

A major objective of this program is to help students gain and keep open minds, tolerate nonclosure, understand complexities, and avoid generalization when there is insufficient evidence or experience to permit generalization.

Directed discussion is useful for the actual conduct of inquiry or discovery experiences. The teacher uses carefully developed questions to guide students in the use of scientific methods and the practice of the thinking skills listed on the chart on pages 10 and 11. Directed discussion is a particularly useful method when students are involved in inquiry related to problems which have no absolute answers. Since one of the major objectives of this program is to help students learn to analyze social problems carefully and to suggest tentative solutions to such problems, we have relied heavily on the directed-discussion method throughout the series. Directed discussion requires considerable knowledge, practice, and energy on the part of the teacher. It involves carefully developed questioning techniques and knowledge of (1) the range of the reasonable answers to a question, (2) the range of considerations which can be brought to bear on a problem, (3) the range of reasonable solutions to a particular problem, and (4) the probably consequences of these solutions."

Absolutely no history, explanation of important world cultures, geography (detailed), etc., etc.k

Evaluation of behavioral objectives may be accomplished by observing such evidence as paper and pencil tests, individual exercises, homework assignments, student opinion and interest questionnaires, parents' comments, taped recordings of class discussions, and records of subjective and objective evaluations. A teacher may gain a fairly objective evaluation of the achievement of the class as a whole when using the directed-discussion method."

They include a treatment of such topics as the family and community in early grades and United States regional studies and world culture studies at the upper grades."

Encourages skepticism of advertising.

Def. of family: A group consisting of one or more adults and one or more children, the adults being responsible for the maintenance and care of the children. (No marriage)

Heredity: unlearned characteristics passed from parents to children; i.e. physical traits, innate ability.

Income: the reward that is earned by an individual, a company, or a country (?)

Democracy: a system of government in which the people rule.

Values: preferences that determine individual behaviour.

This is exactly what our founding fathers (Madison, etc) warned against. The U.S.A. is NOT a democracy, it is a republic.

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- " The Groups We Belong To is concerned with the child's interaction within a group setting. Introduction to economic priorities, values, rules. Presentation of various ethnic and socio-economic groups." Social Science Concepts include all sorts of political questions, social questions, etc.  
"discrimination, justice, civil rights, ecology, rights,, race, population, conflict, behaviour (economic, innate, learned, political, social), economic distribution, emotions, environment, heredity, income, etc."
- " Primary purpose of this social science program is to help students understand themselves (ego-oriented) and other people. Philosophy is introduced where lessons deal with ethics and morality - an essential part of program - Humanism. Series includes lessons designed to help students cope with complex situations that call for suspension of judgment." No fixed rules or values as in Judaic Christian tradition.
- " Lessons designed to help students learn to distinguish fantasy, myth, magic and superstition from reality are introduced." - this is parents' job." When I Wish Upon a Star exploded.
- " "A student gains security when he understands that his basic needs are provided by his family. If for some reason these basic needs cannot be supplied, there are agencies within our society that will provide them." (Socialism)
- " Students are asked to analyze common problems of human interaction involving such behaviors as domination, discrimination, ethnocentricity and racism.
- " Students study some of the cultural and psychological origins of racism and ethnocentricity and see the destructiveness of these attitudes.
- " Concepts are intellectual tools which can be used to guide observation and to gain knowledge. Most of the concepts of this program are introduced either implicitly or explicitly in early grades and used continually throughout. This "spiralling" of concepts is intended to help students develop a more complete understanding of the major concepts. ....We define a concept as a mental impression, using a single word or phrase to name a group of objects, etc."