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CURRICULUM GUIDE

The Elementary Program

San Diego City Schools

P H Y S I C A L E D U C A T I O N

POINT OF VIEW

The outcomes of the elementary physical education program can be expressed in terms of the student's physical growth, social growth, mental development, leadership, creative expression, skills in natural activities, and vigorous, joyous participation.

The capacities and interests of each individual are considered in the physical education program with the aim of helping him tc adjust happily in life and helping him to contribute constructively to the group.

The physical education period is a teaching situation for which continuous preparation, instruction, and evaluation are necessary for desirable progress.

Since much of the child's day is devoted to physical activities, the experience acquired in school should be of the type which will improve his leisure time recreation.

Physical education should begin in the kindergarten with guided play which provides for big muscle development.

Free play is part of physical education and requires careful planning and unobtrusive guidance on the part of leaders.

An important phase of the physical education program is the teaching of safety as it relates to all the activities.

Affording the maximum amount of physical activities for each boy and girl should be the fundamental principle which guides those organizing specific physical education activities.

Physical education provides many opportunities for developing understandings about health.

In physical education there is opportunity for participation by all boys and girls regardless of race or creed or social status.

Physical education can provide learning experiences which nurture qualities valued in our society; for example, co-operative participation, friendliness, happiness, character, and the democratic spirit.

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GRADE ONE THROUGH SIX

EXPECTED OUTCOMES

CREATIVE EXPRESSION

In the physical education program creative expression results when the child--

enjoys dancing.

Understands the value of good form and its relation to movement

Thinks creatively and wishes to express his ideas in movement.

Responds to tempo.

Gains poise and social grace.

PHYSICAL GROWTH

Physical growth is stimulated when the child—

Understands the value of, and practices, correct posture.

Is aware of, and uses, safety precautions.

Increases neuromuscular control.

Responds quickly to signals and directions.

Develops physical courage through successful participation in games.

Increases strength, co-ordination, and flexibility of his body.

Uses equipment safely and carefully.

Is interested in, and has a sound attitude toward, health and physical education.

SOCIAL GROWTH

Social growth is stimulated when the child--

Has a co-operative attitude in a group situation.

Plans with the teacher for group activities in leisure time.

Understands the idea of, and practices, taking turns.

Has respect for rules of the game.

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Uses safety precautions for himself and for group protection.

Feels the satisfaction of being in a social group.

Is able to win and lose with a sportsmanlike attitude.

Appreciates the dances of other peoples.

Maintains a healthy and neat appearance.

Has desirable social attitudes developed through group participation.

Has an attitude of fair play.

SKILL IN NATURAL ACTIVITIES

Skill in natural activities results when the child--

Progresses through planned steps of developing natural physical skills; i.e., running, jumping, throwing, and the like.

Gains proficiency in use of skills for team games.

Acquires greater accuracy and proficiency by his correct use of body mechanics.

VIGOROUS JOYOUS PARTICIPATION

Vigorous, joyous participation results when the child--

Participates for fun in a mildly competitive situation.

Takes part as an individual in a group activity.

Thoroughly enjoys rhythmic activities.

Continues his physical activities outside of school.

Maintains a strong, healthy body.

LEARNING EXPERIENCES

Every child should have the opportunity to--

Assist each other in small groups.

Play under student leadership.

Move in a vigorous manner.

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Participate in group situations.

Play according to rules.

Be a captain, ball monitor, or squad leader.

Apply safety knowledge in games.

Experiment with fundamental rhythms.

Participate in programs, festivals, and demonstrations.

Plan and evaluate activities.

Lead and follow.

Act as referee, scorekeeper, and umpire.

Enjoy sports as a spectator.

GRADE ONE

EXPECTED OUTCOMES

After having physical education experiences in the first grade the child--

Is developing body balance.

Is developing strength in upper muscles of legs.

Has safety knowledge concerning use of first grade apparatus.

Is able to run around a circle.

Is developing elementary skill in throwing and catching.

Is able to move quickly in a group.

Is developing skill in use of a sidearm throw.

Is developing the skill of tagging.

Is developing the skill of bobging and maintaining balance.

Is able to walk and run to music.

Becomes aware that he can flex and extend his body.

Has a beginning awareness of space relationship.

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Has increasingly desirable social attitudes gained through group participation.

Has discovered acceptable ways to achieve emotional release.

LEARNING EXPERIENCES

SELF-TESTING ACTIVITIES

Participating in self-testing activities as a means of developing individual skills through such activities as Elevator, Jack-in-the-Box, Bear Dance, Elephant Walk, Tight Rope Walk.

GAMES

Participating actively in such games as: Squirrel in Tree; call Ball; Back to Back; Duck, Duck, Goose; Brownies and Fairies; Skip Tag; School; Mouse Trap.

Taking responsibility for carrying equipment to and from play area.

Choosing games to be played together.

Evaluating play.

SKILLS

Tagging lightly.

Dodging.

Throwing and catching.

Doing a sidearm and underhand throw.

RHYTHMS

Engaging in fundamental rhythms such as walking, turning, leaping, running, hopping, sliding, and galloping.

Creating pantomimes to represent butterflies, animals, grocery store, boats, planes, trains, policeman, fireman, mother, father.

Playing singing games: "I Wish I Were A Windmill," "Farmer in the Dell," "Punchinello," "Oh! A Hunting We Will Go," "How Do You Do My Partner," "Ring a Jig Jig,"

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After having physical education experiences in the second grade the child--

Is increasing his development of body balance and self-confidence.

Has developed greater flexibility of the body.

Is able to co-ordinate movement with a partner.

Has taken part in satisfying play.

Is able to jump from squatting position.

Is able to dodge a pursuer.

Responds quickly and runs with agility.

Is able to follow directions.

Is developing hand-eye co-ordination.

Is developing a two-hand shoulder throw.

Is able to use apparatus for second grade correctly.

LEARNING EXPERIENCES

SELF-TESTING ACTIVITIES

Engaging in such activities as Row Boat, Rabbit Hop, Bird Hop, Human Rocker, Inch Worm, and Toad Hop the child experiences--

Springing from one body position to another.

Competing with himself.

Working in small groups in which children are assisting each other.

GAMES

Working in a set formation through such games as Poor Pussy, Fox and Farmer, Two Deep, Crossing the Brook, Come Along, Billy in the Forest, Dodge Ball, Boot Ball.

Following directions.

SKILLS

Participating in the following:

Two-hand shoulder throw, ball batting with hand, kicking a placed

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ball, dodging, and use of horizontal bars (Jungle Gym and Horizontal Ladder).

Bouncing and catching a ball in various ways such as bouncing a ball over the net.

Throwing a beanbag through hoop or marked board.

Jumping, using an individual rope, in various ways such as jumping with legs crossed.

Jumping, using a long rope.

Running these relays: Fetch and Carry, Circle Pass, Indian Relay, Balance, Walk Relay, One-legged Relay.

RHYTHMS

Participating in fundamental rhythms such as walking and jumping, bending and stretching, twisting and twirling, running and leaping, and skipping and whirling.

Working with a group and taking a part in pantomime sequences which portray activities centered around ferryboats, the harbor, planes, sailboats, or animals in the zoo.

Playing singing games such as "Danish Dance of Greeting," "Skip to My Lou," "Gustafs' Skoal," "Jump Just So," "Kinder Polka," "Hansel and Gretel," "Hey! Little Lassie."

Moving to simple phrases and changes of rhythms.

GRADE THREE

EXPECTED OUTCOMES

After having physical education experiences in the third grade the child--

Is able to pass an object or run with it.

Has readiness for folk dancing.

Is able to start and stop quickly.

Is able to run and dodge.

Is increasing his skill in throwing and catching a large ball.

Has experienced teamwork and knows what it means.

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Is developing strength in arms and upper back.

Is able to move accurately in a definite pattern.

Can bounce and direct a ball accurately.

Can do a step-hop jump.

Is beginning to be able to relax.

Is able to express himself through body movement.

Is able to use fundamental steps.

LEARNING EXPERIENCES

SELF-TESTING ACTIVITIES

Gaining body control through such activities as hanging by one or both hands from bars, Single Squat, Crab Walk, Gallop, and Step-Hop.

GAMES

Participating as a member of a group or as a leader of a team.

Making decisions.

SKILLS

Kicking, pitching, serving, and batting.

Using a long rope in various jumping games.

Jumping rope with a partner.

RELAYS

Experiencing daring, co-operative, and competitive activities such as Ball Race, Zuni, Over-Under, Fetch and carry, Step-Hop, Weavers Relay, and Bounce Ball Relay.

RHYTHMS

Mastering movements for fundamental rhythms in their simplest combinations.

Becoming familiar with characteristic dances of people of other lands through participation in Polkas, Minuets, Chinese dances, and Indian dances.

Acting out rhythm pantomimes to represent grinding corn, building a dam, or planting rice.

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Expressing creatively, through rhythm, ideas gained from literature, nature study, music, and art.

GRADE FOUR

EXPECTED OUTCOMES

After having physical education experiences in the fourth grade the child--

Is developing the ability to relax.

Can express himself through bodily movement.

Is increasingly able to use fundamental steps.

Is able to co-ordinate feet and leg muscles.

Has increased development of adbominal muscles.

Is able to use muscles for lifting.

Has increased strength.

Has developed a sense of body balance.

Has developed a degree of hand-eye co-ordination.

Has increased his accuracy in catching and throwing a ball.

Is able to hit a moving target.

Is able to use a bat.

Is able to dodge with accuracy.

Is able to kick a ball in a particular direction.

Is able to dribble with feet.

Is able to change direction while running.

Responds to syncopated rhythm.

Is able to adapt dance patterns and formations.

Is able to create rhythmic movements and patterns and to respond to phrasing.

Has increased body control.

LEARNING EXPERIENCES

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SELF-TESTING ACTIVITIES

Pulling up, suspending, and balancing the body by means of the following activities: Crab Walk, Rocking Chair, Chinning, hanging from bars, Sit Up, Coffee Grinder.

GAMES

Running and stopping quickly when participating in Prisoner's Ball, Square Dodge Ball, Long Ball, Hit Pin Ball, Line Soccer, Circle Chase, and Two-Deep.

SKILLS

Batting, throwing, and catching a soft ball.

Pitching underhand.

Hopping, skipping, jumping.

Running with direction.

Dribbling with the feet.

RELAYS

Taking part in these relays: Soccer Dribble, Obstacle, Run and Throw, Shuttle Relay, Stop and Go.

RHYTHMS

Participating in such dances as "Jose and Rosita," "Oh! Susanna," "Chapanecas," "Dance of the Old, Old Men," and "Gay Ranchero," to learn Early American, Mexican, and Indian dance patterns and terminology.

Pantomiming to music or choric verse, activities from the social studies units.

Leaping to music.

Creating own dance patterns.

GRADE FIVE

EXPECTED OUTCOMES

After having physical education experiences in the fifth grade the child--

Has increased hand-eye co-ordination.

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Is able to shift weight quickly.

Has strengthened leg muscles.

Is able to pitch, throw, and bat with some degree of accuracy.

Is able to control movement.

Knows fundamental dance steps.

Has increased mental and physical alertness.

Is able to serve a ball accurately.

Has more physical courage.

Has developed increasingly strong, well-co-ordinated, and flexible body.

Has respect for rules.

Has more poise and social grace.

Responds to rhythmic patterns, phrasing, and mood.

LEARNING EXPERIENCES

SELF-TESTING ACTIVITIES

Throwing a baseball for accuracy.

Participating in a hop, skip, and jump and a standing broad jump.

Traveling on apparatus using hand-over-hand techniques.

GAMES

Playing End Ball, Soft Ball, Hit Pin Ball, Ring Toss, One-bounce Volley.

SKILLS

Serving a Ball.

Pitching a ball.

Batting a ball.

Catching a ball.

Trapping and foot dribbling a ball.

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RELAYS

Running these relays: Circle Relay, Shuttle Relays, Ball Passing, and Dribbling Relays.

RHYTHMS

Using fundamental rhythmic movements in more complex combinations.

Creating rhythmic pantomimes to fit the social studies units.

Participating in the following folk dances: "Lady Round the Lady," "Take a Little Peek," "Schottische," "Varsouvienne," and "Texas Star," in order to learn Early American Dances in more complicated patterns.

GRADE SIX

EXPECTED OUTCOMES

After having physical education experiences in the sixth grade the child---

Has developed a fine sense of balance.

Has greater strength in back and arm muscles.

Has increased foot-eye co-ordination.

Has increased foot dexterity and nimbleness.

Has increased ability to throw to an individual with speed and precision.

Has greater ability in throwing accurately.

Has increased finger dexterity.

Uses skillful techniques in handling equipment.

Has greater skill in doing fundamental rhythm steps and combinations.

Responds correctly to different rhythm patterns.

Has enjoyed wholesome recreation with both boys and girls through dance.

Is able to use dance courtesies.

Is developing serving skill in volleyball.

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LEARNING EXPERIENCES

SELF-TESTING ACTIVITIES

Taking part in activities such as Push Up, Alternate Hop Race, Running Broad Jump, Soccer Drible, Soccer Kick for Goal, Climbing, Chinning, Sit Up, Trunk Twist, and Swan which give the child experience in:

Using back, arm, and adbominal muscles.

Learning to change body weight.

Propelling body through space.

Controlling foot and leg movement.

GAMES

Participating in more highly organized and complicated team games such as Bowl Club Ball, Field Ball, Net Ball, Modified Soccer, Volleyball, Paddle Tenis, Tether Ball, Boundary Ball, Volley Tennis, and Goal Ball.

SKILLS

Dribbling a soccer ball.

Throwing a basketball with accuracy.

Passing a ball with speed and accuracy.

Pitching a ball with accuracy.

Dribbling a basketball.

Serving a volleyball.

RELAYS

Running these relays: Cap Transfer, Double Circle Pass, Skip Rope, Basketball Obstacle, Dribble-shoot-pass, Hopping, Overhead, In and Out, Jump the Stick, Sideward Pass, Zigzag Bounce, Stop-Go.

RHYTHMS

Participating in folk dances which require greater skill because of intricate step patterns. For example, "Ace of Diamonds," "Gaucho Dance," "Maypole Dance," "Sicilian Circle," "Virginia Reel," and Western style square - "Dip and Dive," "Split the Ring," "Laces and Graces," "Kalavis," "Gathering Peacods."

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Creating more advanced rhythm pantomimes to go with social studies units.

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CURRICULUM GUIDE

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H E A L T H E D U C A T I O N

POINT OF VIEW

The maintenance of sound health is one of the most important objectives of all education.

The health education program in the elementary school is concerned with the physical, mental, and emotional health of each child.

The health education program must be carefully planned.

Health education is related to all areas of the curriculum. It involves all experiences which affect healthful living, including a healthful environment.

Each teacher has the responsibility of furthering health education at all times in the daily living in the elementary school.

The effectiveness of the health instructional program is to be measured in terms of desirable change in health-behavior.

GRADE ONE, TWO, AND THREE

EXPECTED OUTCOMES

The child who experiences effective health education in grades one, two and thre--

Develops desirable habits and attitudes toward eating proper foods regularly and practicing regualr habits of elimination.

Understands that he must eat proper foods in order to grow normally.

Knows that he should keep foreign objects out of his eyes, ears, nose, and throat.

Understands that good lighting, seating, ventilation, and heating are important for good health.

Understands reasons for the vision and hearing tests.

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Understands the reason for the dental hygienist program and has learned the importance of nutrition to good teeth.

Accepts the school physician and school nurse as helpers.

Takes personal responsibility for dressing appropriately in all types of weather.

Understands the importance of sleep and rest.

Is learning to help protect the health of others.

Reports illness, skin diseases, and so forth, to teacher or nurse.

Develops pride in cleanliness.

Learns to obey traffic laws and to be careful when crossing streets.

Learns to follow safety rules at school.

Knows the importance of having injuries treated properly.

Understands the danger of throwing objects.

Understands the reason for fire drills.

LEARNING EXPERIENCES

In the program of health education the child--

Has personal health talks with nurse, physician, dental hygienist, and audiometrist.

Is immunized for communicable diseases.

Is weighed and measured.

Has vision tested.

Has hearing tested.

Has teeth examined.

Is examined by the school hysician.

Eats well-balanced meals in a cheerful, clean environment.

Makes use of washing and toilet facilities.

Uses handkerchief or tissue properly.

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Helps to keep classroom and self clean and neat.

Helps in regulating room environment (heating, lighting, seating).

Reads health stories.

Sees posters, films, and other visual aids.

Witnesses health demonstrations.

Collects health pictures and articles for scrapbooks and bulletin boards.

Goes on field trips in the community.

Learns about health through science, social studies, and reading.

Remains at home when he is ill to protect himself and avoid spreading disease.

Attends assembly programs that stress health.

Receives continual and consistent health guidance.

Receives first-aid treatment for injuries.

Assists in planning and serving in the school safety program.

GRADE FOUR, FIVE, AND SIX

EXPECTED OUTCOMES

The child who has experienced effective health education in grades four, five, and six--

Selects well-balanced meals.

Cares for foods, dishes, and utensils in a sanitary manner.

Knows how to prepare simple foods.

Knows what people in a few other countries eat.

Understands the reason for vision, hearing, dental, and physical examinations and associates such examinations with the correction of defects.

Seeks medical attention when illness or accident occurs.

Accepts some responsibility for personal hygiene, care of clothing, and housekeeping in the home and school.

Knows the different parts of his body and their functions.

Understands evidences of physical growth.

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Accepts personal responsibility for wearing aids such as glasses, hearing aids, and braces on teeth.

Develops a wholesome attitude toward physical handicaps of self and others.

Aids the teacher and parent toward maintaining adequate lighting, ventilation, and heating.

Accepts school health personnel as reliable consultants for personal and group health problems.

Understands that an important aspect of the physical examination is to determine the degree of physical activity which he can safely indulge in.

Has attained a general knowledge of poisonous plants, insects, and snakes in the community.

Keeps reasonable hours even when he attends parties or sees movies and television.

Avoids excitable and intense activities before bed time.

Has some understanding of the methods of community control of diseases; of the necessity for food handlers having physical examinations; of the functioning of the Health Department; of the need for, and method of, purifying the water supply; and of the methods of disposing of sewage and garbage.

Understands the general accomplishments of voluntary health agencies such as the Junior Red Cross, Poliomyelitis Foundation, and the Tuberculosis Association.

Has a general concept of health on a national and world basis.

Realizes that the health practices and habits of people of other lands are not always like ours.

Understands that health is essential for success and happiness.

Learns to face reality and to distinguish health facts from fallacies.

Is considerate of others when traveling on foot or bicycle.

Is capable of making surveys of school and home hazards.

Understands the significance of poisons and recognizes the poison label.

Is able to administer simple first aid.

Is able to detect many fire hazards.

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Understands safety measures related to swimming, picknicking, and hiking.

LEARNING EXPERIENCES

Is checked each morning during health inspection period.

Is immunized for communicable diseases, is weighed and measured, has vision and hearing tested, and is examined by the school physician and by the dental hygienist.

Eats well-balanced meals in a cheerful, sanitary environment.

Serves as health monitor in nurse's office and in classrooms.

Makes use of washing and toilet facilities.

Makes proper use of handkerchief or tissue.

Helps to keep classroom and self clean and neat.

Helps in regulating room environment (heating, lighting, seating, and ventilation).

Sees health posters, films and other visual aids.

Witnesses demonstration such as brushing teeth.

Collects health pictures and articles for scrapbooks and bulletin boards.

Learns about health through science and social studies.

Reads health stories.

Participates in assembling health exhibits.

Contributes to fund-raising drives of certain health and welfare ageneies such as Junior Red Cross.

Participates in the safety patrol program.

Conforms with and practices safety rules in school.

Assists in planning and serving in the school safety program.

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CURRICULUM GUIDE

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S C I E N C E

POINT OF VIEW

The elementary school seeks to develop in every child habits of clear, objective thinking consistent with his ability level. The scientific method of solving problems emphasizes orderly thought processes in the search for truth.

The elementary school seeks to overcome deep-seated social prejudices as in the areas of race and religion. Science with its emphasis upon valid evidence offers help in achieving this aim.

The elementary school seeks to help each child to become aware of his environment and to evaluate it in relationship to himself and others. Science with its stress upon intelligent observation, comparisons, relationships, implications is an effective tool for teachers to use in achieving this aim.

The elementary school attempts to help the child toward an awareness of the great problems we face now and will face in the future. Science can do much to offer guidance in his thinking. If products of science have been used to create problems, scientific thinking can be used to help solve them.

The elementary school is directly concerned with the establishment of democratic processes and ideals. Science offers a hope and method for nurturing these objectives. The method of viewing and solving problems with the emphasis on suspended judgement based on valid evidence is fundamental in a democracy.

In the primary grades stress is put on the natural sciences. In the upper elementary grades the physical sciences receive the major emphasis.

GRADES ONE THROUGH SIX

EXPECTED OUTCOMES

The child, at his own maturity level, has an understanding of—

WEATHER AND CLIMATE

The causes of our weather and climate and their effects upon life.

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LIVING THINGS

The complexity, interdependence, and adaptability of living things.

The needs of living things.

Ourselves and our health needs.

The story of life.

THE EARTH

The great age of the earth.

How our earth came to be the way it is and what forces are changing it.

Our dependence upon the resources of the earth.

Our discovery, recovery, use, and conservation of the resources of the earth.

THE HEAVENS

The vastness of the universe.

The relationship of the stars to our sun, especially in regard to distance and size.

The relationship of the sun, planets, earth, moon, comets, and meteors.

The importance of the sun to the life on earth.

MACHINES AND ENERGY

Simple machines such as the lever, inclined plane, screw, gears, wheel, and pulley, and how they have contributed to the development of our civilization.

Some of the forces man has harnessed to do his work; for example, electricity, steam, wind, tides, water power, and atomic power.

Some of the machines used to put these forces to work such as the telegraph, simple electric motor, steam engine, windmill, water wheel, and gasoline engine.

SCIENCE EXPERIENCES IN SOCIAL STUDIES UNITS

LEARNING EXPERIENCES

ENJOYING A VACATION

Rich science opportunities are provided for in this unit of work.

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Learnings about forests, sea life, rivers, mountains, weather, tides. waves, animal and insect life, health and safety, conservation, and gardening may be gained from the experiences in this unit.

TRAVELING ON A TRAIN

This unit stimulates children to find simple answers to such questions as: What makes sound? How do wheels help man? What is streamlining and why do we use it? Why do we need tunnels? What makes engines work?

RIDING ON A FERRYBOAT

The unit on the ferryboat provides situations through which the child may learn about weather; calendar time keeping; and simple facts concerning buoyancy, balance, tides, and waves.

SHOPPING IN A MARKET

Science activities related to the growing, preparing, and preservation of foods are provided for in this unit.

ADDITIONAL SCIENCE EXPERIENCES

The following science experiences may be carried out through the social studies units, through short science units, or through activities carried on at the same time but independent of the social studies.

WEATHER AND CLIMATE

Observe that rain falls from clouds, forms puddles and rivulets and that water runs down hill.

Watch and discuss the shapes of clouds.

Keep records of the weather and the temperature.

Observe the things wind does.

Experiment with evaporation of water to show that water goes into the air.

Listen to true stories about thunder, lightning, rain, and hail.

Observe and discuss seasonal changes.

LIVING THINGS

Take an excursion to see some baby animals.

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Observe the ways various pets eat and what they eat.

Listen to stories on how to take care of pets.

Discuss kindness to pets.

Observe the changes in the life cycle of a caterpillar.

Find out that some baby animals are born alive, some from eggs.

Compare plants grown with and without moisture to show that growing things need water.

Observe that plants grow from seeds, bulbs, and roots.

Observe that plants have roots, stems, flowers, seeds, and leaves.

THE EARTH

Observe how rain water washes gullies in the soil of bare slopes.

Observe that stones are of different shapes, color, texture, and weight.

Explore the neighborhood canyons and hills.

THE HEAVENS

Observe that the sun is overhead at noon.

Experiment with plants to show the need some plants have for sunlight.

Observe that the moon is different from the sun.

Observe shadows caused by the sun at different times of the day.

MACHINES AND ENERGY

Experiment with papers, kites, and toy windmills to show that wind has power.

Watch and discuss the work being done by animals.

Observe the engine of a grader or other heavy equipment to see how it goes.

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THE SAN DIEGO ZOO

The unit on the zoo provides many opportunities for teaching natural science such as natural habitat, interdependence of living things, care of pets and other animals, and the adaptation of life to environment.

Through excursions to the zoo the wild animals are studied firsthand.

Children also learn the place of reptiles in the balance of nature.

THE AIRPORT

The unit on the airport provides an opportunity for simple science experiences concerned with weather, aerodynamics, machines, balance, electricity, and magnetism.

THE HARBOR

The unit on the harbor contains many of the same science learnings that were found in the first grade ferryboat unit. However, in the second grade these learnings are on a higher level of maturity and complexity.

In addition to learning about such phenomena as tides, waves, and weather, there is provision for learning about sea life, tide pools, the beach, wind, clouds, machines for moving heavy loads, preservation of sea foods, sound, magnetism, and simple astronomy.

ADDITIONAL SCIENCE EXPERIENCES

The following science experiences may be provided through the social studies units, through short science units, or through activities parallel to those of the units of work.

WEATHER AND CLIMATE

Observe the different kinds of clouds. Identify the different kinds of clouds.

Observe how clouds move. Compare the direction with the wind on the ground. Discuss.

Observe the wind and keep a record of the direction from which it blows.

Keep a weather record of sunshiny days, cloudy days, foggy days, and rainy days.

Keep a temperature record.

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Listen to stories about the seasons.

Find out why some children play in snow in winter and why in San Diego we do not.

LIVING THINGS

Find out how wild animals take care of their babies.

Observe how different animals defend themselves and get food.

Compare the weapons used by different animals in defending themselves.

Compare how the bodies of different kinds of animals are adapted to food getting.

Listen to, and read, stories about the homes of wild creatures.

Take an excursion to the zoo to see wild animals.

Find out what wild creatures live near school.

Find out about creatures that live in the water.

THE EARTH

Observe that the sand on the beach is different from ordinary soil.

Experiment with sand and soil for growing plants.

Observe that muddy water, when allowed to settle, has a sediment of fine soil.

Experiment with magnet to find that ordinary sand and soil contain particles of iron.

Observe that after a heavy rain the rivulets are muddy.

THE HEAVENS

Listens to true stories about stars and planets.

Feel the warmth of the sun on cloudy and on sunny days.

MACHINES AND ENERGY

Find out about the relationship of electricity and lightning.

Find out about the relationship of lightning and thunder.

Experiment with a lever.

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Experiment with a pulley.

Experiment with a windmill vent.

GRADE THREE

LEARNING EXPERIENCES

SCIENCE EXPERIENCES IN SOCIAL STUDIES UNITS

OUR COMMUNITY

The unit on living in our community for third grade offers learning experiences in the areas of: mechanics, in the simple construction and study of vehicles used in communal living; electricity, as considered in its uses to the community in communication and utilities; meteorology, in the study of weather factors characteristic to the community; natural sciences, particularly in the study of marine plants and animals, common wild-life remants in area, the zoo life, and the plan-life grown for food and for export; chemistry, of a simple nature in the extensive study of fire prevention and the process of extinguishing fire.

THE DAIRY FARM

This unit is rich in opportunities for science experiences. Children learn the importance of sanitation in relation to producing milk and dairy products; elementary biology concerning dairy cattle; and simple nutrition as they study food values of dairy products. They also learn how pasturization frees milk from germs.

PUEBLO INDIANS

The third grade unit on Pueblo Indians offers areas of learning experiences rich in science through the study of: weather and climatic divisions which affect these Indians' living habits; minerals that are found and utilized by the Pueblo Indians in jewelry making, house building, pottery making; archaeology and relative sciences that are evidenced by discoveries of primitive man and the formation of the Grand Canyon; biology, in learning of the animals that inhabit the desert; botany, in studying and collecting plants utilized by the Indians for food and medicine; sound, in the study and construction of simple instruments made and used by the Pueblos.

CHINA

The third grade unit on China offers scientific learning experiences in the areas of: nutrition, in the study of food and how its scarcity influences the Chinese way of living; conservation, as an intensive method practiced by the crowded population; mechanics, in the study of the simple and basic tools used by rural and agricultural China; natural history, as observed in the story of the silkworm and in the study of the animals commonly found in China.

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ADDITIONAL SCIENCE EXPERIENCES

The following science experiences may be provided through the social studies units, through short science units, or through activities parallel to those of the units of work.

WEATHER AND CLIMATE

Discuss effect of climate and weather on food, clothing, and activities of the Chinese, Pueblo Indiams, and people of our community.

Note that seasons and climate affect plant and animal life.

Note that wind and water have power (force) and how man has used it for his own good.

Listen to, and discuss, legends of Chinese and Indians which attempted explanation of weather condition.

Disouss how Indians get their water supply. Discuss problems of water purification, storage, and irrigation.

Discuss electrical phenomena in storms; discuss fear of thunder, of lightning.

Discuss uses of electrical power in the community.

Discuss future possibilities of water control.

LIVING THINGS

Discuss animals supplying important raw materials for food and clothing.

Germinate grain seeds; discuss planting methods.

Note the parts of plants used for food by Pueblo Indians, by the Chinese, and by people of our community.

Identify and classify plants and animals native and common to the three areas studied in the social studies units.

Discuss need of conserving wild life forms beneficial to man.

Discuss and note plant and animals pests and methods of control.

Listen to, and discuss, stories and legends of Chinese and Indians about plants and animals.

Compare our American diet with that of the Chinese and Indians.

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Compare and discuss diets of the Pueblo Indians and the Chinese and the necessity for these diets.

Find out about animals domesticated by people.

Experiment ot show that plants contain water.

Discuss plants such as molds. Grow molds and look at them under the microscope.

Observe great varieties in types of plants.

Experiment with plants to find out what their needs are.

THE EARTH

Discuss the features of the earth's surface--mountains and great water bodies.

Discuss earth's age and evidences of it.

Discuss the surface features of localities studied in the social studies units--China, Arizona, Southern California.

Discuss types of, and the effects of, erosion.

Demonstrate erosive processes.

Note erosion in immediate environment.

Discuss needs for conservation of physical resources.

Discuss, classify, and identify rocks and minerals characteristic of community studied.

Observe different kinds of soil. Find out how plants gow in each of the kinds of soil found.

Experiment to show that soil contains air.

Demonstrate by plant growth the possible enrichment (feeding) of soil.

Discuss methods of soil conservation and enrichment used by the Chinese, the Pueblo Indians, and by people of this community.

Note that people naturally seek good physical locations for homes. See how the Chinese and the Pueblo Indiams applied this principle.

Discuss and note changes in physical environment as wrought by man; i.e., filling in, dredging, and so forth.

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Discuss kinds of soil used by people in making pottery and in building homes.

THE HEAVENS

Listen to and discuss legends of the Chinese and the Indians which attempted explanation of astronomical phenomena.

Read to see how primitive people used the "sky-map" to find direction.

Find out how "sky-maps" are utilized in present-day life.

Find out why the sun is of prime importance to life on earth.

Observe and experiment with plants kept in dark. Discuss chlorophyll.

Discuss solar theories of today as compared with those told in ancient legends.

Note shadows and discuss reasons for them.

Discuss importance of the sun as a measure of time.

Discuss the four seasons and their different manifestations.

MACHINES AND ENERGY

Discuss tools used by primitive peoples in agriculture and in transportation.

Compare modern tools with primitive tools.

GRADE FOUR

LEARNING EXPERIENCES

SCIENCE EXPERIENCES IN THE SOCIAL STUDIES UNITS

MEXICO

A study of Mexico reveals man's long struggle to control natural forces of to adapt himself to those he couldn't control.

The student compares primitive ways of getting work done with present-day ways of using the most modern machines. He learns that both methods are used side by side in Mexico today.

Mexico's variety in geology, topography, climate, resources, and living things provides opportunities for many science activities.

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Studying Mexico's ways of solving problems of transportation, health, and sanitation, for instance, presents opportunities for making comparisons with the solutions found for those problems in other lands.

EARLY CALIFORNIA

The unit of work on early California provides excellent material for science experiences within our own San Diego Country area.

Water conservation, water storage, and irrigation were problems of the first settlers and are still real problems today.

Studying about California offers the child many opportunities for rich science learnings. The history of the development of the state is full of stories of man's conquest of mountains, deserts, and oceans.

How man found riches in minerals and agriculture is still another story filled with vital science experiences.

ADDITIONAL SCIENCE EXPERIENCES

The following science experiences may be provided through the social studies units, through short science units, or through activities parallel to those of the units of work.

WEATHER AND CLIMATE

Discuss the varied climates of California.

Discuss the varied plant growth of California.

Discuss how California's ranchers protect their crops against frost and cold weather by use of radio and newspaper reports, smudging, and wind machines.

Discuss the importance of weather as a factor in the selection of California as a center of the aircraft industry.

Discuss how living things adapt themselves to the different kinds of weather and climate.

Construct a topographic or relief map to show varied land forms of Mexico.

Discuss varied vegetation in Mexico.

LIVING THINGS

Discuss how early Californians made use of native plants and animals.

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Discuss why some plants were brought to California in early days.

Compare varied farming methods of early California with those of today.

Compare the differences in the types of plants used for food then with those used today.

Discuss methods of irrigation used at the mission settlements.

Locate the forest resources of California. Learn the names of a few native trees.

Draw or paint native wild flowers. Discuss conservation of wild flowers.

Secure permit to collect wild flowers.

Study the color, shape, and parts of flowers.

Study methods of pollination.

Compare the uses we make of seashore life today with those made by the early Californians.

Discuss the varied methods ranchers use to protect their crops from insects: spraying, airplane dusting, and fumigating.

Find out how the early California homes were ventilated.

Collect flowers and plants which California has imported from Mexico: Bougain villea, cacti, succulents, vanilla, maize corn, poinsettia.

Find out how cactus was used.

Discuss the use of the Cinchona Bug for dye purposes.

Compare the methods of agriculture employed by ancient Mexican Indians with those used by the modern Mexicans.

Discuss and compare ancient and modern methods of food preservation.

Discuss the importance of corn in the Mexican diet.

Study the methods of irrigation in use today.

Discuss how the people of Mexico meet their needs for clothing and shelter.

Discuss improved living conditions through sanitation.

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THE EARTH

Study different kinds of maps that show topography in California.

Make a relief map.

Show how soil erosion has been of importance in the formation of California valleys.

Compare the California natural resources used today with the natural resources used in the early days.

Discuss what things the padres took into consideration when locating a mission.

Make adobe bricks and tile.

Compare types of soil.

Discuss the recent volcanic action of Paracutin.

Discuss the mineral resources and their influence on the development of California.

THE HEAVENS

Discuss how early Californians kept time.

Experiment to find out how to tell time by use of shadow stick.

Construct a simple sun dial.

MACHINES AND ENERGY

Compare methods of heating and lighting in early California homes with methods used in modern homes.

Discuss methods of early navigation used by explorers.

Discuss new global relationships of California to other parts of the world.

Compare water conservation of early California with present-day problem of conservation of water.

Discuss the sources and utilization of water and electric power in California.

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GRADE FIVE

LEARNING EXPERIENCES

SCIENCE EXPERIENCES IN SOCIAL STUDIES UNITS

MODERN CALIFORNIA

In this unit depicting the growth of California from a pastoral culture to its present position of agricultural and industrial leadership, there are many opportunities for teaching science. Here, through the study of forests, minerals, soil, farm products, petroleum, fish, hydro-electric power, water, climate, and aviation, the pupil is led to appreciate the contribution of science to the life of our times. There is considerable stress placed upon the conservation and wise use of our resources of soil, water, minerals, forests, and wild life.

PIONEER LIFE

The study of pioneer life stresses struggles of our forefathers against the natural enemies and barriers that stood in their way. The pioneer was a man of science in that he chose a rifle of the proper caliber, weight, and balance; picked the most versatile ax; and selected his home site with an eye to weather, hostiles, floods, soil, and accessability to transportation.

WESTWARD MOVEMENT

The study of the westward movement in America emphasizes the race for material resources; the need for conservation of soil, water, minerals and timber; and the search for means of increasing speed and efficiency of transportation.

COLONIAL LIFE

In studying colonial life we find a civilized people adapting themselves to a virgin country. The scientific knowledge of the old world did not suffice. These pioneers had to develop new tools and methods for taming the wilderness.

ADDITIONAL SCIENCE EXPERIENCES

The following science experiences may be provided through the social studies units, through short science units, or through activities parallel to those of the units of work.

WEATHER AND CLIMATE

Make a terrarium for observation of the water cycle and the growth of plants.

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Read how forest and brush land conserve water.

Compare rain forest areas, deserts, and arctic regions.

Experiment with the rate of flow of water through various soils, with and without humus.

observe the erosion on hillsides and playgrounds after a rain.

Make a model of an irrigation system.

Compare how different plants must be irrigated.

Experiment with evaporation (placing open dishes of liquids in the sun).

Observe condensation by noting "sweating" of glass of ice water, or steamed mirror, or top glass of the terrarium.

Keep charts of clear weather, rainy weather, temperature, and wind direction.

Make a collection of weather superstitions or the myths and legends ancient peoples used to explain weather phenomena.

Make models or use classroom globe to illustrate day and night, summer and winter seasons.

Compare the season in the corthern and southern hemispheres at any particular month.

Compare the rainfall and vegetation in Imperial Valley, the Laguna mountains, and San Diego to see how mountain barriers affect climate.

Explain the radical differences in climate experienced by the pioneers going from east to west in the United States.

Compare the climates of the three colonial areas: New England, Middle Atlantic, and Southern Colonies.

Sketch mountains and include lines representing the deciduous line, the coniferous line, and the line of no vegetation.

LIVING THINGS

Discuss the value of birds, e.g., woodpecker and swallow in fighting insect life.

Examine the home-building habits of forest animals such as beaver, squirrel, and raccoon.

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Investigate the superstitions about such animals as the porcupine, beaver, and hoop snake.

Experiment with plants to show how water is forced from the root up the plant stem (use beet, carrot or celery).

Discuss need of conserving wild flowers.

Take short field trip to observe and draw wild flowers.

Illustrate the growing season and dormant season of plants by using tree rings.

Make a seed collection. Examine the types of seeds to determine the methods of dispersion and manner of sprouting.

Learn the more common California trees and wild flowers.

Observe spider web under microscope.

Observe the difference in vegetation growth on the north and sourth slopes of hills.

Collect pictures of plants which grow in desert areas, moist jungle areas, cool forest areas.

Examine desert plants to discover how they conserve the little moisture they receive.

Consider plants which grow in water or very moist areas; for example, rice and cranberries.

Discuss the need of wild life sanctuaries and other protected areas.

Examine the way settlement sites were selected in the early days to supply the needs of the settlers.

Consider health problems of migrants to the far west.

Discuss the struggle for existance waged by the plants, animals, and insects of the forests and chaparral land.

Find out what effects draining the swamps has on migratory birds.

Discover how birds aid in spreading seeds (mistletoe, acorn, cherry).

Illustrate the dependence of insect on yucca and yucca on insect.

THE EARTH

Compare the earth's size to that of the sun.

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Read stories of mammoths and dinosaurs.

Visit highway excavations where layers of sedimentary earth are exposed.

Show how erosion caused by water, glaciers, and wind plays a part in making some of our harbors and parks.

Study the forms of matter: solids, liquids, gases.

THE HEAVENS

Find outwhat an axis is. Observe a spinning top or ball.

Observe in which direction the earth must turn to make the sun come up in the east.

Enjoy Greek, Norse, and Indian legends which tried to explain the heavens.

Learn to recognize at least one constellation other than the Big Dipper.

MACHINES AND ENERGY

Experiment with magnets as tools.

Read of Franklin's adventures with electricity.

Find and dompare drawings of early steam locomotives used in spanning the United States.

Discuss the use of coal, gas, and oil for heating or power.

Show how wind has been harnessed for power for centuries.

Show how falling water, through water wheels and turbines, helps man with his work.

Make a simple water wheel.

Illustrate uses of simple levers, inclined planes, rollers, pulleys, and gears.

Compile a list of uses of the lever.

Build a simple loom for weaving in the classroom and compare its operation to industrial textile machinery.

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LEARNING EXPERIENCES

SCIENCE EXPERIENCES IN SOCIAL STUDIES UNITS

In the unit on Latin America, the child extends his environment to another continent.

IATIN AMERICA

Comparisons, contrasts, and reasons for differences in climate, vegetation, surface features, and industries provide stimulating science activities.

The use of reference books and other source materials is particularly stressed in this unit.

COMMUNICATIONS AND RECORDS

In studying the unit on communications and records the child will feel a need to know about electricity and simple electrical devices that make modern communication possible. Experimenting with and studying the telegraph, telephone, radio, and signaling devices will increase his knowledge of our modern communicating and recording systems.

TRANSPORTATION

The transportation unit will lead naturally into a study of steam, gasoline and oil engines, research in simple areo dynamics, projects related to weather and its effects on transportation, and discussion of man's dependence upon the machine.

EFFECTS OF ALCOHOL, TOBACCO AND NARCOTICS

The unit on alcohol, tobacco, and narcotics in the elementary school presents opportunities for children to study, evaluate, and gain accurate information about alcohol, tobacco, and narcotics. Thses facts gained early will enable the child to meet these problems more intelligently when they arise later.

ADDITIONAL SCIENCE EXPERIENCES

The following science experiences may be carried out through the social studies units, through short science units, or through activities carried on at the same time but independent of the social studies unit.

WEATHER AND CLIMATE

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Study the effects of rainfall and climate upon peoples.

Study the climate and its effects upon griculture.

List the precautions taken in stormy weather for the protection of aviation, of shipping, and of railway and highway transportation.

Experiment with a barometer and rain gauge.

F ind out what causes season.

Practice estimating wind speed by watching columns of smoke, trees, bits of paper and dust, and water wavelets.

Visit the weather station.

Make drawings and label the different kinds of cloud formations.

Study and discuss the conditions that cause, rain, snow, sleet, hail, and fog.

Discuss the effects of terrain upon weather.

Discuss the effects of weather upon geography.

Study and discuss a map of the United States that shows high and low barometer readings.

Gather and discuss newspaper articles on rain-making devices.

LIVING THINGS

Ask the school nurse or a doctor to discuss a proper diet and the care of the body.

Study, discuss, and compare healthy teeth and decaying teeth.

Ask the school nurse or a dentist to discuss the care to teeth.

Observe an ant's nest or bee hive.

Visit the Natural History Museum and observe those animals native to California.

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Study the migration, habits, and routes of birds.

Study and, where possible, observe the habits of local land birds and sea birds.

Observe the many forms of tiny life in stagnant water.

Discuss and list the fundamental needs of living things: food, water, and shelter.

Learn about harmful and helpful bacteria.

Observe seeds used for flavoring and find other flavor sources.

Study how animals are adapted to their native habitat--camel, yak, llamas, water buffalo, oxen, reindeer.

Read and report about the dangers from plague-infested rats and ground squirrels and about methods of controlling them.

Visit the seashore and observe types of marine life.

Invite authorities to talk on the uses of such sea life as seaweed, octapus, abalone, crab, and lobster.

Collect flying seeds to see what makes each one able to fly, float, or whirl.

Chart results of experiments with the feeding of growing plants.

Experiment with plants which are grown in sunlight, in shade, in a dark place. Draw conclusions as to what makes the difference.

Grow plants in glass jars to observe root growth.

Study the tomato worm and watch its life cycle.

Make a collection of weeds that are cultivated as crops elsewhere.

Dissect calla lilies to see the pollen and seed pod.

Observe seeds sprouting, plants growing from sets or sprouting from the roots of other plants, and cuttings or leaves sprouting new plants. (Use radishes or beans, onion bulbs, begonias, and potatoes.)

Experiment with planting seeds at different depths to find out which ones grow into the most vigorous plants.

THE EARTH

Study and discuss how mountains, valleys, and plateaus are formed.

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Observe and discuss the effect of rapid runoff of water after rain.

Study the theories of modern soil conservation.

Study and discuss the theories of how the earth was formed.

Discuss and chart some major earthquake areas of the world.

Study volcanoes, their good and bad effects.

Discuss the geography of the ocean floors.

Make a vertical section drawing of the United States.

Discuss the effects of the Ice Age on the earth's surface.

Report on the minerals gathered in San Diego—tourmaline, kunzite, turquoise, granite, marble, feldspar, limestone, sandstone, and so forth.

Study and observe different types of rock formations.

THE HEAVENS

Discuss the sun dial and make a simple sun dial.

Study the rotation of the earth and learn how to tell time in San Diego by the sun.

Study the earth's position with respect to the sun at the different seasons of the year.

Keep a sun chart with the aid of a stick and wall chart and mark where the sun strikes it at the same time each day. Record the apparent movement of the sun towards the north or south as seasons change.

Drow a vertical section of the atmosphere with mountains drawn to scale and an indication of some comparative heights.

Make a drawing to show the comparative sizes of the planets in our solar system to each other and to the sun.

Make a scal showing the distances of the planets from the sun.

Read myths and legends about the stars to point out fallacious thinking on the part of the ancients.

Study and discuss the different types of heavenly bodies.

Study the lives of early explorers such as columbus and Drake and some of the early concepts of navigation.

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Discuss the Palomar Observatory and how it will help us better understand the universe.

Discuss the effects of sun spots upon the earth.

MACHINES AND ENERGY

Experiment with the magnet as a source of electrical energy.

Make a simple telegraph key, buzzer, and switch and study their operation.

Discuss and compare communication by telegraph, telephone, and radio.

Discuss television.

Read to find out how water power creates electrical power.

Discuss the principal of the steam engine, and its parts such as boiler, cylinder, piston, valves, and so forth.

Discuss the principle of the gasoline engine, and its parts such as carburetor, spark plug, and so forth.

Find out what carbon monoxide is and where it comes from.

Discuss in a simple way how steam, gasoline and oil make a machine run.

Discuss in simple terms how atomic power might be used to run machines.

Discuss in an elementary way how jet propulsion is used to drive planes.

Study and discuss the sealed pressure cabin of the modern airliner.

Report on how airplanes can fly in thin air.

Make kites and model planes and discuss what makes each one stay in the air.

Study and discuss how an airplane rises from the ground, turns to right or left and lands.

Observe and discuss the airplanes built in San Diego.

RESOURCE REFERENCES

SAN DIEGO CITY SCHOOLS PUBLICATIONS

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Plan for Teaching a Unit on Enjoying a Vacation. 1949. Grade 1.

Plan for Teaching a Unit on Riding On a Ferryboat. 1947. Grade 1.

Plan for Teaching a Unit on Shopping In a Market. 1947. Grade 1.

Plan for Teaching a Unit on Traveling On a Train. 1948. Grade 1.

Plan for Teaching a Unit on Community Life Centered Around the Airport. 1946. Grade 2.

Plan for Teaching a Unit on Community Life Centered Around The Harbor. 1946. Grade 2.

Plan for Teaching a Unit on Community Life Centered Around the San Diego Zoo. 1948. Grade 2.

Plan for Teaching a Unit on Living in Our community. 1949. Grade 3.

A Unit on the Dairy Farm. 1950. Grade 3.

Plan for Teaching a Unit on Living in a Pueblo Indian Home. 1948. Grade 3.

Plan for Teaching a Unit on Living In A Chinese Home. 1949. Grade 3.

Plan for Teaching a Unit on Living In Early California. 1949. Grade 4.

Plan for Teaching a Unit on Living in Mexico. 1948. Grade 4.

Plan for Teaching a Unit on Living in Modern California. 1948. Grade 5.

Plan for Teaching a Unit on Colonial Life. 1947. Grade 5.

Plan for Teaching a Unit on Pioneer Life. 1947. Grade 5.

Plan for Teaching a Unit on the Westward Movement. 1946. Grade 5.

Plan for Teaching a Unit on Alcohol, Tobacco and Narcotics in the Elementary School. 1948. Grade 6.

Plan for Teaching a Unit on Communications and Records Centered on a Study of How the Newspaper Influences Our Daily Living. 1949. Grade 6.

Plan for Teaching a Unit on Living in Latin America. 1949. Grade 6.

Plan for Teaching a Unit on Transportation Centered on a Study of How Aeronautics Influences Daily Living. 1949. Grade 6.

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CURRICULUM GUIDE

The Elementary Program

San Diego City Schools

S O C I A L S T U D I E S

POINT OF VIEW

PURPOSE

The basic purpose of the social studies program is to develop the highest type of democratic citizenship. To attain this purpose, many opportunities are provided for the child to increase his understanding of the world in which he lives and to learn to adjust to it happily and successfully.

As the child's understanding and social outlook expand, he acquires a framework of values which leads to an abiding loyalty to American ideals and the democratic life. He develops faith in co-operative endeavor and zeal for constructive social and civic behavior. As human sympathies deepen, his attitude becomes one of concern for all menkind.

In adition to the understandings, values, and attitudes essential to civic competence, children have many opportunities to practice the skills of living together in a democratic social group.

Social studies offers guidance in the intellectual, social, and emotional growth necessary for the type of citizenship that is effective in safeguarding and improving our democratic life.

PLACE IN PROGRAM

In social studies children gain knowledge and understanding of geography, history, and civics. In learning how people live and work, and in seeking to understand human achievements, pupils also gain information from science, safety, health, and other related subject fields. In turn, social studies reveals needs and incentives for further learnings.

Skills acquired in oral and written language, reading, spelling, handwriting, and arithmetic are used in gaining, sharing, and using significant facts and ideas.

Art, literature, music, and physical education enrich understanding and appreciation and become the media for creative expression of new insights and emotional responses.

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Social studies contributes to the total social living program of the school. The learning environment is one in which children practice the essentials of good citizenship. Skills in democratic group living are learned as children engage in planning and working together toward a common goal and in acting for the welfare of all with consideration for each individual in the group. These same skills assist children in solving daily problems of living in the classroom, on the playground, and in the broader life of the school.

Social studies experiences for the elementary school have been organized in the plan of progression which is recommended in the State Framework. Two important considerations have guided the formulation of this plan:

ORGANIZATION

First, there is provision for gradual orientation of the child to his world. Beginning with the home, school, neighborhood, and community, the child grows, through ever-widening and deepening experiences, to understand how people have met the problems of living in the United States, in the Western Hemisphere, and in other parts of the world.

Second, the progression of learning experiences is planned to satisfy the growth and developmental needs of children. Experiences have been selected which are appropriate for the maturation level of the child and which take into account his interests, natural curiosity, and immediate needs.

UNITS

The resource unit lists major learning experiences and suggested activities in the order in which they may develop in the classroom. The plan of development is intended to be an illustration of one of the many ways in which a unit may evolve in the classroom, rather than a plan to be rigidly followed.

The unit guide helps the teacher to understand the procedures for the organization of work. It seeks to interpret how the group experience, beginning with what children see and know at first hand, moves forward to wider, enriched understanding on the basis of needs, questions, and problems which children themselves raise.

Unit guides, also, assist the teacher in planning the daily social studies lesson. The detailed suggestions for the first five days emphasize the importance of co-operative sharing and planning in which pupils define their own purposes for learning. When purpose and work procedures are clearly understood, children engage in learning activities which will achieve pupil purposes. They read; study pictures and maps; and learn, under the teacher's guidance, to use many types of instructional materials effectively. Following a work period, children evaluate their progress and accomplishments as a basis for planning next steps in learning.

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Each unit exemplifies an experience program in which children truly live or undergo what they learn. The units illustrate that a social studies experience is integrating or unifying to the child when he --

Discovers a need for information or skill.

Defines his own purpose.

Plans ways to achieve his purpose.

Works co-operatively with others toward attainment of common goals.

Continuously appraises the effectiveness of his own and group efforts.

Applies or utilizes information or skills in ways that are meaningful to him.

Develops new interests and needs which lead to further learning.

A wide variety of activities has been listed in each unit monograph. From these the teacher may make selection or modification in terms of the needs and interests of a particular group of children.

It is expected that each teacher who studies the suggested sequence as a basis for preplanning, will need to readjust her preliminary plans as a result of co-operative planning with pupils to meet specific needs or problems. He should, however, keep in mind the importance of guiding children through a balanced experience from which they derive real value and attain desired growth.

GRADES ONE AND TWO

EXPECTED OUTCOMES

SKILLS

He takes part in planning group and individual activities by --

Participating in setting up the class goal or purpose.

Helping the group decide what things to make and what activities to undertake to accomplish the class purpose.

Suggesting worth-while ideas to carry forward the group purpose.

Learning to listen while others contribute their ideas.

Suggesting materials to be used in working out various activities.

Helping to set up work standards.

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Collecting materials and tools for the work period.

Telling what he will do and what materials he will need for the next work period.

Volunteering to share materials and take turns.

He gains information by means of —

Observing real objects and experimenting with materials.

Going on a family or class excursion.

Questioning people and by listening to people.

Listening to stories, poems, and phonograph records.

Reading simple stories.

Studying flat pictures, stereo ecopes, slides, and films.

Looking at pictures in magazines, newspapers, and books.

Looking at and interpreting simplified maps (second grade).

He expresses, interprets, and uses information and ideas through —

Taking part in group discussion.

Giving a simple oral report in which he uses new social studies vocabulary.

Contributing a sentence toward developing an experience story.

Enjoying and creating songs, stories, and poems.

Taking part in dramatic play.

Building with blocks and making models to use in dramatic play.

Making illustrations related to the unit.

Reading a simple map, or map-like sketch, of the harbor, the airport, or the zoo (second grade).

Being able to recognize types of boats, airplanes, and animals (second grade).

He uses problem-solving skills effectively by —

Recognizing the problem and stating it.

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Suggesting ways to solve the problem.

Getting information to help solve the problem.

Being sure the information is correct.

Sharing the information with the class.

Using the information to solve the problem.

Checking to see if the problem is solved.

He participates effectively as a member of the group by --

Speaking in turn and listening attentively.

Being able to accept the decision of the group.

Showing respect for rights and ideas of others.

Making wise use of time during the work period.

Seeking his job through to completion.

Helping others in solving their problems.

Asking the group for help in solving his individual problem.

Redirecting his activities in line with constructive criticism.

Taking his turn as a leader.

Caring for tools and materials and helping in the clean-up period.

He takes part in evaluating individual and group progress by --

Giving suggestions to improve dramatic play.

Telling impartially what he likes about a child's or group's work and stating his reasons.

Telling constructively how work might be improved.

Checking what jobs have been completed and deciding which need to be done next.

Helping to check work habits and use of time.

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He is beginning to understand --

How people live and travel in his own neighborhood and community.

That health and safety are important in everyday living.

How stores and markets supply people with food.

That many people are at work to provide food and transportation for the family.

VALUES, ATTITUDES, APPRECIATIONS

He reflects at home new interests developed at school.

He feels better acquainted with neighborhood places and activities.

He is becoming more interested in the workers who help provide family needs.

He enjoys working with children and shows a kindly feeling toward others.

He is showing increased pride in his own accomplishment and in the good work of others.

LEARNING EXPERIENCES

RIDING ON A FERRYBOAT

Discussion of the various ways people travel in the neighborhood starts an interest in the ferryboat.

After playing boat with blocks and chairs, the children decide to make a ferryboat of thier own.

A ride on the ferryboat helps children to plan the important features they will need for their own boat. They observe such things as the lower and upper decks; the twin-wheel houses; passengers and cars going on and off the ferry; and the safety devices such as whistles, life-preservers, life-boats, and railings.

As the boat nears completion, children engage in more authentic dramatic play. They relive the duties of each worker, show how the passengers ride, and demonstrate different safety practices that protect cars and people on a ferryboat ride.

TRAVELING ON A TRAIN

Being curious about "things that go" leads to a group decision to build a train.

To answer many questions that arise, the children plan to take a trip

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on a real train. They learn about the workers both at the station and on the train. They observe the locomotive, baggage and passenger cars, ticket office, and safety signals.

After the children build a simple train, they take many imaginary train rides and relive their train ride experience by taking turns being the Red Cap, the porter, the engineer, the conductor, and the passengers.

SHOPPING IN A MARKET

Delight in buying and selling things leads children to play store.

They soon discover they need a big market with many departments so more children can work and play.

A visit to a neighborhood market enables children to observe the important things they will need such as a counter, shelves, refrigerator, and awning. They see how customers are served and how foods are displayed and labeled.

As construction of the market nears completion, the children classify and label various foods, read store signs, and study flat pictures and films to find out how to arrange foods and serve customers in their own store.

Dramatic play becomes more realistic as children learn how to make simple change; know when to use such terms as pound, dozen, and quart; and learn how to be polite and courteous as customers or as store workers.

ENJOYING A VACATION

Looking forward to summer arouses a desire in children to recall family picnics, camping trips, and trailer vacations.

The children build outdoor furniture, design picnic dishes, and make an outdoor fireplace to use in dramatic play.

Through books, films, and firsthand experiences they learn about the fascinating out of doors, including such things as wild life, insects, seashells, and birds.

To help "camping out" trips in dramatic play become more realistic, the children learn about health and safety, the danger of brush fires, sunburn, and snake bites. Learning about the services of forest rangers, life guards, and first-aid stations helps children appreciate some of the provisions for protecting the family while on an outing.

Singing campfire songs, toasting marshmallows, and planning a class picnic are a few of the interesting experiences of this unit.

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EXPECTED OUTCOMES

UNDERSTANDINGS

He is beginning to understand that —

The harbor, the airport, and the zoo are important centers in our community.

Many people work to carry on the activities of the harbor, the air-port, and the zoo.

Safety is important in the planning and operation of the harbor, the airport, and the zoo.

Weather affects work in the harbor, at the airport, and at the zoo.

People use the harbor, airport, and zoo in different ways.

VALUES, ATTITUDES, APPRECIATIONS

He enjoys the color, sounds, and activity in the harbor, at the air-port, and at the zoo.

He begins to appreciate people who work in serving the community.

He reflects at home wider interests in the community.

He enjoys working with and has a friendly feeling for other members of the group.

He takes pride in his own accomplishment and in the fine work of others.

LEARNING EXPERIENCES

THE HARBOR

The following summary statements present a brief account of learning experiences found in greater detail in social studies units.

Interest in toy boats leads to the discovery that men use many differ-ent kinds of ships and boats in doing the work of the harbor.

After making toy boats and using them in dramatic play children need a harbor where ships can dock and unload their cargoes safely.

Learning about the San Diego harbor through a trip to the harbor and other experiences helps children to build a harbor in the room.

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Playing at loading and unloading shipw ships shows the need for building piers and warehouses.

Encountering difficulties in dramatic play, watching the movements of real ships in visits to the harbor, and seeking their use of safety devices lead to the construction of lighthouses, buoys, and channel markers.

THE AIRPORT

Experiences of San Diego children with airplanes leads them to construct simple airplanes.

Dramatic play with the airplanes interests children in wanting to build an airport in the room.

In order to gain firsthand information about the airport so that they can construct one, the children plan and take a trip to the airport.

While reliving experiences of the airport trip through dramatic play, the children find that they need to build runways, taxi strips, terminal building, and hangars.

Through films, pictures, trips, and stories the children learn about the control tower and how it helps the airplanes to take off and land safely. They decide to construct a control tower in the room.

Operating the control tower for further play leads the children to the discovery that airplanes need weather reports for safety in flying and landing.

The children discover through authentic play in their airport, and through stories, films, pictures, and excurrsions how the airport serves the people in the community.

THE SAN DIEGO ZOO

Their natural interest in animals leads children to experiences in learning how to care for a pet.

Discussing where in the community children might see animals from all parts of the world stimulates class to plan and take a trip to the zoo.

Reliving experiences of the zoo trip leads children to learn about many animals in our zoo and to appreciate how the San Diego Zoo serves the community.

GRADES THREE AND FOUR

EXPECTED OUTCOMES

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He develops skill in planning group and individual activities by —

Helping to establish a worth-while, attainable goal.

Stating problems which need to be solved.

Helping to establish satisfactory work standards.

Being sure he understands the goal, problem, and standards stated.

Accepting the goal, problem, and standards selected by the group.

Suggesting ways in which group decisions can be carried out successfully.

Making worth-while contributions to discussions.

Listening critically to discussions and asking questions to clarify points he does not understand.

Suggesting materials and ideas to assist others.

Helping to decide the best use of materials and the responsibilities of individuals.

He develops skill in gaining information by —

Going on excursions to secure firsthand experience.

Studying pictures, slides, films objects, and illustrations.

Listening to stories and explanations.

Listening to qualified adults invited to talk to the class.

Beginning to use simple reference materials including background readers and dictionaries.

Beginning to share items from newspapers, magazines, and pamphlets.

Beginning to refer to the table of contents and index to locate needed information.

Studying maps and globes:
to locate specific places and areas,
to tell directions, and
to begin to understand map legends.

Gaining understanding of and learning to use new words encountered in study of the unit.

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He gains skill in expressing, interpreting, and using information and ideas through —

Participating in informal group discussion.

Giving a short oral or written report in his own words.

Creating a poem, song, story, or play.

Constructing models to use in dramatic play.

Making a series of illustrations, a roller movie, a frieze, a mural, and clay figures.

Preparing and explaining a simple map or chart.

Demonstrating or carrying on an experiment.

Dramatizing stories, poems, and real-life situations.

Making objects needed in a dramatization.

Engaging in activities such as making butter, cooking rice, and making pottery.

He gains skill in using problem solving by —

Recognizing a problem and stating it clearly.

Suggesting possible sources of information.

Collecting information from available sources.

Sharing the information.

Using the information to solve the problem.

Checking to see if the problem is solved.

He gains skill in participating effectively as a member of a group by —

Co-operating in developing group goals and plans.

Being able to accept the decision of the group.

Assuming responsibility for helping to achieve the class goal.

Participating constructively in group discussions.

Listening carefully to group discussion in order to make worthwhile additions.

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Respecting the opinions of others even though they differ from his own.

Beginning to think about a suggestion, opinion, or idea before accepting it.

Accepting and acting upon constructive criticism.

Taking his turn as a leader and as a follower.

He gains skill in evaluating individual and group progress by —

Helping to check progress in carrying out plans.

Checking to see if information is understood.

Reviewing what has been learned to see if questions have been answered.

Deciding how well class standards and goals have been met.

Commending work which has been well done.

Offering and accepting constructive criticism.

GRADE THREE

LEARNING EXPERIENCES

UNDERSTANDINGS

He is beginning to understand that --

Many different workers are needed to help people live together in our community.

The chinese village and Indian pueblo are also communities in which people live and work together.

The Pueblo Indians and the chinese are like us in their need for food, clothing, shelter, and recreation.

Other people may have ways of living that are different from ours because of differences in geography.

The Chinese and the Pueblo Indians express their ideas and feelings through art, music, and dancing, and he is acquainted with some examples of their arts.

He shows consideration and courtesy to workers in the community.

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He tries to co-operate with community workers.

VALUES, ATTITUDES, APPRECIATIONS

He respects people whose ways of living are different from ours.

He is beginning to appreciate that the family is important in the lives of the Chinese and the Pueblo Indians as well as in his own life.

He enjoys the arts and handcrafts of the Chinese and the Pueblo Indians.

The following summary statements present a brief account of learning experiences found in agreater detail in social studies units.

THE DAIRY FARM

The children move from an interest in the activities and services of their neighborhood milkman to a broader understanding of the wide scope of the activities and the many people involved in bringing a basic food to our homes.

They learn about the products carried on the truck and wish to know where they come from. This leads to an excursion to a daily farm.

They learn about the dairy farm, the workers, the equipment, and the buildings.

The children become interested in what happens to the milk after it is processed and find out about the production of milk products and distribution.

They discover some of the interrelationships of rural and urban life and become aware of the great numbers of workers necessary to bring milk and milk products from the dairy farm to homes in our community.

OUR COMMUNITY

Children become interested in observing trucks in the neighborhood and begin to notice that there are many different kinds of trucks. They watch the trucks at work and thus gain firsthand information about them.

A visit to the local community center stimulates their desire to make some model trucks to use in interpretive play activities.

While building the trucks the children discover the need for more detailed information about the activities of trucks that provide different types of services to the community; for example, the bakery truck, the gassoline truck, and the fire engine.

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As the trucks near completion, plans are made for a definite place in the classroom where they may be used. Interpretive play activities centered around loading and delivering goods leads to the need for streets and traffic safety devices.

Children discover that the stores, shops, and other service centers need ways to send messages requesting truck services. Operating the trucks as they respond to messages for services leads to the discovery that there are many districts and neighborhoods within a city and that each depends upon the others for some services.

PUEBLO INDIANS

In studying the simple life activities of the Pueblo Indian, children learn about the importance of co-operative family living. As children experience many of these life activities, they discover how the desert region has influenced not only the type of homes but also the arts, crafts, music, and customs of the people.

Great interests in these activities lead children to make pottery, weave, and engage in other art-craft activities following as authentically as possible the native methods and processes.

The children gain vivid insight into the struggle to obtain food in this "land of little rain" by creatively reliving and interpreting the daily life in a pueblo. Through experiencing the activities they realize how the customs, the ceremonies, the legends, and the arts are all meaningful and natural outgrowths of the type of culture.

As children compare and contrast family and community life in a pueblo to that of a modern city, they begin to learn that peoples of all times and all places have common interests, needs, and pleasures. They become aware of the many similarities and of the relative unimportance of the differences.

CHINA

The life of a rice farmer in a southern Chinese village provides another example of family and community life. As children relive the activities of daily family living on a Chinese farm, they build the typical shelter and make the tools and furnishings necessary for meaningful interpretation.

Through studying the gardening activities they learn of the great importance of the soil in the lives of these people, and they begin to appreciate the sign ficance of farm and farmer the world over.

As the study progresses, children prepare and serve a meal in the Chinese manner. They learn about the celebrations, clothing, customs, art, music, and games. They learn how families work and live together

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in a village. They discover that there are other than American ways of living, and they begin to appreciate and to respect some of these different ways of meeting basic needs.

GRADE FOUR

EXPECTED OUTCOMES

UNDERSTANDINGS

He is beginning to understand that —

Other peoples are like us, although their ways of doing things frequently differ from ours.

Climate and topography affect the way people live.

Ways of living in California and in Mexico today differ from those of early times.

People work together and depend upon each other for things needed.

The Californians and Mexicans, like people everywhere, express many of their ideas and feelings through art, music, and dancing.

VALUES, ATTITUDES, APPRECIATIONS

He feels friendly toward the Mexican people.

He is aware that many changes are taking place in ways of living in Mexico.

He enjoys stories, songs, and dances which express the spirit of life in early California and in Mexico.

He appreciates some of the contributions which Indians, Mexicans, and other peoples have made to the development of California.

He takes pride in historical landmarks which help to tell the story of early California.

He is beginning to value good neighborliness among peoples.

LEARNING EXPERIENCES

EARLY CALIFORNIA

The following summary statements present a brief account of learning experiences found in greater detail in social studies units.

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Beginning with children's interest in cattle ranching, the study of early California moves quickly into activities of the rancho period in the days of Spanish and Mexican colonization of California. The rancho period serves ideally as the major emphasis of the unit because in this period all aspects of early California living play some part.

As children relive experiences of rancho life, they are led naturally to want to know how cattle were first brought to the large California ranchos and how all the work of the ranchos was accomplished. They discover the part played by the people of the missions in bringing the first cattle to California, in teaching the Indians how to do the many skilled tasks necessary for keeping a rancho running efficiently, and in developing the first agriculture of California.

Having discovered how the Indians lived on the ranchos and at the missions in early California, the children become interested in comparing this way of life with the ways of the Indians before the coming of the Spanish.

An appreciation of the contributions of the people of the ranchos, of the Missions, and of the Indian villages to our living in present-day California emerges as a major outcome of this study.

MEXICO

In becoming acquainted with our neighbors across the border in Mexico, children first center their interest upon how families live in a village or small rural community. They learn how homes are build in various regions to meet conditions of climate and topography. They may construct a simple representation of a village home and make the necessary furnishings.

The home is then used as the center for reliving activities of family members in providing food and clothing and in performing other responsibilities of home and village life. As children identify themselves with life in a Mexican village, they catch the spirit of family relationships and begin to appreciate how the people feel about changes which are taking place in their ways of living.

Study of village life leads to comparison with life in a modern Mexican city. Here children discover many similarities to life in our own community and begin to realize that Mexico is a mixture of the old and the new. As a result of changes which are occurring, life in many parts of Mexico is becoming more like life in the United States.

Even market day has certain familiar features. As children learn about markets which are held in both towns and rural communities, they discover the importance of the market, not only as a center for exchange of goods but also as a crossroads and communication center.

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Experiences in preparing products for market and journeying to the market place and holding a market day lead to the children's observing a Mexican holiday or holding a fiesta. Again, children are impressed with the fact that, like us, the Mexicans have customs of which they are proud and occasions which they enjoy celebrating.

GRADES FIVE AND SIX

EXPECTED OUTCOMES

SKILLS

He takes part in planning group and individual activities by --

Helping to establish a worth-while, attainable goal.

Helping to establish clear statements of the specific problems to be solved in achieving the goal.

Helping to establish a group of work standards acceptable to all in order that activities may proceed to successful conclusions.

Being sure he understands the goal, problems, and standards stated.

Accepting the goal, problems, and standards selected by the group.

Suggesting ways in which group decisions can be carried out successfully.

Contributing to discussions after listening carefully to others and thinking critically about the problem so that his contribution will be effective and worth while.

Asking questions to clarify points he does not understand or cannot accept.

Listening carefully to the contributions to class discussion that he may be sure to follow the group thinking.

Being sure he has facts to support his opinion, especially when it differs from another's opinion.

Bringing to the attention of others materials and ideas which aid in the solution of problems and achievement of the goal.

Contributing to immediate class plans, detailed suggestions regarding:
selection of materials,
delegation of responsibilities, and
approximate time required for accomplishment.

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He gains information from--

Reading a variety of reference books, including background readers, encyclopedias, and dictionaries, so that he may select from many the most pertinent facts.

Reading such current publications as newspapers, magazines, brochures, pamphlets, and world almanacs to obtain the latest facts.

Using the table of contents, index, and appendix to locate relevant facts quickly.

Checking the opinions of one author with those of several other authors to determine accuracy of specific facts.

Studying maps and globes:

to locate specific places and areas;
to tell directions and measure distances; and
to determine, by using the legend, the relationship and effect of physical features to the living of people.

Studying simple graphs, tables, and charts to obtain additional facts.

Contacting authoritative people through talks, interviews, telephone calls, and letters to add to his collection of facts.

Going on an excursion to secure firsthand experience.

Looking at pictures, slides, films, objects, illustrations, and television to discover facts and clarify ideas.

Listening to reports, explanations, and radio broadcasts for pertinent facts.

Developing understanding of and learning to use new words encountered in study of the unit.

He expresses, interprets, and uses information and ideas through--

Participating in group discussions using simple notes when needed to and him in contributing facts.

Presenting an oral or written report which tells in his own words his reaction to or description of the pertinent information he has gained.

Creating a poem, song, story, play or imaginary broadcast by radio or television.

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Making a series of illustrations, a roller movie, a frieze, a mural, posters, a diorama, and clay figures.

Preparing and explaining a map or simple chart.

Demonstrating or experimenting with a process such as dyeing cloth or making paper.

Dramatizing stories, poems, songs, historical incidents.

Making articles needed in a dramatization.

Performing a life-like activity such as publishing a newspaper.

He uses problem-solving skills effectively by—

Recognizing a problem and stating it clearly.

Listing possible sources of information.

Collecting information from many sources to help solve the problem.

Checking the accuracy of the information.

Planning ways to interpret or express the information.

Preparing and sharing the information.

Using the information to solve the problem.

Checking to see if the problem is solved.

He participates effectively as a member of the group by—

Being co-operative in helping to plan work and solve problems so that all activities may proceed carefully and smoothly in a positive direction.

Accepting responsibility for contributing constructively to group discussions so that all may benefit.

Exercising leadership in particular phases of work in which he is most suited.

Accepting direction or constructive criticism from others when it is given for the purpose of furthering better results for class activities.

Contributing his share of ideas to plans, to solutions to problems, and to establishment of standards and goals.

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Assuming responsibility for understanding and accepting the goal, problems, and standards.

Listening carefully to the comments and suggestions of others, and thinking critically about them before contributing so that he may always make worth-while additions.

Being careful to consider a suggestion, opinion, or idea impartically on its own merits.

Accepting his share of responsibility for following through on plans and solutions.

Respecting the views and opinions of others even though they differ from his own.

Accepting responsibilities delegated to him by the group and successfully carrying them through when he is working independently or as one of a group.

He takes part in evaluating individual and group progress by—

Helping the group decide how well specific plans have been carried through, how difficulties which arose have been met, and how future plans might be improved.

Helping the group realize how well the responsibilities delegated to individuals and small groups have been met.

Calling attention to that which has been well done.

Offering criticism which is constructive and helpful to those receiving it.

Helping the group decide whether many members have made worth-while contributions to the group discussion.

Helping check how well work standards have been followed and if any standards need to be added or changed.

Comparing information from various sources.

Helping the group decide when enough reliable and pertinent information has been gained.

Helping the group decide whether the information has been expressed and interpreted in as clear a way as is needed for understanding.

Helping the group decide when problems have been solved and goals achieved.

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Contributing to a summary of the achievement of goals, accomplishment toward solutions of problems, and the meeting of work standards.

GRADE FIVE

UNDERSTANDINGS

He is growing in the understanding that--

Our country was settled and has been expanded westward from Colonial times to the present by people seeking better ways of living.

The way the colonists, pioneers, and people on the westward trails lived was determined largly by their surroundings since they depended upon their immediate environment for food, shelter, and the satisfaction of other basic needs.

Since Colonial days man has found increasingly better ways of utilizing natural resources in his environment to meet basic needs.

As our country has grown, man has increased his control over his environment through transportation, communication, irrigation, and utilization of power.

If Americans living today and in the future are to enjoy their heritage of natural resources, even wiser use and more careful conservation are needed.

Ways of living today have grown out of the past and, in turn, will influence the future.

Many different peoples have contributed to our pattern of life.

Since the days of the earliest settlements people have become increasingly dependent upon others in satisfying basic needs.

As people in our country have encountered problems they have learned better ways of co-operating for the common welfare.

In a democracy such as ours every person has a place and shares equally in rights and responsibilities.

VALUES, ATTITUDES, APPRECIATIONS

He has a feeling of what it meant to early settlers and pioneers to leave familiar surroundings and venture into an unknown wilderness.

He is proud of the pioneer spirit which enabled early Americans to endure hardships with great courage.

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He appreciates the degree to which both work and recreational activities centered in the early American home.

He appreciates the responsibilities which children as well as adults shared in the pioneer home.

He values the spirit of neighborliness among the frontier families.

He appreciates how early settlers and pioneers expressed their feelings and aspirations through music, dancing, and story-telling.

He appreciates the motives which have impelled people to move westward.

He takes pride in the variety of natural beauties and climates which make living in California enjoyable.

He desires to conserve natural beauties and wild life of our state.

He is aware of some of the changes which have taken place and which are continuing to take place in ways of living in California.

LEARNING EXPERIENCES

The following summary statements present a brief account of learning experiences found in greater detail in social studies units.

COLONIAL LIFE

The dramatic story of the Pilgrims' voyage to America in the Mayflower interests children in the life of the Pilgrims as they faced the problem of securing food, clothing, shelter, and protection their first year in Plymouth.

As the children relive the Pilgrims' experiences in building homes in a wild unfamiliar land, they discover needs for further information and may wish to make or assemble scenery, costumes, and other articles to make their interpretation of Colonial life more real.

The arrival of other colonists and the development of new colonies interests the children in a brief comparison of life in the New England Colonies and Meddle Colonies.

The study of Colonial life may be appropriately culminated with observance of the first Thanksgiving.

PIONEER LIFE

As the area along the seacoast became crowded, people began to push westward. The adventures of Daniel Boone and other pioneers in braving the dangers of travel over the Appalachian Mountains into the wilderness of Kentucky capture the interest of children.

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While reliving the experiences of these pioneers in Boonesboro, the children will gain information about pioneer shelters and make a representation of a pioneer cabin with such simple furnishings as a slab stool, table and bench, bed, rag rug, patchwork quilt, and utensils.

Engaging in such activities as making candles, soap, brooms, and wooden trenchers makes pioneer life meaningful to children. They learn how the pioneers provided food and prepare and serve a simple pioneer meal. They find out about the clothing of the pioneer and gain experience in knitting, weaving, and dyeing materials with natural dyes.

Interpreting the life of the family in the cabin, the children find out how the pioneers protected themselves from wild animals and other dangers, how they secured water, started and tended a fire, and carried on other life activities.

They may make simple costumes to wear as they interpret work and recreational activities of the pioneers. They decide to hold bees; learn dances, songs, games; and make up tall tales. Comparing pioneer family life with activities of their own families today, they begin to understand important changes in American life.

WESTWARD MOVEMENT

As Boonesboro and other pioneer settlements became crowded, the adventurous pioneers looked toward the unknown west for new homes. Stories of the Lewis and Clark Expedition and of the fur trappers and traders lead the children to a study of how these people pushed further westward. They compare and contrast traveling conditions on the Santa Fe and Oregon Trails to determine the hazards and advantages of each.

As the children enter into the spirit of life in a wagon train, they may wish to make or assemble needed scenery, articles, and costumes for more effective interpretation of life along the trail.

A realization of the difficulty of travel and communication during that time leads them to find out how the Overland Stage, the Pony Express, and the Union Pacific Railroad contributed to the growth of our country, uniting the East and the West.

MODERN CALIFORNIA

The Westward Movement is not yet over for California is the center of a continued great westward migration today. Comparing reasons why people came to California many years ago with reasons why families of children in the class have come to California in recent years leads children to an exploration of our state.

Experiences of the children with such familiar foods as oranges, grapes, olives, and celery lead into the study of man's use of the cli-

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mate, soil, and water supply in San Diego Country to increase production of these foods. A comparison of the natural resources in San Diego Country with those in the great food-producing Central and Inperial valleys gives a clear picture of the way people in modern California are meeting their tremendous need for food. The tuna fishing industry is studied as an example of the way in which seafoods contribute to the food supply, and an excursion is made to a tuna cannery.

The discovery and production of oil and how it has led to the development of many California industries arouses interest in products manufactured by these industries to meet numerous needs of the people.

Further use of natural beauties and climate is made through the many national, state, and city parks established for recreational purposes.

In summarizing information about the continuing growth of our state, children seek to answer the question, "How will the people who live here meet the demands of an increasing population for houses, food, water, clothing, and other needs?"

GRADE SIX

EXPECTED OUTCOMES

He is growing in the understanding that:--

UNDERSTANDING

Contrasting regions and climates affect and influence the way of life in Latin America.

The change which is rapidly occurring in the way of life in Latin America is due to the spread of education, extent of transportation, and increase of economic opportunities.

Many Latin American cities are as modern as our own.

The many aspects of life today in Latin America which differ from ours have grown out of their different cultural and ethnic backgrounds and will continue to be of influence in the future.

Good neighborliness within the Western Hemisphere and within the world is dependent upon the abilities of people to understand and cooperate with one another.

Because of world-wide extension of communication and transportation people will strive to provide more adequately for their basic needs and will demand wiser use of the world's natural resources.

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While improved methods of transportation and communication have widened man's geographic horizons, they have at the same time brought the peoples of the world into closer relationship.

That the individual's worth and dignity become increasingly important as we try to achieve a better life in the world today.

VALUES, ATTITUDES, APPRECIATIONS

He values the services from many people which give him the opportunity to be well informed.

He appreciates the ease, speed, and safety with which people may travel today.

He is aware that improved communication and transportation help to bring people closer together and to develop understandings essential to the acceptance of the idea of "one world."

He appreciates the changes in our living today made possible by the contributions of many inventors.

He appreciates the relationship between the progress a country makes and the development of its means of communication and transportation.

He strengthens his appreciation of the effect which physical environment and cultural heritage have upon the living of people.

He is beginning to appreciate the need to understand and respect the problems of Latin American people if we are to enjoy trye neighborliness.

He is beginning to value the cultural contributions of Latin America.

LEARNING EXPERIENCES

The following summary statements present a brief account of learning experiences found in greater detail in social studies units.

LATIN AMERICA

What is Latin America? Who are the Latin Americans? Such questions immediately arouse much speculation, curiosity, and interest on the part of the child. Maps, pictures, films, and colorful books further the desire to find out about this land and its people.

The unit emphasizes the people--their way of life; their homes, food, and clothing; their occupations, problems, and recreation; their historical and cultural development. To bring each of these new learnings

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into sharper focus, comparisons are made with life in the United States and understandings are developed as to why there are the many similarities and differences in the lives and cultures of the Western Hemisphere.

This is a study of people living in particular regions in South America such as in the farming areas, the plains regions, the mountainous Andes, the tropical coastal regions, and the Amazon River valley. The topography, climate, and natural resources are considered from the point of view of their relation to the living patterns of the people.

To children much of Latin American Life will appear quaint, exotic, or colorful in comparison with our own. However, through balanced learning experiences children will gain an appreciation for Latin America's great modern cities, factories, cultural contributions, and substantial family life.

Through pursuing interests in this unit children grow in their understanding and respect for Latin Americans and their problems. They become increasingly aware of good neighborliness among peoples in the Western Hemisphere.

TRANSPORTATION

The avid interest that modern children living in an aviation center such as San Diego have in aviation serves as the natural beginning for a study of how aeronautics influences our lives today.

Careful consideration of the many services rendered by the airplane leads the children to realize the importance of the operation of airports. Activities of all workers--pilots, navigators, hostesses, ground crew--and even passengers are carefully studied because the activities of all these people contribute to the successful operation of the airports.

An excursion to an airport brings a clear understanding of the many problems of modern flying; i.e., its dependence on desirable weather conditions and geographical features. Learning how man has conquered, to a large extent, these factors challenges the student ot discover how man gradually developed transportation to meet his needs.

The pupils trace this development from earliest times when man served as his own burden bearer to the present when he is served by many modern ways of moving goods and passengers.

A comparison of aeronautics with other methods of transportation causes the children to see how modern transportation in spanning great distances brings people into closer relationship in a world neighborhood.

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COMMUNICATION AND RECORDS

This unit, starting with the recognized interest children have in the modern newspaper, leads the children to discover how news influences daily living, helps form public opinion, and helps establish beliefs by presenting both sides of controversial questions through a "free press."

A visit to the newspaper office whets the children's interest in publishing a newspaper of their own. They study the work of those who work behind the scenes that we might receive our news while it is still news.

Interest aroused by the machines at the newspaper office is used as a basis to go back through history and trace the inventions and discoveries that have made the modern newspaper possible; i.e., the development of written language, the discovery of paper, the invention of the printing press, and the making of books and other writing materials.

As the children unravel the trail of inventions and discoveries that have formed the foundation of written communication for man, they gain great respect for those gifts that have come to them from the past. They discover other important forms of communication. A study of the radio, telephone, and telegraph is made, Their rich experience with written communication leads them to compare these other forms of communication with the one which is now so familiar to them--the newspaper.

RESOURCE REFERENCES

SAN DIEGO CITY SCHOOLS PUBLICATIONS

Plan for Teaching a Unit on Riding on a Ferryboat. 1947. Grade 1.

Plan for Teaching a Unit on Shopping in a Market. 1947. Grade 1.

Plan for Teaching a Unit on Traveling on a Train. 1948. Grade 1.

Plan for Teaching a Unit on Enjoying a Vacation. 1949. Grade 1.

Plan for Teaching a Unit on Community Life Centered Around the Harbor. 1946. Grade 2.

Plan for Teaching a Unit on Community Life Centered Around the Airport. 1946. Grade 2.

Plan for Teaching a Unit on Community Life Centered Around the San Diego Zoo. 1948. Grade 2.

Plan for Teaching a Unit on Living in Our Community. 1949. Grade 3.

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CURRICULUM GUIDE

The Elementary Program

San Diego City Schools

T H I S W E B E L I E V E

We Believe

That the San Diego City Schools must provide the best possible educational opportunities for all the children and youth of our community and for adults who wish further opportunities for self-improvement.

That this can be achieved only through well-equipped schools staffed by teachers professionally trained to utilize sound procedures and instructional materials.

That appropriate educational experience for our children and youth can be realized only through a carefully planned program designed to meet the needs of our children and our society.

That the purpose of our public schools is to help our children, youth, and adults to become well-adjusted, self-supporting, and actively participating citizens of the community.

That every child and every youth should, to the maximum of his capacity, achieve competency in effective living.

That the educated person in accordance with his ability and experience* —

ACHIEVES FULL REALIZATION OF HIS INDIVIDUAL CAPACITIES when he

Desires to improve himself.
Speaks English clearly.
Reads English efficiently.
Writes English effectively.
Uses skills of counting and calculating successfully..
Listens attentively and observe accurately.
Understands the more essential facts concerning health and disease.
Protects his own health and that of others.
Works to improve the health of the community.
Participates in a range of leisure time activities -- physical, intellectual, and creative.

* Adapted from A Framework for Public Education in California, Working Draft Number Five, 1949, and based upon The Purposes of Education in American Democracy. Washington: Educational Policies Commission, N.E.A. 1938.

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Develops a sense of humor.
Seeks and enjoys beauty.
Understands and feels the contributions of art, literature, and music.
Develops a set of sound moral and spiritual values and uses these in making choices.
Makes appropriate decisions in specific situations as a result of critical thinking.
Formulates purposes for effective living.

ASSUMES CIVIC RESPONSIBILITY when he

Is loyal to American democratic ideals and acts accordingly.
Understands and appreciates the positive advantages of American institutions.
Respects the law.
Meets his civic obligations.
Acts with others to correct unsatisfactory conditions.
Is sensitive to disparities of human circumstances.
Understands local, state, national, and international social structures and social processes.
Achieves skill with democratic processes of group action.
Knows the achievements of the people who have made the United States a great nation.
Recognizes and develops defenses against destructive propaganda.
Accepts honest differences of opinion.
Realizes the importance of wise use of human and natural resources.
Evaluates scientific advances by their contributions to the general welfare.
Is an active co-operating member of the world community, working to achieve and maintain peace in the world.

PRACTICES GOOD HUMAN RELATIONSHIPS when he

Places human values first.
Bases his human relations on a set of sound moral and spiritual values which are in line with American ideals.
Recognizes the family as a basic social institution.
Conserves family ideals.
Is skilled in homemaking.
Develops a rich, sincere, and varied social life.
Works and plays congenially with other.
Observes the amenities of social behavior.
Maintains democratic relationships in the family and all other group situations.
Strives to improve intergroup relationships.

ATTAINS ECONOMIC EFFICIENCY when he

Knows the nature of the interdependency of our economic structure and procedures.

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Understands the satisfaction of good workmanship.
Recognizes the obligation to perform an honest day's work.
Understands the requirements and opportunities for various jobs.
Appreciates the unique economic opportunities this country offers.
Selects his occupation and prepares for it.
Maintains and improves his efficiency.
Realizes the social value of his work.
Plans the economics of his own life.
Develops standards for guiding his expenditures.
Becomes an informed and skillful buyer.
Takes ethical measures to safeguard his interests.

We Believe

That every teacher in every classroom is responsible for effectively teaching the values, concepts, and skills that are basic to the preservation and improvement of our American democracy.

Guideposts for effective democratic citizenship are suggested in three basic monographs. These are:

The American Way

Respect for the concept of constitutional processes
Understanding of, and belief in, our basic freedoms
Belief in the dignity of every individual
Comprehension of the obligations and responsibilities of every American citizen
Realization of the dynamic nature of democracy
Belief in the right of organized groups to work by democratic means for the acceptance of new ideas.
Faith in the American dream of liberty and justice for all

Spiritual Values

Reverence
Respect for personality
Loyalty to ideals of American group life
Strengthening of character
Responsibility for self-direction
Perseverance in pursuit of worthy goals
Sensitivity
Creative ability

We the People

Recognition of the oneness of mankind
Respect for the variety in the way people live
Provision for equality of opportunity
Appreciation of the contributions of all people
Responsibility for the welfare of all

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We Believe

That an effective school program is achieved through:

A PLANNED CURRICULUM

The most effective learning results for each individual pupil only when the curriculum has been carefully planned to meet his needs and those of society.

Effective curriculum planning is achieved through the co-operative efforts of elementary and secondary teachers, principals, and members of the Instructional Division working together in curriculum steering committees.

The San Diego City Schools Curriculum Guide provides a broad, flexible framework which should insure a well-balanced educational program for all the children and youth in the community.

The resource units referred to in the Curriculum Guide provide a wealth of suggestions from which teachers may select appropriate experiences for children of verying abilities.

The Curriculum Guide and the various resource units provide many opportunities for teacher-pupil planning so that each pupil shares in the planning and will develop a keen interest in the program.

PROFESSIONALLY TRAINED TEACHERS

Curriculum materials come to life only when children are working under the stimulation and guidance of professionally trained teachers who understand the characteristics of a democratic society, the nature and needs of children and young people, the learning process, and the types of learning experiences most appropriate for different age levels.

The most efficient learning takes place under the guidance of teachers when it is recognized that:

Individuals have varying needs and interests depending upon whether they are children, adolescents, or young adults.

Individuals at the same age level differ physically, mentally, and emotionally — differences which may be due to inherited characteristics or to differences in home, community, and cultural opportunities.

Learning experiences must make sense to the child and challenge his interest. Interest and understanding create a desire to learn which in turn leads to efficient learning.

Efficient learning takes place through active participation rather than passive adsorption.

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Many different learnings occur at the same time.

The most effective learning takes place in a situation that is most simular to the actual life situation in which it will be used. The more realistic the learning activity, the more efficient the learning.

Learnings that are continually used are strengthened, wheras those not used are weakened.

Generalizations and abstract concepts should be based on wide experiences and concrete materials suited to the child's own maturity.

Learning is most effective when the learner is continually aware of his own progress and when he experiences the satisfaction of continued growth and success. Every child should experience some degree of success.

THE CLASSROOM WHICH IS A LEARNING LABORATORY

Efficient learning takes place under the careful guidance of the teacher in stimulating, classroom situations:

The classroom environment is friendly, healthful, varied, attractive, and informal.

The teacher knows every pupil as an individual personality through careful observation; through the use of cumulative guidance records; and through parent contacts which throw light on background, growth, ability, educational achievement, and adjustment problems of individual pupils.

Teachers and pupils plan together, within the framework of the curriculum and the resource units, so that every child will develop a personal interest in the program and profit from the planning experiences. Teacher-pupil planning includes pupil participation in defining the problem or activity, in co-operatively planning the learning activities, and sharing in the evaluation of individual and group progress.

The teacher provides a variety of opportunities to challenge the best in pupils of all abilities — the slow, the average, and the superior.

Classroom experiences make it possible for all children and youth to satisfy their developmental needs — mental, emotional, social, and physical.

Children and youth learn to use facts as a basis for critical thinking and problem solving.

Every child has an opportunity to express himself creatively.

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Realistic experiences and actual life situations are provided wherever possible.

The classroom is extended into the community through field trips and experiences in camping education and through participation of resource leaders who come into the classroom from the community to enrich the program.

Every classroom provides a laboratory for experiences in democratic living. Through shared responsibility and shared leadership, mutual respect is developed among pupils and between the teacher and the pupil. The worth of every individual is appreciated regardless of race, creed, color, or economic status.

Every classroom provides a variety of instructional materials to enrich the experiences of the pupils — books, magazines, pictures, films, slides, transcriptions, radio programs, maps, as well as a variety of resource materials from the community.

The teacher uses all available evaluation techniques to appraise the outcomes of instruction in terms of changes in the behavior of the pupils.

Good discipline is self-discipline developed as a basis for successful group living.

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Primary School Curriculum in Kagawa Prefecture, 1950

Science

Primary school take up resources of the community into the units of science.

Examples: The 1st year grade

a. Unit a happy school day

One a fine day they go out in the school ground, class garden and hot house to see trees, flowers, young leaves, bees, butterflies, rabbits, chickens, etc.

b. Unit A picnic in spring

They go out on a picnic to watch various scenes.

c. Unit Insect's collection

They go out on field to watch insects and plants.

d. Unit Collecting seeds and planting flowers.

e. Unit A picnic in Autumn

They go out on a picnic to see the changes of thenature.

f. Unit Various kinds of vehicles

They go out to see steamships, tramcars, motor-cars, etc.

g. Unit A garden, waiting for spring

They go out to the school ground, gardens of shrines, temples and park nearby.

The 2nd year grade

a. Unit A spring garden

They examine seeds and sow them.

b. Unit Livestock

They watch, take care of livestocks at school and at home.

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f. Political Reorientation: Election of the Governor of Kagawa Prefecture, United Nations, and School Board Elections were particularly emphasized during September in this Region.

(1) In the election for governor, out of a total of 512,359 eligible voters, the voting percentage was 77.9 percent for the three candidates. The breakdown for men and women voters was 81.3 percent for the former and 74.6 percent for the latter. In this election information emphasis was placed on the necessity for exercising the franchise and study of personal background of the candidates. The best man won by a large majority.

(2) All prefectural capital cities and four other cities were visited during the month regarding United Nations information program. October concentration will be on smaller areas. It is the opinion of this office that UN publicity should be centered around local United Nations organizations such as UNESCO and United Nations Associations. In this connection the press and radio were requested to publicize the activities of these local groups and tie them in with the parent organization. The only United Nations Association branch in the region is located in Takamatsu with a membership of 30 from the elite which meets once a week, like a Rotary Club. Although the press is included in the membership, little press coverage has been given to lectures heard at the meetings. At the last meeting one set of UN Action in Korea pictures was circulated. This Association has a luncheon meeting (men and wives), membership of which is not financially possible for the average citizen.

(3) UNESCO organizations are found in all of the larger communities and their activities vary. In Imabari City, Ehime Prefecture, UNESCO is fortunate in having an energetic leader. This branch is considered one of the best five in Japan. Among its community projects are the establishment of a city library, night classes in English, a monthly UN newspaper, and providing prizes for primary and secondary school graduating classes. The "Shin Ehime" and other local journals have publicized all these projects.

(4) Human Rights Protection Committees were contacted, and with the cooperation of the press, it was suggested that they inform the public that their activities in defending human rights are carried on peacefully in this country while UN forces in Korea are "fighting" to defend the same.

(5) Following receipt of the UN Flag Code, CI reproduced exact copies of the UN flag and gave them to information sections in the four prefectures with the suggestion that on UN Day (October 24) small lapel flags be distributed free to the public. However, it was pointed out that these flags should be facsimile copies and bear no slogans. This suggestion was well received, probably on account of the Japanese liking for lapel buttons and affiliation with international organizations.

(6) "Our Position in the Korean Conflict" is the subject of a well prepared address by Mr. Noboru Takasugi, Regional Director of the Liaison and Coordination Office, Takamatsu, which he has given in Kagawa and Ehime Prefecture

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c. Unit Fields and mountains in Summer

They go out in fields and mountains to watch the changes of the season and investigate how insects and animals live.

d. Unit Vegetables and fruits

They watch vegetables and fruits in fields harvest and eat the fruits.

e. Unit Fields and mountains in autumn

They go out in fields in Autumn and watch grass, plants and animals carefully.

f. Unit Fields and mountains in winter

They go out in fields and mountains and watch the changes of the season.

The 3rd year grade

a. Unit Class garden in spring

They saw seeds of flowers and pumpkins take care of them watch them how to grow and how to bear fruits.

b. Unit Fields in summer

After the rainy season, they watch the changes of the nature, plants and animals.

c. Unit Seashore in summer

They watch the scene of the seashore closely on plants and sea-weeds.

d. Unit Class garden in Autumn

After the summer vacation, they go out into the garden to weed, harvest pumpkins, and sow seeds.

e. Unit Help at the kitchen

They help mothers at kitchen to study how to improve kitchen equipments and tools there.

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The 4th year grade

a. Unit Harmful animals

They investigate kinds of insects, their harm and how to drive them away.

b. Unit Life of the rice-plant.

They transplant rice to see how it grows.

c. Unit Living creatures in the sea

They collect and watch living-creatures in the sea to understand them.

d. Unit A mountain and river

They go to a mountain and river to investigate the conditions of stones and rocks to understand the surface of the globe.

e. Unit Harvest

They harvest sweet-potatoes, and rive to learn the lives of these plants.

f. Unit Transportation of the community

They investigate the kind of transportation and motive power in the community. They learn how culture has improved and the transportation has developed by using machines.

The 5th year grade

a. Unit The insects, looking for flowers

They learn the relations between insects and flowers.

b. Unit Weather broadcast

They have interests in everyday weather.

c. Unit Bees and ants

They investigate the life and customs of ants and bees

d. Unit Useful insects and harmful insects

They investigate useful insects and harmful insects to learn how to drive them away.

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e. Unit Plants and their usefulness.

They grow cucumber and egg-plants to learn their formation and functions.

f. Unit Weather in summer

g. Unit Weather in autumn

h. Unit s Study of the port

They go to the port near to learn the rise and fall of the tide, facilities of the port, and ships going in and out, etc.

i. Unit Weather in winter

The 6th year grade

a. Unit Salt-product

They investigate the history of salt products in Kagawa.

b. Unit Metal works to be used at home.

They study how the important metal works which are used at home change in quality in the time being, etc.

c. Unit Electricity at home

They announce their experiences on electricity at home and make sketches of them.

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(3) In the interest of child welfare a campaign is under way to improve the quality of kamishibai shown on Shikoku streets. Welfare and visual education agencies met with commercial kamishibai operators during the month to advise them against the showing of harmful material and aid them in the selection of suitable subjects. Lectures on the psychology of children, the use of folk songs in kamishibai performances, and proper methods of public speaking were included on the program of these meetings. In Kochi a system of censorship has been set up. Local newspapers also publicized the need for this reform.

(4) Employment of the physically handicapped was stressed in Kochi Prefecture from 1 to 7 September. A set of 10 slides were shown at movie theatres during the period. Spot announcements were made at railway and bus stations, conferences were held, and the press publicized the necessity of finding employment for such persons.

m. National Census: Statistics Sections and PIO's in all prefectures inaugurated publicity programs during the month to enlighten citizens on the significance and importance of the National Census. Local newspapers gave considerable space to the subject and radio stations contributed local time with numerous broadcasts and spot announcements. To stimulate interest, prize guessing contests of prefectural population figures were sponsored by each ken government. PIO's printed wall newspapers and miscellaneous explanatory printed matter for wide distribution through local information committees. In Kochi special posters on the subject were distributed to public schools and appropriate visual materials were provided for showings at commercial theatres.

2. Press

a. United Nations, school board elections, Kagawa governor's election, and Community Chest provided much editorial comment during September. Visits to ten major dailies revealed much planning for Newspaper Week, a complete report of which will be made next month. Plans follow closely to those of last year with a few new interesting ideas.

b. The "Shin Ehime" in Imabari City is a growing daily with a circulation of 32,000. In addition, they publish 6,000 copies of a daily children's paper. Stories and pictures are submitted for this edition by "reporters" from Upper and Lower Secondary schools all over the prefecture. The company was recently reorganized with a board of directors as follows: 3 members of the House of Representatives; 11 presidents of various industries; two presidents of Chambers of Commerce; Chief of the Prefectural Fisheries Federation; and one lawyer. Since the reorganization the staff has been cut from 130 to 65.

c. The "Tokushima Mimpo", organized three years ago, is now publishing with the most up-to-date newspaper facilities in the region. Good lighting and cleanliness contribute to good working conditions. Employees have access to the company's books. There is a complete absence of union troubles. Together with the "Tokushima Shimbun", space is given for the prefectural

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Curriculum of Primary School in Kagawa, 1950

They take up resources of the community into the units of Social Study.

Examples:

The 1st year grade:

a. Unit good health

They go out on picnics, and swimming. They hold athletic meeting and magic lantern meeting. They inspect the kitchen of school lunch and the sanitary room at school.

b. Unit Home

They play together as if they are a family, going to market for shopping. They investigate what main buildings and shops are in the community.

They go to the zoo.

The 2nd year grade:

a. Unit a farmer

They help farmers and see how farmers harvest their crops. They make kamishibai explaining how rice and wheat grow. They think of the connections between cities and rural parts. They talk on the rice delivery and the course of transportation.

b. Unit a shop

They go to a fish market and vegetable market to hear from marchants there. They draw pictures how rice and vegetables are coming from villages to towns. They play shopping.

The 3rd year grade:

a. Unit Vehicle (transportation)

They inspect the station to see a train, car and bus. They go to a tunnel, an iron bridge and a port. They see the train schedule and see the signals. They investigate what the station master and other employees are doing at the station.

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b. Unit Our community

They go to a higher place to command a view of their community. They make a graph of citizens' occupations. They draw picture-cards of their community. They talk about special products of their community. They visit village office or the city office.

The 4th year grade:

a. Unit The community at present and in the olden days.

They read some books or hear from old people of the government in the Edo Period. They investigate the lives of samurai and general people in Edo Period and compose dramas.

They hold an exhibition of the community.

b. Unit Shops and factories in the communities.

c. Unit Changes of transportation and communication.

The 5th year grade:

a. Unit Children's bank

The children visit a bank, a post office to see the real situation there.

b. Unit Daily-lives in good health

They investigate main hospitals, clinics, health center, theatres, parks, and libraries and make a chart of them. They hold sanitary exhibitions and show magic lantern, kamishibai and dramas to the people of the community.

c. Unit Development of modern industry. They investigate the yearly products of staple food in Kagawa to make a graph. They investigate irrigation ponds (reservoirs) in Kagawa. They go to Agricultural Cooperations to hear the increase of food products. They investigate the development of the salt-fields in Kagawa. They make kamishibai of manufacturing salt.

d. Unit The present transportation

They go to the station or port and draw pictures and make a model station. They visit the post office and telegraph office. They make plans of trips and go out.

e. Unit The systems and facilities of the community.

They make a map of the village with the schools, police offices, fire offices, post offices, village offices, stations and food distribution offices, in it.

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f. Political Reorientation: Election of the Governor of Kagawa Prefecture, United Nations, and School Board Elections were particularly emphasized during September in this Region.

(1) In the election for governor, out of a total of 513,359 eligible voters, the voting percentage was 77.9 percent for the three candidates. The breakdown for men and women voters was 81.3 percent for the former and 74.6 percent for the latter. In this election information emphasis was placed on the necessity for exercising the franchise and study of personal background of the candidates. The best man won by a large majority.

(2) All prefectural capital cities and four other cities were visited during the month regarding United Nations information program. October concentration will be on smaller areas. It is the opinion of this office that UN publicity should be centered around local United Nations organizations such as UNESCO and United Nations Associations. In this connection the press and radio were requested to publicize the activities of these local groups and tie them in with the parent organization. The only United Nations Association branch in the region is located in Takamatsu with a membership of 30 from the elite which meets once a week, like a Rotary Club. Although the press is included in the membership, little press coverage has been given to lectures heard at the meetings. At the last meeting one set of UN Action in Korea pictures was circulated. This Association has a luncheon meeting (men and wives), membership of which is not financially possible for the average citizen.

(3) UNESCO organizations are found in all of the larger communities and their activities vary. In Imabari City, Ehime Prefecture, UNESCO is fortunate in having an energetic leader. This branch is considered one of the best five in Japan. Among its community projects are the establishment of a city library, night classes in English, a monthly UN newspaper, and providing prizes for primary and secondary school graduating classes. The "Shin Ehime" and other local journals have publicized all these projects.

(4) Human Rights Protection Committees were contacted, and with the cooperation of the press, it was suggested that they inform the public that their activities in defending human rights are carried on peacefully in this country while UN forces in Korea are "fighting" to defend them also.

(5) Following receipt of the UN Flag Code, CI reproduced exact copies of the UN flag and gave them to information sections in the four prefectures with the suggestion that on UN Day (October 24) small local flags be distributed free to the public. However, it was pointed out that the flags should be facsimile copies and bear no slogans. This suggestion was well received, probably on account of the Japanese liking for legal authority and affiliation with international organizations.

(6) "Our Position in the Korean Conflict" is the subject of a well prepared address by Mr. Noboru Takasugi, Regional Director of the Liaison and Coordination Office, Takamatsu, which he has given in Kagawa and Ehime Prefectures

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The 6th year grade

a. Unit Newspapers and radio

They investigate for what newspapers the villagers are subscribing and how many readers there are. They visit the Shikoku Press Co., Takamatsu Broadcasting office, and a Printing Co. They see the magic lanterns of newspaper and broadcasting offices.

b. Unit Factories and motive power.

They visit a factory to see machines, products, and hear from them of the market of the goods. They investigate the laborers' lives. They investigate industrial statistics and make a graph. They investigate motive power at a factory.

c. Unit Trade

They investigate the main exports of Kagawa Prefecture.

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SHIKOKU CIVIL AFFAIRS REGION
APO 1050

DAILY BULLETIN)
NUMBER 235)

Takamatsu, Shikoku
11 October 1950

1. DUTY OFFICERS: The following personnel are detailed as "Duty Officer" for the period shown:

1230 - 1700	11 Oct 50	Mr. R M Hager
1230 - 1700	14 Oct 50	Mr. C A Larsen
0800 - 1230	15 Oct 50	Dr. B J Shinn
1230 - 1700	15 Oct 50	Mr. R J Charbonnel

2. PAYMENT OF SERVICES PROVIDED BY INDIGENOUS PERSONNEL:

a. Reference: Administrative Memorandum No. 91, Hqs & Service Command, GHQ, FEC, APO 500, dtd 2 October 1950.

b. Reference does not prohibit employment of personal servants by individuals by direct arrangement with these employees at wages mutually acceptable. Where such employment arrangements are made, payment of wages will be made in yen directly to the employee. The employee will not be carried on the payroll of the Japanese government but will be included in the original certificates as required by current directives. Allied personnel employing personal servants by direct arrangements will be responsible for the registration, medical inspection, and maintenance of sanitary standards prescribed by current directives. Employment of indigenous personnel other than personal servants, entertainers and musicians on direct arrangement basis is prohibited. Allied personnel obtaining services of entertainers and musicians by direct hire will comply with regulations set down in Administrative Memorandum No. 90, Hqs & Service Command, GHQ, FEC, APO 500, dtd 2 October 1950.

c. All military and DAC personnel, this region, hiring domestic servants by direct arrangement will notify the labor liaison office, room 101 not later than the 25th of each month, of the number employed.

BY ORDER OF THE CHIEF, SHIKOKU CIVIL AFFAIRS REGION:

OFFICIAL:

W. D. JOHNSTON
Lt Col Inf
Adjutant

W. D. JOHNSTON
Lt Col Inf
Adjutant

STOP THAT DRIP - CONSERVE WATER

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Curriculum of national language, 1950

The primary school in Kagawa prefecture take up rescurses of the community into the units.

October 1950

1. National language:

Examples:

The 1st year grade:

a. Unit: Good health(June)

The children go to a hospital in the community to see the real situation there.

b. Unit: Fields in Autumn (November)

The children go out on picnics to gather maple leaves, or to enjoy the moon night.

The 2nd year grade:

a. Unit: Our neighbourhood (September)

The children visit the city office, police office and fire office and also investigate all other buildings and facilities in the neighbourhood.

b. Unit: Harvest (October)

The children go out to see farmers working on their fields. They investigate what their families doing on their fields and at home.

c. Unit: The season of fallen leaves (November)

The children go out on picnics to some scenic places to see fallen leaves. They compose poems and write letters to friends on subject of Autumn.

The 3rd year grade:

a. Unit: Our songs

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c. Prefectural information publications and many newspapers and bulletins issued by public information groups at city, town and village levels show definite improvement in editorial content. Regional CI releases and other informational background material received from higher headquarters reach these publication sources through prefectural PIO's and form the basis of many well presented articles which appear regularly. Much of this printed information prepared at local levels has house-to-house distribution. Facilities at CI do not permit full translations of this material but it is thoroughly checked by our Japanese staff to be certain that the published content is "right".

d. In Yawatahama City (Ehime) a unique utilization of public address is worthy of note. This city has gradually expanded with the annexation of several neighboring villages and geographically it extends over a particularly large area. With the many districts far removed from the center of the city, "how to reach the people" with important communications, official and otherwise, has posed a serious problem. Poor postal service also prevails. Installation of 9 complete systems of public address are located at strategic points and carry a miscellany of communications. They are in constant use day and night. The municipal Public Information Office is in direct charge of the operations. Publicizing of information programs is aided materially through utilization of this media. Contact with the municipal office is made by telephones installed "on the spot". Total cost of the complete installation amounted to ¥130,000 of which 30% was city subsidy. The balance was raised by popular subscription.

Daily weather forecasts are given to fishermen operating in the coastal areas. Warnings of the sudden approach of the recent typhoons played an important role in their behalf.

6. Audio-Visual Program

a. Now that the public has become familiar with CIE films as an educational medium, various methods are being used to enhance their proper utilization. During September Prefectural Audio-Visual Officers held guidance meetings for town and village officials and youth and women leaders, and for social education personnel at town and gun level. Meetings of this type are also held periodically for prefectural officials. In Kagawa special effort is being placed on one town in each gun to promote proper film showings and discussion following the program. When some degree of success is achieved, these towns will be cited as models for other communities. The Tokushima Social Education Section is printing 600 100-page pamphlets listing and describing available CIE films and exhibits, with suggestions for their use. These will be distributed to CPH's, schools, village offices and organizations. Outlying districts such as the mountainous regions of Kochi and small island communities are being given special attention by Audio-Visual Officers. (See para 1, Sub-para h (3), Annex E-2, August 1950)

b. With the present rotation system, CIE films remain in each area for such short periods that ways and means must constantly be devised to show them to the greatest possible number of spectators. The problem has been

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They climb a mountain in the neighbourhood to command a view of spring scene. They compose poems and make kamishibai.

b. Unit: Animals and plants (June)

They go out to collect animals and plants. They breed aminals and cultivate plants. They investigate useful animals and plants.

c. Unit: Fruit ful autumn (October and November)

They see how the nature has changed. They investigate what farmers are doing.

The fourth year garde

a. Unit: Our town and village (June)

The children go out to a high place to command a view of their town or village. They hear sound and see something in their community. They take up the scene of the community into kamishibai.

b. Unit: Animals and plants (July)

They breed some animals, investigate plants.

c. Unit: Investigation of tongue (September and October)

They investigate their tongue how to change. They investigate dialect and the standard language.

d. Unit: Older days of our community (December)

They investigate traditional stories and historical places. They hold exhibitions and announcement meetings.

The 5th year grade

a. Unit: Happy life (September and October)

They go to movies, study newspapers and read poems. They try to have happy hours by themselves, individually.

The 6th year grade

a. Unit: School excursion (May)

They go to libraries to get a good knowledge of trips. They keep diary, hold an announcement meeting.

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b. Unit: Writing letters

They write letters, go to the post office to learn how to send a telegram and talk on phone.

c. Unit: Poems

They go out of doors to see the scene of autumn, compose poems and compositions.

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met in some areas by having evening showings for adults, with showings for children during daytime school hours. School visual education committees have consulted Audio-Visual Officers for ideas on fitting visual aids into their curricula. Outdoor showings during the summer months drew larger crowds than could be accommodated indoors. Many of these showings took place in parks, or at railway stations in the case of the "Special Release" films where crowds were already assembled. Audio-Visual Officers are also taking advantage of audiences assembled for special events, and showing CIE and Japanese educational films and slides on such occasions as the Naruto Chrysanthemum Doll Festival, the Higashiguchi Trophy Athletic Meet at Kochi City, and the Tokushima Children's Fair. At gun levels the circulating films are available only about 10 days per month, and local film units are being urged to obtain films from other sources to enhance their information programs.

c. Locally produced visual aids are gaining in popularity, and Audio-Visual Officers are urging the production of film strips. Many organizations and town offices prefer them to motion pictures because they own slide projectors. More than half of the requests received by the Kochi Information Section are for film strips. At popular request the Kochi Audio-Visual Officer and film library personnel conducted a short course on the manufacture of slides at two places in the prefecture during September. They also produced a documentary film of the Higashiguchi Trophy Athletic Meet held 22 September.

d. The first short course for leaders of the Young Men's Theatrical Groups was held at Shodoshima by the Kagawa Audio-Visual Unit on 27 and 28 September. The meeting proved an unexpected success as it was the first of its kind to be held on the island. Citizens in attendance expressed desire for similar meetings in future.

e. The 64th CIE record concert and film showing, sponsored by SCAP, CIE Information Center, Takamatsu Unit, and the Kagawa Prefecture Social Education Section, was held on 29 and 30 September. These concerts, which are weekly events have been held on the roof of the Information Center during the summer, but have now moved into the auditorium of the Shikoku Regional Repair and Distribution Office. The programs have sustained excellent audience interest, and attendance has averaged 300 persons.

f. The Chief of the Shikoku Regional Repair and Distribution Office is resigning his post as of 8 October, and the Chief of Kagawa Social Education Section will be temporarily in charge until a suitable replacement can be decided upon by the four prefectural Boards of Education.

g. Three representatives from each prefecture on Shikoku attended the National Study Meeting on Visual Education held in Tokyo 18 to 23 September.

h. Film library facilities in all prefectures are gradually being improved, and a "check list" of items to be considered has been forwarded to each library for their guidance in future improvements. Kochi Prefecture has obtained additional space for their film library, and signs have been placed at the entrances of the building and the library quarters.

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Report of Preview

Sponsored by Kagawa-Ken Teachers' Union

Jan 26. 1950
M. Wada

25 January (Wednesday) at the Daiei Theatre, Takamatsu city

9.25 - 9.45 a.m.: Greeting address

Mr. Mimaya, Chairman of Kagawa-Ken Central Executive Committee T.U.

Mr. Maeda, Representative of chief of Social Education Section, Kagawa Board of Education

Mr. Morizaki, Chief of Social Education Section, Takamatsu city

Mr. Inoko, Chief editor of the Shikoku Shimbun

9.45 a.m. - 11.05 a.m.: Movie

"Miss White Snow (a teacher) and children"

In order to let the people know the value of education, the Teachers' Union collected stories from all the members throughout Japan. The story titled "Sun is on the children" was selected to be best. The story was picturized in cooperation with the Daiei Motion Picture Co. It can not be said that it is one of the excellent ones from the viewpoint of techniques of film and story, but the leading heroine is a pure hearted woman teacher of a primary school who has a pure heart just like white snow at the top of Mt. Fuji and great educational love.

She was beloved by the pupils who called her "Miss White Snow". Some pupils and a gamin came out on the picture, and it shows us how Miss White Snow lead and brought up the pupils who were going to be delinquent, tempted by a gamin with her great educational love. It also shows us the relation between the school and P.T.A. and how a good P.T.A. should be and also pupils' autonomous activities which shows one side of new education system. I think this picture is more or less effective to let the people who are ignorant to education know that education has a big power.

This is one of the educational pictures, but played by most popular actors and actresses. So a great number of fans will see this picture at many places. Then, the purpose of Teachers' Union will be achieved. It is said that this kind of pictures have been projected and played as often as four times by the Teachers' Union. They are intending to continue this project hereafter. I heard that it will be shown at Takamatsu from February 5 to February 11, 1950, and then at Marugame, Sakaide, Zentsuji, Kotohira

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and Kannonji (need admission fee). Teachers' Union Kagawa Branch made a plan to let the pupils and P.T.A. members see this picture as many as possible with discount tickets.

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5 December 1949

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TO: Chief of Civil Education Section
Shikoku Region

From: Eiichi Kubota
Superintendent of Kagawa Board of Education

Subject: The 2nd Workshop of Primary School Education

I beg to inform you that we will have the second Workshop of Primary School as follows:

Purpose: In order to spread the good result of the Shikoku Primary School Workshop at Naruto throughout this prefecture, and to show how a good workshop should be so that every school in this prefecture will carry it out following the spirit of such model workshop.

Agenda: meeting and participants

Okawa-gun	12 Dec.	Nibu Primary School	One man teacher and one woman teacher from each school.
Kita-gun	9 Dec.	Maeda Primary School	All teachers
Shozu-gun	13, 14 Dec.	Ikeda 1st Prim. Sch.	One teacher to each group from each school
Kagawa-gun	16, 17 Dec.	Busshozan Prim. Sch.	The teachers of Social Science
Takamatsu city	16 Dec.	Matsushima Prim. Sch.	Half number of teachers from each school.
Ayauta-gun	10 Dec.	Okada Primary School	One teacher from each school to each study group
Sakaide city Marugame city	20 Dec.	Sakaide Seibu Prim. Sch.	"
Nakatado-gun	29, 30 Nov.	Tadotsu Primary School	"
Mitoyo-gun	8 Dec.	Kanonji Primary School	"

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Summary of election - cont'd

i. Date filed	j. Political party	k. No. of votes obtained

8. Period of time for which elected:

9. Number of violations reported or observed:

10. Extent of local publicity given to the election and campaign:

11. Remarks:

FOR THE CHIEF, SHIKOKU CIVIL AFFAIRS REGION:

Info copy:
CG I Corps, APO 301

Adjutant

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Leaders: The school guidance section will choose the leaders from among the people who participated in the Naruto Workshop to dispatch them to the guns except to the guns where any ones who participated in the Naruto Workshop are working.

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Summary of election - cont'd

d. Total number of votes obtained by each political party and all independents:

Party	Last previous Election date _____	23 January	Present Election

5. Number of military government teams and number of Occupation Force personnel other than military government used to observe election.

6. Were the candidates purgee questionaires available at the Election Administration Committee's office and at the Screening Committee's office?

7. Candidates:

a. Name of candidate b. Sex c. Age d. Education

e. Occupation f. Present public position

g. Last previous pub. position held h. Previous service in position to be filled.