

Syllabus for 7th Grade Social Living

1998.38.92.2a

I. TITLE OF COURSE: 7th Grade Social Living

II. GENERAL AIMS AND OBJECTIVES:

1. To orient the student with his environment
2. To develop in the student the concept that the world is a community of which he is a functioning member.

III. SPECIFIC AIMS AND OBJECTIVES:

1. A working knowledge of the community of Manzanar.
2. An understanding of the geography and history of Inyo County.
3. An understanding of the geography and history of California.
4. A groundwork in the fundamentals of citizenship.
5. A desire for community betterment through furthering of community pride.

IV. GENERAL OUTLINE OF MATERIAL TO BE COVERED:

- I. Manzanar
 - A. The beginning of Manzanar (to be taken from "The teacher and the war relocation project.")
 - B. Manzanar as an example of a planned community.
 1. Its plan.
 2. Its local government.
 3. Comparison of Manzanar with other cities and camps.
 - C. Civic enterprise of Manzanar.
 1. The locally sponsored educational, vocational and recreational projects.
 2. The local services which regulate and protect Manzanar.
 - a. Maintenance services.
 - b. Health department
 - c. Police department
 - d. Fire department
 - e. The local administrative council (Block leaders, and others).
 3. Other services which connect Manzanar with the outside world.
 - a. Administration.
 - b. Bank
 - c. Post office.
 4. Manzanar's place in the nation's industry.
 - a. Clothing

b. Camouflage

c. Agriculture

1) Crops and soil.

2) Geography of the project (to introduce the study of Inyo County.)

II.

II. Inyo County

A. Geography

B. History

C. Importance to the state and nation.

III. California

A. Geography

B. History

C. Importance to the nation

IV. California, the gateway to the Orient

A. Ports of California

B. Oriental culture in the west.

1. Little Tokio.

2. Chinatown

V. Fundamentals of citizenship.

A. The requisites of a good citizen.

1. As an individual

2. As a member of the group.

3. The various functions of the community in caring for the individual.

B. The relationship of the community to the state.

C. The relationship of the community to the nation.

D. How can a citizen of Manzanar best exercise his duties and privileges.

Syllabus for Social Living: Grade Eight

1998.38.92.2b

I. Social Living: Grade Eight

II. General Aims and Objectives

1. An understanding of some of the personages and events upon which our ideals have been based.
2. Inculcation of the democratic ideals through the study of highlights of our history.

III. Specific Aims.

1. A knowledge of some of the important facts of our national history.
2. An understanding of the United States as a member of the work community of nations.
3. An understanding of the important characters of American history as human beings rather than the entities of a dead past.
4. Some knowledge of the great political, social and economic changes through which our nation has passed.

IV. Outline of Course.

- I. How America was discovered.
 - A. The Old World background.
 - B. Columbus
 - C. The early explorers
- II. The struggle for a Continent
 - A. Establishment of the French, Spanish, Dutch and Swedish colonies in the North American continent.
 - B. The establishment of the English colonies.
 - C. The rivalry over colonies.
 - D. England becomes dominant on the Eastern seaboard.
- III. How we became a nation.
 - A. Englishmen in England and colonists in America.
 - B. The colonists resent English dominance.
 - C. The American Revolution.
 - D. The establishment of a new government.
 1. The articles of Confederation.
 2. The constitutional convention.
 3. The struggle for ratification – the Federalist
- IV. We expand, divide and are re-united.
 - A. The Louisiana purchase.

- B. The era of good feelings.
 - C. Jackson, the People's president.
 - D. The age of oratory (Calhoun, Clay and Webster).
 - E. We cross a continent and gain new lands.
 - F. The North and the South – civil war.
 - G. Lincoln welds the nation together.
- V. Modern America
- A. Transportation
 - 1.The horse and buggy
 - 2.The railroads
 - 3.The automobile
 - 4.The Airplane
 - B. Communication
 - 1.Pony express
 - 2.Telegraph
 - 3.Telephone
 - 4.Radio
 - C. Industry and agriculture.
 - 1.Modern methods – electricity
 - 2.How our ways of life have been changed by the inventions and improvements.
- VI. The United States and its relation with the rest of the world.
- A. The war with Spain – we gain new lands.
 - B. The ideals of our entry into World War I.
 - C. World neighbors since WW-I
 - 1.Pan-Americanism
 - 2.International cooperation or international war?

Syllabus for Social Living: Grade Eight

1998.38.92.2b

I. Social Living: Grade Eight

II. General Aims and Objectives

3. An understanding of some of the personages and events upon which our ideals have been based.
4. Inculcation of the democratic ideals through the study of highlights of our history.

III. Specific Aims.

5. A knowledge of some of the important facts of our national history.
6. An understanding of the United States as a member of the work community of nations.
7. An understanding of the important characters of American history as human beings rather than the entities of a dead past.
8. Some knowledge of the great political, social and economic changes through which our nation has passed.

IV. Outline of Course.

- VII. How America was discovered.
 - A. The Old World background.
 - B. Columbus
 - C. The early explorers
- VIII. The struggle for a Continent
 - A. Establishment of the French, Spanish, Dutch and Swedish colonies in the North American continent.
 - B. The establishment of the English colonies.
 - C. The rivalry over colonies.
 - D. England becomes dominant on the Eastern seaboard.
- IX. How we became a nation.
 - A. Englishmen in England and colonists in America.
 - B. The colonists resent English dominance.
 - C. The American Revolution.
 - D. The establishment of a new government.
 1. The articles of Confederation.
 2. The constitutional convention.
 3. The struggle for ratification – the Federalist
- X. We expand, divide and are re-united.
 - A. The Louisiana purchase.

- B. The era of good feelings.
 - C. Jackson, the People's president.
 - D. The age of oratory (Calhoun, Clay and Webster).
 - E. We cross a continent and gain new lands.
 - F. The North and the South – civil war.
 - G. Lincoln welds the nation together.
- XI. Modern America
- A. Transportation
 - 1.The horse and buggy
 - 2.The railroads
 - 3.The automobile
 - 4.The Airplane
 - B. Communication
 - 1.Pony express
 - 2.Telegraph
 - 3.Telephone
 - 4.Radio
 - C. Industry and agriculture.
 - 1.Modern methods – electricity
 - 2.How our ways of life have been changed by the inventions and improvements.
- XII. The United States and its relation with the rest of the world.
- A. The war with Spain – we gain new lands.
 - B. The ideals of our entry into World War I.
 - C. World neighbors since WW-I
 - 1.Pan-Americanism
 - 2.International cooperation or international war?

Syllabus for World History and Geography: Grade Ten

1998.38.92.2d

I. WORLD HISTORY AND GEOGRAPHY: GRADE TEN

II. General Aims and Objectives:

1. An understanding of world history as a continuous thread of human relationships no part of which is entirely separated from any other part.
2. A knowledge of the general stream of history from the beginning of our knowledge to the present time. This objective is to be gained through study of the more important phases of world culture.
3. The concept that world peace can be permanently attained only through the understanding of all nations and the leading by stronger nations in this attempt at understanding rather than through coercion.
4. Illustration of the need for eventual international democracy.

III. Specific Aims

1. A knowledge of geography known in the progressive ages in our civilization.
2. An understanding of the more important highlights of the great time-culture epochs in world history with emphasis on the modern period.
3. An understanding of the economic-geographic influence upon the rise of the modern world nations.
4. An understanding of the more important geographic areas of the world today, their political and economic significance.

IV. Outline of Course

- I. The beginnings of civilization
 - A. Prehistoric
 - B. Egypt
- II. Classic civilizations of the world
 - A. The west
 1. Palestine and the near east
 2. Greece
 3. Rome
 - B. The civilizations of Asia
- III. The East meets the West
 - A. The fall of Rome

- B. The invasion of Europe by the “Barbarians.”
- C. The Middle Ages
 - 1. The feudal system.
 - 2. The crusades
 - 3. The contacts of the east with west and how the west benefited from it
- IV. The renaissance.
 - A. The return of interest in the past and desire to improve the future.
 - B. The nations of Europe quarrel, dissolve, reform and expand.
 - C. The commercial and industrial revolution
- V. The rise of modern nations
 - A. European nations.
 - 1. The emergence of the concept that the human being is the important factor in civilization
 - 2. The French revolution – what is accomplished
 - 3. The “Century of hope” and the “White man’s burden.”
 - B. The Orient – the awakening of dormant nationalism.
 - C. The Hispanic American nations.
- VII. World War I. – its economic, political, social and geographic backgrounds and consequences.
- VIII. The post-war world.
 - A. The league of nations and world-wide fight for democracy.
 - B. World depression – international barriers to understanding.
 - 1. Chauvinistic nationalism.
 - 2. The theory of the have – havenot nations.
 - 3. International trade barriers.
 - C. The rise of the totalitarian nations.
 - 1. Germany
 - 2. Japan
 - 3. Russia
 - D. The drift toward war
 - 1. The collapse of the international exchange
 - 2. Manchuria
 - 3. Ethiopia
 - 4. Spain
 - 5. Munich
- IX. World War II
 - A. The “War of nerves.”
 - B. “Blitzkrieg”
 - C. The effect of modern war upon the nations and their citizens
- X. Whither mankind?

Syllabus for American Life and Institutions: Grade Eleven

1998.38.92.2e

I. AMERICAN LIFE AND INSTITUTIONS: GRADE ELEVEN

II. General aims and objectives:

1. An appreciation of the growth of American democracy.
2. A basic understanding of the more important high-lights of American history.
3. An ability to handle data in an intelligent manner.
4. Ability to interpret present-day events in the light of past American history.
5. To develop an attitude of intelligent constructive criticism.

III. Specific aims.

1. To instill in the student an appreciation for all contributions of immigrants to the American civilization from the earliest days to the present
2. An understanding of the political, social and economic forces which have shaped the progress of our nation
3. An understanding of the growth and function of the government of the United States from its early beginnings; and an understanding of the responsibilities of the individual to his government and society.

IV. Outline of course (History)

- I. European beginnings of America
 - A. Political, economic and geographic reasons for the westward migration
 - B. Early explorations
 - C. Colonization
- II. The transition from colony to nation.
 - A. England becomes dominant in North America
 - B. The growth of unrest under British rule culminates in the war for independence
 - C. The failure of the Articles of Confederation and the formation of "A more perfect union."
 - D. Emergence of a stabilized government.
- III. The growth of sectionalism
 - A. Strict constructions v. loose constructionists
 - B. The Louisiana purchase
 - C. The war of 1812
 - D. The Jacksonian Era.

- IV. The Westward movement
 - A. Lewis and Clarke
 - B. Oregon
 - C. Texas
 - D. California
- V. The civil war
 - A. Early background of rivalry between North and South
 - B. The great compromises
 - C. Economic aspects of the issues involved
 - D. Division and reunion
- VI. The foundations of modern America
 - A. The rise of big business
 - B. Government and big business
- VII. We build an empire
 - A. The Monroe doctrine
 - B. The Spanish-American War
 - C. Our historic policies concerning the Americas
- VIII. World War I – a comparison with World War II
- IX. “Normalcy”
 - A. The abnormal prosperity of the twenties
 - B. November, 1929 and after.
- X. The “New Deal.”
 - A. The changes in our economic thought during the depression.
 - B. The New Deal and international crises
- XI. We go to war again.
 - A. Our course during the first two years of WW-II
 - B. The nation at war – changes in our ways of life.

General outline of course (civics)

- I. The relation of the individual to the government.
 - A. The responsibility of the individual to the government.
 - B. How public opinion is shaped.
 - C. How we elect our government officials
- II. The functions of government.
 - A. The regulation of business for the good of the greatest number of people.
 - B. The regulation of the privileges of the individual for the benefit of the whole group.
 - C. The government as a conserver of our resources
 - D. The government as a member of the world community.
- III. How our government is organized and operated.
 - A. The constitution – the basis of the government
 - B. The legislative department

- C. The judicial branch of our government
- D. The financing of the biggest corporation in the world.

Syllabus for 12th Grade Social Social Problems

1998.38.92.2f

I. TITLE OF COURSE: 12th Grade Social Social Problems

II. GENERAL AIMS AND OBJECTIVES:

1. To help the students to develop a social awareness, with particular stress upon the individual's responsibilities as a citizen in a democracy.
2. To give the student a sound bases for constructive evaluation of social, political and economic institutions.

III.

III. SPECIFIC AIMS AND OBJECTIVES:

1. To observe the local community and compare it with other typical democratic communities.
2. Through the medium of class discussion, students will be encouraged to make their own appraisals of existing and contemplated community institutions.

IV. OUTLINE OF MATERIAL TO BE COVERED IN THE COURSE:

Unit II - Community institutions

1. Home
2. Church
3. Organizations
4. Community service
 - a. Education
 1. Vocational direction
 2. Schools
 3. Consumer education
 - b. Public welfare
 1. Correctional institutions
 2. Social welfare – social insurance
 3. Fire dept.
 4. Police dept. (juvenile delinquency)
 5. Government services (misc.)
 6. Utilities

Unit III - Conservation

1. Soil

- a. Water
 - b. Rotation of crops
 - 2. Forestry
 - a. Timber and game
 - 3. Other material resources.
- Unit IV - Theories of government
 - 1. Democracy
 - 2. Communism
 - 3. Fascism
- Unit V - Propaganda
 - 1. Channels
 - 2. Instruments (Publications, radio, etc.)
- Unit VI - Our economic system
 - 1. History of capital
 - a. Laissez-faire
 - b. Organization
 - 2. History of labor
 - a. Unions, etc.
 - 3. Planned economy
 - a. Theories (technocracy, tounsend, cooperatives)
 - 4. Migration
 - 5. Distribution of wealth
 - a. Profit and profit system
 - b. Money and banking
 - c. Insurance
 - 6. Taxation
- Unit VII - The Machine Age
 - 1. Commerce
 - 2. Communication
 - 3. Production
- Unit VIII - Factors if international relations
 - 1. Factors for:
 - a. Pan-America
 - b. Hague
 - c. League of nations
 - 1. Versailles treaty
 - d. World court
 - 2. Factors against
 - a. Trade barriers
 - b. Race prejudice
 - c. Language barriers
 - d. Imperialism

Unit IX - Post war planning

1. Reconstruction
2. International trade
 - a. Currency
3. Trusteeship of nations
 - a. Supervision of new democracies