote. It would be suggested that at some time the teacher take the children to see the place where people vote. The teacher may proceed from here to develop this objective in her own way.

B. The teacher could take her class on a walking trip to the nearby desert, to the Convention Center to view the stuffed birds and animals of the desert, or to the Nevada State Museum in Henderson, Nevada. The children might be asked to bring pictures of the animals of the desert or plants of the desert.

C. This activity may be taught best by role-playing; making paper costumes; hearing the story; and coloring pilgrims, Indians, and turkey pictures (getting the idea of how these people dressed). Students might bring materials for planting corn. Discuss how the pilgrims survived the first winter.

D. Role-play stories from the life of George Washington such as the cherry tree, mother’s colt, and other stories teaching honesty and truthfulness. Listen to stories. Draw pictures.
<table>
<thead>
<tr>
<th>FILMS</th>
<th>FILMSTRIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. F 5539 &quot;Desert Sheep Ranch&quot;</td>
<td>&quot;Animals and Plants of the Desert&quot;</td>
</tr>
<tr>
<td>F 0556 &quot;The Desert&quot;</td>
<td></td>
</tr>
<tr>
<td>F 0612 &quot;Coco on the Desert&quot;</td>
<td></td>
</tr>
<tr>
<td>C. F 1494 &quot;The Pilgrim Adventure&quot;</td>
<td></td>
</tr>
<tr>
<td>D. F 0173 &quot;George Washington&quot;</td>
<td></td>
</tr>
<tr>
<td>F 1205 &quot;George Washington's Greatest Victory&quot;</td>
<td></td>
</tr>
<tr>
<td>SUGGESTED MULTIMEDIA</td>
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<tr>
<td>----------------------</td>
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<tr>
<td>STRIPS</td>
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<tr>
<td>and Plants of the</td>
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<tr>
<td>BOOKS</td>
<td></td>
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<tr>
<td>OTHER</td>
<td></td>
</tr>
<tr>
<td>Pictures</td>
<td></td>
</tr>
<tr>
<td>Stories of the first Thanksgiving.</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS</td>
<td>SUB-CONCEPTS</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>V. Social control</td>
<td>A. There are many types of authority that act as means of social control.</td>
</tr>
<tr>
<td></td>
<td>B. There is a need for social control at all levels of society.</td>
</tr>
<tr>
<td></td>
<td>A. The student will make rules and enforce them.</td>
</tr>
<tr>
<td></td>
<td>B. The student will respect city, (4) the state.</td>
</tr>
<tr>
<td>Authority that act as means of control at all levels of</td>
<td>BEHAVIORAL OBJECTIVES</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td>A. The student will name the authorities in the home and in the school who help make rules and enforce them.</td>
</tr>
<tr>
<td></td>
<td>B. The student will name the authority of the (1) family, (2) the school, (3) the city, (4) the state, and (5) the country.</td>
</tr>
</tbody>
</table>
**SUGGESTED TEACHING TECHNIQUES**

<table>
<thead>
<tr>
<th>A. This unit of work may be used in conjunction with taking a different aspect of the father, mother, principal, or policeman who help us to enforce the laws or follow the rules.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. The teacher may introduce this unit by talking about the &quot;head of the family,&quot; father, and proceed as far as she wants to, discussing the heads of various organizations.</td>
</tr>
</tbody>
</table>
### SUGGESTED LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Current aspect</th>
<th>A. The student may dramatize, role-play, tell stories, play games, draw pictures, or take a field trip to the principal's office or police station.</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the family, of various</td>
<td>B. Role-playing or dramatization would be effective here. The student may draw pictures and make booklets. The student could bring pictures and paste them on large construction paper making a scrapbook.</td>
</tr>
</tbody>
</table>
A. "Policeman Walt Learns His Job" F 0481
   "Policeman Day and Night" F 5498
<table>
<thead>
<tr>
<th>STRIPS</th>
<th>BOOKS</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Stories, games, pictures, and resource people.</td>
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</tbody>
</table>

SUGGESTED MULTIMEDIA
Man is a social animal who lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.

### GENERALIZATION

<table>
<thead>
<tr>
<th>Culture</th>
<th>Institution</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>B.</td>
<td>C.</td>
</tr>
<tr>
<td></td>
<td>D.</td>
<td></td>
</tr>
</tbody>
</table>
## Culture

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

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

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

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

## Institution

A. Every institution has special statutes and roles.

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

C. Institutions are creations that developed from needs of human beings.

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

## Interaction

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

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

C. Two general types of interaction are competition and cooperation.

D. The basis of all human interaction is found in social systems.
A. The student can distinguish the families of different regions in the United States with respect to depicting varying ways of life and stating orally whether the area portrayed is in the North, South, West, or East areas.

B. The student will verbally identify the countries of the United States, Congo, Brazil, Holland, and India.

C. The student will describe why some people in the United States, Holland, India, Brazil, and China migrated to these areas.

D. The student will tell the nationality of his parentage and where his parents or grandparents migrated from.

A. The student will identify from pictures the different roles he plays in his family, church, and community.

B. The student will construct pictures of how the roles differ between himself and his family members.

C. The student will name problems caused if there were no families, schools, and churches in their lives.

D. The student will name the various rules in the primary institution and the need for them.

A. The student will identify the various individuals who are part of the school setting, with whom he interacts or works with, and what relationships are involved.

B. The student, in his own terms, will describe why there are rules in various social situations.

C. The student will name a game in which competition is the main component and a game in which cooperation is the main component.

D. The student will draw a picture depicting interaction in a social system.
BEHAVIORAL OBJECTIVES

Recognize in the United States with respect to appearance and customs by pointing correctly to pictures where the area portrayed is in the North, South, East, or West.

Recognize in the United States, Congo, Brazil, Holland, and India from pictures depicting customs and traditions of these countries.

States, Holland, India, Brazil, and Congo want to keep their old customs, while others want to change where his parents or grandparents originally settled in the United States.

Social play in his family, church, and school.

Tension between himself and his family in the family setting.

Social families, schools, and churches in the world.

Social institution and the need for them.

Social part of the school setting, with whom he interacts.

Social rules in various social situations.

Social main component and a game in which cooperation is a component.

Social a social system.
<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.</td>
<td>Morality and choice</td>
<td>A. Morality dictates a standard of value.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Man as a reasoning animal has the opp decisions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Morality implies conscience and choice.</td>
</tr>
<tr>
<td></td>
<td>Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. People are much alike in feelings and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. People in other lands have customs and</td>
</tr>
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<td></td>
<td></td>
<td>C. People throughout the world today are at the same time, making changes to im</td>
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<td></td>
<td>D. Individuals and groups of individuals of</td>
</tr>
<tr>
<td></td>
<td>Compromise and adjustment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. Compromise and adjustment are the key change and conflict.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Man faces the need to compromise and surroundings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Each culture is only a small part of a pr adjustment and compromise.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Man should recognize compromise and as a sign of weakness or surrender.</td>
</tr>
</tbody>
</table>
y dictates a standard of value.

A reasoning animal has the opportunity to make free choices but must accept responsibility for these actions.

Conscience implies conscience and choice implies responsibility.

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

In other lands, customs and traditions that have been passed down to them.

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

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

Compromise and adjustment are the keys to successfully facing political, economic, social, and religious challenges and conflicts.

The need to compromise and adjust has come to his physical, economic, social, political, and religious needs.

Culture is only a small part of a product of its own invention and discovery; it is the result of invention and compromise.

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

A. The student will compare freedom in the United States to Russia by telling what families in each cou
B. The student will distinguish between those freedoms he should possess and those that should be dictc' like to brush his teeth or not, whether to take things that are not his, which cartoon show to watch, wh
C. The student will tell why it is important for his parents as well as himself to follow simple rules of so

A. The student will name the needs and feelings that all men have in common, regardless of the differ
B. The student will put on a play depicting tradition in another land.
C. The student will draw pictures (before/after) of certain traditions that are undergoing change.
D. The student will identify the cultural contributions to the United States made by a given group of pe

A. The student will describe orally why there is a need for getting along among nations and neighbor
B. The student will identify pictures of people who are obeying laws and those who are not.
C. The student will name various everyday articles we have today as a result of American cooperation.
D. The student will describe orally why fighting/bickering never solve anything and support his state
BEHAVIORAL OBJECTIVES

Russia by telling what families in each country can and cannot do.

Should possess and those that should be dictated to him - as which shirt/skirt to wear, whether
not his, which cartoon show to watch, whether to eat an entire meal, or who to pick out as his friends.

Well as himself to follow simple rules of safety and tell what might happen if they do not.

Have in common, regardless of the differences in the cultures in which each lives.

Other land.

Traditions that are undergoing change.

United States made by a given group of people.

Getting along among nations and neighbors.

Following laws and those who are not.

Today as a result of American cooperation with other countries.

Never solve anything and support his statements with examples from his own school life.
Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>A. People are much alike in feeling.</td>
</tr>
<tr>
<td></td>
<td>B. People in other lands have customs.</td>
</tr>
<tr>
<td></td>
<td>C. People throughout the world today, at the same time, making changes.</td>
</tr>
<tr>
<td>Dignity of man</td>
<td>D. Individuals and groups of individuals.</td>
</tr>
<tr>
<td>Input and output</td>
<td>A. All men are expected to respect truth.</td>
</tr>
<tr>
<td></td>
<td>B. Human dignity should imply to every human.</td>
</tr>
<tr>
<td></td>
<td>C. Worth of an individual cannot be defined.</td>
</tr>
<tr>
<td></td>
<td>A. Many individuals are producers of goods.</td>
</tr>
<tr>
<td></td>
<td>B. All individuals are consumers; directly.</td>
</tr>
<tr>
<td></td>
<td>C. For a stable economy, there must be...</td>
</tr>
</tbody>
</table>
People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs. People in other lands have customs and traditions that have been passed down to them. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

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

All men are expected to respect the dignity of other men.

Human dignity should imply to every citizen the worth of all individuals.

Worth of an individual cannot be judged by accomplishment or social position.

Many individuals are producers of either goods or services. All individuals are consumers; directly or indirectly they influence the production of items. For a stable economy, there must be a balance between production and consumption.
BEHAVIORAL OBJECTIVES

A. The student will name two ways his life is similar to any other child his age in the world today.
B. The student will identify pictures of festivities and celebrations in other lands by naming the land.
C. The student will be able to match pictures of traditional celebrations in various countries with their origins.
D. The student will identify the origins of any of our national holidays.

A. The student will draw a picture depicting kindness of one person to another.
B. The student will name the importance of two people in his classroom, in his community, and in the world.
C. The student will be able to pictorially depict the roles of people in society.

A. The student will be able to sequence the steps involved in the production of any given commodity.
B. The student will draw pictures of five items that he uses or consumes in a given day and tell how he uses them.
C. The student will demonstrate an elementary understanding of the law of supply and demand by saying when in demand is no longer being produced.
BEHAVIORAL OBJECTIVES

1. Identify other child his age in the world today.
2. Identification of other lands by naming the lands depicted.
3. Identification of celebrations in various countries with the correct name of the country depicted.
4. Identification of traditional holidays.
5. Identification of people from one person to another.
6. Identification of his classroom, in his community, and in the world.
7. Understanding of people in society.
8. Participation in the production of any given commodity and tell why it is necessary among the people involved.
9. Understanding of his food or consumes in a given day and tell how his consumption affects other people.
10. Understanding of the law of supply and demand by stating the consequences of any given situation where the commodity
<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The interdependence of groups in a complex contemporary society serves as a bond that holds that society together.</td>
<td>Sovereignty of the nation-state in the community of nations</td>
</tr>
<tr>
<td></td>
<td>A. National sovereignty exists where power emerges into such prominence as to fulfill purposes.</td>
</tr>
<tr>
<td></td>
<td>B. Today, nations are more closely interdependent.</td>
</tr>
<tr>
<td></td>
<td>C. Limitations are set by growing technology without consideration for the wishes of sovereignty to interdependence among nations.</td>
</tr>
<tr>
<td></td>
<td>D. Today, foreign policy is determined by the role of sovereignty in the twentieth century.</td>
</tr>
<tr>
<td></td>
<td>E. A nation, group, or individual must have goals, be aware of the advantages and limitations set by growing technology, and be mindful of the wishes of other nations.</td>
</tr>
<tr>
<td>Industrialization-urbanization syndrome</td>
<td>Comparative advantage</td>
</tr>
<tr>
<td>A. Historically the process of industrialization-urbanization syndrome has provided hope and has posed many serious and complex problems.</td>
<td></td>
</tr>
<tr>
<td>B. The industrial process was both cause and effect but it also set in motion several great changes in society.</td>
<td></td>
</tr>
<tr>
<td>C. Industrialization has provided jobs and better soil and wanted to improve their position in society.</td>
<td></td>
</tr>
<tr>
<td>D. With the growth of cities came slums and a demand for labor and immigration.</td>
<td></td>
</tr>
<tr>
<td>E. Industrial and commercial growth gave rise to the industrialization-urbanization syndrome, which has posed many serious and complex problems.</td>
<td></td>
</tr>
</tbody>
</table>
National sovereignty exists where common bonds of geographic, economic, political, and cultural ties have into such prominence as to form a nation.

Nations are more closely interrelated, and they are constantly changing in their development and ties.

Conditions are set by growing technology and population. Modern nations can take only limited actions but considerations for the wishes of other nations, and the modern world is witnessing a giving-way of might to interdependence among nations.

Foreign policy is determined by government officials whose understanding is related to the changing of sovereignty in the twentieth century.

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

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

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

The growth of cities came slums with their multitude of social problems. Job opportunities brought in its wake labor and immigration. Then came migration with its uprooting of traditional ties.

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

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

Promise and adjustment are an important consideration when advantages enjoyed by two opposing forces are the same.
A. The student will identify from pictures elements common to all nations, countries.

B. The student will draw pictures depicting how the airplane has brought men closer and nearer a given part of the world to communicate with one another.

C. The student will describe reasons why nations, like men, must cooperate in order to live together and

D. The student will identify from pictures the top leaders of our country and tell why they deal with other countries.

A. The student will describe the difference between the type of work done at home by his mother and at

B. The student will name five different jobs he would have or would like to have if he lived on a farm or in a city.

C. The student will draw a simple sketch showing how the farmer's family depends on him and how he does.

D. The student will name reasons why people move from one place to another and tell whether moving is

E. The student will diagram the framework of a monopoly and tell how it works in cities, e.g., use marbles.

A. The student will describe what he wants for his birthday (goal) and tell how he plans to get it (means).

B. The student will orally describe at least two situations in which it is important to compromise and tell why during a game so that all students involved can enjoy the game.
BEHAVIORAL OBJECTIVES

Everyone should be able to:

1. Use a given invention that has made it easier for all people.

2. Cooperate in order to live together and prosper.

3. Tell why they deal with other countries.

4. Use of work done at home by his mother and a pioneer woman.

5. Would like to have if he lived on a farm and the different jobs he would have or would like to have in his family's name, depending on the farm.

6. Tell whether moving is always for the better.

7. Tell how it works in cities, e.g., use marbles, pencils as examples.

8. Say (goal) and tell how he plans to get it (means).

9. In which it is important to compromise and tell why the compromise is important, e.g., give up place in order to enjoy the game.
A society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.

- **Interaction**
  - A. Individuals enter into relationships with each other.
  - B. Within a social system the interaction occurs.
  - C. Two general types of interaction are common.
  - D. The basis of all human interaction is transaction.

- **Loyalty**
  - A. Loyalty is the willing devotion of an individual to an idea, or process.
  - B. Loyalty processes are those means employed.
  - C. The legislative process by which all statutes are processes that should be considered.
  - D. Loyalty to ideas such as human dignity is more important than symbols.

- **Government by the consent of the governed**
  - A. Government is the creation of man to promote happiness.
  - B. Whenever government fails to secure its purposes, it should be altered to make it a more effective instrument.
  - C. To assure the respect for and the practice of liberty that their governments be established on.
  - D. In a government governing by consent of the people, representative legislatures are established.
  - E. Stability and the greatest guarantee of freedom is in a democratic government.
Individuals enter into relationships with a great number of individuals and groups.

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

General types of interaction are competition and cooperation.

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

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

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

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

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

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

Never government fails to secure the rights guaranteed to people through its constitution, the people may ask it to make it a more effective instrument of their will.

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

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

Loyalty and the greatest guarantee of rights and values are through government by consent of the governed.
<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student will draw pictures indicating the different roles he has in his family and the classroom or church.</td>
</tr>
<tr>
<td>B. The student will state five examples of how people around the world communicate with one another.</td>
</tr>
<tr>
<td>C. The student will identify from a group of pictures those examples which demonstrate sharing.</td>
</tr>
<tr>
<td>D. The student will describe how the home, school, and church work together in a society.</td>
</tr>
<tr>
<td>A. The student will identify from pictures depicting loyal and disloyal acts those which show loyalty.</td>
</tr>
<tr>
<td>B. The student will describe why it is necessary that all people be loyal and obey rules in society and to their leaders.</td>
</tr>
<tr>
<td>C. The student will play the role of judicial and/or governmental officials in our society showing their loyalty to them.</td>
</tr>
<tr>
<td>D. The student will describe the importance of free speech and state the limitations he feels are necessary.</td>
</tr>
<tr>
<td>A. The student will describe what would occur in his country if there were no government to make and enforce laws.</td>
</tr>
<tr>
<td>B. The student will be able to state orally the difference between our government before and after the recent changes.</td>
</tr>
<tr>
<td>C. The student will order the different steps involved in the elective process of the United States.</td>
</tr>
<tr>
<td>D. The student will be able to state orally why the elective process is important in the United States.</td>
</tr>
<tr>
<td>E. The student will tell the importance of having faith in the classroom president elected by majority vote.</td>
</tr>
</tbody>
</table>
BEHAVIORAL OBJECTIVES

1. He has in his family and the classroom as a brother or sister, a student in school, or a member of a
d the world communicate with one another.
2. Examples which demonstrate sharing.
3. Work together in a society.
4. Disloyal acts those which show loyalty to his family and government.
5. Be loyal and obey rules in society and tell what will happen if this is not done.
6. Political officials in our society showing their functions and telling why he, as an individual, should feel
and state the limitations he feels are necessary.
7. Try if there were no government to make and enforce rules, and to collect taxes.
8. Between our government before and after the Revolutionary War.
10. The process is important in the United States.
11. The classroom president elected by majority rule.
STANDARD FOCAL REFERENCE GUIDES

American Book Company
See and Say Books and Records (must be purchased in quantities of 10 per title)

Round Trip
Think First
So What
Welcome
New Faces
Look at Me
Keep Up
Just Stop It
It's Mine

Time Out
Just Ask
Just Something
Next Time
I Did
The Helper
A Friend
Can I Keep Him?

Harper and Row
Discussion Pictures for Beginning Social Sciences (discussion pictures)

Holt, Rinehart and Winston
Words in Action. (discussion pictures)

Language Arts
Myself (study prints)
Other People Around Me (study prints)
Motor - Perceptual Learning (study prints)
Verbal Communication (study prints)

CONCEPT PENETRATION SOURCES

Benefic Press
You and Your Family (Big Book)
You and Others (Big Book)
You and Your Friends (Big Book)
GESTED MULTIMEDIA FOR SOCIOLOGY--KINDERGARTEN

I Am Here
My Family and I
My Friends and I
I Can Do It
Community Friends
I Live in the City
Pets and Others
Going and Coming
I Go to School
My School Room
My Days at School
How People Live in the Big City (from Uni-Kit A)
How Families Live Together (from Uni-Kit A)

Bowmar
Father is Big
Do You Know What?
My Tricycle and I

Holt, Rinehart and Winston
William, Andy and Ramon

Laidlaw
People at Home

Learning Arts
My Family, My Home (study prints)

Silver Burdett
Families Around the World (picture - charts)

Society for Visual Education
Families at Work and Play (pictures)
FILMSTRIPS

Churchill Filmstrips
- They Need Me
- Mothers Work Too
- Fathers Work Too

Encyclopaedia Britannica
- The Home Community
- Shelter
- Developing Your Personality
- Guidance Story

McGraw-Hill
- Children's Word Series
- How We Get Our Homes
- Families Around the World

Society for Visual Education
- Robert and His Family
- True Community Helper Series
- Learning to Live Together

MAPS AND ATLASES

Rand McNally
- Primary Globe #16-5002-C

RECORDS

Decca
- The Little House
- Singing Across the Land

Folksway Scholastic Record
- Sounds of My City

R. C. A.
- Around What

16mm FILM

Clark Co.
- F 5025
- F 552
- F 038
- F 517
- F 561
- F 556
- F 559
- F 527
- F 527
- F 041
- F 041
- F 558
- F 020

(New Film)
R.C.A.
Around the Block, Around the World
What Do You Want to be When You Grow Up?

16mm FILMS (Owned by the District)

Clark County Media Operations
- F 5029 Building a House
- F 5524 Let's Build a House
- F 0586 A New House, Where It Comes From
- F 5173 Pipes in the House
- F 5613 What Do Fathers Do
- F 5569 Allen is My Brother
- F 5596 Our Family Works Together
- F 5270 Beginning Responsibility: Doing Things For Ourselves in School
- F 5273 Beginning Responsibility: Rules at School
- F 0411 Beginning Responsibility: Taking Care
- F 0410 Beginning Responsibility: Books and Their Care
- F 5582 Courtesy for Beginners
- F 0209 The Cautious Twins

(New Films Recommended For Purchase)

Aims
- Guidance - Let's Have Respect
- Guidance - What's Right
- Mothers - What They Do
- Houses Ahead

Bailey
- We Live in a Trailer

Coronet
- Fairness for Beginners
- The Fun of Making Friends
- Your Family
(New Films Recommended For Purchase, cont'd)

Film Associates
   Getting Angry
   Growing Up - Growing Older
   School Problems

McGraw-Hill
   Families and Shelter
   Families and Jobs
   Families and Rules
   Families and Learning
   Cities and Shelter
Man is a social animal who lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.

Generalization:

- Sovereignty of the nation-state in the community of nations.

Concepts:

- Conflict--its origin, expression, and resolution
- Compromise and adjustment

A. National politics of nation
B. Today's changing
C. Limits can to nation
D. Today's stand in centuries

A. Conflict of civilization
B. Society is more than to exist without them to with war
C. This cannot be and the

A. Compromise economy
B. Man for social
C. Each country discovers
D. Man that concept
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>SUB-CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sovereignty of the nation-state</td>
<td>A. National sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge into such prominence as to form a nation.</td>
</tr>
<tr>
<td>in the community of nations.</td>
<td>B. Today, nations are more closely interrelated, and they are constantly changing in their development and purposes.</td>
</tr>
<tr>
<td></td>
<td>C. Limitations are set by growing technology and population. Modern nations can only limited actions without considerations for the wishes of other nations, and the modern world is witnessing a giving-way of sovereignty to interdependence among nations.</td>
</tr>
<tr>
<td></td>
<td>D. Today, foreign policy is determined by government officials whose understanding is related to the changing role of sovereignty in the twentieth century.</td>
</tr>
<tr>
<td>Conflict—its origin, expression,</td>
<td>A. Conflict is characteristic of the growth and development of individuals and civilization as a whole.</td>
</tr>
<tr>
<td>and resolution</td>
<td>B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.</td>
</tr>
<tr>
<td></td>
<td>C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether with classmates, between individuals and the state, or between nations, to be used throughout life.</td>
</tr>
<tr>
<td>Compromise and adjustment</td>
<td>A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.</td>
</tr>
<tr>
<td></td>
<td>B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.</td>
</tr>
<tr>
<td></td>
<td>C. Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise.</td>
</tr>
<tr>
<td></td>
<td>D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.</td>
</tr>
<tr>
<td>BEHAVIORAL OBJECTIVES</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>A. The student will name the importance of various transportative/communicative devices as they relate</td>
<td></td>
</tr>
<tr>
<td>B. The student will tell how nations A, B, and C cooperate in the economic sphere of food distribution.</td>
<td></td>
</tr>
<tr>
<td>C. The student will identify various forms of technology in our society today and tell how they help hint</td>
<td></td>
</tr>
<tr>
<td>D. The student will select from a list of 5 pictures of known men, the one who would be most capable o</td>
<td></td>
</tr>
<tr>
<td>A. The student will define what constitutes a problem.</td>
<td></td>
</tr>
<tr>
<td>B. The student will orally identify proper wearing attire for any given activity and identify some problem</td>
<td></td>
</tr>
<tr>
<td>C. The student will describe various ways (alternatives) of solving a given problem.</td>
<td></td>
</tr>
<tr>
<td>A. The student, involved in a conflict situation within his classroom, will compromise and adjust his po</td>
<td></td>
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<tr>
<td>B. The student will select from a group of pictures, the successful conflict resolutions.</td>
<td></td>
</tr>
<tr>
<td>C. The student will describe how adjustment of living habits is necessary with the advent of a given ne</td>
<td></td>
</tr>
<tr>
<td>D. The student will be able to list the advantages of a compromise in a given classroom situation.</td>
<td></td>
</tr>
</tbody>
</table>
BEHAVIORAL OBJECTIVES

1. Portative/communicative devices as they relate to drawing a nation together.

2. In the economic sphere of food distribution.

3. In our society today and tell how they help hinder man.

4. Men, the one who would be most capable of making national decisions and tell why.

5. For any given activity and identify some problems that might occur were the appropriate clothing not worn.

6. If solving a given problem.

7. This classroom, will compromise and adjust his position so that a resolution can be reached.

8. Successful conflict resolutions.

9. Bits is necessary with the advent of a given new invention.

10. Compromise in a given classroom situation.
<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society exists in the minds of its members and occurs only when there is com-</td>
<td>Comparative advantage</td>
</tr>
<tr>
<td>munication or interaction among those members. The mere grouping or aggreg-</td>
<td>A. A nation, a group, or an individual, be aware of the advantages</td>
</tr>
<tr>
<td>gating of people does not produce a society.</td>
<td>B. Compromise and adjustment are the same.</td>
</tr>
<tr>
<td></td>
<td>C. Cause and effect have the characteristics understood only if they</td>
</tr>
<tr>
<td></td>
<td>know effects and meaning of all social actions.</td>
</tr>
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<td></td>
<td>D. The fact that events do not just happen for the sake of happening</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Causation</td>
</tr>
<tr>
<td></td>
<td>A. There is a relationship of cause and effect</td>
</tr>
<tr>
<td></td>
<td>B. Causation attempts to develop an understanding</td>
</tr>
<tr>
<td></td>
<td>C. Cause and effect have the characteristics understood only if they</td>
</tr>
<tr>
<td></td>
<td>know effects and meaning of all social actions.</td>
</tr>
<tr>
<td></td>
<td>D. The fact that events do not just happen for the sake of happening</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Empathy</td>
</tr>
<tr>
<td></td>
<td>A. Empathy is the concept of demonstrating identical with or similar</td>
</tr>
<tr>
<td></td>
<td>to the real person</td>
</tr>
<tr>
<td></td>
<td>B. Empathy is a basic function in social interaction</td>
</tr>
<tr>
<td></td>
<td>C. The ability to exert empathy depends on understanding a person or a</td>
</tr>
</tbody>
</table>
SUB-CONCEPTS

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

and adjustment are an important consideration when advantages enjoyed by two opposing forces are

relationship of cause and effect.

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

fect have the character of multiplicity. (This means that operation of cause and effect can be

ral effects that seemingly become more isolated as the series of effects expands.)

at events do not just happen but that they are caused appears to be basic to a grasp of the course

ing of all social action.

the concept of demonstrating ability to understand others through one's self-responses that are

with or similar to the responses of others.

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

y to exert empathy depends on the amount of knowledge and experience one has when attempting to

a person or a problem.
A. The student will be able to order the various activities listed in preparation for a moon flight and will be

B. The student, when presented with a picture sequence of a compromise, will state what the advantages of

A. The student will draw the corresponding effect pictures when given a series of causation pictures.

B. The student will be able to order a given sequence of cause-effect pictures.

C. The student will describe some of the effects of a given act.

D. The student will be able to verbally name the events leading up to a given effect.

A. The student will be able to role-play in a situation involving empathy.

B. The student will identify his feelings about any of his daily activities in school and/or the home.

C. The student will match emotions of love, hate, fear, anxiety, and sorrow to pictures depicting them and context portrayed.
BEHAVIORAL OBJECTIVES

- preparation for a moon flight and will be able to describe the difficulties encountered in this venture.
- promise, will state what the advantages of the compromise were to each party.
- given a series of causation pictures.
- select pictures.
- to a given effect.
- empathy.
- activities in school and/or the home.
- end sorrow to pictures depicting them and speculate as to why they are occurring in the particular
Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
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</thead>
<tbody>
<tr>
<td>Institution</td>
<td></td>
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<tr>
<td>Social control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td></td>
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</tr>
</tbody>
</table>

A. Every institution has special states
B. The three primary institutions in
C. Institutions are creations that develop
D. Every major institution must have

A. There are many types of authority
B. There is a need for social control

A. Individuals enter into relationships
B. Within a social system, the interaction
C. Two general types of interaction are
D. The basis of all human interaction
Every institution has special statutes and roles.

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

Institutions are creations that developed from needs of human beings.

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

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

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

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

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

Two general types of interaction are competition and cooperation.

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

A. The student will draw pictures indicating his role at school and at home.
B. The student will tell what effect the school has on him, his siblings, and his father and mother.
C. The student will match pictures depicting individual members of a family with the institution and home.
D. The student will demonstrate that he can obey rules by following all rules in the classroom.

A. The student will explain the reasons for any given safety precautions, e.g., in playground.
B. The student will describe what would happen if everyone in the class or school did what he did not.

A. The student will draw pictures of all the types of people he encounters in a day.
B. The student will describe orally the necessary rules for a discussion session in his classroom.
C. The student will function in a cooperative game situation and a competitive game situation.
D. The student will draw a picture of where he has the best time with people.
### BEHAVIORAL OBJECTIVES

- school and at home.
- family, his siblings, and his father and mother.
- members of a family with the institution with which each is most associated, e.g., children, school, mother.
- following all rules in the classroom.
- safety precautions, e.g., in playground activities, handling matches, and talking to strangers.
- no one in the class or school did what he wanted to, whenever he wanted.
- role he encounters in a day.
- for a discussion session in his classroom.
- situation and a competitive game situation during his physical education period.
- best time with people.
<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
<th>SOCIAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The interdependence of groups in a complex contemporary society serves as a bond that holds that society together.</td>
<td>Input and output</td>
<td></td>
</tr>
<tr>
<td>Habitat and its significance</td>
<td></td>
<td></td>
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<tr>
<td>Social change</td>
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</tr>
</tbody>
</table>

**A.** Many individuals are producers of either good

**B.** All individuals are consumers; directly or indirectly

**C.** For a stable economy there must be a balance

**A.** Man affects and is affected by his natural environment

**B.** Habitat is the resource base of man’s society

**C.** Water in the form of oceans, rivers, and lakes

**D.** Landforms influence climate and the provision of food

**E.** Climate influences ways of living

**F.** Habitat tends to direct man until he accepts cultural norms

**G.** International problems are often caused by geographic factors

**H.** Rituals, ceremonies, and superstitions of various cultures

**A.** Change is a neutral process; it may progress or regress

**B.** Some societies change at a more rapid rate of others

**C.** There are many causes for social change such as:
   1. Contact between cultures
   2. The interaction of new ideas or materials
   3. The development of modern means of communication
   4. Innovation as a means of meeting the challenges of change
individuals are producers of either goods or services.

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

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

A fact and is affected by his natural environment.

That is the resource base of man's society.

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

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

State influences ways of living.

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

National problems are often caused by geographic conditions.

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

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

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

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

Contact between cultures.

The interaction of new ideas or materials within a culture.

The development of modern means of communication and transportation.

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

A. The student will identify from a set of ten pictures those that represent goods and those that represent services.

B. The student will draw pictures of all the things he consumes in a one day period.

C. The student will depict on paper (draw) the relationship between the farmer and the city dweller in the American economy.

A. The student will verbalize how we in Las Vegas live differently from people living in Mt. Charleston.

B. The student will tell what effects natural resources have on a given society.

C. The student will identify on the globe the land areas and the water areas.

D. The student, given the landforms of an area, will tell what type of house would be lived in and what type of clothes would be worn in.

E. The student, given the landforms of an area, will describe the type of clothing that would be worn in.

F. The student will be able to tell what we have done in Las Vegas to enable us to live in a desert region.

G. The student will research and then list reasons why location of water could cause a problem between two cities.

H. The student will enact a characteristic ceremony/ritual for any group of people and tell how it developed.

A. The student will list various forms of change within a family, school, or business and tell whether the change was good or bad.

B. The student will tell why an island society would change less rapidly than a continental society.

C. The student will list the elements that caused a given society to change.
BEHAVIORAL OBJECTIVES

As those that represent goods and those that represent services.

"... consumes in a one day period.

... relationship between the farmer and the city dweller in the area of food production-consumption.

... live differently from people living in Mt. Charleston.

... es have on a given society.

... areas and the water areas.

... I tell what type of house would be lived in and what type of food would be eaten in the area.

... ll describe the type of clothing that would be worn in any given climate area.

... one in Las Vegas to enable us to live in a desert region.

... why location of water could cause a problem between neighbors or countries.

... ritual for any group of people and tell how it developed from the physical environment of the area.

... in a family, school, or business and tell whether these changes represent progress or decline.

... id change less rapidly than a continental society.

... given society to change.
Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
<th>SU</th>
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<tbody>
<tr>
<td>Conflict--its origin, expression, and resolution</td>
<td>A. Conflict is characteristic of the growth and development of the organism. B. Society is constantly pressured to respond to conflict. C. This concept is developed to assist the student in dealing with classmates, between individuals and the school.</td>
<td></td>
</tr>
<tr>
<td>Comparative advantage</td>
<td>A. A nation, group, or individual must have long-term goals, be aware of the advantages and disadvantages of compromise and adjustment. B. Compromise and adjustment are an important compromise forces are the same.</td>
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</tr>
</tbody>
</table>
characteristic of the growth and development of individuals and of civilization as a whole.

constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield
nts from the fact of its existence, we should make them aware of the origins of conflict and
develop healthy attitudes toward conflict as an aspect of reality with which they must learn
is developed to assist the student to acquire satisfactory patterns of conflict resolution whether
aries, between individuals and the state, or between nations to be used throughout life.

group, or individual must have long-range goals for which to strive and in moving towards these
are of the advantages and disadvantages that develop along the way.

ad and adjustment are an important consideration when advantages enjoyed by two opposing
the same.
BEHAVIORAL OBJECTIVES

A. The student will tell what he would do if faced with the problem of his parents telling him one thing.

B. The student will identify the various processes of getting things done in the classroom/school.

C. The student, given a situation involving conflict and a list of acceptable and unacceptable resolutions,

A. The student will be able to list what preparation is necessary for proper development of a class project.

B. The student will explain in simple terms the advantages/problems of bartering/trading with something.
BEHAVIORAL OBJECTIVES

Problem of his parents telling him one thing and his friends telling him another.

Things done in the classroom/school.

List of acceptable and unacceptable resolutions, will distinguish and select those which are acceptable.

Necessary for proper development of a class project.

Problems of bartering/trading with something that belongs to him.
SUGGESTED MULTIMEDIA FOR SOCIOLOG

STANDARD FOCAL REFERENCE GUIDES

Benefic Press
You and Your Friends (charts)

David Cook
Teaching Pictures (charts)

Harper and Row
Discussion Pictures for Beginning Social Studies (charts)

Holt, Rinehart and Winston
Words and Actions (charts)

Language Arts
Motor Perceptual Learning (charts)
Verbal Communications (charts)
Other People Around Me (charts)
Myself (charts)

Safety Pictures
Children Around the World (charts)

Silver Burdett
"The Earth, Home of People"-- to accompany Families and Their Needs (charts)
Christmas Around the World (charts)
Families Around the World (charts)
Living in the United States (charts)
Living in Kenya (charts)
Living in France (charts)
Living in Japan (charts)
Living in Brazil (charts)

Society for Visual Education
School Helpers (charts)

Franklin Watts
A Trip Through the School (charts)

CONCEPT PENETRATION

Allyn and Bacon
Learning About
Learning About

Benefic Press
You Visit a F
You Visit a S
You Visit a M
You Visit a N
You Visit a D
You Visit a S

In Our Class
In Our School
About Our So
Going to Scho
My Friends an
My Family an
I Can Do
I Live in a Ci
Community Fr
Pets and Oth

Uni-Kit A - Sup
How People b
How Foods ar
How We get C
How Schools s
How We Cele
How Airplanes
How We Cele
How People L
How We Use h
How We Get t
How Doctors H
SUGGESTED MULTIMEDIA FOR SOCIOLOGY--LEVEL 1

CONCEPT PENETRATION SOURCES

(BOOKS)

Allyn and Bacon
  Learning About Our Neighbors
  Learning About Our Families

Benefic Press
  You Visit a Fire Station
  You Visit a Steamship - Airport
  You Visit a Museum, Library
  You Visit a Newspaper, Television Station
  You Visit a Dairy, Clothing Factory
  You Visit a Sugar Refinery

In Our Class
In Our School
About Our School
Going to School
My Friends and I
My Family and I
I Can Do
I Live in a City
Community Friends
Pets and Other Animals

Uni-Kit A - Supplementary Books
  How People Earn and Use Money
  How Foods are Preserved
  How We get Our Cloth
  How Schools Help Us
  How We Celebrate Our Fall Holidays
  How Airplanes Help Us
  How We Celebrate Our Spring Holidays
  How People Live in the Big City
  How We Use Maps and Globes
  How We Get Our Shelter
  How Doctors Help Us
(CONCEPT PENETRATION SOURCES cont'd)

Bowmar
   Do You Know What?
   Father Is Big
   My Tricycle and I
   Three Baby Chicks
   Watch Me Indoors

Follett
   Exploring with Friends

Laidlaw
   People At Home
   Families and Social Needs
   Communities and Social Needs

Prentice - Hall
   People and Their Social Actions (Man in Action Series)

Science Research Associates
   Families At Work

Silver Burdett
   Families and Their Needs

FILMSTRIPS AND SLIDES

Churchill
   Mothers Work Too
   Fathers Work
   They Need Me
   A City is Many Things
   Airport Service

Education Electronics
   Life in a Nutshell - Set 1
Encyclopaedia Britannica
Guidance Stories
The Neighborhood Community
Safety Tales - Walt Disney

Families Around the World

The City Community (consists of the following):
Here is the City
Business in the City
Living in the City

McGraw - Hill
Our Friends - The American Indians
Children of Europe Series
Children of Latin America Series
Christmas in Many Lands
Children of Pioneer Times
Holiday Series, Set 1
How We Get Our Homes - Set II
Transportation Set
Cities and Protection
Cities and Recreation
Cities and Manufacturing
Families and Shelters
Families and Jobs
Families and Transportation
Cities and Commerce
O'er the Ramparts We Watched
Japanese Village Life
Cities and Government
Children of the Fort
Families and Rules
Families and Learning

Society for Visual Education
Robert and His Family, 1967
Learning to Live Together, 1961
The True Community Helper's Series
MAPS AND ATLASES

Rand McNally
Going Places Series (Primary - U.S. Desk Maps)
- Which Way?
  - Student Text
  - Activity Book
  - Teacher's edition
- How Far?
  - Student text
  - Activity book
  - Teacher's edition
- Where?
  - Student text
  - Activity book
  - Teacher's edition

Basic Curriculum Series - Reference materials
(one each for each primary classroom, 1-4)
- Transportation and You
- Our American Flag
- Clothing and You
- Communication and You
- Communities and You
- Food and You
- Shelter and You

RECORDS

Decca
- Let's Sing While We Work and Play
- Singing Across the Lands
- The Little House
- Sounds of My City

R.C.A.
- Around the Block, Around the World
- What Do You Want to be When You Grow Up?
- Hardtrack and Railroad Songs
S.R.A.
Records to accompany Our Working World

16mm. FILMS (Now Owned by the District)

Basic Needs
- Bakery Beat
- Clothes We Wear
- Dairy Farm
- Farm Babies and Their Mothers
- The Food Store
- The New House, Where it Comes From
- Rainshower
- Story of the Wholesale Market
- Homes Around the World
- Meat: From Range, Market, Production
- The Wheat Farmer
- Your Daily Bread

Communication
- Communication for Beginners

Community
- Policeman: Day and Night
- Postman: Rain or Shine
- The City
- Everyone Helps in a Community
- Helpers Who Come to Our School
- Neighborhoods are Different
- What is a Neighborhood
- Pipes in the House

Conservation
- Tad, the Frog
- Conserving our Forests
- The Lumberman
- Water, Water, Everywhere
16mm FILMS (cont'd)

Transportation

- Footpath to Air Lane
- Airplane Trip by Jet
- Airplane in the Jet Age
- Busy Airport
- Billy's Helicopter Ride
- The Big Wide Highway
- The Truck Drivers
- Trucks and Trains
- Boats and Ships
- Seaport
- Tugboats and Harbors
- Eggs to Market
- Skipper Learns a Lesson
- Allen is My Brother
- Our Family Works Together

Aims (New films recommended for purchase)

- Food Preservation
- Dairy Farm Today
- Fireboat - Ready for a Run
- House Ahead
- Silk - Cocoon to Clothing
- Transportation by Helicopters
- Guidance - Let's Have Respect!
- Guidance - What's Right?
- Community Helpers
- Cleaners and Laundries
- Night Community Helpers
- Transportation by Bus
- Communications Help the Community
- Trucks and Truck Transportation

Avis

- Children of Hawaii

Coronet

- India

Boy of India
Boy of Japan
Life of a Philippine Family
A Pioneer Home
Indian Series
Life in Hot Wet Lands
Conservation for Beginners
We Explore Mountain Life

Sid Davis
Plants of the Desert
The Changing Desert

Encyclopaedia Britannica
Yugoslav Boy: Story of Frame
The Orange Grower
Midland Metropolis
If You Could See the Earth
South Pacific Island Children
The Northeast: Port of New York
Clothing
Shelter
Produce: From Farm to Market
Village in China Today
The United States Flag Series

Film Associates
I Live in Hawaii
Food of Southeast Asia
Boy of Southeast Asia
Man Makes a Desert

McGraw - Hill
Cities and Government
Cities and Manufacturing
Cities and Geography
Cities and Commerce

Sterling
Village Family - Crete
All Kinds of People
Pioneer Village
Man is a social animal who lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.
### CONCEPTS

| Sub-concepts | A. The industrial process was both cause and effect. It was a product of science and a new commercial age, but it also set into motion several great social movements such as the movement of population from the farms to the cities.  
B. Industrialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil and wanted to improve their positions were drawn to the center of the industrial complex.  
C. With the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties.  
D. Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and posed many serious and dangerous problems.  
A. Early tribes attributed productive rainfall, plentiful game, and natural disaster to their gods. Ancient states believed that their monarchs ruled by divine right.  
A. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade.  
B. Climate influences ways of living.  
C. Habitat tends to direct man until he accepts or alters it.  
D. International problems are often caused by geographic conditions. |
| --- | --- |
| Industrialization-urbanization syndrome | Secularization  
Habitat and its significance |
<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student will be able to explain why fewer people now engage in farming than in the past.</td>
</tr>
<tr>
<td>B. The student will name major economic activities associated with any given city, e.g., Las Vegas, New York.</td>
</tr>
<tr>
<td>C. The student will be able to list ways our country can help slum children and what the class could do.</td>
</tr>
<tr>
<td>D. The student will be able to draw the elements that are involved in an industrial complex, e.g.,</td>
</tr>
<tr>
<td>A. The student will be able to exhibit, through drawings, the religious aspects of the North American colonies.</td>
</tr>
<tr>
<td>A. The student will be able to identify, on a globe, land areas and water areas.</td>
</tr>
<tr>
<td>B. The student will be able to depict the ways that climate affects people in a given area.</td>
</tr>
<tr>
<td>C. The student will be able to tell how people living in Nevada and Alaska are affected differently.</td>
</tr>
<tr>
<td>D. The student will be able to describe orally the problem of fishing in international waters.</td>
</tr>
</tbody>
</table>
BEHAVIORAL OBJECTIVES

Now engage in farming than in the past.

Fished with any given city, e.g., Las Vegas, Nevada; Washington, D.C.; Chicago, Illinois; New York, .

Help slum children and what the class could do as their share to help.

Involved in an industrial complex, e.g., transportation, people, raw materials.

The religious aspects of the North American Indian culture.

Are affected by temperature and water areas.

The affects people in a given area.

Nevada and Alaska are affected differently by the climate.

The fishing in international waters.
Society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
<th>SUPPORT</th>
<th>MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyalty</td>
<td>A. Loyalty is the willing devotion of an individual, institution, idea, or process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Loyalty processes are those means employed to</td>
<td></td>
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<td></td>
<td>C. The legislative process by which all sections of representatives are processes that should comm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Loyalty to ideas such as human dignity, equality more important than symbols.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Input and output</td>
<td>A. Many individuals are producers of either goods,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. All individuals are consumers; directly or indirectly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. For a stable economy, there must be a balance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>A. Every institution has status and special roles,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. The three primary institutions in American society</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>C. Institutions are creations that developed from</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Every major institution must have organization</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SUB-CONCEPTS**

<table>
<thead>
<tr>
<th>willing devotion of an individual to a cause greater than himself as represented by an idea, or process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>processes are those means employed to achieve as ends the other cultural values of a given society.</td>
</tr>
<tr>
<td>The process by which all sections of the country are represented and the choosing of one's vales are processes that should command loyalty.</td>
</tr>
<tr>
<td>Ideas such as human dignity, equality of opportunity, and freedom of speech and religion are ideas potent than symbols.</td>
</tr>
<tr>
<td>Individuals are producers of either goods or services.</td>
</tr>
<tr>
<td>Individuals are consumers; directly or indirectly they influence the production of items.</td>
</tr>
<tr>
<td>In a stable economy, there must be a balance between production and consumption.</td>
</tr>
<tr>
<td>Institution has status and special roles.</td>
</tr>
<tr>
<td>Primary institutions in American society have different effects on individuals within the society.</td>
</tr>
<tr>
<td>Institutions are creations that developed from needs of human beings.</td>
</tr>
<tr>
<td>Every institution must have organization and a code of norms and specifications.</td>
</tr>
</tbody>
</table>
BEHAVIORAL OBJECTIVES

A. The student will compare and contrast loyalty in friendship to that of loyalty to the nation.
B. The student will describe orally the relationship between a strong country and the loyalty to that country.
C. The student will demonstrate his understanding of the democratic legislative process by organizing a model of a legislative session.
D. The student will draw pictures depicting his freedoms as an American.

A. The student will choose from a set of pictures those which are goods and those which are services.
B. The student will draw pictures of goods and services consumed by his family each day.
C. The student, in a production-consumer situation, will play the role of the producer and/or consumer, e.g., storekeeper.

A. The student will list the functions of family, school, and community.
B. The student will portray his role in each of the institutions of family, school, and community that is relevant.
C. The student will classify under the headings of family, school, and community those functions that are relevant.
D. The student will construct three charts noting organizational structures of family, school, and community, three structures.
BEHAVIORAL OBJECTIVES

ship to that of loyalty to the nation.

en a strong country and the loyalty to that country.

democratic legislative process by organizing a classroom election.

as an American.

which are goods and those which are services.

consumed by his family each day.

play the role of the producer and/or consumer and tell how each fits into the system of economy.

and community.

ions of family, school, and community through role-playing.

school, and community those functions for which each institution has prime responsibility.

zational structures of family, school, and community and describe the similarities and differences among the
**GENERALIZATION**

Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>A. There are many types of authority that...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social control</td>
<td>B. There is a need for social control at...</td>
</tr>
<tr>
<td>Freedom and equality</td>
<td>A. Freedom refers to the relative absence of...</td>
</tr>
<tr>
<td></td>
<td>B. In the Western world, equality has become...</td>
</tr>
<tr>
<td></td>
<td>C. Taken to extremes, freedom may mean...</td>
</tr>
<tr>
<td></td>
<td>D. This concept of equality is an American...</td>
</tr>
</tbody>
</table>

| Compromise and adjustment | A. Compromise and adjustment are the key to change and conflict. |
|                          | B. Man faces the need to compromise and surrender. |
|                          | C. Each culture is only a small part of a world and compromise. Survival depends on... |
|                          | D. Man should recognize compromise and conflict as a sign of weakness or surrender. |
There are many types of authority that act as means of social control.

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

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

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

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

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

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

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

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

Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.
A. The student will define orally the following terms: laws, rules, praise, and ridicule.

B. The student will explain the need for rules in his classroom and tell why these same rules might not be needed in another setting.

A. The student will describe the freedoms he has in the classroom and identify what restrains his behavior.

B. The student will state a way in which a given condition of "equality of opportunity" can be interpreted differently in different settings.

C. The student will role-play a playground situation without rules.

D. The student will identify certain laws that all men must obey.

A. The student will state compromise adjustments for a given dispute.

B. The student will name the adjustments a person would need to make if he were taken 100 years back in time.

C. The student will list ways the North American Indian contributed to the culture of the colonies.

D. The student will choose from a set of pictures the matching compromise for a given situation.
BEHAVIORAL OBJECTIVES

   classroom and tell why these same rules might not be applicable in another class.

27. The classroom and identify what restraints his behavior.

28. The definition of "equality of opportunity" can be interpreted as allowing/or not allowing for equality.

29. Without rules.

30. Must obey.

31. A given dispute.

32. He would need to make if he were taken 100 years back in time.

33. It can contributed to the culture of the colonies.

34. Matching compromise for a given situation.
The interdependence of groups in a complex contemporary society serves as a bond that holds that society together.

<table>
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<tbody>
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<td></td>
<td>Morality and choice</td>
</tr>
<tr>
<td></td>
<td>Dignity of man</td>
</tr>
</tbody>
</table>

**Morality and choice**

A. Morality dictates a standard of value.
B. Man as a reasoning animal has the opportunity to make decisions.
C. Morality implies conscience and choice imply to every citizen.

**Dignity of man**

A. All men are expected to respect the dignity of every individual.
B. Human dignity should imply to every citizen.
C. Worth of an individual cannot be judged by their social status.
orality dictates a standard of value.

As a reasoning animal has the opportunity to make free choices but must accept responsibility for these decisions.

orality implies conscience and choice implies responsibility.

Men are expected to respect the dignity of all other men.

Human dignity should imply to every citizen the worth of all individuals.

Worth of an individual cannot be judged by accomplishments or social position.
BEHAVIORAL OBJECTIVES

A. The student will identify those actions acceptable by our society in the realm of law and order.

B. The student will identify from a list those statements that are to be obeyed without question in the community.

C. The student will give reasons why some students have more privileges than others in his school.

A. The student will list the people in the community who help him daily.

B. The student will list the attributes necessary for a peer or an adult to be considered a friend and a helpful person.

C. The student will put in sequence, (from important to least important, a list of qualities which are necessary for a friend and social position at the bottom.
by our society in the realm of law and order. Is that are to be obeyed without question in the schools and those that are open to question. We more privileges than others in his school.

Who help him daily.

Peer or an adult to be considered a friend and tell whether the association breeds cooperation or competition.

At least important, a list of qualities which are important in judging human dignity, leaving accomplishments
Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.

<table>
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<th>SUB-CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Power</td>
<td>A. Power has many connotations to many different individuals.</td>
</tr>
<tr>
<td></td>
<td>Social control</td>
<td>B. Power relationships abound throughout society.</td>
</tr>
<tr>
<td></td>
<td>Interaction</td>
<td>C. Power can either be a goal or the means to goal attainment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. There are many types of authority that act as barriers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. There is a need for social control at all levels of society.</td>
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<td></td>
<td></td>
<td>C. Individuals enter into relationships with a great deal of freedom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Within a social system the interaction of individual members is voluntary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Two general types of interaction are competitive and cooperative in nature.</td>
</tr>
</tbody>
</table>
Power has many connotations to many different people.

Power relationships abound throughout society and societies.

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

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

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

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

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

Two general types of interaction are competition and cooperation.
BEHAVIORAL OBJECTIVES

A. The student will distinguish between the different roles associated with leader and follower for

B. The student will put in order from the highest to the lowest the power structure of his family and

C. The student will list reasons why a student would want to be president of his classroom.

A. The student will construct a chart showing the power structure of the school/community.

B. The student will state the amount of power a given person should have within a specific power scheme.

A. The student will identify common goals evident in various social groups from the standpoint of

B. The student will diagram the form of interaction needed in a given game situation.

C. The student will choose from a list of situations those situations representing competition and the
different roles associated with leader and follower for a given power structure.

highest to the lowest the power structure of his family and school.

it would want to be president of his classroom.

the power structure of the school/community.

er a given person should have within a specific power structure.

evident in various social groups from the standpoint of needs.

raction needed in a given game situation.

ations those situations representing competition and those situations representing cooperation.
SUGGESTED MULTIMEDIA FOR SOCIOLOGY -- LE

STANDARD FOCAL REFERENCE GUIDES

Laidlaw
Families and Social Needs

Prentice - Hall
People and Their Social Actions
(Man in Action Series)

Silver Burdett
Communities and Their Needs

SRA
Neighbors At Work

CONCEPT PENETRATION SOURCES

Suggested that one each of the following be made available for each 20 students.

Allyn and Bacon
Learning About Our Neighbors

Benefic Press
You Visit a Fire Station
You Visit a Steamship - Airport
You Visit a Newspaper, Television Station
You Visit a Museum, Library
You Visit a Dairy, Clothing Factory
You Visit a Sugar Refinery, Fruit
How We Use Maps and Globes
How Families Live Together
How People Live in the Big City
You and the Neighborhood

Franklin
Where in the World do You Live?
SUGGESTED MULTIMEDIA FOR SOCIOLOGY--LEVEL 2

GUIDES

Heath
Communities at Work

Scott-Foresman
In the Neighborhood

FILMSTRIPS

Churchill
They Need Me
Fathers Work
Mothers Work Too

Educational Electronics
Life in a Nutshell (Series 860)

Encyclopaedia Britannica
Guidance Stories
Safety Tales

Holt, Rinehart, and Winston
Words and Actions

Society for Visual Education
Learning to Live Together
The United States Flag

TRANSPARENCIES

(Society for Visual Education
Postal Helpers
Dairy Helpers
Fire Department Helpers
Supermarket Helpers
School Helpers

Postal Helpers
Dairy Helpers
Fire Factory

Fruit
Jobs

Big City
Told

Ed

but I've live?
TRANSPARENCIES (cont'd)

Neighborhood Friends and Helpers
Keeping the City Clean and Beautiful
Moving Goods for People in the City
Police Department Helpers

MAPS, GLOBES, ATLASES

Benefic Press
How we Use Maps and Globes

Denoyer - Geppert
Geocraft 16" Beginners Globe

Rand McNally
Which Way? How Far? Where?

RECORDS

Learning Arts
Teaching Children Values #702

16mm FILMS

Clark County Media Operations (owned by the District)
Animal Communities and Groups  F 5260
Animal Homes  F 5572
Animal Tracks and Signs  F 0430
Animals and Their Foods  F0224
Beginning Responsibility--Being on Time  F 0409
Beginning Responsibility--Books and Their Care  F 0410
Beginning Responsibility--Taking Care of Things  F 0411
Beginning Responsibility--Lunchroom Manners  F 5271
CoCo on the Desert  F 0612
The Fire House Dog  F 0439
Helpers in the City

The Story of the Wholesale Market  F 5607
The Wheat Farmer  F 0785
Lands and Waters of Our Earth  F 5379
Let's Share with Others  F 0455
Neighbors Are Different  F 5010
Policeman Walt Learns His Job  F 5498
Postman Rain or Shine  F 5499
What is a Neighborhood?  F 5147

Aims Company
Guidance -- Let's Have Respect
Guidance -- What's Right

Coronet
Conservation for Beginners

McGraw-Hill
Families and Jobs
Families and Rules
Families and Learning
Mothers and What They Do
Fathers and What They Do

In the City

Lion (owned by the District)
Groups  F 5260

F 0430
F 0224
--Being on Time  F 0409
--Books and Their Care  F 0410
--Taking Care of Things  F 0411
--Lunchroom Manners  F 5271
--35
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<td>Man is a social animal who lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.</td>
<td>Sovereignty of the nation-state in the community of nations</td>
</tr>
<tr>
<td></td>
<td>Industrialization-urbanization syndrome</td>
</tr>
<tr>
<td></td>
<td>Culture</td>
</tr>
<tr>
<td></td>
<td>A. National sovereignty, and cultural independence</td>
</tr>
<tr>
<td></td>
<td>B. Today, nations develop their development</td>
</tr>
<tr>
<td></td>
<td>C. Limitations are not only limited to the modern age among nations</td>
</tr>
<tr>
<td></td>
<td>D. Today, foreign policy is related to the economic development of nations</td>
</tr>
<tr>
<td></td>
<td>A. Historically, it was the case that industrialization was a new commercial sector</td>
</tr>
<tr>
<td></td>
<td>B. The industrialization of people who live in the center of cities</td>
</tr>
<tr>
<td></td>
<td>C. Industrialization was related to urbanization and class hatred both hope and seriousness and danger</td>
</tr>
<tr>
<td></td>
<td>D. With the growth of industrial opportunities comes the uprooting of people</td>
</tr>
<tr>
<td></td>
<td>E. Industrial and class hatred both hope and seriousness and danger</td>
</tr>
<tr>
<td></td>
<td>A. People are more serious about appearance, ideas, and values</td>
</tr>
<tr>
<td></td>
<td>B. People in other countries also benefit from the growth of their economy</td>
</tr>
<tr>
<td></td>
<td>C. People through industrialization that they can improve their life conditions</td>
</tr>
<tr>
<td></td>
<td>D. Individuals and the cultural heritage of people can be improved</td>
</tr>
</tbody>
</table>

HISTORY
GEOGRAPHY
POLITICAL SCIENCE
SOCIOLOGY
ECONOMICS
ANTHROPOLOGY
### SUB-CONCEPTS

<table>
<thead>
<tr>
<th>PTS</th>
<th>SUB-CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>National sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge into such prominence as to form a nation.</td>
</tr>
<tr>
<td>B</td>
<td>Today, nations are more closely interrelated and they are constantly changing in their development and purposes.</td>
</tr>
<tr>
<td>C</td>
<td>Limitations are set by growing technology and population. Modern nations can take only limited actions without consideration for the wishes of other nations, and the modern world is witnessing a giving away of sovereignty to interdependence among nations.</td>
</tr>
<tr>
<td>D</td>
<td>Today, foreign policy is determined by government officials whose understanding is related to the changing role of sovereignty in the twentieth century.</td>
</tr>
</tbody>
</table>

**National Sovereignty**

- A. Historically the process of industrialization is a product of technical advance.  
- B. The industrial process was both cause and effect. It was a product of science and a new commercial age, but it also set into motion several great social movements such as the movement of population from the farms to the cities.  
- C. Industrialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil and wanted to improve their positions were drawn to the center of the industrial complex.  
- D. With the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties.  
- E. Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus, the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and posed many serious and dangerous problems.  

- A. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.  
- B. People in other lands have customs and traditions that have been passed down to them.  
- C. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.  
- D. Individuals and groups of individuals of diverse backgrounds have contributed to our cultural heritage.
A. The student will list the sovereignty factors contributing to the birth of the United States.

B. The student will discuss the effects of mass media and transportation on the interrelationships of

C. The student will diagram the relationship between two countries for any given situation.

D. The student will name some famous leaders, both domestic and foreign, who formulate policy.

A. The student will describe how technology freed farm labor to cities.

B. The student will construct a simple horizontal bar graph showing the total number of farmer and

C. Given the terms farm, town, city, and metropolis, the student will match them to corresponding Russia, and India.

D. The student will identify those things that have happened in the cities as a result of urbanization

E. The student will construct a table showing all of the many services provided by cities today.

A. The student will compare two diverse societies and list the needs/feelings which each shares.

B. The student will list traditions associated with other countries, e.g., pinata, Mexico; queen, E

C. The student will list and describe the past traditions of the Southwest American Indians which th

D. The student will identify the holiday customs of other countries represented in United States hol
BEHAVIORAL OBJECTIVES

1. to the birth of the United States.
2. transportation on the interrelationships of nations.
3. countries for any given situation.
4. world and foreign, who formulate policy.
5. to cities.
6. showing the total number of farmer and urban dwellers in the United States, China, Russia, and India.
7. the student will match them to corresponding illustrations which will represent the United States, China, and cities as a result of urbanization.
8. any services provided by cities today.
9. the needs/feelings which each shares.
10. countries, e.g., pinata, Mexico; queen, England.
11. the Southwest American Indians which they are striving to keep.
12. countries represented in United States holidays.
A society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Industrialization-urbanization syndrome</td>
</tr>
<tr>
<td></td>
<td>Compromise and adjustment</td>
</tr>
<tr>
<td></td>
<td>Interaction</td>
</tr>
</tbody>
</table>

**A.** Historically the process of industrialization.

**B.** The industrial process was both cause and also set into motion several great social cities.

**C.** Industrialization has provided jobs and need and wanted to improve their positions without struggle.

**D.** With the growth of cities came slums with dire needs for labor and immigration. Then came an urbanization.

**E.** Industrial and commercial growth gave rise to the industrialization-urbanization syndrome has posed many serious and dangerous problems.

**A.** Compromise and adjustment are the keys to survival and conflict.

**B.** Man faces the need to compromise and overcome the problems of population.

**C.** Each culture is only a small part of a problem and compromise. Survival depends upon the capacity to compromise.

**D.** Man should recognize compromise and avoidance of weakness or surrender.

**A.** Individuals enter into relationships with each other.

**B.** Within a social system the interaction of individuals.

**C.** Two general types of interaction are common.
The process of industrialization is a product of technical advance. The industrial process was both cause and effect. It was a product of science and a new commercial age, but it set into motion several great social movements such as the movement of population from the farms to the cities.

Industrialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil wanted to improve their positions were drawn to the center of the industrial complex. The growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties.

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

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

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

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

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

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

In a social system the interaction of individuals and groups follows a certain form. The general types of interaction are competition and cooperation.
### Behavioral Objectives

<table>
<thead>
<tr>
<th>A.</th>
<th>The student will list reasons for the industrialization process in the United States.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>The student will list advantages and disadvantages for living in an urban or rural area.</td>
</tr>
<tr>
<td>C.</td>
<td>The student will graph the growth of Las Vegas over the last fifty years.</td>
</tr>
<tr>
<td>D.</td>
<td>The student will give a solution for a given urban problem.</td>
</tr>
<tr>
<td>E.</td>
<td>The student will differentiate between a monopoly, trust, cartel, and merger by stating an example.</td>
</tr>
</tbody>
</table>

A. The student will describe problems faced in the typical American city today because compromise, |
B. The student will successfully solve a given problem by suggesting appropriate alternatives. |
C. The student will arrange a list of important discoveries and inventions in chronological order. |
D. The student will describe the economic necessity for compromise between the United States and B |

A. The student will diagram the interactions still necessary between the farm and city today. |
B. The student will play a given part in a given labor-management dispute and state those ideas whi |
C. The student will identify various divisions of labor in the baking/distribution of a loaf of bread.
BEHAVIORAL OBJECTIVES

1. Analyze the labor-management dispute and state those ideas which his "role" would demand.
2. Discuss the possibility for compromise between the United States and Brazil due to commodities each has that the other wants.
3. Cover the typical American city today because compromise/adjustment are not the rules of the day.
4. Solve a problem by suggesting appropriate alternatives.
5. Cover the progress in technology for living in an urban or rural area.
6. Cover the labor in the baking/distribution of a loaf of bread.
7. Cover the solution process in the United States.
8. Cover the invention and discovery in chronological order.
9. Discuss the necessity between the farm and city today.
10. Cover the problem of oligopoly, trust, cartel, and merger by stating an example of each found in today's business.
Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Morality and choice</td>
</tr>
<tr>
<td></td>
<td>Compromise and adjustment</td>
</tr>
<tr>
<td></td>
<td>Loyalty</td>
</tr>
</tbody>
</table>

A. Morality dictates a standard of decision.

B. Man as a reasoning animal has to make decisions.

C. Morality implies conscience, and thus makes compromise necessary.

A. Compromise and adjustment are required in exchange and conflict.

B. Man faces the need to compromise his environment.

C. Each culture is only a small part of the world, and compromise. Survival depends on compromise.

D. Man should recognize compromise as a sign of weakness, not as surrender.

A. Loyalty is the willing devotion of life, idea, or process.

B. Loyalty processes are those means by which representatives are processes that should be important.

C. The legislative process by which representatives are processes that should be important.
A. Morality dictates a standard of value.

B. Man as a reasoning animal has the opportunity to make free choices but must accept responsibility for these decisions.

C. Morality implies conscience, and choice implies responsibility.

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

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

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

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

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

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

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

D. Loyalty to ideas such as human dignity, equality of opportunity, and freedom of speech and religion are important.
<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student will identify reasons for the many riots/demonstrations going on today.</td>
</tr>
<tr>
<td>B. The student will name reasons why taxation and the draft are an integral part of American life today.</td>
</tr>
<tr>
<td>C. The student will describe reasons why some of our more famous presidents were considered famous.</td>
</tr>
<tr>
<td>A. The student will describe how he can more effectively get more allowance (economic) even though</td>
</tr>
<tr>
<td>B. The student will cite examples of famous men who were compromising and those who were uncomprising.</td>
</tr>
<tr>
<td>C. The student will describe problems early American Colonists had with their English counterparts.</td>
</tr>
<tr>
<td>D. The student will identify those elements important for compromise and those that are not important.</td>
</tr>
<tr>
<td>A. The student will name some famous Americans who gave their life for their country.</td>
</tr>
<tr>
<td>B. The student will name three acts as loyal to the United States and three unpatriotic ones.</td>
</tr>
<tr>
<td>C. The student will construct a scrapbook including a calendar of our most important holidays with other relevant materials.</td>
</tr>
</tbody>
</table>
| D. The student will identify important elements to any written constitution such as those in the Unio
BEHAVIORAL OBJECTIVES

- Observations going on today.
- Are an integral part of American life today.
- Famous presidents were considered famous.
- Get more allowance (economic) even though he has little say-so in his household (political).
- Compromising and those who were uncompromising.
- Patriots had with their English counterparts.
- Compromise and those that are not important.
- Their life for their country.
- States and three unpatriotic ones.
- Reckoner of our most important holidays with a brief statement or two on origination and meaning of each holiday.
- Ten constitution such as those in the United States Constitution.
<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sovereignty of the nation/state in the community of nations</td>
<td>A. National sovereignty exists where countries come into such prominence as to form a nation</td>
</tr>
<tr>
<td></td>
<td>B. Today, nations are more closely interdependent</td>
</tr>
<tr>
<td></td>
<td>C. Limitations are set by growing technology without consideration for the wishes or sovereignty to interdependence among nations</td>
</tr>
<tr>
<td></td>
<td>D. Today, foreign policy is determined by the role of sovereignty in the twentieth century</td>
</tr>
<tr>
<td>The interdependence of groups in a complex contemporary society serves as a bond which holds that society together.</td>
<td>Input and output</td>
</tr>
<tr>
<td></td>
<td>A. Many individuals are producers of either goods or services</td>
</tr>
<tr>
<td></td>
<td>B. All individuals are consumers, directly or indirectly</td>
</tr>
<tr>
<td></td>
<td>C. For a stable economy, there must be a balance of supply and demand</td>
</tr>
<tr>
<td>Dignity of man</td>
<td>A. All men are expected to respect the dignity of all others</td>
</tr>
<tr>
<td></td>
<td>B. Human dignity should imply to every citizen</td>
</tr>
</tbody>
</table>


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

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

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

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

Many individuals are producers of either goods or services.

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

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

All men are expected to respect the dignity of all other men.

Human dignity should imply to every citizen the worth of all individuals.
A. The student will name the four factors necessary before a nation can be called a not
ation.

B. The student will construct a diagram showing the interrelationships of nations for a given
region.

C. The student will tell why all flags of the world were placed in Apollo 11 to the moon.

D. The student will demonstrate through the role of a foreign diplomat the relationship
situation.

A. The student will label a list of items as either goods or services.

B. The student will trace on a chart the production of an article.

C. The student will describe the direct relationship between the producer and consumer.

A. The student will demonstrate his ability to deal effectively in conversing with some
body.

B. The student will name the common courtesies that should be followed in greeting a
person.
BEHAVIORAL OBJECTIVES

Before a nation can be called a nation.

Interrelationships of nations for a given political situation.

Were placed in Apollo 11 to the moon.

A foreign diplomat the relationships between his responsibility to his country and to other countries in a diplomatic

oods or services.

of an article.

between the producer and consumer, from the standpoint of how each depends on the other.

effectively in conversing with someone different from him in a role-playing situation.

at should be followed in greeting a new person in the community/school.
Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
<th>A. Every institution has special stature.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td></td>
<td>B. The three primary institutions in An society.</td>
</tr>
<tr>
<td>Power</td>
<td></td>
<td>C. Institutions are creations that develop.</td>
</tr>
<tr>
<td>Social change</td>
<td></td>
<td>D. Every major institution must have one primary function.</td>
</tr>
</tbody>
</table>

A. Power has many connotations to make relations.  
B. Power relationships abound through social change.  
C. Power can either be a goal or the means of achieving a goal.  

A. Change is a neutral process; it may be good or bad.  
B. Some societies change at a more rapid rate than others.  
C. There are many causes for social change:  
   1. Contact between cultures.  
   2. The interaction of new ideas or innovations.  
   3. The development of modern media.  
   4. Innovation as means of meeting needs.
Every institution has special statutes and roles.
The three primary institutions in American society have different effects on individuals within the society.
Institutions are creations that developed from needs of human beings.
Every major institution must have organization and a code of norms and specification.

Power has many connotations to many different people.
Power relationships abound throughout society and societies.
Power can either be a goal or the means to goal attainment.

Change is a neutral process; it may progress or decline.
Some societies change at a more rapid rate of progress than others.

There are many causes for social change such as the following:
1. Contact between cultures.
2. The interaction of new ideas or materials within a culture.
3. The development of modern means of communication and transportation.
4. Innovation as means of meeting the challenge of social, economic, and political problems.
BEHAVIORAL OBJECTIVES

A. The student will chart the elements of the primary social institutions.
B. The student will describe what effects the rules at home have on his role in that institution.
C. The student will describe why the move from farm to city necessitated a demand for more government.
D. The student can identify the various components which go into the makeup of a club.

A. The student will tell how the principal's power differs from that of the President of the United States.
B. The student will name some powerful people in the city, state, and nation and tell why they are powerful.
C. The student will describe what he would gain if he assumed a power role in his classroom.

A. The student will write a short essay explaining whether the following inventions are beneficial: telephone, and electricity.
B. The student will list reasons for great technological advances in the United States.
C. The student will tell how the invention of the airplane, telephone, and printing press has greatly improved life now.
## Behavioral Objectives

1. Describe what effect political institutions have on his role in that institution.
2. Identify why the increased need for more government and education necessitated a demand for more government and education.
3. Discuss the makeup of a club and how it differs from that of the President of the United States.
4. Compare the roles of political institutions in society, state, and nation and tell why they are powerful.
5. Demonstrate a power role in his classroom.
6. Identify whether the following inventions are beneficial or harmful: automobile, television, machine gun, airplane, telephones, and printing press. Discuss how these inventions have greatly changed the life of society in the past and how it has affected it.
SUGGESTED MULTIMEDIA FOR STANDARD FOCAL REFERENCE GUIDES

Ginn
Your Towns and Cities
Laidlaw
Communities and Social Needs
Macmillan
Living in Places Near and Far
Prentice-Hall
People and Their Actions in Social Roles
Science Research Associates
Our Working World
Silver Burdett
People Use the Earth

CONCEPT PENETRATION SOURCES

Suggested that one each of the following be made available for each 20 students.

Allyn and Bacon
Learning About Our Country
Benefic Press
How Communication Helps Us
How We Get Our Dairy Foods
How We Get Our Clothing
How Schools Help Us
How People Earn and Use Money
How Foods Are Preserved
How We Celebrate Our Fall Holidays
How We Celebrate Our Spring Holidays
How Hospitals Help Us
SUGGESTED MULTIMEDIA FOR SOCIOLOGY--LEVEL 3

How People Live in the Big City
How We Get Our Shelter
How Doctors Help Us

Field Educational Publications
The Magic Door
Stranger at Cherry Hill
China Boy

Ginn
Trail Blazers of American History

Holt, Rinehart, and Winston
American Biographies

Houghton Mifflin
Citizens All
Proudly We Hail

Laidlaw
Great Names in American History

Macmillan
They Made America Great

FILMSTRIPS

Churchill
Airport Service
A City is Many Things
Fathers Work
Mothers Work Too

Encyclopaedia Britannica
Our Public Utilities
FILMSTRIPS (cont'd)

   Developing Your Personality
   Community Services
   Children of Many Lands
   Government in Action

McGraw - Hill
Holiday Series, Set I and II
Community Transportation Set

RMI Films
George Washington Carver
Charles A. Lindberg

Society for Visual Education
John Fitzgerald Kennedy
Leading American Negroes
Learning to Live Together

TRANSPARENCIES AND CHARTS (Picture Kits)

Silver Burdett
Families Around the World
Living in the United States
Living in Kenya
Living in France
Living in Japan
Living in Brazil
Columbus Day
Thanksgiving Day
Christmas Around the World
United Nations Day --Brotherhood Week
Lincoln's Birthday
Washington's Birthday
Flag Day--Independence Day

Denoyer-Geppert
Europe (18 pictures) Set WGP2
MAPS, GLOBES, ATLASES

Allyn and Bacon
  Understanding Maps

Benefic Press
  How we Use Maps and Globes

Denoyer-Geppert
  Geocraft 16" Beginners Globe
  Project Problem 16" Slated Outline Globe
  Beginners World Map with Geographical Terms

My Weekly Reader
  Map Studies for Third Grade

Rand McNally
  Which Way? How Far? Where?
  Sullivan Program Geography I, II, III

RECORDS

Bowmar
  Folk Songs of the Americas We85
  Folk Songs of Our Pacific Neighbors
  Patriotic Songs We91

RCA
  Our Country 'Tis of Thee
  Stories of the Civil War

TAPES AND FILM LOOPS (Super 8)

Eye Gate House
  The Desert
  Around the Sun
  Determining Position by Latitude and Longitude
16mm FILMS  (Owned by the District)

Clark County Media Operations

Cities
  The City
  Claudius, Boy of Ancient Rome
  Neighborhoods are Different
  Money in the Bank and Out

Community Services
  City Fire Fighters
  Fireman on Guard
  The Mailman
  Policeman Walt Learns His Job
  Policeman, Day and Night
  Story of the Wholesale Market
  Airport in the Jet Age
  The Busy Airport
  Bakery Beat
  The Truck Driver
  Trucks and Trains
  Tugboats and Harbors
  Your Friend the Doctor
  Our Postoffice
  Community Helpers– The Sanitation Department
  The Busy Harbor

Family Life and General Interest
  Our Family Works Together
  Courtesy for Beginners
  What do Fathers Do?
  What Does Our Flag Mean?
  What is a Map?
  What is a Neighborhood?
  Where Does our Food Come From?
  Where Does our Meat Come From?

Famous People
  Abraham Lincoln
Boyhood of Abraham Lincoln
Andrew Jackson
Boyhood of Thomas Edison
Christopher Columbus
Daniel Boone
Johnny Appleseed (Legend of)

Inventions
Using Maps--Measuring Distance
A Space Flight Around the Earth
Communication for Beginners
The Cuckoo Clock That Wouldn't Cuckoo
How Machines and Tools Help Us
Machines that Move Earth
Pipes in the House
An Airplane Trip by Jet

Rural-Urban
Farm Animals
The Dairy Farm
Dairy Farm to Door
Farmer Don and the City
Farmyard Babies
Autumn on the Farm
One Day on the Farm
George’s New Suit--Where Clothing Comes From
The Tree
Poultry Farm to Market
River Valley
Truck Farm to Train
Food Store
Sheep and Shepherds

Society
Beginning Responsibility--Doing Things for Ourselves
Beginning Responsibility--Doing Things for Other People
Beginning Responsibility--Rules at School
Beginning Responsibility--Taking Care of Things
Beginning Responsibility--Using Money Wisely
16mm FILMS (con.'d)

Aims
  Fireboat Ready for a Run
  Transportation by Helicopters
  Guidance...Let's Have Respect
  Guidance...What's Right?

Avis
  Children of Hawaii

Coronet
  We Explore Mountain Life

Encyclopaedia Britannica
  Yugoslav Boy: Story of Frane
  The Orange Grower
  Midland Metropolis
  If You Could See the Earth
  South Pacific Island Children

McGraw-Hill
  Cities and Protection
  Cities and Recreation
  Cities and Transportation
  Cities and Commerce
  O'er the Ramparts we Watched
  Japanese Village Life
  Cities and Government
  Children of the Fort
Culture is a total lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and perceives as he adapts to his world.

Conflict—its origin, expression, and resolution

Social change

Empathy

A. Common
B. Social
C. The provision

A. Change
B. Social
C. The provision

A. Empathy
B. Empathy
C. The provision
ON CONCEPTS | SUB-CONCEPTS
---|---
Conflict—its origin, expression, and resolution | A. Conflict is characteristic of the growth and development of individuals and of civilization as a whole.

B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.

C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether with classmates, between individuals and the state, or between nations to be used throughout life.

Social change | A. Change is a neutral process; it may progress or decline.

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

C. There are many causes for social change such as the following:
   1. Contact between cultures.
   2. The interaction of new ideas or materials within a culture.
   3. The development of modern means of communication and transportation.
   4. Innovation as means of meeting the challenge of social, economic, and political problems.

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

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

C. The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.
A. The student will describe orally how he would play with children from different cultures in different terms.

B. The student will demonstrate by his behavior how he will behave when he attends his classes in different terms.

C. The student, in a situation where he is in conflict with a classmate, will demonstrate by his behavior how he will react in different terms.

A. The student will identify changes man made in the construction of the wheel (start from its invention to its decline).

B. The student will state which of two given societies progressed the fastest.

C. The student, given eight pictures representing a variety of modes of transportation used in the past, will describe how these have made a change in our life compared to our modern methods and orally explain how these have made a change in our life compared to our current methods.

A. The student will view pictures of faces showing happiness, sadness, and others and describe the expressions.

B. The student, after viewing pictures showing families in varying situations, will describe how it would feel to be in those situations.

C. The student will act out how another child his age would feel if he lost his pet.
BEHAVIORAL OBJECTIVES

- children from different cultures in different places including the school.
- behave when he attends his classes in school, in religious school, at a birthday party, and at a movie.
- classmate, will demonstrate by his behavior that he is able to resolve the problem and remain on friendly
- construction of the wheel (start from its invention) and state whether the change process represents progress or
- pressed the fastest.
- of modes of transportation used in the past one hundred years to the present, will correctly identify the
- a change in our life compared to our grandparents.
- ess, sadness, and others and describe the emotions he sees.
- varying situations, will describe how he feels and how each member of the family feels in that situation.
- feel if he lost his pet.
GENERALIZATION

Every cultural system is an interconnected series of ideas and patterns for behavior in which changes in one aspect generally lead to changes in other segments of the system.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compromise and adjustment</td>
<td>A. Compromise and adjustment are the keys to survival and conflict.</td>
</tr>
<tr>
<td>Social control</td>
<td>B. Man faces the need to compromise and adjust to his surroundings.</td>
</tr>
<tr>
<td>Social change</td>
<td>C. Each culture is only a small part of a product of adjustment and compromise. Survival depends on social control and compromise.</td>
</tr>
</tbody>
</table>

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

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

A. Change is a neutral process; it may progress or regress.

B. Some societies change at a more rapid rate of the population.

C. There are many causes for social change such as:
   1. Contact between cultures.
   2. The interaction of new ideas or materials with existing ideas or materials.
   3. The development of modern means of communication.
   4. Innovation as means of meeting the challenges of change.
SUB-CONCEPTS

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

Face the need to compromise and adjust to his physical, economic, social, political, and religious findings.

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

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

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

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

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

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

- Contact between cultures.
- The interaction of new ideas or materials within a culture.
- The development of modern means of communication and transportation.
- Innovation as means of meeting the challenge of social, economic, and political problems.
<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student will demonstrate by his behavior on the playground in a game situation that he is able suggesting a compromising solution.</td>
</tr>
<tr>
<td>B. The student will pick out from a group of pictures portraying clothing those suited for the climate.</td>
</tr>
<tr>
<td>C. The student will put in chronological order a set of pictures portraying various types of communication, what adjustments each device meant to man.</td>
</tr>
<tr>
<td>A. The student will orally name the people who keep law and order at home, in the school, and in the community.</td>
</tr>
<tr>
<td>B. The student will explain what would happen to the community if there were no policemen to enforce law and order.</td>
</tr>
<tr>
<td>A. The student will describe the student grouping changes he notices in the classroom and on the playground.</td>
</tr>
<tr>
<td>B. The student will demonstrate his understanding that a person's routine often changes by describing the changes in his own routine.</td>
</tr>
<tr>
<td>C. The student will state the ways society changed as a result of the airplane.</td>
</tr>
</tbody>
</table>
BEHAVIORAL OBJECTIVES

- Found in a game situation that he is able to resolve conflict with another student over whose turn it is, by explaining those suited for the climate in Las Vegas and explain why he made his choice.
- Portraying various types of communication devices (past 100 years to present) and will explain orally at home, in the school, and in the community.
- Order if there were no policemen to enforce law and order.
- Notices in the classroom and on the playground and will tell why he thinks such changes occur.
- Son's routine often changes by describing how his daily routine is altered if his mother gets sick.
- Of the airplane.
The customs and beliefs of people are often made more understandable by studying them in terms of the social interrelations among types of individuals, group status, and roles in social action.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
<th>SUB-</th>
</tr>
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</table>
|                | Social change | A. Change is a neutral process; it may progress or decrease.  
|                |            | B. Some societies change at a more rapid rate of progress.  
|                |            | C. There are many causes for social change such as:  
|                |            | 1. Contact between cultures.  
|                |            | 2. The interaction of new ideas or materials with existing culture.  
|                |            | 3. The development of modern means of communication.  
|                |            | 4. Innovation as means of meeting the challenge of change.  
|                | Interaction | A. Individuals enter into relationships with a great number of other individuals.  
|                |            | B. Within a social system the interaction of individuals is most important.  
|                |            | C. Two general types of interaction are competition and conflict.  
|                |            | D. The basis of all human interaction is found in social structure.  
|                | Empathy    | A. Empathy is the concept of demonstrating the ability to identify with or be similar to the responses of others.  
|                |            | B. Empathy is a basic function in society in relation to other individuals.  
|                |            | C. The ability to exert empathy depends on the amount of understanding a person or a problem.  

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

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

There are many causes for social change such as the following:
1. Contact between cultures.
2. The interaction of new ideas or materials within a culture.
3. The development of modern means of communication and transportation.
4. Innovation as means of meeting the challenge of social, economic, and political problems.

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

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

Two general types of interaction are competition and cooperation.

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

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

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

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

SUB-CONCEPTS

- Change is a neutral process; it may progress or decline.
- Some societies change at a more rapid rate of progress than others.
- There are many causes for social change such as the following:
  1. Contact between cultures.
  2. The interaction of new ideas or materials within a culture.
  3. The development of modern means of communication and transportation.
  4. Innovation as means of meeting the challenge of social, economic, and political problems.
- Individuals enter into relationships with a great number of individuals and groups.
- Within a social system the interaction of individuals and groups follow a certain form.
- Two general types of interaction are competition and cooperation.
- The basis of all human interaction is found in social systems.
- Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.
- Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.
- The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.
### BEHAVIORAL OBJECTIVES

<table>
<thead>
<tr>
<th>A.</th>
<th>The student will identify changes man made in the construction of the wheel (start from its invention to its decline).</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>The student will state which of two given societies progressed the fastest.</td>
</tr>
<tr>
<td>C.</td>
<td>The student, given eight pictures representing a variety of modes of transportation used in the past, will choose modern methods and orally explain how these have made a change in our life compared to our grandparent's life.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A.</th>
<th>The student will demonstrate by his behavior that he is able to make a new student feel welcome.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>The student will demonstrate by his behavior in free class time and recess that he is able to get along with others.</td>
</tr>
<tr>
<td>C.</td>
<td>The student will demonstrate by his behavior in a game situation in physical education or recess that he is able to work as a team.</td>
</tr>
<tr>
<td>D.</td>
<td>The student will describe orally some activities that involve his family group.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A.</th>
<th>The student will view pictures of faces showing happiness, sadness, and others and describe the emotion shown.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>The student, after viewing pictures showing families in varying situations, will describe how he feels about each family.</td>
</tr>
<tr>
<td>C.</td>
<td>The student will act out how another child his age would feel if he lost his pet.</td>
</tr>
</tbody>
</table>
BEHAVIORAL OBJECTIVES

- Make a new student feel welcome.
- Make recess that he is able to get along with classmates and follow school rules.
- In physical education or recess that he has the spirit to win, yet follows the rules and practices
- In family group.
- In times, and others and describe the emotions he sees.
- In situations, will describe how he feels and how each member of the family feels in that situation.
- If he lost his pet.
SUGGESTED MULTIMEDIA FOR ANTHROPOLOG

STANDARD FOCAL REFERENCE GUIDES

American Book Company
See and Say Books and Records (must be purchased in quantities of 10 per title)
- Round Trip
- Think First
- So What
- Welcome
- New Faces
- Look At Me
- Keep Up
- Just Stop It
- It's Mine

Harper & Row
Discussion Pictures for Beginning Social Science

Holt, Rinehart & Winston
Words In Action

Language Arts
- Myself
- Other People Around Me
- Motor - Perceptual Learning
- Verbal Communication

CONCEPT PENETRATION SOURCES

Benefic Press
- You and Your Family
- You and Others
- You and Your Friends
- I Am Here
- My Family and I
- I Can Do It
- Community Friends
- I Live In The City

Churchill

Bowmar
Fath
Do
My

Holt, Rinehart & Winston
Will
Laidlaw
Pep

Learning
My

Silver Burdett
Fami

Society for Family
School
Nei

Franklin
A Tri
City
BESTED MULTIMEDIA FOR ANTHROPOLOGY--KINDERGARTEN

Animals We Know
Going and Coming
Going To School
In Our Class
In Our School
How People Live in the Big City
How Families Live

Bowmar
Father Is Big
Do You Know What?
My Tricycle and I

Holt, Rinehart & Winston
William, Andy and Ramon

Laidlaw
People At Home

Learning Arts
My Family My Home

Silver Burdett
Families Around the World

Society for Visual Education
Families At Work and Play
School Helpers
Neighborhood Friends and Helpers

Franklin Watts
A Trip Through School
City Workers

FILMSTRIPS
Churchill 207
FILMSTRIPS (cont'd)

They Need Me
Mothers Work Too
Father's Work

Educational Electronics
Life in a Nutshell

Encyclopaedia Britannica
The Home Community
Shelter
Developing Your Personality
Guidance Stories
Safety Tales
A City is Many Things

McGraw-Hill
Children's Word Series
How We Get Our Homes
Families Around the World

Society for Visual Education
Robert and His Family
True Community Helper Series
Learning to Live Together

MAPS, GLOBES, ATLASES

Rand McNally
Primary Globe #16-5002-C

RECORDS

Decca
The Little House
Singing Across the Land
Falkway Scholastic Record
Sounds of My City

R.C.A.
Around the Block, Around the World
What Do You Want To Be When You Grow Up?

16mm FILMS (Owned by the District)

Clark County Media Operations

Building a House  F5029
Let's Build a House  F5524
The New House - Where it Comes From  F0586
Pipes in the House  F5173
What Do Fathers Do  F5613
Allen is my Brother  F5569
Our Family Works Together  F5596
Beginning Responsibility: Books and Their Care  F0410
Beginning Responsibility: Doing Things for Ourselves in School  F5270
Beginning Responsibility: Rules at School  F5273
Beginning Responsibility: Taking Care of Things  F0411
Courtesy for Beginners  F5582
The Cautious Twins  F0209
Farmer Don and the City  F5197
The Dairy Farmer  F0786
One Day on the Farm  F5417
Our Community  F0476
Neighborhoods Are Different  F5010
What is a Neighborhood  F5147
The City  F5012
Bicycle Rules of the Road  F5575
The Big Wide Highway  F5277
I'm no Fool as a Pedestrian  F5182
Safety Belt for Susie  F5602
Healthy Families  F0100
Living and Growing  F0621
In Case of Fire - Fire Drills and Fire Safety  F0868
### 16mm FILMS (cont’d)

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>F0425</td>
<td>City Fire Fighters</td>
</tr>
<tr>
<td>F0439</td>
<td>The Firehouse Dog</td>
</tr>
<tr>
<td>F5214</td>
<td>Playground Safety (second edition)</td>
</tr>
<tr>
<td>F5434</td>
<td>Primary Safety: In the School Building</td>
</tr>
<tr>
<td>F5435</td>
<td>Primary Safety: On the School Playground</td>
</tr>
<tr>
<td>F5442</td>
<td>Safety After School</td>
</tr>
<tr>
<td>F5603</td>
<td>Safety Rules for School</td>
</tr>
<tr>
<td>F5560</td>
<td>Farm Animals (second edition)</td>
</tr>
<tr>
<td>F0275</td>
<td>Farm Babies and their Mothers</td>
</tr>
<tr>
<td>F0276</td>
<td>Farmyard Babies</td>
</tr>
<tr>
<td>F0441</td>
<td>The Fireman (second edition)</td>
</tr>
<tr>
<td>F5496</td>
<td>Firemen - On Guard</td>
</tr>
</tbody>
</table>

### Aims
- Guidance - Let's Have Respect
- Guidance - What's Right
- What Mothers Do
- Houses Ahead
- Dairy Farm Today

### Bailey Films
- We Live in A Trailer

### Coronet
- Fairness for Beginners
- Your Family
- The Fun of Making Friends

### Film Associates of California
- Getting Angry
- Growing Up - Growing Older
- Danish Farm Family

### McGraw - Hill
- Families & Jobs
- Families & Rules
- Families & Learning
- Cities & Shelter
**GENERALIZATION CONCEPTS**

**Culture**
- People appear to improve through interaction.
- Individuals distributed within a certain group and tradition.
- People appear in appeal to the same fundamental human problems.
- Vehicles include empathy, family, home, neighborhood, school, farm, safety & health.

**Interaction**
- Study of practically any behaviors and beliefs among primitive people, no matter how unusual, is of direct relevance to understanding our own complex culture. It appears that humans everywhere shape their beliefs and behaviors in response to the same fundamental human problems.

**Empathy**
- The ability to understand and share the feelings of another.
- People in appeal to the same fundamental human problems.

**Vehicles**
- Family, home, neighborhood, school, farm, safety & health.

**Study of practically any behaviors and beliefs among primitive people, no matter how unusual, is of direct relevance to understanding our own complex culture. It appears that humans everywhere shape their beliefs and behaviors in response to the same fundamental human problems.
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<tr>
<th>CONCEPTS</th>
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<tbody>
<tr>
<td>Culture</td>
<td>A. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.</td>
</tr>
<tr>
<td></td>
<td>B. People in other lands have customs and traditions that have been passed down to them.</td>
</tr>
<tr>
<td></td>
<td>C. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.</td>
</tr>
<tr>
<td></td>
<td>D. Individuals and groups of individuals of diverse background have contributed to our cultural heritage.</td>
</tr>
<tr>
<td>Interaction</td>
<td>A. Individuals enter into relationships with a great number of individuals and groups.</td>
</tr>
<tr>
<td></td>
<td>B. Within a social system the interaction of individuals and groups follows a certain form.</td>
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<td>A. Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.</td>
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<td>C. The ability to exert empathy depends on the amount of knowledge and experiences one has when attempting to understand a person or a problem.</td>
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</table>
BEHAVIORAL OBJECTIVES

A. The student, given a picture of a child with a different appearance from his, will orally describe similarly.

B. The student will describe orally the differences in our own style of clothing as compared with a picture and tell why he and the person in the example dress as they do.

C. The student will describe orally a food that has long been associated with a given country and describe.

D. The student will describe orally some contributions given to our culture from the Indian, the Negro, and.

A. The student will construct a drawing showing how people are involved with other people every day in.

B. The student will describe orally several rules that he follows in school which provides for more order.

C. The student will display a spirit to win and good sportsmanship in a game situation.

D. The student will orally compare his learning activities which are similar in school and home.

A. The student will orally describe his feelings should a change in his family's structure occur.

B. The student will demonstrate by his behavior at school that he is able to work and play with his class.

C. The student will demonstrate his interest in people from other countries with different cultures by checking on the people talked about in class.
BEHAVIORAL OBJECTIVES

At appearance from his, will orally describe similar feelings that they might both have.

Own style of clothing as compared with a picture of a person from another country in his native dress and
they do.

Been associated with a given country and describe some modern advances made by that country.

Ven to our culture from the Indian, the Negro, and the Pilgrim.

People are involved with other people every day in many activities such as work, recreation, or in the family.

Follows in school which provides for more orderly activities with his classmates, e.g., taking turns in a game.

Manship in a game situation.

Us which are similar in school and home.

Change in his family's structure occur.

That he is able to work and play with his classmates cooperatively.

On other countries with different cultures by checking out, from the school library, books related to those
**GENERALIZATION**

Explanation of human behavior is essentially one-sided and incomplete unless information about man’s biological, cultural, social, and psychological characteristics is taken into account, together with information about man’s biophysical environment.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
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<tbody>
<tr>
<td>Habitat and its significance</td>
<td>A. Man affects and is affected by his natural environment.</td>
</tr>
<tr>
<td></td>
<td>B. Habitat is the resource base of man’s social interactions.</td>
</tr>
<tr>
<td></td>
<td>C. Water in the form of oceans, rivers, agriculture, communication, transportation.</td>
</tr>
<tr>
<td></td>
<td>D. Landforms influence climate and the physical environment.</td>
</tr>
<tr>
<td></td>
<td>E. Climate influences ways of living.</td>
</tr>
<tr>
<td></td>
<td>F. Habitat tends to direct man until he acts in accordance with its demands.</td>
</tr>
<tr>
<td></td>
<td>G. International problems are often caused by the shortage of resources.</td>
</tr>
<tr>
<td></td>
<td>H. Rituals, ceremonies, and superstitions play a significant role in social behavior.</td>
</tr>
<tr>
<td>Culture</td>
<td>A. People are much alike in feelings and actions.</td>
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<td></td>
<td>B. People in other lands have customs and beliefs that differ from their own.</td>
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<td></td>
<td>C. People throughout the world today are experiencing Social change at the same time, making changes to improve their quality of life.</td>
</tr>
<tr>
<td>Social change</td>
<td>D. Individuals and groups of individuals are adapting to new situations.</td>
</tr>
<tr>
<td></td>
<td>A. Change is a neutral process; it may produce either beneficial or harmful effects.</td>
</tr>
<tr>
<td></td>
<td>B. Some societies change at a more rapid pace than others.</td>
</tr>
<tr>
<td></td>
<td>C. There are many causes for social change:</td>
</tr>
<tr>
<td></td>
<td>1. Contact</td>
</tr>
<tr>
<td></td>
<td>2. The interaction of new ideas or materials with old ones</td>
</tr>
<tr>
<td></td>
<td>3. The development of modern means of transportation and communication</td>
</tr>
<tr>
<td></td>
<td>4. Innovation as means of meeting the challenges of the 21st century.</td>
</tr>
</tbody>
</table>
Man affects and is affected by his natural environment.

Habitat is the resource base of man's society.

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

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

Climate influences ways of living.

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

International problems are often caused by geographic conditions.

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

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

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

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

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

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

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

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

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

A. The student will pick out from a variety of pictures depicting different climates those pictures representing each climate.

B. The student, given a variety of pictures portraying various types of homes, both animals' and people's, will describe the differences in construction.

C. The student will demonstrate his understanding of the difference between a lake, a river, and an ocean by using the appropriate words.

D. The student will portray a desert scene which shows the food, shelter, or clothing for this climate.

E. The student will view a film such as "Homes Around the World" and orally describe why different types of homes are constructed.

F. The student will explain orally why many Indians built homes like the type that was portable.

G. The student, given a picture of a watering hole for cattle with the explanation that it lies between the lake and the river, will describe its significance.

H. The student will orally explain why Indians living in a desert climate might have different types of homes.

A. The student, given a picture of a Japanese child playing, will describe orally the things that he or she might have.

B. The student will describe orally the Doll Festival in Japan and explain why it has remained a part of the culture.

C. The student, given pictures representing American patriotic holidays such as the Fourth of July and Independence Day, will describe why they are celebrated.

D. The student will draw a picture depicting how individuals or groups of individuals with different backgrounds have contributed to the American culture.

A. The student will orally describe how his own family may experience a change, e.g., the arrival of a new baby or a move.

B. The student, given pictures of Las Vegas and another city of lesser growth, will orally explain why Las Vegas is different.

C. The student will arrange the pictures of various means of transportation in chronological order.
BEHAVIORAL OBJECTIVES

1. Acting different climates those pictures representing a desert climate like that in Las Vegas.
2. Various types of homes, both animals' and people's from different cultures, will identify who lives in each home.
3. Difference between a lake, a river, and an ocean by identifying pictures of each.
4. Food, shelter, or clothing for this climate.
5. Willie World" and orally describe why different climates influence the design and various types of materials used in homes like the type that was portable.
6. Title with the explanation that it lies between two ranches, will explain some problems that the ranch owners have with the desert climate might have different types of dances and ceremonies from Indians living in a colder climate.
7. Singing, will describe orally the things that he and the child in the picture might both enjoy doing or have in common and explain why it has remained a part of their culture for years.
8. Patriotic holidays such as the Fourth of July and Memorial Day, will orally describe these holidays and explain why experience a change, e.g., the arrival of a new baby, a relative moving in, or a brother or sister getting of lesser growth, will orally explain why Las Vegas is growing so rapidly.
9. Of transportation in chronological order.
Practically all the significant differences in behavior among human populations, including expression of attitudes, intelligence, and other psychological characteristics, are understandable as learned cultural patterns rather than biologically inherited characteristics.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
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<tbody>
<tr>
<td>Culture</td>
<td>A. People are much alike in feelings and behavior.</td>
</tr>
<tr>
<td></td>
<td>B. People in other lands have customs and traditions.</td>
</tr>
<tr>
<td></td>
<td>C. People throughout the world today are influenced by the same time, making changes to improve their lives.</td>
</tr>
<tr>
<td></td>
<td>D. Individuals and groups of individuals influence each other.</td>
</tr>
<tr>
<td>Social change</td>
<td>A. Change is a neutral process; it may occur.</td>
</tr>
<tr>
<td></td>
<td>B. Some societies change at a more rapid rate than others.</td>
</tr>
<tr>
<td></td>
<td>C. There are many causes for social change:</td>
</tr>
<tr>
<td></td>
<td>1. Contact between cultures.</td>
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<tr>
<td></td>
<td>2. The interaction of new ideas or methods.</td>
</tr>
<tr>
<td></td>
<td>3. The development of modern means of communication.</td>
</tr>
<tr>
<td></td>
<td>4. Innovation as means of meeting the needs of the time.</td>
</tr>
<tr>
<td>Interaction</td>
<td>A. Individuals enter into relationships with others.</td>
</tr>
<tr>
<td></td>
<td>B. Within a social system the interaction of interests and values influences cultural development.</td>
</tr>
<tr>
<td></td>
<td>C. Two general types of interaction are competition and cooperation.</td>
</tr>
<tr>
<td></td>
<td>D. The basis of all human interaction is communication.</td>
</tr>
</tbody>
</table>
### SUB-CONCEPTS

- We are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.
- People in other lands have customs and traditions that have been passed down to them.
- People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.
- Individuals and groups of individuals of diverse background have contributed to our cultural heritage.
- Change is a neutral process; it may progress or decline.
- Societies change at a more rapid rate of progress than others.
- There are many causes for social change such as the following:
  - Contact between cultures.
  - The interaction of new ideas or materials within a culture.
  - The development of modern means of communication and transportation.
  - Innovation as means of meeting the challenge of social, economic, and political problems.
- Individuals enter into relationships with a great number of individuals and groups.
- In a social system the interaction of individuals and groups follows a certain form.
- General types of interaction are competition and cooperation.
- The basis of all human interaction is found in social systems.
A. The student will show that he has learned to share with others by demonstrating this behavior.

B. The student will orally explain why Orientals use chopsticks as compared to his using silverware.

C. The student will state orally three things the Japanese have done to improve their way of life.

D. The student, given pictures of Japanese children playing with kites or other items, will tell why it is important to play.

A. The student, given a series of pictures of clothing from different countries, will orally describe its uses, e.g., work, party, a formal dinner, fishing, swimming, and horseback riding.

B. The student will state three reasons why most American people have changed rapidly while the Oriental has not.

C. The student will state whether or not he thinks the Chinese coolies changed very much as a result of their life, and support his answer with examples.
BEHAVIORAL OBJECTIVES

with others by demonstrating this behavior without being told at lunchtime, using materials, and in games.

chopsticks as compared to his using silverware.

ese have done to improve their way of life.

ing with kites or other items, will tell how he has feelings and activities similar to those of the Japanese.

from different countries, will orally describe why people wear different clothing or costumes for different activities, swimming, and horseback riding.

merican people have changed rapidly while the American Indians have changed little.

Chinese coolies changed very much as a result of their contacts in building the first continental railroad and
STANDARD FOCAL REFERENCE GUIDES

Benefic Press
   You and Your Friends (charts)

David Cook
   Teaching Pictures (charts)

Harper and Row
   Discussion Pictures for Beginning Social Studies (charts)

Holt, Rinehart and Winston
   Words and Actions (charts)

Language Arts
   Motor Perceptual Learning (charts)
   Verbal Communications (charts)
   Other People Around Me (charts)
   Myself (charts)

Safety Pictures
   Children Around the World (charts)

Silver Burdett
   "The Earth, Home of People"—to accompany Families and Their Needs (charts)
   Christmas Around the World (charts)
   Families Around the World (charts)
   Living in Kenya (charts)
   Living in France (charts)
   Living in Japan (charts)
   Living in Brazil (charts)

Society for Visual Education
   School Helpers (charts)

Franklin Watts
   A Trip Through the School (charts)
SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY--LEVEL 1

GUIDES

CONCEPT PENETRATION SOURCES (BOOKS)

Allyn and Bacon
Learning About Our Neighbors
Learning About Our Families

Benefic Press
You Visit a Fire Station
You Visit a Steamship-Airport
You Visit a Newspaper, Television Station
You Visit a Museum, Library
You Visit a Dairy, Clothing Factory
You Visit a Sugar Refinery

My School Room
My Days at School
All About My School
I Go to School
My Friends and I
My Family and I
I Can Do
I Live in a City
Community Friends
Pets and Other Animals

Uni-Kit A - Supplementary Books
How People Earn and Use Money
How Foods are Preserved
How We Get Our Cloth
How Schools Help Us
How We Celebrate Our Fall Holidays
How Hospitals Help Us
How Airplanes Help Us
How We Celebrate Our Spring Holidays
How People Live in the Big City
How We Use Maps and Globes
How We Get Our Shelter
How Doctors Help Us
CONCEPT PENETRATION SOURCES (cont'd)

Bowmar
Do You Know What?
Father is Big
My Tricycle and I
Three Baby Chicks
Watch Me Indoors

Follett
Exploring With Friends

Laidlaw
People at Home
Families and Their Needs
Communities and Social Needs

Prentice - Hall
People and Their Social Actions (Man in Action Series)

Science Research Associates
Our Working World

Silver Burdett
Families and Their Needs

FILMSTRIPS AND SLIDES

Churchill
Mothers Work Too
Fathers Work
They Need Me
A City is Many Things
Airport Service

Education Electronics
Life in a Nutshell - Set 1
Encyclopaedia Britannica
Guidance Stories
The Neighborhood Community
Safety Tales - Walt Disney
Families Around the World
The City Community (consists of the following:)
Here is the City
Business in the City
Living in the City

McGraw - Hill
Our Friends - The American Indians
Children of Europe Series
Children of Latin America Series
Christmas in Many Lands
Children of Pioneer Times
Holiday Series, Set I
How We Get Our Homes - Set II
Transportation Set
Cities and Protection
Cities and Recreation
Cities and Manufacturing
Families and Shelters
Families and Jobs
Families and Transportation
Cities and Commerce
O'er the Ramparts We Watched
Japanese Village Life
Cities and Government
Children of the Fort
Families and Rules
Families and Learning

Society for Visual Education
Robert and His Family, 1967
Learning to Live Together, 1961
The True Community Helper's Series
MAPS, GLOBES, AND ATLASES

Rand McNally
Going Places Series (Primary - U.S. Desk Maps)
Which Way?
  - Student text
  - Activity book
  - Teacher's edition
How Far?
  - Student text
  - Activity book
  - Teacher's edition
Where?
  - Student text
  - Activity book
  - Teacher's edition

Basic Curriculum Series - Reference materials
(one each for each primary classroom, 1-4)
  - Transportation and You
  - Our American Flag
  - Clothing and You
  - Communication and You
  - Communities and You
  - Food and You
  - Shelter and You

RECORDS

Decca
  - Let's Sing While We Work and Play
  - Singing Across the Lands
  - The Little House
  - Sounds of My City

R.C.A.
  - Around the Block, Around the World
  - What Do You Want To Be When You Grow Up?
  - Hardtrack and Railroad Songs
16 mm FILMS  (Owned by the District)

Clark County Media Operations

Anthropology
- The Eskimo in Life and Legend - The Living Stone  F0878
- Life of a Primitive People - Africa  F1131
- Man and His Tools  F0589
- Eskimo Children  F0044
- Eskimo Family  F0162
- Indians of the Plains - Life in the Past  F5566
- The Peoples of Africa  F1359
- Greek Children  F0056
- China, The Land of the People  F0040
- Children of Germany - In the Rhineland  F0037
- Italian Children - Harvest Time in Umbria  F0063
- Children of Japan  F0039
- Japanese Boy - The Story of Taro  F0663
- Children of Holland  F0038
- Mexican Boy - The Story of Pablo  F0871
- Mexican Children  F0071
- Arabian Children  F0773
- Norwegian Children - Farming on a Fjord  F0080
- Spanish Children  F0613
- Switzerland - Life in a Mountain Village  F0873
- Claudius - Boy of Ancient Rome  F0847
- People of the Congo - The Mangbetu  F0082
- Homes Around the World  F5109
- Foods Around the World  F5584

Economics
- A Bone for Spotty  F0504
- Economics: It's Elementary  F5195
- Your Thrift Habits  F0514
- The Clothes We Wear  F5521
Film Associates
I Live in Hawaii
Food of Southeast Asia
Boy of Southeast Asia
Man Makes a Desert

McGraw - Hill
Cities and Government
Cities and Manufacturing
Cities and Geography
Cities and Commerce

Sterling
Village Family - Crete
All Kinds of People
Pioneer Village

Aims (New Films Recommended for Purchase)
Food Preservation
Dairy Farm Today
Fireboat - Ready for a Run
House Ahead
Silk - Cocoon to Clothing
Transportation by Helicopters
Guidance - Let's Have Respect
Guidance - What's Right?
Community Helpers
Cleaners and Laundries
Night Community Helpers
Transportation by Bus
Communications Help the Community
Trucks and Truck Transportation

Avis
Children of Hawaii

Coronet
Boy of India
Boy of Japan
Life of a Philippine Family
There is no undisputed evidence of significant differences in ability or intelligence among major racial groupings of the world.

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<td>Dignity of man</td>
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<td>Causation</td>
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### ZATION

<table>
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<tr>
<th>CONCEPTS</th>
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| Habitat and its significance | A. Man affects and is affected by his natural environment.  
B. Habitat is the resource base of man's society.  
C. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade.  
D. Landforms influence climate and the provision of food, shelter, and clothing.  
E. Climate influences ways of living.  
F. Habitat tends to direct man until he accepts or alters it.  
G. International problems are often caused by geographic conditions.  
H. Rituals, ceremonies, and superstition of various people may be related to their physical environment. |
| Dignity of man | A. Religions have developed a belief in the reverence of human life.  
B. Most men are expected to respect the dignity of all other men.  
C. Human dignity should imply to every citizen the worth of all individuals.  
D. Worth of an individual cannot be judged by accomplishments or social position. |
| Causation | A. There is a relationship of cause and effect.  
B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.  
C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the facts involved in the causal chain. A single act may bring about several effects which seemingly become more isolated as the series of effects expands.)  
D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action. |
BEHAVIORAL OBJECTIVES

A. The student, given a series of pictures of different types of workers, will identify each by name.
B. The student will identify the types of dwellings used by people living in polar, tropical, and arid areas.
C. The student will draw pictures or models of the different kinds of boats required to navigate a kayak, and a sailboat.
D. The student will draw a mural showing how the landforms of Holland affect the climate, soil, and waterways.
E. The student, given pictures of people from different climate areas, will explain how each might adjust.
F. The student will prepare for an imaginary journey to various places and countries by drawing and writing about what they might see and do.
G. The student will identify geographic features from a map, e.g., oceans, lakes, plains, rivers.
H. The student will compare a given foreign native folk dance with those found in our country and explain why they are different.

A. The student will draw a picture of the building used for religious services.
B. The student, using the kind of response of his choice such as behavior, writing, talking, and teachers, and other adults.
C. The student will draw pictures showing times when he should not disturb the rights of others.
D. The student, given a description of an effect, will state some possible causes.

A. The student will explain why fire is dangerous and destructive and tell what methods man uses to control it.
B. The student will draw pictures showing houses before and after improvements.
C. The student will explain why we have crosswalks and traffic lights and tell what might happen if we did not have them.
BEHAVIORAL OBJECTIVES

of workers, will identify each by name, e.g., baker, farmer, plumber, and banker.

people living in polar, tropic, arid, wet, and temperate climates.

t kinds of boats that are required to travel on different kinds of given waterways, e.g., the Queen Mary,

sof Holland affect the climate, shelter, and clothing of the people.

mate areas, will explain how each must adapt to their climate.

rious places and countries by drawing a sketch showing the kind of clothing he will take for each place.

o, e.g., oceans, lakes, plains, rivers, and mountains.

nce with those found in our country by listing the similarities and differences.

religious services.

ch as behavior, writing, talking, and explaining, will describe how children should treat their parents,

ould not disturb the rights of others, e.g., when someone is sleeping, when you are in a library.

me some possible causes.

uctive and tell what methods man uses to control fire.

d after improvements.

traffic lights and tell what might happen if they were not properly used and observed.
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<td></td>
<td>B. Man faces the need to compromise and surroundings.</td>
</tr>
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<td></td>
<td>C. Each culture is only a small part of a problem.</td>
</tr>
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<td></td>
<td>D. Man should recognize compromise and it is not a sign of weakness or surrender.</td>
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<td>A. Man affects and is affected by his natural environment.</td>
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<td>B. Habitat is the resource base of man's social, economic, and cultural development.</td>
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<td></td>
<td>C. Water in the form of oceans, rivers, and lakes is a major factor in agriculture, communication, transportation, and industry.</td>
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<td>D. Landforms influence climate and the potential for settlement and development.</td>
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<td></td>
<td>E. Climate influences ways of living.</td>
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<td></td>
<td>F. Habitat tends to direct man until he accepts and responds to its conditions.</td>
</tr>
<tr>
<td></td>
<td>G. International problems are often caused by conflicting interests over natural resources.</td>
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<tr>
<td></td>
<td>H. Rituals, ceremonies, and superstition of all cultures are largely based on the need to adapt to or control the environment.</td>
</tr>
<tr>
<td>Culture</td>
<td>A. People are much alike in feelings and needs.</td>
</tr>
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<td>B. People in other lands have customs and traditions that are different from those of their own society.</td>
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<tr>
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<td>C. People throughout the world today are striving for the same time, making changes to improve the quality of life.</td>
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<tr>
<td></td>
<td>D. Individuals and groups of individuals of different cultures can work together to solve problems and improve conditions.</td>
</tr>
</tbody>
</table>
promise and adjustment are the keys to successfully facing political, economic, social, and religious change.

Conflict:

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

Culture is only a small part of a product of its own invention and discovery; it is the result of adjustment.

Should recognize compromise and adjustment as a natural evolutionary concept and not to interpret it as an of weakness or surrender.

Affects and is affected by his natural environment.

It is the resource base of man's society.

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

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

State influences ways of living.

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

National problems are often caused by geographic conditions.

Facts, ceremonies, and superstition of various people may be related to their physical environment.

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

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

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

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

A. The student, given a depiction of a neighborhood where all of the residents are friendly, cooperative, and tell what he thinks should happen to him or what might happen to him.

B. The student will demonstrate his understanding of the different ways of living by drawing pictures of dwellings found in the different parts of the world used by people from different culture areas such as Mexico, India, or Arabia.

C. The student will draw pictures or make models of the different kinds of given waterways, e.g., rivers, lakes.

D. The student will draw a mural showing how the landforms of Holland affect the climate, soil, and agriculture.

E. The student, given pictures of people from different climate areas, will explain how eachmust use its physical environment to get food and clothing.

F. The student will prepare for an imaginary journey to various places and countries by drawing.

G. The student will identify geographic features from a map, e.g., oceans, lakes, plains, rivers.

H. The student will compare a given foreign native folk dance with those found in our country by drawing.

A. The student, given pictures of different races and nationalities, will state whether or not he or she would want to live in a community where members of the certain race or nationality depicted.

B. The student will draw a picture of a person from some land other than the United States to show the teacher.

C. The student will make an imaginary shopping trip and purchase an outfit or costume of the type of person he would most like to be, such as policeman, sailor, butcher, or merchant.

D. The student, given recorded music from different cultures, will identify the culture to which it belongs.
BEHAVIORAL OBJECTIVES

1. All of the residents are friendly, cooperative, law abiding—except one, will draw a picture of that one that happen to him.

2. Different ways of living by drawing pictures showing activities on a farm and in a city.

3. I like to do in earning money and tell why he would choose such a job.

4. Traffic laws and give his opinion as to whether this treatment is right and proper.

5. Of workers, will identify each by name, e.g., baker, farmer, plumber, and banker.

6. He different parts of the world used by people living in polar, tropic, arid, wet, and temperate climates.

7. Different kinds of given waterways, e.g., the Queen Mary, kayak, and a sailboat.

8. Of Holland affect the climate, shelter, and clothing of the people.

9. Of areas, will explain how each must adapt to their climate.

10. Bus places and countries by drawing a sketch showing the kind of clothing he will take for each place.

11. E.g., oceans, lakes, plains, rivers, and mountains.

12. Place with those found in our country by listing the similarities and differences.

13. Abilities, will state whether or not he has seen or whether he knows individuals in his school, neighborhood, etc. depicted.

14. And other than the United States to show his understanding of other cultures. He may choose from a number of chase an outfit/or costume of the person he would like to portray, e.g., astronaut, cowboy, soldier, etc.

15. Will identify the culture to which it belongs.
The customs and beliefs of people are often made more understandable if we examine them from a combined psychological and cultural perspective.

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| Compromise and adjustment | A. Compromise and adjustment are the key and conflict.  
B. Man faces the need to compromise and surroundings.  
C. Each culture is only a small part of a whole and compromise.  
D. Man should recognize compromise and it as a sign of weakness or surrender. |
| Empathy | A. Empathy is the concept of demonstrating identification with or similar to the response.  
B. Empathy is a basic function in society.  
C. The ability to exert empathy depends on the ability to understand a person or a problem. |
| Freedom and equality | A. Freedom refers to the relative absence of external control.  
B. In the Western world equality has come to mean opportunity.  
C. Taken to extremes, freedom may mean the absence of freedom.  
D. This concept of equality is an abstract notion of the individual with the equality of opportunity for all. |
promise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.

Faced the need to compromise and adjust to his physical, economic, social, political, and religious findings.

Culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise.

Should recognize compromise and adjustment as a natural evolutionary concept and not to interpret as a sign of weakness or surrender.

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

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

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

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

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

In extreme cases, freedom may mean chaos and equality may become the tyranny of the majority.

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

A. The student will make a written comparison of two hunting trips, e.g., deer hunting trip in Nevada vs. mode of travel, guides, supplies, and the risks.

B. The student will explain his views as to why man is permitted to hunt certain animals at certain times of the year, population to available food and sustenance.

C. The student, given a series of pictures of immigrants to America, will identify the country of those in each picture.

D. The student will identify whether certain activities come under the headings of choices, rules, and laws.

A. The student will give his preference about things to do at the circus, e.g., watch clowns, animals, or make a painting he would rather have with him at the time.

B. The student can give a logical explanation for the day-to-day rules of being courteous and polite.

C. The student, given a picture (e.g., the vanishing American), will describe his own feelings as to what has happened in the picture.

A. The student will explain why there are times in the classroom when he is free to talk as much as he wants.

B. The student will explain why the conditions of the performance of drawing a picture may be equal.

C. The student will explain the results of granting a toddler too much freedom, e.g., wander or play on their own.

D. The student will identify certain laws that all men must obey without any exceptions at all.
BEHAVIORAL OBJECTIVES

trips, e.g., deer hunting trip in Nevada and an African Safari for big game, indicating equipment, suggested to hunt certain animals at certain seasons and tell how this law relates the need of limiting the animal.

a Rica, will identify the country of the immigrants.

nder the headings of choices, rules, customs, or laws.

he circus, e.g., watch clowns, animals, circus acts, and take the rides, and tell who in the class he
day rules of being courteous and polite and tell how these rules have the character of reciprocity.

tan), will describe his own feelings as they are related to the emotional impact of the subject in the

om when he is free to talk as much as he likes, and other times when this is not permissible.

cence of drawing a picture may be equal for two students, yet the outcome may not be of equal quality.

much freedom, e.g., wander or play in streets, and tell why some limitations are set up for the toddler.

ey without any exceptions at all.
Analysis of the implications or functions of cultural behavior must take into account the explicit beliefs and intentions of the people involved. Analysis must also be made of the unnoticed, unintended further consequences called latent functions of particular acts and beliefs.

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<td>Conflict--its origin, expression, and resolution</td>
<td>A. Conflict is characteristic of the growth and development of human society.</td>
</tr>
<tr>
<td>Culture</td>
<td>B. Society is constantly pressured to respond to conflict in order to maintain social stability.</td>
</tr>
<tr>
<td>Empathy</td>
<td>C. This concept is developed to assist the student in understanding the perspectives of others.</td>
</tr>
<tr>
<td>A. People are much alike in feelings and needs, a concept known as empathy.</td>
<td></td>
</tr>
<tr>
<td>B. People in other lands have customs and traditions that are different from our own.</td>
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</tr>
<tr>
<td>C. People throughout the world today are striving to improve their quality of life.</td>
<td></td>
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<tr>
<td>D. Individuals and groups of individuals of diverse backgrounds experience conflict.</td>
<td></td>
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</tbody>
</table>

A. Empathy is the concept of demonstrating the ability to understand and share the feelings of others. |
B. Empathy is a basic function in society in relation to understanding others' problems. |
C. The ability to exert empathy depends on the ability to understand a person or a problem.
SUB-CONCEPTS

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

Is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield students from the fact of its existence, we should make them aware of the origins of conflict and help develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.

Is developed to assist the student to acquire satisfactory patterns of conflict resolution whether mates, between individuals and the state, or between nations to be used throughout life.

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

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

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

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

is the concept of demonstrating the ability to understand others through one’s self-responses that are with or similar to the responses of others.

A basic function in society in relation to sharing the attitudes and behavior of others.

Try to exert empathy depends on the amount of knowledge and experiences one has when attempting to understand or a person or a problem.
BEHAVIORAL OBJECTIVES

A. The student will orally explain the problems he has faced and tell whether or not he thinks others have faced similar problems.

B. The student will orally state his plans for a picnic, including a list of all the articles he would bring.

C. The student will tell how some cake and cartons of milk brought by the PTA should be apportioned.

A. The student will select a cultural entity which he would like to learn more about and give reasons for his selection.

B. The student will draw a picture of the instrument used predominately in a given culture.

C. The student will be able to identify the major occupations of various lands, e.g., sheep raising in Arizona, in Hawaii, and salmon in Alaska.

D. The student will be able to explain all the steps taken from producer to consumer in the production of the piano, a folk dance, a country fair, or an assembly program in which the school band is featured.

A. The student, given a series of pictures about the emotions people feel, will be able to classify the pictures as happy, sad, and pitiful.

B. The student will explain why the Indians were so sad at the disappearance of the American buffalo.

C. The student will describe orally what he feels the adult reaction to death is like.
and tell whether or not he thinks others have faced similar problems.

Judging a list of all the articles he would bring.

brought by the r-TA should be apportioned among the people in his classroom.

like to learn more about and give reasons for his choice.

predominately in a given culture.

ions of various lands, e.g., sheep raising in Australia, fishing in Portugal, wine making in France, pineapples

from producer to consumer in the production of some simple form of entertainment, e.g., a person playing
program in which the school band is featured.

ions people feel, will be able to classify the feelings he has when looking at them, e.g., sad, glad, funny,

the disappearance of the American buffalo (bison) from the open plains of the West.

reaction to death is like.
### SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY

#### STANDARD FOCAL REFERENCE GUIDES

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laidlaw</td>
<td>Families and Social Needs</td>
</tr>
<tr>
<td>Prentice - Hall</td>
<td>People and Their Social Actions (Man in Action Series)</td>
</tr>
<tr>
<td>Silver Burdett</td>
<td>Communities and Their Needs</td>
</tr>
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<td>SRA</td>
<td>Our Working World, Grade Two</td>
</tr>
</tbody>
</table>

#### CONCEPT PENETRATION SOURCES

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefic Press</td>
<td>How We Get Our Dairy Foods</td>
</tr>
<tr>
<td></td>
<td>How We Get Our Clothing</td>
</tr>
<tr>
<td></td>
<td>How Foods Are Preserved</td>
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<td>How We Get Our Cloth</td>
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<td></td>
<td>How We Celebrate Our Fall Holidays</td>
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<td></td>
<td>How We Celebrate Our Spring Holidays</td>
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<td>How We Get Our Shelter</td>
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<td>How Doctors Help Us</td>
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<td>Community Friends</td>
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<tr>
<td>Franklin</td>
<td>Clothes From Head to Toe</td>
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<td></td>
<td>Food From Farm to Family</td>
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<tr>
<td>Silver Burdett</td>
<td>Homes Around the World</td>
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<td>Pets Around the World</td>
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<td>Fun Around the World</td>
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<td>Schools Around the World</td>
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<td>Work Around the World</td>
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**FILMSTRIP**

<table>
<thead>
<tr>
<th>Publisher</th>
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</thead>
<tbody>
<tr>
<td>Church</td>
<td>Cope</td>
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<tr>
<td>Encyclopédie</td>
<td>Food</td>
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<td></td>
<td>Shelter</td>
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<td>Needs</td>
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<td>How Doctors Help Us</td>
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<td>Community Friends</td>
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**TRANSPA**

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Title</th>
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<tbody>
<tr>
<td>Society</td>
<td>The</td>
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<tr>
<td></td>
<td>(Farm)</td>
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</tbody>
</table>
SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY--LEVEL 2

FILMSTRIPS

Churchill
Cotton Clothing

Encyclopaedia Britannica
Food
Shelter
Neighborhood Community

Filmstrip House
Our Geography

Jam Handy
My Neighborhood

McGraw-Hill
Holiday Series, Set I
How We Get Our Homes

Society for Visual Education
The Home Community
(Food - Clothing - Shelter)

TRANSPARENCIES AND CHARTS (Study Prints)

Society for Visual Education
Postal Helpers
Dairy Helpers
Fire Department Helpers
Supermarket Helpers
School Helpers
Neighborhood Friends and Helpers
Keeping the City Clean and Beautiful
Moving Goods for People in the City
Police Department Helpers
MAPS, GLOBES, ATLASSES

Benefic Press
How We Use Maps and Globes

Denoyer - Geppert
Geocraft 16" Beginners Globe

Rand McNally
Which Way? How Far? Where?

16mm FILMS (Owned by the District)

Clark County Media Operations
Building a House--F5029
The Clothes We Wear-- F5521
City Fire Fighters-- F0425
Everyone Helps In a Community--F0998
The Food Store--F0783
George's New Suit--Where Clothing Comes From F5339
Your Friend The Doctor--F0122
Helpers at Our School--F5347
Truck Farm to Store--F5502
Where Does Our Meat Come From--F5490
Your Daily Bread--F0207
Milk-- F0112
New House, The--Where It Comes From--F0586
One Day On The Farm-- F5417
Pipes In The House-- F5173

Aims
Dairy Farm Today
Silk-- Cocoon to Clothing

McGraw - Hill
Families and Shelter
Contrary to beliefs still widely held, individuals who are the products of racial mixing or interbreeding are frequently superior to their pure-blooded parents in strength, stature, and other characteristics. This phenomenon of hybrid vigor is well known among many species of lower animals and plants as well.
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>SUB-CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morality and choice</td>
<td>A. Morality dictates a standard of value.</td>
</tr>
<tr>
<td></td>
<td>B. Man as a reasoning animal has the opportunity to make free choices but must accept responsibility for these decisions.</td>
</tr>
<tr>
<td></td>
<td>C. Morality implies conscience and choice implies responsibility.</td>
</tr>
<tr>
<td>Habitat and its significance</td>
<td>A. Man affects and is affected by his natural environment.</td>
</tr>
<tr>
<td></td>
<td>B. Habitat is the resource base of man's society.</td>
</tr>
<tr>
<td></td>
<td>C. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication,</td>
</tr>
<tr>
<td></td>
<td>transportation, and trade.</td>
</tr>
<tr>
<td></td>
<td>D. Landforms influence climate and the provision of food, shelter, and clothing.</td>
</tr>
<tr>
<td></td>
<td>E. Climate influences ways of living.</td>
</tr>
<tr>
<td></td>
<td>F. Habitat tends to direct man until he accepts or alters it.</td>
</tr>
<tr>
<td></td>
<td>G. International problems are often caused by geographic condition.</td>
</tr>
<tr>
<td></td>
<td>H. Rituals, ceremonies, and superstition of various people may be related to their physical environment.</td>
</tr>
<tr>
<td>Interaction</td>
<td>A. Individuals enter into relationships with a great number of individuals and groups.</td>
</tr>
<tr>
<td></td>
<td>B. Within a social system the interaction of individuals and groups follows a certain form.</td>
</tr>
<tr>
<td></td>
<td>C. Two general types of interaction are competition and cooperation.</td>
</tr>
<tr>
<td></td>
<td>D. The basis of all human interaction is found in social systems.</td>
</tr>
</tbody>
</table>
BEHAVIORAL OBJECTIVES

A. The student will name ways used in our society to effect more desirable moral standards and behavior.

B. The student will identify from a list of items those particular ones that most clearly contribute to: apathy.

C. The student will write the names and/or titles of those officials, agencies, and institutions whose responsibilities it is to see that society.

A. The student will locate on a map of the Southwest the general areas in which various Indian tribes was used by those Indians.

B. The student will describe life among the Southwestern tribes before the time of their being put on reservations.

C. The student will orally explain where he would prefer to live giving reasons for his choice.

D. The student will state how the landforms affect a given area in terms of climate, food, shelter, and resources for human habitation.

E. The student will orally make comments telling how residents in Alaska are influenced by the climate.

F. The student will orally explain why some native villages are built on stilts or poles in the wet-land.

G. The student will give an oral report describing the problems the countries of the world might have as it relates to the land.

H. The student will explain how the primitive Hawaiian ritual of worshipping the fire goddess was related to their beliefs.

A. The student will choose one person from a list of public officials and professional people and explain how he views individuals and groups.

B. The student will give an oral report describing how a city government is organized.

C. The student will categorize games played during the physical education period as either competitive or cooperative.

D. The student will order a list of social systems as to their importance to him.
BEHAVIORAL OBJECTIVES

desirable moral standards and behavior patterns.

ones that most clearly contribute to: (1) man's contentment and happiness, and (2) man's frustrations

ties, agencies, and institutions whose responsibility it is to control crime and criminal elements in our

areas in which various Indian tribes lived and state his opinions as to why that particular location

before the time of their being put on reservations.

giving reasons for his choice.

in terms of climate, food, shelter, and clothing and tell why such an area might be a desirable site

in Alaska are influenced by the climate.

built on stilts or poles in the wet-land climates.

he countries of the world might have over fishing rights in the Pacific Ocean.

worshipping the fire goddess was related to the physical environment.

als and professio. al people and explain how that person enters into relationships with a great number of

ternment is organized.

education period as either competitive or cooperative.

stance to him.
Anthropologists and other scientists have discovered no human biological characteristics that are unaffected by life experiences and environmental conditions. Conversely, no human characteristics of thought or action can be regarded as unaffected by genetically inherited biological factors.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Habitat and its significance</td>
<td>A. Man affects and is affected by his-</td>
</tr>
<tr>
<td></td>
<td>B. Habitat is the resource base of man</td>
</tr>
<tr>
<td></td>
<td>C. Water in the form of oceans, rivers, agriculture, communication, transport</td>
</tr>
<tr>
<td></td>
<td>D. Landforms influence climate and the distribution of living</td>
</tr>
<tr>
<td></td>
<td>E. Climate influences ways of living</td>
</tr>
<tr>
<td></td>
<td>F. Habitat tends to direct man until he is forced from it</td>
</tr>
<tr>
<td></td>
<td>G. International problems are often connected with habitat</td>
</tr>
<tr>
<td></td>
<td>H. Rituals, ceremonies, and superstitions are linked to habitat</td>
</tr>
<tr>
<td>Culture</td>
<td>A. People are much alike in feelings and actions</td>
</tr>
<tr>
<td></td>
<td>B. People in other lands have customs</td>
</tr>
<tr>
<td></td>
<td>C. People throughout the world today are aware of the same time, making changes to their environment</td>
</tr>
<tr>
<td></td>
<td>D. Individuals and groups of individuals are affected by the environment</td>
</tr>
<tr>
<td>Social change</td>
<td>A. Change is a neutral process; it may be either good or bad</td>
</tr>
<tr>
<td></td>
<td>B. Some societies change at a more rapid rate than others</td>
</tr>
<tr>
<td></td>
<td>C. There are many causes for social change</td>
</tr>
<tr>
<td></td>
<td>1. Contact between cultures</td>
</tr>
<tr>
<td></td>
<td>2. The interaction of new ideas or needs</td>
</tr>
<tr>
<td></td>
<td>3. The development of modern means of transportation</td>
</tr>
<tr>
<td></td>
<td>4. Innovation as means of meeting new challenges</td>
</tr>
</tbody>
</table>


Irat is the resource base of man's society. The water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, culture, communication, transportation, and trade. Climate influences climate and the provision of food, shelter, and clothing. Culture influences ways of living. Tradition tends to direct man until he accepts or alters it. National problems are often caused by geographic conditions. Rituals, ceremonies, and superstition of various people may be related to their physical environment. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs. People in other lands have customs and traditions that have been passed down to them. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life. Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

Change is a neutral process; it may progress or decline. Some societies change at a more rapid rate of progress than others. There are many causes for social change such as the following: Contact between cultures, the interaction of new ideas or materials within a culture, the development of modern means of communication and transportation, innovation as means of meeting the challenge of social, economic, and political problems.
BEHAVIORAL OBJECTIVES

A. The student will participate in an oral discussion and state the similarities he has observed in
   B. The student will explain why a given house is built of certain materials.
   C. The student will explain his opinions on how floods might best be controlled or eliminated.
   D. The student will give his version of why few people live in high mountain ranges.
   E. The student will state why the life of the people is different in Florida as compared to Alaska.
   F. The student will point out on a world map the homeland of Eskimos, African tribesmen, American
   G. The student will list the advantages for both the United States and Canada's use of the Great
   H. The student will choose the holiday observed in America which he likes best and tell his reason.
   A. The student will make a comparison of dissimilar cultures and tell what needs and feelings the
   B. The student will choose one culture from a given list of cultural groups, e.g., American or Chinese.
   C. The student will tell ways in which he feels life is better for the Indians today than it was when
   D. The student will make a list of products used in America that are shipped in from other countries.
   A. The student will list three changes in his school life from the previous year.
   B. The student will be able to tell why California has changed more rapidly than more isolated areas.
   C. The student will make a list of all the modern conveniences we enjoy because of new scientific
   and amusement.
<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>and state the similarities he has observed in the study of climate regions.</td>
</tr>
<tr>
<td>of certain materials.</td>
</tr>
<tr>
<td>might best be controlled or eliminated.</td>
</tr>
<tr>
<td>live in high mountain ranges.</td>
</tr>
<tr>
<td>different in Florida as compared to Alaska.</td>
</tr>
<tr>
<td>land of Eskimos, African tribesmen, American Indians, and Arabs and will list the clothing worn in these</td>
</tr>
<tr>
<td>United States and Canada's use of the Great Lakes.</td>
</tr>
<tr>
<td>America which he likes best and tell his reasons for choosing that one.</td>
</tr>
<tr>
<td>cultures and tell what needs and feelings they might have in common.</td>
</tr>
<tr>
<td>list of cultural groups, e.g., American or Oriental and describe three unique cultural features.</td>
</tr>
<tr>
<td>better for the Indians today than it was when their society was primitive.</td>
</tr>
<tr>
<td>America that are shipped in from other countries.</td>
</tr>
<tr>
<td>from the previous year.</td>
</tr>
<tr>
<td>changed more rapidly than more isolated areas.</td>
</tr>
<tr>
<td>veniences we enjoy because of new scientific developments of recent years, e.g., communication, transportation,</td>
</tr>
</tbody>
</table>
Although the people of the world may be roughly and arbitrarily divided into different races or major groups based on physical characteristics, there are no pure races and probably never have been. There are large numbers of individuals who are intermediate in racial characteristics so that no sharp boundaries can be drawn separating the Negroid, Caucasoid, and Mongoloid peoples.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
<th>STATEMENTS</th>
</tr>
</thead>
</table>
|                | Compromise and adjustment | A. Compromise and adjustment are the keys to success and conflict.  
                        |                      | B. Man faces the need to compromise and adjust to surroundings.  
                        |                      | C. Each culture is only a small part of a product of adjustment and compromise. Survival depends upon it as a sign of weakness or surrender.  
                        |                      | D. Man should recognize compromise and adjustment as a sign of weakness or surrender.  |
|                | Interaction | A. Individuals enter into relationships with a great deal of empathy.  
                        |                      | B. Within a social system the interaction of individuals is a small part of a product of adjustment and compromise.  
                        |                      | C. Two general types of interaction are competition and cooperation.  
                        |                      | D. The basis of all human interaction is found in society.  |
|                | Empathy    | A. Empathy is the concept of demonstrating the ability to understand another’s perspective or feelings.  
                        |                      | B. Empathy is a basic function in society in relation to the ability to understand a person or a problem.  
                        |                      | C. The ability to exert empathy depends on the amount of empathy one has.  |
omnise and adjustment are the keys to successfully facing political, economic, social, and religious change in conflict.

aces the need to compromise and adjust to his physical, economic, social, political, and religious readings.

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

ould recognize compromise and adjustment as a natural evolutionary concept and not to interpret its sign of weakness or surrender.

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

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

eral types of interaction are competition and cooperation.

asis of all human interaction is found in social systems.

y is the concept of demonstrating the ability to understand others through one's self-responses that are cal with or similar to the responses of others.

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

ility to exert empathy depends on the amount of knowledge and experiences one has when attempting to tand a person or a problem.
A. The student will describe methods used by him to get his own way at home for various reasons, e.g. then tell whether he thinks this will work for him in the future.

B. The student will describe how the activity of bargaining constitutes compromise and adjustment.

C. The student will give his explanation of why English is the language of America rather than French.

D. The student will recall some disagreement or struggle in which he was involved and give his version disposition or solution of the controversy.

A. The student will draw a simple cartoon depicting the interaction between farm, city, and factory.

B. The student will name the three parties involved in the arbitration of a new labor dispute.

C. The student will choose one commodity from a list and name all the people involved in its production.

D. The student will select the one official or other community helper he knows most about and explain

A. The student will draw cartoons of people depicting happiness, sadness, disapproval, enjoyment, an

B. The student, given a set of pictures depicting emotions, will select one he likes best and render hi:

C. The student, during a musical period, will participate in dancing to those songs he prefers and "sit
on way at home for various reasons, e.g., more dessert, more TV viewing, and staying up a little later, 

institutes compromise and adjustment.

language of America rather than French or some other language.

ich he was involved and give his version of just how compromise and adjustment entered into the final 

action between farm, city, and factory.

itration of a new labor dispute.

be all the people involved in its production, sale, and distribution.

helper he knows most about and explain his version of the duties and importance of that man.

ess, sadness, disapproval, enjoyment, anger, or other expressions of emotions.

ill select one he likes best and render his own drawing of the picture he selected.

ancing to those songs he prefers and "sit out" those that have little attraction for him.
STANDARD FOCAL REFERENCE GUIDES

Educational Development Laboratories
Study Skills Kit (Social Science)

Laidlaw
Communities & Social Needs

Macmillan
Living in Places Near and Far

Prentice - Hall
People and Their Actions (Man in Action Series)
People and Their Actions in Social Roles (Man in Action Series)

CONCEPT PENETRATION SOURCES

Allyn - Bacon
Understanding Maps

Benefic Press
How People Live in the Big City
How We Get Our Shelter
How Doctors Help Us
How Foods are Preserved
How We Use Maps and Globes
How We Get Our Dairy Foods
How People Earn and Use Money

Children's Press
Enchantment of America Series

Hammond
My State (Nevada)
Flags of American History

Houghton - Mifflin
Citizens All
Proudly We Hail
BESTED MULTIMEDIA FOR ANTHROPOLOGY--LEVEL 3

Lyons and Carnahan
  Red Feather - A Book of Indian Life & Tales
  Red Feather's Homecoming
  Morning Star
  Indian Legends of Eastern America

Silver Burdett
  Living in the United States
  The Earth the Home of the People

Society for Visual Education
  Postal Helpers
  Dairy Helpers
  How People Travel in the City
  Moving Goods for People in the City
  Children of North America

FILMSTRIPS AND SLIDES

Churchill
  A City Is Many Things
  They Need Me
  Fathers Work
  Mothers Work Too

McGraw - Hill
  How We Get Our Homes
  Community Transportation Set
  The History of the American Negro Series

RMI
  George Washington Carver (Record and Filmstrip)

Warren Schloat
  Exploding the Myths of Prejudice (Sound Filmstrip)
TRANSPARENCIES

American Education
   Indian Before White Man

Instructo Products Company
   Negro History
   U.S. Maps

MAPS AND ATLASES

Nystrom
   United States Map
   Map Symbol Chart With Geographic Terms

Rand McNally
   Revised Rand McNally Classroom Atlas

RECORDS

R.C.A.
   Folk Songs of the Americas
   Patriotic Songs

16mm FILMS (Owned by the District)

Clark County Media Operations
   An Airplane Trip by Jet  F0647
   The City  F5012
   Communication for Beginners  F5302
   Farmer Don and the City  F5197
   Helpers in Our Community  F5348
   Helpers Who Came to Our House  F0447
   What is a Neighborhood  F5147
   A Boy of the Navajos  F5091
Hopi Indian Village Life F5110
Bonanza F1055
Early Nevada F0203
Ghost Towns of Virginia City F0760
Ghosts of the Golden West F0201
Nevada - Land of Surprises F0205
Nevada and Its Natural Resources F0206
Eskimo Children F0044
Calgary the Living West F1412
Mexican Boy - The Story of Pablo F0871
Mexican Children F0071
Meat - From Range to Market - Production, Processing, and Distribution F5030

Aims
Food Preservation
Dairy Farm Today
Fireboat - Ready for a Run
House Ahead
Silk - Cocoon to Clothing
Transportation by Helicopters
Guidance - Let's Have Respect

Avis
Children of Hawaii

Coronet
Conservation for Beginners
We Explore Mountain Life

Encyclopaedia Britannica
South Pacific Children
Man's use of the land is seldom the result of any single physical factor. Rather, such utilization is determined by the interplay of a number of phenomena, both physical and cultural.

### GENERALIZATION

**Habitat and its significance**

### CONCEPTS

- A. Man affects an
- B. Habitat is the re
- C. Water in the fo
- D. Landforms infl
- E. Climate influen
- F. Habitat tends to
- G. International pr

**Geographic approach**

- A. In the field of a
- B. Many different t
- C. The distinctive f
- D. Geography has e
- E. Geography seek
- F. Grouping events

**Causation**

- A. There is a relat
- B. Causation attem
- C. Cause and effec
- D. The fact that eve

**Vehicles**

- Hot-Wet, Hot-Dry Regions
- Learning To Think Geographically
- Our State Nevada
### Habitat and its significance

<table>
<thead>
<tr>
<th>CONCEPTS</th>
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<td>A. Man affects and is affected by his natural environment.</td>
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</tr>
<tr>
<td>C. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade.</td>
<td></td>
</tr>
<tr>
<td>D. Landforms influence climate and the provision of food, shelter, and clothing.</td>
<td></td>
</tr>
<tr>
<td>E. Climate influences ways of living.</td>
<td></td>
</tr>
<tr>
<td>F. Habitat tends to direct man until he accepts or alters it.</td>
<td></td>
</tr>
<tr>
<td>G. International problems are often caused by geographic conditions.</td>
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</tr>
</tbody>
</table>

### Geographic approach

| A. In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnections among things and events that are thus associated. |
| B. Many different kinds of processes of change are operating on the face of the earth. There are physical processes, biotic processes, economic, social, and political processes. |
| C. The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas. |
| D. Geography has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena. |
| E. Geography seeks understanding of the causes and consequences of differences from place to place on the earth. |
| F. Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them. |

### Causation

| A. There is a relationship of cause and effect. |
| B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us. |
| C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects which seemingly become more isolated as the series of effects expands.) |
| D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action. |
### Behavioral Objectives

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>A.</strong></td>
<td>The student will make maps in the form of a small atlas for two categories—those of the hot-dry land of the Sahara, Gobi, Mojave, American, and Australian deserts and the Amazon, Congo, Malayat.</td>
</tr>
<tr>
<td><strong>B.</strong></td>
<td>The student will, in writing, describe instances of how the culture of people in the American desert vicinities relate to the physical regions.</td>
</tr>
<tr>
<td><strong>C.</strong></td>
<td>The student will locate the major bodies of water, lakes and rivers, on a map of Nevada and describe the American, and Australian regions.</td>
</tr>
<tr>
<td><strong>D.</strong></td>
<td>The student will match statements pertaining to food, shelter, and clothing to the climates.</td>
</tr>
<tr>
<td><strong>E.</strong></td>
<td>The student will give an oral explanation of at least three ways in which climate has affected the physical regions.</td>
</tr>
<tr>
<td><strong>F.</strong></td>
<td>The student will name at least two instances in which man has altered conditions that are influenced by American, and Australian.</td>
</tr>
<tr>
<td><strong>G.</strong></td>
<td>The student will name three examples of American Indian ceremonial dances that relate to the physical regions.</td>
</tr>
</tbody>
</table>

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<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>A.</strong></td>
<td>The student will, in writing, describe three geographic relationships shared by desert regions of the United States.</td>
</tr>
<tr>
<td><strong>B.</strong></td>
<td>The student will state in writing two examples of economic and social change in the hot, wet region of the United States.</td>
</tr>
<tr>
<td><strong>C.</strong></td>
<td>The student will diagram the concept of the rain shadow effect on Nevada.</td>
</tr>
<tr>
<td><strong>D.</strong></td>
<td>The student will draw the major physical features of a desert region.</td>
</tr>
<tr>
<td><strong>E.</strong></td>
<td>The student, given a map of Nevada, will point out areas suitable for ranching and farming and name the reasons.</td>
</tr>
<tr>
<td><strong>F.</strong></td>
<td>The student, given a map (physical) of the Southwestern United States, will identify the general areas of the five major deserts.</td>
</tr>
</tbody>
</table>

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<p>| | |</p>
<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong></td>
<td>The student will name and discuss the different patterns and ways of living among people of the hot, wet and cold regions that have occurred in the social, economic, and political five years.</td>
</tr>
<tr>
<td><strong>B.</strong></td>
<td>The student will write a paper about three kinds of change that have occurred in the social, economic, and political five years.</td>
</tr>
<tr>
<td><strong>C.</strong></td>
<td>The student will, in writing, show how factors regarding habitat are interrelated to the culture of the people in the United States.</td>
</tr>
<tr>
<td><strong>D.</strong></td>
<td>The student will write a hypothesis on the geographic differences in places located in hot, wet and cold such differences.</td>
</tr>
</tbody>
</table>
tions for two categories—those of the hot-dry lands and those of the hot-wet lands. Included should be maps of the Arabian deserts and the Amazon, Congo, Malay, and India River basins.

How the culture of people in the American desert has been affected by their environment.

Lakes and rivers, on a map of Nevada and describe the critical importance they have for residents in that area, shelter, and clothing to the climates.

Describe three ways in which climate has affected the patterns of food, dress, and shelter of people in the hot, dry regions.

Describe three ways in which climate has affected the patterns of food, dress, and shelter of people in the hot, dry regions.

Describe how man has altered conditions that are influenced by natural habitat in desert regions, such as Gobi, Atacama, and the desert regions of the world.

Describe relationships shared by desert regions of the world.

Describe economic and social change in the hot, wet regions of the world.

Describe the effect on Nevada.

Describe areas suitable for ranching and farming and name centers of population in that vicinity.

Describe parts of the United States which make up the Great Basin.

Describe and ways of living among people of the hot, wet regions of the world.

Describe changes that have occurred in the social, economic, and political field here in Nevada during the past thirty years.

Describe how the culture of the Yarubas in Nigeria and the inhabitants of the Gobi desert are interrelated to the culture of the Yarubas in Nigeria and the inhabitants of the Gobi desert.

Describe differences in places located in hot, wet and hot, dry regions and support his position with five reasons for...
Each culture tends to view its physical habitat differently. A society's value system, goals, organization, and level of technology determines which elements of the land are prized and utilized.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
</tr>
</thead>
</table>
| Habitat and its significance | A. Historically the process of industrialization-urbanization syndrome started. (2021)  
B. The industrial process was both cause and effect, creating a cycle that also set into motion several great social movements.  
C. Industrialization has provided jobs and new wealth, but it has also posed many serious and dangerous problems.  
D. With the growth of cities came slums with high demand for labor and immigration. Then came  
E. Industrial and commercial growth gave rise to the industrialization-urbanization syndrome and posed many serious and dangerous problems. |
| Interaction | A. Man affects and is affected by his natural environment.  
B. Habitat is the resource base of man's society.  
C. Water in the form of oceans, rivers, and lakes is essential for agriculture, communication, transportation, and recreation.  
D. Landforms influence climate and the provision of resources.  
E. Climate influences ways of living.  
F. Habitat tends to direct man until he accepts a way of life that is consonant with his environment.  
G. International problems are often caused by geographical differences.  
H. Rituals, ceremonies, and superstition of various kinds reflect the influence of nature on human culture. |
| Industrialization-urbanization syndrome | A. Historically the process of industrialization-urbanization started. (2021)  
B. The industrial process was both cause and effect, creating a cycle that also set into motion several great social movements.  
C. Industrialization has provided jobs and new wealth, but it has also posed many serious and dangerous problems.  
D. With the growth of cities came slums with high demand for labor and immigration. Then came  
E. Industrial and commercial growth gave rise to the industrialization-urbanization syndrome and posed many serious and dangerous problems. |
SUB-CONCEPTS

The process of industrialization is a product of technical advance. It was a product of science and a new commercial age, but it also brought about several great social movements such as the movement of population from the farms to the cities. Industrialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil to improve their positions were drawn to the center of the industrial complex.

The growth of cities came with slums and their multitude of social problems. Job opportunities brought about labor and immigration. Then came migration with its uprooting of traditional ties.

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

Man is affected by his natural environment. The resource base of man’s society is the form of oceans, rivers, and lakes covers three-fourths of the earth’s surface influencing climate, weather, communication, transportation, and trade. It influences climate and the provision of food, shelter, and clothing. It influences ways of living. It tends to direct man until he accepts or alters it. Certain problems are often caused by geographic conditions.

Ceremonies, and superstition of various people may be related to their physical environment.

Man enters into relationships with a great number of individuals and groups. Social system the interaction of individuals and groups follows a certain form. Formal types of interaction are competition and cooperation. Most of all human interaction is found in social systems.
BEHAVIORAL OBJECTIVES

A. The student will write an essay explaining the effect of the process of industrialization on the migration of people.
B. The student will explain how the growth of the gaming industry and the Henderson Industrial Park have influenced the local population.
C. The student will write a paragraph(s) explaining why he feels a large segment of Las Vegas population supports immigration.
D. The student will define migration and relate it to reasons for movement within the United States to contemporaneous English society.
E. The student, in an oral discussion, will offer logical opinions as to the position of Indian and black migration.

A. The student will, in writing, explain how the Nevadans have altered and been altered by their natural environment.
B. The student, in an oral report, will tell how people of a given area have made use of natural resources.
C. The student will, in writing, cite facts indicating ways in which water influences the climate, agriculture, and settlement patterns.
D. The student will, in writing, show how climate, food, and shelter in the Sahara Desert have been influenced by the region's geography.
E. The student will state in an oral discussion the influence of climate on the residents of the Sahara Desert.
F. The student will, in writing, tell how the residents have altered certain aspects of their habitat significantly.
G. The student will enumerate items of controversy between Egypt and Israel over the use of the Suez Canal.
H. The student will describe in writing how the physical environment has influenced rituals and superstitions.

A. The student, in a written response, will express his views as to how life in the United States has been influenced by migration.
B. The student will make a list showing the organizational structure of the family in the Fanti tribes.
C. The student, in an oral discussion, will state facts about how the tribes in West Africa cooperated to meet their needs.
D. The student, in a small group discussion, will explain two instances in which interaction took place between the ancient and present educational system of Africa.
Behavioral Objectives

- Of the process of industrialization on the migration from farm to city in the United States over past years.
- Of the development of industry and the Henderson Industrial Park led to the mass movement of people from other areas to Nevada.
- He feels a large segment of the Las Vegas population is attracted to this area.
- Reasons for movement within the United States to the hot-dry lands, and hot-wet lands.
- Opinions as to the position of Indian and black ghetto areas within Las Vegas.

3. Indians have altered and been altered by their natural environment.
   - Of a given area have made use of natural resources and habitat to improve their lives.
   - Ways in which water influences the climate, agriculture, and trade of an area.
   - Food, and shelter in the Sahara Desert has been influenced by the landforms of the region.
   - Influence of climate on the residents of the Sahara Desert and of Nigeria.
   - Have altered certain aspects of their habitat since their having had contact with Western culture.
   - Between Egypt and Israel over the use of the Suez Canal.
   - Natural environment has influenced rituals and superstition among the primitive people.

4. Views as to how life in the United States has been influenced by immigrants.
   - Ethno-social structure of the family in the Fanti tribes.
   - About how the tribes in West Africa cooperated with each other in an effort to provide for their needs and
   - In two instances in which interaction took place between the Fanti and Ashanti tribes and influenced the
The character of a place is the product of the past as well as an interim phase in an ever changing existence.

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<thead>
<tr>
<th>GENERALIZATION</th>
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<td></td>
<td>Social change</td>
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<tr>
<td></td>
<td>Empathy</td>
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</tbody>
</table>
| The character of a place is the product of the past as well as an interim phase in an ever changing existence. | **A.** Change is a neutral process; it may progress.  
**B.** Some societies change at a more rapid rate than others.  
**C.** There are many causes for social change such as:  
1. Contact between cultures.  
2. The interaction of new ideas or material.  
3. The development of modern means of communication.  
4. Innovation as means of meeting the challenge of the future.  |
|                | Historical method and point of view |
|                | **A.** Empathy is the concept of demonstrating the feelings that are identical with or similar to the response of another person.  
**B.** Empathy is the basic function in society in relation to individuals.  
**C.** The ability to exert empathy depends on the ability of the individual to understand a person or a problem.  |
|                | **A.** History is a process; a continuing development.  
**B.** Every citizen who seeks an explanation for a particular event.  
**C.** A historian is an observer who stands amid the events of his day and that his particular place in time and space.  
**D.** All previous observers have received past evolutions in terms of their own particular past evidence of events have been passed or transformed by reinterpretation of other time and space coordinates.  
**E.** A competent citizen should recognize that of the present observer and that he is himself reinterpreting his position in time and space.  
**F.** A student understanding these problems of history is perpetually in the process of selectivity of facts.  He can learn respect for chronology, not becoming a skeptic or cynic.  The student should be selective in his use of past evidence, noting the certitude of one group of facts, evaluation of facts, interpretation of facts, historical method is recognizing and dealing with the selectivity of facts, evaluation of facts, interpretation of facts.  |
|                | **A.** A healthy respect for chronology will develop.  
**B.** Historical method is recognizing and dealing with the selectivity of facts, evaluation of facts, interpretation of facts.  |
SUB-CONCEPTS

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

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

are many causes for social change such as the following:
Contact between cultures.
The interaction of new ideas or materials within a culture.
The development of modern means of communication and transportation.
Innovation as means of meeting the challenge of social, economic, and political problems.

thy is the concept of demonstrating the ability to understand others through one's self-responses
are identical with or similar to the responses of others.
thy is a basic function in society in relation to sharing the attitudes and behavior of others.
ability to exert empathy depends on the amount of knowledge and experience one has when attempting
understand a person or a problem.

cy is a process; a continuing development involving constant change.
A citizen who seeks an explanation for any event should be made to understand he has a "point of view." A historian is an observer who stands "amid the process." This observer must realize events are flowing by
and that his particular place in time and space (his community, profession, church, school) are
influencing and molding his thinking through moral pressure, stereotypes, and other current influences.
Previous observers have received past events from other points of view in time and space.
Their interpretations of events have been passed on to the current observer colored and molded by the influence
of his time and space coordinates.
A competent citizen should recognize that all evidence passed on to him is an interpretation by an earlier
observer and that he himself is reinterpreting an interpretation limited and prejudiced as he is by his own
situation in time and space.
Understanding these problems of a continually changing process can be taught something of
the lively facts. He can learn respect for all evidence and the need to doubt all evidence without
being a skeptic or a cynic. The student should become aware of the need for continual reevaluation of
evidence, noting the certitude of one generation often is labeled fallacious by the next.
Healthy respect for chronology will develop better understanding of the relationships of cause and effect.
Critical method is recognizing and dealing with evidence, epistemology, thesis, hypothesis, point of view,
relation of facts, evaluation of facts, interpretation, chronology, and casual relationships.
A. The student in an oral presentation will compare and/or contrast early day transportation in Nevada. Include railroads, highways, and airlines and comment on the effects of these on the economic and social development of the state.

B. The student will be able to outline in chronological order the events in the development of Nevada's economic growth and expansion.

C. The student will describe how inventions in communication and transportation such as the telephone, telegraph, and railways have affected the state's development.

A. The student will write a paper about the Jesuit Priests, or George Campbell and George Kipp who were companions and exhibited empathy toward the Indians.

B. The student will choose and describe in writing some incident or experience of which he has personal empathy.

C. The student will orally cite two examples or occasions of his having had some contact with other ethnic groups.

A. The student will write his opinions about the influence of the Civil War on the progress of Nevada in the 1860s.

B. The student will make a list of the members of two main families of power, e.g., the Comstock Lode faction.

C. The student will be able to explain in writing the theory that at one time Nevada was covered by a layer of imbedded shells.

D. The student will write an essay on the hardships and tragedies associated with early pioneers who strived to grow crops in the Nevada mountains during the months of snow and cold weather.

E. The student will write a biographical sketch of one of the early settlers who figured prominently in the Comstock.

F. The student, as a history selection writer, will record the events, incidents, and episodes about one of the early towns, Ophir.

G. The student, from a given list of places (towns and cities) in Nevada, will rearrange them in chronological order.

H. The student in an oral discussion will state his opinions about the fund-raising activity practiced during the 1860s and its relation to such activities today.
BEHAVIORAL OBJECTIVES

Contrast early day transportation in Nevada with that of the present time. The student will
the effects of these on the economic and social life of Nevada.
the events in the development of Nevada from statehood to the present pertaining to population
in transportation such as the telephone and railroad helped in the early development of Nevada.
George Campbell and George Kipp who were tribal superintendents, and explain ways in which
sent or experience of which he has personal knowledge that exemplifies the importance of one having
his having had some contact with other ethnic groups that led him to a better understanding of human
the Civil War on the progress of Nevada from territory to statehood.
actions of power, e.g., the Comstock Lode, the Bonanza Firm, and the Bank Crowd,
that at one time Nevada was covered by a great sea, e.g., water cut marks on mountain sides, fossils, and
bies associated with early pioneers who struggled in the vastness of Nevada's Sierra Nevaca
the early settlers who figured prominently in the history of the State of Nevada, e.g., Butler, Sutro, or
the events, incidents, and episodes about one of Nevada's mining towns, e.g., Rhyolite, Manhattan, or
in Nevada, will rearrange them in chronological order in which they were founded or established.
out the fund-raising activity practiced during the Civil War of selling a sack of flour over and over
SUGGESTED MULTIMEDIA FOR GEOGRAPHY—LEVEL 4

STANDARD FOCAL REFERENCE GUIDES  (1 per 6 students)

Hammond
   My State (Nevada)

Laidlaw
   Regions and Social Needs

CONCEPT PENETRATION SOURCES  (For Hot Dry Regions)

Allyn and Bacon
   A Journey Through Many Lands

Ginn
   At Home Around the World

Harcourt, Brace, and World
   The World Around Us

Harper and Row
   Today's Basic Science

Holt, Rinehart and Winston
   Around the Earth

Macmillan
   Living In Our Country and Other Lands

Pantheon
   My Village (Series)

Silver Burdett
   Our Big World

CONCEPT PENETRATION

Allyn and Bacon
   A Journey Through Many Lands

Ginn
   At Home Around the World

Harcourt, Brace, and World
   The World Around Us

Holt, Rinehart, and Winston
   Around the Earth

Houghton Mifflin
   Citizens All

Macmillan
   Living In Our Country and Other Lands

Pantheon
   My Village (Series)

Silver Burdett
   Our Big World

Children's Press
   Enrichment of America
   Nevada
   History of Nevada
   Century in Mead's
   Nevada America
   Nevada Government
SUGGESTED MULTIMEDIA FOR GEOGRAPHY--LEVEL 4

(1 per 6 students)

CONCEPT PENETRATION SOURCES

(For Hot Wet Regions)

Allyn and Bacon
A Journey Through Many Lands

Ginn
At Home Around the World

Harcourt, Brace, and World
The World Around Us

Holt, Rinehart, and Winston
Around the Earth

Houghton Mifflin
Citizens All

Macmillan
Living in Our Country and Other Lands

Pantheon
My Village (Series)

Silver Burdett
Our Big World

CONCEPT PENETRATION SOURCES

(For Nevada)

Childrens Press
Enrichment of America--Nevada
Nevada
History of Nevada
Century in Meadow Valley
Nevada American Guides Series
Nevada Government
CONCEPT PENETRATION SOURCES (For Geography)

Allyn and Bacon
   Understand Maps

Crofts
   Child's Geography of the World

Evans
   Why We Live Where We Live

Follett
   Study Lessons in Map Reading

Little Publisher's
   Map Making: The Art That Became a Science

McGraw - Hill
   Reading Latitude From Maps
   Reading Longitude From Maps

Sullivan
   Sullivan Program Geography I, II, III

Weekly Reader
   Map Making
   Map Skills for Today
   Developing Table and Graph Skills

FILMSTRIPS (For Hot Dry Regions)

Eye Gate
   Deserts
   The Desert (Super 8 loops)
FILMSTRIPS (For Hot Wet Regions)

Eye Gate
- Life in Tropical Rain Forest
- Tropical Rainforest (loop)
- Pressure and Winds of Monsoon (loop)

FILMSTRIPS AND SLIDES (For Geography)

Colonial Films
- South America
- Asia
- Europe
- Africa
- Antarctica
- Oceania - Australia
- North America

Encyclopaedia Britannica
- Maps and How to Use Them
- People and Places in the Eastern Hemisphere

Filmstrip House
- Our Geography

McGraw - Hill
- Maps and Globes, Set 1 and 2

TRANSPARENCIES (For Geography)

Instructo
- Maps of the U.S.
- U.S. Maps - 850A
- Map Reading - 851B
Time Zones - 848-I
U.S. Maps and Map Reading - A
Map Reading - B

Popular Science
Maps of the U.S.
World Geography

MAPS, GLOBES, ATLASES (For Geography)

Hammond
My First World Atlas
Intermediate World Atlas

Nystrom
Map Symbols and Geographic Terms

Rand McNally
Classroom Atlas

TAPES AND FILM LOOPS

Eye Gate (8mm Film Loops - Super 8)
Tundra
The Desert
The Savanna
Latitude
The Movement of the Earth
Around the Sun

16mm FILMS (Owned by the District)
(For Hot Dry Regions)

Clark County Media Operations
Life of Nomad People--Desert Dwellers F 5393
African Continent (Northern Region) F 1059

16mm FILMS
Clark County
Life In a
The Nil
Its People
A Close
Oasis F
Arabian

Clark County
Life In H
Amazon
Tropical F
A People
Life In H
African C
West Africa
East Africa
The Amazon

16mm FILMS (Owned by the District)
(For Hot Dry Regions)

Clark County
Ghost Town
Ghosts of
I Live on
Nevada a
Bonanza F
Early Nev
Nevada:
The South
Far Western
Southwest
A Close Li
Pioneer Bi
Life in an Oasis -- Northern Africa F 5385
The Nile Valley and
Its People F 0843
A Close Look at Desert Animals F 5205
Oasis F 5034
Arabian Children F 0773

16mm FILMS (Owned by the District)
(For Hot Wet Regions)

Clark County Media Operations
Life In Hot Rain Forests --
Amazon Basin F 0069
Tropical Rain Forest F 0350
A People Of The Congo - F 0082
Life In Hot Wet Lands - The Congo Basin F 5389
African Continent - Tropical Region F 1060
West Africa - Tropical Lowlands F 1361
East Africa - Tropical Highlands F 1356
The Amazon - Life Along the River in Brazil F 1468

16mm FILMS (Owned by the District)
(For Nevada)

Clark County Media Operations
Ghost Towns of Virginia City F 0760
Ghosts of the Golden West F 0201
I Live on the Mojave Desert F 1021
Nevada and It's Natural Resources F 0206
Bonanzo F 1055
Early Nevada F 0203
Nevada: Land of Surprises F 0205
The Southwest -- Land of Promise F 0967
Far Western States F 0045
Southwestern States F 0088
A Close Look at Desert Animals F 5205
Pioneer Burro, The F 1054
16mm FILMS  (Owned by the District)
  (For Geography)

Clark County Media Operations
  Homes Around the World - F 5109
  Map Skills - Using Different Maps Together - F5395
  Maps: Where Am I? - F 5516
  Maps Are Fun - F 0070
  Reading Maps - F0084
  The Language of Maps - F5075
  Making a Map - F0704
  Reading Weather Maps - F 1162

SUPPLEMENTARY

BOOKS

Field
  China Boy
  Stranger at Cherry Hill
  Chumash Boy
  The Magic Boy

Franklin
  Japan

Hammond
  Flags of American History

Holt, Rinehart and Winston
  American Biographies

Houghton Mifflin
  Proudly We Hail
  Blind Man Can
  What a Highway!

Pantheon
  My Village (Series)
Prentice – Hall
People and Their Actions (Man in Action Series)

FILMSTRIPS

McGraw – Hill
The History of the American Negro Series

Schloat
Exploding the Myth of Prejudice

Society for Visual Education
Leading American Negroes

TRANSPARENCIES

Civic Education Service
Negro History

PICTURES

Silver Burdett
Families Around the World
Living in the United States
Living in Kenya
Living in France
Living in Japan
Living in Brazil
The Earth, the Home of People
Children of Australia and Pacific Islands
Children of Africa
16mm FILMS  (Owned by the District)

Clark County Media Operations
  Our Country's Song - F5420
  The Meaning of Patriotism - F1140
  What America Means to Me - F 1337
### GENERALIZATION

Every region is an area homogeneous in terms of specific criteria chosen to delimit it from other regions. This delimitation is always based on an intellectual judgment.

### CONCEPTS

<table>
<thead>
<tr>
<th>Habitats and its significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Man of things and events</td>
</tr>
<tr>
<td>B. Habitation</td>
</tr>
<tr>
<td>C. Water earth's condition</td>
</tr>
<tr>
<td>D. Landfounding</td>
</tr>
<tr>
<td>E. Climate</td>
</tr>
<tr>
<td>F. Habitual</td>
</tr>
<tr>
<td>G. Internal</td>
</tr>
<tr>
<td>H. Rituals of their people</td>
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</tbody>
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<thead>
<tr>
<th>Geographical approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. In the things of earth</td>
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<tr>
<td>C. The diversity of the inhabited area</td>
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<tr>
<td>D. Geographical processes occurring</td>
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<tr>
<td>E. Geography from place to place</td>
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<tr>
<td>F. Group to group occurrence</td>
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<thead>
<tr>
<th>Causation</th>
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<tbody>
<tr>
<td>A. There is a relationship</td>
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<tr>
<td>B. Causation of things and events</td>
</tr>
<tr>
<td>C. Cause of the facts and effects</td>
</tr>
<tr>
<td>D. The facts of basic things</td>
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</tbody>
</table>
### CONCEPTS

| Habitat and its significance | A. Man affects and is affected by his natural environment. |
|                            | B. Habitat is the resource base of man's society. |
|                            | C. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade. |
|                            | D. Landforms influence climate and the provision of food, shelter, and clothing. |
|                            | E. Climate influences ways of living. |
|                            | F. Habitat tends to direct man until he accepts or alters it. |
|                            | G. International problems are often caused by geographic conditions. |
|                            | H. Rituals, ceremonies, and superstition of various people may be related to their physical environment. |

| Geographical approach      | A. In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnections among things and events that are thus associated. |
|                           | B. Many different kinds of processes of change are operating on the face of the earth. There are physical, biotic, economic, social, and political processes. |
|                           | C. The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas. |
|                           | D. Geography has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena. |
|                           | E. Geography seeks understanding of the causes and consequences of differences from place to place on the earth. |
|                           | F. Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them. |

| Causation                  | A. There is a relationship of cause and effect. |
|                           | B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us. |
|                           | C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects that seemingly become more isolated as the series of effects expands). |
|                           | D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action. |
A. The student will explain in oral discussion the problems surrounding the seal population of the problems and what decisions and agreements were made about them.
B. The student will orally or in writing state the ways the inland passage to Alaska serves the needs.
C. The student will list Alaska's largest cities and cite some factors influencing their growth and
D. The student will pretend he is a resident of Alaska and choose an occupation for himself in the
E. The student will compare the climate and economic base of Ketchikan and Fairbanks, indicating
F. The student in an oral discussion will explain ways in which the people of Hawaii have altered alterations have been on the plus side or minus side.
G. The student will select media and gather facts about the geographical aspects and significant States and Japan might occasionally clash in their interests, needs, concerns and uses of the
H. The student in a study team will do research on the significance of figures and idols as they are sketches of the figures/Idols.

A. The student will name five common problems the five largest metropolitan areas in the United States. 
B. The student will point out places that are important for fishing, whaling, and the hunting of
C. The student will draw a section of a map showing the location of Alaska's Matanuska Valley development of the area.
D. The student will describe in writing the step-by-step processes involved in Hawaii's pineapple
E. The student will state in a discussion ways in which the problem of population pressure, resulting
F. The student will label the five largest cities on a blank map of the United States.

A. The student will write a paper stating his views and opinions as to the cause and effects of significant vegetation—the effects are poor land and flood conditions.
B. The student will identify the problem, event, or circumstance that he will select according to
C. The student will choose a historical event that exemplifies the statement 'a single act may be for his event,
D. The student will state the events and circumstances that constituted certain causes that led to
surrounding the seal population of the Pribilof Islands. He will include countries involved in these about them.

A land passage to Alaska serves the needs of the people and describe ways they have found to make use of it.

factors influencing their growth and importance.

choose an occupation for himself in that state giving reasons for the choice made.

of Ketchikan and Fairbanks, indicating his views as to the potential growth and economic importance of each.

ich the people of Hawaii have altered their environment and argue the pros and cons as to whether these geographical aspects and significance of the Bering Sea and give his opinions as to how and why the United

ests, needs, concerns and uses of the area.

cificity of figures and idols as they relate to the myths and rituals of the natives of a given area and draw

ggest metropolitan areas in the United States share.

Fishing, whaling, and the hunting of fur seals on a given list of geographic locations.

ation of Alaska's Matanuska Valley and will write a news report about the history, settlement, and develop-

processes involved in Hawaii's pineapple production.

problem of population pressure, resulting in blight and congestion in our cities, could be eased.

map of the United States.

ions as to the cause and effects of slum districts in our cities.

stance that he will select according to his interest and affinity, e.g., the cause of erosion is removal of

ions.

es the statement "a single act may bring about several effects," and will chart the cause-effect relationship

constituted certain causes that led to far-reaching action by the inhabitants of the island of Tristan da Cunha.
The character of a place is the product of the past as well as an interim phase in an ever changing existence.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
</tr>
</thead>
</table>
| Culture        | A. People are much alike in feelings and need  
                 B. People in other lands have customs and traditions  
                 C. People throughout the world today are striving to maintain their unique identity  
                 D. Individuals and groups of individuals of diverse backgrounds are always in motion, making changes to improve their quality of life  |
| Institution    | A. Every institution has special statutes and regulations  
                 B. The three primary institutions in American society are the family, the church, and the government  
                 C. Institutions are creations that developed from the needs of society  
                 D. Every major institution must have organizational structure  |
| Dignity of man | A. Religions have developed a belief in the reality of human dignity  
                 B. All men are expected to respect the dignity of every other individual  
                 C. Human dignity should imply to every citizen the respect for the inherent worth of an individual  
                 D. Worth of an individual cannot be judged by any other criterion than that of inherent worth  |
| Geographical approach | A. In the field of geography, attention is focused on the human and the interconnections among things as well as the changes that occur  
                          B. Many different kinds of processes of change, economic, social, and political processes  
                          C. The distinctive purpose of geographic study is related to unlike processes that are associated with cultural and social changes  
                          D. Geography has examined the interaction between human and the environment and interaction among diverse cultural processes  
                          E. Geography seeks understanding of the causes of these changes  
                          F. Grouping events and concepts together by the principle by which to approach and analyze changes  |
le are much alike in feelings and needs, although they often differ in appearance, ideas, and customs. le in other lands have customs and traditions that have been passed down to them. le throughout the world today are striving to keep certain cultures and traditions that they value and at same time, making changes to improve their way of life. Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

Institution has special statutes and roles. 

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

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

Institutions have developed a belief in the reverence of human life. 

Men are expected to respect the dignity of all other men. 

An dignity should imply to every citizen the worth of all individuals. 

A individual cannot be judged by accomplishments or social position. 

The field of geography, attention is focused on the areal association of things and events of unlike origin in the interconnections among things and events that are thus associated. 

Different kinds of processes of change are operating on the face of the earth. There are physical, biotic, omic, social, and political processes. 

Distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events ed to unlike processes that are associated with particular areas. 

Geography has examined the interaction between man and his habitat but equally significant are studies of the action among diverse cultural processes or among physical and biotic phenomena. 

Geography seeks understanding of the causes and consequences of differences from place to place on the earth. bring events and concepts together by the area on the globe in which they occur becomes an orderly pple by which to approach and analyze them.
The student will in writing compare the culture of given groups living in Alaska, e.g., Eskimos, Aleut, etc.

The student will write a short essay explaining current customs and traditions in either Holland, France, Austria, or Japan.

The student will identify various regions in Colonial America from the standpoint of which European settlements today.

The student will name at least three contributions received from the Apache Indians.

The student in a discussion group will compare the institutions of home, family, and school in Alaska of each on a ten year old.

The student will write a description of the mission schools in Alaska and explain what services they a

The student will orally explain why in our society we respect and have empathy for all cultural groups.

The student will make a list of rules followed by banks in the process of granting loans and extending credit.

The student, in an oral presentation, tell what human dignity means to him and tell why it is separate from other values.

The student, given a great work of art, will tell how it depicts a reverence for life and living, e.g., a fresco by Giotto.

The student will name his own favorite art form and give reasons for his choice, e.g., poetry, music, sculpture, painting, etc.

The student will explain in one essay why no one places a value on human beings in terms of a price.

The student will name five common problems the five largest metropolitan areas in the United States.

The student will label the five largest cities on a blank map of the United States.

The student will explain how the recently completed St. Lawrence Seaway has increased the importance of the Great Lakes.

The student will play the role of an American looking for a place to make a home and will choose an area.

The student will write his views on how the disappearance of the buffalo opened up the opportunity to settle America during the 1800's.

The student will write how completion of the transcontinental railroad and subsequent feeder lines aid
BEHAVIORAL OBJECTIVES

Living in Alaska, e.g., Eskimos, Aleutian Indians.

In the standpoint of which European ethnic groups settled there and contrast this to geographic

the Apache Indians.

home, family, and school in Alaska with those of Las Vegas and speculate on the probable effects

ask and explain what services they provide for the Indians there.

had empathy for all cultural groups of men regardless of how different from us they may be.

cess of granting loans and extending credit and tell why he thinks these rules are necessary.

means to him and tell why it is separate and apart from the accomplishments of individuals.

 reverence for life and living, e.g., paintings by Michaelangelo.

for his choice, e.g., poetry, music, sculpture.

on human beings in terms of a price (dollars and cents).

ropolitan areas in the United States share.

the United States.

Seaway has increased the importance of certain cities of Canada and the United States.

e to make a home and will choose and name a place and give reasons for his selection.

buffalo opened up the opportunity for the establishment of the cattle business or the Great Plains

ulti subsequent feeder lines aided the growth and expansion of cattle raising on the open range.


### Generalization Concepts

<table>
<thead>
<tr>
<th>Generalization</th>
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<tbody>
<tr>
<td>The evolution of mankind from isolated, self-sufficient communities to an interdependent whole means ever more trade, migration, diffusion of ideas and practices, and greater importance of relative location of situation.</td>
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<table>
<thead>
<tr>
<th>Concept</th>
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<tbody>
<tr>
<td>Habitat and its significance</td>
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<tr>
<td>Social change</td>
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<tr>
<td>Interaction</td>
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#### Subject

<table>
<thead>
<tr>
<th>1. Historically, the process of industrialization is a...</th>
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<tbody>
<tr>
<td>B. The industrial process was both cause and effect...</td>
</tr>
<tr>
<td>C. Industrialization has provided jobs and new ways...</td>
</tr>
<tr>
<td>D. With the growth of cities came slums with their...</td>
</tr>
<tr>
<td>E. Industrial and commercial growth gave rise to the...</td>
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<table>
<thead>
<tr>
<th>2. Man affects and is affected by his natural environment. Habitat is the resource base of man's society. Water in the form of oceans, rivers, and lakes can...</th>
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<tbody>
<tr>
<td>C. Water in the form of oceans, rivers, and lakes can...</td>
</tr>
<tr>
<td>D. Landforms influence climate and the provision of...</td>
</tr>
<tr>
<td>E. Climate influences ways of living.</td>
</tr>
<tr>
<td>F. Habitat tends to direct man until he accepts or adopts...</td>
</tr>
<tr>
<td>G. International problems are often caused by geography.</td>
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<tr>
<td>H. Rituals, ceremonies, and superstition of various...</td>
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<table>
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<tr>
<th>3. Change is a neutral process; it may progress or...</th>
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<tbody>
<tr>
<td>B. Some societies change at a more rapid rate of progress.</td>
</tr>
<tr>
<td>C. There are many causes for social change such as...</td>
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<tr>
<th>4. Individuals enter into relationships with a great number...</th>
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</thead>
<tbody>
<tr>
<td>B. Within a social system the interaction of individuals...</td>
</tr>
<tr>
<td>C. Two general types of interaction are competition...</td>
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</table>
Historically, the process of industrialization is a product of technical advance. Industrial process was both cause and effect. It was a product of science and a new commercial age, but it set into motion several great social movements such as the movement of population from the farms to the cities. Industrialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil and needed to improve their positions were drawn to the center of the industrial complex.

The growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties. Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and posed many serious and dangerous problems.

Affects and is affected by his natural environment.  
That is the resource base of man's society.  
Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, culture, communication, transportation, and trade.  
Forms influence climate and the provision of food, shelter, and clothing.  
Climate influences ways of living.  
That tends to direct man until he accepts or alters it.  
Mental problems are often caused by geographic conditions.  
Religious, ceremonial, and superstition of various people may be related to their physical environment.

Change is a neutral process; it may progress or decline.  
Some societies change at a more rapid rate of progress than others.  
There are many causes for social change such as the following:  
Contact between cultures.  
The interaction of new ideas or materials within a culture.  
The development of modern means of communication and transportation.  
Innovation as means of meeting the challenge of social, economic, and political problems.  

Individuals enter into relationships with a great number of individuals and groups.  
In a social system, the interaction of individuals and groups follows a certain form.  
A general type of interaction is competition and cooperation.
BEHAVIORAL OBJECTIVES

A. The student will prepare a graph indicating industrial and urban growth in America.
B. The student, working in a study team, will prepare a written report in which he will explain that industry caused the other.
C. The student will plot the distribution of population before World War II on a blank map of the United States in the population.
D. The student will write his version about the types of people involved in the population shift and why they occurred.
E. The student will write factors that have accompanied the process of industrialization in the United States, including (1) the benefits brought by industrialization, (2) the problems created by industrialization.

A. The student will present all of the facts concerning the events and circumstances under which the United States entered World War II.
B. The student will describe the story of the settlement of Matanuska and tell how the habitat affected the decision to move there.
C. The student will list the areas in Nevada where water pollution is a matter of concern.
D. The student will, in a group discussion, describe how the climate of Hawaii has influenced ways of living.
E. The student will research and collect materials depicting life in Hawaii as it is influenced by the presence of the military.
F. The student will list the way the early pioneers of America altered their environment to make it more comfortable for them.
G. The student will state why France's ownership of the Great Mississippi River Valley (early 1800's) was beneficial.
H. The student will describe a ritual that the Pilgrims initiated as a result of the harsh physical environment.

A. The student will orally compare the changes that have taken place in the north central region of the United States.
B. The student, in a written response, will explain how population density and urban expansion have brought about changes in the region.
C. The student, in an oral discussion, will present his understanding of the effects of contact between cultural centers in the north central states.

A. The student will prepare a chart showing the countries, numbers of people, cultural connections, and history of America.
B. The student will describe the form of the Hawaiian Luau ritual.
C. The student will, in a group discussion, tell how Las Vegas's Helldorado festivities exemplify cooperation.
BEHAVIORAL OBJECTIVES

Growth in America.

Art in which he will explain that industrialization and urbanization are so interrelated that one can
War II on a blank map of the United States and show which areas have been most affected by shifts
ed in the population shift and why they moved to the urban centers.

Of industrialization in the United States and place these factors under the following headings: (1) the

industrialization.

And circumstances under which the United States acquired Alaska.

Tell how the habitat affected this settlement.

A matter of concern.

Hawaii has influenced ways of living on the islands, particularly in tourism and trade.

Hawaii as it is influenced by the present physical environment.

Their environment to make it more habitable.

Mississippi River Valley (early 1800's) was a problem to our government.

Result of the harsh physical environment they found in America.

Be in the north central region of the United States with those that have occurred in the south central

A city and urban expansion have brought into focus the need for more modern means of transportation.

The effects of contact between cultures and the interaction of new ideas within cultures on the urban

Of people, cultural connections, and areas of settlement of all the cultures found in our society in

Colorado festivities exemplify cooperation in our community.
Man's use of the lan,4 is seldom the result of any single physical factor. Rather, such utilization is determined by the interplay of a number of phenomena, both physical and cultural.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
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<td></td>
<td>Comparative advantage</td>
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<td></td>
<td>Input and output</td>
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<td>Causation</td>
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1. Man's use of the language is seldom the result of any single physical factor. Rather, such utilization is determined by the interplay of a number of phenomena, both physical and cultural.
Sub-Concepts

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

Compromise and adjustment are an important consideration when advantages enjoyed by two opposing forces are not equal.

Individuals are producers of either goods or services.

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

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

There is a relationship of cause and effect.

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

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

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

A. The student will write how the South has employed long-range goals in making changes in their farms.

B. The student will, in writing, tell how the high land owners of the South compromised and made certain of their large land parcels.

A. The student will explain the gross limitations of goods and services available to customers during the

B. The student will research conditions and circumstances that led to Ford Motor Company's design and reasons for the failure of this production.

C. The student will state the law of supply and demand and give an example.

A. The student will state five reasons why people in the south no longer clear timberlands for farming by change the use of the land from farming to forestry.

B. The student will state the causes and effects of the great trek of the Mormons from points east to who

C. The student will construct a simple flow chart showing the causes and events that led to the purchase.

D. The student will distinguish between Alaska of 1867 and 1967 from the standpoint of land utilization.
BEHAVIORAL OBJECTIVES

- Range goals in making changes in their farming economy.

Farmers of the South compromised and made certain adjustments—whereas the plantation owners made other uses of land and services available to customers during the horse and buggy days.

- That led to Ford Motor Company's design and production of a car called the Edsel and write a report giving an example.

- South no longer clear timberlands for farming but allow timber on the land to grow and why they have begun to cut timber.

- Trek of the Mormons from points east to what is now the state of Utah.

- The causes and events that led to the purchase of Alaska in 1867 and the many effects that have resulted.

- 1867 to 1967 from the standpoint of land utilization and its potential importance to the United States.
SUGGESTED MULTI-MEDIA FOR GEOGRAPHY--

STANDARD FOCAL REFERENCE GUIDES

Suggested that one of the following be made available for each student

Benefic Press
  You and the United States

Ginn
  Your Country and Mine
  The United States and Canada
  Trails to Freedom

Harper and Row
  The Story of Our Country

Holt, Rinehart and Winston
  In the United States and Canada

Macmillan
  Living in the United States

CONCEPT PENETRATION SOURCES

Suggested that one each of the following be made available for each 15 students

Century
  Negro American Heritage

Children's Press
  Enchantment of America Series (50 books)
  Pictorial Encyclopedia of American History (17 volumes)
  America and its Indians
  The Americas - The United States and Its Possessions
D MULTI-MEDIA FOR GEOGRAPHY--LEVEL 5

made available for

Fearon
   Alaska
   Hawaii: Its Living Resources
   Hawaii: Its Physical Aspects

Fideler
   American History and Culture
   Geography of the United States Series
      The Northeast
      The South
      The Midwest
      The West

Field Education
   Chumash Boy
   Minorities Series
      Viking of the Plow
      A Road for Rudi
      The Magic Door
      Stranger at Cherry Hill
      China Boy
      Kings Son

Follett
   Library of American Heroes

Franklin
   Westward the Nation
   Westward the Nation in Song, Dance, and Story

Ginn
   Trail Blazers of American History
   Fifteen Families
Harcourt, Brace, and World
40 American Biographies

Holt, Rinehart, and Winston
American Biographies

Laidlaw Brothers
Great Names in American History

Macmillan
Kiowa Years
They Made America Great

SRA
Our Working World – Cities at Work

Silver Burdett
Adventures in American History

Wichita Eagle and Beacon
Living Textbook

FILMSTRIPS

Bailey
Great Explorers of America (5)
Understanding Citizenship

Curriculum Materials
How Geography Moved Civilization
Spanish Explorers
Western Pioneer Trails

Encyclopaedia Britannica
Settling the New World

Eye Gate
Regional Studies
Southwestern States
Alaska, Hawaii, Puerto Rico
New England States
North Central States
Middle Atlantic States
Our Southern States
Northwest States
Story of America's People

Filmstrip House
People and Places (sound)
Regions of the United States

Learning Arts
Historical Portraits of the Black American (sound)

RMI
American History

Society for Visual Education
Geography of 50 States of America (18)
Leading American Negroes
Use and Display of the Flag

Wasp
Minorities Have Made America Great

TRANSPARENCIES

Allyn and Bacon
Alpha Map Transparencies

Learning Arts
Series tss-3 United States Geography
MAPS AND ATLASSES

Denoyer - Geppert
   See Catalog

Ginn
   Ginn World Atlas

Hammond
   My First World Atlas

Nystrom
   See Catalog

RECORDS

Learning Arts
   Teaching Children Values

TAPES

Photo and Sound
   Kentucky
      Beginning Westward Movement
      Settlement of Northwest Territory
      Settlement of Florida
      The Oregon Territory
      The Louisiana Territory
      Revolutionary War: West and South

KITS

Bailey
   Filmstrip and Record - Map and Artifacts
Hubbard
   Elementary Land Form Models

Merrill
   American History Time Line and Date Chart

Scholastic Books
   Curriculum Units (Prejudice)

SRA
   Basic Skill Series - Graph and Picture Study Skills Kit

FILMS

Coronet
   North American Regions: Rocky Mountains
   Lewis and Clark Journey
   North American Regions: Pacific Coast
   Boyhood of Abraham Lincoln
   Boyhood of George Washington

McGraw - Hill
   Change in the Western Mountains
   Our Immigrant Heritage
   Cortez and the Legend (1 and 2)
   United States Becomes a World Power
   Tippecanoe and Lyndon Too
   History of the Negro in America I - II - III
   Golden Twenties
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<tr>
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<tbody>
<tr>
<td>The character of a place is the product of the past as well as an interim phase in an ever changing existence.</td>
<td><strong>Conflict</strong>—Its origin, expression, and resolution</td>
</tr>
</tbody>
</table>
| **Social change** | A. Conflict is a civilizational and cultural process.
B. Society is characterized by its ability to adapt and change.
C. This concept is widely applicable across various social contexts. |
| **Empathy** | A. Empathy is the ability to understand and share the feelings of another.
B. Empathy is a basis for understanding and behavior.
C. The ability to experience another's feelings and experiences. |

**Vehicles**
- Greece—Ancient and Modern
- The Union of Soviet Socialist Republics & the Two Chinas
- Japan
- Bolivia—The Land of the Crocodile
- Central Africa
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>SUB-CONCEPTS</th>
</tr>
</thead>
</table>
| Conflict--its origin, expression, and resolution | A. Conflict is characteristic of the growth and development of individuals and of civilization as a whole.  
B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict, and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.  
C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution, whether with classmates, between individuals and the state, or between nations to be used throughout life. |
| Social change                     | A. Change is a neutral process; it may progress or decline.  
B. Some societies change at a more rapid rate of progress than others.  
C. There are many causes for social change, such as the following:  
1. Contact between cultures.  
2. The interaction of new ideas or materials within a culture.  
3. The development of modern means of communication and transportation.  
4. Innovation as means of meeting the challenge of social, economic, and political problems. |
| Empathy                           | A. Empathy is the concept of demonstrating ability to understand others through one's self-responses that are identical with or similar to the responses of others.  
B. Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.  
C. The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem. |
BEHAVIORAL OBJECTIVES

A. The student will be able to cite the events and/or incidents involved in the conflict between King...n Greece as it was in an

A. The student will name three causes of the decline of Ancient Greece and three problems occurring...

B. The student will write an essay comparing the progress of early Greek culture with today's Greek and Greek political structure.

C. The student will assume the role of a newspaper editor and write an editorial deplo ring the rise of... by the Western world as the cradle of democracy and culture.

A. The student, working in a study team, will research the ways llamas and camels are used as beasts of contrasts related to this use.

B. The student will put himself in the role of a Chinese and will give an explanation of why many Chinese wear gauze covering over mouth and nose, the wide brimmed hat, and loose fitting pajama-like garments.

C. The student, working in a team, will research Russian everyday habits of eating and drinking and write America's custom of having a cup of coffee (Samovar).
BEHAVIORAL OBJECTIVES

Identify the residents involved in the conflict between King Constantine and the Greek military junta
and the military regime in justifying their actions in taking over Greece.

Write an essay stating whether you would rather live in Greece as it was in ancient times or as it is today and give reasons for his choice.

Compare ancient Greece and three problems occurring there today.

Make a comparison of early Greek culture with today's Greek culture in terms of social changes. He will do the same with the Chinese culture.

Write an editorial deploring the rise of military rule in the country of Greece, a country eulogized for its ancient culture.

Study the ways llamas and camels are used as beasts of burden and give an oral report stating the similarities and differences between these and the domesticated animals of the Old World.

And will give an explanation of why many Chinese wear certain items of their costume or attire, e.g., cotton or silk hat, and loose fitting pajama-like garments.

Study the daily habits of eating and drinking and write a description or an account of the Russian equivalent of your daily habits.

Study the daily habits of eating and drinking and write a description or an account of the Russian equivalent of your daily habits.
<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The character of a place is the product of the past as well as an interim phase in an ever changing existence.</td>
<td>Historical method and point of view</td>
</tr>
<tr>
<td>A. History is a process—a continuing development.</td>
<td></td>
</tr>
<tr>
<td>B. Every citizen who seeks an explanation for history is a student of the past.</td>
<td></td>
</tr>
<tr>
<td>C. A historian is an observer who stands &quot;amid the facts&quot; and that his particular place in time and space coordinates.</td>
<td></td>
</tr>
<tr>
<td>D. All previous observers have received past interpretations of events have been passed on to us and molding his thinking through moral pressures.</td>
<td></td>
</tr>
<tr>
<td>E. A competent citizen should recognize that he is an observer and that he is himself reinterpreting history in time and space.</td>
<td></td>
</tr>
<tr>
<td>F. A student understanding these problems of observation of facts. He can learn respect for all evidence and not be a skeptic or cynic. The student should become aware of the certitude of one generation often unacceptable to another.</td>
<td></td>
</tr>
<tr>
<td>G. A healthy respect for chronology will develop as the student learns to order events in time and place.</td>
<td></td>
</tr>
<tr>
<td>H. Historical method is recognizing and dealing with the selection of facts, evaluations of facts, interpretations of facts, and understanding of the historical process.</td>
<td></td>
</tr>
</tbody>
</table>
is a process--a continuing development involving constant change.

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

Previous observers have received past events from other points of view in time and space. Their interpretations of events have been passed on to the current observer colored and molded by the influence of other time and space coordinates.

A competent citizen should recognize that all evidence passed on to him is an interpretation by an earlier observer and that he is himself reinterpreting an interpretation limited and prejudiced as he is by his own time and space.

A student understanding these problems of a continually changing process can be taught something of selectivity. He can learn respect for all evidence and the need to doubt all evidence without becoming a sceptic or cynic. The student should become aware of the need for continual reevaluation of past evidence, the certitude of one generation often is labeled fallacious by the next.

His respect for chronology will develop better understanding of the relationships of cause and effect.

Method is recognizing and dealing with evidence, epistemology, thesis, hypothesis, point of view, arrangement of facts, evaluations of facts, interpretation, chronology, and causal relationships.
BEHAVIORAL OBJECTIVES

A. The student, using a resource map of Russia and acting as a newspaperman, will write a commentary on Russia's important industrial cities.

B. The student, studying a map, will orally present his own point of view as to how much of Russia's vast

C. The student will assume the role of a writer of history and choose some incident, event, or proposal of the benefit of posterity, e.g., the negative income tax proposal, the 1968 Presidential campaign, the benefit of posterity, e.g., the negative income tax proposal, the 1968 Presidential campaign, the

D. The student will compare two different articles dealing with the Boxer Rebellion, list the differences and reasons for these differences.

E. The student will be able to name the major kinds of sports that are popular in modern Japan and explain Japan.

F. The student will be able to present arguments along with evidence for both the pro and con side of the

G. The student, given certain events and/or episodes from history, will place them on a list in chronological order. Manchuria, overthrow of the Russian Czar.

H. The student will be able to identify sources of information that would be useful in searching out histor Record, private papers, and journals.
BEHAVIORAL OBJECTIVES

newspaperman, will write a commentary on the growth and development of Magnitogorsk as one of
of view as to how much of Russia's vast territory is productive, usable, valuable, and/or desirable.
ose some incident, event, or proposal of special interest to him and write his account of this for
osal, the 1968 Presidential campaign, the space voyage of Apollo 10, and modern railroads of
the Boxer Rebellion, list the differences he finds in the two interpretations, and supply his own
at are popular in modern Japan and explain how the information compares to Japan's one-time
idence for both the pro and con side of the idea that a "generation gap" is not a new development
; will place them on a list in chronological order, e.g., the Boxer Rebellion, Japanese invasion of
hat would be useful in searching out historical facts, e.g., almanacs, newspaper files, the Congressional
<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man's use of the land is seldom the result of any single physical factor.</td>
<td>A. Historically the process of industrialization-urbanization syndrome</td>
</tr>
<tr>
<td>Rather, such utilization is determined by the interplay of a number of phenomena, both physical and cultural.</td>
<td>B. The industrial process is both cause and effect. It also set into motion several great social revolutions.</td>
</tr>
<tr>
<td></td>
<td>C. Industrialization has provided jobs and new opportunities for people who wanted to improve their positions.</td>
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<tr>
<td></td>
<td>D. With the growth of cities came slums with the demand for labor and immigration. Then came the need for better housing.</td>
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<tr>
<td></td>
<td>E. Industrial and commercial growth gave rise to the industrialization-urbanization syndrome has had serious and dangerous problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONCEPTS</th>
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</thead>
<tbody>
<tr>
<td>Scarcity</td>
<td>A. A person's/nation's wants are almost endless.</td>
</tr>
<tr>
<td></td>
<td>B. Needs are different from wants in that a person is able to satisfy them by purchasing goods and services.</td>
</tr>
<tr>
<td></td>
<td>C. There are definite limits as to the production of goods and services that can be produced to meet people's needs and wants.</td>
</tr>
</tbody>
</table>

| Scarcity | A. There is a relationship of cause and effect.                |
|          | B. Causation attempts to develop a method of understanding the cause of social phenomena. |
|          | C. Cause and effect have the character of multicausality; it is understood only if they know enough about the cause to understand several effects which seemingly become independent. |
|          | D. The fact that events do not just happen but are caused by something and meaning of all social action. |
the process of industrialization is a product of technical advance.

The process is both cause and effect. It was a product of science and a new commercial age, but
into motion several great social movements such as the movement of population from the farms to the
station has provided jobs and new ways of acquiring wealth; hence, people who lived from the soil
to improve their positions were drawn to the center of the industrial complex.

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

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

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

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

finite limits as to the production of any given items. Many times production is unable to keep
ole's needs and wants.

relationship of cause and effect.

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

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

at events do not just happen but that they are caused appears to be basic to a grasp of the course
of all social action.
BEHAVIORAL OBJECTIVES

A. The student will chronologically trace the development of industry in Russia from the revolution in 1917.
B. The student will label a map of Russia showing the three largest cities and tell why he thinks these cities are where they are.
C. The student will describe the problems of highway construction in the interest of good transportation.
D. The student will be able to describe the problems that grew out of Red China’s young people’s recent rebellion and what was done to solve them.
E. The student will make a list of problems related to Japan’s large population, birth rate, overcrowding, etc.

A. The student will be able to state reasons along with evidence of why Japan would be more able to solve its problems.
B. The student will make a list of the ways of making a living in Bolivia and state whether or not these activities meet people’s needs.
C. The student will select some examples of nations that have limited resources but unlimited wants and suggest means of coping with this.

A. The student will be able to give a logical explanation of the causes of floods and suggest means of combating them.
B. The student, working in a study team, will gather facts about the effects of riots and write his findings.
C. The student will assume the role of a reporter and write a report for publication describing the events and their effects.
D. The student will be able to list some causes and effects of slums and ghettos in our cities and suggest means of solving this problem.
BEHAVIORAL OBJECTIVES

1. Trace the growth of industry in Russia from the revolution in 1917 until the present.

2. Give the three largest cities and tell why he thinks the cities developed where they did.

3. Instruction in the interest of good transportation between cities and farms in Russia.

4. Give the growth out of Red China's young people's recent move to the large cities and tell what the Chinese government plans to do about the large population, birth rate, overcrowded cities, and other categories that he may select.

5. Evidence of why Japan would be more able to supply the wants of its people than would Bolivia.

6. Living in Bolivia and state whether or not there seem to be enough ways of making a living to supply the country's needs.

7. Have limited resources but unlimited wants and cite facts to support the statements.

8. A report on the causes of floods and suggest means of controlling them.

9. About the effects of riots and write his findings in an essay on that subject.

10. Write a report for publication describing the events and incidents leading up to off-shore oil drilling and its effects.

11. Write a report on the conditions of slums and ghettos in our cities and suggest remedial steps that might be taken to remedy these conditions.
The evolution of mankind from isolated, self-sufficient communities to an interdependent whole means ever more trade, migration, diffusion of ideas and practices, and greater importance of relative location or situation.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Comparative advantage</td>
<td>A. A nation, group, or individual must have goals, be aware of the advantages and disadvantages.</td>
</tr>
<tr>
<td></td>
<td>B. Compromise and adjustment are important to the same.</td>
</tr>
<tr>
<td>Input and output</td>
<td>A. Many individuals are producers of either goods, services, or ideas.</td>
</tr>
<tr>
<td>Social control</td>
<td>A. There are many types of authority that act as a control.</td>
</tr>
<tr>
<td>Geographical approach</td>
<td>A. In the field of geography, attention is focused on the interconnections among things and phenomena.</td>
</tr>
<tr>
<td></td>
<td>B. Many different kinds of processes of change exist, including economic, social, and political processes.</td>
</tr>
<tr>
<td></td>
<td>C. The distinctive purpose of geographic study is related to unlike processes that are associated.</td>
</tr>
<tr>
<td></td>
<td>D. Geography has examined the interaction among diverse cultural processes.</td>
</tr>
<tr>
<td></td>
<td>E. Geography seeks understanding of the cause.</td>
</tr>
<tr>
<td></td>
<td>F. Grouping events and concepts together by the principle by which to approach and analyze is essential.</td>
</tr>
</tbody>
</table>
group, or individual must have long-range goals for which to strive, and in moving towards these
aware of the advantages and disadvantages that develop along the way.

In the economy there must be a balance between production and consumption.

Many types of authority that act as means of social control.

The need and existence of social control at all levels of society.

In geography, attention is focused on the areal association of things and events of unlike origin
interconnections among things and events that are thus associated.

Different kinds of processes of change are operating on the face of the earth. There are physical, biotic,
social, and political processes.

The purpose of geographic study is to develop concepts regarding the interaction of things and events
unlike processes that are associated with particular areas.

Has examined the interaction between man and his habitat but equally significant are studies of the
among diverse cultural processes or among physical and biotic phenomena.

Seeks understanding of the causes and consequences of differences from place to place on the earth.

Events and concepts together by the area on the globe in which they occur becomes an orderly
by which to approach and analyze them.
A. The student will state the advantages of water transportation and the disadvantages for a given situation in the region of Sault Ste. Marie and Lake Superior.

B. The student will explain the advantages to both the United States and Britain as a result of the British 49th parallel instead of the 54th parallel.

A. The student will act as a businessman who is contemplating a new business enterprise that will engage in a kind of business in which he will engage, giving reasons for his choice in a written report.

B. The student will explain orally in his own words what is meant by the law of supply and demand.

C. The student will explain and cite examples of what happens to economics in a climate of overproduction.

A. Social control is exerted in a variety of ways by a number of agencies. The student will be able to influence behavior in such a way as to exercise some degree of control.

B. The student will be able to describe the recent college disorders and suggest ways of controlling them.

A. The student will explain the importance of one canal built in the United States in the 1800's during a given situation.

B. The student will draw a map of Central Africa noting major rivers and centers of population and show commands.

C. The student will identify limits of territorial waters claimed by various countries of his choice and explain.

D. The student will explain why the Gulf of Aqaba is of vital importance to Israel. Student may use a map.

E. The student will describe the social, economic, and political problems facing Central Africa in today's world.

F. The student will list five similarities in the culture of the forest Indians of early America and the plains.
<table>
<thead>
<tr>
<th><strong>BEHAVIORAL OBJECTIVES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to compare and contrast the advantages and disadvantages for a given situation, e.g., shipping iron ore by barge from the iron fields in the United States and Britain as a result of the British agreement to set America's northeastern boundary at the 49th parallel.</td>
</tr>
<tr>
<td>Students will be able to identify and explain the factors that influence a new business enterprise that will engage in production of either goods or services and choose the location and technology for his choice in a written report.</td>
</tr>
<tr>
<td>Students will be able to explain the law of supply and demand and its effects on economics in a climate of overproduction.</td>
</tr>
<tr>
<td>Students will be able to describe ways in which newspapers and television stations exercise control.</td>
</tr>
<tr>
<td>Students will be able to identify and describe world disorders and suggest ways of controlling them.</td>
</tr>
<tr>
<td>Students will be able to describe the development of control in the United States in the 1800's during its early days and its importance today.</td>
</tr>
<tr>
<td>Students will be able to identify major rivers and centers of population and show their relative position to the resources of this area.</td>
</tr>
<tr>
<td>Students will be able to identify and explain the rationale used by various countries of his choice and explain the rationale used by them to support their claim for control of a region of importance to Israel. Student may use a map of the area for this exercise.</td>
</tr>
<tr>
<td>Students will be able to identify and explain the critical problems facing Central Africa in today's world because of her late industrial development.</td>
</tr>
<tr>
<td>Students will be able to identify and describe the forest Indians of early America and the plains Indians of the Expansion Nationalist Period.</td>
</tr>
<tr>
<td>GENERALIZATION</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Each culture tends to view its physical habitat differently. A society's value system, goals, organization, and level of technology determine which elements of the land are prized and utilized.</td>
</tr>
</tbody>
</table>
| Empathy | A. Man affects and is affected by his natural environment.  
B. Habitat is the resource base of man's society.  
C. Water in the form of oceans, rivers, and lakes covers agriculture, communication, transportation, and trade.  
D. Landforms influence climate and the provision of food.  
E. Climate influences ways of living.  
F. Habitat tends to direct man until he accepts or alters it.  
G. International problems are often caused by geographical differences.  
H. Rituals, ceremonies, and superstitions of various peoples. |
| Causation | A. Empathy is the concept of demonstrating the ability to identify with or similar to the responses of others.  
B. Empathy is a basic function in society in relation to others.  
C. The ability to exert empathy depends on the amount a person or a problem.  
D. The fact that events do not just happen but that they have the character of multiplicity understood only if they know enough about the facts and meaning of all social action. |
SUB-CONCEPTS

Influences and is affected by his natural environment.

Earth is the resource base of man's society.

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

Water influences climate and the provision of food, shelter, and clothing.

Water influences ways of living.

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

National problems are often caused by geographic conditions.

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

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

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

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

It is a relationship of cause and effect.

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

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

The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course meaning of all social action.
<table>
<thead>
<tr>
<th>Behavior Objectives</th>
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</thead>
<tbody>
<tr>
<td>A. The student will state his opinions about how helpful and beneficial contour plowing is for the physical environment of the area.</td>
</tr>
<tr>
<td>B. The student will draw a sketch of the kind of shelter he would build for himself in a windy climate.</td>
</tr>
<tr>
<td>C. The student will state examples and explanations of ways man has modified the stream and waterways.</td>
</tr>
<tr>
<td>D. The student will be able to describe how the Japanese provide food, shelter, and clothing for the physical environment of the area.</td>
</tr>
<tr>
<td>E. The student will describe at least three occupations the Japanese have turned to because of the physical environment of the area.</td>
</tr>
<tr>
<td>F. The student will describe the causes of the &quot;dustbowl&quot; of the American plains and tell what steps have been taken to control it.</td>
</tr>
<tr>
<td>G. The student will be able to explain the latest proposals of the United States concerning the physical environment of the area.</td>
</tr>
<tr>
<td>H. The student will write an essay describing some taboo, ritual, ceremony, superstition, or fetish practices that are part of the physical environment of the area.</td>
</tr>
<tr>
<td>A. The student, given pictures of people in different types of clothing, will describe orally how the physical environment of the area. affects their clothing choices.</td>
</tr>
<tr>
<td>B. The student will act as one who has been chosen as a foreign exchange student, write a paper about what he would like to do while wanting to reside there for awhile.</td>
</tr>
<tr>
<td>C. The student will state the pros and cons of the Peace Corps program, giving his opinions about how it was organized.</td>
</tr>
<tr>
<td>A. The student will be able to give a logical explanation of the causes of floods and suggest means for controlling them.</td>
</tr>
<tr>
<td>B. The student will write an essay about the effects of riots.</td>
</tr>
<tr>
<td>C. The student will research the events and incidents leading up to off-shore oil drilling and write a report and submit his findings for publication.</td>
</tr>
<tr>
<td>D. The student will be able to discuss the causes and effects of slums and ghettos in our cities and suggest means for controlling them.</td>
</tr>
</tbody>
</table>
BEHAVIORAL OBJECTIVES

and beneficial contour plowing is for the farmers and for others.

He would build for himself in a windy climate.

As man has modified the stream and watershed of the Tennessee River to improve the region.

He provide food, shelter, and clothing for their people today.

The Japanese have turned to because of the shortage of good land caused by the climate.

of the American plains and tell what steps were taken to remedy the situation.

of the United States concerning the operation and further development of the Panama Canal.

ritual, ceremony, superstition, or fetish practiced by some cultural group and tell how it related to the

of clothing, will describe orally how the person must feel in the clothes.

foreign exchange student, write a paper about the country he has chosen to visit, and state his reason for

Corps program, giving his opinions about how it might most effectively function to promote the major goals

of the causes of floods and suggest means of controlling them.

ists.

leading up to off-shore oil drilling and write about the effects of this. He will assume the role of a reporter

fects of slums and ghettos in our cities and suggest remedial steps that might be taken.
### Generalization

Every region is an area homogeneous in terms of specific criteria chosen to delimit it from other regions. This delimitation is always based on an intellectual judgment.

### Concepts

<table>
<thead>
<tr>
<th>Geographical approach</th>
<th>Culture</th>
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</thead>
<tbody>
<tr>
<td>A. In the field of geography, attention is focused on the interconnection among things and events related to unlike processes that are associated.</td>
<td></td>
</tr>
<tr>
<td>B. Many different kinds of processes of change are biotic, economic, social, and political processes.</td>
<td></td>
</tr>
<tr>
<td>C. The distinctive purpose of geographic study is the interaction among diverse cultural processes of events.</td>
<td></td>
</tr>
<tr>
<td>D. Geography has examined the interaction between the interaction among diverse cultural processes of events.</td>
<td></td>
</tr>
<tr>
<td>E. Geography seeks understanding of the causes of events.</td>
<td></td>
</tr>
<tr>
<td>F. Grouping events and concepts together by the principle by which to approach and analyze them.</td>
<td></td>
</tr>
</tbody>
</table>

A. People are much alike in feelings and needs, and in the same time, making changes to improve their lives.

B. People in other lands have customs and traditions.

C. People throughout the world today are striving for change to improve them.

D. Individuals and groups of individuals of diverse cultures.
People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

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

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

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

In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnection among things and events that are thus associated.

Many different kinds of processes of change are operating on the face of the earth. There are physical processes, biotic, economic, social, and political processes.

The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas.

Geography has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena.

Geography seeks understanding of the causes and consequences of differences from place to place on the earth.

Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.
BEHAVIORAL OBJECTIVES

A. The student will identify the common basic needs and wants of people in China, Japan, and the United States.

B. The student will distinguish between the various types of family, social, and political life found in the same nationality group.

C. The student will identify and discuss the people’s efforts on the island of Guam in trying to retain their traditional culture and to improve their way of life.

D. The student given a group of pictures associated with various cultural groups in America will point out to our culture, e.g., Mexicans, Indians, Chinese, Negroes, and Scandinavians.

A. The student will act as a businessman who is contemplating a new business enterprise that will engage in a particular kind of business in which he will engage and giving reasons for his choice in a written report.

B. The student will identify the destructive processes involved in the destruction of California’s hillside homes and suggest suggestions as to how they could be corrected.

C. The student, from a select list, will identify limits of territorial waters claimed by various countries and the countries that claim them.

D. The student will explain why the Gulf of Aqaba is of vital importance to Israel.

E. The student will explain reasons for the short growing season in Alaska as compared to a relatively long growing season in Alaska with pineapple in Hawaii.

F. The student will explain the similarities and differences found in the nomadic cultures of the Kazaks.
BEHAVIORAL OBJECTIVES

1. Understand the wants of people in China, Japan, and the United States.
2. Identify changes in family, social, and political life found in today's China, even though the people of this area are of the same origin.
3. Examine the efforts on the island of Guam in trying to retain their traditions and culture and list the changes they are making.
4. Analyze various cultural groups in America and point out ways in which each one has made significant contributions, e.g., Negroes, Scandinavians.
5. Evaluate a new business enterprise that will engage in production of either goods or services. He will choose the reasons for his choice in a written report.
6. Examine the territorial waters claimed by various countries and explain the rationale used by these countries to support their claim.
7. Compare the growing season in Alaska as compared to a relatively long growing season in Hawaii, e.g., Compare cabbage varieties found in the nomadic cultures of the Kazaks and the Arabsians.
SUGGESTED MULTIMEDIA FOR GEOGRAPHY--LEVEL 7

STANDARD FOCAL REFERENCE GUIDES (Social Studies)

Benefic
You and The World

Follett
Exploring Regions of the Eastern Hemisphere

Ginn
Your World and Mine

Holt, Rinehart, & Winston
In the Eastern Hemisphere

Macmillan
Living in the Old World

Scott Foresman
Beyond The Americas

CONCEPT PENETRATION SOURCES (Social Studies)

Allyn & Bacon
The New World's Foundations In The Old

Benefic
How People Live In: Series
China
USSR
Japan

Children's Press
Young People's Story of Our Heritage
The Orient
Europe
Ancient World Prehistory- 500 BC
Ancient History 500 BC - 500 AD
Modern World
GESTED MULTIMEDIA FOR GEOGRAPHY--LEVEL 6

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<th>Social Studies</th>
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FILMSTRIPS

Bailey
  Africa: Devil Continent
  Japan: Asia's Modern Power
  Southeast Asia: Past and Present
  Berlin, The Divided City

Encyclopaedia Britannica
  Medieval Europe
  Ancient Rome

Eye Gate
  The Story of America's People: Series
  Seven Regions of the World

Learning Arts
  Africa Regional Geography
  Our Heritage From the Old World

Library Filmstrip Center
  Alexander the Great
  Chief Roman Deities
  The Twelve Caesars

McGraw - Hill
  China and Her Neighbors
  World Geography Series

Photo and Sound
  Australia, Indonesia, Philippines
  India and Ceylon
  Land of East and Southeast Asia
  Soviet Union Today

Society for Visual Education
  Africa, the Land of Developing Countries
  Living in China Today
  World History Series
TRANSPARENCIES

Allyn and Bacon
  Alpha Map Transparencies

MAPS AND ATLASES

Hammond
  My First World Atlas

Merrill
  Merrill School Atlas

Rand McNally
  World Atlas

RECORDS

Social Studies School Services
  World Landmark Enrichment Records

16mm FILMS

Coronet
  Globe and Our Round Earth

Encyclopaedia Britannica
  Changing Matilda: The New Australia

McGraw - Hill
  Animals of Africa
  Siberia: A Day in Irkutsk
  Israel: Making a Land Productive
  The Middle East: The Need for Water
  India: The Struggle for Food
  India: Urban Conditions
Thailand: Winds of Change
Our Immigrant Heritage
European Culture Region
China: Social Revolution
Oceania
Afghanistan: Emerging From Isolation
The Old Africa and the New
New Zealand: Its Farms and Cities
Turkey: Modern Reforms
West Germany - Industrial
South Africa
Yugoslavia
China: The Awakening Giant
Scandinavia - The Rewards of Excellence
Country Called Europe
Low Countries, The Very Much Alive
Greece - So Rich, So Poor
Iran: The Struggle to Industrialize
The Philippines: Island Republic
Feeding One Quarter of the Human Race
Australia: Challenge of a Growing Nation
Japan: A Nation of Growing Cities