

# Curriculum Trends: Social Studies

JOHN JAROLIMEK

## Scope, Sequence, and Social Studies

As in most areas of education today, there is renewed interest in scope and sequence for developing effective social studies programs. A few recently published—and soon to be published—professional materials address this subject:

*History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve* illustrates a recent successful effort to develop scope and sequence at the state level. It is available for \$2.25 from Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802.

Curriculum developers preparing social studies scope and sequence for secondary schools should review the new College Board requirements for the college-bound student, contained in *Academic Preparation for College: What Students Need to Know and Be Able to Do* (New York: The College Board, 1983), pp. 25–27.

Valuable background information for scope and sequence development is provided in ASCD's 1982 publication, *Social Studies in the 1980s* (stock number 611-82270, \$8.75). The book is based on information generated by Project SPAN, the multi-year project of the Social Science Education Consortium funded by the National Science Foundation.

The National Council for the Social Studies, in response to requests from curriculum leaders and teachers for direction in preparing social studies programs, will publish a report in late spring.

## Folksongs and Social Studies

Folksongs convey powerful social messages that can give youngsters a rich sense of the affective environment of historical periods. "Folksongs in the Classroom," a nonprofit educational enterprise developed by Laurence I. Seidman, Long Island University, and John Anthony Scott, Fieldston School and Rutgers University, promotes folksongs as valuable instructional material.

Seidman and Scott publish a newsletter about folksongs, which includes lyrics, music, historical background, commentary, and suggestions for classroom use. Themes of past issues include the British Isles, the colonial period, the cowboy and the American West, whaling, and the Civil War.

Folksongs can be used at any grade level, but are particularly suited to the middle grades. A workshop service is also available.

For more information, contact Laurence I. Seidman, 140 Hill Park Ave., Great Neck, NY 11021.

## Resources on Nuclear War

For teachers seeking material on conflict and nuclear war, a study unit has been developed for the junior high school level in a project involving the National Education Association, the Massachusetts Teachers Association, and the Union of Concerned Scientists. Entitled "Choices: A Unit on Conflict and Nuclear War," the packet consists of ten lessons and a 144-page guide including 40 student handouts for reproduction and distribution. The material does not promote a particular point of view, except to stress that choices

need to be made in the resolution of conflicts. The materials were piloted by 47 teachers in 34 states.

Copies are available for \$9.95 (stock number 1425-1-00) from the NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

## Social Studies and Brain Growth Research

Geraldine Hellman-Rosenthal is creating a social studies curriculum consistent with research on the cyclic nature of brain development. Her curriculum is based on Epstein's idea that the brain grows at an irregular rate: rapidly for about two years, then little or no evidence of growth for another two-year period, continuing into late adolescence. The time periods are imprecise and, of course, vary among individuals.

Hellman-Rosenthal and others linking presentation sequences to brain growth hypothesize that learning will be improved if (1) new ideas, concepts, and skills are presented during periods of rapid brain growth; and (2) plateau growth periods are used to consolidate and integrate knowledge and skills.

The most obvious deviation from conventional programs is at the seventh and eighth grades which, while plateau growth years, typically call for increased loads of new information and skills. Those interested in pursuing this topic may contact Geraldine Hellman-Rosenthal, Social Studies Supervisor, Tulsa Public Schools, Tulsa, OK 74145.

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# Supervision

ROBERT J. KRAJEWSKI

## Pre-Supervisors Prepped

Penn State and a nearby school district are working together to enhance the university's supervisor preparation program and augment clinical supervision in the district. Supervisors-in-preparation conduct several cycles of supervision with district teachers, gaining practical experience necessary for developing and refining their skills.

Teachers gain insight into their classroom behavior. The practicum has run once and is scheduled again for this year.

For more information, contact Lee F. Goldsberry, Professor of Education, Pennsylvania State University, University Park, PA 16802.

## Improved Evaluation: Improved Instruction

In the Perth-Andover School District in New Brunswick, carefully planned evaluation procedures have resulted in improved teaching.

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