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SPECIAL EDUCATION COURSES OF STUDY. COURSE OF STUDY, GRADES 9 THROUGH 11, FOR SPECIAL EDUCATION.

PHOENIX UNION HIGH SCHOOL SYSTEM, ARIZ.

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THIS GUIDE FOR GRADES 9 TO 11 WAS DEVELOPED FROM MANY SOURCES BUT WITH MAJOR CONTRIBUTIONS FROM TEACHERS WHO USE IT IN A SPECIAL EDUCATION PROGRAM TO PARTIALLY MEET DIPLOMA REQUIREMENTS. UNITS ARE IN ENGLISH, MATHEMATICS, SCIENCE, SOCIAL STUDIES, AMERICAN HISTORY AND GOVERNMENT, ECONOMICS, HOME ECONOMICS, FOOD SERVICE, AND SHOP. EACH COURSE PLAN LISTS OBJECTIVES, A STATEMENT OF PURPOSE, PRINCIPLES AND CONCEPTS, ACTIVITIES AND EXPERIENCES, AND INSTRUCTIONAL MATERIALS. COMMUNITY RESOURCES ARE ALSO INCLUDED. (DF)

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COURSE OF STUDY

GRADES 9 THROUGH 11

FOR

SPECIAL EDUCATION

Sept 1966

The materials presented in this curriculum guide have been developed from the ideas, suggestions, experiences, and philosophies of many people. Special Acknowledgement, however, is given to the teachers of Special Education in the Phoenix Union High School System for their contributions.

The contents within the guide are arranged in a sequence that follows the course description for partially meeting the requirements for a diploma in Special Education.

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SPECIAL EDUCATION

GRADE 9:

ENGLISH

NAME OF COURSE English 1 and 2 S

The objectives of the course are to develop:

1. The proper attitude for learning.
2. A skill in using good work habits.
3. The language arts skills for adequate oral and written communication.
4. The application of communication skills for personal use in school and the community.
5. An appreciation for better English usage.
6. An awareness of sources of information.

Statement of purpose: This course provides orientation to the high school as well as well as experiences for learning language arts and communication skills.

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Develop the following communication skills according to their developmental sequence and interrelationship:</p> <ul style="list-style-type: none"> <li>-Observing</li> <li>-Listening</li> <li>-Speaking</li> <li>-Reading</li> <li>-Writing</li> </ul> <p>I. <u>Orientation to Highschool:</u> Observing</p>	<p>The language arts skills; reading, writing and spelling should begin as early as possible and continue throughout the course. They are arranged in separate units to give special emphasis to the development of each skill. Develop the related vocabulary with each unit throughout the course.</p> <p>.Tour the high school plant. .Learn the locations and names of various buildings and facilities the students will be using.</p>	<p>Student materials -Pencils -Notebook and paper -Dictionary</p> <p>Student handbooks Instructional material regarding school regulations</p>

Principles and Concepts	Activities - Experiences	Instructional Materials
<p>Listening</p> <p>Speaking</p>	<ul style="list-style-type: none"><li>.Identify signs giving directions and room numbers.</li><li>.Identify place names.</li><li>.Continue orientation in the classroom.</li><li>.Discuss the importance of listening to and following directions and instructions.</li><li>.Discuss the importance of taking responsibilities for observing the daily schedule and being on time.</li><li>.Invite various personnel to explain their role and functions in the school, i.e., administrators, counselors, student body officers and leaders, school nurse, classified personnel.</li><li>.Discuss the importance of having an attitude of listening in the classroom, assemblies, an interview or with friends, i.e., posture, quietness, mannerisms, etc.</li><li>.Take part in group or class discussion of:<ul style="list-style-type: none"><li>-Use of facilities</li><li>-Rules and regulations involving safety and discipline</li></ul></li></ul>	<p>Copies of</p> <ul style="list-style-type: none"><li>-Return slips</li><li>-Passes</li><li>-Tardy slips</li><li>-Class schedules</li><li>-Call slips</li><li>-Health center admission form</li><li>-Off campus pass</li><li>-Counseling request form</li><li>-Maps of school plant</li><li>-Daily bulletin</li><li>-Others</li></ul>

Principles and Concepts

Activities-Experiences

Instructional Materials

Reading

- Participation in school activities
- School spirit
- Personal appearance
- Appropriate dress
- Work habits
- Regular attendance
- Dependability
- Truthfulness
- Self reliance - work independently

.Read and develop vocabulary necessary for understanding all printed material relating to the students listed on page 2.

.Read the Student Handbook together giving special attention to the major areas:

- Regulations
- Services
- Activities
- Course requirements
- Procedures
- Faculty and staff

Writing

.Provide experiences for improvement of spelling and penmanship. Stress legibility and accuracy.

.Learn to write the following:

- Own name
- Name of teachers, counselor, etc.
- Name and address of the school
- Months and days of the week
- Numbers and other arithmetic related words

.Fill out forms listed under instructional material on page 2.

.Write place names in a map of the school plant.

Principles and Concepts	Activities-Experiences	Instructional Materials
Library usage	<p>.List some rules of the school and classroom in the student's notebook.</p> <p>.Introduce the use of the library and library facilities. Schedule an orientation period with the librarian.</p> <p>.Throughout the year schedule regular library periods for teacher prepared and supervised assignments giving experience in using:</p> <ul style="list-style-type: none"> <li>-Library number system</li> <li>-Card catalogue</li> <li>-Various sections</li> <li>-Magazines</li> <li>-Pictures and pamphlet file</li> </ul>	Films
<p>II. <u>Improvement of Reading:</u></p> <p>Alphabet</p> <p>Develop an understanding of, and ability to write the letters of the alphabet</p>	<p>More time and effort should be expended in developing reading ability than any part of the course.</p> <p>.Provide adequate drill in each of the following areas to develop the student's word attack skills.</p> <p>.Identify letters by name and sound.</p> <p>.Read one syllable words identifying the sounds of letters.</p> <p>.Listen to the sounds of letters, separate or in words, and identify them in written form.</p> <p>.Learn to identify the kinds of letters, i.e., vowels, consonants, consonant blends.</p> <p>.Practice writing the letters to improve understanding and skill.</p> <p>.Listen to the sounds of letters, separate or in words, and interpret them in written form.</p>	<p>All reading materials available</p> <ul style="list-style-type: none"> <li>-<u>Words in Color</u></li> <li>-<u>Word drill cards</u></li> <li>-Sentence drill cards</li> <li>-S.R.A. appropriate materials</li> <li>-<u>Readers Digest Skill Builders</u></li> <li>-<u>High interest - low reading ability books</u></li> <li>-Others</li> </ul> <p>(Refer to bibliography in this book, library list, and adopted text book list.)</p>



Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Syllabication</p> <p>Using word attack skills</p> <p>III. <u>Special Reading Skills:</u></p> <p>Dictionary</p> <p>Develop speed and ease in using the dictionary.</p>	<p>.Provide experiences for recognizing the parts of words by the sounds.</p> <p>.Divide words into syllables.</p> <p>.Use various word attack skills for identifying words:</p> <ul style="list-style-type: none"><li>-Sounds heard in the words</li><li>-Form of words</li><li>-Association with other words</li><li>-Context in which the word appears</li></ul> <p>.Provide much practice in reading at the student's level of ability.</p> <p>.Continue the use of skills developed in units I and II. Renew practice of skills when necessary for reinforcement and further development.</p> <p>.Review the sequence of letters in the alphabet.</p> <p>.Divide the alphabet into four parts for speed in finding a letter in the dictionary.</p> <p>.Provide drill to increase skill in identifying and finding letters quickly.</p> <p>.Find words by the spelling.</p> <p>.Find words by the sounds within the words.</p> <p>.Provide experiences for learning to use the dictionary more efficiently and independently.</p> <p>.Relate the use of the dictionary to classroom experiences.</p>	<p>Dictionaryes</p> <ul style="list-style-type: none"><li>-Classroom sets</li><li>-Personal dictionaries</li><li>-Teacher prepared exercises</li></ul>

Principles and Concepts	Activities - Experiences	Instructional Materials
<p>Telephone Directory</p> <ul style="list-style-type: none"><li>-City directory</li><li>-Index</li><li>-Listings</li><li>-Classified section</li></ul> <p>Magazines</p> <p>Catalogue</p>	<p>Learn to find the sections of the telephone directory.</p> <p>Find telephone numbers. Make a list of names and numbers for the following:</p> <ul style="list-style-type: none"><li>-Family</li><li>-Friends</li><li>-Doctor</li><li>-Fire department</li><li>-Police station</li><li>-Others</li></ul> <p>Develop an awareness of the kinds and use of information that is available in various magazines.</p> <p>Bring samples of magazines to class.</p> <p>Discuss the inappropriate information published in some magazines. Point out the waste of money in buying "trashy" magazines.</p> <p>Illustrate the pleasure and enjoyment of reading cartoon magazines.</p> <p>Prepare a bulletin board illustrating the many categories and uses of magazines, e.g., fashions, homemaking, crafts, hobbies, sports, outdoor, mechanics, teen-age, news, occupations.</p> <p>Provide opportunity for purposeful browsing through magazines in the library.</p> <p>Discuss the purpose of catalogue purchasing.</p> <p>Discuss purposeful use of catalogues.</p> <p>Provide written assignments for using catalogues.</p>	<p>Telephone directories</p> <p>one for each student</p> <p>Teacher prepared exercises</p> <p>Catalogues</p>

Principles and Concepts	Activities - Experiences	Instructional Materials
<p>Newspaper</p> <p>Develop an understanding of the sections of the newspaper and their use.</p> <p>Signs</p> <p>Develop an awareness of and the importance of using signs</p> <p>IV. <u>Writing:</u></p> <p>Develop the skill of writing for personal and social use.</p> <ul style="list-style-type: none"> <li>-Proper information</li> <li>-Legibility</li> <li>-Accuracy</li> </ul>	<p>.Fill out order forms.</p> <p>.Find the sections of the newspaper.</p> <p>.Find and use information from each section, i.e., local, state, national, international, vital statistics, classified advertising, business advertising, editorial index, weather report, T-V and radio, comics, movies.</p> <p>.Provide experiences for reading sign.</p> <p>.Prepare a list of words found on signs.</p> <p>.Prepare a list of words found on signs:</p> <ul style="list-style-type: none"> <li>-Directory in department and grocery stores</li> <li>-Highway and street</li> <li>-Direction and instruction</li> <li>-Public building and public vehicle</li> <li>-Industrial safety</li> </ul> <p>.Prepare bulletin board illustrating kinds and purpose of signs.</p> <p>.Other class centered projects based on research and compiled information.</p> <p>.Continue experiences for improvement of spelling and penmanship.</p> <p>.Provide experiences for writing.</p> <ul style="list-style-type: none"> <li>-Friendly letters</li> <li>-Addresses on envelopes</li> <li>-Addresses on packages</li> <li>-Answers to advertisements</li> <li>-Notes requesting information</li> <li>-Thank-you notes</li> </ul>	<p>Newspapers - one copy for each student</p> <p>Teacher prepared exercises and material</p> <p><u>Newspaper Reading</u> workbook</p> <p>Signs</p> <p>Pictures of signs</p> <p>Prepared lists of words used on different types of signs</p> <p>Alphabet chart - cursive</p> <p><u>Write Your Own Letters</u></p>

Principles and Concepts

- V. Speaking:
- Develop oral communication skills
- Good speaking voice
- Poise
- Selection of appropriate words
- Giving adequate information
- Self confidence
- Importance of preparing

Activities-Experiences

- Shopping lists
- Money orders
- Telephone messages
- States and abbreviations
- . Prepare carefully planned group and class discussions as well as addresses. Suggested topics:
  - Current events
  - Grooming
  - Health
  - Safety
  - Personal experiences
  - Personal attributes
  - Leisure time activities
- . Socio Drama - telephone courtesy when calling:
  - A friend
  - The school
  - For an appointment
  - To report an accident
  - Others
- . Socio Drama - dramatize personal involvement in a situation such as:
  - Talking with school officials
  - Talking with employer or prospective employer
  - Friends or adult acquaintances
  - Making introductions
  - Giving information or instructions
  - Giving directions to a certain place
- . Oral reports:
  - Current events
  - Hobbies
  - Research on an item of interest
  - Magazine or newspaper article

Instructional Materials

- Telephone courtesy brochure
- Films
- Teletrainer

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>VI. <u>Wise Use of Leisure Time:</u></p>	<p>.List on the board the student's present leisure time activities.</p> <p>.Discuss the problems and dangers students face when they do not plan constructive leisure time activities. Illustrate this point with articles from the newspaper.</p> <p>.Do research and collect information showing useful activities and hobbies.</p> <p>.Discuss proper places to spend leisure time.</p> <p>.List new activities for each student.</p> <p>.Prepare a display of hobbies.</p>	<p>Newspapers</p> <p>Hobby magazines</p> <p>Representative from Community Center</p> <p>Talent clubs</p> <p>Book on hobbies and crafts</p> <p>Campus clubs</p>

SPECIAL EDUCATION

GRADE 10:

ENGLISH

NAME OF COURSE English 3 and 4 S

The objectives of the course are to develop:

1. The proper attitude for learning.
2. An appreciation for better English.
3. The language arts skills for adequate communication.
4. The application of these skills for personal and vocational use.
5. An understanding of desirable personality and character traits.
6. An appreciation for the need of education.
7. An attitude of self confidence.

Statement of purpose: This course provides experiences for improvement of English usage and communication skills for vocational and personal purpose.

Principles and Concepts	Activities-Experiences	Instructional-Materials
<p>I. <u>Orientation:</u></p>	<p>Attention should be given to development of communication skills throughout the course. Develop related vocabulary with each unit.</p> <p>.Review orientation procedure of the previous year using current information. Give special attention to the following points.</p> <ul style="list-style-type: none"> <li>-Rules for safety and conduct</li> <li>-Care of school and classroom facilities</li> <li>-Courtesy</li> <li>-Personal appearance</li> <li>-Care of locker and personal property</li> <li>-Participation in school activities</li> <li>-Use of forms</li> </ul> <p>.Point out the importance of:</p> <ul style="list-style-type: none"> <li>-Listening to directions given by the teacher and others</li> <li>-Being more observant and using better judgment</li> </ul>	<p>Student materials</p> <ul style="list-style-type: none"> <li>-Pencils</li> <li>-Notebook and paper</li> <li>-Dictionary</li> <li>-Student Handbook</li> </ul> <p>Instructional material regarding school regulations</p> <p>Daily Bulletin</p> <p>World Book and other encyclopedias</p> <p>Forms</p> <ul style="list-style-type: none"> <li>-Passes</li> <li>-Counseling card</li> <li>-Call slips</li> </ul>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>II. <u>Review of Communication Skills:</u></p> <p>Writing:</p> <ul style="list-style-type: none"> <li>-Various needs</li> <li>-Skills</li> </ul> <p>Improvement of reading and library usage</p> <p>Speaking</p>	<ul style="list-style-type: none"> <li>-Following regulations and rules</li> <li>-Doing class assignments completely and accurately</li> </ul> <p>The sections of this unit should be interrelated.</p> <ul style="list-style-type: none"> <li>.Write notes for reminder, message, list, etc.</li> <li>.Write notes giving directions for going from the school to the park, student's home, the store or a public building.</li> <li>.Write letters, e.g., friendly, request for supplies, claim. Stress the importance of letter form, penmanship and neatness.</li> <li>.Introduce the students to reading for enjoyment, reading together short stories and poems in library and school library.</li> <li>.Read selected poems together. Discuss the vocabulary, form and content of each poem.</li> <li>.Discuss kinds of books for enjoyment reading.</li> <li>.Provide experiences for improving the use of library facilities.               <ul style="list-style-type: none"> <li>-Library number system</li> <li>-Card catalogue</li> <li>-Reference section</li> <li>-Magazines</li> <li>-Picture and pamphlet file</li> <li>-Fiction and reading sections</li> </ul> </li> <li>.Read aloud to a group or the class selections from a story of interest.</li> <li>.Tell about an interesting story to a group or the class.</li> </ul>	<ul style="list-style-type: none"> <li>-Off campus passes</li> <li>-Return slips</li> <li>-Others</li> </ul> <ul style="list-style-type: none"> <li>Library books</li> <li>Classroom sets of literature or reading books</li> </ul>



Principles and Concepts	Activities-Experiences	Instructional Materials
<p>III. <u>Improvement of English Usage:</u> Vocabulary</p>	<p>.Encourage continued reading for enjoyment throughout the year.</p> <p>.Discuss appropriate vocabulary for different purposes, e.g., friends, employer, i.e., words that express respect, courtesy, shop talk, etc.</p> <p>.Provide oral and written assignments using this information.</p> <p>.Provide opportunities throughout the year for dictionary use.</p> <p>.Provide drill for increasing ease in finding words.</p> <ul style="list-style-type: none"> <li>-Increasing speed in finding words</li> <li>-Finding words by phonetic sound</li> <li>-Finding words by spelling</li> <li>-Selecting desired definition</li> <li>-Finding the correct spelling of words</li> </ul> <p>.Provide enough experiences to insure ease in using the dictionary.</p> <p>.Encourage continued use of the dictionary throughout the year.</p> <p>.Spelling should be introduced at the beginning of the use and continued throughout.</p> <p>.Provide opportunities for learning simple rules of spelling. Refer to rules given in grammar and spelling books.</p>	<p>Dictionaries -Classroom sets -Personal dictionaries</p>
<p>Dictionary</p>		
<p>Spelling</p>		<p>Teacher prepared exercises Class selected lists of words Lists of words from current assignments Dictionaries</p>

Principles and Concepts

Activities-Experiences

Instructional Materials

- .Study words grouped by spelling or sound.
- .Study words that cause confusion, e.g., to, too, two.

.Practice practice excercises for improvement of skill.

Grammar  
-Pattern of sentences

.Provide experience for learning the patterns of different kinds of simple sentences, e.g., statement, question.

-Six parts of speech

.Provide experiences for learning the six parts of speech by their position and function in a sentence. Any rules for their use should be considered only after the students are well acquainted with their use.

1. Verb

.Provide experiences for learning the position and function of verbs in sentences and inflected forms.

2. Noun

.Provide experiences for increasing understanding of verbs for more accurate and adequate expression.

.Provide experiences for learning the position, function in the sentence and the inflected forms.

.Avoid use of "thing", "guy", etc., by learning the appropriate word needed.

3. Pronoun- noun substitute

.Provide experiences for learning the oral and written use of noun substitutes by position, function and inflected form. Emphasize importance of agreement with antecedent.

Teacher prepared charts  
Teacher prepared exercises

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>4. Adjective</p>	<p>.Provide experiences for learning the oral and written use of adjectives by position, function and inflected form.</p>	
<p>5. Adverb</p>	<p>.Provide experiences for increasing the use of adjectives for more exact and interesting expression.</p>	
<p>.Provide experiences for learning the oral and written use of adverbs. Learn to recognize adverbs by position and "ly" ending.</p>	<p>.Provide experiences for increasing the use of adverbs for more interesting and accurate expression.</p>	
<p>6. Function Words</p>	<p>.Provide experiences for learning the function words by position and function in the sentence.</p>	
<p>Sentences and non-sentences</p>	<p>.Point out the difference between sentences and non-sentences.</p>	
<p>.Write a paragraph about a job the student would like to have.</p>	<p>.Read sections of the manual together. Explain laws and regulations. Study diagrams and classifications of signs.</p>	<p>Arizona Highway Department <u>Drivers Manual</u></p>
<p>IV. <u>Arizona State Highway Driver's Manual:</u></p>	<p>.Make a list and learn the vocabulary used in the manual.</p>	<p>Teacher prepared exercises</p>
<p>Develop vocabulary and understanding of concepts need for reading and appreciating laws</p>	<p>.Learn the shapes and wording of highway sign.</p>	<p>Dittced pages of signs to be filled in</p>
<p>V. <u>Communication Skills for Self Improvement:</u></p>	<p>.Discuss the importance of getting along with people.</p>	

Principles and Concepts	Activities-Experiences	Instructional Materials
Manners	<p>.Discuss traits of popular and successful people the students have known or observed.</p> <ul style="list-style-type: none"><li>-Thoughtfulness</li><li>-Kindness</li><li>-Willingness to share</li><li>-Honesty and fairness</li><li>-Respect for others</li><li>-Others</li></ul> <p>.Discuss manners for different occasions, i.e., speaking, listening, appropriate dress, and promptness.</p> <ul style="list-style-type: none"><li>-On dates</li><li>-In school</li><li>-In sports</li><li>-On the street</li><li>-At the table</li><li>-At parties or school activities</li><li>-With parents and family</li></ul> <p>.Discuss and list points of acceptable behavior for one or more of the above occasions.</p> <p>.Dramatize an introduction of a friend, a guest, or an adult.</p> <p>.Illustrate situations that reveal good vs poor manners.</p>	
Conversation	<p>.Discuss the importance of good conversation skills.</p> <ul style="list-style-type: none"><li>-Point out the dangers of gossip as a topic of conversation.</li><li>-Discuss and list topics for conversation as to their value and the situation in which each might occur.</li><li>-Illustrate beginning and ending a conversation.</li><li>-List sources of information for conversation, e.g., magazines, current events, sports, etc.</li></ul>	

Principles and Concepts

Listening  
-Purposeful  
-Selective

Improvement of  
Speaking

Activities-Experiences

- .Discuss purposeful listening to conversation and directions.
- .Discuss purposeful listening to radio and television.
- .Discuss and list in notebook the classifications of programs.
  - Informational programs
  - News programs
  - Musical programs
  - Humorous programs
  - Variety shows
  - Dramatic programs
- .Evaluate programs with which students are acquainted in terms of their quality.
- .Clip from a newspaper the T-V and radio schedule.
- .Select programs for each of the above classifications.
- .Prepare a schedule of desirable programs.
- .Prepare a bulletin board showing the selected classifications of programs.
- .Prepare a scrapbook illustrating the classifications of programs.
- .Discuss the role of the speaker and the listener in an oral report.
- .Provide an opportunity for oral reports on topics of interest to the students or related to classroom activities, e.g., T-V program, working conditions of a job, current events, school activities, vacation experience.

Instructional Materials

Principles and Concepts	Activities - Experiences	Instructional Materials
<p>Telephone usage</p> <ul style="list-style-type: none"> <li>-Skill. in using a telephone</li> <li>-Telephone manners</li> </ul> <p>Reading</p> <p>VI. <u>English in Occupation:</u> Finding a job</p>	<ul style="list-style-type: none"> <li>.Stress good speaking skills.</li> <li>.Continue the use of oral reports related to classroom activities throughout the year.</li> <li>.Provide experiences for making calls on the telephone.</li> <li>.Emphasize the points of telephone usage.             <ul style="list-style-type: none"> <li>-Be considerate of others</li> <li>-Answer promptly</li> <li>-Identify yourself</li> <li>-Speak distinctly and softly</li> <li>-Take calls for others</li> <li>-Take messages correctly</li> <li>-Listen attentively</li> <li>-Replace the receiver gently</li> </ul> </li> <li>.Demonstrate telephone usage.</li> <li>.Provide for socio-drama in which students make calls for different purposes.             <ul style="list-style-type: none"> <li>-Call home to tell parents where you are</li> <li>-Call the school for information</li> <li>-Call a friend for a date</li> <li>-Call the florist to order flowers</li> <li>-Call the police to announce an accident</li> <li>-Call the doctor</li> </ul> </li> <li>.Read library books that have to do with self-improvement, e.g., success stories, biographies.</li> <li>.Prepare a bulletin board illustrating personality characteristics, and character traits.</li> <li>.Introduce sources of information about jobs.             <ul style="list-style-type: none"> <li>-Friends</li> <li>-Parents</li> </ul> </li> </ul>	<p>Telephone Directories</p> <p>Teletrainer</p> <p>Telephone company publications</p> <p>Films</p> <p>Library books</p> <ul style="list-style-type: none"> <li>-Biographies</li> <li>-Short stories</li> <li>-Fiction</li> </ul>

Principles and Concepts

Activities-Experiences

Instructional Materials

- Adult acquaintance
- Employers
- Newspaper
- Employment office
- "Help Wanted" signs
- School placement service
- Armed Forces

.Examine the "Help Wanted" and "Situation Wanted" sections in the Classified Advertising Section of the newspaper.

.Answer questions on worksheet giving information from the above sections.

.Each student clip several ads of interest to him for a notebook. Write important information from two or three of these ads.

.Dramatize telephone call in answer to an ad.

.Point out in oral reports and class discussion significant information about several of the jobs, e.g., appropriateness to students, requirements, locations, probable working conditions, etc.

.Write letters of application in answer to ads.

.Write information in preparation for a phone call where only the telephone number is given.

.Discuss the purpose and procedure of interviewing, i.e., make appointment, etc.

.Prepare a list of rules for the interview.

- Be neat
- Have facts on fingertips

Applying for a job  
-Letter of application

-Interview

Newspapers

Prepared exercises

Textbook

Bulletin board or chalk examples

Films

Resource persons

- An employer
- Employed student
- Work coordinator

Principles and Concepts	Activities - Experiences	Instructional Materials
<p>-Application form</p> <p>-Personal Data Sheet</p>	<ul style="list-style-type: none"><li>-Be natural and sincere</li><li>-Observe good manners</li><li>-Don't worry about nervousness</li><li>-Don't exaggerate</li></ul> <p>.Dramatize interviews. Discuss reactions during the interview as well as ways of improving techniques. Repeat until confidence is insured.</p> <p>.Stress these important points:</p> <ul style="list-style-type: none"><li>-The interviewer leads the conversation</li><li>-The interviewed person answers questions clearly and to the point.</li><li>-Interviewer ends the interview.</li></ul> <p>.Examine a variety of job application forms, pointing out similarities and differences.</p> <p>.Develop vocabulary for:</p> <ul style="list-style-type: none"><li>-Reading the forms</li><li>-Writing information in the forms</li></ul> <p>.Learn abbreviations commonly used on forms, e.g., Tel., Soc. Sec., Add., Sign.</p> <p>.Learn the spelling of all words needed for filling out the forms, i.e., family names, states, cities, employer, references, etc.</p> <p>.Fill out several work application forms.</p> <p>.Prepare a Personal Data Sheet with all information. Stress the importance of keeping it up to date through the years.</p> <p>.Demonstrate the use of a Personal Data Sheet.</p>	<p>Application forms of various kinds</p> <p>Dittoed application forms of various kinds</p> <p>Personal Data Sheet forms</p>



Principles and Concepts

-Other forms

VII. Personal Traits  
Needed for Employment:

Character traits

Activities-Experiences

.Stress the importance of taking all necessary material when going to an interview, i.e., Social Security card, Personal Data Sheet, etc.  
.Explain the purpose and use of Social Security form, payment and benefit.

.Fill out Social Security application forms. Send them to the Phoenix Office. See that each person has a Social Security card before the end of the term.

.Fill out the following forms for practice:

- W-2 forms
- Work permit forms
- Invoice of equipment forms
- Hospital admission forms
- Credit application forms
- Insurance forms
- Health and X-Ray card application forms

.Motivate students to develop a pleasing personality and good character traits.

.Stress the importance of forming habits that will be to their advantage. Explain how habits are formed and changed.

.List and discuss each of these character traits.

- Ability
- Dependability
- Initiative
- Reliability
- Good Attendance
- Efficiency
- Loyalty
- Cheerfulness
- Helpfulness

Instructional Materials

Social Security card application forms

Speaker from the Social Security Office

Filmstrips

Films

Textbook

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Personality traits</p> <p>VIII. <u>Preparation for Employment:</u></p>	<ul style="list-style-type: none"> <li>-Unselfishness</li> <li>-Perverserence</li> </ul> <p>.Explain the fact that more people fail on the job because of undesirable personal traits rather than inability to do the work.</p> <p>.Discuss the meaning of personality.</p> <p>.List and discuss these reasons for people to lose their jobs.</p> <ul style="list-style-type: none"> <li>-Carelessness</li> <li>-Unwillingness to follow rules or directions</li> <li>-Laziness</li> <li>-Absence or tardiness without cause</li> <li>-Troublemaking</li> <li>-Too much attention to outside interests</li> <li>-Too little or too much ambition</li> <li>-Disloyalty</li> <li>-Irresponsibility</li> <li>-Misrepresentation</li> </ul> <p>.List and discuss the following examples of desirable personality traits.</p> <ul style="list-style-type: none"> <li>-Industry</li> <li>-Initiative</li> <li>-Self control</li> <li>-Honesty</li> <li>-Dependability</li> <li>-Tolerance</li> </ul> <p>.Discuss some actual cases where workers may have lost their jobs. Point out reasons for loss of jobs.</p>	<p>Textbooks</p> <p>Library books</p> <p>Manuals</p> <p>Films</p> <p>Film strips</p> <p>Films</p> <p>Filmstrips</p>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Information about jobs</p>	<p>.Write on the board and discuss information employee will need to know about a job.                      -Usual duties                      -Characteristics of the job                      -Qualifications                      -Employment prospects                      -Advancement opportunities                      -Where a job is found</p>	<p>Resource persons                      -Representatives of different occupations                      -Work coordinator</p>
<p>Apprenticeship</p>	<p>.Select jobs for study in all classifications to acquaint the pupils with qualifications and requirements necessary for all kinds and levels.                      .(Refer to workshop reports for classification and descriptions of local jobs.)                      .(Refer to other lists of job.)</p>	<p>Rochester Vocational series                      Lists of jobs and job requirements</p>
<p>High school education</p>	<p>.Discuss information about Apprenticeship training for skilled crafts and trades.                      -Apprenticable occupations                      -Reasons for apprenticeship                      -Qualifications for apprenticeship</p>	
<p>Labor unions</p>	<p>.Discuss the need for a high school education. Point out the advantages a high school graduate has in employment.                      .Discuss the need for a high school education. Point out the advantages a high school graduate has in employment.                      .Discuss the history of labor unions and leaders.                      -Laborers' needs and demands</p>	

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Laws affecting workers</p>	<ul style="list-style-type: none"><li>-Interpret the labor movement</li><li>-Samuel Gompers</li><li>-Others</li><li>.Discuss how solutions are reached between labor and management.</li><li>-Federal and state government's role</li><li>-Labor-management board.</li><li>.Discuss the relationship the students may have with labor unions in the future.</li><li>.Discuss news items or current events concerning labor unions.</li><li>.Discuss laws affecting young workers to show how these laws provide protection and benefit, and to engender in the student a respect for the law.</li><li>-Laws are passed to help everybody</li><li>-Laws are passed by men and women who represent the people</li><li>-A democracy depends on good citizens who understand and obey the law</li></ul>	

Principles and Concepts

Activities-Experiences

Instructional Materials



SPECIAL EDUCATION

GRADE 11:

ENGLISH

NAME OF COURSE English 5 and 6 S

The objectives of the course are to develop:

1. An appreciation for better English usage.
2. The language arts skills for adequate communication.
3. An understanding of attainable employment objectives.
4. An understanding of the qualifications and requirements necessary for different kinds of jobs.
5. An understanding of the personal qualities necessary for employment.
6. An attitude of personal worth.

Statement of purpose: This course provides pre-vocational and vocational experiences in English usage.

Principles and Concepts	Activities-Experiences	Instructional-Materials
<p>Orientation- overview:</p>	<p>Develop related vocabulary with each lesson.</p> <p>Provide for daily review or summary of the assignment.</p> <p>Provide for complete review at the end of each unit.</p> <p>At intervals, provide for individual conferences with students to discuss work related problems. This should be done by the teacher unless there is some arrangement made for the department counselor to hold these conferences. These may be problems pointed out in the school Employment Coordinator's report or by the student.</p> <p>Arrange for the school Employment Coordinator to discuss his work and the Work Experience Program some time during the first week of school.</p>	<p>The following instructional materials are used throughout the course.</p> <p>Student materials</p> <ul style="list-style-type: none"> <li>-Pencil</li> <li>-Notebook</li> <li>-Textbook</li> <li>-Dictionary</li> </ul> <p>Student Handbook</p> <p>Bulletin boards</p> <p>Daily bulletin</p> <p>Instructional material regarding school regulations</p> <p>Posted bulletins, i.e., room, campus</p>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>I. <u>Orientation:</u> Orientation to school with respect to current information</p>	<p>.Review information of the previous year. Give special attention to: -Rules for safety -Conduct -Schedule -Forms and other printed material used by students -School supplies and lockers -Care of school and classroom property -Courtesy -Others</p> <p>.Note the importance of: -Listening to directions given by the teacher and others -Following directions and obeying rules -Doing class assignments completely and accurately</p> <p>.Discuss the need for understanding English as related to: -Writing letters -Applying for a job -Giving directions -Ordering supplies and materials -Reading and following directions in manuals for employees -Reading for information and enjoyment -Self assurance and self confidence</p>	<p>Forms, e.g., employment cards, etc.</p> <p>Work book - encyclopedia</p> <p>Films</p> <p>Filmstrips</p> <p>Newspaper</p> <p>Rochester Vocational Series or other vocational books</p> <p>Membership in <u>TAB</u> book club or other teen-age book club</p> <p>Dictionaries</p> <p>Teacher prepared materials</p>
<p>Orientation to course</p>	<p>.Discuss and illustrate the procedure of obtaining an interview.</p>	
<p>II. <u>Applying for a Job:</u> Interview</p>		

Principles and Concepts	Activities-Experiences	Instructional Materials
<p data-bbox="1604 2013 1645 2384">Application forms</p>	<p data-bbox="275 1085 357 1927">.Discuss and illustrate the procedure of obtaining an interview.</p> <p data-bbox="398 1042 480 1927">.Discuss the work of the school Employment Coordinator.</p> <p data-bbox="511 1013 633 1927">.Ask employed students in the class to tell about experiences they may have had when interviewed.</p> <p data-bbox="674 942 756 1927">.Explain who would conduct the interview, e.g., personnel officer, employer, manager, foreman.</p> <p data-bbox="797 985 960 1927">.Point out that the interviewer will ask many questions the student should be prepared to answer about; himself, school background, previous employment, etc.</p> <p data-bbox="1001 1042 1083 1927">.List on the board and discuss each of the following points:</p> <ul data-bbox="1083 1385 1236 1927" style="list-style-type: none"><li>-How to prepare for a job</li><li>-How to dress</li><li>-How to act</li><li>-What to say</li></ul> <p data-bbox="1277 956 1400 1927">.Provide opportunity for socio-drama illustrating an interview, after the students are aware of effective procedure of interviewing.</p> <p data-bbox="1441 928 1563 1927">.Invite the school Employment Coordinator to discuss job applications, interviewing, and to answer students' questions.</p> <p data-bbox="1604 928 1798 1927">.Add or change information on the students' Personal Data Sheets to bring them up to date. Stress the importance of keeping them for future use. Stress the importance of taking this information with them on a job interview.</p>	<p data-bbox="1594 285 1665 771">Forms for Personal Data Sheets</p>



### Principles and Concepts

Letters of application

Other ways of finding a job

### Activities - Experiences

.Review application procedure.

.Fill out application forms.

.Write letters of application using letter size white paper. Supervise the writing to assure accuracy and neatness. A form letter may be worked out together on the board first.

-Give education background and courses of special interest or courses that might be helpful in the kind of work you are seeking.  
-List work experiences related to the job you are seeking.

.After these letters are checked and corrected, they should be kept for future reference.

.Explain that there are many ways to find a job. Some common sources of job leads are:

- Relatives and friends
- School placement service
- Newspaper want ads
- U. S. Employment Service
- Youth Employment Agencies
- U. S. Civil Service
- U. S. Armed Forces
- Labor Unions
- Private employment agencies
- Companies and Firms

.List these on the board and copy them in notebooks for future use.

.Discuss situations in which a person might use each of the above sources. Point out possible requirements, advantages or disadvantages of each.

### Instructional Materials

Dittoed application forms from various companies

Principles and Concepts

III. Holding a Job:

Personal traits needed for getting and holding a job.

Activities-Experiences

.Review personal traits listed in English 2 and 3.

.Discuss the following character traits and point out importance of individuals understanding themselves and developing better attitudes toward themselves and others.

- Self Control
- Dependability
- Punctuality
- Perseverance
- Willingness to accept criticism
- Desire to continually improve
- Appearance and neatness
- Ability to get along with people
- Courtesy

.Ask questions and discuss hypothetical situations illustrating each of these points.

.Point out that there are many great Americans who have made a contribution to the world because of their character traits.

.Read biographies of great Americans. Point out what they did as young people that helped develop their characters and personalities.

.Read articles in newspapers and magazines that point out character and personality traits of some great persons living today.

.Prepare a bulletin board showing pictures and articles of successful or great persons.

.Discuss the importance of getting along with other persons on the job.

Getting along with others on the job

Instructional Materials

OCCUPATIONAL PLANNING

Pub. Public Schools of the District of Columbia

Biographies

Newspapers

Magazines

READERS DIGEST

Pictures

Principles and Concepts

Activities - Experiences

Instructional Materials

- .Point out difficulties that may arise in relationships with other persons.
- .At the teacher's discretion, ask students to discuss experiences they may have had in getting along with employers and other employees.
- .Point out responsibilities the student has in the relationship with other persons on the job.
- .Relationship with employer:
  - List on the board and discuss each of these.
    - Thrifty on the job, i.e., care of tools, materials.
    - Reliability, i.e., punctuality, attendance, efficiency, honesty, accepting criticism from others, etc.
- .Relationship with other employees:
  - Illustrate with role-play the relationship with other employees, i.e., working cooperatively, settling differences, recognizing individual differences.
- .Review progress reports from school Employment Coordinator with individuals in personal conference. Point out qualities reported and suggest improvements that can be made.
- .Help the students understand that they should develop qualifications needed for more than one kind of job. Point out that new processes, new materials, and new patterns of living are continually causing changes in the kinds of jobs that are available to workers.

Film

Filmstrips

IV. Occupations:

Qualifications for jobs

Principles and Concepts

Characteristics of jobs

Activities-Experiences

.Point out that there is certain information a person should know about a job he is going to apply for.

.List the following on the board and in discussion bring out further information about each.

- Usual duties
- Characteristics of the job
- Qualifications needed
- Employment prospects
- Advancement opportunities
- Where the job is found

.Select jobs for study in all classifications and requirements necessary for all kinds and levels of jobs.

.Write a report on the selected jobs.

.Give oral report or discuss information obtained.

.Students may work independently and in groups. Provide opportunity for study of many kinds of jobs. Develop vocabulary used with each kind of job.

.Have students outline in notebooks facts about each job studies or discussed, e.g.,

- The kind of job it is
- What the job pays
- What are the working conditions
- What are the working hours
- What education is needed

.At the discretion of the teacher, ask employed students to discuss the above important information about their jobs.

Instructional Materials

Films

Filmstrips

Vocational books

Company and business manuals for employees

All information obtainable about the listed jobs

\*Suggested jobs are listed on the last page of the course

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>V. <u>Reading for Enjoyment:</u>                      Biographies                      Stories                      Plays                      Poetry</p>	<p>.In vocational books and company manuals for employees, read and list information about the job. Develop related vocabulary.                      .Invite the school Employment Coordinator to discuss important facts about jobs and answer students' questions.                      .Provide opportunities for and encourage interest in reading literature for enjoyment and information.                      .Provide supervised time for reading to increase enjoyment and understanding.                      .Read together several stories.                      .Read together several appropriate plays. Explain the technique of developing plot, setting, etc.                      .Read together several poems of interest to the students. Develop an understanding of the vocabulary, form and content.                      .Read current events articles and books of special interest, i.e., for boys, Popular Mechanics, etc.                      .Reading for enjoyment should be encouraged throughout the year.                      .Review patterns of sentences, i.e., statements and questions.</p>	<p>Library books                      Classroom collections                      TAB books or other personal books                      Publications of special interest                      Newspaper  <u>READERS DIGEST</u>                      Textbook                      Teacher prepared materials</p>
<p>VI. <u>English Usage:</u>                      Sentences</p>		

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Common errors of English</p> <p>The paragraph</p>	<ul style="list-style-type: none"> <li>.Review parts of speech, i.e., noun as simple subject, verb as simple predicate, etc.</li> <li>.Provide written assignments to assure adequate understanding of the parts of speech.</li> <li>.Review punctuation of sentences, i.e., statement, question, etc.</li> <li>.Illustrate common errors in English. <ul style="list-style-type: none"> <li>-Four common errors: <ul style="list-style-type: none"> <li>-isn't, aren't - ain't</li> <li>-them, those, these</li> <li>-this, that, - this here, that there</li> <li>-double negatives</li> </ul> </li> <li>-Agreement of subject and predicate</li> <li>-Agreement of pronoun and antecedent</li> <li>-Repeated subject, e.g., John, he; Mary, she</li> <li>-Confusing words, e.g., two, to too; seen, saw; done, did; there, their, they are; may, can</li> </ul> </li> <li>.Provide written assignments to assure adequate understanding and skill.</li> <li>.Point out and illustrate characteristics of a well written paragraph. <ul style="list-style-type: none"> <li>-First word is indented</li> <li>-A paragraph separates one topic from another</li> <li>-Each paragraph has a topic sentence</li> <li>-Each paragraph contains one main idea</li> </ul> </li> <li>.Write stories telling of an exciting or interesting experience.</li> <li>.Write a story about student's job and the people working there.</li> </ul>	<p>Bulletin board illustrations</p> <p><u>An Oral Language Practice Book</u></p>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Oral expression</p> <p>VII. <u>Self Understanding:</u></p>	<p>.Write letters to friends telling about the school or class.</p> <p>.Rewrite each story and letter to make improvements and corrections.</p> <p>.Write these tips for good expression on the board. In class discussion enlarge upon each one for better understanding.</p> <p>.Points that help you become a better speaker.</p> <ul style="list-style-type: none"><li>-Talk on a topic interesting to your listeners</li><li>-Know what you are talking about</li><li>-Stick to the subject</li><li>-Have a good command of words (vocabulary)</li><li>-Have a pleasant voice and clear pronunciation</li><li>-Share the conversation</li><li>-Be courteous, i.e., not interrupt, not make fun of others</li></ul> <p>.Interesting sources of information for conversation topics are:</p> <ul style="list-style-type: none"><li>-Experience</li><li>-Reading, e.g., newspaper, books, magazines</li><li>-Movies, radio, T-V</li><li>-Listening to other people</li><li>-Asking questions</li></ul> <p>.Point out that it is important in vocational planning for each person to make a personal inventory of himself in order to determine what kind of a person he is and the kind of work he would be best suited for. The student should be aware of his assets and liabilities.</p> <p>.Emphasize these points:</p> <ul style="list-style-type: none"><li>-Jobs are not equally suitable for all people</li></ul>	<p>Tape recorder</p> <p>Films</p>

Principles and Concepts	Activities-Experiences	Instructional Materials
	<ul style="list-style-type: none"><li>-Students should appraise themselves realistically considering their assets and abilities as well as their liabilities</li><li>-Students should be helped to acquire an attitude of personal worth</li><li>-Students should be helped to acquire positive, realistic goals.</li><li>.Fill out interest inventories.</li><li>.In class discussion, point out how interest inventories will help students better understand themselves. Individual conferences may be needed for some students.</li><li>.Discuss some ways in which people are different or alike in their interests and abilities.</li><li>.Fill out questionnaires pointing out these areas.<ul style="list-style-type: none"><li>-Education and training</li><li>-Interests</li><li>-Abilities and skills</li><li>-Hobbies, talents and leisure time activities</li><li>-Personal traits</li><li>-Health and physical conditions</li></ul></li><li>.From all the jobs studied earlier, select three jobs you would like most. For each of these jobs, list:<ul style="list-style-type: none"><li>-Usual duties - the kind of job it is</li><li>-Qualifications for the job</li><li>-What the worker must be able to do</li><li>-Education and training needed</li></ul></li></ul>	<p>Forms for interest inventory</p> <p>Questionnaire</p>



Principles and Concepts	Activities-Experiences	Instructional Materials
	<p>.With teacher guidance, compare job requirements with student's abilities and student's willingness or ability to get further needed training and education.</p>	
	<p>Jobs that may be available in this area:</p> <ul style="list-style-type: none"> <li>Hotel maid (F)</li> <li>Waiter or Waitress</li> <li>Messenger, Office boy, Office girl</li> <li>Sales Clerk</li> <li>Service Station attendant (M)</li> <li>Bellboy (M)</li> <li>Bus boy, Bus girl</li> <li>Cook's helper</li> <li>Dry cleaner's helper (M)</li> <li>Elevator operator</li> <li>Fountain clerk</li> <li>Counterman (M)</li> <li>Nurse's Aid (F)</li> <li>Orderly (M)</li> <li>Parking lot attendant (M)</li> <li>Auto-body repairman helper (M)</li> <li>Truck driver (M)</li> <li>Gardener, Nurseryman helper (M)</li> <li>Painter's helper (M)</li> <li>Building Maintenance worker (M)</li> <li>Window washer (M)</li> <li>Laundry marker (F)</li> <li>Printer's helper (M)</li> <li>Cafeteria server (F)</li> <li>Furniture assembler (M)</li> <li>Car hop (F)</li> <li>Car washer (M)</li> <li>Sanitation department worker (M)</li> <li>Packer and wrapper</li> <li>Stock boy (M)</li> </ul>	

SPECIAL EDUCATION

GRADE 9:

MATHEMATICS



NAME OF COURSE Mathematics 1 and 2 S

The objectives of the course are to develop:

1. The proper attitude for learning.
2. A knowledge of the concepts and vocabulary of arithmetic.
3. Skill in using arithmetical facts.
4. An understanding of the principles of measurement.
5. An understanding of the principles of time.
6. An understanding of the principles of money.
7. A responsible attitude toward the monetary value of private and community property.

Statement of purpose:

This course provides experience for learning basic number concepts and arithmetic skills.

Principles and Concepts	Activities-Experiences	Instructional-Materials
<p>Develop arithmetical principles and concepts with emphasis on accuracy.</p> <p>I. <u>Basic number concepts:</u></p> <p>Understanding of numbers</p>	<p>Provide experiences for development of vocabulary and symbols with each unit of instruction.</p> <p>.Learn the pattern of numbers from 1-100.</p> <p>.Learn simple concepts of place value, i.e., ones, tens, hundreds, etc.</p> <p>.Illustrate rounding off numbers to tens, hundreds, thousands, etc.</p> <p>.Find rounded-off numbers in newspapers or encyclopedias. Examine their use.</p> <p>.Stress legibility and accuracy in writing numbers.</p>	<p>The following instructional materials are to be used throughout the course.</p> <p>Student materials</p> <ul style="list-style-type: none"> <li>-Pencils</li> <li>-Ruler</li> <li>-Notebook</li> <li>-Textbook</li> </ul> <p>Supplementary books</p> <p>Dittoed materials:</p> <ul style="list-style-type: none"> <li>-illustrations</li> <li>-worksheets</li> </ul> <p>Charts</p> <p>Chalkboard</p> <p>Graphic illustrations</p>

Principles and Concepts	Activities - Experiences	Instructional Materials
Use of numbers	<ul style="list-style-type: none"> <li>.Work problems in which the skill of rounding off numbers is developed.</li> <li>.Work problems using numbers, e.g., writing addresses, number of students in classes and school.</li> <li>.Make a list of numbers, e.g., serial numbers on locks.</li> <li>.Prepare a bulletin board showing how figures are used to give information in newspapers and magazines.</li> <li>.Read and discuss information using large figures.</li> <li>.Learn the spelling and use of words and symbols, i.e., days of week and months, abbreviations, numbers, addition sign, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Bulletin Board</li> <li>Calendar</li> <li>Classroom clock</li> <li>Encyclopedia</li> <li>Newspapers</li> <li>Magazines</li> <li>Wall chart show place value of numbers</li> <li>Prepared worksheets</li> <li>Workbooks</li> <li>Abacus</li> </ul>
<p>II. <u>Addition - skills and concepts:</u></p> <p>Addition facts from 1-10, 10-20, etc.</p> <p>Concept of carrying</p>	<ul style="list-style-type: none"> <li>.Short speed drill and self timed exercises to increase attention span and skill.</li> <li>.Exercises for reinforcement of skill.</li> <li>.Illustrate process of carrying.</li> <li>.Learn the process of making transfer from one place value to another.</li> <li>.Work problems using column addition.</li> <li>.Work problems of using money.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic illustration or wall chart showing carrying related to place value of numbers</li> <li>Textbook problems</li> <li>Prepared worksheets</li> <li>Newspaper advertisements</li> <li>Workbook problems</li> <li>Flash cards</li> </ul>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>III. <u>Subtraction - skills and concepts:</u> Subtraction facts from 1-10, 10-20, etc.</p>	<p>.Illustrate subtraction facts at each step.. .Short speed drills and timed exercises for development of skill and attention span. .Illustrate process of borrowing. .Work related problems for reinforcement of skill. .Illustrate concept of subtracting by adding. .Work related problems for reinforcement of skills. .Work subtraction problems using money.</p>	<p>Graphic illustration of wall chart showing borrowing related to place value of numbers Workbook problems Prepared worksheets</p>
<p>IV. <u>Multiplication - skills and concepts:</u></p>	<p>.Illustrate each skill to be developed. .Speed drills and self timed exercises of each fact for reinforcement of learning. .Proceed from the simplest to more difficult facts. Provide activities and experiences for adequate understanding and skill. .Fill out bottle refund forms using addition and multiplication.</p>	<p>Wall chart of multiplication facts Copy of multiplication facts for each student Wall chart illustrating steps in a multiplication problem Flash cards Textbook problems Workbook problems Prepared worksheets Bottle refund forms</p>

Principles and Concepts	Activities - Experiences	Instructional Materials
V. <u>Division - skills and concepts:</u>	<ul style="list-style-type: none"><li>. Illustrate each skill and concept presented.</li><li>. Relate multiplication to division with each step</li><li>. Proceed from the simple to more difficult facts.</li><li>. Provide activities and experiences for adequate understanding and skill at each level.</li></ul>	<ul style="list-style-type: none"><li>Wall chart of multiplication facts</li><li>Wall chart illustrating the steps of division</li><li>Textbook problems</li><li>Workbook problems</li><li>Prepared worksheets</li><li>Flash cards</li></ul>
VI. <u>Fractions - skills and concepts:</u>	<ul style="list-style-type: none"><li>. Illustrate each concept and skill presented.</li><li>. Make pictures showing fractional parts of an object.</li><li>. Illustrate and discuss the concept of equivalent fractions, i.e., two-fourths equals one-half, etc.</li><li>. Relate the oral vocabulary to written words and figures.</li><li>. Provide experience for learning the figures and symbols needed for using fractions.</li><li>. Relate concepts and vocabulary to students' experiences.<ul style="list-style-type: none"><li>-Sports events</li><li>-Grocery items</li><li>-Time</li><li>-Space on bulletin board</li><li>-Money</li></ul></li></ul>	<ul style="list-style-type: none"><li>Charts illustrating fractional parts</li><li>Pictures showing fractional parts</li><li>Dittoed work sheets of fractions</li><li>Dittoed worksheets of problems using fractions</li><li>Textbook problems</li></ul>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Problems using fractions</p>	<p>.Provide activities and experiences for adequate understanding and skill in the use of:                      -Like fractions                      -Unlike fractions                      -Mixed numbers</p> <p>.Illustrate the procedure at each step.</p> <p>.Provide experiences for addition, subtraction, multiplication and division of:                      -Like fractions                      -Unlike fractions                      -Mixed numbers</p>	
<p>VII. <u>Decimal Fractions - skills and concepts:</u></p>	<p>.Illustrate and discuss each concept and skill presented.</p> <p>.Work related problems for adequate understanding and skill in the use of decimal fractions.</p> <p>.Work problems in addition, subtraction, multiplication, and division of decimal fractions.</p>	<p>Charts illustrating decimal fractions</p> <p>Dittoed illustrations of decimal fractions</p> <p>Prepared work sheets of problems using decimal fractions</p> <p>Textbook problems</p> <p>Workbook problems</p>
<p>VIII. <u>Percentage - skills and concepts:</u></p>	<p>.Illustrate and discuss each concept and skill presented.</p> <p>.Work related problems for adequate understanding and skill in the use of percentage.</p> <p>.Illustrate practical use of percentage, i.e., tips, sales, etc.</p>	<p>Illustrations showing relation of percentage to fractions and decimal fractions</p> <p>Prepared work sheets of problems using percentage</p> <p>Newspaper</p>

Principles and Concepts

The following units may follow and sequence or may be related to other academic and vocational areas of the program.

IX. Time:

Clock

Time zones

Calendar

Activities-Experiences

- .Provide experiences for understanding the related vocabulary and symbols with each of the following areas.
- .Provide experiences for understanding the various ways in which time is expressed, i.e., reading, writing and oral expression.
- .Provide experiences for developing the ability to compute time on the clock.
- .Compute time:
  - Write the time at intervals through the hour
  - Fill in clock face forms with numbers
  - Read the time written, e.g., 12:45
  - Fill in clock faces with hands indicating desired time
  - Others
- .Change units of clock time from one form to another.
- .Provide experiences for understanding and using time zones.
- .Write the days of the month in a calendar.
- .Estimate the length of time from one date to another within a month or months.
- .Estimate the length of time between years and centuries related to significant dates.

Instructional Materials

- Wall clock
- Calendar
- Teacher prepared materials
  - dittoed work sheets
  - clock faces to be filled in
  - chalk board illustrations
  - vocabulary lists
  - prepared problems
- Textbook problems
- Student notebook
- Charts or maps showing time zones
- Wall calendar
- Dittoed forms for notebook calendars
- Students Handbook
- Textbook problems



Principles and Concepts

Activities-Experiences

Instructional Materials

- .Estimate the length of time until students' birthdays.
- .Use terms to express calendar time orally and written.
- .Compute the number of days, weeks and months in a school year.
- .Compute the number of days in holidays.
- .Change units of calendar time from one form to another.
- .Provide experiences for working problems of addition, subtraction, multiplication and division of units of time.
- .Provide experiences for developing an understanding of the concept and use of leap year, e.g., February 29th.
- .Write the recent and forthcoming years on which leap year falls.
- .Develop related vocabulary.
- .Compute the length of time in a school day.
- .Compute the time in a lunch period.
- .Compute the time in a "break".
- .Compute the length of time required for preparation for an activity.
- .Compute the number of hours in a work day.
- .Prepare a time card for a week.
- .Compute the total number of hours.

Leap year

The use of time in occupation

- Vocabulary list
- Prepared worksheets
- Textbook problems
- Time cards
- Classroom clock
- Calendar



Principles and Concepts	Activities-Experiences	Instructional Materials
	<p>.Compute the number of hours in a pay period, i.e., two weeks, month.</p> <p>.Write a schedule for a school day.</p> <p>.Discuss the value of using time wisely.</p>	
<p>X. <u>Money:</u></p>	<p>.Provide experiences for the development of vocabulary throughout the unit.</p>	<p>Play money</p>
<p>Coins</p>	<p>.Compute units of coins, i.e., dimes to pennies, etc.</p>	<p>Dittoed illustrations showing kinds of coins and value of coins</p>
	<p>.Make change in coins.</p>	<p>Prepared problems</p>
	<p>.Compute units of money, i.e., bills and coins.</p>	<p>Prepared worksheets showing denominations of bills</p>
<p>Larger units of money</p>	<p>.Make change involving coins and bills.</p>	<p>Textbook problems</p>
	<p>.Make change for purchases, e.g., clerk, customer.</p>	<p>Notebooks</p>
	<p>.Work problems involving money - addition.</p>	<p><u>Tips on Making Change</u></p>
	<p>.Discuss significance of assuming responsibility for and care of personal items and school supplies.</p>	<p>Cash register</p>
<p>Personal monetary responsibility</p>	<p>.Discuss budgeting</p>	
<p>School and personal expenses</p>	<p>.Prepare a budget for immediate school expenses including books, activity tickets, lunch, and transportation.</p>	

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Source of money</p> <p>Relationship between source of money and expenditures</p>	<ul style="list-style-type: none"> <li>.Work problems related to school and personal expenses.</li> <li>.Prepare a projected budget for school expenses for the semester and for a school year. This activity should be accumulative through the year.</li> <li>.Prepare a budget for personal expenses including clothing, entertainment, food, recreation and related expenses.</li> <li>.Discuss necessary vs luxury spending.</li> <li>.Introduce concept of sales tax.</li> <li>.Discuss monetary value of caring for personal property.</li> <li>.Discuss the monetary value of caring for public or community property.</li> <li>.Arrange for a parent or graduate student to discuss financial responsibility.</li> <li>.Prepare bulletin boards related to unit.</li> <li>.Prepare notebook of information.</li> <li>.Discuss sources and approximate amounts of income, e.g., allowance, earned money, parent financed.</li> <li>.Discuss the relationship between the source of money and expenditures.</li> <li>.Discuss the student's financial responsibility as a member of the family.</li> </ul>	

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Develop an appreciation for the financial aspects of community and private property</p> <p>Record of money</p>	<p>.Work related problems.</p> <p>.Discuss the individual's responsibility for care and maintenance of public property in terms of the cost involved.</p> <p>.Discuss the cost of damage to private property.</p> <p>.Discuss the importance of keeping records of income and expenditures.</p> <p>.Demonstrate keeping a cash account.</p> <p>.Prepare cash accounts, e.g., personal, club.</p> <p>.Work related problems.</p> <p>.Discuss the importance of having necessary money available for emergencies.</p> <p>.Discuss the purpose of procedure of a checking account.</p> <p>.Fill out signature card.</p> <p>.Write checks and prepare consecutive stubs.</p> <p>.Fill out deposit slips.</p> <p>.Work related problems.</p> <p>.Develop related vocabulary.</p> <p>.Provide experiences for development of related vocabulary, symbols and abbreviations.</p> <p>.Measure lines, squares, rectangles and triangles.</p>	<p>Films</p> <p>Bulletin board showing the cost of destruction to property</p> <p>Forms for cash accounts</p>
<p>Introductions to the fundamentals of banking</p>		<p>Dittoed checks, bank statements, reconciliation statements</p> <p>Resource materials available through the bank</p> <p>Films on banking</p> <p>Film strips on banking</p> <p>Textbook problems</p>
<p>XI. <u>Measurement:</u></p> <p>Linear measure</p>		<p>Textbook problems</p> <p>Graphic illustrations</p> <p>Bulletin board showing units of measurement</p>

## Principles and Concepts

## Activities-Experiences

## Instructional Materials

.Make lines, squares, rectangles and triangles.

.Work related problems for adequate understanding and skill in the use of linear measurement, e.g., inch, foot, mile.

.Change units of measurement from one form to another.

.Work problems using fractional parts of measures.

Liquid measure

.Provide experiences and activities for development of related vocabulary, symbols and abbreviations.

.Provide activities and experiences for adequate understanding and skill in the use of liquid measure.

.Change units of measure from one form to another.

.Work related problems.

Dry measure

.Provide experiences and activities for development of related vocabulary, symbols, and abbreviations.

.Provide experience for adequate understanding and skill in the use of dry measurement.

.Change units of dry measure from one form to another.

Prepared worksheets

Illustrations of abbreviations

Tape measure

Personal rulers

Yardstick

Large illustration of ruler and yardstick

Chart showing abbreviations

Bulletin board showing equivalent units of measure

Containers for measuring, e.g., pint, quart, etc.

Dittoed worksheets

Prepared problems

Textbook problems

Containers for dry measure

Dittoed illustrations

Dittoed worksheets

Textbook problems

Principles and Concepts

Activities - Experiences

Instructional Materials

.Prepare bulletin board showing units of dry measure.

.Work related problems.

NAME OF COURSE Mathematics 3 and 4 S

The objectives of the course are to develop:

1. A knowledge of the vocabulary necessary for communicating information involving the use of money.
2. A discriminating attitude toward situations involving values.
3. A reinforcement of arithmetic skills.
4. The ability to apply arithmetical processes and concepts.
5. An understanding of monetary responsibilities.

Statement of purpose: This course provides experiences in computing information and money management.

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Reinforcement of arithmetic skills:</p>	<p>.Provide periodic review of skills, especially as introduction to their use in the following units.</p> <p>.Introduce each new concept with discussion and graphic illustrations which will involve every student in the situation.</p> <p>.Develop the related vocabulary with each unit.</p> <p>.Stress accuracy in reading and recording numbers.</p> <p>.Stress legibility in writing numbers.</p>	<p>The following instructional materials are to be used throughout the course.</p> <p>Student materials</p> <ul style="list-style-type: none"> <li>-Pencils</li> <li>-Ruler</li> <li>-Notebook</li> <li>-Textbook</li> </ul> <p>Supplementary materials</p> <p>Banking information</p> <p>Insurance company publications</p> <p>Dittoed materials</p> <ul style="list-style-type: none"> <li>-Illustrations</li> <li>-Worksheets</li> <li>-Forms</li> <li>-Charts</li> <li>-Chalkboard</li> </ul>

Principles and Concepts	Activities - Experiences	Instructional Materials
<p>I. <u>Reading and Reporting Information in Figures:</u></p> <p>Reporting information in figures</p> <p>Graphs</p> <p>Meters - gas and electric</p>	<p>.Review place values of numbers.</p> <p>.Round off numbers to tens, hundreds, etc.</p> <p>.Check lists of numbers, e.g., serial numbers. Arrange in numerical order.</p> <p>.Organize and record numbers for a report.</p> <p>.Prepare a report involving addition.</p> <ul style="list-style-type: none"> <li>-Class survey</li> <li>-Magazine campaign</li> <li>-Candy sale</li> <li>-Purchase of school supplies</li> </ul> <p>.Discuss and illustrate graphs as an easy means of reporting and reading information.</p> <p>.Read prepared bar and line graphs.</p> <p>.Prepared bar graphs and line graphs illustrating information in rounded off numbers.</p> <p>.Read and compute information on meters.</p>	<p>Graphic illustrations</p> <p>Bulletin Boards</p> <p>Newspapers</p> <p>Encyclopedia</p> <p>Films</p> <p>Filmstrips</p> <p>Textbook problems</p> <p>Prepared problems</p> <p>Prepared problems</p> <p>Newspaper</p> <p>Encyclopedia</p> <p>Dittoed illustrations</p>



Principles and Concepts	Activities-Experiences	Instructional Materials
Thermometer	.Read thermometers.	Prepared problems Thermometer
Weather report	.Compute problems involving temperature. .Prepare a bulletin board of weather reports.	Prepared problems
<b>II.</b> <u>Income:</u> Introduce income and money management concepts.	.Discuss kinds of income. -Salary, i.e., weekly, monthly, annually -Commission -Bonus -Contract -Fringe benefits .Fill out time card for a two weeks period.	Prepared forms
Take-Home pay	.Compute salary by a fixed rate of pay per hour.	Prepared problems
	.Compute deductions. -Withholding tax -Social security (3½%) -Insurance -Other deductions	Textbook problems Withholding tax table Withholding tax statement
<b>III.</b> <u>Management of Money:</u> Introduce money management concepts.	.Compute take-home pay (net pay)	Form W-2
Financial Planning	.Discuss necessities vs. luxuries: -Necessities, i.e., food, clothing, household, medical, transportation, shelter, etc. -Luxuries, i.e., recreation, sports, movies, jewelry, elaborate clothing, cosmetic, etc.	

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Cash Account</p> <p>Budgeting</p> <p>Purchasing</p>	<p>.Prepare a cash account, e.g., personal, club.</p> <p>.Prepare a budget for school expenses including: - books, activity, tickets, lunches, transportation.</p> <p>.Prepare a personal budget.</p> <p>.Discuss the importance of having money available for emergencies.</p> <p>.Prepare a chart showing economic needs of a family by percentage of income.</p> <p>.Plan buying of one item. -Where to find it? -Compare prices, i.e., new, second hand, cash, installment buying</p> <p>.Prepare a report showing comparative prices.</p> <p>.Discuss carrying charges and credit rating of installment buying.</p> <p>.Prepare a report showing installment prices and carrying charges of various items.</p> <p>.Prepare a grocery list.</p> <p>.Discuss when to buy foods, e.g., in season, on sale.</p> <p>.Discuss how much to buy depending on spoilage, storage space, price in quantity, etc.</p> <p>.Prepare a bulletin board.</p>	<p>Telephone directory</p> <p>Newspaper</p> <p>Catalogue</p> <p>Magazine advertisements</p> <p>Dittoed forms</p> <p>Prepared problems</p> <p>Textbooks</p>

Principles and Concepts	Activities - Experiences	Instructional Materials
Taxes on purchases	<ul style="list-style-type: none"> <li>.Discuss shopping problems, e.g., selection of quality, aesthetic quality, advertising displays, T-V and magazines advertising.</li> <li>.Discuss the purpose and amount of sales, excise and luxury taxes. Taxes are necessary for government services.</li> <li>.Compute taxes on a grocery list.</li> <li>.Compute taxes on a large purchase order.</li> </ul>	Catalogue order blank
Paying bills	<ul style="list-style-type: none"> <li>.Discuss ways in which bills can be paid i.e., check, money order, cash.</li> <li>.Make out a money order.</li> <li>.Make out checks to classmates for items in above problems.</li> </ul>	Prepared problems
IV. <u>Banking:</u> Checking account	<ul style="list-style-type: none"> <li>.Discuss procedure in opening a checking account.</li> <li>.Write checks.</li> <li>-Complete check stubs in sequence carrying forward the balance.</li> <li>.Make out deposit slips.</li> <li>.Examine and discuss bank statement.</li> <li>-Service charge</li> <li>-Checks recorded on statement</li> <li>-Deposits recorded</li> <li>.Prepare a reconciliation statement for one month.</li> </ul>	Dittoed checks with stubs Dittoed bank statement Dittoed reconciliation statement Prepared problems Textbook problems

Savings account

- .Discuss purpose of savings account.
- .Discuss value and relative percentage of savings from income.
- .Discuss procedure in opening a savings account.
- .Make out a savings account deposit slip.

Dittoed forms for pass book page.

Prepared problems

Interest

- .Examine and prepare a pass book.
- .Explain the methods of figuring interest.
- .Discuss compounded interest on savings.
- .Examine and discuss a compounded interest table.
- .Explain interest formula, i.e.,  $I = P \times R \times T$ .
- .Figure interest using one of the above methods for a pass book page.

Table in textbook

V. Investment of money:

Real Estate

- .Discuss investment in real estate, i.e., home, income property.

- .Discuss possible changes in value, upkeep, speculation possibilities.

Savings bonds

- .Discuss savings bonds, i.e., purpose, kinds, advantages and disadvantages of different kinds.

United States Savings Bonds table of redemption values

- .Figure the cost of purchasing a bond.

Textbook problems

Principles and Concepts	Activities - Experiences	Instructional Materials
<p>Automobile</p> <p>Other investments</p> <p>VI. <u>Reliable Assistance:</u> Agencies that assist with money matters</p>	<p>.Discuss relative value and cost of automobiles, i.e., old and new.</p> <p>.Discuss cost of upkeep on automobile and transportation advantages.</p> <p>.Discuss automobile insurance.</p> <p>.Discuss possible advantages and disadvantages of investment in:</p> <ul style="list-style-type: none"> <li>-Private industry</li> <li>-Banks</li> <li>-Stock</li> <li>-Others</li> </ul> <p>.Discuss and list reliable agencies to be found in the Phoenix area.</p> <ul style="list-style-type: none"> <li>-Better Business Bureau</li> <li>-Federal Agencies</li> <li>-Federal Income Tax Office</li> <li>-Family Counseling</li> <li>-Job savings and Credit Union</li> <li>-Legal advice</li> <li>-Local bank</li> </ul> <p>.Discuss advantages of using reliable sources and disadvantages of using unreliable information.</p> <p>.Use telephone directory for addresses of some of the above and for finding further information about them.</p> <p>.Prepare bulletin board using brochures and pamphlets.</p>	<p>Phamphlets and brochures from agencies</p>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>VII. <u>Loans:</u></p> <p>VIII. <u>Insurance:</u></p>	<p>.Write the above list of agencies in notebooks for future use.</p> <p>.Discuss procedure of making a loan.</p> <p>.Discuss securities, promissory note, monthly payments, interest rates, etc.</p> <p>.Discuss possibilities, advantages and disadvantages of different sources of loans.</p> <ul style="list-style-type: none"> <li>-Bank</li> <li>-Credit Unions</li> <li>-Small Loan Companies</li> <li>-Others</li> </ul> <p>.Discuss the purpose of insurance.</p> <p>.Discuss advantages and disadvantages of different kinds of loans.</p> <p>.Examine and compare information from insurance companies.</p> <p>.Collect information and discuss the different kinds of insurance.</p> <ul style="list-style-type: none"> <li>-Auto</li> <li>-School accident</li> <li>-Life</li> <li>-Property</li> <li>-Accident</li> <li>-Medical</li> </ul> <p>.Discuss the need for budgeting for insurance.</p>	<p>Form for promissory note</p> <p>Prepared problems</p> <p>Textbook problems</p> <p>Insurance company information</p> <p>Dittoed forms of policies</p>

**SPECIAL EDUCATION**

**GRADE 10:**

**SCIENCE**

NAME OF COURSE Science 1 and 2 S

The objectives of the course are to develop:

1. An understanding of necessary health and safety measures.
2. The necessary attitude for cooperation with health, medical, and law enforcement agencies in the community.
3. An attitude necessary for proper care and use of personal and public facilities.
4. An understanding of materials used and processes employed in making these materials more useful to man.
5. An awareness of the present frontiers of science.
6. An appreciation for the scientists who have helped bring about the healthful conditions we enjoy.
7. An understanding of the scientific process used for gaining information.

Statement of purpose: This course provides experiences for application of the principles of health and safety, and an awareness of recent scientific development.

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Introduction - overview:</p> <p>I. <u>Safety</u>:</p>	<p>Develop related vocabulary with each lesson.</p> <p>Points brought out in each discussion should be listed on the board and copied in notebooks.</p> <p>Provide for complete review of each unit.</p> <p>Provide time for review or summary of each lesson.</p> <p>.Discuss the significance of the statement "Safety is no accident".</p> <p>.Compile information from various sources on kinds of accidents that can happen in the home and community.</p> <p>.Discuss and prepare information showing carelessness as a cause of accidents.</p>	<p>The following instructional materials are used throughout the course</p> <p>Student materials</p> <ul style="list-style-type: none"> <li>-Pencils</li> <li>-Notebook</li> <li>-Textbook</li> <li>-Dictionary</li> </ul> <p>Supplementary books</p> <p>Workbooks</p> <p><u>World Book</u> or other encyclopedias</p> <p>Library books, pamphlets, pictures</p>



Principles and Concepts

Activities-Experiences

Instructional Materials

.Prepare information showing precautions that can be taken to prevent each of the above accidents.

Magazines

.Prepare information showing precautions that can be taken to prevent each of the above accidents.

Newspaper

.Discuss and list safety hazards in the home and ways they can be corrected.

Charts

.Discuss the need for proper use of home and public facilities as a safety measure.

Films

Filmstrips

.Discuss the importance of safety precautions while traveling.

First Aid Book

Telephone Directory

.Make a list of traffic regulations that effect safety.

Illustrations and pictures

Arizona Highway Department  
Drivers Manual

.Discuss the importance of observing traffic rules for the protection of yourself and others.

Manuals for use of home appliances

Teacher prepared materials

.Discuss and list safety precautions away from home, e.g., P. E. classes, swimming pool, parks, large gatherings.

.Discuss hazards associated with various jobs that contribute to physical injury, e.g., electricity, fire, machinery.

.Discuss safety rules relative to different kinds of jobs and the importance of obeying them.

.Discuss safety factors in wearing proper clothing on the job.

Principles and Concepts

Activities-Experiences

Instructional Materials

- .Discuss insurance as a means of proper protection and care.
- .Discuss protection provided by the fire department.
- .Illustrate when and how to call an alarm.
- .Discuss various duties and interests of the fire department.
- .Know and observe fire protection rules.
- .Discuss the protection provided by the police department.
- .Discuss various duties and services of the police department.
- .Discuss safety protection provided by other community agencies, e.g., highway patrol, Red Cross, Civil Defense and civic groups.
- .Prepare bulletin boards and scrapbooks showing safety hazards and precautions.
- .Prepare a card showing name, address, and telephone number of family doctor, fire department, police department, and hospital.
- .Discuss the importance of personal health and hygiene.
- .Prepare written information pertaining to the following.
  - Physical fitness and recreation
  - Importance of nutrition to good health
  - Proper precautions in the use of foods, water and medicine

- Information and materials  
frcm:  
-Red Cross  
-Civil Defense  
-Police department  
-Fire department

11. Health:  
Personal

Principles and Concepts

Activities - Experiences

Instructional Materials

- Adequate rest and sleep
- Effects of personal cleanliness in relation to other persons
- Good health contributes to appearance
- Relationship between weather, choice of clothing and health
- Need for practice of good health habits
- Relationship between mental health and physical health.

. Provide an opportunity for each student to write one problem in personal health and do research on ways of correcting the problem.

. Discuss the need for periodic medical and dental check-up as a means of preserving health.

. Discuss the dangers in the use of alcoholic beverages, narcotics and tobacco.

. Discuss hygiene and sanitation measures in the home as a means of protection against germs.

. Discuss proper use of facilities in the home for better health.

. Discuss the importance of proper control and use of heat, water, lights, electricity, and gas.

. Discuss ways of preventing spread of disease in the home. Use a common cold as an example.

- Personal care when sick
- Avoid contact when sick
- Sanitation measures when a member of the family is sick
- Follow doctor's directions

Home

Films

Film strips

Principles and Concepts

School

Community

Activities-Experiences

.Discuss service of the school nurse and doctor. invite school nurse to discuss service of the health center as well as prevention of accidents and illness.

.Discuss importance of keeping a medical appointment.

.Discuss importance of carrying out doctors' and nurses' instructions.

.Examine kinds of health cards used by the health center and discuss their purpose.

.Discuss community facilities provided for public health.

.Discuss proper use of public facilities, e.g., water fountain, restrooms, streets, sidewalks, movies, parks, swimming pools.

.Discuss sanitation service of the community.

.Discuss community water supply and purification system.

.Discuss need for clean air as a health measure.

.Discuss services of the U. S. Public Health Department, and Maricopa County Health Department.

.Write the title, telephone number, and address of those agencies and departments the students may be using.

.Discuss laws and ordinances protecting public health and the individual's responsibility in obeying them.

Instructional Materials

Salt Kiver Water Users publications

Educational information and services from these departments.

Principles and Concepts	Activities - Experiences	Instructional Materials
<p>Employment</p> <p>III. <u>Food:</u></p>	<p>.Discuss communicable and non-communicable diseases and ways of controlling them.</p> <p>.Discuss and list health services through employment, e.g.,</p> <ul style="list-style-type: none"><li>-Medical requirements and services</li><li>-Facilities promoting general health</li></ul> <p>.Discuss the importance of developing good health and hygiene habits in preparation for future employment.</p> <p>.Discuss the places of employment that require Health Cards and Food Handlers cards, i.e., restaurants, grocery stores, meat markets, day nurseries.</p> <p>.Discuss laws and regulations governing food handlers and public eating establishments.</p> <p>.Discuss State Health Department rating of cafes and restaurants.</p> <p>.Schedule the course "Sanitation in Food Services" by the Maricopa County Health Department.</p> <p>.Make preparations for obtaining Health Cards and Food Handlers cards before employment.</p> <p>.Prepare information for notebook and bulletin board regarding our need for different kinds of food. Point out the need for a balanced diet to prevent illness.</p> <p>.Illustrate the effect of a balanced diet and an unbalanced diet.</p>	<p>Manuals <u>Food Sanitation</u> Division of Environmental Sanitation, Maricopa County Health Department</p> <p>Textbook</p>

Principles and Concepts	Activities-Experiences	Instructional Materials
	<p>.Prepare a chart showing the seven basic foods.</p>	Library books and pamphlets
	<p>.Illustrate the fact that habits of eating help us get proper foods.</p>	Magazines
	<p>.Discuss some individual differences in food needs, e.g., allergies, weight, health problems.</p>	Newspaper
	<p>.Discuss food laws and ordinances for public protection, e.g., Pure Food and Drug Laws.</p>	Films
	<p>.Read and collect information how our food is produced.</p>	Filmstrips
Production of food	<p>-Raising food -Finding food -Preserving food -Distribution of food -Increasing the production of food</p>	Teacher prepared materials
	<p>.Prepare a scrapbook showing selections of appropriate clothing for different occasions.</p>	Textbooks
IV. <u>Clothing:</u>	<p>.Discuss and illustrate care of clothing for better appearance and wear.</p>	Magazines
	<p>.Discuss effects of good grooming and appearance on mental health.</p>	Catalogue
	<p>.Discuss reliable materials and their care for prolonged life of clothing, e.g., use of proper shoe polish, soap, dry cleaning.</p>	Newspaper
	<p>.Discuss importance of proper care and maintenance of the home for economy and comfort of living.</p>	Library books
V. <u>Home:</u>		Textbook
		Company manuals for home appliances

Principles and Concepts

VI. Use and Conservation of Natural Resources:

Activities-Experiences

- .Read information in home appliance manuals showing their proper care and maintenance. Prepare an illustrated oral report.
- .Discuss economic use of utilities. Compare the amount of electricity used by light bulbs, T-V, radio, etc.
- .Prepare a scrapbook showing comfort and appearance of a well managed home.
- .Prepare information regarding natural materials used by man, e.g., stone, clay, wood, coal, oil.
- .Prepare information regarding man-made materials that supplement or replace natural materials, and their uses.
- .Prepare a bulletin board regarding conservation of natural resources.
- .Prepare scrapbooks or illustrated reports regarding conservation of natural resources, e.g., water, forests, wild life, natural beauty.
- .Prepare information showing how each of these contribute to conservation of natural resources.
  - Fish and Game Department
  - Forest Service
  - Parks Service
  - Care and use of natural resources by cities and states

Instructional Materials

- Textbook
- Supplementary books
- Newspaper
- Magazines
- Encyclopedia
- Library pamphlets and pictures
- Magazines
- Newspaper
- Brochures and pamphlets on National Parks and forests

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>VII. <u>Scientific Developments:</u></p> <p>that contribute to our health, safety and well being</p>	<ul style="list-style-type: none"> <li>-Care and use of natural resources by individuals</li> <li>-Fire control</li> <li>-Controlled consumption and use by industries and government</li> <li>-Hunting and fishing laws and license</li> </ul> <p>.Compare life 3000 years ago, 300 years ago, and the present.</p> <p>.Make a list of things we have that people 100 years ago did not have for comfort, convenience and health.</p> <p>.Prepare information for scrapbook or notebook showing present frontiers in scientific developments that effect:</p> <ul style="list-style-type: none"> <li>-Health</li> <li>-Space travel</li> <li>-Transportation</li> <li>-Communication</li> <li>-Improvement in production of food supply</li> <li>-Industry</li> </ul> <p>.Provide for individual or group study of one of the following areas in preparation of an oral report or written report.</p> <ul style="list-style-type: none"> <li>-Water supply in the Salt River Valley</li> <li>-Personal Health and Hygiene</li> <li>-Conservation of Natural Resources</li> <li>-Better plants and animals</li> <li>-Nutrition</li> <li>-Magnets</li> <li>-Electricity</li> <li>-Production of clothing or shoes</li> <li>-Communication</li> <li>-Transportation</li> <li>-Space travel</li> </ul>	<p>Textbook</p> <p>Newspaper</p> <p>Magazines</p> <p>T-V programs</p> <p>Encyclopedia</p>



## Principles and Concepts

VIII. Notable  
Scientists:IX. Scientific  
Research:

## Activities-Experiences

-Telephone  
-Radio and television

.Discuss the contributions of past and present scientists to our health, safety and well being.

.Write a brief bibliography of a scientist showing his/her contribution to science and to our lives.

.Provide learning activities in which students can do experiments and research, keep record, and write up the results. Equipment available for classroom use will be a limiting factor on kinds of experiments selected.

.Some experiments can be done at home under the guidance of the teacher, with the completed experiment and report shared with the class.

.The list of possibilities for experiment and research is extensive. A few suggestions are given here.

## Living Things Around Us

Kinds of Animals native to  
Arizona

Some Common Birds

Animals for the Classroom

Making Leaf Prints

Plants for Indoors

## Instructional Materials

Principles and Concepts

Activities - Experiences

Instructional Materials

Taking Care of Yourself

Care of the Skin

Colors that Suit You

Choosing Clothes

Saving Your Teeth

The Eyes and Their Care

Preventing Infection and Disease

Electric Circuits

Light from a Flashlight Cell

Electric Switches

Using Electricity Safely

Overcoming Gravity and Friction

Experiments with Gravity

Pulleys

Reducing Friction

Fire

Oxygen and Burning

Composition of Fuels

Putting out Fires with H<sub>2</sub>O and CO<sub>2</sub>

Principles and Concepts	Activities-Experiences	Instructional Materials
	<p data-bbox="302 1319 337 1727">Making Use of Light</p> <p data-bbox="384 1090 419 1670">How a Mirror Reflects Light</p> <p data-bbox="466 1119 500 1670">Light Rays and Light Beams</p> <p data-bbox="547 1490 582 1727">Air at Work</p> <p data-bbox="629 1262 664 1670">Air Exerts Pressure</p> <p data-bbox="711 1290 746 1670">Why the Wind Blows</p> <p data-bbox="793 1376 827 1727">Change of Season</p> <p data-bbox="874 1090 909 1670">Plants in Different Seasons</p> <p data-bbox="956 1062 991 1670">Animals in Different Seasons</p> <p data-bbox="1038 1290 1073 1670">Seasons and People</p>	

SPECIAL EDUCATION

GRADE 9

SOCIAL STUDIES

NAME OF COURSE Social Studies 1 and 2 S

The objectives of the course are to develop:

1. An attitude necessary for learning.
2. An understanding of self as a responsible, contributing member of society.
3. An attitude of respect for laws and authority.
4. An appreciation for opportunities provided by the home, school, and community.
5. An understanding of the geography, natural resources, industrial development and history of the state of Arizona.

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Orientation - overview:</p> <p>I. <u>Citizenship - School and Home:</u> Students role in the school</p>	<p>Develop related vocabulary throughout the course.</p> <p>Points brought out in class discussion should be kept in student notebooks.</p> <p>Provide for review or summary of each assignment.</p> <p>Provide complete review of each unit.</p> <p>The sequence of units in this course may be adjusted for better assimilation of current events. Use current events as points for discussion and reference throughout the course.</p> <p>Develop related vocabulary throughout the course.</p>	<p>The following instructional materials are to be used throughout the course</p> <p>Student materials</p> <ul style="list-style-type: none"> <li>-Textbook</li> <li>-Pencils</li> <li>-Notebook</li> <li>-Dictionary</li> </ul> <p>Student Handbook</p> <p>Films</p> <p>Filmstrips</p> <p>Supplementary books</p> <p>Library books and materials</p> <p>Maps</p> <p>Charts</p>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Develop an understanding of the responsibilities of good citizenship in school</p>	<ul style="list-style-type: none"> <li>. List on the board and discuss these points of citizenship in the school.</li> <li>- Show an understanding of and appreciation for individual differences</li> <li>- Show respect for the beliefs and rights of others</li> <li>- Show appreciation for and care of school facilities</li> <li>- Help to keep school standards high</li> <li>- Show school spirit</li> <li>- Be a good student, i.e., bring materials to class, do assignments on time, develop effective learning habits</li> <li>- Be present and on time for classes</li> <li>- Obey school and classroom rules and regulations</li> </ul>	<p>Pictures</p> <p>Arizona Highways</p> <p>Teacher prepared materials</p> <p>Newspaper</p> <p>News magazines</p> <p>Junior Scholastic news publications</p>
<p>Develop an understanding of the values of high school education</p>	<ul style="list-style-type: none"> <li>. Discuss and list ways the school and an education will help individuals.</li> <li>- Develop skills that help prepare individuals for earning a living</li> <li>- Provides opportunities for developing an understanding and appreciation of individual differences</li> <li>- Broaden horizons by study in many subjects</li> <li>- Provides opportunity for development of creative skills</li> <li>- Provides opportunity for self understanding and maturity</li> <li>- Provides opportunity for participation in organized social life and recreation</li> </ul>	
<p>Develop an understanding of themselves as individuals</p>	<ul style="list-style-type: none"> <li>. Class or group discussions of points such as the following, when the occasion arises, will give students the opportunity to reach a better understanding of themselves as individuals.</li> </ul>	<p>Films</p> <p>Filmstrips</p>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Promote an attitude of self reliance</p>	<ul style="list-style-type: none"> <li>-How you learn</li> <li>-Understanding your feelings</li> <li>-Your ideals</li> <li>-The kind of person you are</li> <li>-Becoming self reliant</li> <li>-Finding and making friends</li> <li>-Creative recreation</li> </ul> <p>.Films are excellent sources for topics of discussion, as well as information and illustration of the above points.</p>	
<p>The individual's role in the family</p> <p>Develop a better understanding of the individual's role and responsibilities in the family</p>	<p>.Discuss the interrelationship with members of the family. Suggested points.</p> <ul style="list-style-type: none"> <li>-Understanding individual differences</li> <li>-Respect for needs and beliefs of members of the family</li> <li>-Family values and leisure time activities</li> <li>-Showing respect for adults</li> <li>-Divided time inside and outside the home</li> <li>-Family authority</li> <li>-Family unit and security</li> <li>-Individual as a contributing responsible member</li> <li>-Care and maintenance of belongings</li> <li>-Management and conversation of time, materials and facilities</li> <li>-Recreation; alone, with others, proper use of family and public facilities</li> </ul>	<p>Textbook</p> <p>Films</p> <p>Filmstrips</p> <p>Supplementary books</p> <p>Encyclopedias</p>
<p>II. <u>Neighborhood and Community:</u></p> <p>Facilities and Services</p>	<p>.Discuss the family role in relation to various community services, and facilities, i.e., school, church, neighbors, business, recreation, etc.</p> <p>.Discuss parent and family participation in school activities.</p>	

Principles and Concepts

Develop an awareness of and appreciation for the facilities and programs provided by the community, and the family's responsible participation

III. Map Reading:

Develop an understanding of the transfer of information from concrete to abstract form. Illustrate this process in the activities

Activities-Experiences

- .List and discuss community services, agencies and facilities that are available, i.e., hospitals, family counseling, recreation programs, health service, etc.
- .List and discuss community workers and helpers, i.e., health and sanitation, food, mail service, utilities, etc.
- .Discuss individual responsibilities in the use of public facilities.
  - Care and conservation
  - Keeping facilities clean
  - Interest in appearance of community
  - Courtesy toward other people, employed and participating
  - Community pride
  - Respect for laws
- .Find and outline the neighborhood on a city map.
- .Locate important places and find how to get to them.
  - Locate shopping centers
  - Hospitals
  - Family doctor's office
  - Dentist
  - Employment office
  - Schools
  - Parks
  - City and public buildings
  - Public health center
- .Discuss the growth of the community and factors that have influenced population changes.
- .Prepare information showing how concrete places are shown in the abstract form of maps.

Instructional Materials

Maps for each student  
-City of Phoenix  
-Arizona



Principles and Concepts	Activities - Experiences	Instructional Materials
<p>IV. <u>Valley of the Sun-Geography:</u>            Valley of the Sun:            Develop an understanding of the physical features, industries, etc., important to living in the valley</p>	<ul style="list-style-type: none"> <li>.Find information on individual maps, i.e., ledger, streets, etc.</li> <li>-Locate direction and distance from home to school. Write directions telling a friend how to reach own homes giving distances, etc.</li> <li>-Find a place of business in the classified section of the telephone directory. Using this address, locate the place on the map. Write out directions and route to follow from home or school to the place</li> <li>-Locate on individual maps or a large classroom map of Phoenix many public buildings and facilities of the city</li> <li>-Locate different communities or sections of the city</li> <li>-Learn directions and relate to directions on maps</li> <li>-Learn the vocabulary needed for map reading</li> <li>.Locate main highways, freeways, and main streets.</li> <li>.Locate cities and public facilities in the valley.</li> <li>.Locate the Salt River, dams, water shed and canal system.</li> <li>.Discuss the importance of the water supply system to local industries and growth of population.</li> <li>.Read together and discuss published information about the water supply.</li> </ul>	<ul style="list-style-type: none"> <li>-School plant</li> <li>-United States</li> <li>Textbook</li> <li>Pictures</li> <li>Telephone directory for each student</li> <li>Teacher prepared materials and exercises</li> <li>Maps</li> <li>Salt River Project maps of the river and canal system</li> <li>Other published materials</li> <li>Newspaper</li> </ul>

Principles and Concepts

Activities-Experiences

Instructional Materials

V. Arizona:  
 Geography  
 Develop an awareness of the location, physical features and industries of Arizona

Government

- .Prepare information showing climate, seasons, important industries, and physical features of the valley.
- .Outline the Valley of the Sun on a map of Arizona.
- .Make a map or bulletin board of the Valley showing physical features, cities, water system, etc.
- .Locate the state of Arizona on a United States map, world map, and globe.
- .Point out directions to different places in the United States and the world that are important to the student.
- .Prepare information for notebooks and bulletin boards showing:
  - Physical features, i.e., mountains, rivers, valleys, desert, dams, etc.
  - Plant life, i.e., vegetation by area, crops, etc.
  - Climate and seasons
  - Recreation areas, types and locations
  - Important industries and products of the state showing types and locations, private and public, and their effect on population trends
  - Population centers
- .Discuss the implications of the use of taxes for public benefit.
- .Study the divisions of state government for an overview of its structure. (This will be covered more fully in History and Government the Junior year.)

- Textbook  
 ARIZONA HIGHWAYS
- Pictures
- Films
- Filmstrips
- ARIZONA FOR BOYS AND GIRLS
- Encyclopedia
- Newspaper
- Other published materials

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>History of Arizona</p> <p>Develop an appreciation for the contributions the people of the past have made to the welfare of the state</p>	<p>.Discuss outstanding citizens and their contributions to the welfare of the city and state.</p> <p>.Provide experiences for learning the voting privileges and duties of each citizen.</p> <p>.Provide information for notebook and bulletin boards showing important events in the history of Arizona.</p> <p>.Provide other experiences for developing an understanding of the history of Arizona.</p>	<p>Maps</p> <ul style="list-style-type: none"> <li>-City of Phoenix</li> <li>-Arizona</li> <li>-United States</li> <li>-Airlines</li> <li>-Railway</li> <li>-Highway</li> </ul> <p>Pictures</p> <p>Magazines</p> <p>City bus schedule</p>
<p>VI. <u>Transportation:</u></p> <p>Develop an understanding of travel routes and travel conditions</p>	<p>.Locate on an Arizona highway map the types and locations of highways, i.e., national, state, county.</p> <p>.Discuss probable conditions of each type.</p> <p>.Discuss sources of weather information affecting travel arrangements.</p> <p>.Discuss dangers of travel on the desert, and in the mountains under different weather conditions.</p> <p>.Discuss the means of travel in the city and on long trips, i.e., bicycle, private automobile, taxi, city bus, overland busses, trains, and airlines. Discuss the procedure for making transportation arrangements.</p>	<p>Films</p> <p>Filmstrips</p> <p>Encyclopedias</p> <p>Published information</p>

Instructional Materials

Activities-Experiences

Principles and Concepts

- .Study the city bus schedule. Find the schedules near the students' homes.
- .Discuss the procedure of travel on city bus. Learn the vocabulary of signs and directions in bus depot and bus.
- .Discuss the procedure of making arrangements to travel by bus or train to a distant place.
  - Purchasing a ticket
  - Handling a ticket
  - Scheduling
  - Other information
- .Plan a trip and write the necessary information in notebooks.
- .Discuss shipping and transportation of products in and out of the valley or state. Study information about methods of transportation.
- .Point out important transportation centers of the world, e.g., Phoenix, Los Angeles, Chicago, New York.
- .Locate the United States on a world map or globe.
- .Study by committee, individual or class, information related to:
  - Land formations, i.e., sea coasts, mountain ranges, great plains, deserts, etc.
  - Vegetation by area, i.e., forests, grass lands, deserts, swamps
  - Climate by area
  - Industries and products of states, localities, or cities

VII. Nation - The United States:

Geography  
Develop an awareness of the location, physical features, and climatic conditions of the United States

Principles and Concepts

Government  
Introduce the concept of Federal Government that will be developed more fully in Social Studies 3 and 4. Current events should influence or determine the topics for discussion

VIII. Laboratory:

Work in shop (for girls)

Girls are released from Social Studies to take six weeks of Practical Shop

Activities-Experiences

- Places to visit, e.g., recreational areas and facilities, points of national interest, national shrines, national parks
- Population trends, i.e., urban vs rural
- Natural resources

- .Study the divisions of federal government.
- .Discuss the constitutional form of government.
- .Discuss the economic way of life.
- .Study the elements of citizenship.
- Obeying the laws
- Voting privileges and duties
- Political issues, parties and candidates
- Taxes, i.e., payment and use, etc.

.To learn how to name, identify and use practical tools found in the home.

.To become familiar with good safety practices.

.To create an original craft project related to the Social Studies.

Instructional Materials

SPECIAL EDUCATION

GRADE 11:

AMERICAN HISTORY AND AMERICAN GOVERNMENT

NAME OF COURSE American History and American Government

The objectives of the course are to develop:

1. An attitude necessary for learning.
2. An understanding of our constitutional form of government.
3. An understanding of developments in the history of our country.
4. An appreciation for those persons who have contributed to the welfare of America.
5. An attitude of responsibility as a citizen of the United States.

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Orientation - overview:</p>	<p>Develop related vocabulary throughout the course.</p> <p>Points brought out in class discussion should be written in student notebooks.</p> <p>Provide for review or summary of each assignment.</p> <p>Provide complete review of each unit.</p> <p>The sequence of units in this course may be adjusted for better assimilation of current events, and political or government activities.</p> <p>The order of units may be arranged to begin with city, state, and national government first; then a chronological study of history.</p> <p>Films provide an excellent source information for study and discussion.</p>	<p>The following instructional materials are to be used throughout the course.</p> <p>Student materials</p> <ul style="list-style-type: none"> <li>-Textbook</li> <li>-Pencils</li> <li>-Notebook</li> <li>-Dictionary</li> </ul> <p>Supplementary books</p> <p>Workbooks</p> <p>Teacher prepared materials and exercises</p> <p>Encyclopedias</p> <p>Biographies</p> <p>Maps</p> <ul style="list-style-type: none"> <li>-City of Phoenix</li> <li>-Arizona</li> <li>-United States</li> <li>-World</li> </ul>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>I. <u>History:</u>  Discovery of America</p> <p>Colonization</p> <p>The New Nation</p> <p>The Westward Movement</p> <p>The Civil War Period</p> <p>The Twentieth Century</p>	<p>.Provide experiences for reading, discussing and writing information related to:  -The discovery of America  -Explorers - Spanish, French, and English  -The first settlements</p> <p>.Provide experiences ... related to:  -The early settlements  -The thirteen colonies  -Life in the colonial period</p> <p>.Provide experiences ... related to:  -Events that led to the Revolutionary War  -The Revolutionary War  -Writing the constitution  -Provide experiences for research on outstanding persons of the Revolutionary War period</p> <p>.Provide experiences ... related to:  -The movement westward across the continent  -Life on the frontier  -Settlement of the far west  -Explorers</p> <p>.Provide experiences ... related to:  -Disagreement between the states  -War between the north and south  -Rebuilding a nation  -Persons of the Civil War period</p> <p>.Provide experiences ... related to:  -Immigrants and naturalization  -The industrial revolution  -World War I and the years following.  -World War II and the years following.  -Heroes of the two world wars</p>	<p>Historical novels having to do with  -Personalities  -Events  -Places  -Periods in history</p> <p>Newspaper</p> <p>News magazines</p> <p>Films</p> <p>Film strips</p>



Principles and Concepts	Activities-Experiences	Instructional Materials
<p>II. <u>Geography of the United States:</u> Develop an understanding of the effect of geography on the westward movement and the economy of the nation</p>	<p>. Provide opportunity for studying information related to: -Land formations, e.g., mountains, rivers, great plains -Vegetation, e.g., forest, grass land, desert -Natural resources -Industrial development -Other areas</p>	
<p>III. <u>Constitutional Government:</u> State Constitution Divisions of state government Develop an understanding of the divisions of the state government including names of some persons holding office</p>	<p>. Provide experiences for reading, discussion, dramatization and writing information related to the following areas of constitutional government, using current information.  . Governor -Responsibilities -When and how elected  . Legislature -Senate - representation -House of Representatives - representation -When and how elected  . Courts -Kinds of courts -Enforcement agencies  . History and necessity of counties  . County Board of Supervisors -How and when elected  . Law enforcement agencies  . Mayor and council -How and when elected -Responsibilities of the council</p>	<p>Telephone Directory</p>
<p>County organization</p>		
<p>City organization</p>		

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>-Financing the Government</p> <p>Develop an understanding of the shared cost of government and national welfare</p>	<p>. Law enforcement agencies</p> <p>-Federal</p> <p>-State</p> <p>-City</p> <p>. Federal expenditures</p> <p>-Armed Forces</p> <p>-Foreign Aid - necessity</p> <p>-Conservation</p> <p>-Welfare, Post Office, etc.</p> <p>. Sources of Revenue</p> <p>-Income Taxes</p> <p>-who pays it</p> <p>-how much</p> <p>-Other sources</p> <p>. State expenditures</p> <p>-Roads</p> <p>-Law enforcement</p> <p>-Public facilities and agencies</p> <p>-Cost of courts</p> <p>. Sources of Revenue</p> <p>-Sales taxes</p> <p>-Property taxes</p> <p>-Income taxes</p> <p>. Other Agencies</p> <p>-School Districts - financing</p> <p>-State Welfare</p> <p>-Others</p> <p>. Discuss and illustrate the need of being aware of current events in order to make decisions and weigh values in relation to local, state, national, and international affairs.</p>	<p>Teaching Taxes - General Student's Handbook</p>
<p>IV. <u>Public Opinion and Communication:</u></p>		

Principles and Concepts

Activities-Experiences

Instructional Materials

- .Discuss sources of information on political and government affairs.
- .Discuss the value of differing points of view.
- .Discuss the value and qualities of having minority groups.
- .Discuss and illustrate the effect of sources of information and communication on public opinion.
- .Discuss the influence of public opinion on sources of information.
- .Discuss the types of propaganda and their use. Point out the advantages and disadvantages of propaganda.
- .Discuss and illustrate the elements of good citizenship.
  - Obeying laws of the nation, state, and city
  - Duties and privileges of voting
  - Becoming informed on the candidates
  - Becoming informed on political, national, state, local, and international issues
  - Becoming informed on political parties
- .Discuss patriotism.
  - Development
  - Values
  - Pride in the United States

V. Citizenship:

Principles and Concepts	Activities - Experiences	Instructional Materials
<p>Develop an understanding of responsibilities and current names of city officials listed at the right</p>	<p>. School Board                      -How and when elected                      -Responsibilities                      . Board of Supervisors                      -How and when elected                      -Responsibilities                      . Law Enforcement                      -Making laws                      -Enforcement of laws</p>	
<p>Federal Government</p>	<p>. Federal Constitution                      -Writing the Constitution                      -Amendments to the Constitution                      -Government under the Constitution</p>	
<p>Develop an understanding of the writing of the Constitution and Constitutional government</p>	<p>. Legislative - Congress                      -Senate                      -when and how elected                      -responsibilities                      -representation                      -House of Representatives                      -when and how elected                      -representation                      -responsibilities</p>	
<p>-Divisions of governing powers - point out current officials</p>	<p>. Executive                      -President                      -when and how elected                      -responsibilities                      -history of the electoral college                      -Cabinet</p>	
	<p>. Judiciary - Relationship between Federal and State laws.                      -Authority of the Federal Government                      -Authority of the State Government</p>	

NAME OF COURSE Economics 1 and 2 S

The objectives of the course are to develop:

1. An awareness of the responsibilities involved in being a wage earner.
2. An awareness of the benefits of wise planning.
3. An understanding of the use of banking services.
4. An awareness of community agencies relating to money management.
5. An attitude of respect for responsible citizenship.
6. An awareness of the use of money for public needs.

Statement of purpose: This course provides personal guidance and information in economics.

Principles and Concepts	Activities and Experiences	Instructional Materials
<p>I. <u>Introduction to Economy:</u> History of money</p> <p>Circulation of money</p> <p>Cash register</p>	<p>.Discuss bartering and the history of money.</p> <p>.Prepare bulletin board showing development of money as exchange.</p> <p>.Collect information from library books, magazines, newspaper, etc. relating to money.</p> <p>.Discuss coin study as a hobby.</p> <p>.Make a scrapbook showing pictures and information about money.</p> <p>.Illustrate methods of exchange. Discuss the purpose and advantage of each method.</p> <p>-Cash -Check -Money order -Traveler's checks -Telegram -Cablegram</p> <p>.Provide experiences to assure adequate skill in using cash register.</p>	<p>Library books</p> <p>Film and film strips</p> <p>Teacher prepared materials</p> <p>Magazines</p> <p>Coin collections</p> <p>Sample -Checks -Money orders -Travelers checks -Telegram forms -Cablegram forms</p> <p>Bank representative</p> <p>Cash register</p>

Principles and Concepts	Activities - Experiences	Instructional Materials
<p>II. <u>Money Management:</u></p> <p>Source of income</p> <p>Personal income</p> <p>Budgeting-use of net income</p>	<p>.Discuss handling money on a job.</p> <p>.This is the important part of the course. Each student should compute information and keep records on his own salary.</p> <p>.Discuss various sources of income, e.g., allowance, wages, profits, rent, interest, dividends, etc.</p> <p>.Compute students' gross pay, actual or proposed i.e., rate of pay multiplied by hours worked.</p> <p>.Develop the concept of net pay ("take home pay"), e.g., gross pay minus deductions.</p> <p>.Compute deductions.</p> <ul style="list-style-type: none"> <li>-Withholding tax</li> <li>-Social security</li> <li>-Insurance</li> <li>-Other deductions</li> </ul> <p>.Compute net pay</p> <p>Attention should be given to accuracy, thoroughness, and consistency in keeping these records current through the year.</p> <p>.Prepare a list of regular necessary expenses.</p> <ul style="list-style-type: none"> <li>-Necessities related to the job, e.g., transportation, lunch, clothing and grooming needs, dues.</li> <li>-Savings</li> <li>-Family responsibilities</li> <li>-Personal necessities</li> <li>-Personal luxuries, e.g., recreation, entertainment.</li> <li>-Emergencies, e.g., repairs, accident.</li> <li>-Insurance</li> <li>-Others</li> </ul>	<p>"Tips on Making Change"</p> <p>Teacher prepared materials</p> <p>Worksheets for computing deductions</p>

Principles and Concepts

Activities-Experiences

Instructional Materials

.Illustrate and discuss budgeting of income by percentage.

Prepared budget sheets

.Discuss the advantages of budgeting on a percentage basis.

.Illustrate the flexible variations of percentage spending.

.Prepare individual budgets computing percentage spending of income.

.Prepare a cash account of student's actual income and expenditures, keeping these records current throughout the year.

.Discuss and illustrate ways to stay within planned expenditures.

III. Banking:

Textbook

.Develop an understanding of the use of bank services.

-Types of accounts

-Safety deposit box

-Loans

-Financial advisement

-Educational materials

.Develop vocabulary for banking throughout unit.

Checking accounts

.Develop an understanding of checking accounts.

-Regular checking account

-Special checking account

Forms for checks with stubs

Forms for bank statements

.Stress the importance of immediate use of a checking account for students with salaries.

Forms for reconciliation

statements

.Stress the advantages of a checking account.

-A canceled check is an undisputable receipt

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Savings accounts</p> <p>Interest</p>	<ul style="list-style-type: none"> <li>-A canceled check is an accurate recording of money spent</li> <li>-A check stub is an accurate aid to budgeting</li> <li>-A checking account is a good credit rating and a means of securing a loan</li> <li>.Make out deposit slips.</li> <li>.Fill out checks and stubs carrying balance forward.</li> <li>.Audit checkbook stubs.</li> <li>.Fill out forms for bank statements.</li> <li>.Prepare a reconciliation statement.</li> <li>.Assist students who have checking accounts prepare their reconciliation statements.</li> <li>.Discuss the purpose and advantage of savings accounts.</li> <li>.Discuss the procedure for opening a savings account.</li> <li>.Examine a passbook.</li> <li>.Prepare deposit slip for a savings account.</li> <li>.Prepare a pass book page.</li> <li>.Explain methods of figuring interest.</li> <li>.Discuss compounded interest on savings.</li> <li>.Explain interest formula, i.e., <math>I = P \times R \times T</math></li> <li>.Examine and discuss compounded interest table.</li> <li>.Compute interest for savings account pass</li> </ul>	<p>Pass books or form for pass book page</p> <p>Prepared problems</p> <p>Interest table</p>



Principles and Concepts	Activities-Experiences	Instructional Materials
<p>IV. <u>Purchasing:</u> Develop an understanding of planned purchasing i.e., time, need, cost, etc.</p> <p>Quality</p> <p>Bargain</p>	<p>.Discuss the results of impulsive buying relating personal experiences.</p> <p>.Develop the concept of planned purchasing.</p> <p>-Make lists of the things each student wants to buy</p> <p>-Divide these lists into things needed now and in the future</p> <p>-Discuss ways of purchasing, e.g., discount buying, installment buying, cash buying, lay away</p> <p>.Develop guide lines for judging quality of merchandise.</p> <p>-Study information in the consumers bulletins</p> <p>-Study information on labels showing quality, contents, weight, materials, etc.</p> <p>-Study information on seals of approval, e.g., Good Housekeeping, U. S. Dept. of Ag., Underwriters Laboratory</p> <p>.Develop the concept of "What is a bargain".</p> <p>.Illustrate unwise buying of bargains that are not needed.</p> <p>.List items bought in quantity.</p> <p>.Collect advertisements from the newspaper of sales, e.g., seasonal, special.</p> <p>.Make bulletin board showing this information.</p> <p>.Discuss bargain buying in different kinds of stores, e.g., discount, chain, privately owned.</p> <p>.Discuss the use and cost of trading stamps.</p>	<p>Consumer guides labels on merchandise</p> <p>Newspapers</p>

Principles and Concepts	Activities-Experiences	Instructional Materials
Credit	<ul style="list-style-type: none"><li>.Discuss the value of credit rating</li><li>.Discuss ways of establishing good credit rating.</li><li>.Discuss the kinds of information available to businesses and individuals regarding credit rating.</li><li>.Discuss the kinds of information collected for credit rating.</li><li>.Prepare a list of agencies and services of credit agencies.<ul style="list-style-type: none"><li>-Credit consultants</li><li>-Credit investigators</li><li>-Credit unions</li><li>-Others</li></ul></li><li>.Discuss the use of credit cards.</li><li>.Examine procedure for securing a credit card.</li><li>.Illustrate the advantages and disadvantages of credit buying.<ul style="list-style-type: none"><li>-Convenience</li><li>-It sometimes leads to extravagance</li><li>-Credit buying can cost more than cash buying</li></ul></li><li>.Discuss payment for credit purchases.</li><li>.Illustrate the purpose of installment buying.<ul style="list-style-type: none"><li>-Used for buying durable goods</li><li>-Use of goods while paying for them</li></ul></li><li>.Discuss long range planning for installment buying.</li><li>.Discuss and illustrate payments by installment.</li></ul>	Credit Bureau of Phoenix, Representative
Installment		

Principles and Concepts	Activities - Experiences	Instructional Materials
<p>V. <u>Loans:</u></p>	<p>.Work problems computing down payment and carrying charge.            .Illustrate the cost of installment buying.            .Work problems comparing the cost of installment buying with cash buying.            .Discuss procedure of securing a loan.            .Illustrate and discuss promissory note, monthly payments, interest rate, etc.            .Discuss possibilities, advantages and disadvantages of using different sources of loans.            -Bank            -Credit union            -Small loan companies            -Others</p>	<p>Telephone directory            Newspaper            Form for a promissory note            Prepared problems            Textbook problems</p>
<p>VI. <u>Automobile Purchasing:</u>            Develop an understanding of the costs and responsibilities of owning an automobile.</p>	<p>.Discuss and illustrate the cost of buying an automobile.            -Purchasing            -Selection            -Values            -Payment plan            -Insurance            -Depreciation            -Upkeep            -Repairs</p>	<p>Magazines            Newspapers            Sample forms</p>
<p>VII. <u>Advertising:</u></p>	<p>.Work problems related to automobile purchasing.            .Discuss and illustrate the responsibilities of automobile ownership.            .Discuss the purpose of advertising as a means of selling merchandise.</p>	<p>Prepared problems            Consumer guides</p>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>VIII. <u>Insurance:</u></p> <p>Automobile</p> <p>Health and accident insurance</p>	<ul style="list-style-type: none"> <li>. Illustrate and discuss the methods of advertising, e.g., billboards, magazines, television, telephone.</li> <li>. Discuss the planned effect of advertising on customers.</li> <li>. Develop an awareness of the misuse of advertising.</li> <li>. Prepare a bulletin board and scrapbooks showing information given in advertisements, e.g., television, magazine, newspaper.</li> <li>. Develop an understanding of the purpose of insurance as personal protection and shared responsibility.</li> <li>. Develop an awareness of the kinds of insurance that are necessary for protection.</li> <li>. Discuss the need of having automobile insurance.</li> <li>. Discuss the cost determined by the ratio of accidents per capita for each state.</li> <li>. Read and discuss printed information from the Arizona State Highway Department and insurance companies.</li> <li>. Discuss penalties for accidents as stated on the Arizona accident report form.</li> <li>. Illustrate the importance of accident and health insurance for paying hospital and medical expenses.</li> <li>. Illustrate the protection provided if you are involved in the cause of another person's injury.</li> </ul>	<p>Better Business Bureau bulletin</p> <p>Magazines</p> <p>Newspaper</p> <p>Insurance company educational information</p> <p>Forms of insurance policies</p> <p>Form for Arizona highway accident report</p>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Other kinds of insurance</p>	<p>.Discuss the advantages of group insurance.</p> <p>.Discuss state industrial insurance, e.g., who carries industrial insurance, why it is used.</p> <p>.Discuss advantages of other kinds of insurance.</p> <ul style="list-style-type: none"> <li>-Property</li> <li>-Liability</li> <li>-Life</li> <li>-Others</li> </ul> <p>.Discuss the need of budgeting for insurance.</p> <p>.Discuss investments as a means of making money.</p> <p>.Develop concepts relating to investment of money, e.g., investment of savings, stock market.</p> <p>.Discuss ways of investing money, e.g., real estate, stocks and bonds, postal savings, jewels, cattle, government bonds, others.</p> <p>.Read stockmarket reports in newspapers.</p> <p>.Collect information on investments.</p> <p>.Prepare bulletin board showing stockmarket reports and investment information.</p> <p>.Discuss purpose of Federal income tax, state revenues, and city taxes.</p> <p>.Compute state and city sales tax on a sales slip or money order.</p> <p>.Read and discuss sections in the Federal Income Tax Manual and forms.</p> <p>.Fill out income tax return forms.</p>	<p>Newspapers</p>
<p>IX. <u>Investment of Money:</u></p> <p>X. <u>Taxes:</u></p>	<p>Federal Income Tax</p> <p>Manuals and forms</p>	<p>Federal Income Tax</p> <p>Manuals and forms</p>

<p>Principles and Concepts</p> <p>XI. <u>Citizenship and Economy:</u></p> <p>Free enterprise system</p>
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<p>Activities-Experiences</p> <p>.Discuss the use of taxes for state and federal highways, public health, public schools, defense, welfare, sanitation, parks and recreation, law enforcement, social security benefits, postal service, etc.</p> <p>.Stress the importance of public financing of these services by illustrating a way of life without the services.</p> <p>.Dramatize, or take part in, a conversation between the persons with different views on paying taxes.</p> <p>.Examine the federal, state, and city tax budgets.</p> <p>.Develop an awareness of government responsibility for the economic welfare of the country.</p> <ul style="list-style-type: none"> <li>-Federal Reserve Bank</li> <li>-Government insured home mortgages</li> <li>-Regulation of prices for consumer welfare</li> <li>-Fair and reasonable taxation</li> <li>-Maintain a standard of living for an increasing population</li> </ul> <p>.Discuss America's wealth and reasons for it.</p> <ul style="list-style-type: none"> <li>-Free enterprise</li> <li>-American inventiveness</li> <li>-Ambitious people</li> <li>-Role of the American government</li> </ul> <p>.Discuss the meaning of "Capitalism" and how it functions.</p> <ul style="list-style-type: none"> <li>-Putting savings to work, i.e., investment of money for profit</li> <li>-Resources, labor and capital are three factors necessary to produce goods and services</li> </ul>
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<p>Instructional Materials</p> <p>Films</p> <p>Brochures</p> <p>Educational materials</p> <p>Books</p>
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Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Responsibilities of a citizen</p> <p>Develop the concept that freedom requires individual responsibility</p>	<ul style="list-style-type: none"><li>-Freedom of interstate commerce provides better distribution of products</li><li>-Supply and demand governs the cost of goods</li><li>-Free enterprise provides self regulation in economy</li><li>-Right of each person to earn a living, e.g., labor unions, civil rights</li></ul> <p>.Discuss business and industries responsibility to the welfare of the community.</p> <p>.Discuss the function of labor unions in industry.</p> <p>.Discuss the responsibilities involved in being a wage earner, i.e., desire to work, become self sufficient, become a contributing member of society.</p> <p>.Discuss the values of good citizenship.</p> <p>.Discuss the cost of undesirable citizenship.</p> <p>.Discuss the cost of accidents in time and money.</p> <p>.Discuss the cost of wasted resources.</p>	
<p>Citizenship on the job</p>	<p>.Discuss the responsibility of each citizen to preserve the natural resources and scenic beauty of America.</p> <p>.Develop an appreciation for good citizenship on the job.</p> <ul style="list-style-type: none"><li>-Interest in the welfare of the business</li><li>-Ability to work with other employees</li><li>-Respect for authority</li><li>-Respect for persons and property</li><li>-An attitude of intolerance for waste and inefficiency</li><li>-Desire to advance and improve ones self</li></ul>	

SPECIAL EDUCATION

GRADE 9 :

HOME ECONOMICS



The objectives of the course are to develop:

1. An appreciation for improved personal grooming, posture and carriage.
2. An appreciation for accepted manners and courtesy.
3. A skill in selection, care and construction of clothing.
4. A skill in food preparation, serving, care and storage.
5. An understanding of the use and care of household equipment.

Statement of purpose: This course provides basic information in principles and techniques of home making.

Principles and Concepts	Activities-Experiences	Instructional-Materials
<p>Orientation:</p> <p>I. <u>Personal Development:</u> Care of the body and skin</p> <p>Care of hair</p>	<p>. Introduce the students to the general objectives of the course, the department and equipment to be used.</p> <p>. Develop related vocabulary throughout the course.</p> <p>. Introduce students to the concept of personal care and grooming.</p> <p>. Provide experiences for self evaluation. Fill in Personal Analysis form. Fill in self Evaluation form. Repeat filling in these forms occasionally through the course as students practice principles of good grooming.</p> <p>. Discuss and illustrate regular care and grooming of the hair.</p> <p>. Demonstrate cutting, shampooing and styling hair.</p> <p>. Provide experience for practicing care and grooming of hair.</p>	<p>Teaching materials</p> <p>Personal analysis forms</p> <p>Self evaluation forms</p> <p>Films</p> <p>Film strips</p> <p>Hair dryer</p> <p>Shampoo</p>

Principles and Concepts	Activities-Experiences	Instructional Materials
Care of nails	.Demonstrate manicure and care of nails for grooming and health.	Nail file, etc.
Care of clothing	.Provide experiences for practicing manicure and care of nails.	Appropriate detergents
Correct carriage and posture habits	.Illustrate and demonstrate care of clothing.	Washing machine and dryer
Manners and courtesies	.Provide experience for practicing different activities needed for care of clothing, i.e., selection, laundry, pressing, repairing.	
II. <u>Clothing:</u>	.Illustrate and demonstrate correct walking, sitting and standing habits.	
Selection of clothing in relation to occasion and personality	.Practice good posture and carriage habits.	Fabric samples
of correct clothing combination	.Discuss and practice manners and courtesies in the classroom.	Fashion magazines
Use of the sewing machine and sewing equipment	.Provide opportunity for analysis of line in relation to body proportions.	Pictures
	.Provide experiences for color analysis and effect of color in clothing.	Camera
	.Photograph and study the effect of various clothing selection on students.	Films
	.Provide experiences for threading and operation of sewing machine.	Film strips
	.Demonstrate the use of other sewing equipment.	Sewing machine
		Small sewing equipment

Principles and Concepts	Activities - Experiences	Instructional Materials
<p>Pattern selection and fitting</p> <p>Garment cutting and marking</p> <p>Basic construction</p> <ul style="list-style-type: none"> <li>-Seams</li> <li>-Tucks and darts</li> <li>-Hems</li> <li>-Facings</li> <li>-Zippers</li> <li>-Buttons, button holes and other fasteners.</li> </ul> <p>Garment pressing</p> <p>Repair and alterations of garments</p>	<p>.Provide experiences for selection and fitting of patterns. Make necessary alterations.</p> <p>.Provide experience in cutting and marking garments.</p> <p>.Provide experiences in practicing correct sewing processes.</p> <p>.Press all garments.</p> <p>.Provide experiences in repair and alteration of garments.</p>	<p>Teacher prepared materials</p> <p>Charts</p> <p>Phamphlets</p> <p>Bulletin board displays</p> <p>Food lab - kitchen with large and small equipment</p> <p>Table linens</p> <p>Films</p> <p>Film strips</p>
<p>III. <u>Foods:</u></p> <p>Balanced nutritional habits and purpose of food in body maintenance</p> <p>Basic techniques in preparation of food for breakfast, luncheon and dinner</p> <ul style="list-style-type: none"> <li>-Quick breads</li> <li>-Egg cookery</li> <li>-Vegetable cookery</li> <li>-Meat cookery</li> <li>-Pastry, cookies, cakes, etc.</li> </ul>	<p>.Provide experiences in planning balanced meals and balanced diet.</p> <p>.Demonstrate food planning and preparation techniques.</p> <p>.Provide experience for preparing meal with specific assigned activities for each student, i.e., cook food, set tables, serve meals, wash dishes.</p> <p>.Discuss and practice table etiquette.</p>	

Principles and Concepts	Activities-Experiences	Instructional Materials
<ul style="list-style-type: none"> <li>-Salads</li> <li>-Sandwiches</li> <li>-Hot dishes</li> </ul>	<p>.Provide experiences in laundering, pressing and storage of linens, i.e., dish cloths, towels, table cloths.</p>	<p>Washing machine Dryer</p>
<p>Care of linens</p>	<p>.Demonstrate and practice proper storage of foods.</p>	<p>Ironing board</p>
<p>Food storage</p> <ul style="list-style-type: none"> <li>-Foods needing refrigeration or freezing</li> <li>-Care of staple products</li> </ul>	<p>.Display and demonstrate use of different types of food products.</p>	<p>Refrigerator Freezer</p>
<p>Food purchasing</p> <ul style="list-style-type: none"> <li>-Fresh foods</li> <li>-Dehydrated foods</li> <li>-Canned foods</li> <li>-Frozen foods</li> <li>-Pre-prepared foods</li> </ul>	<p>.Discuss the value of the use of each in terms of need and time management.</p>	<p>Storage supplies Cupboards</p>
<p>Food service for social activities</p> <ul style="list-style-type: none"> <li>-Buffet service</li> <li>-Holiday meals</li> <li>-Special occasions</li> </ul>	<p>.Provide opportunity for planning and preparing food for a special activity.</p> <ul style="list-style-type: none"> <li>-Tea for mothers or other guests</li> <li>-Thanksgiving dinner</li> <li>-Food for open house</li> <li>-Others</li> </ul>	<p>Food products in various forms</p>
<p>IV. <u>Household Care and Management:</u></p> <ul style="list-style-type: none"> <li>-Wood surfaces</li> <li>-Upholstered furniture</li> <li>-Floors</li> <li>-Curtains and window decorations</li> <li>-Kitchen equipment</li> </ul>	<p>.Provide experiences for cleaning and caring for furnishings.</p> <ul style="list-style-type: none"> <li>-Dust</li> <li>-Clean floors</li> <li>-Laundry curtains</li> <li>-Clean windows</li> <li>-Clean sinks</li> <li>-Clean kitchen equipment</li> <li>-Others</li> </ul>	<p>Vacuum cleaner Cleaning equipment Kitchen and dining room furnishings</p>

SPECIAL EDUCATION

GRADE 10:

HOME ECONOMICS

NAME OF COURSE Home Economics 3 and 4 S

The objectives of the course are to develop:

1. Better understanding of importance of personal development in preparation for work experience and job placement.
2. Better understanding of behavior habits promoting good relationship with others.
3. An understanding of child development, care and training of small children.
4. Advanced skills in food preparation, serving and management.
5. Improvement of skills in selection, care and repair of clothing.
6. An understanding of the principles of selection, care and management of home furnishings.

Statement of purpose: This course provides advanced information in principles and techniques of home making.

Principles and Concepts	Activities-Experiences	Instructional-Materials
<p>Orientation:</p> <p>I. <u>Advanced Techniques in Personal Development:</u></p> <p>Care of the body</p> <p>Care of clothing</p> <p>Care of nails</p> <p>Care of skin</p> <p>Care of hair</p> <p>Correct Posture and carriage</p>	<p>. Introduce the general objectives of the course and equipment to be used. Develop related vocabulary throughout the course.</p> <p>. Prepare a personal evaluation sheet.</p> <p>. Develop charts for personal improvement.</p> <p>. Demonstrate the care of various fabrics.</p> <p>. Practice care of nails.</p> <p>. Demonstrate and practice care of the skin.</p> <p>. Practice hair styling with student participation.</p> <p>. Demonstrate hair cutting</p> <p>. Continue practice of correct posture and carriage.</p>	<p>Forms for personal evaluation</p> <p>Films</p> <p>Film strips</p> <p>Washing machine and dryer</p> <p>Nail care equipment</p> <p>Hair dryer</p> <p>Shampoo</p>

Principles and Concepts	Activities - Experiences	Instructional Materials
<p>Poise achieved through practice of manners and courtesy</p>	<p>.Continue emphasis and practice of manners and courtesy in the classroom.</p>	<p>Washing machine</p>
<p>II. <u>Advanced Clothing:</u> Selection of clothing for personal coloring, body type and personality</p>	<p>.Provide for personal analysis of clothing selection and care. .Discuss clothing suitable to occupations. .Discuss care of clothing on a job.</p>	<p>Dryer Pictures Magazines</p>
<p>Clothing construction and repair techniques</p>	<p>.Provide for individual clothing project activities. -Making garments -Alteration of garments -Repair of garments</p>	<p>Films Film strips Sewing machines</p>
<p>III. <u>Child Development and Human Relations:</u> Behavior patterns of learning through experience</p>	<p>Pre-arrangements may be made with the Home Economics Department to be included for cooperative participation in the play school program. .Classroom discussion of child development and training.</p>	<p>Small sewing equipment Pictures Films</p>
<p>-Child must be taught acceptable behavior for social development</p>	<p>.Provide for six to eight weeks experience in playschool with children. -Supervision on playground -Serving children juice and cookies -Special activities with child, e.g., reading, working puzzles, playing finger games</p>	<p>Playschool Pictures</p>
<p>-Positive approach must be used whenever possible</p>	<p>.Give children opportunity to experiment within limits of safety.</p>	

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Basic understanding of underlying causes for family discord</p>	<p>.Provide for class discussion of personal problems. .Problem for class discussion of how family problems can be met for more satisfactory human relations.</p>	<p>Films Illustrations Library books</p>
<p>IV. <u>Advanced Foods:</u> General health as related to food habits</p>	<p>.Plan and prepare meals stressing the nutritional balance of foods. .Plan and prepare foods for special diets. -Low calorie -Low sugar -High protein -Low starch</p>	<p>Food Laboratory Large and small food preparation equipment Films Film strips</p>
<p>Diets for children Basic techniques in preparation of foods for family meals</p>	<p>.Discuss and plan meals for children. .Plan, prepare and serve foods using dehydrated, frozen, fresh and canned food products. .Emphasize time management and new food products.</p>	<p>Foods- various kinds Kitchen equipment Dining room equipment</p>
<p>V. <u>Food Service</u> Food service for special functions</p>	<p>.Plan, prepare and serve meals for planned social activity. -Patio party -Buffet -Luncheon -Tea -Brunch</p>	<p>Fabric samples Pictures Films Film strips</p>
<p>VI. <u>House Furnishings and Care:</u> Principles of color planning</p>	<p>.Plan color schemes for a room in home.</p>	<p>Fabric samples Pictures Films Film strips</p>



Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Principles of room arranging for utility and balance</p>	<p>.Prepare sketches of rooms showing placement of furniture. .Select different styles of furnishings that blend well together.</p>	
<p>Principles of line and design in house furnishings</p>	<p>.Provide experiences for construction of sample curtains and draperies.</p>	<p>Sample fabric</p>
<p>Selection and construction of curtains and draperies</p>	<p>.Provide experiences for cleaning and care of household furnishings.</p>	<p>Kitchen Dining room Living room area</p>
<p>Care of household furnishings</p>		

SPECIAL EDUCATION

GRADE 11:

FOOD SERVICE

NAME OF COURSE Food Service 1 and 2 S

The objectives of the course are to develop:

1. A knowledge of techniques, equipment and sanitation practices necessary for food service occupations.
2. An understanding of the organization and planning for group activity.
3. An understanding of the individuals responsibility for working cooperatively.
4. An understanding of the vocabulary necessary for identification of equipment and preparation and serving of food.
5. An appreciation for the general principles involved in basic food preparation.
6. Skill in the correct use, care and handling of kitchen equipment and utensils for food services.
7. A knowledge of accurate measurements and basic equivalent measurements.

Statement of purpose: This is a vocational type course to prepare boys and girls for food service occupations.

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Orientation:</p> <p>I. <u>Sanitation:</u></p>	<p>Demonstration followed by repeated experiences will insure adequate development of skills in all areas of study.</p> <p>Developing related vocabulary and techniques with each activity is essential.</p> <p>. Introduce the general objectives of the course, i.e., sanitation, techniques and terms, organization, working together.</p> <p>. Introduce each of the seven areas of study at the beginning of the course and carry them out in the weekly laboratory projects.</p> <p>. Stress the necessity of washing hands and wearing clean work aprons. Check closely.</p>	<p>Films</p> <p>Foods</p> <p>Laboratory arranged in the order of a commercial foods kitchen</p> <p><u>Food Sanitation</u> and other instructional materials from Maricopa County Health Department</p>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Sanitation practices as related to food handling</p> <ul style="list-style-type: none"> <li>-Sterilization of equipment</li> <li>-Personal practices and habits</li> <li>-Care of foods, i.e., washing, storage</li> <li>-Organized practices in keeping work area clean</li> </ul>	<p>.Provide practice in proper handling of kitchen equipment.</p> <p>.Provide fu. evaluation and correction of un-sanitary personal habits not acceptable in food services.</p> <ul style="list-style-type: none"> <li>-Personal cleanliness, i.e., hair, nails, dress, etc.</li> <li>-Touching face or hair.</li> <li>-Handling of equipment, dishes, etc.</li> <li>-Proper cleaning methods</li> </ul> <p>.Provide for role-play as bus boys and waitresses, etc., for constructive criticism of habits.</p>	<p>Films</p> <p>Filmstrips</p>
<p>II. <u>Equipment:</u></p> <p>Use of equipment</p>	<p>.Provide experience for learning to distinguish equipment and its use by laboratory practices.</p> <p>Standard Equipment:</p> <ul style="list-style-type: none"> <li>-Spatula</li> <li>-Rubber scraper</li> <li>-Measuring equipment for liquid and dry measure</li> <li>-Mixing bowls</li> <li>-Sauce pans</li> <li>-Vegetable slicer</li> <li>-Knives and their use</li> <li>-Deep fat fryer</li> <li>-Serving silver</li> <li>-Serving dishes</li> <li>-Casserol</li> <li>-Grills</li> <li>-Skillet</li> <li>-Pastry blender</li> <li>-Rolling pin</li> <li>-Baking tins</li> <li>-Others</li> </ul>	<p>Instructional laboratory equipment</p> <ul style="list-style-type: none"> <li>-Stove</li> <li>-Refrigerator</li> <li>-Washing machine</li> <li>-Dryer</li> <li>-Others listed at the left</li> </ul>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Cleaning and storage of equipment</p> <p>III. <u>Food Service Terms:</u></p>	<p>.Learn to use each piece of equipment.</p> <p>.Practice cleaning and proper storage of equipment.</p> <p>.Learn techniques in the use and care of large laboratory equipment.</p> <ul style="list-style-type: none"> <li>-Stove</li> <li>-Refrigerator</li> <li>-Sinks</li> <li>-Counters</li> <li>-Washing machine and dryer</li> <li>-Others</li> </ul> <p>.Learn the care and use of materials used in the kitchen.</p> <ul style="list-style-type: none"> <li>-Cast iron</li> <li>-Aluminum</li> <li>-Pyrex</li> <li>-Enamelware</li> <li>-Porcelain</li> <li>-Glass</li> <li>-Stainless steel</li> <li>-Tile</li> <li>-Woodwork</li> <li>-Flooring</li> <li>-Plastic</li> <li>-Silver</li> <li>-Wood</li> </ul> <p>.Develop adequate understanding of terms used in food service.</p> <p>.Use food terms with each demonstration and lab experience in food preparation and service.</p> <p>.Provide drill and exercises for learning food terminology.</p> <p>.Identify foods and equipment by name.</p>	<p>Teacher prepared material and exercises</p> <p>Vocabulary list</p>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>IV. <u>Standard Measurement:</u></p> <p>Figuring units of measure</p>	<p>.Provide experiences for learning the terms and abbreviations of measurements.</p> <p>.Provide experience for learning the measurement of dry and liquid materials.</p> <p>.Develop skill in using units of measure, equivalents of measure and abbreviations.</p> <p>.Work problems involving planning for needs for specific menus and recipes.</p> <p>-Adjust measurements of recipes for a given number of people</p> <p>-Write a grocery order for the necessary food giving correct measurements</p>	<p>List of equivalent measures</p> <p>Measurement equipment</p> <p>Teacher prepared problems</p>
<p>V. <u>Food Preparation Techniques:</u></p>	<p>.Instruct students in scientific techniques and methods for successful food preparation.</p> <p>.Provide lab experiences for learning the methods of preparing the following types of foods. Stress practice of the correct techniques, i.e., temperature, measurement, etc.</p> <ul style="list-style-type: none"> <li>-Quick breads</li> <li>-Vegetables</li> <li>-Meats</li> <li>-Salads</li> <li>-Egg cooking</li> <li>-Pastries and cakes</li> <li>-Puddings and sauces</li> <li>-Dehydrated foods</li> <li>-Packaged mixes</li> <li>-Frozen foods</li> <li>-Canned foods</li> </ul> <p>.Learn the basic methods, ingredients and measurements of recipes.</p>	<p>Teacher prepared materials</p>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>VI. <u>Cooperative Work Habits:</u></p> <ul style="list-style-type: none"> <li>-Courtesy</li> <li>-Cooperative planning</li> <li>-Work habits</li> </ul> <p>Develop initiative and self direction necessary for successful employment in the cafeteria or in the work experience program</p> <p>Organization of equipment</p> <p>Responsibilities of an employee</p>	<ul style="list-style-type: none"> <li>.Learn the amounts of foods to order.</li> <li>.Learn the proper temperature and method of storing foods.</li> <li>.Learn the time fresh foods can be safely stored.</li> <li>.Provide opportunity for student planning of lab activities with specific assigned responsibility for each student.</li> <li>.Work cooperatively in lab preparation and service of foods.</li> <li>.Rotate the job activities to insure experience in all areas of food preparation and service.</li> <li>.Carry each activity out in steps. Provide adequate practice to develop skill, e.g., set up a single work lab and assign jobs, i.e., dish washer, dish dryer, dish scraper, return equipment to storage, etc.</li> <li>.Learn how to organize equipment for use.             <ul style="list-style-type: none"> <li>-List equipment needed</li> <li>-Put needed items out on a tray</li> <li>-Plan each step ahead before starting</li> </ul> </li> <li>.Learn the responsibilities of food service employees. Each person should:             <ul style="list-style-type: none"> <li>-Know position</li> <li>-Acknowledge supervisor by name and by showing respect</li> <li>-Learn to listen and follow directions</li> <li>-Learn to accept constructive criticism</li> <li>-Learn specific responsibilities</li> <li>-Learn to work under pressure</li> <li>-Discuss taking rapid, blunt orders from supervisors</li> </ul> </li> </ul>	

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Develop habit of table etiquette manners on the job</p>	<p>.Discuss and practice table etiquette.          .Discuss and practice manners on the job, i.e., bus boy, waitress, clerk.          .Discuss and illustrate good posture and attitude and the effect on other people.</p>	
<p>VII. <u>Personal Health:</u>          Develop an appreciation for personal care necessary for food service occupations</p>	<p>.Discuss and illustrate the effects of sleeping habits and eating habits on health and work.          .Discuss foods necessary for good health.</p>	<p>Films          Pictures          Filmstrips</p>
<p>Cleanliness</p>	<p>.Discuss personal care and cleanliness.          -Brushing teeth          -Bathing habits          -Clean under garments every day          -Hair washed weekly          -Finger nails cleaned daily          -Hands scrubbed regularly, i.e., after touching face or hair, using rest room, touching soiled clothing          -Use of deodorant</p>	
<p>Clothing</p>	<p>.Discuss and illustrate appropriate clothing for different jobs.</p>	
<p>Care of clothing</p>	<p>.Demonstrate and practice care of clothing for boys and girls, e.g., sewing on buttons, washing, pressing, mending.          .Plan for the rental and care of aprons or uniforms.</p>	
	<p>.Illustrate appropriate detergent for different fabrics.</p>	



Principles and Concepts	Activities-Experiences	Instructional Materials
<p>VIII. <u>Weekly Laboratory Projects:</u></p> <p>Basic principles</p> <p>Demonstration of techniques and principles</p> <p>Planning and organization</p> <p>Lab plan will vary with the menu</p>	<p>The seven areas of study above are incorporated in the developmental laboratory projects for each week. This plan is subject to revision as needed in the classroom.</p> <p>.First Day Study the basic principles to be developed. -Sanitation -Personal health and appearance -Related vocabulary -Names and recognition of equipment -Cooperative work habits</p> <p>.Second Day Demonstration of techniques and principles to be developed in the project. -Measurements -Handling and care of equipment -Preparation of foods -Serving of foods -Clean up and storage of equipment -Terminology of food preparation</p> <p>.Third Day Plan the meal and the organization of activities for the laboratory experience. -Plan the menu -Prepare recipes for the number of persons to be served -Prepare grocery list -Order groceries -Assign jobs for preparation of food and serving.</p> <p>.Post job assignments on bulletin board. -Cooks, i.e., main course -Assistant cooks, i.e., vegetables, beverage, desserts, bread -Service assignments, i.e., waitress, bus boys, set up tables, linens, silver</p>	<p>All materials listed</p>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Laboratory experience</p> <p>Evaluation and clean-up</p>	<ul style="list-style-type: none"> <li>-Clean-up detail, i.e., laundry, pressing, large kitchen equipment, storage of equipment</li> <li>-Check supplies, i.e., food, linen, silver, kitchen equipment</li> <li>-Others</li> </ul> <p>.Fourth Day - Lab Day</p> <ul style="list-style-type: none"> <li>-Carry out lab experiences. Check posted activities</li> <li>-Practice cooperative work habits</li> <li>-Carry out instructions independently</li> <li>-Use accurate measurement</li> <li>-Use right equipment correctly</li> <li>-Practice principles of sanitation</li> <li>-Use terminology of food preparation and service</li> <li>-Use proper techniques of food preparation and service</li> <li>-Practice the principles of personal health and grooming</li> <li>-Take pride in quality of work</li> <li>-Practice table etiquette</li> <li>-Practice the proper procedure for waiting tables and bussing</li> <li>-Wash dishes, clean tables and counters and other kitchen equipment</li> </ul> <p>.Fifth Day</p> <p>Evaluation of the Lab experience and finish clean-up.</p> <ul style="list-style-type: none"> <li>-Constructive criticism of carrying out work assignments</li> <li>-Constructive criticism of preparation and quality of foods.</li> <li>-Finish clean-up activities, i.e., ovens, floors, counters, large equipment, check and store equipment, laundry, check food supply</li> </ul>	

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>IX. <u>Special Projects:</u></p>	<ul style="list-style-type: none"><li>.Prepare luncheons inviting guests.</li><li>.Prepare tea for special events.</li><li>.Prepare luncheon using special menus, e.g., Spanish food, student's special recipes.</li><li>.Prepare a buffet inviting guests.</li></ul>	

The objectives of this course are to develop:

1. An awareness of abilities and aptitudes that may lead to occupations.
2. Skills and knowledge needed for home repair.
3. An appreciation for good craftsmanship and design.
4. A skill in the use and manipulation of certain tools and machines.
5. A co-operative attitude of responsibility toward work and workers.
6. An understanding of the vocational and avocational possibilities in industries.

Statement of purpose: This course provides pre-employment experiences that will train, guide and evaluate the students' experience in the use of materials, tools and equipment.

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>I. <u>Orientation:</u></p>	<ul style="list-style-type: none"> <li>. Through lecture and class participation:                             <ul style="list-style-type: none"> <li>-Introduce students to the school, department and subject aims of the course</li> <li>-Explain the general standards of attainment, the minimum essentials or basic course objectives</li> <li>-Make a statement of method and procedure used to gain experiences</li> <li>-Pupil activity and participation should be adequately understood</li> <li>-Let students know that pupil activities and experiences will be clearly recorded</li> <li>-Explain the system of evaluating and grading each student</li> <li>-Discuss types of materials with which they will work</li> <li>-Discuss the types of tools to be used</li> <li>-Explain shop control under teacher and shop control delegated to students</li> <li>.Develop related vocabulary throughout the course for identification and use of tools, machines and materials.</li> </ul> </li> </ul>	<p>Student handbook</p> <p>Instructional material regarding school regulations</p> <p>Safety wall chart</p> <p>Daily bulletin</p> <p>Films</p> <p>Filmstrips</p> <p>Teacher prepared materials</p> <p>Bulletin board</p> <p>Illustrations</p> <p>Personal Data Sheet forms</p> <p>Magazines</p>

SPECIAL EDUCATION

GRADES 9-11:

SHOP

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>II. <u>Safety:</u> Instruction</p>	<p>.Recommend books of interest in the areas of Industrial Arts.</p> <p>.Impress upon the students the importance of relating Industrial Arts to other subjects whenever possible.</p> <ul style="list-style-type: none"> <li>-Encourage students to express their thoughts in good English</li> <li>-Avoid the use of slang</li> <li>-Use proper spelling, neatness and form on papers</li> <li>-Emphasize the importance of good English usage for vocational success</li> <li>-Develop knowledge and skill in measurement, e.g., board feet, units of measure, allowance and waste, estimate and budget.</li> </ul> <p>.Safety rules and practices should be employed throughout the course.</p> <p>.Make certain that students understand all necessary safety rules and regulations, and regulations, and become safety conscious.</p> <p>.Illustrate the importance of safety by demonstration and lecture.</p> <p>.Instruct students in:</p> <ul style="list-style-type: none"> <li>-Proper use of machines and materials</li> <li>-The responsibility for shop clean-up</li> <li>-Giving all their attention to tool or piece of machinery being used</li> <li>-Dangers or doubtful practices</li> <li>-The importance of wearing proper clothing</li> <li>-Cautious handling of power tools</li> <li>-Reporting disturbance, injuries, and violations of safety rules</li> </ul>	<p>Books on science</p> <p>Experiments</p> <p>Telephone directory</p> <p>Library books</p> <p>Library books</p> <p>Charts</p> <p>Shop regulation book</p> <p>Pictures</p> <p><u>Red Cross First-Aid Book</u></p> <p>Brochures and pamphlets on safety</p> <p>Pamphlets on tool and machine safety</p> <p>Stanley tool safety charts</p> <p>Delta machine safety posters</p>

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Fire safety</p>	<ul style="list-style-type: none"> <li>-Safety involved when handling electricity</li> <li>-The necessity of good conduct in the shop</li> <li>-Proper eye protection</li> <li>-Proper use of air hose</li> <li>-Importance of keeping materials out of the mouth</li> <li>. Instruct students in:             <ul style="list-style-type: none"> <li>-Location of fire exits</li> <li>-Location and purpose of fire extinguishers and reporting fires.</li> <li>-Correct procedure to follow in case of fire</li> <li>-Lighting cigarettes or matches is prohibited</li> <li>-Explain purpose and significance of participation in the fire exit drill</li> </ul> </li> </ul>	<p>Films</p> <p>Film strips</p> <p>Fire chart</p> <p>School bulletin</p> <p>Student handbook</p> <p>Films</p> <p>Film strips</p> <p>Fire marshal</p>
<p>Shop practice</p>	<ul style="list-style-type: none"> <li>. Instruct students in the use of tools and machines to be used. Students should operate only those machines and tools in which they have been properly instructed.</li> <li>-Guards and safety devices should be used at all times</li> <li>-Main power switch should be handled by teacher only</li> <li>-Special set-up and machinery must be checked by teacher before power is turned on</li> <li>-Stand clear of all power machinery</li> <li>-Use machinery only for assigned projects</li> <li>-Use flammable material only in a well ventilated room</li> <li>-Clean up all oil and grease</li> <li>-Place used rags only in covered metal containers</li> <li>-Keep floors and aisles clear</li> </ul>	

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>III. <u>Tool Care:</u></p>	<p>.Provide experiences for learning the proper care of tools. Employ the following methods of caring for tools throughout the course. Stress the importance of working with sharp tools.</p> <ul style="list-style-type: none"> <li>-Clean and sharpen tools</li> <li>-Sharpen plane blades</li> <li>-Sharpen knives</li> <li>-Sharpen ax or hatchet</li> <li>-Sharpen and adjust shears</li> <li>-Shape a screwdriver</li> <li>-Fit a hammer handle</li> <li>-Clean and lubricate machinery</li> <li>-Prevent tools rusting</li> <li>-Know when to grind and sharpen tools</li> <li>-Remove rust from tools</li> </ul>	
<p>IV. <u>Machines:</u></p>	<p>.Explain the principles of machines. This may be done while working on other projects.</p> <ul style="list-style-type: none"> <li>-Simple machines</li> <li>-Pulley</li> <li>-Lever</li> <li>-Screw</li> <li>-Wedge</li> <li>-Chain and belt</li> <li>-Inclined plane</li> <li>-Friction</li> <li>-Combustion</li> <li>-Explosion</li> <li>-Others</li> </ul>	
<p>V. <u>Woods:</u> Projects</p>	<p>.Carry out suggested projects.</p> <ul style="list-style-type: none"> <li>-Cutting board</li> <li>-Tie rack</li> <li>-Table lamp</li> <li>-Picture frame</li> <li>-Clock shelf</li> <li>-Footstool</li> <li>-Serving tray</li> </ul>	<p>Machines for wood working</p> <ul style="list-style-type: none"> <li>-Circular saw</li> <li>-Band saw</li> <li>-Drill press</li> <li>-Electric sander</li> <li>-Lathe</li> <li>-Others</li> </ul>



Principles and Concepts	Activities-Experiences	Instructional Materials
<p>Experiences</p>	<ul style="list-style-type: none"> <li>-Magazine rack</li> <li>-Shoeshine kit</li> <li>-Wall shelf</li> <li>-Corner shelf</li> <li>-Gun rack</li> <li>-Trivetts</li> <li>-Shadow box</li> <li>-Telephone shelf</li> <li>-House-number sign</li> <li>.Instruct students in the identification and use of all kinds of tools.</li> <li>.Instruct students in the identification and use of machines.</li> <li>.Provide opportunity for developing skill in each of the following areas.</li> <li>-Participation in shop organization</li> <li>-Reading a rule and measuring to one eight inch</li> <li>-Laying out and checking with try square</li> <li>-Using square to lay out lines</li> <li>-Sawing with rip, crosscut, and coping saw</li> <li>-Planing with smooth and jack plane</li> <li>-Assembling and adjusting planes</li> <li>-Laying out straight and irregular pieces and curves</li> <li>-Using back and scroll saw</li> <li>-Squaring a board</li> <li>-Designing a simple project</li> <li>-Using several types of glue</li> <li>-Laying out and making butt and dowel joints</li> <li>-Planning a chamfer and bevel</li> <li>-Drilling with a drill press</li> <li>-Scraping a surface</li> <li>-Sharpening tools</li> <li>-Using brace and auger bit, countersink, and depth guage</li> </ul>	<ul style="list-style-type: none"> <li>Films</li> <li>Film strips</li> <li>Ready mix glues</li> <li>Paint</li> <li>Varnish</li> <li>Lacquer</li> <li>Paint remover</li> <li>Turpentine</li> <li>Thinner</li> <li>Lumber</li> <li>-Pine</li> <li>-Cedar</li> <li>-Gum</li> <li>Woodscrews</li> <li>-Flat</li> <li>-Round</li> <li>-Oval</li> <li>-Phillips</li> <li>Nails (assorted)</li> <li>Plastic Wood</li> <li><u>The Jam Handy Organization</u> - publications</li> </ul>

Principles and Concepts

Activities-Experiences

Instructional Materials

- Using claw hammer and nails
- Fastening with screws and nails
- Using bar clamp
- Applying finish with brush and spray can
- Using sand paper
- Using steel wool
- Doing some upholsterying
- Using circular saw, sabre saw, electric drill, and electric grinder

- Tools for woodworking
- Hand drill
  - Nail set
  - Screwdrivers
  - Chisel
  - Rasp
  - File
  - Bar clamp
  - C - clamp
  - Crosscut saw
  - Rip saw
  - Brace and bits
  - Scratch awls
  - Mitre box
  - Brad awl
  - Hammers and mallets
  - Pliers
  - Punches
  - Scales and rulers
  - Vise
  - Marking guage
  - Planes

VI. Metals:  
Projects

- .Carry out suggested projects.
- Making rings (aluminum)
- Earrings (aluminum)
- Pendants (aluminum)
- Nail box (sheet metal)
- Tool tray (sheet metal)
- Dust pan (sheet metal)
- Try square (sheet metal)
- Rule (sheet metal)

Experiences

- .Instruct students in the identification and use of all kinds of tools.
- .Provide opportunity for developing skill in each of the following areas.
- Reading and following a working drawing
- Working drawing

- Materials
- Copper
  - Brass
  - Aluminum
  - Sheet metal
  - Sheet steel

Films

Film strips

Popular Science Pub. Co.

Metal working tools

Scriber

Principles and Concepts	Activities-Experiences	Instructional Materials
<p>VII. <u>Plastics:</u> Projects</p> <p>Experiences</p>	<ul style="list-style-type: none"> <li>-Sketching</li> <li>-Identifying metalworking</li> <li>-Drilling with the drill press</li> <li>-Center punching</li> <li>-Measuring and marking stock</li> <li>-Identifying materials</li> <li>-Cutting stock with hacksaw</li> <li>-Understanding how metal is worked, i.e., how to form scroll, how to give stiffness to metal, how to bend and twist metal</li> <li>-Understanding how to fasten metal, i.e., soldering, seaming, riveting</li> <li>-Hammering</li> <li>-Working with aluminum, i.e., layout, filing, sanding (abrasives), polishing (buffing), finishing</li> </ul> <p>.Carry out suggested projects.</p> <ul style="list-style-type: none"> <li>-Letter opener</li> <li>-Crosses</li> <li>-Hearts</li> <li>-Teardrops</li> <li>-Buttons</li> <li>-Belt slides</li> <li>-Rings</li> <li>-House numbers</li> <li>-Letters</li> </ul> <p>.Instruct the students in the use and care of tools to be used.</p> <p>.Provide experiences for developing skill in each of the following areas.</p> <ul style="list-style-type: none"> <li>-Designing an article</li> <li>-Lay out of stock</li> </ul>	<p>Pliers and nippers -various types Hammers -Ball peen -Cross peen Wood mallets Center punch Hand drill Stake Machinist's vise Drill press Anvil Hacksaw Tools used for plastic not included elsewhere Assorted plastic sheets Assorted plastic rods Template Polishing compound</p>

Principles and Concepts

VIII. Home Repair and Upkeep:

Repairs

Painting

Activities - Experiences

- Lay out work with masking tape
- Cutting stock
- Filing project
- Sanding project
- Buffing project
- Attach eye to project
- Polishing with buffer
- Polishing with a strip of cloth
- Cementing plastic

.Instruct students in the use and care of tools to be used.

.Provide instruction and experiences in each of the fol. wing areas.

.Provide experiences for developing the following skills.

- Repair of furniture
- Lubricate door hinges
- Install screen
- Remove broken glass
- Replace window pane
- Install door bumper
- Mix and apply putty
- Make window screens
- Hang pictures
- Hang curtain rods
- Refinish furniture

.Provide experiences for learning each of the following:

- Know types of brushes
- Know which type of brush to use
- Use and care of ladder
- Care of brushes
- Materials used for cleaning brushes

Instructional Materials

- Abrasive paper
- Laminating glue
- Film
- Filmstrips

Tools - same as other areas

Filmstrips (Society for Visual Education)

Film (Young America, Inc.)

Tools

Putty

Fixtures

Equipment

Paint

Paint brushes

Ladder

Thinner

Principles and Concepts	Activities - Experiences	Instructional Materials
Electricity	<ul style="list-style-type: none"> <li>-Proper method of cleaning brushes</li> <li>-Housepainting inside and outside</li> <li>-Painting metal</li> <li>-Replace a lamp socket</li> <li>-Replace a male plug</li> <li>-Replace fuse</li> <li>-Explain the principle of doorbell circuit</li> </ul>	Others
Plumbing	<ul style="list-style-type: none"> <li>-Replace faucet washer</li> <li>-Clean a shower head</li> <li>-Repair common flush tank difficulties</li> <li>-Explain methods of cleaning plugged drain</li> <li>-Explain methods of cleaning plugged traps</li> <li>-Explain the proper care of a furnace</li> <li>-Change furnace filter</li> </ul>	Sockets Plugs Wiring Books Magazines Small parts and fixtures Tools
Landscaping	<ul style="list-style-type: none"> <li>-Know how to prepare soil</li> <li>-Know procedure and proper time for planting seed</li> <li>-Know how to feed and care for lawn, flowers and trees</li> </ul>	Film Books Magazines Lawn and garden tools Mawn mower

**SPECIAL EDUCATION**

**COMMUNITY RESOURCES**

U.S. Government Printing Office  
Division of Public Documents  
Washing, D. C., 20402  
Your Federal Budget - 10¢

Treasury Department  
Internal Revenue Service  
230 North 1st Avenue

Mrs. Graham  
Telephone 261-3489  
Room - 2041

Supply room -B-401

Film - "Your Federal Income Tax" (new 1040 form)  
Teaching kit - Teaching Taxes - General Students  
Handbook

Superintendent of Documents  
U.S. Government Printing Office  
Washington, D. C., 20403  
The Budget in Brief - 35¢

U.S. Food and Drug Administration  
Attn: Division of Public Information  
Free booklets:  
Read the Label  
Your Money and Your Life  
First Facts About Drugs

Treasury Department  
Narcotics Bureau  
230 North 1st Avenue  
Telephone 261-3900

U.S. Civil Defense  
2052 North 52nd Street  
Telephone 273-1411  
Safety materials and demonstrations

Social Security Administration  
1302 North Central  
Telephone 261-4241  
Films, teaching materials and speakers

Agricultural Extension Service  
1210 West Madison  
Telephone 258-8651

Arizona Highways Magazine  
2039 West Lewis Avenue  
Telephone 258-6641

Arizona Tax Commission  
1700 West Washington  
Income Tax Division - telephone 271-4565  
Witholding Tax Division - telephone 271-4567  
Sales Tax Division (tax scale) -  
telephone 271-4477

Arizona State Fair Commission  
1826 West Mc Dowell Road  
Telephone 253-3181  
Information on jobs during the State Fair

Arizona Employment Security Commission  
Jobs for Youth  
438 West Adams  
Telephone 258-1621  
Mr. Karl R. Anderson

Phoenix Farm Labor  
606 South 1st Street  
Telephone 258-8204

Arizona Game and Fish Department  
1688 West Adams  
Telephone 271-4295

Arizona State Civil Defense  
1700 West Washington  
Telephone 271-4671

Arizona Restaurant Association  
Arizona Savings Building  
112 North Central  
Telephone 258-3256  
Tax scale cards

Arizona Development Board  
1500 West Jefferson Street  
Telephone 271-4431

Educational materials on Arizona  
Indians, history, maps, lost treasures, etc.

Arizona Highway Department  
Driver's License Division  
2324 North 20th Avenue  
Telephone 261-7401  
4005 North 51st Avenue  
Telephone 261-7466

Arizona Historical Foundation  
5800 North Central  
Telephone 277-9377  
Mr. Bert Fireman

Arizona Public Service Company  
46 North 1st Avenue  
Telephone 271-7412  
Home Economics Advisors  
Telephone 273-5900

Maricopa County Health Department  
1825 East Roosevelt Street  
Telephone 258-6381  
Educational materials  
Health card  
Sanitation course  
Mr. Ross

National Cash Register Company  
3602 North Central Avenue  
Telephone 279-7361  
Mr. H. E. Walthall  
Films  
Tips on Making Change

Credit Bureau of Phoenix  
705 North 1st Street  
Telephone 258-5811  
Speaker on credit rating  
Mr. Latham Morse

Better Business Bureau  
3800 North Central  
Telephone 264-0248  
"Better Business Bureau Bulletin"

Zellerbach Paper Company  
4710 West Camelback Road  
Telephone 939-3311  
"Carry Out Boy"

Valley National Bank  
141 North Central Avenue  
Mrs. Gertrude Stanley  
Telephone 261-2292  
Films, Speakers and publications



First National Bank  
411 North Central  
Telephone 271-6000  
Miss Bess Stinson  
Educational material

Community Council  
1515 East Osborn Road  
Telephone 277-5421  
Mrs. Tinker  
Youth Volunteers

Adams Hotel  
Central and Adams  
Telephone 253-1131  
Mrs. Ann Langdon  
"Housekeeper's Manuel"

Sears Roebuck and Company  
1949 East Camelback Road  
Telephone 264-7300  
Personnel - Mr. Guy Pierce

Salt River Project  
Community Relations  
313 North 3rd Avenue  
Telephone 273-5900  
Educational Materials

Mountain States Telephone  
202 West Adams - Room 361  
Telephone 271-2652  
Mrs. Ethel Mason

Greyhound Bus Lines  
313 North 1st Street  
Telephone 258-2731  
Educational materials and speakers

Phoenix City Government  
Municiple Building  
Personnel Department  
Telephone 262-6277  
Films and educational materials

Republic and Gazette  
Circulation Department  
120 East Van Buren  
Telephone 271-8381  
Mrs. Johnson

Phoenix Employment Service  
105 East Mc Dowell Road  
Telephone 252-7103