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An investigation of the theoretical constructs in the development of the upper elementary school social studies curriculum in twenty-five selected urban school districts

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AN INVESTIGATION OF THE THEORETICAL CONSTRUCTS IN
THE DEVELOPMENT OF THE UPPER ELEMENTARY
SCHOOL SOCIAL STUDIES CURRICULUM
IN TWENTY-FIVE SELECTED
URBAN SCHOOL DISTRICTS

AN ABSTRACT
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF EDUCATION

BY
LEENETTE DOLORES MORSE PENNINGTON

ATLANTA UNIVERSITY
ATLANTA, GEORGIA
MAY, 1979
Purpose of the Study

The most tangible and significant interpretation of a public school system's educational goals and objectives is the curriculum which embraces and transmits the identified educational ideologies. Curriculum development and its attendant processes mirror the philosophies, beliefs, and attitudes of a school system's perceptions of and projections for those who are to be served educationally.

The purpose of the study was to investigate the theoretical constructs in the development of upper elementary Social Studies Curriculum in twenty-five (25) selected urban school districts. The study was guided by four (4) research questions which asked:

1. What are the basic and essential elements which guide the development of the Social Studies Curriculum?

2. How and by whom are these basic and essential elements selected and incorporated into the Social Studies Curriculum?

3. Is there evidence that Social Studies Curriculum development has been influenced by the educational and social changes of the 1960's and 1970's?, and

4. What is the role of the local school district's curriculum administrator(s) in developing the Social Studies Curriculum?

Methodology

Utilizing the Stratified Random Sampling Procedure, twenty-five (25) school districts were selected from an eligible sampling population of thirty-five (35) urban school districts. The investigator constructed a
twenty-five (25) item Curriculum Development Inventory which was used to survey curriculum administrators in the selected urban school districts. The Inventory results treated statistically showed the frequency and percentage distributions by items, and the comparison of observed and expected frequency of response by means of chi-square one-sample test. The Curriculum Guides and Bulletins submitted by participating school districts were examined against a defined framework of theoretical positions and the "language" of the Guides and Bulletins was used as the associative indicator to define the theoretical constructs.

Conclusions

Based on the analysis of the data for this study and the inferences that were drawn from that data, the following conclusions were made:

1. The basic and essential elements which guide the development of Social Studies Curriculum are more clearly definable and generally articulated as goals and objectives.

2. There are few consistent or well-defined procedures for selecting and incorporating the basic and essential elements into the development of the Social Studies Curriculum. As goals and objectives ultimately emerge they represent a variety of procedures, rationales, and dictates.

3. The development of upper elementary Social Studies Curriculum evidences some influence by the educational and social changes of the 1960's and 1970's.

4. The theories of Learning, Education, and Curriculum are evident in the over-all goals and objectives in Social Studies Curriculum development in the upper elementary levels of the school districts surveyed.

5. The findings suggest the existence of disproportionately low staffing patterns for the Social Studies by comparison to staffing patterns for the other content areas.

6. There is a significant lag in the revision of the Social Studies programs in the school districts surveyed, by reference to curriculum revisions in the other content areas.
7. The extent to which the Boards of Education and the superintendents of schools focus consistently on the status of the Social Studies in their school districts is limited and indirect.

Implications for Leadership Behavior

1. The continuing impact of social and political forces along with the redefining of priorities in education require committed and aggressive leadership to develop, implement, and maintain strong programs in the Social Studies while skillfully and deliberately orchestrating the elements of that educational milieu for the explicit purpose of delivering fully equitable educational experiences.

2. It would appear that an essential "skill" needed by educational leaders is the ability to "lobby" in behalf of strong, forward and equitable Social Studies programs, from a posture of valid commitment to the learners to be served, an in-depth knowledge of the theoretical constructs necessary to a substantive program, and a well-defined overview of the significant thrust an effective Social Studies program can bring to the overall curricula. This is an essential reality in promoting the Social Studies and validating it in the light of its tremendous potential for making education more responsibly responsive.

Recommendations

1. That the local policy making Board of Education or Board of School Trustees and the Superintendents of Schools take early action to reassess and re-evaluate the status of the Social Studies Curriculum in their school districts. It is the concern and impetus at this level that is needed now to keep Social Studies Education in the "mainstream" of educational experiences under the full endorsement of these boards and superintendents.

2. That the selection, appointment and retention of Social Studies administrators take into account: the level of awareness on the part of present and prospective administrators regarding the implications of social and political forces in direct relationship to curriculum development, their demonstrated abilities to plan and implement equitable educational programs, their beliefs in the learners for whom they will plan and manage programs, their astute sensitivities to the dynamic and far-reaching potentials in strong programs of Social Studies.
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CHAPTER I

THE PROBLEM AND ITS SETTING

American public education, through its elementary and secondary schools, is presently responding in diverse ways to the charges and challenges of the educational and social crises of the 1960's and 1970's. During this period there was a significant shift in the focus of social concerns and the impact of that shift assailed and assaulted the educational community. The leadership in education and the development of its attendant curricula were on the brink of a social and political assessment that few, if any, were prepared to deal with. At about the time when people were becoming aware of an underdeveloped world abroad, they were also becoming aware of an under-privileged and deprived world at home, with both worlds being strangely excluded from the benefits of an age of affluence, well-being, and promise. But the world at home, too "close" to further ignore and too replete with the high visibility of social, political and economic inequities, was erupting in The Market Place of Social Dignity.

The landmark decision of Brown v. Board of Education, Topeka, 1954, dramatically ushered us into the 1960's. We discovered a decade of "Black Consciousness" filled with discordant voices, demands, protests, and the ceaseless processing of options for the expeditious and equitable access into the mainstream of the American society. This decade
focused critically on the American public education system through its agents, the public schools, declaring them to be: inadequate, insensitive, and unwilling to and incapable of addressing the exigencies of the rapidly diversifying student populations. These declarations and accusations resounded loudly in urban schools in America speaking to the leadership there, the curriculum offerings, and the organizational constructs.

Given the inescapable interrelatedness of social issues to educational concerns, the school and education at times came to be viewed as two very different though closely related matters. No doubt this dichotomous perceptional orientation was successful in advancing the idea that schooling was "failing" to make a difference educationally. Such perceptual referent then placed the onuses of social salvation and educational liberation directly on the shoulders of the leadership within the urban schools. These frustrating demands were being made without any apparent regard for putting urban schools in their proper historical perspective. Thus, educational leaders in urban schools were being challenged to offer educational remediation to the disquieting social problems. But these leaders needed to be armed with more than titles and the desire to lead. As Watson so aptly points out:

It has now become apparent that leaders are not simply born with the ability to lead. They must learn to be conceptualizers, mastering theory in order to use it in understanding the day-to-day demands while simultaneously modifying their theories with pragmatic experience.¹

The emergence of major changes on the political and economic fronts combined with shifting populations, fiscal uncertainties, and increasing unrest meant that America's urban school districts and the attendant leadership responsibilities were to be further exacerbated. The rapidly surfacing and often uncontrollable frustrations of the American society were chaotically seeking refuge in and resolution through the public schools. The public schools in their attempts to respond were seeking competent and aggressive leaders to plan and effectuate substantive programs to steer education through the raging social crisis.

Smith clearly defined the role of such leadership when he stated, "You have a responsibility for the management of learning. You have a responsibility for curriculum designation and development." And because this is true, we need to look at the educational involvements of and for urban educational leaders in order to assess the most important strategies for developing and strengthening education programs.

The movements for relevance, discipline, accountability, achievement, and directionality in the public schools were in fact the preamble to: The Report on the State of the Society—The 1960's.

Despite the fact that the educational and social scenes of the late 1970's are viewed by some as being more peaceful, by comparison, an era that we might well refer to as: The Call to Assess and Redress, it cannot be disputed that throughout the American public school education community many reverberations of the last two decades still resound.

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Perhaps nowhere is the resounding still more critical and more disquieting than in the urban schools of America.

Therefore, there is still needed a clearer sense of direction with alternatives, about the imperative roles for elementary and secondary schools to play if they are to be responsive to the educational and social needs of the present and those of the future. Fully agreeing with Reller that, "the central place in which to judge the educational service is in the area of curriculum,"\(^3\) it is essential that responsive and informed leadership at the central office focus on sound curriculum processes for addressing the needs inherent in urban, and ultimately, American public education.

Incorporated in this study is the belief that the development of sound bases for strong, forward, and equitable curriculum decisions have clear and purposeful implications for leadership behavior. Additionally, it seems germane to examine these implications in relationship to curriculum development, specifically the Social Studies Curriculum, because educational programs and leadership in education do occur within, and in a large measure respond to, the more global social milieu which is addressed by the Social Studies.

Efforts to define or construct a global posture from which to view the purposes of education in America, almost, without fail, lead to those familiar objectives which include: the need to maintain a democratic society through the teachings of our democratic practices and principles; the need and the desire to perpetuate the customs, mores, and traditions of the cultures; the need to have an informed and literate

citizenry; the need to understand how to respect others; the need to enable individuals to recognize and maximize their personal worth and dignity; and the need to have such recognition fully realized through the responsible interpretation and enactment of "good citizen" roles. With the emergence of these and related objectives there is a crystallizing of an umbrella curriculum concept which focuses on the values, needs, and demands of the society. According to Jenson et al.:

The elementary school as it exists in the United States is largely a reflection of national values. Upward mobility, a literate populace, a well-informed electorate, free enterprises, individual worth, and the perpetuation of democratic ideals are all core values in American society. These core values by and large, have been embraced by the elementary schools of the nation.4

The assertion of Jenson et al. seems to suggest that the elementary school early on strikes at the heart of the formal socialization process. It further suggests that the emanating curriculum in concert with informed leadership, ought legitimately define and prescribe the rudimentary strategies to be followed in order to achieve the mission: preparing children, all children, to live effectively in and contribute responsibly to a dynamic society. As Ragan so vividly points out:

The major changes that are occurring in the American society accentuate the need for improved social education. The social studies have a unique role to play in introducing children to the world in which they live. Because the future of our civilization revolves around the question of whether man can learn to live with man, the curriculum of the elementary school in the twentieth and twenty-first centuries must be increasingly concerned with the problems of human relations.5

4Theodore J. Jenson et al., Elementary School Administration (Boston: Allyn and Bacon, 1967), p. 36.

The most tangible and significant interpretation of a public school system's educational goals and objectives is the curriculum which embraces and transmits the identified educational ideologies. Curriculum development and its attendant processes mirror the philosophies, beliefs, and attitudes of a school system's perceptions of and projections for those who are to be served educationally.

Many factors and forces bring varying degrees of influence on the perceptions, dictates, and procedures of curriculum developers. However, there is strong evidence that these curriculum developers can manipulate these influencing variables as they exert effort to identify and incorporate all the elements essential to insuring that: each learner's educational opportunity has every equitable option for becoming a viable educational experience. Again, there is a direct corollary in understanding curriculum development procedures and understanding and exercising effective leadership. As Knezevich points out:

> The school curriculum is basic to the educational process. It is dynamic and influences the most fundamental of school decisions. Every school administrator at every level must be knowledgeable about what is taught and how it is taught. Educational program development is without question a high-priority challenge for the administrator. Instructional leadership can be defined as administrative leadership in curriculum planning, development and change.6

It is to be recognized that certain curriculum constituents may have "universal" characteristics while others are indigenous to and indicative of time and circumstances, with these varying constituent combinations impacting curriculum development. Additionally, it must also be recognized

that certain insidious and negative perceptions about learners who are Black and poor, also influence the sorting and combining of the constituent combinations. Thus, these persuasions are components in the curriculum development processes and the alert curriculum leader is on guard against deliberate efforts to infiltrate the process with less than just, adequate, and solidly challenging educational directions.

Education, and the curriculum which translates it, undergirds the American way of life. As such, these must become the means by which we create the commitments and abilities to deal with and abolish those circumstances that would make survival a reality for some and an impossibility for others. To this end we should recognize that "leadership is the process of influencing group activities toward the achievement of goals,"7 enabling us to focus on the goal of curriculum development as a creative and responsible influence in addressing social conflicts. The Social Studies Curriculum and its development must wrestle with such educational and social issues as:

- the relationship between the educational and social responsibilities of the school;
- the differences related to chief cultural values and the kind of individuals needed in the culture;
- the re-evaluation of educational priorities as highlighted by the demands and decisions of the 1960's and 1970's;
- the propriety or impropriety of the exchange and interplay of theories: learning, education, and curriculum;
- concerns about what really happens in the development of urban school curricula; and
- the perennial argument of what is essential and what is trivia.

Too often in the face of these countervailing issues, "educators have a tendency to shoot from the hip based on gut feelings, based on how they feel rather than on what they know." This study suggests that it is time for educational leaders to maximize their understandings thereby increasing their chances of hitting the targets of urban educational needs. Sound theoretical bases should be the genesis of leadership strategies and decision making.

Curriculum development by its very nature has purposes and direction inherent in which are determinations about who the learners are and what should happen for them, decisions about needs and values, opinions and attitudes about strategies and techniques, and conscious or unconscious perceptions about learning. "If the curriculum development is to be adequate, all these decisions need to be made competently, on recognized and valid bases and with some degree of consistency." And having attained curriculum development with some degree of adequacy, the astute leader recognizes the inherent implications in that process as more fully guiding the leadership behavior to make baseline curricular decisions. Moreover, the educational leader must perceive and pursue the understandings which dictate that, "in our society, that base is to be found in the enduring tenets of democracy, in the basic beliefs of the Judaic-Christian beliefs, in our persistent concern for the optimum freedom and development of every individual together with the highest possible quality of human living for all groups and for society as a whole." 

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8 Charles H. Smith, "Crisis in Urban Education," p. 11.
This study's attempt to focus on theoretical constructs with implications for leadership behavior, suggests an attempt to isolate and examine "working" philosophies and generalizations, specifically at the central office level, and to discern a more valid perspective of the rationales and directionalities of defined educational experiences.

This study's use of the elementary school as the arena from which baseline data are to be drawn, focuses on what "has been called the most typically American of our social institutions, democracy's gift to children and the cornerstone of our system of free public education."\textsuperscript{11} With regard to the urban elementary school in America however, Scribner and Knox have a much more sobering perception as they point out:

The urban elementary school, an institution of singular significance in our society, is under siege by many of the social and political forces of contemporary urban life. Though the school can be both a product and shaper of society, unimpressive gains in the lot of the urban poor suggest that the elementary school has played the former role. The elementary school years appear to have a cumulative impact greater than other levels of schooling since boys and girls in urban environments may receive little or no secondary education but almost all attend the full complement of elementary school years.\textsuperscript{12}

Therefore, in conceptualizing the total spectrum of the American public school experience, the elementary school—especially the urban elementary school—emerges as the most significant and solidifying of that experience. Within the framework of the elementary school there reside the very first, most fresh, and vibrant opportunities to mold

\textsuperscript{11}Ragan, Modern Elementary Curriculum, p. 7.

minds and attitudes; nurture the structuring of the foundations upon which future growth and experiences will build. Residing within the early framework provided by the elementary school are all of the vital propensities so essential to establishing the fundamental guidelines and constructs for appropriate problem-solving behaviors predicated on honest and enabling opportunities into "seeing that education does make a difference, a worthwhile and satisfying difference to each of America's children."\(^{13}\)

The uproar of the 1960's heard and felt throughout the American public school education community and its reverberations in the 1970's, require yet another look at educational directions through the development of curriculum and the related implications of that process for leadership behavior at the highest level of the school district's administrative organizational structure.

"We have not yet fully estimated the transformation in the national spirit brought about by the violence and upheaval of the 1960's."\(^{14}\) But we do know that stringent and persistent demands are being made upon education as a direct outgrowth of an era of unrest. Therefore, we must continually devise scholarly strategies for revealing explorations into the process and content of curriculum development. And these strategies must be directed towards effectively mobilizing school systems to deliver sound educational services.

**The Statement of the Problem**

This research proposes to make an investigation of theoretical constructs in upper elementary school Social Studies Curriculum development in twenty-five selected urban school districts.


The Research Questions

The first research question. What are the basic and essential elements that guide the development of the Social Studies Curriculum?

The second research question. How and by whom are these basic and/or essential elements selected and incorporated into a development of Social Studies Curriculum?

The third research question. Is there evidence that Social Studies Curriculum development has been influenced by the educational and social changes of the 1960's and 1970's?

The fourth research question. What is the role of the local school district's curriculum administrator(s) in developing curriculum?

Basic Assumptions

The first assumption is that the heavy emphasis on Reading and Mathematics, i.e., "the basics" has served to de-emphasize the academic viability of elementary Social Studies.

The second assumption is that certain activities are basic and central to curriculum development and can be "observed" through an investigation of Social Studies Curriculum development procedures.

The third assumption is that there is a corollary between curriculum development activities and leadership activities.

Scope and Limitations

This study was limited to an investigation of theoretical constructs in elementary Social Studies Curriculum development and the implications therein for leadership behavior.

This study was limited to twenty-five selected urban school districts.

This study addressed "problems" in urban education only to the extent that they had direct bearing on the defined purpose of the study.
The researcher felt that a definition of the following terms would make clear the thinking and perceptions being advanced in the study.

**Basic Elements**—Those components which form the foundation of the Social Studies Curriculum and serve as the bases for establishing goals and objectives.

**Curriculum**—The aggregate of educational practices, procedures, experiences and activities which the school district has identified as necessary to the academic, social, moral, and physical development and these have been articulated through the delivery of specified services.

**Curriculum Development**—The process of initiating and advancing decisions about the aims and purposes of schooling and the needs and characteristics of learners. Selecting goals and objectives that are compatible with those aims and purposes and defining how the content most effectively transmits the important learnings and insure the acquisition of skills.

**Curriculum Guide**—"A written plan depicting the scope and arrangement of the projected educational program. A statement of intention for the use of the document as a guiding force for planning instructional strategies."15

**Essential Elements**—Those components which are considered necessary and indispensable to achieving the goals and objectives.

**Leadership Behavior**—The persuasions and influence of an individual and a position where such combination has authority and powers of decision making; where overt actions demonstrate the scope and strength of the authority and decision making powers.

**Social Studies**—"Those studies that provide understanding of man's way of living, of the basic needs of man, of the activities in which he engages to meet his needs, and the institutions he has developed."16

**Social Studies Curriculum**—The experiences and activities which have been identified by a school district as basic and essential to promoting an understanding of man and his environment; and have been designated to provide skills and abilities in: critically examining, effectively using and responsibly contributing to the institutions that have been developed to perpetuate the culture.


Theoretical Constructs--The defined and/or identifiable elements within the curriculum development process that are related to the theories of Learning, Education, and Curriculum.

Upper Elementary--This definition is a deliberate further attempt to the delimitation of the study, sharpening the focus on a small segment of the school to those grades which are usually classified by local and state educational systems as the upper elementary school: Grades four, five, and six.

Urban School Districts--Identified school districts with student populations of 60,000 and above and located within states which have a "Black Enrollment" in public schools of 100,000 and above.

Significance of the Study

The literature of curriculum and its development which speak to unmet needs, the growing concern of curriculum leaders to develop responsive curricula, and the persistent need to find more appropriate and effective ways to manage and deliver educational services, all attest to areas in which this study can make a contribution. Educational curriculum activities are continually being influenced and coerced by the changing social, political, and economic climates, yet, it is somehow expected that the educational responses to these forces will be forthrightly stable, substantive, and capable of guiding learning. This is a direct implication for a quality of leadership and administrative behaviors examined in this study.

This study provides a comprehensive look at some defined and ongoing curriculum development procedures in urban school districts while simultaneously providing a referent for suggested curriculum leadership behavior. The attention that is now being given urban school districts suggests this study will be significant in the light of its positive motivations in exploring the processes related to elementary Social Studies Curriculum development. Moreover, the emergence of some "common"
patterns, approaches in leadership planning, implementation procedures, organizational constructs, and course content could all contribute significantly in leading toward a "science" of curriculum development.
CHAPTER II

REVIEW OF THE RELATED LITERATURE

The nature and conditions of the recent past and present times suggest that substantive attention be given to the structure and content of the curriculums developed to deliver the best possible educational experiences. It is not to be assumed that this is a "new" need even though it is related to current concerns. More than fifty years ago, Briggs stated, "the fundamental problem in education is the curriculum."¹ So more than anything, it highlights the existence of a continuing fundamental need in education which curriculum must attend much more aggressively, insuring that such attention deliberately and appropriately encompass the education and social realities with which we now live.

McConnell et al. made a challenging observation in stating, "the school, as we see it, is a training ground for society."² This observation of more than thirty years seems now to reflect the attitudes and feelings of many as we view more closely the impact and demands of a multi-ethnic society. Moreover, rather than placing the onus of an educational response to societal needs in the large arena of education, it seems to focus clearly on the social studies and the attendant

curriculum behaviors. This position is supported by Conner and Ellena who state:

Social studies is the arena in the school curriculum that has major responsibility for giving the child as realistic a picture as possible of his social world. The pupil's work in social studies should help him to think rationally about public issues; to accept his responsibilities as a participating citizen in a democracy; and, as an individual, to relate to an increasingly complex society in such a way as to achieve the most satisfying life possible.³

Additionally, Conner and Ellena seem to forthrightly address an earlier concern advanced by McConnell et al. who said:

Our educational program should guide our children and young people toward realistic appraisal of the world in which we find ourselves and toward appropriate activity in respect to it. In the period in which we are living we cannot afford an educational program which fails to be realistic in action and is inept in the understanding of our environs, physical, social, political, and economic.⁴

Thus, "the challenge to develop outstanding programs of instruction in the social studies has never been greater. The social studies can make significant contributions to the meeting of this challenge only if great effort is put forth in planning, developing, and evaluating the instructional program."⁵

The natural flow of such activities leads then toward the conceptualization and development of objectives to guide such programs of


⁴McConnell et al., New Schools, p. 271.

instruction in the Social Studies. However, it is at the level of developing these objectives that we find insufficient evidence to suggest the most appropriate objectives thereby creating a wide range of options in the identification and selection of those elements that are basic and essential to Social Studies Curriculum.

Basic and Essential Elements Guiding the Development of the Social Studies Curriculum

In asserting that the guiding principles of curriculum development can be characterized by basic and essential elements we postulate the existence of identifiable components. Moreover, it suggests that these components can be assessed in relationship to some real or ascribed values. Inherent in this determination are those decisions about values which influence the development of objectives framed by the elements considered to be basic and essential. Consequently, objectives reflect the viewpoints of curriculum decision makers and those basic and essential features are largely defined by their theoretical perspectives. Thus, as influencing theoretical perspectives combine and/or conflict with persuasive and expedient curricula forces, significant guiding principles emerge.

A study by Engle⁶ cites the development of objectives stemming from two theoretical positions. In one instance the curriculum decision makers favored objectives based on the social sciences while the other position favored and promoted objectives based on a study of the moral purposes and problems related to effective citizenship.

From McSwain's perspective:

The primary function of schools is to provide the environmental means or resources which each child uses in his own unique way to learn to apply, and to improve his ability in mental inquiry, emotional control, and moral accountability as he interacts in new situations encountered in his daily living. Education is a social process in which the child learns, appraises, and develops his personal-social self. In a democracy, schools serve society and children only when the social studies and the total curriculum help young citizens learn to deal more effectively with emerging, novel situations and to approach the future with courage, a readiness to meet change, and a faith in themselves.7

In Kurfman's8 study, specific objectives were culled from the major categories as designated by the National Assessment program in the areas of: (1) the use of analytical and scientific procedures, (2) knowledge relative to major ideas and concerns of social scientists, (3) commitment to the values that sustain a free society, (4) curiosity about human affairs, and (5) sensitivity to creative-intuitive methods of explaining the human conditions.

Accepting the position that varying and substantive perspectives do indeed impact and help to define basic and essential elements, it is realistic to assert that the development of the Social Studies Curriculum must attend the many facets of personal and social existence in an increasingly complex world. As Moffatt points out:

The purposes of the social studies program, as set up by the Department of Superintendents of the National Education Association, are to offer the pupils an objective account of affairs and situations

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as they are found at present in all quarters of the world, without reference to prejudices and preconceptions. Truth and facts are placed first. The second objective is better preparation for acting with cooperation and mutual consent in a more peaceful, prospering world.

In view of these perspectives and others equally as influencing, the question of what is basic and essential from the researcher's point of view must be raised. A review has been made of Michaelis' statement that grew out of a five-year statewide study as reported by the State Central Committee on the Social Studies to the California State Curriculum Commission, and for purposes of this study the researcher accepts these findings as basic and essential elements. Identified by the report as: Characteristics and Purposes of Effective Social Studies Programs, ten (10) of the twenty-one (21) points are being advanced here.

When basic and essential elements guide the development of Social Studies Curriculum, such curriculum:

- "Applies the best available information about the learning process and its relation to the development of children and youth, and it challenges the capabilities of each individual.

- Emphasizes the American way of life and provides individuals with continuous opportunity to experience democratic living.

- Promotes particularly the dignity of man and the ideal in our free society that people of all races and creeds shall have equal opportunities to excel.

- Gives attention to current and persistent problems and utilizes contributions from the social sciences in formulating suggested solutions for those problems.

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- Provides a series of experiences which help individuals understand and appreciate that the rights and privileges of American society entail attendant responsibilities and duties.

- Balances the contributions of the several sciences and emphasizes the interrelatedness of social, political, economic and spiritual forces in the United States and in the world.

- Promotes an awareness of basic human needs and the development of skills and attitudes that enable individuals to contribute positively towards improved human relations in family, in school, and communities.

- Utilizes and interrelates other areas of the curriculum in order to further its purposes.

- Is flexible enough to meet the individual differences of pupils in varying environments, yet maintains a continuity of purpose and content that gives direction to the program at all levels.

- Provides for revisions to incorporate new research findings and to meet the emerging demands of our changing society and the individuals therein.11

"Social studies is a part of the general education that must be made available to all children and youth. The schools must search for a common core of social concepts and skills and devise varied paths through which different pupils may attain them."12

The researcher recognizes the social studies curriculum as being a fundamental component in the education process which enables children and youth to come to grips with society as it is; and through effective and equitable social studies curriculum, plan the human strategies for yet a better society. These basic and essential elements ought to bring


provocative and relevant guidance to the development of Social Studies Curriculum. And as suggested by Scribner and Knox:

The predominant activity of those participating in urban elementary education in the future will be to find creative ways to implement, to coordinate, and to plan strategically in order to connect responses in sociopolitical forces. This activity will have to involve a more conscious and perhaps more courageous leadership in shaping societal values and finding support mechanisms for this process.  

Selecting and Incorporating the Basic and Essential Curriculum Elements

Many concerns and considerations are brought to bear on what ultimately emerges as "the" basic and essential elements that will be incorporated into the Social Studies Curriculum. The scope and sequence of curriculum inclusions and conversely, exclusions, represent the influencing perceptions and orientations of curriculum decision makers. The tandem behaviors and responsibilities related to identifying the basic and essential elements and then selecting out and incorporating them into fundamental curriculum development are significantly powerful activities. For these activities inevitably bear witness by their curriculum results to the strengths and weaknesses, attitudes and expectations of school and society.

Stanley points out:

To educate is inevitably to build character; to build character is to shape the habits, attitudes, standards and values upon which thought, judgement, and choice are predicated. Hence neutrality is impossible; to teach at all is to support in some measure, the ideals and beliefs which certain interest groups are

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seeking to promote, and to undermine, to some extent, the ideals and beliefs cherished by others (ital. mine). Obviously, therefore, every organized group has an interest in education since its fortunes and its aspirations are inescapably affected by the work of the school.14

Stanley's observation adds continuing credibility to Counts' statement that, "there are literally hosts of individuals and groups striving today as they have been in the past to shape the educational program."15 Recognizing that forces external to the formal school environment do indeed impact and influence the internal environment in which curriculum activities occur, we are required to look more closely at and be far more sensitive to: (1) what basic and essential elements we select, (2) what external and internal motivations influenced the selection, and (3) the rational and theoretical defense we can provide for such selection and incorporation of guiding curriculum elements. According to Beauchamp:

A fundamental process in curriculum planning is that of selecting curriculum from the total culture; therefore curriculum planners must address themselves to questions of what knowledge and skills are of most worth and which of those should be included in the curriculum. Curriculum planners have to decide what value concepts are to be taught in school and they must decide upon vehicles to be used to help students learn to deal with value questions.16

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The social studies curriculum, perhaps more than any other of a school's educational offerings, is made unique by the viability and versatility of its components and this reality adds an even greater importance to the selection and incorporation of basic and essential elements into the development of its curriculum. As Conner and Ellena state:

The social studies curriculum draws on seven separate, though related, disciplines: anthropology, economics, geography, history, political science, social psychology, and sociology. This fact poses special problems in selecting that which is most pertinent from the embarrassingly rich content that is available. Organizing the program is complicated by the multidisciplinary sources of the social studies field, for each of these disciplines has its own unique structure or structures and there are some spokesmen for each who insist that this structure not be "violated."\(^{17}\)

These findings and reactions seem to clearly reflect that those elements ultimately identified to become curriculum components are directly related to issues tied to the social, political, and educational forces and as such, a knowledge of issues has a clear-cut place in the decision-making process related to sorting and combining elements for the social studies. As if speaking directly to the curriculum and its attendant issues, Michaelis states:

Those responsible for deciding what to include in elementary school social studies and how to organize and teach what has been selected have available three major sources of information to guide their decisions. One source is the nature of the society furnishing the education. Here it is important to consult not only the persisting characteristics of the society but also the changing forms of the problems it faces.

\(^{17}\)Conner and Ellena, *Curriculum Handbook*, p. 270.
A second source is the nature of society's children. In this case, what the children are like, what they might become, and how they develop and learn are all necessary kinds of information. A third source is the nature of the organized disciplines which are relevant to curriculum construction in the social studies. With Michaelis referring to "those responsible for deciding ...," Wiles in general reference to curriculum decisions asks more specifically, "but who in the local systems will make the decisions?" In his outline of the processes related to answering the question he poses, Wiles summarily states, "the decisions will depend primarily on the assumption that the central office staff makes regarding the professional nature of the classroom teacher." In this regard Wiles cautions against the central office staff being insensitive to and unaware of, "the perceptions and motivations of the classroom teachers." Wiles does seem to establish the central office as the locus of curriculum decision making.

Harris' endorsement and substantiation of the central office's curriculum decision making function can be viewed in his reference to "local development." He points out, "those who advocate local program development borrow ideas from any and all sources but rely primarily on the ideas, needs, and resources to provide changes as needed and uniquely suited to local situations."
Through and by the central office certain basic and essential elements of curriculum development are filtered, screened, and sorted and this procedure ultimately results in a school district's identified elements being incorporated into the planned educational program. However, curriculum leaders have an ongoing and vital commitment to recognize that, "the key decisions are those that establish educational goals and programs to attain them." In selecting the basic and essential elements which will embrace goal and programmatic procedures for social studies curriculum which will reflect the curriculum decisions as directed by some level of authority, it is important to remember that, "in each case individuals, separately and collectively, act upon questions quite central to the curriculum—to its design as well as to the process necessary for its use in the learning act." Suggested here is the need for threading principles to be woven into the concepts and perceptions of "how" the elements are selected for the social studies curriculum.

The Role of the Local School Districts' Curriculum Leaders

It is to be expected that the size, needs, and organizational structure of school districts will influence the role and function of those who work in the capacity of "curriculum leaders." However, in varying ways personnel are deployed to serve in leadership capacities for curriculum development and its attendant decision-making. How the


personnel functions and how these functions are perceived are very closely related to the dominant educational viewpoints as they exist from school district to school district. Most importantly there does seem to be agreement and consensus among authorities in the field that such leadership roles are needed and there are identifiable functions related to these roles. In a large measure it is this aspect of supervision associated with and inherent in the function that is most often described and explained.

In Wiles' opinion, "Supervision has the responsibility for effecting continuous improvement in the curriculum"25 According to Frymier and Hawn, the role of the curriculum leader requires, "A genuine concern for instructional improvement, a willingness to change, and according curriculum and instruction importance over all other things are requirements that are essential."26 Knezevich states, "Supervision is a controlling and coordinating device... not an end in itself. Its purposes are stimulation, overseeing, and appraisal of activities leading to an achievement of institutional goals at a specified quality level."27 And, Harris, points out, "Supervision of instruction is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote pupil learning."28 Doll, reports a study which delineated the following

25 Wiles, Supervision for Better Schools, p. 93.


28 Harris, Supervisory Behavior in Education, pp. 10-11.
activities as being directly related to the role of curriculum leaders at the local school district level:

1. Planning for improvement of the curriculum and of the curriculum development program
2. Helping evaluate continuously both the appropriateness of the curriculum and the quality of the curriculum development program
3. Directing the formation of point of view, policies, and philosophy of education
4. Directing the development of curriculum materials
5. Using ready-made research data, and promoting local research
6. Coordinating the activities of other special instructional personnel, e.g., supervisors, librarians
7. Working with guidance personnel to integrate curriculum and guidance functions
8. Providing for lay participation in curriculum improvement
9. Arranging time, facilities, and materials for curriculum improvement
10. Serving school personnel as technical consultant and advisor regarding curriculum problems
11. Organizing and directing special in-service education projects
12. Interpreting the curriculum to the public and, in certain situations, to the board of education
13. Encouraging articulation among levels of the school system.

In describing how the role behaviors mesh and demonstrate themselves in directing effective curriculum programs, Ragan asserts, "it is the function of leadership to help the members of the group formulate common goals, develop ways of achieving goals, and grow in their capacity

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to evolve worthwhile procedures.” And as if to describe the challenge in Ragan's assertion, Jenson et al., state, "This demands a positive approach within an atmosphere of mutual respect. Supervision demands extensive planning and organizing of time. It requires the utmost skill in human relations."  

It is now recognized that the supervision functions of curriculum leaders have moved to an effort of teaming, away from the single input and directions of one or two individual "specialists." While giving greater latitude and strength to the functions this concept has not greatly redefined the roles and responsibilities. In as much as roles and functions are saliently tied into the educational concepts to which school districts subscribe, Wiles indicates:

The supervisory function will more and more be performed by a coordinated team that is administered by an Assistant Superintendent for Curriculum and Instruction. His staff will be viewed as a task force responsible for plans, programs, and activities leading to improved instruction and curriculum development. The supervisory staff will be more specialized and diverse than it has been in the past.

It is clear that the role of the local school districts' curriculum leaders can be expressed or defined in myriad ways. It also seems clear that the diversity in the roles has a pivotal position always in the managing, monitoring, and evaluating of the curriculum development process. For those so charged with the leadership related curriculum development, Counts sagely asserts:

Whatever else it may be, education is the process whereby the individual is inducted into the life

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31 Jenson et al., Elementary School Administration, p. 456.
32 Wiles, Supervision for Better Schools, pp. 305-306.
of a society and into the use of its institutions. A knowledge of modern social life is therefore just as important to the curriculum maker as a knowledge of the nature of the learner.33

The Impact of the Educational and Social Changes of the 1960's and 1970's

Recalling the thunderous reverberations from the past decade which made such an impact on American public education, while simultaneously challenging the integrity of the purposes of schooling, especially for youths who were Black and poor, there came an emergence of top priorities as new Educational Agendas were being designed. In the forms of groups, concepts, creeds, opinions, prejudices, and frustrations, these "top" priorities emerged to vie for first consideration under "new" business feeling strongly that the "old" business neither recognized nor addressed the exigencies of previous concerns.

A companion upsurge came in the form of leaders, experts, authorities, and spokespersons who were representatives to the incongruous and multi-issued Forum, each bringing a significant Agenda of priorities and procedures. Thus, from the stressed milieu of social, political, and economic upheaval education inherited a new cadre of "theorists." From the impact and input of the new social era in which education has struggled over the past decade, the inherently complex and difficult process of curriculum development decision making has been exacerbated by the new curriculeers. In Walker's opinion:

The curriculum field has been dominated by an ideal of change as planned and rational. This image has obviously been sharply at odds with the reality of curriculum change in local schools. The contrast has served mainly to spur idealistic curriculum workers to suppress

33Counts, "Who Shall Make the Curriculum?", p. 169.
the "political" aspects of curriculum change. I think it is time we dreamed a new dream about curriculum change. This time our ideal should recognize that curriculum changes are necessarily subject to the operation of enormously powerful social forces that cannot possibly be brought under the control of any technical procedure or systematically designed process. The action of these powerful forces is influenceable at times and in some ways, and professional educators charged with responsibility for curricular maintenance and change need to learn how to cope with these forces as well as they can.34

American public education has been unable to totally ignore that it has been caught in the throes of social transition and the constructs and concepts of curriculum making have been accordingly assessed. As Walker clearly points out, we must reckon with and show curriculum accountability for our educational behaviors in response to new demands. Foshay and Beilin point out that, "Since the goals of a school system are themselves the consequence of the interaction of the cultural and political traditions in a given place, tempered by the educational and political beliefs and perceptions of the people, it should not be surprising that the operations of the school, and especially the offering of subject matter for learning, are responsive to gross changes when they occur."35 And because the "American society has come to be characterized by an accentuation and sharpening of disruptive racial, religious, ethnic, social prestige, and other cleavages,"36


by Elliott and Merrill, we are faced with designing and delivering a social studies curriculum which addresses the "gross social changes."

"During the 1960's social studies educators were concerned with the cognitive component of the curriculum.... However, at the beginning of the 1970's, educators are beginning to realize that there is something important missing from many of the programs.... The systematic study of basic concepts... while important, does not seem to be adequate to the task of learning to behave intelligently and responsibly in the complex social world in which man finds himself."37 In looking more closely at instructional programming and curriculum offerings for these times, Unruh says:

The problems of society and of individual self-actualization are the problems of the school.... Curriculum development is needed that can help individuals learn to draw effectively on growing realms of knowledge and act constructively when faced with subtle and unresolved problems for which there are no clear-cut answers. Serious attention to needs can increase the improvement in educational programs.38

In the main, another dimension of curriculum concerns has opened and this is in response to the educational and social "forces" of the 1960's and 1970's. The unquestionable need to educate our young to function and participate effectively and satisfyingly in a dynamic society requires a broader, more comprehensive assessment of "who" all


the young are and what, in fact, are their needs that must be attended. Imperative needs are expressed by the "discordant" voices from the past decade questioning the reality of equitable educational opportunities for all. As Miles sees it, "The worst troubles that are besetting American education derive from a number of causes that are spawning trouble for the whole society, but they seem to afflict the educational institutions more immediately and severely than they do other major components of the service sector of society." 39

Seeking to bring a clearer focus on major educational and social problems faced by youths who are Black and poor, Passow asks:

What is ahead for urban education in the 1970's? What will be the future of the ghetto and the slum in American cities, and how will this affect and be affected by education? In what ways will education for urban populations be reshaped and will changes result in substantial openings of opportunities for individuals from these groups? 40

Inherent in the responses to Passow's questions are indeed the larger issues related to: (1) who shall be taught?, (2) who shall teach them?, and (3) what shall be the nature of the curriculum? Riddle, believes that, "Teachers today face a growing responsibility to prepare students for life in a world of accelerated change, where values and institutions are constantly being reappraised and redefined." 41 And


Smith, believes, "The schools must exercise deliberate and systematic efforts to provide equal educational and social opportunities within each school." The conceptual and functional merger of these two opinions in partial response to Passow's questions would begin to move curriculum development favorably forward. However, the preparations, goals, and experiences which finally culminate in a curriculum are by far more effective and more comprehensive when they come under the aegis of the school that believes it, "is an agent of behavior change in a desirable direction," as Cleary and Riddle point out, and where the learners are perceived positively. Cleary and Riddle, further assert, "The social studies teacher has a responsibility to acquaint students with the uses of knowledge with ways of understanding, viewing, and evaluating the world in which we live."

We live in a world where the ideas, dreams, and expectations of many youngsters, especially those who are Black and poor, are still in a holding pattern. We live in a world where conflicting ideologies and aspirations have brought us frighteningly close to national and international destruction. Yet, we live with the expectation that continuing and better education will enable people to handle crises and controversies without having to ignore inalienable rights and sacrifice human dignity.

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44 Ibid.
Tilford states:

The social studies teacher bears a great responsibility for seeing that the student has a right to hear, to read, to discuss and to reach judgements about a great variety of social issues. This process protects our freedom. However, it is imperative that an adequate setting for such be developed by social studies teachers, the school administration, and the school board representing the community. All too often, such a setting does not exist. As a result, in spite of the dissent of the 1960's... some social studies classrooms have ignored all aspects of controversy. It is the prime responsibility of the schools to help students assume the responsibilities of democratic citizenship. To do this, education must impart the skills needed for intelligent study and orderly resolution of the problems inherent in a democratic society.45

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CHAPTER III

PROCEDURE AND METHODOLOGY

The problem of this study focused on an investigation of theoretical constructs in the development of upper elementary social studies curriculum in twenty-five selected urban school districts.

The Data

1. The primary data were collected from two sources: (a) the Curriculum Development Inventory, and (b) Curriculum Guides and Bulletins submitted by the school districts.

2. The normative data were generated from respondents who chose to "comment" in addition to responding to specific items dictated by the Curriculum Development Inventory.

3. The analysis of data applied to the two types of data generated by the Curriculum Development Inventory data and from the Curriculum Guides and Bulletins.

The Research Methodology

The Descriptive-Survey Research Method was used to gather the data for this study and guide its analysis. In reference to this particular methodology, Mouly states:

Education surveys are particularly versatile and practical, especially for the administrator, in that they identify present conditions and point to present needs. They cannot make the decisions for the administrator, but they provide him with information on which to make sound decisions. Surveys must do more than merely uncover data;
they must interpret, synthesize, and integrate these data and point to their implications and interrelationships.¹

Recognizing and agreeing that there are certain advantages and disadvantages associated with research methodology, the descriptive method is widely used, and termed by many as "popular" in the field of education. This apparent popularity has brought the method under critical assessment. According to Good,² "Another criticism of the descriptive-survey method has been that it is superficial and not worthy of recognition as a research approach. It should be pointed out that descriptive studies provide essential knowledge about the nature of objects, events, and persons." And, Jacobson³ states, "there is a tendency to consider these types of studies and findings as not being very useful with the passage of time. The passage of time, however, makes it possible for these studies, if correctly designed at the start, to be useful in reference to describing and analyzing trends and predicting change."

In attempting to investigate the theoretical constructs in the development of the upper elementary social studies curriculum, the investigator approached the problem believing that it was possible and practical to isolate, define, and examine facets of the curriculum development process and draw credible conclusions to enhance existing knowledge and guide future efforts. In examining research methodologies


the investigator deliberately selected the descriptive method as viable and reputable. According to Leedy:

The descriptive survey method is... a very "busy" method... It demands perhaps more activity than the other methodologies. It is probably the most complex of all the research methodologies. In the light of the problem, the researcher must decide upon a population, study it, choose the method of sampling it, determine how randomicity will be guaranteed, send questionnaires or conduct interviews, or observe the data directly, record and systematize the facts gleaned through the survey, and perhaps do more...4

Procedure 1: Following a careful assessment of the problem which included a study of its various researchable features, the investigator isolated the most relevant elements for further consideration.

Procedure 2: These elements were—refined and incorporated into the survey instrument the—Curriculum Development Inventory. By design, the instrument was to be (a) comprehensive, (b) easy to read, (c) unlikely to create any "problems" for the respondents in terms of their having to do research for their answers, (d) educationally sound as it related to examining current practices and procedures, and (e) clearly detailed in terms of purposes and expectations from the investigator's perspective.

Procedure 3: The research population figured significantly in Procedure 2 and also influenced this procedure of making decisions about how the sampling should be achieved. A modification of the Stratified Random Sampling Technique was employed. The technique was modified to make allowances for changes and shifts in student enrollments and assignments at the upper elementary school level which was the focus of this study.

Using a rank ordered listing of public school systems' enrollments and a listing of "Blacks" enrolled in public schools, the investigator set the following parameters to frame the

research population and guide the selection of school districts for the study:

(a) A school district must have a student enrollment of 60,000 and above

(b) The state in which the school district was located must have a "Black" enrollment of 100,000 and above

(c) School districts identifiable by these characteristics would establish the global research population representing the equalized level of the sampling process

(d) Randomization was achieved through the use of the Lottery Method enabling the investigator to then select the school districts eligible for the study

(e) Thirty-five school districts were selected by the Lottery Method. The investigator sent Curriculum Development Inventories to all thirty-five eligible school districts and the twenty-five responding within the established time frame constituted the sample on which the study was based.

Procedure 4: A decision was made choosing the persons in the school districts to be identified as respondents. This decision was based on (a) the type of data sought, (b) the availability of respondents, and (c) the likelihood of cooperation at the various levels of the school district's administrative hierarchy.

Procedure 5: Four copies of the Curriculum Development Inventory were sent to the eligible school districts in the following manner:

(a) A cover letter was sent to the superintendent of each of the eligible school districts. He or she received a copy of the Curriculum Development Inventory, a copy of the letter to be received by the curriculum administrator. In addition, the superintendent of the school district from which the investigator was on study leave, prepared an introductory-courtesy letter in the investigator's behalf which was included in the initial mailing.

(b) Under separate cover, a letter and four copies of the Curriculum Development Inventory were sent to the Administrator for Curriculum and Instruction in each of the eligible school districts.
The Sources of the Data

The Instrument (Questionnaire): Curriculum Development Inventory

The instrument was designed to enable the investigator to examine three theoretical bases in the development of curriculum for upper elementary social studies, (1) learning, (2) education, and (3) curriculum. Additionally, through the instrument, the investigator sought to examine the influences of social changes and political forces directly related to the development of upper elementary social studies curriculum. While the recording of responses by the respondents would, "reflect varying degrees of intensity or range or frequency in the happening of certain events," they would also indicate how the respondents viewed those events in relationship to the development of the upper elementary Social Studies Curriculum. Thus, the investigator felt the resulting data could be termed as primary data.

The Curriculum Guides and Bulletins

Another source of primary data would be in the curriculum guides and bulletins submitted by the participating school districts. In examining the major concepts and global objectives in the Social Studies curricula the investigator was able to examine theoretical constructs from an additional viewpoint.

A reference for citing these data sources as primary is provided by Good, when he states, "Primary sources are the original documents..., the first witnesses to the event, with only the mind of the observer or eye witness coming between the original event and the user of the source."  

5Ibid., p. 236.
The respondents were asked to respond to twenty-five (25) statements by checking under one of five categories—Never, Rarely, Sometimes, Usually, or Always.

The method of analysis for the data consisted of a compilation of frequencies for each category and establishment of a percentage distribution across categories for each item. For example, using all completed and usable Inventories, the total number of checks that appeared under "Rarely" for Item #1 was determined and recorded on a summary sheet and this procedure was continued for each of the categories and each of the items (statements). Each of these numbers (total checks) in turn was divided by the total number of completed Inventories involved to obtain the percentage of responses for each category. The percentage distribution was selected because of its universal acceptance and relative ease in interpretation. Table 16 in chapter four shows the frequency and percentage distributions by items from the Curriculum Development Inventory.

Whenever one uses the descriptive approach such as the percentage distribution, there is always the question of whether the observed differences are "real" or simply a matter of chance. Can the divergence of observed frequencies from expected frequencies be accounted for solely by sampling fluctuations? To answer these questions and lend credence to the results, the chi-square significance test was applied to the data. The test (one-sample case) was applied to each item individually using the five categories of Never, Rarely, Sometimes, Usually, and Always. The observed frequencies were those obtained from the Inventories and the expected frequencies were calculated on an "equal probability" basis.
That is, an equal number of respondents may be expected to select each of the five possible answers or categories. For example, if 45 respondents considered a given item, then the assumption would be that each of the five categories would receive nine checks, i.e., the expected frequencies would be: Never—9, Rarely—9, Sometimes—9, Usually—9, and Always—9.

The formula used to compute chi square is as follows

$$X^2 = \frac{\sum (f_o - f_e)^2}{f_e}$$

where $f_o$ = frequency of occurrence of observed facts.
$f_e$ = expected frequency of occurrence on some hypothesis.
$\sum$ = directs one to sum over-all categories

Degree of freedom (df) for looking up $X^2$ value in tables =
(columns-1) (rows-1).

The observed and expected frequencies for each category by item are displayed in chapter four, table 17 along with the chi-squares, degrees of freedom, and corresponding values for the .05 and .01 levels of significance.

The Null Hypothesis ($H_0$) theorizes there is no difference in the expected frequencies for each of the five categories, and any observed differences are merely chance variations to be expected in a random sample.

The acceptable level of significance for this study is .05. The chi square significance test was selected mainly because of:

(1) its applicability to data expressed in frequencies;
(2) its usefulness with small samples;
(3) its computational simplicity.

The Treatment of the Curriculum Guides and Bulletins

Based on the purpose of the study to investigate the theoretical constructs in upper elementary social studies curriculum development, the Curriculum Guides and Bulletins were examined against a framework of theoretical positions taken by the investigator. Each of the theoretical positions was defined in the following manner:

Theoretical Construct #1 - Learning Theories (those basic assumptions and generalizations about the nature of the learner in terms of inherent needs, potentials, and behavioral tendencies)

Theoretical Construct #2 - Education Theories (those fundamental philosophical positions which influence the purposes and practices of curriculum in their directing the activities perceived necessary to advancing the positions)

Theoretical Construct #3 - Curriculum Theories (those perceptions of and generalizations about designing and managing learning environments which grow out of fundamental philosophies and their related assumptions about the learner)

The "language" of the Curriculum Guides and Bulletins was excerpted as shown in Appendix B and treated in relationship to the defined theoretical positions. Given the theoretical references of the problem as evidenced by the "language" of the Curriculum Guides and Bulletins, it was the further purpose of the investigation to relate those findings to the described social studies education experiences and define certain correlative implications for leadership behavior.
The information designating title was defined locally by the participating school districts and was applied by the respondents. No attempt was made to determine relationship between duties and responsibilities. The cover letter accompanying the Curriculum Development Inventory requested that it be distributed to the person or persons responsible for social studies curriculum.

**TABLE 1**

**THE POPULATION SURVEYED**

<table>
<thead>
<tr>
<th>Title</th>
<th>Levels-Areas</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor</td>
<td>Social Studies</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Superintendent</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Assistant Superintendent</td>
<td>Elementary</td>
<td>1</td>
</tr>
<tr>
<td>Consultant</td>
<td>Elementary Instruction</td>
<td>1</td>
</tr>
<tr>
<td>Consultant</td>
<td>Instructional</td>
<td>1</td>
</tr>
<tr>
<td>Consultant</td>
<td>Secondary</td>
<td>1</td>
</tr>
<tr>
<td>Consultant</td>
<td>Social Studies</td>
<td>1</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Director</td>
<td>Area Elementary</td>
<td>2</td>
</tr>
<tr>
<td>Director</td>
<td>Curriculum</td>
<td>2</td>
</tr>
<tr>
<td>Director</td>
<td>Education Program Development</td>
<td>1</td>
</tr>
<tr>
<td>Director</td>
<td>Elementary</td>
<td>3</td>
</tr>
<tr>
<td>Director</td>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Editorial Assistant</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Principal</td>
<td>Elementary</td>
<td>1</td>
</tr>
<tr>
<td>Resource Teacher</td>
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<td>1</td>
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<tr>
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<td>1</td>
</tr>
<tr>
<td>Specialist</td>
<td></td>
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</tr>
<tr>
<td>Specialist</td>
<td>Area Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>Specialist</td>
<td>Educational</td>
<td>3</td>
</tr>
<tr>
<td>Specialist</td>
<td>Curriculum</td>
<td>2</td>
</tr>
<tr>
<td>Specialist</td>
<td>Social Studies Curriculum</td>
<td>2</td>
</tr>
<tr>
<td>Supervisor</td>
<td>Elementary</td>
<td>2</td>
</tr>
<tr>
<td>Supervisor</td>
<td>Social Studies</td>
<td>4</td>
</tr>
</tbody>
</table>
TABLE 2

BLACK ENROLLMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

<table>
<thead>
<tr>
<th>States</th>
<th>Enrollment by 1,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>256.1</td>
</tr>
<tr>
<td>California</td>
<td>395.9</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>125.1</td>
</tr>
<tr>
<td>Florida</td>
<td>344.7</td>
</tr>
<tr>
<td>Georgia</td>
<td>306.3</td>
</tr>
<tr>
<td>Illinois</td>
<td>385.7</td>
</tr>
<tr>
<td>Indiana</td>
<td>102.0</td>
</tr>
<tr>
<td>Louisiana</td>
<td>339.4</td>
</tr>
<tr>
<td>Maryland</td>
<td>229.7</td>
</tr>
<tr>
<td>Michigan</td>
<td>273.5</td>
</tr>
<tr>
<td>Missouri</td>
<td>125.6</td>
</tr>
<tr>
<td>New Jersey</td>
<td>184.6</td>
</tr>
<tr>
<td>New York</td>
<td>451.4</td>
</tr>
<tr>
<td>North Carolina</td>
<td>338.1</td>
</tr>
<tr>
<td>Ohio</td>
<td>244.4</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>248.2</td>
</tr>
<tr>
<td>South Carolina</td>
<td>260.7</td>
</tr>
<tr>
<td>Tennessee</td>
<td>175.9</td>
</tr>
<tr>
<td>Texas</td>
<td>407.1</td>
</tr>
<tr>
<td>Virginia</td>
<td>255.6</td>
</tr>
</tbody>
</table>

*Black Enrollment in Public Elementary and Secondary Schools—1974
(Reference uses "Black" inclusively, i.e., American Indians, Orientals, and Spanish Surnamed Americans)

Note: Only those states having a Black enrollment of 100,000 and above are used in the study. These are shown in the table.

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>New York, New York</td>
</tr>
<tr>
<td>2</td>
<td>Puerto Rico</td>
</tr>
<tr>
<td>3</td>
<td>Los Angeles, California</td>
</tr>
<tr>
<td>4</td>
<td>Chicago, Illinois</td>
</tr>
<tr>
<td>5</td>
<td>Philadelphia, Pennsylvania</td>
</tr>
<tr>
<td>6</td>
<td>Dade County, Florida</td>
</tr>
<tr>
<td>7</td>
<td>Detroit, Michigan</td>
</tr>
<tr>
<td>8</td>
<td>Houston, Texas</td>
</tr>
<tr>
<td>9</td>
<td>Hawaii</td>
</tr>
<tr>
<td>10</td>
<td>Baltimore, Maryland</td>
</tr>
<tr>
<td>11</td>
<td>Prince George's County, Maryland</td>
</tr>
<tr>
<td>12</td>
<td>Dallas, Texas</td>
</tr>
<tr>
<td>13</td>
<td>Fairfax County, Virginia</td>
</tr>
<tr>
<td>14</td>
<td>Louisville, Kentucky</td>
</tr>
<tr>
<td>15</td>
<td>Broward County, Florida</td>
</tr>
<tr>
<td>16</td>
<td>Washington, District of Columbia</td>
</tr>
<tr>
<td>17</td>
<td>Cleveland, Ohio</td>
</tr>
<tr>
<td>18</td>
<td>San Diego, California</td>
</tr>
<tr>
<td>19</td>
<td>Baltimore County, Maryland</td>
</tr>
<tr>
<td>20</td>
<td>Montgomery County, Maryland</td>
</tr>
<tr>
<td>21</td>
<td>Milwaukee, Wisconsin</td>
</tr>
<tr>
<td>22</td>
<td>Memphis, Tennessee</td>
</tr>
<tr>
<td>23</td>
<td>Hillsborough County, Florida</td>
</tr>
<tr>
<td>24</td>
<td>Duval County, Florida</td>
</tr>
<tr>
<td>25</td>
<td>Columbus, Ohio</td>
</tr>
<tr>
<td>26</td>
<td>New Orleans, Louisiana</td>
</tr>
<tr>
<td>27</td>
<td>Boston, Massachusetts</td>
</tr>
<tr>
<td>28</td>
<td>Pinellas County, Florida</td>
</tr>
<tr>
<td>29</td>
<td>DeKalb County, Georgia</td>
</tr>
<tr>
<td>30</td>
<td>Indianapolis, Indiana</td>
</tr>
<tr>
<td>31</td>
<td>Orange County, Florida</td>
</tr>
<tr>
<td>32</td>
<td>Albuquerque, New Mexico</td>
</tr>
<tr>
<td>33</td>
<td>St. Louis, Missouri</td>
</tr>
<tr>
<td>34</td>
<td>Nashville, Tennessee</td>
</tr>
<tr>
<td>35</td>
<td>Atlanta, Georgia</td>
</tr>
<tr>
<td>36</td>
<td>Denver, Colorado</td>
</tr>
<tr>
<td>37</td>
<td>Las Vegas, Nevada</td>
</tr>
<tr>
<td>38</td>
<td>Jefferson County, Colorado</td>
</tr>
<tr>
<td>39</td>
<td>Anne Arundel County, Maryland</td>
</tr>
<tr>
<td>40</td>
<td>Charlotte-Mecklenburg, North Carolina</td>
</tr>
<tr>
<td>41</td>
<td>Newark, New Jersey</td>
</tr>
</tbody>
</table>
TABLE 3—Continued

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>Fort Worth, Texas</td>
</tr>
<tr>
<td>43</td>
<td>Palm Beach County, Florida</td>
</tr>
<tr>
<td>44</td>
<td>San Francisco, California</td>
</tr>
<tr>
<td>45</td>
<td>Baton Rouge, Louisiana</td>
</tr>
<tr>
<td>46</td>
<td>Cincinnati, Ohio</td>
</tr>
<tr>
<td>47</td>
<td>Seattle, Washington</td>
</tr>
<tr>
<td>48</td>
<td>San Antonio, Texas</td>
</tr>
<tr>
<td>49</td>
<td>Gretna, Louisiana</td>
</tr>
<tr>
<td>50</td>
<td>Tulsa, Oklahoma</td>
</tr>
<tr>
<td>51</td>
<td>Pittsburgh, Pennsylvania</td>
</tr>
<tr>
<td>52</td>
<td>Mobile, Alabama</td>
</tr>
<tr>
<td>53</td>
<td>Salt Lake City, Utah</td>
</tr>
<tr>
<td>54</td>
<td>Polk County, Florida</td>
</tr>
</tbody>
</table>

*Ranking by Enrollment of Public School Systems with Student Populations of 60,000 and above.


TABLE 4

THIRTY-FIVE URBAN SCHOOL DISTRICTS SELECTED TO COMPRISSE SAMPLING POPULATION

1. Anne Arundel County, Maryland
2. Atlanta, Georgia
3. Baltimore, Maryland
4. Broward County, Florida
5. Charlotte-Mecklenburg, North Carolina
6. Chicago, Illinois
7. Cincinnati, Ohio
8. Cleveland, Ohio
9. Columbus, Ohio
10. Dade County, Florida
11. Dallas, Texas
12. Detroit, Michigan
13. Duval County, Florida
14. Fairfax County, Virginia
15. Fort Worth, Texas
TABLE 4—Continued

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>Hillsborough County, Florida</td>
</tr>
<tr>
<td>17.</td>
<td>Houston, Texas</td>
</tr>
<tr>
<td>18.</td>
<td>Indianapolis, Indiana</td>
</tr>
<tr>
<td>19.</td>
<td>Los Angeles, California</td>
</tr>
<tr>
<td>20.</td>
<td>Memphis, Tennessee</td>
</tr>
<tr>
<td>21.</td>
<td>Nashville, Tennessee</td>
</tr>
<tr>
<td>22.</td>
<td>Newark, New Jersey</td>
</tr>
<tr>
<td>23.</td>
<td>New Orleans, Louisiana</td>
</tr>
<tr>
<td>24.</td>
<td>New York, New York</td>
</tr>
<tr>
<td>25.</td>
<td>Orange County, Florida</td>
</tr>
<tr>
<td>26.</td>
<td>Palm Beach County, Florida</td>
</tr>
<tr>
<td>27.</td>
<td>Philadelphia, Pennsylvania</td>
</tr>
<tr>
<td>28.</td>
<td>Pinellas County, Florida</td>
</tr>
<tr>
<td>29.</td>
<td>Pittsburgh, Pennsylvania</td>
</tr>
<tr>
<td>30.</td>
<td>Polk County, Florida</td>
</tr>
<tr>
<td>31.</td>
<td>Prince George's County, Maryland</td>
</tr>
<tr>
<td>32.</td>
<td>San Antonio, Texas</td>
</tr>
<tr>
<td>33.</td>
<td>San Diego, California</td>
</tr>
<tr>
<td>34.</td>
<td>San Francisco, California</td>
</tr>
<tr>
<td>35.</td>
<td>Washington, District of Columbia</td>
</tr>
</tbody>
</table>

TABLE 5

TWENTY-FIVE SELECTED URBAN SCHOOL DISTRICTS BASED ON RETURNS ON OR BEFORE DECEMBER 11, 1978

<table>
<thead>
<tr>
<th>School District</th>
<th>Date(s) of Return</th>
<th>Total Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Anne Arundel County, Maryland</td>
<td>10/26/78, 10/31/78</td>
<td>3</td>
</tr>
<tr>
<td>2. Baltimore City, Maryland</td>
<td>12/11/78</td>
<td>4</td>
</tr>
<tr>
<td>3. Broward County, Florida</td>
<td>10/26/78</td>
<td>1</td>
</tr>
<tr>
<td>4. Charlotte-Mecklenburg, North Carolina</td>
<td>11/2/78</td>
<td>1</td>
</tr>
<tr>
<td>5. Chicago, Illinois</td>
<td>11/6/78</td>
<td>1</td>
</tr>
<tr>
<td>6. Cleveland, Ohio</td>
<td>12/4/78</td>
<td>1</td>
</tr>
<tr>
<td>7. Columbus, Ohio</td>
<td>11/1/78</td>
<td>1</td>
</tr>
<tr>
<td>8. Dade County, Florida</td>
<td>11/2/78</td>
<td>1</td>
</tr>
<tr>
<td>9. Detroit, Michigan</td>
<td>10/31/78, 11/10/78</td>
<td>2</td>
</tr>
<tr>
<td>10. Duval County, Florida</td>
<td>12/11/78</td>
<td>1</td>
</tr>
<tr>
<td>11. Fairfax County, Virginia</td>
<td>10/31/78, 11/8/78</td>
<td>4</td>
</tr>
</tbody>
</table>
TABLE 5—Continued

<table>
<thead>
<tr>
<th>School District</th>
<th>Date(s) of Return</th>
<th>Total Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Fort Worth, Texas</td>
<td>10/23/78, 10/25/78</td>
<td>4</td>
</tr>
<tr>
<td>13. Hillsborough County,</td>
<td>12/11/78</td>
<td>1</td>
</tr>
<tr>
<td>Florida</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Houston, Texas</td>
<td>11/27/78</td>
<td>1</td>
</tr>
<tr>
<td>15. Los Angeles, California</td>
<td>11/6/78, 11/9/78</td>
<td>2</td>
</tr>
<tr>
<td>16. Memphis, Tennessee</td>
<td>10/26/78, 10/31/78,</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>11/8/78, 11/9/78</td>
<td></td>
</tr>
<tr>
<td>17. Nashville, Tennessee</td>
<td>11/27/78</td>
<td>1</td>
</tr>
<tr>
<td>18. Newark, New Jersey</td>
<td>10/31/78</td>
<td>1</td>
</tr>
<tr>
<td>19. Orange County, Florida</td>
<td>11/1/78, 11/8/78</td>
<td>4</td>
</tr>
<tr>
<td>20. Philadelphia, Pennsylvania</td>
<td>10/31/78</td>
<td>1</td>
</tr>
<tr>
<td>21. Pinellas County, Florida</td>
<td>11/30/78</td>
<td>1</td>
</tr>
<tr>
<td>22. Pittsburgh, Pennsylvania</td>
<td>11/6/78</td>
<td>1</td>
</tr>
<tr>
<td>23. Polk County, Florida</td>
<td>10/31/78, 11/1/79</td>
<td>2</td>
</tr>
<tr>
<td>25. San Diego, California</td>
<td>11/27/78</td>
<td>1</td>
</tr>
<tr>
<td>+26. Prince George's County, Maryland</td>
<td>10/31/78</td>
<td>--</td>
</tr>
<tr>
<td>27. Atlanta, Georgia</td>
<td>1/8/79</td>
<td>1</td>
</tr>
<tr>
<td>28. New Orleans, Louisiana</td>
<td>1/31/79</td>
<td>1</td>
</tr>
<tr>
<td>29. New York, New York</td>
<td>2/1/79</td>
<td>1</td>
</tr>
</tbody>
</table>

+ = Not included in study due to school district policy.  
* = Not included in study due to date of returns.

**Time Frame for Conducting the Investigation**

October 18, 1978 - Initial mailing date

November 1, 1978 - Investigator requested return of all Inventories and Curriculum Guides and Bulletins

November 4-5, 1978 - First preliminary assessment of returns.

December 11, 1978 - Final cut-off date for all data.

**Criteria for the Admissibility of Data to the Study**

The only data to be used were the data obtained by the Curriculum Development Inventory and The Curriculum Guides and Bulletins.
Chapter Summary

The foregoing chapter has given a description and account of:

(1) the data, (2) the methodology, (3) the sources of the data, (4) statistical treatment of the Curriculum Development Inventory, (5) the treatment of the Curriculum Guides and Bulletins, (6) the population surveyed, (7) black enrollment in public elementary and secondary schools, by state, (8) public school systems' enrollment of and above 60,000, (9) the thirty-five eligible school districts comprising the sampling population, (10) the twenty-five selected urban school districts, (11) criteria for admissibility of data to study, and (12) investigation time-frames.
CHAPTER IV

THE PRESENTATION AND ANALYSIS OF DATA

The purpose of the study was to make an investigation of the theoretical constructs in the development of upper elementary Social Studies Curriculum in twenty-five (25) selected urban school districts. Four research questions guided the investigation. The questions were:

1. What are the basic and essential elements that guide the development of the Social Studies Curriculum?

2. How and by whom are these basic and essential elements selected and incorporated into the development of the Social Studies Curriculum?

3. Is there evidence that Social Studies Curriculum development has been influenced by the educational and social changes of the 1960's and 1970's?

4. What is the role of the local school district's curriculum administrator(s) in developing the Social Studies Curriculum?

Utilizing the Stratified Random Sampling Technique, thirty-five (35) school districts were identified to comprise the eligible sampling population. The list of eligible school districts is shown in table 4, on pages 46-47. The school districts in the eligible sampling population were drawn from composite listings of school districts and states with specified definitions of "Black" enrollments. The list of school districts is shown in table 3, page 45-46 and the list of states is shown in table 2.

An instrument (questionnaire), the Curriculum Development Inventory, was developed to survey curriculum administrators within the eligible sampling population. The Curriculum Development Inventory appears in
Appendix C. From this group, the selected research population was identified and defined as those school districts responding to the Curriculum Development Inventory on or before the final cut-off date for returns. The listing of the twenty-five (25) selected urban school districts appears in table 5. The analysis for this study applied to the data provided by those twenty-five (25) selected urban school districts.

Twenty-nine (29) of the thirty-five (35) eligible school districts responded to the Curriculum Development Inventory representing an eighty-three percent (83%) total response. One (1) of the responding school districts indicated its inability to participate in research projects outside of the school district, and three (3) of the responding school districts came in after the final cut-off date. The remaining twenty-five (25) represent the research population for this study.

The Curriculum Development Inventory provided two sources of data. 1) The respondents provided data through their selecting one of five categories—Never, Rarely, Sometimes, Usually, or Always, to indicate their reactions. 2) The respondents were given the option of providing "Additional Comments," with a significant number of them also choosing this option. These "Comments" appear in Appendix A for reference as further documentation of the respondents' views and as the additional indicators they are, reflecting the varying degrees of intensity of feeling regarding certain aspects of curriculum development.

Additionally, school districts were asked to forward copies of their Social Studies Curriculum Guides and Bulletins. Seventeen (17) Guides and Bulletins were received and thirteen (13) of them were usable based on the defined parameters of the study's scope. The major goals,
objectives, scopes and sequences, statements of purpose and introduction, and curriculum directions were excerpted from each of the thirteen (13) Guides and Bulletins and comprise Appendix B of this study. These data were used to identify and define the theoretical constructs, in addition to the data provided by the Curriculum Development Inventory.

Presented here is an analysis of the data gathered according to described procedures. The data are presented in three sections: 1) Statistical Treatment of the Curriculum Development Inventory; 2) Data Analysis of the Curriculum Development Inventory; and 3) Data Analysis of the Curriculum Guides and Bulletins.

TABLE 6

ITEMS' CLUSTER ADDRESSING THE FIRST RESEARCH QUESTION: THE BASIC AND ESSENTIAL ELEMENTS THAT GUIDE THE DEVELOPMENT OF THE SOCIAL STUDIES CURRICULUM

<table>
<thead>
<tr>
<th>Item #5</th>
<th>In developing our Social Studies Curriculum, we pay particular attention to educational and learning theories in order to provide clear and appropriate directions for teaching and learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item #7</th>
<th>Incorporated in our Social Studies Curriculum development are suggestions for &quot;designing learning environments&quot;, i.e., putting educational and learning theories into practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f_o</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
</tbody>
</table>
TABLE 6—Continued

Item #16  We draw upon principles from curriculum theory as we develop our Social Studies Curriculum.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>( f_0 )</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>24</td>
<td>21</td>
<td>46</td>
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<tr>
<td>( % )</td>
<td>0.0</td>
<td>2.2</td>
<td>52.2</td>
<td>45.6</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Item #17  A primary consideration in the development of our Social Studies Curriculum is to include those experiences which will enable our children to make effective and satisfying use of their cultural and social environments through an understanding of their relationships to those environments.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>( f_0 )</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>27</td>
<td>45</td>
</tr>
<tr>
<td>( % )</td>
<td>0.0</td>
<td>4.4</td>
<td>33.3</td>
<td>60.0</td>
<td>99.9*</td>
<td></td>
</tr>
</tbody>
</table>

Item #18  We structure our Social Studies Curriculum to include "basic learnings" we believe are essential to an effective program. Included in these "basic learning" are traditions, values, dates, events, personalities, etc.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>( f_0 )</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>20</td>
<td>21</td>
<td>46</td>
</tr>
<tr>
<td>( % )</td>
<td>0.0</td>
<td>0</td>
<td>10.9</td>
<td>43.5</td>
<td>45.6</td>
<td>100</td>
</tr>
</tbody>
</table>

* Total varies from 100% due to rounding off process.

The analyses of these data, beginning with item #5, indicate that about forty-eight percent (48%) of the respondents said they always pay particular attention to educational and learning theories in developing their Social Studies Curriculum in order to provide clear and appropriate directions for teaching and learning. Another forty-eight percent (48%) said they usually pay particular attention to educational and learning theories while two percent (2%) said they sometimes do so. Two percent (2%) said they never pay attention to educational and learning theories in developing their Social Studies Curriculum.
Nearly forty-eight percent (48%) of the respondents said that suggestions for "designing learning environments" are usually incorporated in their Social Studies Curriculum development while thirty-three percent (33%) said that suggestions for "designing learning environments" are always in their Social Studies Curriculum development. Slightly more than fifty-two percent (52%) of the respondents indicated that they usually draw upon principles from curriculum as they develop their Social Studies Curriculum, with nearly forty-six percent (46%) indicating they always draw upon these principles.

When asked to react to the statement, "A primary consideration in the development of our Social Studies Curriculum is to include those experiences which will enable our children to make effective and satisfying use of their cultural and social environments through an understanding of their relationships to those environments"—sixty percent (60%) indicated they always do and more than thirty-three percent (33%) indicated they usually do.

More than forty-five percent (45%) of the respondents reported that their Social Studies Curriculums were always structured to include "basic learnings, i.e., traditions, values, events, and personalities as they believed these "learnings" to be essential to an effective Social Studies' program. Forty-three and nine tenths percent (43.9%) indicated this is usually their practice.
### TABLE 7
**ITEMS' CLUSTER ADDRESSING THE SECOND RESEARCH QUESTION:** 
**SELECTING AND INCORPORATING THE BASIC AND ESSENTIAL ELEMENTS INTO THE DEVELOPMENT OF SOCIAL STUDIES CURRICULUM**

**Item #1** Our school district conducts a Systemwide Survey for the elementary Social Studies. Based on the opinions and suggestions from the Survey, the Social Studies Curriculum is developed to meet the identified needs.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>( f_0 )</td>
<td>3</td>
<td>9</td>
<td>9</td>
<td>19</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>( % )</td>
<td>6.5</td>
<td>19.6</td>
<td>19.6</td>
<td>41.3</td>
<td>13.0</td>
<td>100</td>
</tr>
</tbody>
</table>

**Item #2** Input of parents, students, and citizens is systematically sought and purposefully planned into the development of the Social Studies Curriculum.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>( f_0 )</td>
<td>1</td>
<td>10</td>
<td>8</td>
<td>16</td>
<td>11</td>
<td>46</td>
</tr>
<tr>
<td>( % )</td>
<td>2.2</td>
<td>21.7</td>
<td>17.4</td>
<td>34.8</td>
<td>23.9</td>
<td>100</td>
</tr>
</tbody>
</table>

**Item #4** The development of our Social Studies Curriculum is guided by the global goals and objectives set forth by the National Council for the Social Studies.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>( f_0 )</td>
<td>2</td>
<td>2</td>
<td>19</td>
<td>16</td>
<td>7</td>
<td>46</td>
</tr>
<tr>
<td>( % )</td>
<td>4.4</td>
<td>4.4</td>
<td>41.3</td>
<td>34.8</td>
<td>15.2</td>
<td>100.1*</td>
</tr>
</tbody>
</table>

**Item #9** Our Social Studies Curriculum Development decisions are based on research which has been tested for its quality and adaptability for our school district.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>( f_0 )</td>
<td>2</td>
<td>3</td>
<td>18</td>
<td>15</td>
<td>8</td>
<td>46</td>
</tr>
<tr>
<td>( % )</td>
<td>4.4</td>
<td>6.5</td>
<td>39.1</td>
<td>32.6</td>
<td>17.4</td>
<td>100</td>
</tr>
</tbody>
</table>
### TABLE 7—Continued

**Item #12** We pay special attention to our school district's fiscal forecasting in developing our Social Studies Curriculum.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>6</td>
<td>13</td>
<td>14</td>
<td>44</td>
</tr>
<tr>
<td>2.3</td>
<td>22.7</td>
<td>13.6</td>
<td>29.6</td>
<td>31.8</td>
<td>100</td>
</tr>
</tbody>
</table>

**Item #13** During the past ten years, we have revised our Social Studies Curriculum:

- 0 more frequently than once a year.
- 7 about once every two years.
- 8 about once every three years.
- 10 about once every four years.
- 15 about once every five years.

<table>
<thead>
<tr>
<th>f₀</th>
<th>0</th>
<th>7</th>
<th>8</th>
<th>10</th>
<th>15</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>0</td>
<td>17.5</td>
<td>20.0</td>
<td>25.0</td>
<td>37.5</td>
<td>100</td>
</tr>
</tbody>
</table>

**Item #14** Teachers in our school district are actively involved in the development of our Social Studies Curriculum.

<table>
<thead>
<tr>
<th>f₀</th>
<th>0</th>
<th>0</th>
<th>4</th>
<th>11</th>
<th>31</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>0</td>
<td>0</td>
<td>8.7</td>
<td>23.9</td>
<td>67.4</td>
<td>100</td>
</tr>
</tbody>
</table>

**Item #15** In developing the goals and objectives of our Social Studies Curriculum, we give strong consideration to theories of learning that are applicable to our children.

<table>
<thead>
<tr>
<th>f₀</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>21</th>
<th>21</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>0</td>
<td>2.2</td>
<td>4.4</td>
<td>46.7</td>
<td>46.7</td>
<td>100</td>
</tr>
</tbody>
</table>

**Item #24** In our school district, through our Curriculum Councils, all curricular needs are discussed and planned for, thereby providing greater articulation with the content areas.

<table>
<thead>
<tr>
<th>f₀</th>
<th>1</th>
<th>2</th>
<th>15</th>
<th>22</th>
<th>6</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>2.2</td>
<td>4.4</td>
<td>32.6</td>
<td>47.8</td>
<td>13.0</td>
<td>100</td>
</tr>
</tbody>
</table>

* Total is greater than 100% due to rounding off process.
Based on the data provided by the respondents, forty-one percent (41%) indicated that their school districts usually conducted a system-wide survey for elementary Social Studies and they used the opinions and suggestions therefrom to develop their Social Studies Curriculum to meet identified needs. Usually, input of parents, students, and citizens is systematically sought and purposefully planned into the development of the Social Studies Curriculums according to thirty-four and eight tenths percent (34.8%) of those sampled. Twenty-three and nine tenths percent (23.9%) of those sampled indicated that this procedure is always followed.

Sometimes, the global goals and objectives set forth by the National Council for the Social Studies guide the development of their Social Studies Curriculum according to more than forty-one percent (41%) of a stratified random sample of curriculum administrators. Nearly thirty-five percent (35%) of the school district curriculum administrators said that these global goals and objectives usually guide the development of their Social Studies Curriculum and a little more than fifteen percent (15%) said that these global goals and objectives always guide the development of their Social Studies Curriculum. Contrariwise, less than nine percent (9%) said that these global goals and objectives rarely or never guide the development of their Social Studies Curriculum.

On the question of whether or not their Social Studies Curriculum development decisions are based on research which has been tested for its quality and adaptability for their school district; approximately (39%) of the respondents said sometimes; approximately thirty-three percent (33%) said usually.

With reference to revisions in school districts' Social Studies Curriculum during the past decade, thirty-five percent (35%) of the
respondents indicated some revisions about once every four (4) years.

In developing goals and objectives of the Social Studies Curriculum, strong consideration is given to the theories of learning that are applicable to children, according to the curriculum administrators questioned: forty-six and seven tenths percent (46.7%) said this is always true and another forty-six and seven tenths percent (46.7%) said this is usually true. Only two and two tenths percent (2.2%) indicated that they rarely give consideration to the theories of learning.

Curriculum administrators' reactions to the statement, "In our school district through our curriculum councils, all curricula needs are discussed and planned for, thereby providing greater articulation with the content areas," are summarized as follows: Usually--forty-seven and eight tenths percent (47.8%); sometimes--thirty-two and six tenths percent (32.6%); always--thirteen percent (13%); rarely--four and four tenths percent (4.4%) and never--two and two tenths percent (2.2%).

TABLE 8

ITEMS' CLUSTER ADDRESSING THE THIRD RESEARCH QUESTION:
EVIDENCE THAT SOCIAL STUDIES CURRICULUM DEVELOPMENT HAS BEEN INFLUENCED BY THE EDUCATIONAL AND SOCIAL CHANGES OF THE 1960'S AND 1970'S

<table>
<thead>
<tr>
<th>Item #3</th>
<th>Significant social and political forces, especially those of the 1960's and 1970's, dictate directions to our school district as we develop the elementary Social Studies Curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td>( f_o )</td>
<td>1</td>
</tr>
<tr>
<td>( % )</td>
<td>2.2</td>
</tr>
</tbody>
</table>
TABLE 8—Continued

Item #8 We view the development of Social Studies Curriculum as being closely related to the development of curriculum in other content areas.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$f_0$</td>
<td>1</td>
<td>1</td>
<td>11</td>
<td>18</td>
<td>15</td>
<td>46</td>
</tr>
<tr>
<td>%</td>
<td>2.2</td>
<td>2.2</td>
<td>23.9</td>
<td>39.1</td>
<td>32.6</td>
<td>100</td>
</tr>
</tbody>
</table>

Item #19 Our Social Studies Curriculum is based on commercial programs we have adapted to meet our needs.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>7</th>
<th>18</th>
<th>6</th>
<th>2</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td>$f_0$</td>
<td>9</td>
<td>11</td>
<td>18</td>
<td>6</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td>%</td>
<td>19.6</td>
<td>23.9</td>
<td>39.1</td>
<td>13.0</td>
<td>4.4</td>
<td>100</td>
</tr>
</tbody>
</table>

Item #22 Our curriculum development activities in Social Studies are as visible as similar activities in Reading and Mathematics.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>7</th>
<th>7</th>
<th>20</th>
<th>12</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td>$f_0$</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>20</td>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>15.2</td>
<td>15.2</td>
<td>43.5</td>
<td>26.1</td>
<td>100</td>
</tr>
</tbody>
</table>

Item #25 We exert a conscious effort to develop a Social Studies Curriculum which deals with the persistent characteristics of the society and we use the social arena to teach and develop the skills of critical thinking, decision making, and problem solving.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>3</th>
<th>20</th>
<th>22</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td>$f_0$</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>20</td>
<td>22</td>
<td>46</td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>2.2</td>
<td>6.5</td>
<td>43.5</td>
<td>47.8</td>
<td>100</td>
</tr>
</tbody>
</table>

These data reflect that approximately thirty-seven percent (37%) of the respondents indicated that significant social and political forces, especially those of the 1960's and 1970's usually dictated the directions taken by their school districts in the development of elementary Social Studies Curriculum. About twenty-six percent (26%) said that sometimes these "forces" dictate their school districts'
direction in Social Studies Curriculum development. On the other hand, slightly less than nine percent (9%) indicated that significant social and political forces, especially those of the 1960's and 1970's, dictated their Social Studies Curriculum development direction. Two percent (2%) indicated a lack of these forces affecting the direction followed in developing their Social Studies Curriculum.

Inventory results show that thirty-nine and one tenths percent (39.1%) of the respondents usually view the development of Social Studies Curriculum as being closely related to the development of curriculum in other content areas, while thirty-two and six tenths percent (32.6%) always hold this view. Results also show that twenty-three and nine tenths percent (23.9%) sometimes view the development of Social Studies Curriculum as being closely related to the development of curriculum in other content areas. Equally distributed reactions of two and two tenths percent (2.2%) rarely and two and two tenths (2.2%) never hold such a view.

Thirty-nine and one tenths percent (39.1%) of the respondents said that their Social Studies Curriculum is sometimes based on commercial programs that have been adapted to meet their needs. Twenty-three and nine tenths percent (23.9%) said this is rarely the case and nineteen and six tenths percent (19.6%) said this is never the case. Thirteen percent (13%) did point out that their Social Studies Curriculum is always based on commercially adapted programs.

With regards to the question of visibility of curriculum development activities in Social Studies as compared to those in Reading and Mathematics, forty-three and five tenths percent (43.5%) of the respondents feel the activities are usually as visible as those in Reading and
Mathematics, and twenty-six and one tenths percent (26.1%) feel the activities are **always** as visible as those in Reading and Mathematics. Another fifteen and two tenths percent (15.2%) feel the curriculum development activities in Social Studies are **rarely** as visible as those in Reading and Mathematics and an equal number, fifteen and two tenths percent (15.2%) feel that the curriculum development activities in Social Studies are **never** as visible as those in Reading and Mathematics.

According to curriculum administrators' reactions to the statement, "We exert a conscious effort to develop a Social Studies Curriculum which deals with the persistent characteristics of the society and we use the social arena to teach and develop the skills of critical thinking, decision making, and problem solving," forty-seven and eight tenths percent (47.8%) **always** exert such a conscious effort. Forty-three and five tenths percent (43.5%) **usually** do, and only two and two tenths percent (2.2%) **rarely** do.

### TABLE 9

<table>
<thead>
<tr>
<th><strong>ITEMS' CLUSTER ADDRESSING THE FOURTH RESEARCH QUESTION:</strong></th>
<th><strong>THE ROLE OF THE LOCAL SCHOOL DISTRICT’S CURRICULUM ADMINISTRATOR(S) IN DEVELOPING THE SOCIAL STUDIES CURRICULUM</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Item #6 In developing our Social Studies Curriculum, we study the implications of the &quot;Future of Society,&quot; and include strategies which will enable our children to recognize and examine viable options and alternatives.</td>
<td></td>
</tr>
<tr>
<td><strong>Never</strong></td>
<td><strong>Rarely</strong></td>
</tr>
<tr>
<td>$f_o$</td>
<td>1</td>
</tr>
<tr>
<td>%</td>
<td>2.2</td>
</tr>
<tr>
<td>Item #10</td>
<td>The Board of Education and the Superintendent require a periodic report on the status of the Social Studies Curriculum in our school district.</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item #11</th>
<th>Major decisions in the development of the Social Studies Curriculum are made by the curriculum administrators: deputy, or associate, or assistant superintendents.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$f_0$</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item #20</th>
<th>In our school district those persons with major responsibilities for the development of the Social Studies Curriculum are &quot;specialists&quot; either by certification, training, and/or the endorsement of the Superintendent based on their demonstrated skills and abilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$f_0$</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item #21</th>
<th>Our school district operates on a defined system of change which is articulated to its change agents, i.e. curriculum administrator, building level administrators, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$f_0$</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item #23</th>
<th>In developing our Social Studies Curriculum, we communicate and exchange ideas with other school districts about plans, procedures, and programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$f_0$</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
</tbody>
</table>
Based on the findings, sixty-three percent (63%) of the respondents, curriculum administrators, usually study the implications of the "Future of Society," and include strategies in Social Studies Curriculum development which will enable our children to recognize and examine viable options and alternatives. More than twenty-eight percent (28%) of the curriculum administrators indicated that they always study these implications. Only two percent (2%) said they never do.

In responding to the question of the Board of Education and the Superintendent requiring periodic reports on the status of the Social Studies Curriculum, thirty-one and eight tenths percent (31.8%) of the respondents said always, twenty-nine and six tenths percent (29.6%) said usually, twenty and five tenths percent (20.5%) said sometimes, fifteen and nine tenths percent (15.9%) said rarely, with only two and three tenths percent (2.3%) who said never.

On the question of who are the major decision makers in the development of Social Studies Curriculum and whether or not such curriculum decisions were made by the curriculum administrators, deputy or associate or assistant superintendents, thirty-nine and five tenths percent (39.5%) indicated that this is usually the case. An additional thirty and two tenths percent (30.2%) indicated that this is sometimes the case, twenty and nine tenths percent (20.9%) said always, four and seven tenths percent (4.7%) said this is never the case.

According to fifty-six and five tenths percent (56.5%) of the respondents, those persons with major responsibilities for the development of the Social Studies Curriculum are always "specialists" either by certification, training, and/or the endorsement of the Superintendent based on their demonstrated skills and abilities. Thirty-four and eight
tenths percent (34.8%) of the respondents indicated that they are usually "specialists" and eight and seven tenths percent (8.7%) indicated that they are sometimes "specialists."

Results indicate that thirty-four and one tenths percent (34.1%) of the curriculum administrators surveyed feel that their school district usually operates on a defined system of change which is articulated to its change agents, i.e., curriculum administrators, building level administrators, etc.; thirty-four and one tenths percent (34.1%) feel that their school districts operate on a defined system of change sometimes; and twenty-two and seven tenths percent (22.7%) feel that their school districts always operate on a defined system of change which is articulated to its change agents.

Nearly one-half, forty-seven and eight tenths percent (47.8%), of those sampled indicated that they usually communicate and exchange ideas with other school districts about plans, procedures and programs in developing their Social Studies Curriculum. Another seventeen and four tenths percent (17.4%) said they always exchange ideas and twenty-six and one tenths percent (26.1%) said they sometimes exchange ideas. A small number, eight and seven tenths percent (8.7%) said they rarely exchange ideas with other school districts in developing their Social Studies Curriculum.

Data Analysis of the Curriculum Guides and Bulletins—Background for Selection of Data

There is little question of the historical or traditional relationship between education and learning. It is agreed that this relationship has mutual dependency and as such, theories and principles undergirding practices and procedures related to global curriculum efforts are
significantly similar in their threading fibers. Additionally, the principles and generalizations identified with curriculum theory, are particularly peculiar to the significant threading fibers in the theories used to guide education and learning. Albeit varying arguments abound and multitudinous assertions are made with regard to: (1) whether or not education, as it is practiced, is "scientific" enough to claim theoretical positions, (2) the extent to which agreement can be reached on what, in fact, are the most fundamental elements in developing theory, and (3) the extent to which education can draw from the more scientifically developed disciplines and build those theories which are applicable to the diversified tasks related to the education of diversified publics. It is not the purpose of this study to examine and seek resolution to those and similar issues.

In accord with this study's purpose to make an investigation of the theoretical constructs in the development of upper elementary Social Studies Curriculum in twenty-five (25) selected urban school districts, the following position has been taken on theoretical constructs and has been used to guide the activity related to selecting out and associating specific elements from the Curriculum Guides and Bulletins:

1. Theories of learning reflect those basic assumptions and generalizations about the nature of the learner in terms of inherent needs, potentials, and behavioral tendencies.

   (a) Associationist-Behaviorist Theory—making an inventory of things to be learned and then making a program to learn them.

   (b) Gestalt Theory—learning is essentially an active process of selecting and organizing; a process of "discovery" and intelligent conjecture.

   (c) Field Theory—an organism must interact with others. Individual differences are crucial and continuity of learning is essential
These assumptions and generalizations dictate structure, define processes, and guide procedures.

2. Theories of education reflect those fundamental philosophical positions,
   (a) Existentialism
   (b) Rationalism
   (c) Perennialism
   (d) Essentialism
   (e) Reconstructionism

which influence the conceptualizations of the purposes and practices of curriculum in their directing the activities perceived necessary to advancing these positions.

3. Theories of curriculum reflect those perceptions of and generalizations about designing and managing learning environments which grow out of fundamental philosophies and their related assumptions about the learner.
   (a) Control Theory--approaching curriculum development from a technological perspective by defining specific goals and objectives, prescribing the content related to developing the goals and objectives, and developing procedures to assess mastery and achievement. Completely controlled scope and sequence of learning dictate instructional strategies.
   (b) Hermeneutic Theory--approaching curriculum development from an interpretive point of view with the focus on ideas and thoughts where open-ended strategies for examining the curriculum are established, thereby, not predisposing the learner to pre-structured environments.

The investigator has examined the Curriculum Guides and Bulletins against this framework and the data provided by these sources are accordingly reported. There will be obvious areas of overlap but there are also clear distinctions reflected between the defined theoretical constructs. The indicators for making the association are to be found in the "language" of the Guides and Bulletins. The source of the "language" is to be found in Appendix B.
TABLE 10

LEARNING THEORIES AS DEFINED BY THE "LANGUAGE" INDICATORS

<table>
<thead>
<tr>
<th>Theoretical Construct #1</th>
<th>The &quot;Language&quot; Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Theories</strong></td>
<td>1.1 A need exists to develop, as early as possible, the learning processes which facilitate the acquisition of basic skills and those further skills that enable a child to learn independently.</td>
</tr>
<tr>
<td>(those basic assumptions and generalizations about the nature of the learner in terms of inherent needs, potentials, and behavioral tendencies)</td>
<td>1.2 The expanding knowledge and the global nature of man’s present existence demand a new emphasis on the processes associated with valuing, learning and utilizing knowledge. A student who can use the processes effectively can continue to be a self-directing learner who is able to form and define his own concepts.</td>
</tr>
<tr>
<td></td>
<td>1.3 It is clear that in order to learn about this complex world, it is necessary for children to begin at an earlier age to examine fundamental ideas about man and society; and they must return to these ideas again and again in their studies to see how these ideas apply at different times.</td>
</tr>
<tr>
<td></td>
<td>1.4 In each grade level, a central theme with primary and secondary ideas has been stated. The emphasis is on individuals and their understanding of themselves and others, and their environment.</td>
</tr>
<tr>
<td>Theoretical Construct #1</td>
<td>The &quot;Language&quot; Indicators</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>1.5 Develop a knowledge base for understanding the ever changing relationship between human beings and their environment—past, present, and future.</td>
<td></td>
</tr>
<tr>
<td>1.6 Apply knowledge, skills, values, self-awareness and individual creativity through active participation in society.</td>
<td></td>
</tr>
<tr>
<td>1.7 Concepts rather than facts are the desired outcome because concepts can be more widely applied to this (Social Studies) vast body of knowledge.</td>
<td></td>
</tr>
<tr>
<td>1.8 It (the Social Studies Program) utilizes principles of individualized learning to accommodate student achievement at different rates and stages of proficiency.</td>
<td></td>
</tr>
<tr>
<td>1.9 Pupils cannot deal with content without taking part in some learning activity by which they come in contact with the content. The activities suggested are experiences designed to involve pupils in the learning process.</td>
<td></td>
</tr>
<tr>
<td>1.10 Much more knowledge of the changing learner and his radically altered environment is necessary if we are to avoid curricula lag in the social studies.</td>
<td></td>
</tr>
<tr>
<td>1.11 The K-12 Social Studies Curriculum will use a Piaget model in which certain skills will be introduced at specific grade level blocks and then reinforced in subsequent grades.</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 10—Continued

<table>
<thead>
<tr>
<th>Theoretical Construct #1</th>
<th>The &quot;Language&quot; Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.12 Most children in school today will live approximately half of their lives in the 21st century. For them, education should be the threshold for an adventure into the unknown. It should provide them knowledge and competence for meeting life courageously.</td>
<td></td>
</tr>
</tbody>
</table>

TABLE 11

EDUCATION THEORIES AS DEFINED BY THE "LANGUAGE" INDICATORS

<table>
<thead>
<tr>
<th>Theoretical Construct #2</th>
<th>The &quot;Language&quot; Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Theories (—those fundamental philosophical positions which influence the purposes and practices of curriculum in their directing the activities perceived necessary to advancing these positions.)</td>
<td>2.1 Both the content and the activities of the social studies provide opportunities to develop insights into human relations and to practice the skills essential to perpetuating our American way of life.</td>
</tr>
<tr>
<td></td>
<td>2.2 The social studies program incorporates the application of social science concepts—anthropology, sociology, economics, history, geography and political science—added to the study of human beings and their behavior.</td>
</tr>
<tr>
<td></td>
<td>2.3 The conceptual structure which draws from all fields comprising social studies, keeps the content of the suggested units from becoming the point of emphasis and subordinates it to the concepts and processes.</td>
</tr>
</tbody>
</table>
### TABLE 11—Continued

<table>
<thead>
<tr>
<th>Theoretical Construct #2</th>
<th>The &quot;Language&quot; Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>The primary goal of social studies instruction is to provide each student with the experience necessary for attainment of knowledge, skills, and values necessary for becoming an effective and contributing member of a democratic society.</td>
</tr>
<tr>
<td>2.5</td>
<td>Develop skills necessary to process information, to communicate, and to work with others.</td>
</tr>
<tr>
<td>2.6</td>
<td>Develop an understanding and appreciation of beliefs, values, and behavior patterns.</td>
</tr>
<tr>
<td>2.7</td>
<td>The promotion of rational and logical processes means acquiring a wide range of skills which helps students become effective, thoughtful, objective, and sensitive citizens of a democracy.</td>
</tr>
<tr>
<td>2.8</td>
<td>The two basic goals which underline these disciplines are the enhancement of human dignity and the promotion of rational and logical processes. Human dignity in our culture means equal access for all Americans to social, legal and economic justice, democratic decision-making, religious freedom, self-respect, group identity, and public education.</td>
</tr>
<tr>
<td>Theoretical Construct #3</td>
<td>The &quot;Language&quot; Indicators</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Curriculum Theories</td>
<td></td>
</tr>
<tr>
<td>(those perceptions of and generalizations about designing and managing learning environments which grow out of fundamental philosophies and their related assumptions about the learner).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1 After a thorough research of current trends in the field of Social Studies Curriculum and design, the Task Force worked to develop a curriculum based on important social science concepts and skills. The curriculum is designed so that it will give direction to a sound county program, allow for teacher creativity and provide for individual student differences.</td>
</tr>
<tr>
<td></td>
<td>3.2 It is a unique function of the social studies, because of the content at the elementary school level, to constitute the basis for implementing and strengthening democratic attitudes, understandings, beliefs, and behaviors.</td>
</tr>
<tr>
<td></td>
<td>3.3 The supplement provides sample instructional plans which suggest ways to organize an American History Program for both the individual classroom and the total fifth grade.</td>
</tr>
<tr>
<td></td>
<td>3.4 Develop activities and materials to introduce each skill in appropriate units. Then develop activities and materials to reinforce each skill in at least one later grade level block. Develop task cards or some other form of individualized instruction to be used to remediate deficiencies revealed by assessment instruments.</td>
</tr>
</tbody>
</table>
Theoretical Construct #3

The "Language" Indicators

3.5 After reviewing available materials, the committee decided to develop a basic social studies curriculum which fuses the traditional disciplines of the social studies into strands of concepts and skills. These strands emphasize reading skills, career education, cultural studies, humanities, economics, law awareness, and civic responsibilities.

3.6 In describing the social studies curriculum, K-12, it is proposed that we organize it in terms of grade level blocks rather than individual grade levels. Each grade level block would also represent a content setting into which each of the strands could be placed.

3.7 The purpose of the integrated approach is to return an element of structure to the fragmented curriculum that is commonplace in elementary schools today, as well as to provide for the application and reinforcement of skills that are learned, to control significant content and processes, and to encourage the formation of positive attitudes and values.

3.8 The intermediate level of the elementary curriculum is in compliance with the goals and standards recommended by the State Department of Education which stresses comprehensive education and reflects the view that students should have the opportunity to engage in interdisciplinary pursuits.
### TABLE 12—Continued

<table>
<thead>
<tr>
<th>Theoretical Construct #3</th>
<th>The &quot;Language &quot; Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.9 State Assessment, Economics, and Comprehensive Tests of Basic Skills (CTBS) test items have been incorporated into each strand of skills. State assessments items are listed by the grade level and follow the skill to be tested. The minimum student performance standards which will be tested at the beginning of grade five appear as entry skills in grades three and four.</td>
<td></td>
</tr>
<tr>
<td>3.10 The use of a variety of supplementary instructional materials appropriate to the grade level theme is encouraged. At the end of each grade level, suggested resources are listed by objective.</td>
<td></td>
</tr>
<tr>
<td>3.11 The priority objectives, the detailed Scope and Sequence, lists of related concepts, and Area of Inquiry selections provide a frame of reference to help classroom teachers make appropriate content selections.</td>
<td></td>
</tr>
<tr>
<td>3.12 This guide provides a structure for the new social studies. From each of the major social sciences, it identifies a cluster of very basic ideas about man and how he relates to his social world.</td>
<td></td>
</tr>
<tr>
<td>3.13 Social studies content or knowledge might be viewed as information needed to survive. Students entering kindergarten in 1976 will graduate from high school in 1990. Since we cannot teach these students everything, we need to think about priorities.</td>
<td></td>
</tr>
</tbody>
</table>
To further facilitate the analysis of the data, the theoretical constructs were viewed in relationship to the concentration of specific items from the Curriculum Development Inventory, as a means of examining the reality of their existence within the purview of this study's focus. No attempt was made to establish or describe any relationships between the "language" indicators and the statistical yield resulting from the overall treatment of the items in their independent state.

The concentration of specific items served the study's purpose by providing a core referential for considering curriculum decisions and activities. Tables 13, 14, and 15 show the concentration of specific items in relationship to this study's position on theoretical constructs. The analyses of the data are provided by means of the chi-square one-sample test.
TABLE 13
ITEMS CONCENTRATED FROM THE CURRICULUM DEVELOPMENT INVENTORY
FOR CONSIDERING THOSE BASIC ASSUMPTIONS ABOUT THE NATURE
OF THE LEARNER IN TERMS OF INHERENT NEEDS, POTENTIALS,
AND BEHAVIORAL TENDENCIES: LEARNING THEORIES

<table>
<thead>
<tr>
<th>Item #1</th>
<th>Our school district conducts a Systemwide Survey for the elementary Social Studies. Based on the opinions and suggestions from the Survey, the Social Studies Curriculum is developed to meet the identified needs.</th>
<th>f₀</th>
<th>fₑ</th>
<th>df</th>
<th>X²</th>
<th>df</th>
<th>.05</th>
<th>.01</th>
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<td>15.74</td>
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<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item #5</th>
<th>In developing our Social Studies Curriculum, we pay particular attention to educational and learning theories in order to provide clear and appropriate directions for teaching and learning.</th>
<th>f₀</th>
<th>fₑ</th>
<th>df</th>
<th>X²</th>
<th>df</th>
<th>.05</th>
<th>.01</th>
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</thead>
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<td></td>
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<td></td>
<td></td>
<td>22</td>
<td>9.2</td>
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<td></td>
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<td>46</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item #6</th>
<th>In developing Social Studies Curriculum, we study the implications of the &quot;Future of Society,&quot; and include strategies which will enable our children to recognize and examine viable options and alternatives.</th>
<th>f₀</th>
<th>fₑ</th>
<th>df</th>
<th>X²</th>
<th>df</th>
<th>.05</th>
<th>.01</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>9.2</td>
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<td>64.87</td>
<td>4</td>
<td>9.49</td>
<td>13.28</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
<td>3</td>
<td>9.2</td>
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</tr>
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<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
<td>9.2</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>46</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 13—Continued

Item #8 We view the development of Social Studies Curriculum as being closely related to the development of curriculum in other content areas.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$f_o$</td>
<td>1</td>
<td>1</td>
<td>11</td>
<td>18</td>
<td>15</td>
<td>46</td>
</tr>
</tbody>
</table>

$X^2 = 27.04 \quad df = 4 \quad .05 = 9.49 \quad .01 = 13.28$

Item #15 In developing the goals and objectives of our Social Studies Curriculum, we give strong consideration to theories of learning that are applicable to our children.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>21</th>
<th>21</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td>$f_o$</td>
<td>9.0</td>
<td>9.0</td>
<td>9.0</td>
<td>9.0</td>
<td>9.0</td>
<td>45</td>
</tr>
</tbody>
</table>

$X^2 = 53.56 \quad df = 4 \quad .05 = 9.49 \quad .01 = 13.28$

Item #17 A primary consideration in the development of our Social Studies Curriculum is to include those experiences which will enable our children to make effective and satisfying use of their cultural and social environments through an understanding of their relationships to those environments.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>15</th>
<th>27</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td>$f_o$</td>
<td>9.0</td>
<td>9.0</td>
<td>9.0</td>
<td>9.0</td>
<td>9.0</td>
<td>45</td>
</tr>
</tbody>
</table>

$X^2 = 64.87 \quad df = 4 \quad .05 = 9.49 \quad .01 = 13.28$

Item #18 We structure our Social Studies Curriculum to include "basic learnings" we believe are essential to an effective program. Included in these "basic learnings" are traditions, values, dates, events, personalities, etc.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>0</th>
<th>5</th>
<th>20</th>
<th>21</th>
<th>46</th>
</tr>
</thead>
</table>

$X^2 = 48.13 \quad df = 4 \quad .05 = 9.49 \quad .01 = 13.28$
TABLE 13—Continued

Item #24  In our school district, through our Curriculum Councils all curricular needs are discussed and planned for, thereby providing greater articulation with the content areas.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>( f_0 )</td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>22</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>( f_e )</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>46</td>
</tr>
</tbody>
</table>

\( X^2 = 35.52 \)  \( df = 4 \)  \( .05 = 9.49 \)  \( .01 = 13.28 \)

Item #25  We exert a conscious effort to develop a Social Studies Curriculum which deals with the persistent characteristics of the society and we use the social arena to teach and develop the skills of critical thinking, decision making, and problem solving.

<table>
<thead>
<tr>
<th></th>
<th>( f_0 )</th>
<th>( f_e )</th>
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<td>3</td>
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<td>46</td>
</tr>
<tr>
<td>( f_e )</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>46</td>
</tr>
</tbody>
</table>

\( X^2 = 51.17 \)  \( df = 4 \)  \( .05 = 9.49 \)  \( .01 = 13.28 \)

The chi-square analyses of selected items, six (6), seventeen (17), and eighteen (18), revealed the following: Item six (6): the observed \( X^2 \) (64.87) exceeds the required 13.28 by such a tremendous magnitude, it is immediately obvious that the differences are significant and the inference is that the overwhelming majority of curriculum administrators study the implications of the "Future of Society," and include strategies which enable their children to recognize and examine viable options and alternatives in developing their Social Studies Curriculum. The data for item seventeen (17) indicate that the results obtained are indeed reflective of valid differences based on a \( X^2 \) value of (61.56) which is
significant beyond the .01 level of probability (13.28). According to data for item eighteen (18), the $X^2$ value of (48.13) is greater than the .01 level of probability (13.28), which suggests the differences between observed and expected frequencies are significant and we can conclude that curriculum administrator, for the most part, structure their Social Studies Curriculum to "basic learnings" that they believe are essential to an effective program.

**TABLE 14**

**ITEMS CONCENTRATED FROM THE CURRICULUM DEVELOPMENT INVENTORY FOR CONSIDERING THOSE FUNDAMENTAL PHILOSOPHICAL POSITIONS WHICH INFLUENCE THE CONCEPTUALIZING OF THE PURPOSES AND PRACTICES OF CURRICULUM: EDUCATIONAL THEORIES**

<table>
<thead>
<tr>
<th>Item #4</th>
<th>The development of our Social Studies Curriculum is guided by the global goals and objectives set forth by the National Council for the Social Studies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Rarely</td>
</tr>
<tr>
<td>$f_o$</td>
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</tr>
<tr>
<td>$X^2 = 27.26$</td>
<td>df = 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item #5</th>
<th>In developing our Social Studies Curriculum, we pay particular attention to educational and learning theories in order to provide clear and appropriate directions for teaching and learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$f_o$</td>
<td>1</td>
</tr>
<tr>
<td>$X^2 = 54.43$</td>
<td>df = 4</td>
</tr>
</tbody>
</table>
TABLE 14--Continued

Item #13 During the past ten years, we have revised our Social Studies Curriculum:

<table>
<thead>
<tr>
<th>Item</th>
<th>More</th>
<th>About Once Every Two Years</th>
<th>About Once Every Three Years</th>
<th>About Once Every Four Years</th>
<th>About Once Every Five Years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>f_o</td>
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<td>10</td>
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<tr>
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<td>8.0</td>
<td>8.0</td>
<td>8.0</td>
<td>40</td>
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</tbody>
</table>

$X^2 = 14.75$ $df = 4$ $0.05 = 9.49$ $0.01 = 13.28$

Item #18 We structure our Social Studies Curriculum to include "basic learnings" we believe are essential to an effective program. Included in these "basic learnings" are traditions, values, dates, events, personalities, etc.

<table>
<thead>
<tr>
<th>Item</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
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<td>f_o</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>20</td>
<td>21</td>
<td>46</td>
</tr>
</tbody>
</table>

$X^2 = 48.13$ $df = 4$ $0.05 = 9.49$ $0.01 = 13.28$

Item #20 In our school district, those persons with major responsibilities for the development of the Social Studies Curriculum are "specialists" either by certification, training, and/or the endorsement of the Superintendent based on their demonstrated skills and abilities.

<table>
<thead>
<tr>
<th>Item</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>f_o</td>
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<td>4</td>
<td>16</td>
<td>26</td>
<td>46</td>
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</tbody>
</table>

$X^2 = 57.04$ $df = 4$ $0.05 = 9.49$ $0.01 = 13.28$
TABLE 14—Continued

<table>
<thead>
<tr>
<th>Item #21</th>
<th>Our school district operates on a defined system of change which is articulated to its change agents, i.e., curriculum administrators, building level administrators, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Never</strong></td>
</tr>
<tr>
<td>$f_o$</td>
<td>1</td>
</tr>
<tr>
<td>$f_e$</td>
<td>8.8</td>
</tr>
<tr>
<td>$X^2$</td>
<td>19.64</td>
</tr>
</tbody>
</table>

The chi-square results for items five (5), and twenty (20) selected from this concentration indicate, for item five (5) a $X^2$ value of (59.43) which far exceeds the .01 level of of probability (13.28). From this, it can be said that significantly more curriculum administrators pay particular attention to educational and learning theories in developing their Social Studies Curriculum in order to provide clear and appropriate directions for teaching and learning than do not. Moreover, according to the analysis of item twenty (20), those persons with major responsibilities for the development of the Social Studies Curriculum are "specialists" based on the $X^2$ (57.04) which is significant beyond the .01 level of probability (13.28).
TABLE 15

ITEMS CONCENTRATED FROM THE CURRICULUM DEVELOPMENT INVENTORY
FOR CONSIDERING THOSE PERCEPTIONS OF AND GENERALIZATIONS
ABOUT DESIGNING AND MANAGING LEARNING ENVIRONMENTS
WHICH GROW OUT OF FUNDAMENTAL PHILOSOPHIES AND
THEIR RELATED ASSUMPTIONS ABOUT THE LEARNER:
CURRICULUM THEORIES

<table>
<thead>
<tr>
<th>Item #7</th>
<th>Incorporated in our Social Studies Curriculum development are suggestions for &quot;designing learning environments&quot; to guide optimal learning possibilities, i.e., putting educational and learning theories into practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td>$f_0$</td>
<td>1</td>
</tr>
<tr>
<td>$X^2 = 35.52$</td>
<td>df = 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item #9</th>
<th>Our Social Studies Curriculum development decisions are based on research which has been tested for its quality and adaptability for our school district.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$f_0$</td>
</tr>
<tr>
<td>$X^2 = 22.04$</td>
<td>df = 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item #14</th>
<th>Teachers in our school district are actively involved in the development of our Social Studies Curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$f_0$</td>
</tr>
<tr>
<td>$X^2 = 73.35$</td>
<td>df = 4</td>
</tr>
</tbody>
</table>
TABLE 15—Continued

<table>
<thead>
<tr>
<th>Item #16</th>
<th>We draw upon principles from curriculum theory as we develop our Social Studies Curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td>$f_o$</td>
<td>0</td>
</tr>
<tr>
<td>$X^2$</td>
<td>64.65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item #19</th>
<th>Our Social Studies Curriculum is based on commercial programs we have adapted to meet our needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td>$f_o$</td>
<td>9</td>
</tr>
<tr>
<td>$X^2$</td>
<td>15.52</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item #22</th>
<th>Our curriculum development activities in Social Studies are as visible as similar activities in Reading and Mathematics.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td>$f_o$</td>
<td>0</td>
</tr>
<tr>
<td>$X^2$</td>
<td>30.96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item #23</th>
<th>In developing our Social Studies Curriculum, we communicate and exchange ideas with other school districts about plans, procedures, and programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td>$f_o$</td>
<td>0</td>
</tr>
<tr>
<td>$X^2$</td>
<td>30.96</td>
</tr>
</tbody>
</table>
In selecting Items seven (7) and sixteen (16) as being generally representative of this concentration referring to curriculum theory, it was observed in Item seven (7) that the value of $X^2$ was (35.52). Since this value is greater than that required for the .01 level of probability (13.28), it can be stated that there is a significant tendency for curriculum administrators to incorporate suggestions for "designing learning environments" in their Social Studies Curriculum to provide for optimal learning possibilities. For Item sixteen (16), we observed the value of $X^2$ (64.65) which again exceeds the .01 level of probability (13.28). By so doing, we can assume that significant numbers of curriculum administrators draw upon the principles from curriculum theory as they develop their Social Studies Curriculum.
TABLE 16
FREQUENCY AND PERCENTAGE DISTRIBUTIONS BY ITEMS
FROM THE CURRICULUM DEVELOPMENT INVENTORY

<table>
<thead>
<tr>
<th>Items</th>
<th>Categories</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our school district conducts a Systemwide Survey for the elementary Social Studies. Based on the opinions and suggestions from the Survey, the Social Studies Curriculum is developed to meet the identified needs.</td>
<td>f_o</td>
<td>3</td>
<td>9</td>
<td>9</td>
<td>19</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>6.5</td>
<td>19.6</td>
<td>19.6</td>
<td>41.3</td>
<td>13.0</td>
<td>100</td>
</tr>
<tr>
<td>2. Input of parents, students, and citizens is systematically sought and purposefully planned into the development of the Social Studies Curriculum.</td>
<td>f_o</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>16</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.2</td>
<td>21.7</td>
<td>17.4</td>
<td>34.8</td>
<td>23.9</td>
<td>100</td>
</tr>
<tr>
<td>3. Significant social and political forces, especially those of the 1960's and 1970's, dictate directions to our school district as we develop the elementary Social Studies Curriculum.</td>
<td>f_o</td>
<td>1</td>
<td>4</td>
<td>12</td>
<td>17</td>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.2</td>
<td>8.7</td>
<td>26.1</td>
<td>36.9</td>
<td>26.1</td>
<td>100</td>
</tr>
<tr>
<td>4. The development of our Social Studies Curriculum is guided by the global goals and objectives set forth by the National Council for the Social Studies.</td>
<td>f_o</td>
<td>2</td>
<td>2</td>
<td>19</td>
<td>16</td>
<td>7</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>4.4</td>
<td>4.4</td>
<td>41.3</td>
<td>34.8</td>
<td>15.2</td>
<td>100.1*</td>
</tr>
<tr>
<td>5. In developing our Social Studies Curriculum, we pay particular attention to educational and learning theories in order to provide clear and appropriate directions for teaching and learning.</td>
<td>f_o</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>22</td>
<td>22</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.2</td>
<td>0</td>
<td>2.2</td>
<td>47.8</td>
<td>47.8</td>
<td>100</td>
</tr>
</tbody>
</table>
In developing our Social Studies Curriculum, we study the implications of the "Future of Society," and include strategies which will enable our children to recognize and examine viable options and alternatives.

Incorporated in our Social Studies Curriculum development are suggestions for "designing learning environments" to guide optimal learning possibilities, i.e., putting educational and learning theories into practice.

We view the development of Social Studies Curriculum as being closely related to the development of curriculum in other content areas.

Our Social Studies Curriculum development decisions are based on research which has been tested for its quality and adaptability for our school district.

The Board of Education and the Superintendent require a periodic report on the status of the Social Studies Curriculum in our school district.
<table>
<thead>
<tr>
<th>Items</th>
<th>Categories</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Major decisions in the development of the Social Studies Curriculum are made by the curriculum administrators: deputy, or associate or assistant superintendents.</td>
<td>f₀</td>
<td>2</td>
<td>2</td>
<td>13</td>
<td>17</td>
<td>9</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>4.7</td>
<td>4.7</td>
<td>30.2</td>
<td>39.5</td>
<td>20.9</td>
<td>100</td>
</tr>
<tr>
<td>12. We pay special attention to our school district's fiscal forecasting in developing our Social Studies Curriculum.</td>
<td>f₀</td>
<td>1</td>
<td>10</td>
<td>6</td>
<td>13</td>
<td>14</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.3</td>
<td>22.7</td>
<td>13.6</td>
<td>29.6</td>
<td>31.8</td>
<td>100</td>
</tr>
<tr>
<td>13. During the past ten years, we have revised our Social Studies Curriculum:</td>
<td>f₀</td>
<td>0</td>
<td>7</td>
<td>8</td>
<td>10</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>17.5</td>
<td>20.0</td>
<td>25.0</td>
<td>37.5</td>
<td>100</td>
</tr>
<tr>
<td>14. Teachers in our school district are actively involved in the development of our Social Studies Curriculum.</td>
<td>f₀</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>11</td>
<td>31</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>0</td>
<td>8.7</td>
<td>23.9</td>
<td>67.4</td>
<td>100</td>
</tr>
<tr>
<td>Items</td>
<td>Categories</td>
<td>f₀</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Usually</td>
<td>Always</td>
<td>Total</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
<td>------</td>
<td>--------</td>
<td>-----------</td>
<td>---------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>15. In developing the goals and objectives of our Social Studies Curriculum, we give strong consideration to theories of learning that are applicable to our children.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>21</td>
<td>21</td>
<td>45</td>
</tr>
<tr>
<td>16. We draw upon principles from curriculum theory as we develop our Social Studies Curriculum.</td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>24</td>
<td>21</td>
<td>46</td>
</tr>
<tr>
<td>17. A primary consideration in the development of our Social Studies Curriculum is to include those experiences which will enable our children to make effective and satisfying use of their cultural and social environments through an understanding of their relationships to those environments.</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>27</td>
<td>45</td>
</tr>
<tr>
<td>18. We structure our Social Studies Curriculum to include &quot;basic learnings&quot; we believe are essential to an effective program. Included in these &quot;basic learnings&quot; are traditions, values, dates, events, personalities, etc.</td>
<td></td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>20</td>
<td>21</td>
<td>46</td>
</tr>
<tr>
<td>19. Our Social Studies Curriculum is based on commercial programs we have adapted to meet our needs.</td>
<td></td>
<td>9</td>
<td>11</td>
<td>18</td>
<td>6</td>
<td>2</td>
<td>46</td>
</tr>
</tbody>
</table>

* Table values may not sum to 100 due to rounding.
20. In our school district, those persons with major responsibilities for the development of the Social Studies Curriculum are "specialists" either by certification, training, and/or the endorsement of the Superintendent based on their demonstrated skills and abilities.

<table>
<thead>
<tr>
<th>Items</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td>20.</td>
<td>( f_0 )</td>
</tr>
<tr>
<td></td>
<td>( % )</td>
</tr>
</tbody>
</table>

21. Our school district operates on a defined system of change which is articulated to its change agents, i.e., curriculum administrators, building level administrators, etc.

<table>
<thead>
<tr>
<th></th>
<th>( f_0 )</th>
<th>1</th>
<th>3</th>
<th>15</th>
<th>15</th>
<th>10</th>
<th>44</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( % )</td>
<td>2.3</td>
<td>6.8</td>
<td>34.1</td>
<td>34.1</td>
<td>22.7</td>
<td>100</td>
</tr>
</tbody>
</table>

22. Our curriculum development activities in Social Studies are as visible as similar activities in Reading and Mathematics.

<table>
<thead>
<tr>
<th></th>
<th>( f_0 )</th>
<th>0</th>
<th>7</th>
<th>7</th>
<th>20</th>
<th>12</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( % )</td>
<td>0</td>
<td>15.2</td>
<td>15.2</td>
<td>43.5</td>
<td>26.1</td>
<td>100</td>
</tr>
</tbody>
</table>

23. In developing our Social Studies Curriculum, we communicate and exchange ideas with other school districts about plans, procedures, and programs.

<table>
<thead>
<tr>
<th></th>
<th>( f_0 )</th>
<th>0</th>
<th>4</th>
<th>12</th>
<th>22</th>
<th>8</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( % )</td>
<td>0</td>
<td>8.7</td>
<td>26.1</td>
<td>47.8</td>
<td>17.4</td>
<td>100</td>
</tr>
</tbody>
</table>

24. In our school district, through our Curriculum Councils, all curricular needs are discussed and planned for, thereby providing greater articulation with the content areas.

<table>
<thead>
<tr>
<th></th>
<th>( f_0 )</th>
<th>1</th>
<th>2</th>
<th>15</th>
<th>22</th>
<th>6</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( % )</td>
<td>2.2</td>
<td>4.4</td>
<td>32.6</td>
<td>47.8</td>
<td>13.0</td>
<td>100</td>
</tr>
<tr>
<td>Items</td>
<td>Categories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Usually</td>
<td>Always</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>25. We exert a conscious effort to develop a Social Studies Curriculum which deals with the persistent characteristics of the society and we use the social arena to teach and develop the skills of critical thinking, decision making, and problem solving.</td>
<td>f₀</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>20</td>
<td>22</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>2.2</td>
<td>6.5</td>
<td>43.5</td>
<td>47.8</td>
<td>100</td>
</tr>
</tbody>
</table>

* Total varies from 100% due to rounding off process.
TABLE 17
COMPARISON OF OBSERVED AND EXPECTED FREQUENCY OF RESPONSES ON THE CURRICULUM DEVELOPMENT INVENTORY BY MEANS OF CHI-SQUARE ONE-SAMPLE TEST

<table>
<thead>
<tr>
<th>Items</th>
<th>*fo</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our school district conducts a Systemwide Survey for the elementary Social Studies. Based on the opinions and suggestions from the Survey, the Social Studies Curriculum is developed to meet the identified needs.</td>
<td></td>
<td>3</td>
<td>9</td>
<td>9</td>
<td>19</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>x²</td>
<td>15.74</td>
<td>df = 4</td>
<td>0.05 = 9.49</td>
<td>0.01 = 13.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Input of parents, students, and citizens is systematically sought and purposefully planned into the development of the Social Studies Curriculum.</td>
<td></td>
<td>1</td>
<td>10</td>
<td>8</td>
<td>16</td>
<td>11</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>x²</td>
<td>27.26</td>
<td>df = 4</td>
<td>0.05 = 9.49</td>
<td>0.01 = 13.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Significant social and political forces especially those of the 1960's and 1970's, dictate directions to our school district as we develop the elementary Social Studies Curriculum.</td>
<td></td>
<td>1</td>
<td>4</td>
<td>12</td>
<td>17</td>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>x²</td>
<td>18.57</td>
<td>df = 4</td>
<td>0.05 = 9.49</td>
<td>0.01 = 13.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The development of our Social Studies Curriculum is guided by the global goals and objectives set forth by the National Council for the Social Studies.</td>
<td></td>
<td>2</td>
<td>2</td>
<td>19</td>
<td>16</td>
<td>7</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>x²</td>
<td>27.26</td>
<td>df = 4</td>
<td>0.05 = 9.49</td>
<td>0.01 = 13.28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Observed (fo) Expected (fe)
TABLE 17—Continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Categories</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. In developing our Social Studies Curriculum, we pay particular</td>
<td>(f_0)</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>22</td>
<td>22</td>
<td>46</td>
</tr>
<tr>
<td>attention to educational and learning theories in order to provide</td>
<td>(f_\varepsilon)</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>46</td>
</tr>
<tr>
<td>clear and appropriate directions for teaching and learning.</td>
<td>(X^2 = 54.43)</td>
<td>df = 4</td>
<td>.05 = 9.49</td>
<td>.01 = 13.28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. In developing our Social Studies Curriculum, we study the</td>
<td>(f_0)</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>29</td>
<td>13</td>
<td>46</td>
</tr>
<tr>
<td>implications of the &quot;Future of Society,&quot; and include strategies</td>
<td>(f_\varepsilon)</td>
<td>9.2</td>
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<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>46</td>
</tr>
<tr>
<td>which will enable our children to recognize and examine viable</td>
<td>(X^2 = 64.87)</td>
<td>df = 4</td>
<td>.05 = 9.49</td>
<td>.01 = 13.28</td>
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<tr>
<td>options and alternatives.</td>
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</tr>
<tr>
<td>7. Incorporated in our Social Studies Curriculum, development are</td>
<td>(f_0)</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>22</td>
<td>15</td>
<td>46</td>
</tr>
<tr>
<td>suggestions for &quot;designing learning environments&quot; to guide optimal</td>
<td>(f_\varepsilon)</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
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<td>9.2</td>
<td>46</td>
</tr>
<tr>
<td>learning possibilities, i.e., putting educational and learning</td>
<td>(X^2 = 35.52)</td>
<td>df = 4</td>
<td>.05 = 9.49</td>
<td>.01 = 13.28</td>
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<td>theories into practice.</td>
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<tr>
<td>8. We view the development of Social Studies Curriculum as being</td>
<td>(f_\varepsilon)</td>
<td>1</td>
<td>1</td>
<td>11</td>
<td>18</td>
<td>15</td>
<td>46</td>
</tr>
<tr>
<td>closely related to the development of curriculum in other content</td>
<td>(f_0)</td>
<td>9.2</td>
<td>9.2</td>
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<td>9.2</td>
<td>9.2</td>
<td>46</td>
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<tr>
<td>areas.</td>
<td>(X^2 = 27.04)</td>
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<tr>
<td>Items</td>
<td>Categories</td>
<td>Never</td>
<td>Rarely</td>
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<td>9. Our Social Studies Curriculum development decisions are based on</td>
<td>( f_0 )</td>
<td>2</td>
<td>2</td>
<td>18</td>
<td>15</td>
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<td>46</td>
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<tr>
<td>research which has been tested for its quality and adaptability for</td>
<td>( f_e )</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>46</td>
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<tr>
<td>our school district.</td>
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<tr>
<td>( X^2 = 22.04 ) df = 4 .05 = 9.49 .01 = 13.28</td>
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<tr>
<td>10. The Board of Education and the Superintendent require a periodic</td>
<td>( f_0 )</td>
<td>1</td>
<td>7</td>
<td>9</td>
<td>13</td>
<td>14</td>
<td>46</td>
</tr>
<tr>
<td>report on the status of the Social Studies Curriculum in our school</td>
<td>( f_e )</td>
<td>8.8</td>
<td>8.8</td>
<td>8.8</td>
<td>8.8</td>
<td>8.8</td>
<td>46</td>
</tr>
<tr>
<td>district</td>
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<tr>
<td>( X^2 = 12.36 ) df = 4 .05 = 9.49 .01 = 13.28</td>
<td></td>
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</tr>
<tr>
<td>11. Major decisions in the development of the Social Studies Curriculum</td>
<td>( f_0 )</td>
<td>2</td>
<td>2</td>
<td>13</td>
<td>17</td>
<td>9</td>
<td>43</td>
</tr>
<tr>
<td>are made by the curriculum administrators, deputy, or associate, or</td>
<td>( f_e )</td>
<td>8.6</td>
<td>8.6</td>
<td>8.6</td>
<td>8.6</td>
<td>8.6</td>
<td>43</td>
</tr>
<tr>
<td>assistant superintendent.</td>
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<tr>
<td>( X^2 = 20.60 ) df = 4 .05 = 9.49 .01 = 13.28</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>12. We pay special attention to our school district’s fiscal</td>
<td>( f_0 )</td>
<td>1</td>
<td>10</td>
<td>6</td>
<td>13</td>
<td>14</td>
<td>44</td>
</tr>
<tr>
<td>forecasting in developing our Social Studies Curriculum.</td>
<td>( f_e )</td>
<td>8.8</td>
<td>8.8</td>
<td>8.8</td>
<td>8.8</td>
<td>8.8</td>
<td>44</td>
</tr>
<tr>
<td>( X^2 = 13.05 ) df = 4 .05 = 9.49 .01 = 13.28</td>
<td></td>
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<tr>
<td>Items</td>
<td>Categories</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Usually</td>
<td>Always</td>
<td>Total</td>
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</tr>
<tr>
<td>13. During the past ten years, we have revised our Social Studies Curriculum:</td>
<td></td>
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<tr>
<td>More frequently than once a year.</td>
<td></td>
<td>0</td>
<td>7</td>
<td>8</td>
<td>10</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>About once every two years.</td>
<td></td>
<td>8.0</td>
<td>8.0</td>
<td>8.0</td>
<td>8.0</td>
<td>8.0</td>
<td>40</td>
</tr>
<tr>
<td>About once every three years.</td>
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<tr>
<td>About once every four years.</td>
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<tr>
<td>About once every five years.</td>
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<td>Total</td>
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<td></td>
</tr>
<tr>
<td>$X^2 = 14.75$</td>
<td>$df = 4$</td>
<td>0.05</td>
<td>9.49</td>
<td>0.01</td>
<td>13.28</td>
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</tr>
</tbody>
</table>

14. Teachers in our school district are actively involved in the development of our Social Studies Curriculum.

<table>
<thead>
<tr>
<th>Items</th>
<th>Categories</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
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<tbody>
<tr>
<td>$f_0$</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>11</td>
<td>31</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>$X^2 = 73.35$</td>
<td>$df = 4$</td>
<td>0.05</td>
<td>9.49</td>
<td>0.01</td>
<td>13.28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. In developing the goals and objectives of our Social Studies Curriculum, we give strong consideration to theories of learning that are applicable to our children.

<table>
<thead>
<tr>
<th>Items</th>
<th>Categories</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$f_0$</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>21</td>
<td>21</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>$f_e$</td>
<td>9.0</td>
<td>9.0</td>
<td>9.0</td>
<td>9.0</td>
<td>9.0</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>$X^2 = 53.56$</td>
<td>$df = f$</td>
<td>0.05</td>
<td>9.49</td>
<td>0.01</td>
<td>13.28</td>
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</table>
TABLE 17--Continued

<table>
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<tr>
<th>Items</th>
<th>Categories</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. We draw upon principles from curriculum theory as we develop our Social Studies Curriculum.</td>
<td>$f_0$</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>24</td>
<td>21</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>$\chi^2 = 64.65$</td>
<td>df = 4</td>
<td></td>
<td></td>
<td></td>
<td>.05 = 9.49</td>
<td>.01 = 13.28</td>
</tr>
<tr>
<td>17. A primary consideration in the development of our Social Studies Curriculum is to include those experiences which will enable our children to make effective and satisfying use of their cultural and social environments through an understanding of their relationship to those environments.</td>
<td>$f_0$</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>27</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>$f_e$</td>
<td>9.0</td>
<td>9.0</td>
<td>9.0</td>
<td>9.0</td>
<td>9.0</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>$\chi^2 = 61.56$</td>
<td>df = 4</td>
<td></td>
<td></td>
<td></td>
<td>.05 = 9.49</td>
<td>.01 = 13.28</td>
</tr>
<tr>
<td>18. We structure our Social Studies Curriculum to include &quot;basic learnings&quot; we believe are essential to an effective program. Included in these &quot;basic learnings&quot; are traditions, values, dates, events, personalities, etc.</td>
<td>$f_0$</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>20</td>
<td>21</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>$\chi^2 = 48.13$</td>
<td>df = 4</td>
<td></td>
<td></td>
<td></td>
<td>.05 = 9.49</td>
<td>.01 = 13.28</td>
</tr>
<tr>
<td>19. Our Social Studies Curriculum is based on commercial programs we have adapted to meet our needs.</td>
<td>$f_0$</td>
<td>9</td>
<td>11</td>
<td>19</td>
<td>6</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>$\chi^2 = 15.52$</td>
<td>df = 4</td>
<td></td>
<td></td>
<td></td>
<td>.05 = 9.49</td>
<td>.01 = 13.28</td>
</tr>
<tr>
<td>Items</td>
<td>Categories</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Usually</td>
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<td>Total</td>
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</tr>
<tr>
<td>In our school district, those persons with major responsibilities</td>
<td>( f_0 )</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>16</td>
<td>26</td>
<td>46</td>
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<tr>
<td>for the development of the Social Studies Curriculum are &quot;specialists&quot;</td>
<td>( f_e )</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>46</td>
</tr>
<tr>
<td>either by certification, training, and/or the endorsement of the</td>
<td>( X^2 = 57.04 )</td>
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</tr>
<tr>
<td>Superintendent based on their demonstrated skills and abilities.</td>
<td>df = 4</td>
<td>( .05 = 9.49 )</td>
<td>( .01 = 13.28 )</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Our school district operates on a defined system of change which is</td>
<td>( f_0 )</td>
<td>1</td>
<td>3</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td>44</td>
</tr>
<tr>
<td>articulated to its change agents, i.e., curriculum administrators,</td>
<td>( f_e )</td>
<td>8.8</td>
<td>8.8</td>
<td>8.8</td>
<td>8.8</td>
<td>8.8</td>
<td>44</td>
</tr>
<tr>
<td>building level administrators, etc.</td>
<td>( X^2 = 19.64 )</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>df = 4 ( .05 = 9.49 ), ( .01 = 13.28 )</td>
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</tr>
<tr>
<td>Our curriculum development activities in Social Studies are as</td>
<td>( f_0 )</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>20</td>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td>visible as similar activities in Reading and Mathematics.</td>
<td>( f_e )</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>46</td>
</tr>
<tr>
<td>( X^2 = 23.78 )</td>
<td>df = 4</td>
<td>( .05 = 9.49 )</td>
<td>( .01 = 13.28 )</td>
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</tr>
<tr>
<td>In developing our Social Studies Curriculum, we communicate and</td>
<td>( f_0 )</td>
<td>0</td>
<td>4</td>
<td>12</td>
<td>22</td>
<td>8</td>
<td>46</td>
</tr>
<tr>
<td>exchange ideas with other school districts about plans, procedures,</td>
<td>( f_e )</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
<td>46</td>
</tr>
<tr>
<td>and programs.</td>
<td>( X^2 = 30.96 )</td>
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<tr>
<td>df = 4 ( .05 = 9.49 ), ( .01 = 13.28 )</td>
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<tr>
<td>Items</td>
<td>Categories</td>
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<td>Rarely</td>
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<tr>
<td>24. In our school district, through our Curriculum Councils, all curricular needs are discussed and planned for, thereby providing greater articulation with the content areas.</td>
<td>$f_o$</td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>22</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>$x^2$ = 35.52</td>
<td>df = 4</td>
<td>.05 = 9.49</td>
<td>.01 = 13.28</td>
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</tr>
<tr>
<td>25. We exert a conscious effort to develop a Social Studies Curriculum which deals with the persistent characteristics of the society and we use the social arena to teach and develop the skills of critical thinking, decision making, and problem solving.</td>
<td>$f_o$</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>20</td>
<td>22</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>$x^2$ = 51.17</td>
<td>df = 4</td>
<td>.05 = 9.49</td>
<td>.01 = 13.28</td>
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</table>
CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS FOR LEADERSHIP BEHAVIOR, AND RECOMMENDATIONS

The most tangible and significant interpretation of a public school system's educational goals and objectives is the curriculum which embraces and transmits the identified educational ideologies. Curriculum development and its attendant processes mirror the philosophies, beliefs, and attitudes of a school system's perceptions of and projections for those who are to be served educationally.

The purpose of this study was to make an investigation of the theoretical constructs in the development of upper elementary Social Studies Curriculum in twenty-five (25) selected urban school districts. The study was guided by four (4) research questions which asked:

1. What are the basic and essential elements which guide the development of the Social Studies Curriculum?

2. How and by whom are these basic and essential elements selected and incorporated into the Social Studies Curriculum?

3. Is there evidence that Social Studies Curriculum development has been influenced by the educational and social changes of the 1960's and 1970's?, and

4. What is the role of the local school district's curriculum administrator(s) in developing the Social Studies Curriculum?

The questionnaire method was used to obtain certain data for the study. The investigator constructed the twenty-five (25) item Curriculum Development Inventory which was used to survey curriculum
administrators. The Curriculum Development Inventory appears in the study as Appendix C. The Inventory yielded results that could be treated statistically by having respondents check one (1) of five (5) categories—Never, Rarely, Sometimes, Usually, and Always. These results were treated to show the frequency and percentage distributions by items and treated further to show the comparison of observed and expected frequency of response by means of chi-square one-sample test. In a section on the Inventory provided for "Additional Comments," many of the participants responded, thus, providing the second data source. These data, in selected form, are incorporated in the study as Appendix A.

A third data source was the Curriculum Guides and Bulletins submitted by the participating school districts. In response to the investigator's request, seventeen (17) Guides and Bulletins were submitted. Thirteen (13) of them were usable based on the defined parameters of the study's scope. The investigator's treatment of the Curriculum Guides and Bulletins served as the data source for examining the defined theoretical constructs. This data source can be found in Appendix B.

The Research Questions

The Basic and Essential Elements Guiding Social Studies Curriculum Development. In defining the terms for the study, basic elements were said to be: those components which form the foundation of the Social Studies Curriculum and serve as the bases for establishing goals and objectives. Essential elements were defined as: those components which are considered necessary and indispensable to achieving the goals and objectives. From this perspective then, the study sought to survey the
processes related to Social Studies Curriculum development for urban school youngsters, specifically, in terms of (1) those foundational components guiding the development of goals and objectives, and (2) those foundational components guiding the achievement of those goals and objectives.

Using these examiners to inquire into upper elementary Social Studies Curriculum development procedures, it was found that the basic and essential elements are those constituents or components which—

- help students function effectively in the real world;
- enable students to develop competencies;
- emphasize social, political, and economic issues while stressing the multi-ethnicity of social and human reality;
- have their basis in sound learning theory;
- seek to relate ideal situations to pragmatic realities;
- recognize the continuing relationship of the Social Studies to other content areas.

Selecting and Incorporating the Basic and Essential Elements into the Social Studies Curriculum. A review of the literature clearly reflects that those elements ultimately identified to become curriculum components are directly related to issues tied to the social, political, and educational forces and as such, a knowledge of "issues" has a clear-cut place in the decision making process related to sorting and combining the guiding elements for Social Studies Curriculum development.
Selecting and incorporating the basic and essential elements into the development of the Social Studies Curriculum is achieved in the following ways based on the data:

1. The lay community is consulted for expectations.

2. A Social Studies Curriculum Advisory Committee composed of teachers, students, parents, and administrators meet on a monthly basis to review and offer suggestions relative to the Social Studies Curriculum.

3. A piloting procedure is followed before the curriculum is added for systemwide use.

4. Curriculum changes in Social Studies usually result when the State Framework (political) changes.

5. Actively seeking and involving classroom teachers in the development of skills continuums.

6. The Social Studies resource staff develops the curriculum in keeping with their training in learning theory.

7. Based on state minimum standards, certain curriculum inclusions are mandated.

8. Selected teachers and curriculum specialists work on the curriculum which is disseminated among teachers, administrators, and parents for reactions. The reactions are reviewed and the curriculum is reassessed and the necessary revisions made before it is finalized.

9. Elementary and secondary teachers, parents, and students are utilized in the development of curriculum materials.

10. Social Studies Curriculum development is based on and in accord with the National Council for the Social Studies' "Social Studies Guidelines."

Influence of the Educational and Social Changes of the 1960's and 1970's on Social Studies Curriculum Development. Based on the comments of the respondents, the following views are held and trends are followed in relationship to upper elementary Social Studies Curriculum development in response to the educational and social forces of the 1960's and 1970's:
1. The Social Studies Curriculum K-12, strongly accentuates contemporary social, economic and political developments.

2. Educators are very aware of significant political, economic, and social forces and are sometimes pressured by various groups to include certain topics in our curriculum. Curriculum administrators try to maintain a balance and make the curriculum responsive to changes in society, but do not allow the curriculum to become a tool of any particular interest group.

3. Significant social, educational and political forces, especially those of the 1960's and 1970's, dictate elementary Social Studies Curriculum development only to the degree that these forces meet the needs of our total society.

4. The development of our Social Studies Curriculum depends upon the priority items specified by the District Board of Education in response to legislation, parents, community, and teachers.

The Role of the Local School District's Curriculum Administrator(s) in Developing the Social Studies Curriculum. In looking at how role behaviors mesh and demonstrate themselves in directing effective curriculum programs for Social Studies education, the curriculum administrators surveyed identified the following function in their roles related to curriculum development and management.

1. Developing Social Studies Curriculum continuums.

2. Preparing status reports on the Social Studies for the Board of Education and the Superintendent.

3. Coordinating and evaluating the feedback from schools which will inevitably dictate the directions taken by the curriculum administrators.

4. Making the major decisions related to the development and implementation of the Social Studies Curriculum.

5. Functioning as change agents.

6. Articulating the defined goals and objectives of the Social Studies.

7. Conducting workshops in other school districts as a means of providing for the replication of "model" programs.
8. Communicating with curriculum administrators in other areas about new ideas, plans, procedures, and program practices.

9. Orchestrating the varied curriculum priorities across the board in an effort to keep the current "back to basics" trend from de-emphasizing the importance of the Social Studies.

As indicated by further analysis of the data, those persons with major responsibilities for the development of the Social Studies Curriculum are "specialists" either by certification, training, and/or the endorsement of the Superintendent based on their demonstrated skills and abilities.

**Theoretical Constructs**

In accord with this study's purpose to make an investigation of the theoretical constructs in the development of upper elementary Social Studies Curriculum in twenty-five (25) selected urban school districts, the following position was taken on theoretical constructs and used to guide the activity related to defining the constructs.

Incorporated in the definition of terms, theoretical constructs were said to be: the defined and/or identifiable elements within the curriculum development process that are related to the theories of Learning, Education, and Curriculum.

The Curriculum Guides and Bulletins were examined against this framework and the theoretical constructs sought out. The indicators for making the association was found in the "language" of the Guides and Bulletins.

**Theories of Learning.** Based on the analysis of the Curriculum Guides and Bulletins, the basic assumptions and generalizations about the nature of the learner in items of inherent needs, potentials, and
behavioral tendencies, were expressed and accounted for as shown by the following selected "language" indicators:

1. It (the Social Studies Program) utilizes principles of individualized learning to accommodate student achievement at different rates and stages of proficiency.

2. Pupils cannot deal with content without taking part in some learning activity by which they come in contact with the content. The activities suggested are experiences designed to involve pupils in the learning process.

3. The K-12 Social Studies Curriculum will use a Piaget model in which certain skills will be introduced at specific grade level blocks and then reinforced in subsequent grades.

Theories of Education. Those fundamental philosophical positions which influence the conceptualizations of the purposes and practices of curriculum in their directing the activities perceived necessary to advancing these positions, were summarily expressed in these selected items:

1. Both the content and the activities of the social studies provide opportunities to develop insights into human relations and to practice the skills essential to perpetuating our American way of life.

2. The primary goal of social studies instruction is to provide each student with the experience necessary for attainment of knowledge, skills, and values necessary for becoming an effective and contributing member of a democratic society.

3. The social studies program incorporates the application of social science concepts—anthropology, sociology, economics, history, geography and political science—added to the study of human beings and their behavior.

Theories of Curriculum. Those perceptions and generalizations about designing and managing learning environments which grow out of fundamental philosophies and their related assumptions about the learner were
translated in the following manner by the "language" indicators from the Guides and Bulletins:

1. The priority objectives, the detailed Scope and Sequence, lists of related concepts, and Area of Inquiry selections provide a frame of reference to help classroom teachers make appropriate content selections.

2. The intermediate level of the elementary curriculum is in compliance with the goals and standards recommended by the State Department of Education which stresses comprehensive education and reflects the view that students should have the opportunity to engage in interdisciplinary pursuits.

3. This guide provides a structure for the new social studies. From each of the major social sciences, it identifies a cluster of very basic ideas about man and how he relates to his social world.

Conclusions

Based on the analysis of the data for this study and the inferences that were drawn from that data, the following conclusions were made:

1. The basic and essential elements which guide the development of Social Studies Curriculum are more clearly definable and generally articulated as goals and objectives.

2. There are few consistent or well-defined procedures for selecting and incorporating the basic and essential elements into the development of the Social Studies Curriculum. As goals and objectives ultimately emerge they represent a variety of procedures, rationales, and dictates.

3. The development of upper elementary Social Studies Curriculum evidences influence by the educational and social changes of the 1960's and 1970's.

4. The theories of Learning, Education, and Curriculum are evident in the over-all goals and objectives in Social Studies Curriculum development in the upper elementary levels of the school districts surveyed.

5. The current "back-to-basics" trend does not consistently include the Social Studies.
6. There is agreement on the seven (7) related disciplines of the Social Studies, i.e., anthropology, economics, geography, history, political science, social psychology, and sociology. The evidence consistently reflects disciplines being treated in the curriculum in accord with the defined theoretical constructs.

7. Major instructional strategies tend to be consistently traditional but there is evidence of on-going efforts to look more definitively at the individual learner.

8. Selected and guarded interaction with the lay community characterizes the school-community relationship in developing the Social Studies Curriculum.

9. The findings suggest the existence of extremely disproportionate staffing patterns for the Social Studies by comparison to staffing patterns for the other content areas, i.e. Social Studies personnel are comparatively few.

10. There is a significant lag in the revision of the Social Studies programs in the school districts surveyed, by reference to curriculum revisions in the other content areas.

11. The extent to which the Boards of Education and the Superintendents of schools focus consistently on the status of the Social Studies in their school districts is limited and indirect.

**Implications for Leadership Behavior**

The most vocal, critical, and aggressive assessments of "what is wrong with society," have come forcefully and deliberately to rest on the steps of the school house door. The competitive and conflicting facets of social unrest have demanded of public education that it provide clear and unequivocal answers to questions and issues that are yet nebulous, by design.

From the resounding allegations of the blatant incompetencies of some administrators and staff to the almost impossible educational challenge presented by many learners who are Black and poor, we hear the litany of the diminishing returns of "free" public education from a society where education is the cornerstone of freedom.
Caught up as we are in "what is wrong with society" and "what is needed to make it right again," we have allowed education to be used to camouflage the real moral issues while leaving itself dreadfully vulnerable to the repeated acts of "social conscience catharsis." Yet, even in the face of this reality many Social Studies Curriculum administrators have failed to fully utilize and control the significant variable in their domain by ignoring the legitimate and substantive role to be played by Social Studies education in response to the real social crises of our times.

Without question we are committed to educate our young to read, to write, to count, and to think. But also without question, we must recognize, plan for, and deal equally as committedly with the reality of the "living" social arena in which these fundamental skills must inevitably be practiced and successfully demonstrated without having to ignore inalienable rights and sacrifice human dignity.

Living in a world where prejudices, conflicting ideologies, and short-circuited aspirations have brought us frighteningly close to national and international destruction, we cannot deny that our skills of human and social interaction seem so pitifully under-developed in comparison to the prestigious institutions that have educated our minds.

It is clearly within the purview of Social Studies education at the upper elementary level, to plan the strategies and implement the procedures by which the true purposes of education are more purposefully asserted towards assessing and addressing the vital issue of: people's humanity-to-people.

From this posture, in conjunction with the findings of this study, the following implications for leadership behavior are presented:
1. There is a "now" need for Social Studies Curriculum administrators to reassess program purposes and procedures in direct relationship to the defined needs and aspirations of the identified learners as these are dictated by the real and persistent characteristics of the society in which they live.

2. The continuing impact of social and political forces along with the redefining of priorities in education require committed and aggressive leadership to develop, implement, and maintain strong programs in the Social Studies while skillfully and deliberately orchestrating the elements of that educational milieu for the explicit purpose of delivering fully equitable educational experiences.

3. The character and magnitude of the Social Studies programs needed for the upper elementary schools have been convincingly suggested by the incessant articulation in the social arena. Astute leaders, in their curriculum development practices, must become more adept at envisioning and utilizing the real world as the classroom that it is.

4. Under courageous and far-sighted leadership it is not beyond the realm of possibilities for dynamic Social Studies programs at the upper elementary levels to reshape social values and redirect misguided and disoriented social aggressions.

5. A new and stronger vision is required to perceive and pursue the revealed interrelatedness of the Social Studies to the more traditional concept areas, i.e. Reading and Mathematics. Such vision in leadership could be reflected in the emergence of the more practical Social Studies skills being applied across a broader spectrum of "total" educational objectives. That is to say the educational leaderships and strategies would begin to assure that all teaching and learning environments at the elementary school level, irrespective of disciplines, ought conscientiously be attending practices and procedures related to: helping children think rationally about public issues, learn and accept their responsibilities as participating citizens in a democracy, and relate successfully to an increasingly complex society.

6. The unquestionable challenge to develop strong programs of instruction in the Social Studies requires "change agents" who are capable of conceptualizing the enormous educational needs encompassed by this challenge, and developing commensurately effective programs.
7. It would appear that the present status of upper elementary Social Studies in urban school districts is of high visibility. However, educational leaders need to reappraise this visibility from the point of their perceptions of Social Studies viability in relationship to total curricula priorities.

8. Given the significant numbers of teachers who have been described as being actively involved in the development of the Social Studies Curriculum, the educational leader could begin an initial assessment of the school district's Social Studies program by focusing on those identified as being involved. Where this involvement is found to be outstanding by the quality and consistent dedication of the instructional efforts, these teachers ought be viewed as a cadre of tacticianers who are available for consultation and implementation; capable of effectuating and mobilizing in large scale the imperative Social Studies programs.

9. It would appear that an essential "skill" needed by educational leaders is the ability to "lobby" in behalf of strong, forward and equitable Social Studies programs. From a posture of valid commitment to the learners to be served, an in-depth knowledge of the theoretical constructs necessary to a substantive program, and a well-defined overview of the significant thrust an effective Social Studies program can bring to the overall curricula. This is an essential reality in promoting the Social Studies and validating it in the light of its tremendous potential for making education more responsibly responsive.

**Recommendations**

The following actions and remedies are perceived as necessary and required based on the foregoing findings:

1. That the local policy making Board of Education or Board of School Trustees and the Superintendents of Schools take early action to reassess and re-evaluate the status of the Social Studies Curriculum in their school districts. It is the concern and impetus at this level that is needed now to keep Social Studies Education in the "mainstream" of educational experiences under the full endorsement of these boards and superintendents.

2. That the review, and where necessary, revision of the Social Studies Curriculum receive highest priority among curricula tasks to be accomplished. Coming under early
scrutiny by the Social Studies Curriculum "specialists," careful attention should be given to what the written goals and objectives pronounce in direct relationship to myriad social and educational changes and modifications.

3. That more effective procedures for surveying the curriculum needs in the Social Studies be developed and implemented. Such procedures should be installed as policy and should clearly represent the school district's commitment to acknowledge and attend the Social Studies as a major curricula component.

4. That the selection, appointment and retention of Social Studies administrators take into account: the level of awareness on the part of present and prospective administrators regarding the implications of social and political forces in direct relationship to curriculum development, their demonstrated abilities to plan and implement equitable educational programs, their beliefs in the learners for whom they will plan and manage programs, their astute sensitivities to the dynamic and far-reaching potentials in strong programs of Social Studies.

5. That a much more aggressive effort be undertaken to involve parents, students, and citizens in the development of the Social Studies Curriculum. A planned procedure for such involvement must be adopted whereby the "total" community is indeed represented and the nature of the involvement is non-partisan.

6. That school districts clearly define and articulate their systems and procedures of change in order to facilitate continuity in over-all curriculum planning and development. Social Studies education as an integral part of a school district's educational offerings, must be reviewed, revised, and critiqued in like fashion to other content areas.

7. That vigorous strategies be developed to insure that Social Studies Curriculum development maintains comparable visibility to the curriculum development activities in the other content areas. Not for the sake of visibility alone but more importantly, due to the inherent and dynamic potential of the Social Studies to provide the rich content, imminently valuable experiential activities, and the baseline framework for the global and specific educational experiences needed by the young to gain equal access into the mainstream of social interaction.
APPENDICES
Appendix A

Selected Responses Provided by the Respondents
On the Curriculum Development Inventory
"Additional Comments"
Item #1: Our school district conducts a Systemwide Survey for the elementary Social Studies. Based on the opinions and suggestions from the Survey the Social Studies Curriculum is developed to meet the identified needs.

Responses

1.1 Social Studies curriculum includes identified needs but is not limited to it. State minimum standards require inclusion of certain content.

1.2 Our system is divided into three districts—thus surveys are generally done districtwide as opposed to systemwide.

1.3 A representative sample due to number of elementary teachers (approximately 170 schools, 6000 teachers, and one Social Studies director).

1.4 We are currently undergoing an adoption of new materials, K-12. As preparation for this adoption a K-12 Committee of Teachers met for two years to design a Social Studies continuum which formed the basis for the adoption of materials.

1.5 Texts are chosen by teachers; curriculum is written by teachers.

1.6 We have a Social Studies Curriculum Advisory Committee which makes suggestions but this is a committee.

1.7 Usually this is done by a committee. Rarely is it systemwide.

1.8 The Early Childhood and Basic Skills program for our school system monitors all subject areas.

1.9 Selected teachers and curriculum specialists work on the curriculum which is disseminated among teachers, administrators, and parents for reactions. Then it is reworked in light of the reactions. This procedure is usually followed twice before final draft proposal.

1.10 We are currently conducting such a survey—the first in many years.

1.11 Input is relative to activities for implementation rather than for scope and sequence.

1.12 Elementary and secondary teachers, parents and students are utilized in the development of curriculum materials.
Item #2: Input of parents, students, and citizens is systematically sought and purposefully planned into the development of the Social Studies Curriculum

Responses

2.1 Planning Committees.

2.2 Monthly meetings of teachers, students, principals, supervisors, parents and business representatives are held to assist in the development and coordination of economic education. Parents serve on instructional materials selection committees.

2.3 We have assembled community advisory committees to help us in the area of multicultural education and energy education. Therefore, we have considerable community input. However, we do not specifically include parents or students on our committees.

2.4 There is at present no systematic input of parents—but there are plans for it.

2.5 Newly developed grade level objectives are going through this process now.

2.6 There is a standing Curriculum Advisory Committee which is responsible for this.

2.7 The lay community is consulted for expectations.

2.8 The Curriculum Advisory Committee is reflective of the individuals mentioned.

2.9 A Social Studies Curriculum Advisory Committee composed of teachers, students, parents and administrators meet on a monthly basis to review and offer suggestions relative to the Social Studies Curriculum.

Item #3: Significant social and political forces, especially those of the 1960's and 1970's, dictate directions to our school district as we develop the elementary Social Studies Curriculum

Responses

3.1 Not at elementary level.
Item #3—Continued

3.2 Much consideration is also given to futuristic needs of pupils as well as a look at the historical.

3.3 We are very aware of significant political, economic, and social forces and are sometimes pressured by various groups to include certain topics in our curriculum. We try to maintain a balance and make the curriculum responsive to changes in society (e.g., energy education), but do not allow the curriculum to become a tool of any particular interest group.

3.4 This is true in the area of Black studies and multi-ethnic studies.

3.5 Our basic continuum is evidenced.

3.6 We are moving away from "innovative" "new" programs and back to the basics—geography skills; reading and social studies; citizenship education, etc., neglected for a long time.

3.7 Only to the degree that those forces meet the needs of our total society.

3.8 I am not completely sure of what you mean. Such things as ethnic studies, sexism, etc. have had an effect.

3.9 Assuming you mean ethnic and social considerations.

3.10 Views reflective of the period are included.

3.11 The Social Studies Curriculum K-12, strongly accentuates contemporary social, economic and political developments.

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Item #4: The development of our Social Studies Curriculum is guided by the global goals and objectives set forth by the National Council for the Social Studies.

Responses

4.1 Much more at secondary level.

4.2 Local objectives are also relevant.

4.3 It is our belief that children are not really capable of major historical or global thinking until they reach the very upper elementary grades or junior high school grades. Research has tended to show that young children have great difficulty in perceiving abstract, spatial, and time relationships. In our district we do not introduce global studies until the 7th grade.
Item #4—Continued

4.4 District-wide goals have been prepared for K-12 sequence.

4.5 Our curriculum is developed to meet the needs of children.

4.6 I am in the process of developing a checklist and curriculum guides using the goals.

4.7 These are relatively new forces in the Social Studies.

4.8 These are currently taken into consideration, but are not followed absolutely.

4.9 Included in our Social Studies Curriculum is the NCSS Social Studies guide to analysis and grade placement.

4.10 Our Social Studies Curriculum is fully in accord with NCSS's "Social Studies Guidelines".

Item #5: In developing our Social Studies Curriculum, we pay particular attention to educational and learning theories in order to provide clear and appropriate directions for teaching and learning.

Responses

5.1 Particularly the Piaget model of cognitive development.

5.2 We try!

5.3 Activities are based upon sound learning theory.

Item #6: In developing our Social Studies Curriculum we study the implications of the "Future of Society," and include strategies which will enable our children to recognize and examine viable options and alternatives.

Responses

6.1 The guiding question in our continuum development was "What knowledge and skills should the student have in the year 1990?"
Item #6—Continued

6.2 This has not always been the case. We are concerned about violence and we are searching for a curriculum model to help us deal with it.

6.3 Certainly we hope we do.

6.4 Sometimes the current back to basics trend get in the way of this.

Item #7: Incorporated in our Social Studies Curriculum development are suggestions for "designing learning environments" to guide optimal learning possibilities, i.e., putting education and learning theories into practice.

Responses

7.1 Working on unit teaching and small group instruction now.

7.2 Each of our units is accompanied by a teaching guide which contains specific activities to develop learning.

7.3 Wow! Where deemed appropriate.

7.4 There is a heavy emphasis in relating ideal situations to pragmatic realities.

Item #8: We view the development of Social Studies Curriculum as being closely related to the development of curriculum in other content areas.

Responses

8.1 We foster interdisciplinary teaching.

8.2 Our Social Studies units include the development of skills that are very closely related to reading skills. Moreover, some of our units very often are closely tied with other subject areas (e.g., our energy units are directly tied into corresponding science units).
8.3 Math and reading are our top priority. Social Studies bring up the rear.

8.4 This depends upon the priority items specified by the District Board of Education in response to legislation, parents, community, and teachers. The actual development of Social Studies Curriculum compares favorably with other subject disciplines.

8.5 This is a definite trend in our district!

8.6 We view it that way, but it doesn't always work out.

8.7 Where appropriate, we attempt to foster and sustain interdisciplinary instruction.

Item #9: Our Social Studies Curriculum development decisions are based on research which has been tested for its quality and adaptability for our school district.

Responses

9.1 But not as formally as you describe.

9.2 Hopefully—we are moving in that direction.

9.3 We hope so.

9.4 We do pilot the curriculum before it is used systemwide.

Item #10: The Board of Education and the Superintendent require a periodic report on the status of the Social Studies Curriculum in our school district.

Responses

10.1 Indirectly.

10.2 Formal report not required, but there is frequent contact with the superintendent on major items.

10.3 Our department has considerable autonomy in curriculum development.

10.4 If there is a public outcry, it will be sooner.
Item #10—Continued

10.5 Unsure of this—"require".

10.6 I am in the process of working on a report on the status of Social Studies.

10.7 Not an independent Social Studies report, but for the total curriculum.

10.8 Required by the Superintendent, through the Deputy Superintendent for Instruction.

Item #11: Major decisions in the development of the Social Studies Curriculum are made by the curriculum administrators: deputy, or associate, or assistant superintendents.

Responses

11.1 Generally by the Elementary Directors.

11.2 As a curriculum director I have almost total decision-making control over my subject area.

11.3 The community has a great deal to say about our decisions.

11.4 Teachers have input; parents too.

11.5 They are always involved, as are other people. In some cases, the School Board is involved in providing input.

11.6 Decisions are made after considering the efforts of (a) diversified groups, i.e., professors, citizens, teachers, specialists, and pupils.

11.7 There are many other forces.

11.8 In conjunction with input from a variety of sources (listed earlier in this survey).

11.9 Board members and parents can sometimes initiate major decisions.

11.10 Feedback from schools dictate directions by the Curriculum Administrators.

11.11 They are made by the Coordinator of Social Studies.

11.12 Major decisions in Social Studies are made by the Coordinator of Social Studies, K-12.
Item #12: We pay special attention to our school district's fiscal forecasting in developing our Social Studies Curriculum.

Responses

12.1 This has not always been our stance. We are facing fiscal restraints that necessitate a hard look at all fiscal forecasting.

12.2 We are able to work within the financial resources available to us.

12.3 How can you not?

12.4 Fiscal constraints are always a consideration; but I wouldn't consider that a major item in curriculum development.

Item #13: During the past ten years we have revised our Social Studies Curriculum:

- more frequently than once a year.
- about once every two years.
- about once every three years.
- about once every four years.
- about once every five years.

Responses

13.1 Grades 1-3 has been revised in the last three years. Grades 4-6 has not had a complete revision in 10 years but there have been minor alterations.

13.2 We develop and continually revise programs rather than print a "curriculum guide".

13.3 Every 7 years.

13.4 Some phase or area K-12 is revised as marked above (about once every two years).

13.5 Text adoption—but not major changes.

13.6 Our curriculum changes in Social Studies usually when the State Framework changes. Districts implement the Framework at various times to serve the needs of the local communities.
Item #13—Continued

13.7 I'm in the process of organizing teachers to re-write our outdated curriculum guides.

13.8 Occasional materials in the forms of miniguide are frequently published to supplement and update the existing Social Studies curriculum guide.

13.9 Evaluation takes place every year to some degree.

13.10 Text evaluations and selection are the central revisions.

13.11 Have just completed a thorough revision which was actually a re-writing.

13.12 Revisions include updating curriculum guides and providing teachers with current instructional resources (i.e., print and non-print).

Item #14: Teachers in our school district are actively involved in the development of our Social Studies Curriculum.

Responses

14.1 Involvement of classroom teachers in development of skills continuum.

14.2 Some teachers—not all teachers.

14.3 We actively seek teachers to serve on curriculum development and textbook adoption committees. Our problem has been getting enough teachers to volunteer to serve since there is not compensation and meetings are held after school.

14.4 Those teachers who volunteered to assist during one summer hurriedly.

14.5 Because of the size of our District, only some teachers can be involved directly in city-wide guidelines. A great deal of leeway is provided, however, for teachers to augment and extend the curriculum within general guidelines.

14.6 If they are on textbook committees or Social Studies Curriculum Committees.

14.7 Developed by a team of teachers.

14.8 Teachers and parents.

14.9 We use them as writers.
Item #15: In developing the goals and objectives of our Social Studies Curriculum we give strong consideration to theories of learning that are applicable to our children.

Responses

15.1 We try!

15.2 The social studies resource staff consists of three people, all of whom have had considerable training in learning theory. This theory has considerable, but indirect, impact on our curriculum development. For example, we are quite versed in the theory of Piaget and know that it is fruitless to introduce children to concepts or skills before they are developmentally able to absorb them. We know, for example, that history is one of the most abstract of all the social studies and, therefore, should not be introduced to children at an early age.

15.3 It depends upon which theories you are speaking of. We wouldn't give a 4th grade child a skill objective beyond his powers.

Item #16: We draw upon principles from curriculum theory as we develop our Social Studies Curriculum.

Responses

16.1 My own doctorate is in Social Studies Curriculum and the theory of social studies permeates our curriculum.

16.2 Adopted texts were used to extract concepts. Skills were injected which may or may not be applicable. Activities were written to develop concepts. Every teacher would do identically the same thing if curriculum termed SAVVY is followed.

Item #17: A primary consideration in the development of our Social Studies Curriculum is to include those experiences which will enable our children to make effective and satisfying use of their cultural and social environments through an understanding of their relationships to those environments.

Responses
17.1 The degree to which curriculum development projects can involve interaction with the community environment is limited by the lack of transportation for field trips.

17.2 In spite of our very strong theoretical base, an underlying goal of our program is to help students function effectively in the real world.

Item #18: We structure our Social Studies Curriculum to include "basic learnings" we believe are essential to an effective program. Included in these "basic learnings" are traditions, values, dates, events, personalities, et.

Responses

18.1 We have included all this information in continuum.

18.2 We have de-emphasized the rote memorization of factual data and do believe that content can be taught, if done so in a more meaningful context.

18.3 Basic learnings are important but the most important are the development of competencies.

18.4 Directly extracted from texts.

18.5 Major dates only are of great concern. These serve as guideposts for placement of events and causes and effects.

18.6 We need more effective education and more basic learning.

18.7 Our emphasis in Social Studies is a problem approach which emphasizes social, political, and economic issues. Multi-ethnicity is stressed.

Item #19: Our Social Studies Curriculum is based on commercial programs we have adapted to meet our needs.

Responses

19.1 State adopted text program supplemented with several supplementary materials.

19.2 The key word in your statement is "adapted". We rarely find commercial material that can be used as is, but rather we have to write curriculum guides to adapt the materials to our own goals.
tem #19--Continued

19.3 The only commercial programs are the basal textbooks.

19.4 System has and is completing SAVVY curriculum. Teachers are writing activities to fit concepts already listed.

19.5 Our program now is more our own, but it is incomplete.

19.6 Many of our programs have been written by our own teachers.

19.7 Textbook only in most cases.

19.8 We use some aspects of some commercial programs (i.e. Family of Man Kits).

19.9 County Task Force developed program.

Item #20: In our school district those persons with major responsibilities for the development of the Social Studies Curriculum are "specialists" either by certification, training, and/or the endorsement of the superintendent based on their demonstrated skills and abilities.

 Responses

20.1 These people are most often generalists not specialists.

20.2 In our school district we have a social studies specialist with the responsibility of grades K-12; an elementary social studies consultant, K-6; and a secondary social studies resource teacher, 7-12. All of these positions are full-time and solely devoted to social studies curriculum development.

20.3 The Reading Center staff teachers under the direction of its director are completing activity cards.

20.4 Specialists in elementary instruction—not social studies; specialists in social studies are on secondary level.

20.5 A shared responsibility with teachers.

20.6 As of this writing all are (thank heaven).
Item #21: Our school district operates on a defined system of change which is articulated to its change agents, i.e., curriculum administrators, building level administration, etc.

Responses

21.1 The social studies resource staff uses itself as change agents. Principals and teachers are, however, often reluctant to accept change.

21.2 Have recently adopted goals—but these have not been clearly articulated.

Item #22: Our curriculum development activities in Social Studies are as visible as similar activities in Reading and Mathematics.

Responses

22.1 Reading, math, and language arts are recognized as basic skills and have a higher priority, therefore more visible.

22.2 There is a possibility more curriculum development in social studies than other subject areas, but because of the state emphasis upon reading and math, those two areas often take the limelight.

22.3 Reading, math, special programs (Title I) and Bilingual Ed are stressed; social studies is not.

22.4 But it is a battle!

22.5 Yes, but only recently.

22.6 We consider social studies basic.

Item #23: In developing our Social Studies Curriculum we communicate and exchange ideas with other school districts about plans, procedures, and programs.

Responses
Item #23—Continued

23.1 The social studies resource staff often conducts workshops in other districts. Through this way we communicate our materials to other districts. We do not copyright our materials and gladly share them with other school districts.

23.2 I am in communication with other districts in our city and state by my predecessor did not apparently do this.

Item #24: In our school district, through our Curriculum Councils, all curricula needs are discussed and planned for, thereby providing greater articulation with the content areas.

Responses

24.1 By having one resource staff for social studies we have considerable articulation within that subject area from grade level to grade level. There is some articulation between subject areas, but this tends to be minor, but is increasing.

24.2 Curriculum Councils, by title are not in district; advisory groups, yes.

24.3 Social studies is a content area as well as behavioral.

Item #25: We exert a conscious effort to develop a Social Studies Curriculum which deals with the persistent characteristics of the society and we use the social arena to teach and develop the skills of critical thinking, decision making, and problem solving.

Responses

25.1 We have developed a social studies continuum which attempts to do exactly what you describe. I am attaching a copy of that continuum for your review.

25.2 Whenever possible.

25.3 Our systemwide multiethnic and problems' oriented emphases strongly support independent and critical decision making.
Summary of Reactions (Optional).

This space is provided for your reaction to the instrument, the study, or any additional comments.

Responses

S.1 As coordinator, my major areas of responsibility is with 7-12 and I serve as consultant to K-6—thus, I may have seemed a little negative with some of my answers as I do not feel that Social Studies receives the emphasis in elementary that it should.

S.2 This is a thought provoking document. Now, I think, do we? Could we? Thank you.

S.3 I really work in secondary, but I have tried to answer based upon my knowledge of elementary.

S.4 Good questions.

S.5 Our Elementary Social Studies program needs a great deal of help.
Appendix B

The Data Excerpted From the Curriculum Guides and Bulletins
To Establish the Baseline for Defining Theoretical Constructs
The School Board requires that each student complete a one-year study of American history at the fifth grade level. This program should include, but not be limited to, the growth and development of the United States, the national heritage, patriotism, and contributions of all people to our nation's history. The American History Supplement has been developed to help teachers fulfill this requirement.

The priority objectives which support the Scope and Sequence included in the history supplement are correlated to appropriate priority objectives in the published themes of the Elementary Interdisciplinary Program. The priority objectives, the detailed Scope and Sequence, lists of related concepts, and Area of Inquiry selections provide direction and a frame of reference to help the classroom teacher make appropriate content selections. The supplement provides sample instructional plans which suggest ways to organize an American History Program for both the individual classroom and the total fifth grade level.

The Scope and Sequence chart identifies five (5) topics of study, (1) America's Peoples, (2) Human Rights and Civil Liberties, (3) Transportation and Communication, (4) Industry, and (5) New Frontiers. Each topic has a collection of ten main ideas that relate to the chronologically ordered Periods of Change.

**Periods Of Change**

I. The New World: Discovery and Exploration  
   (Before 1600)

II. The Colonial Experience  
   (Approximately 1600-1760)

III. Revolution and Independence  
    (Approximately 1760-1785)

IV. The First New Nation in the New World  
    (Approximately 1785-1800)

V. America Grows and the Republic Is Tested  
   (Approximately 1800-1870)
VI. Rebirth of the Union  
(Approximately 1870-1900)

VII. America Enters the 20th Century  
(Approximately 1900-1940)

VIII. The Nation Moves Toward World Leadership  
(Approximately 1940-1950)

IX. New Challenges in a Democracy  
(Approximately 1950-1975)

X. America Prepares for the 21st Century  
(Approximately 1976--)

Process-Skills Development Structure

- Stating the problem
- Collecting data
- Suggesting a hypothesis
- Observing
- Classifying
- Using space/time relations
- Comparing and contrasting
- Inferring
- Generalizing
- Predicting
- Valuing
- Communicating

Major Concepts

- Discovery
- Values
- Power
- Exploration
- Government
- Peace
- New World
- Republic
- Leadership
- Interdependence
- Industrialization
- Coexistence
- Cooperation
- Adaptation
- Law
- Colonization
- Nullification
- Justice
- Freedom
- Civil War
- Equal Rights
- Revolution
- Agrarian
- Ecology
- Conflict
- Immigration
- Balance of Nature
- Independence
- Culture
- Energy
- Loyalty
- Assimilation
- Rights
- World War
- Liberty
- Depression
- Democracy
- Regulation
CHART II

DATA FROM CURRICULUM GUIDES AND BULLETINS

Level I Grades K-12
1973

Excerpts From The Foreword

This social studies curriculum is the culmination of a year's study and design by a ten-member task force of classroom teachers. The Social Studies Task Force was established by the Board of Education and charged with the responsibility of designing a comprehensive social studies program articulated throughout grade K-12.

After a thorough research of current trends in the field of social studies and curriculum design, the Task Force worked to develop a curriculum based on important social science concepts and skills. The curriculum is designed so that it will give direction to a sound county program, allow for teacher creativity, and provide for individual student differences.

Excerpts From The Rationale

The Social Studies Program is organized around concepts and the major program goal is to help students learn to deal with personal, social, and civic situations. It utilizes principles of individualized learning to accommodate student achievement at different rates and stages of proficiency.

The expanding knowledge base and the global nature of man's present existence demand a new emphasis on the processes associated with valuing, learning and utilizing knowledge. A student who can use the processes effectively can continue to be a self-directing learner who is able to form and refine his own concepts. Concepts rather than facts are the desired outcome because concepts can be more widely applied to this vast body of knowledge.

The conceptual structure, which draws from all fields comprising social studies, keeps the content of the suggested units from becoming the point of emphasis and subordinates it to the concepts and processes.

Social Studies Skills

Problem Solving
Locating, Analyzing And Evaluating Data
Using Maps And Globes
Interacting With Others
Concepts

Power
Conflict
Morality
Decision Making
Institutions
Interdependence
Individual Differences
Technology
Habitat
Excerpts From The Introduction

The Scope and Sequence represents the social studies program for grades K-4. This guide was prepared for teachers who are currently teaching as well as those entering the school system. It is not intended to restrict or limit but to assist by specifying key concepts and objectives in sequential order to be taught to elementary students.

In each grade level, a central theme with primary and secondary ideas has been stated. The emphasis is on individuals, their understanding of themselves and others, and their environment.

Performance objectives are based on the primary and secondary ideas. Those which match the S.A.T. objectives are noted in the guide.

Textbooks are listed with the appropriate chapters and/or pages along with other resources. The use of a variety of supplementary instructional materials appropriate to the grade level and theme is encouraged. At the end of each grade level, suggested resources are listed by objective.

Scope And Sequence

Grade Level: Kindergarten
Theme: Me And My World

Primary Ideas: 
(1.0) What makes me the way I am.
(2.0) Me and my family.
(3.0) Me and my school.
(4.0) People who help in my community.
(5.0) Getting acquainted with animals.

Grade Level: First
Theme: Family Groups

Primary Ideas: 
(1.0) The family is a worldwide unit whose members interact.
(2.0) Family groups of animals have similar habits, habitats, and life styles.
(3.0) In the process of interaction, stresses and conflicts will emerge that should be dealt with peacefully.
(4.0) Children growing up in today's changing world may develop different concepts from those of their parents.
(5.0) Because of unlimited wants, but limited resources, one must learn to make wise choices.
(6.0) All families are made up of producers and consumers.
(7.0) Some family members produce goods and services.
(8.0) Previously, most goods and services were produced in the home; today they are produced in factories.
(9.0) Division of labor causes people to depend on each other.

Grade Level: Second

Primary Ideas: (1.0) A community is a system made up of families and businesses interrelated and in balance with each other.
(2.0) Schools create a bridge to the world.
(3.0) People who work in the community meet the needs of the community.

Theme: Families Make Communities

Grade Level: Third

Primary Ideas: (1.0) A city is composed of systems.
(2.0) Cities are the birthplace of civilization - cultural system.
(3.0) The building of a cultural system (city in which students live).
(4.0) Cities are only as good as the people made them - social system.
(5.0) The city's government - a legal and political system.
(6.0) Environmental conservation and natural resources of the city - natural system.
(7.0) Specialists who work within the city-economic system.
(8.0) Interrelationship of the city's system.

Theme: Communities Make Up Cities

Grade Level: Fourth

Primary Ideas: (1.0) Early exploration of our country.
(2.0) Early exploration and settlement of our State.
(3.0) Our State: Its land and its people
(4.0) Government in our State.
(5.0) Cities and what makes them important to their state.

Theme: Cities Make Up States
Excerpts From The Director's Message

In the elementary school, the social studies are concerned with the study of man and his relationship with his physical and social environment. These studies should include the fields of history, geography, sociology, anthropology, psychology, political science, economics, and philosophy. Both the content and the activities of the social studies provide opportunities to develop insights into human relations and to practice the skills essential to perpetuating our American way of life.

Major changes in the American way of life in the last two decades, resulting from advances in science and technology, have increased the need for developing the highest quality of democratic citizenship in all children for effective living in the present and in the future.

It is a unique function of the social studies, because of the nature of the content at the elementary school level, to constitute the basis for implementing and strengthening democratic attitudes, understandings, beliefs, and behaviors. Every teacher must be aware of all the possibilities which exist in the classroom.

Excerpts From: What Is The Purpose Of "A New Look At The Social Studies"

Most children in school today will live approximately half of their lives in the 21st century. For them, education should be the threshold for an adventure into the unknown. It should provide them knowledge and competencies for meeting life courageously. Does it?

The members of the committee that formulated this transitional first draft of a social studies curriculum guide believe there is a need for a continuing curriculum revision. Also, much more knowledge of the changing learner and his radically altered environment is necessary if we are to avoid curricula lag in the social studies.

Excerpts From: What Are Our Basic Beliefs About An Effective Social Studies Curriculum?

We believe an effective social studies curriculum:
- promotes the dignity of all mankind.
- begins with the now, seeks to understand the past, and creates for the future.
focuses attention on knowledge, skills, attitudes and values that are necessary for living intelligently in a changing, democratic society.

provides in-depth studies of carefully selected basic ideas from an interdisciplinary approach.

is flexible enough to meet the individual differences of learners in varying environments.

helps children develop habits of critical judgment and open-mindedness, to evaluate sources of information, and to appraise the soundness of facts.

develops creativity by posing open-ended problems and learning situations that set conditions for divergent thinking and doing.

involves pupils in planning specific experiences they are to have.

---

Excerpts From: What Are Our Basic Beliefs About An Effective Social Studies Teacher?

We believe an effective social studies teacher:

.is an individual with the expertise for teaching.

cares a great deal about boys and girls and about society.

understands the developmental growth of learners.

experiments with different teaching approaches such as learning centers, unit teaching, team teaching, cooperative teaching, etc.

accepts educational innovations in the social studies when research and evaluation prove the new is worth incorporating into the curriculum.

pre-evaluates the learner's knowledge, skills, values and attitudes so that experiences are not repeated needlessly.

---

Excerpts From: What Are Our Basic Beliefs About Each Learner?

.has worth and dignity.

.has a sequence of growth and basic needs similar to all other children.

.is influenced by attitudes, values, and ways of behaving learned from birth.

.can be educated to courageously find his optimum place in our world.
Excerpts From: What Are The Developmental Growth Needs Of Our Learners?

The five year old

Needs:
  • vigorous activities followed by quiet periods
  • manipulative activities such as pushing, pulling, and using large crayons

Because:
  • he is active but easily fatigued
  • muscular development is uneven and incomplete

The six year old

Needs:
  • many opportunities for large-muscle activity
  • to act out his learnings

Because:
  • his small muscles have not developed to any extent
  • he has many fears, usually concrete ones

The seven year old

Needs:
  • warm, friendly relations with teacher and classmates
  • reassurance

Because:
  • he is sensitive to feelings and attitudes, of both adults and children
  • he tends to be critical of himself and his work

The eight year old

Needs:
  • guidance and motivation rather than domination
  • opportunities to share

Because:
  • he is developing the capacity for self-criticism
  • the "gang" period is beginning

The nine or ten year old

Needs:
  • many varied learning activities with a minimum of pressure
  • definite responsibilities

Because:
  • he is enthusiastic and wants to do well, but loses interest if discouraged or pressured
  • he is capable of prolonged interest in planning and executing on his own
The eleven or twelve year old

Needs:  
opportunities for independent work  
warmth, acceptance, and a sense of humor from adults

Because:
he is capable of creative and scientific research  
his need for peer group approval is high

Excerpts From Problem-Solving

A learner solves problems by:
- recognizing and defining problems.
- recalling past experiences and forming tentative solutions.
- gathering data.
- appraising, organizing, and interpreting data.
- drawing and checking conclusions.

A learner develops processes for thinking critically and creatively by:
- comparing
- summarizing
- observing
- classifying
- interpreting

A learner changes behavior by:
- accepting new alternatives
- innovating new ideas
- acting upon new beliefs
- accepting membership in new groups
- forming new attitudes and values

A learner evaluates self by:
- recognizing his strengths and weaknesses.
- realizing his progress and plateaus in learning.
- developing feelings of satisfaction and accomplishment.
- desiring new actions for further self-improvement.

Scope And Sequence

Level One
Focus on the learner's family in comparison with other families.
Level Two

Stress people of hometown of today with related studies of people in other communities.

Level Three

Study people living and working here and in expanding communities around the world.

Level Four

Introduce divergent cultures of nations on four major continents.

Level Five

Emphasize living together in the Western Hemisphere.

Level Six

Trace man's search for a better world by studying his customs, culture, environment, and institutions through time.
CHART V

DATA FROM CURRICULUM GUIDES AND BULLETINS

(Experimental)
Grades 3-6
1974

Excerpts From The Overview

A need exist to develop, as early as possible, the learning processes which facilitate the acquisition of basic skills and those further skills that enable a child to learn independently. An early childhood activity strand has been designed to accomplish that purpose, to incorporate the traditional social adjustment curriculum into a more balanced program which reflects what is being discovered about how the young child learns.

The intermediate level of the elementary curriculum is in compliance with the goals and standards recommended by the State Department of Education which stresses comprehensive education and reflects the view that students should have the opportunity to engage in interdisciplinary pursuits.

Themes are developed in the form of a unit of study to make it feasible for teachers to select the most effective instructional objectives and to plan the best activity programs that will accomplish those objectives.

Intermediate Program (3-6) Curriculum Model

Theme
Unit of Study
Generalizations (Teaching Segments)
Major Concepts
Priority Objectives
Supportive Objectives
Subconcepts
Areas of Inquiry (Inquiry Statements)

Excerpts From The Purpose

The purpose of the integrated approach is to return to an element of structure to the fragmented curriculum that is commonplace in elementary schools today, as well as to provide for the application and reinforcement of skills that are learned, to control significant content and process, and to encourage the formation of positive attitudes and values.
Excerpts From The Components

(1) Social Studies Content refers to the disciplines within the social studies, i.e., history, geography, political science, economics, sociology, psychology, and anthropology.

(2) Map and globe skills is instruction earmarked specially toward assisting the student to acquire map and globe skills. These skills can be learned in a separate program and then applied when social studies instruction takes place. On the other hand, it is possible to incorporate the skill acquisition and application within the framework of social studies instruction.

Minimum Time Allocations For Social Studies Instruction

(1) For grades K-2 one hour and forty-minutes per week including map and globe skills. Daily consecutive instructional periods not essential.

(2) For grades 3-6 two hours and thirty-minutes per week including map and globe skills.

(3) For grades K-6 thirty-minutes per week recommended for map and globe skills as included in above totals.

Major Objectives Of The School Board Approved Program In Social Studies

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Major Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade One</td>
<td>The Family</td>
</tr>
<tr>
<td>Grade Two</td>
<td>The Community</td>
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<tr>
<td>Grade Three</td>
<td>The City and County</td>
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<tr>
<td>Grade Four</td>
<td>The State</td>
</tr>
<tr>
<td>Grade Five</td>
<td>The United States</td>
</tr>
<tr>
<td>Grade Six</td>
<td>The World</td>
</tr>
</tbody>
</table>

Excerpts From The Major Objectives

Grade One - The Family

The student will:

(1) Cite the basic needs of all human, e.g., food, clothing, shelter, love, friendship.
(2) Recognize that all families have basic needs.
(15) Cite two examples of how he/she is a consumer.
(20) Distinguish between land and water masses on a globe by color symbol.

Grade Two - The Community
The student will:
(1) Define the term community.
(6) Name at least two natural resources of the community, e.g., land, climate.
(16) Locate places on simple maps by following directions.
(24) Explain the difference between monetary exchange and barter.

Grade Three - The City and County
The student will:
(2) Locate his/her city or community on a map of the County.
(4) Cite ways that the diverse groups, e.g., ethnic, racial, have contributed to our cultural heritage.
(8) Identify services provided by governmental and non-governmental agencies.
(19) Know that cardinal directions are determined by the poles and that north is the direction of the North Pole.

Grade Four - The State
The student will:
(4) Explain the early European influence upon the State.
(9) Use legends on at least two different kinds of maps.
(17) Cite two problems that the State faces, e.g., population, education, transportation.
(20) Explain how each of the following types of taxes are collected: sales tax, income tax, and property tax.

Grade Five - The United States
The student will:
(2) Tell how his/her own immigrant heritage links him/her to the rest of the world.
(5) Name two factors contributing to the growth of slavery in the United States.
(11) State the three main branches of federal government.
(20) Give one example of how each of the following affected Blacks:
   - Black Codes
   - Jim Crow Laws
   - Separate but Equal
   - Civil Rights Movements
   - Voter's Registration
Grade Six - The World

The student will:

(3) Recognize that each culture has values and beliefs which influence its growth and development.

(7) Define a "Third World" nation and identify at least three examples of these nations.

(19) Recognize that the decisions, policies and laws that have been made for a given society are based upon the values, beliefs, and traditions of that society.

(39) Interpret various types of maps such as climate, rainfall, population, and land use.
Excerpts From Introduction To Study Guide
For Fifth (5th) Grade Social Studies

This scope and sequence outline with suggested unit plans was designed to meet the needs of our students and facilitate the planning and teaching of Social Studies for 5th grade. In the content area, units of work are provided with goals, learning steps, map skills, vocabulary, sources from textbooks, films that can be ordered from the County Schools Media Center, filmstrips found in many school media centers, and other sources of information.

The items marked by one asterisk (*) are areas and skills tested on the Stanford Achievement Test. Those with two (**) are also skills tested on the Essential Skills Test.

If these materials are practical and helpful, their purpose has been achieved. Your own expertise will be required, however, to make the study of America real, relevant, and alive.

Scope And Sequence For
The United States And Its Neighbors

Pre-Columbian Period
Early Explorers
Colonization
English Colonial Growth
Steps toward Independence
A New Nation Forms
Territorial Growth
Rebirth of a Nation
Industrial Development
Influences on the Changing Culture
Influential Leaders of the 1900's
Neighbors of the United States

Excerpts From Introduction To Study Guide
For Sixth (6th) Grade Social Studies

The social studies program incorporates the application of social science concepts - anthropology, sociology, economics, history, geography and political science - added to the study of human beings and their behavior. Because of differences among approaches and information, a county scope and sequence keyed to the textbooks could not be achieved for sixth grade at this time.
Key Skills

Map and Globe Skills
Citizenship Skills
Current Events
Reference and Inquiry Skills

Note: (No real measurable difference in the "language" used to articulate the 5th Grade Social Studies Program)
Excerpts From Letter: "Dear Teacher"

In recent years all the social sciences have grown tremendously and social studies programs have changed accordingly. History and geography continue to contribute their share of the content but other insights into the way the social world is organized and the way it functions have been added. It is clear that in order to learn about this complex world, it is necessary for children to begin at an earlier age to examine fundamental ideas about man society; and they must return to these ideas again and again in their studies to see how these ideas apply at different times. This requires a structure if repetition is to be avoided and learning is to take place.

This guide provides a structure for the new social studies. From each of the major social sciences, it identifies a cluster of very basic ideas about man and how he relates to his social world - to its physical characteristics (geography), to its varied group structures and cultural components (sociology and anthropology), to its means for ordering the production and distribution of goods and services (economics), and to its heritage from the past. Each of these clusters is explored each year in one or two units. They are examined in a wide variety of settings at different places in the world and in different periods of history. Each year is designed to add new dimensions to the ideas until they become tools which can be used to help children unravel the social universe.

Excerpts From Social Studies Goals

The primary goal of social studies instruction is to provide each student with the experience necessary for attainment of knowledge, skills, and values necessary for becoming an effective and contributing member of a democratic society. In keeping with this goal, the elementary social studies curriculum is designed to enable students to:

(1) Inquire into the content from various social sciences.
(2) Develop the skills and attitudes necessary for problem-solving, valuing, and decision-making.
(3) Acquire knowledge about our own and other societies and environments.
(4) Develop values consistent with the fundamental tenets of democracy.
(5) Develop an understanding of oneself and one's relationship to others.
(6) Develop positive attitudes toward other people.

**Major Concepts**

- Group Behavior
- Human Interdependence
- Social Learning
- Human Interaction
- Resource Use
- Economic Behavior
- Social Control
- Political Behavior
- Stability and Change
- Human Variability
- Adaptation to Environment
- Conflict Resolution
The Four Major Goals Of Social Studies, K-12

I. Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment -- past, present, and future.

II. Develop skills necessary to process information, to communicate, and to work with others.

III. Develop an understanding and appreciation of beliefs, values, and behavior patterns.

IV. Apply knowledge, skills, values, self-awareness, and individual creativity through active participation in society.

Grade Level Goals - Objectives

Grade Four: - Students examine life in their County and State, past and present. The program consists of a study of the needs, skills, and lifestyles of people in the County, and of the history and geography of the State. Basic instructional materials are developed by the school system.

Grade Five: - Students examine the development of American society up to the 1860's. Major units focus on 17th and 18th Century America with special emphasis on New England, the constitutional era and the role of law in America, and the beginning of the American expansion westward. Important geographic knowledge and skills are taught.

Grade Six: - Students examine the development of western civilization through the Renaissance and explore some contemporary cultures. Emphasis is placed on the evaluation of government, laws, rights, and culture. Analyzing data and making inferences are emphasized. Children study a minimum of two contemporary cultures chosen from the
following: Asian (Japan or China), African (a nation south of the Sahara), Latin American (Mexico, Peru, or Brazil), Eurasian (Soviet Union).
Excerpts From The Preface

The traditional disciplines of the Social Studies are Anthropology, Economics, Geography, History, Political Science, and Sociology. After reviewing available materials, the committee decided to develop a basic social studies curriculum which fuses these disciplines into strands of concepts and skills. These strands emphasize reading skills, career education, cultural studies, humanities, economics, law awareness, and civic responsibilities.

At the primary level, history is integrated into the seven existing strands. History appears as a separate strand in fourth, fifth, and sixth grades because at this level the study of history becomes more content oriented.

State Assessment, Economics, and Comprehensive Tests of Basic Skills (CTBS) test items have been incorporated into each strand of skills and are indicated by asterisks. State Assessment items are listed by the grade level and follow the skill to be tested. The minimum student performance standards which will be tested at the beginning of grade five appear as entry skills in grades three through four. Skills to be tested at the beginning of grade eight appear as entry skills in grades five through six.

Excerpt From Rationale

The Social Studies are an integral part of the curriculum in any educational system.

Goals Of Strands

(1) To develop a hierarchy of social skills to be implemented by individuals.

(2) To develop an understanding of map and globe skills in order to effectively use tools in locating information.

(3) To sequentially develop research skills that will aid in finding and using information.

(4) To emphasize the importance of cultures and their contributions to our unique American society.
(5) To develop an understanding of people and land, their interrelationships, and the wise use of the environment.

(6) To highlight the importance of law and its role in every facet of our society.

(7) To incorporate the practical, applicable elements of economics.

(8) To appreciate the traditions and heritage portrayed in history.
Excerpts From The Introduction

The process of learning only begins with the identification of subject matter. Pupils cannot deal with content without taking part in some learning activity by which they come in contact with the content. The activities suggested are experiences designed to involve pupils in the learning process. The purpose of such involvement is to encourage young people to think about and use the subject matter, to maximize their individual learning, and to stimulate their interest so that further study will take place.

The interdisciplinary approach has been developed so that teachers and parents can become aware of the key concepts from each area of the social sciences that are to be developed in the Continuous Progress Program. These areas include anthropology, economics, geography, history, philosophy, political science, and sociology.

Correlation Between Social Science Concepts And Suggested Classroom Activities In The Continuous Progress Program In The Elementary School

(Excerpt: Intermediate Program - Second Year)

Focus: The United States and Neighbors in the Western Hemisphere

Anthropology (Concept)  Man carries his culture with him as he changes environment; he then adapts his culture to the new environment.

Economics (Concept)  Man's pattern of using economic goods depends upon choices people make.

Geography (Concept)  Man shapes and adapts his environment to meet his needs.

History (Concept)  The early history of a country affects the way people live.
<table>
<thead>
<tr>
<th>Philosophy (Concept)</th>
<th>Men who share in common the ideals of democracy work together for the common good.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science (Concept)</td>
<td>Man establishes government to promote the interests of society.</td>
</tr>
<tr>
<td>Sociology (Concept)</td>
<td>Men cooperate with each other when faced with common problems.</td>
</tr>
</tbody>
</table>

### Excerpts From Major Concepts

<table>
<thead>
<tr>
<th>Kindergarten At School And At Home</th>
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<tbody>
<tr>
<td>Acquaintances</td>
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<tr>
<td>My responsibilities</td>
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<tr>
<td>Friendship</td>
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</table>

<table>
<thead>
<tr>
<th>Primary One At School And In The Neighborhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school</td>
</tr>
<tr>
<td>Our families</td>
</tr>
<tr>
<td>Our neighborhood</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Two Our Community And Other Urban Areas Of The World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our community</td>
</tr>
<tr>
<td>Another United States' urban area</td>
</tr>
<tr>
<td>An urban area overseas</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Three Our City And Other Metropolitan Areas Of The World</th>
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<tbody>
<tr>
<td>Our great city</td>
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<td>Another American metropolitan area</td>
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<tr>
<td>A metropolitan area overseas</td>
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<tr>
<th>Fourth Grade Living In Regions Of The United States</th>
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<tr>
<td>Introduction to the United States</td>
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<td>Our great state</td>
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<td>Regions of contrasts</td>
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<tr>
<th>Fifth Grade The United States And Neighbors In The Western Hemisphere</th>
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<tr>
<td>The discovery of a new world</td>
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<tr>
<td>The building of a new nation</td>
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<tr>
<td>The westward expansion of the nation</td>
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<th>Sixth Grade Changing Regions Around The World</th>
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<td>Cultural patterns in Sub-Saharan Africa</td>
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<tr>
<td>Cultural patterns in Nationalist China and the People's Republic of China</td>
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<tr>
<td>Cultural patterns in the Union of Soviet Socialist Republics</td>
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</table>
Excerpts From Philosophy Of Intermediate Social Studies

The field of social studies draws materials from the social sciences and related disciplines, and all of them are important aspects of the study of people. The key word in social studies education is the word "people." People live in specific places (geography), live at a certain time (history), earn, consume, and exchange (economics), live as individuals and in groups (anthropology, social psychology and sociology), and organize into political units (political science).

The two basic goals which underline these disciplines are the enhancement of human dignity and the promotion of rational and logical processes. Human dignity in our culture means equal access for all Americans to social, legal and economic justice, democratic decision-making, religious freedom, self-respect, group identity, and public education. The promotion of rational and logical processes means acquiring a wide range of skills which helps students become effective, thoughtful, objective, and sensitive citizens of a democracy.

Everyone should have the opportunity -- and corresponding responsibility -- to know, to choose, to value, and to act.

Effective instruction in the social studies provides that:

- students should learn the basic ideas and concepts of social studies;
- students should be taught a variety of skills;
- students differ in their aptitudes and abilities;
- students should appreciate the factors which have contributed to our American heritage;
- students should learn to respect people as individuals;
- students should understand the relationship among facts, concepts and generalizations;
- students should understand the interrelationships between people and their environment and how people have learned to change, control, and direct their environment;
- students should be able to identify and analyze present issues and problems;
- students should be challenged to examine their attitudes and values and to develop a philosophy of life consistent with democratic living;
- students should be evaluated according to clearly defined goals and objectives.
Composite List Of Intermediate Social Studies Goals

Goal I; Students Will Develop A Respect For People As Individuals

Goal II: Students Will Learn The Relationship Between People And The Physical World

Goal III: Students Will Know How People Depend Upon One Another

Goal IV: Students Will Understand How People And Societies Change

Goal V: Students Will Develop Effective Social Studies Skills
Excerpts From Components

(1) Skills (Cognitive-Affective)

Develop activities and materials to introduce each skill in appropriate units. Then develop activities and materials to reinforce each skill in at least one later grade level block. Develop task cards or some other form of individualized instruction to be used to remediate deficiencies revealed by assessment instruments.

(2) Knowledge (Content)

Social studies content or knowledge might be viewed as information needed to survive. Students entering kindergarten in 1976 will graduate from high school in 1990. Since we cannot teach these students everything, we need to think about priorities. What areas of information do these people need to know in order to function effectively in a highly complex society? Four areas of knowledge are proposed as guiding strands of social studies education. The four strands are:

A. Interpersonal and intergroup relations: This strand would include the entire question of how people get along with each other as individuals and/or as members of a wide variety of groups.

B. Energy and environment: This strand would help students develop an insight into environmental and energy concerns and develop a set of personal and group actions which can be addressed to these concerns.

C. The Legal-Political: This strand would help students gain insight into their two-way relationship with government and the system of laws created by our legal system.

D. Economics: This strand will help the student gain an understanding of where money comes from (Career Education), how money can be most effectively spent (Consumer Education), and the two-way relationship between the person and his or her economic system.
(3) **Settings - Grade Level Blocks**

In describing the social studies curriculum, K-12 it is proposed that we organize it in terms of grade level blocks rather than individual grade levels. Each grade level block would also represent a content setting into which each of the strands could be placed. These are the content settings, below, used to organize social studies curriculum.

A. K-1 - The Family  
B. 2-3 - The Neighborhood and Peers  
C. 4-6 - The Community, the Region, and the State  
D. 7-8 - National and Global  
E. 9-11 - Historical Perspective  
F. 12 - Contemporary World and the Future

History and geography would be used in each of the content strands only as necessary to provide background insight into the topic under discussion. It is proposed that in Grades 9-11 all of the study which has gone into Grades K through 8 be integrated through a historical study of the United States and the world. Scholars in the field of social science education have often pointed out that history is the most integrative and most abstract and, therefore, the most difficult of all the social sciences. It is proposed, therefore, that it be retained until the high school grades.

---

**Introduction Of Social Studies Cognitive Skills**

The K-12 Social Studies Continuum will use a Piaget model in which certain skills will be introduced at specific grade level blocks and then reinforced in subsequent grades.

**Skills' Summary**

<table>
<thead>
<tr>
<th>Cognitive Skills</th>
<th>Affective Skills</th>
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<tbody>
<tr>
<td>-vocabulary</td>
<td>-identifies own likes and dislikes</td>
</tr>
<tr>
<td>-interpreting pictures</td>
<td>-accepts likes and dislikes of others as valid</td>
</tr>
<tr>
<td>-listening</td>
<td>-refrains from making negative statements about others' thoughts and feelings</td>
</tr>
<tr>
<td>-locating information</td>
<td>-accepts others' ideas and feelings</td>
</tr>
<tr>
<td>-interpreting charts/diagrams</td>
<td>-accepts positives about self</td>
</tr>
<tr>
<td>-identifying main ideas</td>
<td>-gives positive statements to others when appropriate</td>
</tr>
<tr>
<td>Cognitive Skills</td>
<td>Affective Skills</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>-identifying facts</td>
<td>-distinguishes between having feelings and acting on those feelings</td>
</tr>
<tr>
<td>-organizing information</td>
<td>-able to verbalize feelings, ideas, and attitudes</td>
</tr>
<tr>
<td>-using critical thinking skills</td>
<td>-accepts constructive criticism of own ideas</td>
</tr>
<tr>
<td></td>
<td>-willing to incorporate new information and change position on an issue if appropriate</td>
</tr>
</tbody>
</table>
Appendix C

The Curriculum Development Inventory Developed To Survey Curriculum Administrators
CURRICULUM DEVELOPMENT INVENTORY
(CDI)
Upper Elementary Social Studies Curriculum

School District: ____________________________________________
Respondent's Title: _________________________________________
Date: _____________________________

To Be Completed By Researcher:

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<tr>
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<th>Date(s)</th>
<th>First</th>
<th>Second</th>
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<tr>
<td>1</td>
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<td>6</td>
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<td>11</td>
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<td>15</td>
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Yes No
General Information

This inventory has been developed to help gain insight into the curriculum development process using the elementary Social Studies Curriculum as the vehicle. For the purposes of this Study, the following definitions are being used. They are being shared here so that you will understand the context in which the items have been framed.

1. Social Studies Curriculum - The sum total of experiences and activities which have been identified by a school district as basic and essential to promoting an understanding of man and his environment; and have been designed to provide skills and abilities in: critically examining, effectively using, and responsibly contributing to the institutions that have been developed to perpetuate the culture.

2. Elementary - Those grades which are usually classified by local and state educational systems as the upper elementary school: grades four, five, and six.

The Inventory is made up of twenty-five statements and for each of the statements, you are to check under NEVER, RARELY, SOMETIMES, USUALLY, OR ALWAYS. Please do not omit any of the items. Following each of the statements, space has been provided for "Additional Comments." This is entirely optional. However, you should feel free to add such comments as you may deem supportive, clarifying, etc.

My sincere thanks for your cooperation and participation. I will appreciate an early return of the Inventory.

Respectfully yours,
Leenette Morse Pennington
1. Our school district conducts a Systemwide Survey for the elementary Social Studies. Based on the opinions and suggestions from the Survey the Social Studies Curriculum is developed to meet the identified needs.  
Additional Comments (Optional)

2. Input of parents, students, and citizens is systematically sought and purposefully planned into the development of the Social Studies Curriculum.  
Additional Comments (Optional)

3. Significant social and political forces, especially those of the 1960's and 1970's, dictate directions to our school district as we develop the elementary Social Studies Curriculum.  
Additional Comments (Optional)

4. The development of our Social Studies Curriculum is guided by the global goals and objectives set forth by the National Council For The Social Studies.  
Additional Comments (Optional)

5. In developing our Social Studies Curriculum, we pay particular attention to educational and learning theories in order to provide clear and appropriate directions for teaching and learning.  
Additional Comments (Optional)
6. In developing our Social Studies Curriculum we study the implications of the "Future of Society", and include strategies which will enable our children to recognize and examine viable options and alternatives.

   | Never | Rarely | Sometimes | Usually | Always |
---|-------|--------|-----------|---------|--------|

Additional Comments (Optional)

7. Incorporated in our Social Studies Curriculum development are suggestions for "designing learning environments" to guide optimal learning possibilities, i.e., putting educational and learning theories into practice.

   | Never | Rarely | Sometimes | Usually | Always |
---|-------|--------|-----------|---------|--------|

Additional Comments (Optional)

8. We view the development of Social Studies Curriculum as being closely related to the development of curriculum in other content areas.

   | Never | Rarely | Sometimes | Usually | Always |
---|-------|--------|-----------|---------|--------|

Additional Comments (Optional)

9. Our Social Studies Curriculum development decisions are based on research which has been tested for its quality and adaptability for our school district.

   | Never | Rarely | Sometimes | Usually | Always |
---|-------|--------|-----------|---------|--------|

Additional Comments (Optional)

10. The Board of Education and the Superintendent require a periodic report on the status of the Social Studies Curriculum in our school district.

   | Never | Rarely | Sometimes | Usually | Always |
---|-------|--------|-----------|---------|--------|

Additional Comments (Optional)
11. Major decisions in the development of the Social Studies Curriculum are made by the curriculum administrators: deputy, or associate, or assistant superintendents.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
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</table>

Additional Comments (Optional)

12. We pay special attention to our school district's fiscal forecasting in developing our Social Studies Curriculum.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
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Additional Comments (Optional)

13. During the past ten years we have revised our Social Studies Curriculum:

- more frequently than once a year.
- about once every two years.
- about once every three years.
- about once every four years.
- about once every five years.

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<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
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Additional Comments (Optional)

14. Teachers in our school district are actively involved in the development of our Social Studies Curriculum.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
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Additional Comments (Optional)

15. In developing the goals and objectives of our Social Studies Curriculum we give strong consideration to theories of learning that are applicable to our children.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
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Additional Comments (Optional)
16. We draw upon principles from curriculum theory as we develop our Social Studies Curriculum. | Never | Rarely | Sometimes | Usually | Always |

Additional Comments (Optional)

17. A primary consideration in the development of our Social Studies Curriculum is to include those experiences which will enable our children to make effective and satisfying use of their cultural and social environments through an understanding of their relationships to those environments. | Never | Rarely | Sometimes | Usually | Always |

Additional Comments (Optional)

18. We structure our Social Studies Curriculum to include "basic learnings" we believe are essential to an effective program. Included in these "basic learnings" are traditions, values, dates, events, personalities, etc. | Never | Rarely | Sometimes | Usually | Always |

Additional Comments (Optional)

19. Our Social Studies Curriculum is based on commercial programs we have adapted to meet our needs. | Never | Rarely | Sometimes | Usually | Always |

Additional Comments (Optional)

20. In our school district those persons with major responsibilities for the development of the Social Studies Curriculum are "specialists" either by certification, training, and/or the endorsement of the Superintendent based on their demonstrated skills and abilities. | Never | Rarely | Sometimes | Usually | Always |

Additional Comments (Optional)
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<tbody>
<tr>
<td>21.</td>
<td>Our school district operates on a defined system of change which is articulated to its change agents, i.e., curriculum administrators, building level administrators, etc.</td>
<td>Sometimes</td>
<td>Usually</td>
</tr>
<tr>
<td>Additional Comments (Optional)</td>
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<td>22.</td>
<td>Our curriculum development activities in Social Studies are as visible as similar activities in Reading and Mathematics.</td>
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<td>Additional Comments (Optional)</td>
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<td>23.</td>
<td>In developing our Social Studies Curriculum we communicate and exchange ideas with other school districts about plans, procedures, and programs.</td>
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<td>Additional Comments (Optional)</td>
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<td>24.</td>
<td>In our school district, through our Curriculum Councils, all curricular needs are discussed and planned for, thereby providing greater articulation with the content areas.</td>
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<td>Additional Comments (Optional)</td>
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<td>25.</td>
<td>We exert a conscious effort to develop a Social Studies Curriculum which deals with the persistent characteristics of the society and we use the social arena to teach and develop the skills of critical thinking, decision making, and problem solving.</td>
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<td>Additional Comments (Optional)</td>
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Summary of Reactions (Optional). This space is provided for your reaction to the instrument, the study, or any additional comments.

Please indicate whether or not you would like a summary of the findings.

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Appendix D

Correspondence
October 17, 1978

Dear

Mrs. Leenette Pennington is an administrator on leave from my school district and is completing her work for the doctorate degree at Atlanta University in Atlanta, Georgia. In this regard she is seeking the assistance of your school district and I am asking your cooperation in her behalf.

Mrs. Pennington is making a critical study of theoretical constructs (learning, education, and curriculum) which undergird and ultimately influence curriculum development. She will be examining the related implications of that process for leadership behavior at the highest level of the school districts' administrative organizational structure. In my review of her dissertation proposal I see a significant contribution to curriculum development and leadership behavior in our large urban school districts. Your school district is one of the twenty-five Mrs. Pennington hopes will assist her in this study.

In my endorsement of this important professional effort, I am hoping that you will extend Mrs. Pennington your fullest cooperation and that of your designated curriculum administrators and staff.

My best regards for an enriched and rewarding school year and my thanks for your time and consideration.

Sincerely yours,

J. L. Jones
Superintendent of Schools

JLJ:jlg
Copy of Investigator's Letter to Superintendents

Atlanta University
Box 444
Atlanta, Georgia 30314

October 16, 1978

Dear,

I am a doctoral candidate in Educational Administration, Atlanta University, Atlanta, Georgia, where I am on leave from the Dade County (Miami), Florida Public School System. I am conducting a study which focuses on curriculum development with implications for leadership behavior. Your school district is among those I am hoping will agree to assist with this study. I would like to share with you how your school district is being asked to help and I would greatly appreciate having you follow-through on this request to your Social Studies curriculum staff if your time permits.

Under separate cover, I am forwarding four Curriculum Development Inventories to the Curriculum Administrator(s) at the central office level. A copy of the Inventory is herewith attached for your information. I am not asking you to take time out of your busy schedule to complete the Inventory as I am sure the responses from your total Social Studies curriculum staff will represent your school district well. However, your participation would certainly be welcomed and appreciated if it does not pose an imposition.

I am looking forward to the responses from your school district and I am very grateful for the time you have taken to read this letter.

Respectfully yours,

(Mrs.) Leenette Morse Pennington

Attachment
Dear

I am a doctoral candidate in Educational Administration, Atlanta University, Atlanta, Georgia, where I am on leave from the Dade County (Miami), Florida Public School System. I am conducting a study which I believe will have significant implications for curriculum development and leadership behavior.

My focus is the Upper Elementary Social Studies Curriculum, how and by whom it is developed. Your school district is among those I am hoping will agree to assist me with this study, I am sincerely depending on your valuable participation. While the nature of your participation is vital, it will require minimal time. It will, however, add tremendously to our continuing efforts to make the most equitable educational decisions for the learners we are committed to serving.

Following are the very simple steps which will define your "participation" and specify what I am requesting:

1. Please complete one of the four enclosed Inventories and have the remaining three completed by members of your curriculum staff who have major responsibilities for developing the Upper Elementary Social Studies Curriculum. Stamped, self-addressed envelopes are enclosed for your returns.

2. Please forward a copy or copies of your school district's Elementary Social Studies Curriculum Guide(s) or Bulletin(s).

3. Mail to: Atlanta University, P. O. Box 444 - Atlanta, Georgia 30314 no later than November 1, 1978.

Thank you kindly for your time and interest. I am certain your participation is making an important contribution.

Most sincerely,

(Mrs.) Leenette Morse Pennington
October 23, 1978

Mrs. Leenette Morse Pennington
Atlanta University
Box 444
Atlanta, Georgia, 30314

Dear Mrs. Pennington:

I have read the letter which you wrote to the late Dr. Philip Weil who was a member of my staff. Dr. Weil died in July and I have no mathematics specialist (that was his major subject) at present.

I am giving one copy of your questionnaire to Dr. Emeka Manuwuike who is our Curriculum Specialist in Social Studies. Because he is the only social studies person on my central office staff, I am returning the other forms to you unfilled.

Enclosed for your information is a copy of our publication list.

I hope that I have been of assistance, and I should be interested in receiving a copy of your findings.

Very truly yours,

E. Alma Flagg, Ed.D.
October 24, 1978

Dr. J. L. Jones
Superintendent of Schools
Dade County Public Schools
Lindsey Hopkins Building
1410 N.E. Second Avenue
Miami, Florida 33132

Dear Dr. Jones:

I appreciate your letter concerning the curriculum study which is being done by Mrs. Leenette Pennington, a doctoral student at Atlanta University. I have asked Mrs. Lucille Nabors, Assistant Superintendent for Program and Staff Development, to follow-up on Mrs. Pennington's request for information as I share your belief that the dissertation topic poses significant questions relating to curriculum development and leadership behavior.

Our curriculum development staff at the central level is a very small one, however I am sure that the appropriate persons will be involved in the completion of the designated instrument.

Sincerely,

Elbert D. Brooks

EDB:dp
October 24, 1978

Mrs. Leenette M. Fennington
Atlanta University
P.O. Box 444
Atlanta, Georgia 30314

Dear Mrs. Fennington:

Your letter of October 16, 1978 and attached materials to the Administrators for Elementary Curriculum have been forwarded to this office in accordance with school system procedures.

There is a moratorium on research in the public schools of Prince George's County by persons not employed by the school system. This moratorium may be waived for doctoral candidates at local universities conducting studies in one of five specific areas of interest to the school system. Because of the moratorium, we are not able to participate in your study.

Please accept my thanks for considering Prince George's County for inclusion in your sample. Because of the great expense of materials, I am returning the survey materials attached to your letter.

Sincerely,

Victor Rice, Ph.D.
Supervisor of Evaluation and Research

VR:cy

cc: Ms. M. Yvonne Moore
Dear Mrs. Pennington;

At the present time, we have only two people in the Social Studies Dept. I am responsible for the elementary program and Charles Anderson is responsible for the secondary. We are in the process of hiring a Curriculum Specialist and a person for Jr. High. There is no one else with responsibilities for developing the upper elementary social studies curriculum. I am enclosing the form I filled out and a copy of our elementary guide for social studies. I hope this will prove satisfactory. Good luck on your project!

Sincerely,

Virginia Wallace
Dear Dr. Jones:

The Pinellas County School System will be most pleased to cooperate with Mrs. Leenette Pennington in completing her survey forms as she seeks to gain her doctorate from the Atlanta University, Atlanta, Georgia.

We have assigned the responsibility for coordinating the proposed survey through the office of Miss Mary Zeph, Assistant Superintendent for Elementary Education. Miss Zeph will, in turn, work with the Social Studies Supervisor at the elementary level, Mrs. Jeanne Freeze, and the Secondary Social Studies Supervisor, Dr. John Still.

We feel a professional responsibility to assist other colleagues as they endeavor to upgrade themselves as well as the education process in the state of Florida. We wish her well.

Sincerely,

John A. Blank
Executive Assistant Superintendent for Curriculum and Instruction

cc: Dr. Gus Sakkis, Superintendent
Mrs. Leenette Pennington
November 1, 1978

Mrs. Leenette Morse Pennington  
Atlanta University  
Box 444  
Atlanta, Georgia 30314

Dear Mrs. Pennington:

Your letter of October 16, 1978, addressed to Dr. L. Linton Deck, Jr., has been forwarded to me for acknowledgment and approval. All research projects within Orange County are handled through the Research and Evaluation Department.

Please complete the enclosed Research Request form and return to me at your earliest convenience. It would be helpful if you would contact me at 305-423-9284 to further discuss your study. Our cooperation will be extended to you in accordance with the policies of the Orange County School Board.

Sincerely,

Wesley E. Blamick, Ed.D.
Director of Research & Evaluation

WEB:1ks  
Enclosure: (1)
November 1, 1978

Dear Mrs. Pennington:

Dr. Angeline P. Caruso, Associate Superintendent, Curriculum and Instruction Services, has asked that I respond to your request for assistance of Bureau of Social Studies staff in the Department of Curriculum in completing a Curriculum Development Inventory with respect to the Social Studies Curriculum.

We are pleased to render constructive assistance in this regard when able to do so. To this end I have indicated to Mr. Kenneth Singer, Director, Bureau of Social Studies, that he and his staff have the approval to complete this study if they wish to do so.

Sincerely,

Gerard J. Heing
Assistant Superintendent
Department of Curriculum

Mrs. Leenette M. Pennington
Atlanta University
Box 444
Atlanta, Georgia 30314

cc: Dr. Joseph P. Hannon
    Dr. Manford Byrd, Jr.
    Dr. Angeline P. Caruso
    Mr. Kenneth Singer
November 2, 1978

Mrs. Leenette Morse Pennington  
Atlanta University  
Box 444  
Atlanta, Georgia 30314

Dear Mrs. Pennington:

The Research Committee received your letter requesting participation in your study of curriculum development and has forwarded the inventories to Dr. Leo Gallegos, Director of Social Studies. Should you need further information you should contact Dr. Gallegos directly.

Sincerely,

[signature]

Ronnie Veselka, Executive Director  
Institutional Research

RV:gw

xc: Dr. J.L. Jones
November 14, 1978

Mrs. Leenette M. Pennington
Atlanta University
P. O. Box 444
Atlanta, GA 30314

Dear Mrs. Pennington:

Enclosed is my reaction to your questionnaire. Since I am in charge of social studies curriculum development in our district I have responded in some length and have not asked other administrators to do so. I am enclosing a copy of our social studies continuum which summarizes most of our curriculum development efforts over the past few years. I hope this information will be useful. I look forward to receiving the results of your survey.

Sincerely,

Roy Harris
Social Studies Specialist
November 22, 1978

Mrs. Leenette Morse Pennington
Atlanta University
Box 444
Atlanta, Georgia 30314

Dear Mrs. Pennington:

Your letter of request to conduct a research study in the Memphis City Schools, along with a letter of endorsement from Dr. J. L. Jones, Superintendent of Schools, Dade County Public Schools, was forwarded to my office.

Your proposal has been reviewed and recommended for approval by the Department of Curriculum and Instruction, and the Division of Research and Evaluation.

Upon receipt of the Curriculum Development Inventories, I will have them administered to the curriculum administrators and returned to you immediately.

If I can be of further assistance to you, please feel free to contact me at the above address or at (901) 454-5333.

We would appreciate receiving a copy of the completed study for our Research Library.

Sincerely,

Joyce B. Weddington, Ed.D.

cc: Mr. John P. Freeman
    Mr. W. D. Callian
    Dr. J. L. Jones
November 27, 1978

Mrs. Leenette Morse Pennington
Atlanta University
Box 444
Atlanta, Georgia 30314

Dear Leenette:

Allow me to apologize for not having responded to your letter of October 16, 1978 before now. I was glad to hear from you. Frankly, when I noted in your second paragraph that you had sent your request to the appropriate curriculum administrators, I placed your letter into one of my "will do" folders.

On the day after Thanksgiving, I discovered that I had not responded to you. Have you gotten the information you need from Baltimore City? If not, please call me and I will insist that the information be sent to you as soon as possible. As I examine your questions on Social Studies, I must truthfully say that I would not be able to accurately answer them anyway. In the late '60's, we had a major Social Studies Curriculum Revision. If I recall, there were public fights, splits on the Board, etc. Now, I am beginning to receive questions about Social Studies Curriculum Revision. I say this to indicate that I believe your study is timely and appropriate.

May I wish you good luck in your doctoral effort. Really, I have no doubt of your success. It was good to hear from you.

Sincerely yours,

John L. Crew, Sr.
Superintendent

P.S. I received a letter from Dr. Jones urging support for your dissertation. I was glad to tell him that we would make every effort to comply.
November 28, 1978

Mrs. Leenette Morse Pennington
Atlanta University
Box 444
Atlanta, Georgia 30314

Dear Mrs. Pennington:

In response to your recent request, I have asked our Coordinator of Social Studies, Dr. Samuel Banks, and three specialists in social studies on his staff to complete your survey instrument on curriculum development in that area. The responses should be reaching you within a short period of time.

I certainly hope and trust that the results of your research will make a significant contribution to social studies education. Thank you for affording the staff of the Baltimore City Public Schools an opportunity to participate in your project.

Very truly yours,

Rebecca E. Carroll
Deputy Superintendent
Bureau of Education

CC: Dr. Foster
Dr. Banks
December 11, 1978

Mrs. Leenette Morse Pennington
Atlanta University
P. O. Box 444
Atlanta, Georgia 30314

Dear Mrs. Pennington:

Enclosed please find copies of the Elementary Social Studies Curriculum Guides for Duval County (Jacksonville), Florida Public School System. I trust that these guides will be of assistance to you in your study.

If my office can be of further assistance to you, please do not hesitate to let us know.

Sincerely,

Ethel M. Bustamante
Ethel M. Bustamante, Supervisor
Social Studies

EMB/ldj

Enclosures (2)
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BIBLIOGRAPHY

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American History Supplement - Fifth Grade Level. Miami, Florida: Division Of Instructional Planning And Support, Dade County Public Schools, 1976.


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