SOCIAL STUDIES SYLLABUS

An Honors Project (ID 499)

by

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Thesis Director

Dr. Ray E. White

Ball State University

Muncie, Indiana

May, 1974
SOCIAL STUDIES PROGRAM

STATEMENT OF INTENT

Selma Middle School Social Studies Department has established a program that differs from the previous programs in the following ways:

1. Content will be presented in a topical rather than a chronological order.

2. Topics will not be limited to just the European, Asian, or American facets of the event or issue but will deal with intercontinental causes, effects, and relationships.

3. The school population will be given an opportunity to choose areas of interest for in depth study, and it is hoped that all classes will be composed of sixth, seventh, and eighth graders who have similar interests.

4. Teachers will be given an opportunity to teach in content areas where they feel they are most proficient.

5. Students will be exposed to the talents and techniques of all members of the department rather than being assigned to one teacher for the year.

6. More than one teacher will be involved in evaluation of student achievement.

7. An orientation program will be instituted at the beginning of the year that will cover descriptions of the various disciplines in Social Studies; that will review or teach skills such as map reading, graph reading, note taking, test taking, writing reports, and listening. The program will review and/or teach library techniques and behavior. It will familiarize students with resources available other than reference materials. The program will acquaint the student with audio visual materials that can be used. During the orientation period, students will be given an explanation of the topics to be offered, and how the students handling of these topics will be evaluated.

8. Some topics will involve individualized study.

9. Simulation and field trips will be used for motivation and/or consolidation of student learning experiences.

10. Resource persons from the community will be asked to participate in the program.

11. Each teacher will fully explain the grading system.
SOCIAL STUDIES DEPARTMENT
GOALS AND OBJECTIVES

I. Goals
A. To stimulate an inquiry into and discovery of the body of knowledge known as "Social Studies".
B. To develop an attitude toward Social Studies that is positive and that will lead to further self-realization.
C. To develop facts and concepts in a manner that value clarification takes place.

II. Objectives
A. Attitudes to be developed:
   1. Open mindedness
   2. Concern for others
   3. Cooperation
   4. Courtesy
   5. Respect for individuals and property
   6. Integrity
   7. Tolerance
   8. Honesty
   9. Civic responsibility
  10. Conservation
  11. Self-worth, self-development
  12. Desire for learning
  13. Concern for the general welfare
  14. Freedom of inquiry
B. Skills to be developed:
   1. Skills at problem solving
   2. Self-evaluation and group evaluation
   3. Critical thinking
   4. Communication skills
   5. Map and chart skills
   6. Study skills:
      a. The ability to do research
      b. The ability to outline
      c. The ability to use original sources
      d. The ability to summarize
      e. The ability to record data
      f. The ability to take notes
      g. The ability to select main ideas
      h. The ability to read for details
      i. The ability to make oral and written reports
      j. The ability to plan
      k. The ability to read and use maps
      l. The ability to read and use charts, graphs, and cartoons
C. Values to be developed:
1. Value of democratic principles
2. Moral values
3. Aesthetic values
4. Spiritual values
5. Conservation
6. Equality of opportunity
7. Guarantee of civil liberties
8. Pursuit of happiness

D. Knowledge to be developed:
1. Democracy
2. Culture - Heritage
3. Other cultures
4. World problems
5. Races
6. Creeds
7. Economic factors
8. Citizenship
9. Family life
10. Other families
11. Conservation

E. Abilities to be developed:
1. Creativeness
2. Self-control
3. To work in groups
4. To communicate with others
5. Critical thinking
6. Creative thinking
7. To make decisions
8. To pass judgements
9. To apply knowledge and learnings
10. Sharing each others viewpoints
11. Ability to plan
12. To organize

F. Appreciations to be developed:
1. Of environment
2. Aesthetic sense - fine things
3. Respect for work
4. Enjoyment of a rich, full life

G. Characteristics to be developed:
1. Self-direction
2. self-realization (creativity)
3. Resourcefulness
4. Initiative
5. Cooperation
6. Open-mindedness
7. Appreciation (culture, heritage, etc.)

H. Traits to be developed:
1. Insight
2. Understanding
3. Responsibility
4. Honesty
5. Sincerity
6. Sense of honor
SOCIAL STUDIES DEPARTMENT

STUDENT EVALUATION CHECKSHEET

The purpose of this checksheet is to evaluate the student in areas not capable of evaluation through testing or written assignments. The objectives being evaluated are taken from the list included in the syllabus.

The checksheet may be used by the teacher for purposes of grading, counseling and guidance, and parental conferences.

The teacher will check the student on each objective on a scale from 0 to 3. Each number stands for the following:

3  Excellent
2  Adequate
1  Needs Improvement
0  Poor

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1. The student has shown a positive attitude. (Objective A)

2. The student is self-directed, resourceful, cooperative, open-minded, etc. (Objective G)

3. The student has shown insight, understanding, responsibility, honesty, etc. (Objective H)

4. The student shows ability in handling subject materials. (Objective E)

5. The student is involved in all aspects of class participation. (Objectives C and F)

TEACHER COMMENTS:
The Selma Middle School Social Studies Department will offer the following courses to all 6th, 7th, and 8th grade students:
(Note: All courses numbered in the 100's are designed primarily for 6th graders, those in the 200's for the 7th graders, and those in the 300's for 8th graders. However, any student may take courses from any of the three levels.)

<table>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tr>
<td>100</td>
<td>A LOOK AT THE WORLD: AN OVERVIEW OF SOCIAL SCIENCE</td>
<td>What does the Economist, Historian, Political Scientist, Anthropologist, Sociologist, Archeologist, and Geographer do? Student activities will include developing a society or culture on the basis of what each of the social scientists might find.</td>
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<td>101</td>
<td>RACE AND CULTURE</td>
<td>A discussion of race and culture. What are racial classifications? How are they important to understanding culture? There will be a comparison of one race and many cultures. How does culture affect the lives of the people? Student activities will include classroom simulation of cultures and races; data collecting and interpreting simple statistics.</td>
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<td>102</td>
<td>CITIES</td>
<td>This unit discusses the development of urbanization, two great cities of Greece and their cultural differences, cities thru the Middle Ages, and cities of the Industrial Revolution. Today's international cities and how they affect the people living in them will be emphasized.</td>
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<td>103</td>
<td>GROUPS IN SOCIETY</td>
<td>A look at man as an individual and his relationship with social institutions and also how each of these interact with each other. Government as a social institution is discussed in relation to its interaction with society.</td>
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<td>104</td>
<td>ECONOMICS</td>
<td>What keeps a country going? This unit defines simply the general principles of economics. What are the needs and wants of a nation? Is or how is the economy controlled. Student activities will include simulated experience in making economic decisions.</td>
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POLITICAL SYSTEMS- A comparative government unit that discusses the principles of Democratic and Totalitarian systems. There will be a comparison of ideologies and how they are put into practice. Countries to be included are: The United States, Russia, China, Canada, and various South and Central American countries.

THINGS THAT DIVIDE US AND BRING US TOGETHER- This unit involves nations and their changing boundaries. What are the physical and cultural boundaries that exist today? How are these obstacles overcome? What can the individual do to make the world a smaller, freer place to live?

LATIN AMERICAN CULTURE THRU LITERATURE- Students will learn about the life, customs, and traditions of Latin America through the reading of short stories.

LATIN AMERICA TODAY AND YESTERDAY- An interdisciplinary approach to the study of Latin America with the greater emphasis on modern times and the struggles of the countries.

ANCIENT CIVILIZATIONS OF THE WESTERN HEMISPHERE- A study of the Aztec, Maya, and Inca cultures.

GUNPOWDER TO BLOWGUNS!- A study of Asia and Africa from past to present. The course will acquaint the student with the development of man in these areas. Through this study it is hoped that the student will become familiar with the significant contributions made by the Yellow and Black inhabitants of the world.

FROM DARKNESS TO BRILLIANCE - ALMOST BLINDNESS!- A study of Western Europe from the Middle Ages through the Industrial Revolution. The course will relate the development of man from complete subjectivity to individualism. The various governmental systems which developed during this era will be researched.

OLDIES BUT GOODIES!- A study of Ancient Classical Civilizations which includes Sumer, Egypt, Crete, Greece, and Rome. The students will develop an understanding of the importance of these civilizations to today's world.

STOP THE WORLD - I WANT TO GET OFF - BUT I DON'T KNOW WHICH WAY TO GO!!! - A study of map skills and terminology. This course is designed to improve the students' map skills and the usage of these skills.
204 WHAT IN THE WORLD DO WE BELIEVE? - A study of the different religions of the world, their similarities and differences. The religions to be studied include Islam, Judaism, Christianity, Buddhism, Taoism, and Confucianism. This course is to give to the student a basis for comparing how beliefs have affected the societies of today.

205 BLASPHEMOUS! EVERYONE LISTENING TO!! - A study of many of the old philosophers of the world. Those to be studied include Socrates, Aristotle, Plato, Confucius, Buddha, Mohammed, Moses, and Jesus. This course is to acquaint the student with the sayings and ideas expressed by these philosophers.

206 MAN AS AN INDIVIDUAL - This course explains why things are as they are by getting the student to relate how things originated. This is a self-realization unit.

207 MAN AS A GROUP MEMBER - The basis of this course is how individuals and groups interact. Emphasis is placed on changing social systems and of what is acceptable behavior and why.

208 MAN IN CULTURE - The investigation of what items are necessary for culture to exist such as needs, tools, beliefs and values are studied and discussed.

209 MAN AS A POLICY MAKER - The need for decision is investigated with emphasis upon the individual and group governmental procedures of decision making.

210 MAN IN HIS ENVIRONMENT - The importance of man's natural surroundings and his ability to accept or improve them are the basis for man's ability to produce or die out. This unit is approached from an investigatory approach.

211 MAN AS A PRODUCER - The patterns of technology which created severe problems for mankind is approached from the standpoint of determining what can and should be done to aid man in the future.

212 THE GREEK GODS - An introduction to Greek Mythology with emphasis upon the effect of this subject on today's modern world.
WALK RIGHT IN AND SIT RIGHT DOWN - 1492-1750
This course will cover the European events leading to the discovery of The New World, the exploration and colonization of The New World, and the background of the natives that occupied North and South America. Emphasis will be placed on the European values brought to the Americas and how they conflicted with native values.

THE SHOT HEARD AROUND THE WORLD - 1750-1791
This course will examine the causes, events, and effects of the American Revolution. Emphasis will be placed upon the values held dear to the founders of the republic and how these values have been preserved in The Declaration of Independence, Constitution, and Bill of Rights.

GROWING PAINS - 1775-1860 - This course will involve the growth of our nation during its first 35 years and the problems the country encountered. The values that promoted this period of growth that culminated in The Civil War will be emphasized.

I'M AS GOOD AS YOU ARE - 1775-1880 - This course will examine the growth of the democratic spirit and its implications to America. The values inherent to democracy will be emphasized.

THOSE GUY SHOTS ARE BREAKING UP THAT OLD GANG OF MINE - 1850-1900 - This course will examine the causes, events, and effects of the Civil War. The values that evolved from that War will be examined.

WHERE DOES OUR MONEY COME FROM? - 1865-1970's
The course will focus on the people of America and the resources of America. The contributions of the different nationalities, important inventors and inventions, along with our natural resources will be intertwined to show what our prosperity is based on.

UNCLE SAM - 1865-1970's - The course will cover the politics, government, and policies during the last century. Each branch of government will be studied. Special emphasis will be placed on the values involved in American politics and government.

CARRY A BIG STICK - 1865-1945 - The growth of America as a world power and its role in the wars of this period will be covered. The causes and effects of our power will be emphasized.
WHAT ABOUT TOMORROW? - 1945-? - The events since World War II and the prospects for the future will be covered. What are the values of today and where did they come from? What will be the values of tomorrow?

MAIL TO THE CHIEF - A study of American history through the eyes and events of each of our Presidents. The important contribution, philosophies and decisions of our presidents will be examined. The values influencing their times and decisions will be stressed.

EVERYONE IS BEAUTIFUL - The role of the American Indian, the Black American, and the Chicano in today's America will be covered. A study of the culture, values, and desires will be emphasized.

MONEY, MONEY, MONEY$ - A study of economic concepts and history and how the American economic system functions.

Grin, Grin, Grin - A study of dissent and protest in American history. The period prior to the Revolution, the period of the Populists, the Progressives, and the protests of the 1960's will provide the subject material.

ARE YOU AN ELEPHANT OR A DONKEY? - A study of American political parties with an emphasis on their historical growth and modern philosophies.

WHO GETS WHAT AND WHY? - A study of the American governmental system, how it functions, the way people can influence the system, and be influenced by it.

WHAT'S HAPPENING? - A current events course in which each student will have a newspaper. Students will learn about politics, government, history, economics, etc. Utilizing materials from the paper, the students will form their own judgements.

YOUTH AND THE LAW - A course that will allow the student to examine the privileges and responsibilities involved in citizenship. The course will emphasize juvenile justice.
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SOCIAL STUDIES COURSE SELECTION SHEET

The following courses will be offered during this six week period to any 6th, 7th, and 8th grade student:
(Note: All courses numbered in the 100's are designed primarily for 6th graders, those in the 200's for the 7th graders, and those in the 300's for 8th graders. However, any student may take courses from any of the three levels.)

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SOCIAL STUDIES UNIT ASSIGNMENT

Below are the students who have been assigned to the following teacher and unit for the next Grading Period:

Class Period: 1 2 3 4 5 6 7  
circle one  
Teacher: ____________________

Grading Period: 1 2 3 4 5 6  
circle one  
Social Studies Unit No. ______

Room No. ______

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SULMA MIDDLE SCHOOL  
SOCIAL STUDIES DEPARTMENT  
PROGRAM EXPENSES  

100 Courses  
Fendulum Press  
1. Latin America Today and Yesterday - 40 copies @ $1.16  
46.40  

Harcourt, Brace, Jovanovich  
1. The Social Sciences: Concepts and Values  
110 copies @ $4.65 per copy + 20%  
613.80  

Total  
660.20  

200 Courses  
Scholastic Books  
1. Emerging Africa - 35 copies @ $1.27 - 25%  
33.34  
2. The Two Chinas - 35 copies @ $1.27 - 25%  
33.34  
3. The Rim of Asia - 35 copies @ $1.27 - 25%  
33.34  
4. The Sub-continent of India - 35 copies @ $1.27 - 25%  
33.34  
5. The Soviet Union - 35 copies @ $1.27 - 25%  
33.34  
6. The Western Europe - 35 copies @ $1.27 - 25%  
33.34  
7. Two Worlds in Conflict - 35 copies @ $1.65 - 25%  
43.31  
8. Eastern Europe - 35 copies @ $1.27 - 25%  
33.34  

Total  
276.69  

Rand McNally Paperbooks  
1. Religious - Philosophical Systems - 35 copies @ $1.35  
47.25  

Merrill  
1. Ancient Greece and Rome - 35 copies @ $1.80  
63.00  
2. The Middle East, Crossroads of Civilization - 35 copies @ $1.80  
63.00  

Total  
126.00  

Bantum  
1. Daily Life in Ancient Rome - 35 copies @ $1.45  
50.75  

Harcourt, Brace, Jovanovich  
1. Sources of Identity - 155 copies @ $6.96 + 20%  
1294.25
### Educational Pocket Books

1. 100 Great Thinkers - 35 copies @ .95  
   Total: $3.25
2. The Story of Philosophy - 35 copies @ 1.25  
   Total: $4.25
3. Buddhism - 35 copies @ .75  
   Total: $25.25
4. Hinduism - 35 copies @ .95  
   Total: $3.25
5. Islam - 35 copies @ .75  
   Total: $2.50
6. Judaism - 35 copies @ .75  
   Total: $2.50
7. The Life Story of Jesus - 35 copies @ 1.50  
   Total: $5.50
8. The Great Religious Leaders - 35 copies @ .90  
   Total: $3.15

**Grand Total:** $273.00

### American Education Publications - Xerox

1. Our Presidents and Their Times - 35 copies @ .45  
   Total: $15.75
2. American Indians Today - 35 copies @ .40  
   Total: $14.00
3. Black In America - 35 copies @ .40  
   Total: $14.00
4. Mexican Americans Today - 35 copies @ .40  
   Total: $14.00
5. Dissent and Protest - 35 copies @ .40  
   Total: $14.00
6. Democracy and Dissent - 35 copies @ .40  
   Total: $14.00
7. Political Parties in the U.S. - 35 copies @ .40  
   Total: $14.00
8. The Supreme Court - 35 copies @ .40  
   Total: $14.00
9. Congress in Action - 35 copies @ .40  
   Total: $14.00
10. The Lobbyists - 35 copies @ .45  
    Total: $0.75
11. The Presidency - 35 copies @ .40  
    Total: $0.75
12. Rights of the Accused - 35 copies @ .40  
    Total: $0.75
13. Courts and the Law - 35 copies @ .40  
    Total: $0.75
14. Liberty Under Law - 35 copies @ .40  
    Total: $0.75
15. Values and Decisions Series (10 in the series)  
    35 copies @ .40 x 10  
    Total: $140.00

**Grand Total:** $339.50

### Scholastic Books

1. Our Nation's Wealth - 35 copies @ 1.25 - 25%  
   Total: $32.81

### Huncie Star

1. One Copy for 35 students for one six week period for 5 years  
   Total: $324.00

### Harcourt, Brace, Jovanovich

1. America : It's People and Values - 155 copies @  
   $7.20 per copy + 20%  
   Total: $134.075

**Grand Total:** $2037.06
Grand Total for Textbooks 3248.30
Grand Total for Extra Materials 1516.40

TOTAL Expenses 4765.20

Rental Fees for each student 2.30