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Focusing on the general objectives of emotional, social, and academic development, and economic and physical growth, five areas of curriculum are described. The area of language arts includes motor, oral sensory development in readiness, habits and attitudes, reading, writing, spelling, and language. Arithmetic instruction is divided into primary, intermediate, and secondary levels; science and social studies concepts are presented for primary, intermediate, and junior and senior high levels. Singing and rhythms are included in music education. Appendixes list information on instructional materials centers and state guidelines for classes for the educable retarded. (RP)

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# CURRICULUM GUIDE

for the

# EDUCABLE MENTALLY HANDICAPPED

COLUMBIA, SOUTH CAROLINA

EC003261

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# FOREWORD

An important key to effective teaching is an understanding and acceptance of all children and how they differ. Acceptance and understanding of mentally handicapped children have progressed much faster in South Carolina since the passage in 1954 of the Special Education Act which provided special instruction for the mentally and physically handicapped.

Schools have the general problem, with the assistance of state supervisors and psychologists, of determining the needs of children for special education and then of developing and conducting a program to meet the needs of these children. Many of these children became discouraged in the past and dropped out of school, never receiving the education of which they were capable.

In a democratic society, we believe that every child should be given an opportunity to reach his full potential. Mentally handicapped children need a special curriculum, special teaching methods, and special materials to enable them to progress satisfactorily.

This guide is developed as an aid to teachers of mentally retarded children. The suggestions and recommendations will enable teachers to plan meaningful experiences for students.

CYRIL B. BUSBEE,  
*State Superintendent of Education.*

# INTRODUCTION

In the final analysis, the improvement of education in the public schools is dependent on the initiative, understanding, and cooperation of the individual teacher. This guide is designed to help you, the teacher, improve your techniques of teaching so that those boys and girls under your influence may reach maximum development commensurate with their abilities and potentialities. Broad basic guidelines for teaching are presented in the areas of language arts, arithmetic, science, social studies and music.

In addition to the many ideas for teaching presented in this guide, an arts and crafts guide has been published which provides directions for many interesting activities to supplement academic instruction in the areas listed above.

Due to the availability of physical education guides at both the elementary and secondary levels, physical education was not included as a special subject area. These guides can be secured from the STATE DEPARTMENT OF EDUCATION, 1001 RUTLEDGE BUILDING, COLUMBIA, S. C. 29201.

You have a unique opportunity to help develop and enhance the lives of children who have been entrusted to your care. As you recognize this opportunity, you must also recognize your responsibilities in guiding educable mentally handicapped boys and girls in developing realistic goals for self-realization, social acceptance and satisfactory life adjustment.

It is our hope that this guide will help you, the special education teacher, as you strive to meet the educational needs of these exceptional children throughout our state.

W. BRUCE CROWLEY,  
*Director, Office of General Education.*

# ACKNOWLEDGMENTS

This Curriculum Guide for Educable Mentally Handicapped Pupils has been prepared through the cooperation of the South Carolina State Department of Education, Division of Instruction, for use in special education classes throughout the state.

W. Owens Corder, Chief Supervisor of the Program for Exceptional Children, directed the project until January, 1966. Robert P. Armstrong, Consultant for the Mentally Handicapped, directed completion of the guide.

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Dr. Wiestse DeHoop, West Georgia Teachers' College, Carrollton, Georgia;

Sister Miriam Terese, O.S.F., and Sister Mary Theodore, O.S.F., Superintendent, St. Coletta School, Jefferson, Wisconsin.

We are grateful to all who have made a contribution to the preparation of this material. Many favorable comments and valuable suggestions have been made by South Carolina teachers who have used a trial copy of the guide.

The following sub-committee members studied the trial copy and made important additions, deletions and changes in the format to insure greater usability in the classroom:

Miss Helen A. Bloodworth, Arden Elementary School, Columbia;

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Mrs. Jacqueline McC. Olmert, Bishopville Primary School, Bishopville;

Mrs. Bernice W. Stukes, Professor of Special Education, South Carolina State College, Orangeburg;

It is our hope that the use of this guide shall enrich the lives of mentally handicapped boys and girls throughout our state.

ROBERT P. ARMSTRONG, *Consultant for  
the Mentally Handicapped, Program  
for Exceptional Children.*



# GENERAL OBJECTIVES

## EMOTIONAL DEVELOPMENT:

1. Self-discipline
2. Sense of security
3. Sense of personal worth and dignity
4. Feeling of success and pride in achievement
5. Respect for the rights of others

## PHYSICAL GROWTH:

1. Self-care
2. Sensory perception
3. Manipulative and coordinative skills
4. Speech correction
5. Safety

## SOCIAL DEVELOPMENT:

1. Social competence
2. Responsibility toward home and family living
3. Desirable attitudes toward constructive citizenship
4. Use of leisure time
5. Appreciation of cultural activities

## ACADEMIC DEVELOPMENT:

1. Development of an inquiring mind
2. Achievement in basic skills
3. Development of communicative skills
4. Promotion of creativity

## ECONOMIC GROWTH:

1. Management of personal affairs
2. Successful relations with others
3. Awareness of community vocations
4. Appreciation for occupations
5. Vocational training and guidance
6. Vocational competence

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# *Language Arts*

## LANGUAGE ARTS

Collections of groups of objects such as: shells  
leaves

squares of wallpaper  
designs on cards  
pictures on cards  
nuts and bolts

### I. READINESS—SENSORY PERCEPTION

#### A. VISUAL DISCRIMINATION

Color Texture  
Shape Relationships - plane surface, left, right, center  
Size Retention

#### METHODS

1. Concept by inductive reasoning  
Presentation—This is red; this is blue  
Identification and association—Take the blue  
Naming—What color is this?

#### 2. Matching

Objects  
Pictures  
Words

This progression should go: solid shapes  
pictures of said shapes  
outline of shape

#### 3. Field trips

#### 4. Reproduction

This progression should go: coloring  
tracing  
cutting  
copying simple shapes

#### MATERIALS

Everyday items containing basic shapes  
Puzzles  
Blocks

#### B. AUDITORY DISCRIMINATION

Pitch Sound identification--projection  
Loudness localization of sound  
Quality space, as in front, back, etc.  
Auditory memory

#### METHODS

#### 1. Development of memory skills

This can be effected by: following directions  
relating experiences  
singing  
repeating in order: numbers  
objects  
directions

#### 2. Discriminating

Likenesses and differences such as: sounds in environment  
animal sounds  
children's voices  
musical instruments

#### 3. Reproducing

This means of checking auditory discrimination involves:  
singing  
mimicking  
using voice to show emotions

## MATERIALS

Songbooks and records

Games to include exercise

in the method employed

### *Equipment*

1. Piano

2. String instruments

3. Rhythm band instruments

4. Noise makers

## C. TACTILE DISCRIMINATION

Weight

Size

Texture

Shape

Temperature

## METHODS

1. Blindfolded touching

2. Immersing hands in different degrees of water to sensitize hands

3. Matching and sorting

## MATERIALS

Box of objects—rabbit's foot, pine cone, sandpaper, ball

Clay, wet chalk

Sand tray for sand writing

Finger paint

Any objects of varying size, shape, plasticity, texture

Kinesthetic letters and numbers

## D. OLFACTORY DISCRIMINATION

Pungent

Acrid

Sweet

Burning and other indications of danger

Pleasant and unpleasant

## METHODS

1. Identify

2. Relate odors to places, seasons and other experiences

## MATERIALS

Medicines

Cosmetics

Leaves

Gasoline

Animals

Insecticides

Foods

Burning rags, leaves, foods

Flowers

## E. TASTE

Bitter

Salty

Sweet

Sour

## METHODS

1. Taste article

2. Discuss at lunch time

## MATERIALS

Herbs

Chewing gum

Foods

Hot, cold and tepid

Beverages

## II. READINESS—MOTOR DEVELOPMENT

Gross—Balance

Dominance—Hand

Laterality

Gait

Eye

Grasp

Leg

Fixed gaze

### **METHODS (GROSS)**

1. Dancing, walking, hopping, crawling
2. Indoor and outdoor exercises on mats and equipment
3. Work with hands as with clay or bouncing ball
4. Draw a snail pattern on the floor and let them walk it

### **MATERIALS**

Records for exercise and dancing

Games such as: "Follow the Leader", "Hop Scotch"

Outside equipment like the "Jungle Jim", walking board, ladders  
Building with lumber and nails, matching and screwing nuts and bolts

### **METHODS (FINE)**

1. Buttoning, tying, zipping
2. Weaving
3. Coloring
4. Drawing
5. Tracing
6. Circles and lines
7. Copying

### **MATERIALS**

1. Color books geared to the age and interests
2. Drawing books based on experiences on field trips
3. Kinesthetic letters or cardboard letters to trace

## **III. READINESS—ORAL DEVELOPMENT**

Vocabulary building

Expressing ideas in sentences

Correct intonation, rhythm, and stress in reading

### **METHODS**

1. Relating experiences
2. Naming objects and pictures for oral language development
3. Practicing social courtesies
4. Opportunities for oral expression by atmosphere of classroom
5. Groups of words such as: quantitative words  
rhyming words  
group words  
opposite words  
action words
6. Encourage speaking in complete sentences whenever practical

### **MATERIALS**

1. Picture cards
2. Cut-out pictures in magazines corresponding to ideas, sounds  
or words
3. Records
4. Tape recorder

## **IV. READINESS—HABITS AND ATTITUDES**

### **A. SENSE OF SELF-WORTH**

1. Self-care
2. Emotional climate of room-routine
3. Respect for authority such as principal, substitute teachers,  
school patrolmen and other teachers
4. Respect for rights of others
5. Completion of tasks
6. Motivation—one's best at all times

## METHODS

1. Buddy system
2. Assigned duties in classroom
3. Praise for honest effort and for tasks well done
4. Gear the material so there is no feeling of failure
5. Attention to grooming to further self-confidence and pride
6. Use consistent and well-defined discipline
7. Show respect for each child and his opinion

## MATERIALS

1. Large mirror to appraise appearance
2. Sewing articles to care for clothing
3. Articles for personal grooming in the classroom
4. Achievement chart to rate grooming or attitudes
5. Occasional rewards for especially good behavior and achievement

## CHECK LIST FOR READING READINESS

### PHYSICAL—Any major physical handicap

#### Eyes—

- Has he had his eyes tested?
- Does he recognize color, shape, likenesses and differences?
- Does he have any mannerisms concerning his eyes?

#### Ears—

- Whisper tests
- Does he seem to hear what is said to the group?
- Can he hear likenesses and differences in beginning sounds?

Does his pronunciation of words (ex. kilt for killed) seem to indicate a need for ear training?

#### Speech—

Does he have an articulation or other speech problem and, if so, is he undergoing therapy?

#### General Health—

- Does he seem to feel good?
- Does he appear to be well-fed?
- Is he on any type of drug that might need adjusting?

#### Hand-Eye Coordination—

Do his hands and eyes seem to work together in fine motor tasks such as cutting, using tools, etc.?

#### SOCIAL—

Does he work well in the group situation—take turns, cooperate, share?

Does he work out his problems alone before he asks for help?

Does he seem to enjoy group participation?

#### EMOTIONAL—

Does he remain calm when things don't go his way?

Does he seem generally happy and at ease in the school situation?

Can he adjust to change?

Does he seem willing to take criticism?

#### GENERAL CAPABILITIES—

Left to right coordination

Does he interpret meanings of pictures as well as details?

Does he grasp central thought of story?

Does he understand relationships as up, top, bottom, etc.?

- Can he remember in order a number of things to do?
- Can he give full attention for a reasonable amount of time?
- Does he recognize his own name?
- Does he write his own name?
- Can he retell a simple story?

#### NOTES TO TEACHERS—

The teacher should constantly re-evaluate her program of instruction in relation to the child's potential based on current abilities. Every child does not necessarily learn to read by the same method. Materials need to be varied and different methods attempted if one does not work.

Particular attention should be given to child's visual and auditory abilities through thorough screening by specialists.

An awareness on the part of the teacher of the degree of emotional stability of each child is vital to pupil progress.

Social Studies units of work will reinforce and extend vocabulary.

Some suggested units: "Use Eyes and Ears to Learn about the World"

"Animals"

"Community Helpers"

"State"

Gear your program to emphasize the things which will be most useful to the needs of particular individuals, keeping in mind job placement and social adjustment.

Teachers should make home visits.

## READING

### INDIVIDUAL DIFFERENCES—

This is the most important factor of all and the following should be considered: mental level  
verbal facility  
experience background  
maturity—emotional, physical

### WORD SKILLS—

Sight vocabulary

Techniques of word recognition in sequential program:

picture clues	homonyms
context clues	antonyms
figures of speech	related words
idioms	abstract meanings
colloquialisms	word forms—consonants
	vowels
	phonograms
	compound words
	hyphenated words
	possessives
	contractions
	plural forms
	endings of verbs
	adjectives and adverb
	endings
	prefixes
	suffixes
	stems and roots



## BASIC COMPREHENSION—

Word meanings  
Grouping words into unitary thoughts

## COMPREHENSION STUDY SKILLS—

Skim  
Read for main idea  
Sequence of events  
Relevant details  
Follow directions

Draw conclusions  
Remembering what was read  
Location of information  
Organizing and summarizing material

## READING ALOUD—

Phrasing  
Clear enunciation of words  
Voice control  
Timing and rhythm of speaking  
Appropriate phrasing

## STUDY SKILLS—

Card catalogs  
Table of contents  
Telephone book

Dictionary (alphabetical order, general location, guide words, base word, pronunciation, parts of speech, meaning)

Encyclopedia  
Textbook  
Taking notes  
Outlining

Index  
Time tables  
Maps, charts, directions

## ORAL READING SKILLS DEVELOPMENT—

Setting standards  
Noting effect of punctuation  
Studying stress appropriate to meaning  
Altering voice to different characters, moods, and meanings

## A. TEACHING SIGHT VOCABULARY

### METHODS

1. Composing experience charts by pupils and teacher  
Make and use picture and word cards of main words  
Use word cards to label objects in class
2. Teach groups of words such as: parts of body months  
colors action words  
days of week numbers
3. Use "look-say" method with flash cards
4. Labeling of all objects

### MATERIALS

1. Pictures
2. Word cards
3. Sentence strips
4. Charts
5. Word wheels

## B. WORD ATTACK SKILLS

### METHODS

1. Picture clues
2. Context clues



3. Phonetic analysis such as rhyming words and initial consonants
4. Tactile (writing and tracing)
5. Structural analysis such as endings
6. Visual analysis such as familiar elements in a word, compound words, contractions, suffixes, prefixes and syllabification

#### MATERIALS

1. Letter cards
2. Word cards
3. Picture cards
4. Phonics charts
5. Phonics stencils
6. Sand tray

#### C. COMPREHENSION SKILLS

##### METHODS

1. Teacher always sets purpose for reading
2. Have students read for main idea, sequence of events, following directions
3. Try to keep material within their realm of experience and interest
4. Constantly check to see if there is retention of information as well as understanding

##### MATERIALS

1. Workbooks with basal series
2. Teacher-made work sheets
3. Pictures in sequence
4. Readiness booklets

5. Reading texts on pre-primer level
6. Sentence strips
7. Outside material to motivate interest in reading selection
8. Songs about material in text

#### NOTE TO TEACHER:

Word attack, vocabulary, and comprehension skills must be taught by all teachers in all subjects. Vocabulary and certain skills will vary from area to area.

#### D. ORAL READING

##### METHODS

1. Do choral reading
2. Use the tape recorder to hear himself read
3. Look for proper: phrasing  
enunciation  
voice control  
timing and rhythm of speaking

##### MATERIALS

Records  
Supplementary reading material

##### Equipment

1. Record player
2. Tape recorder

#### E. SILENT READING

##### METHODS

1. There should be purpose for silent reading set up by pupil or teacher before he begins.
2. Safety should be taught specifically. Check for meanings such as exit, fire, etc.

3. Reading for enjoyment should be encouraged.
4. Reading for information or any of the comprehension skills should be employed in this area.
5. Be sure to follow up silent reading with oral questions and other means of checking comprehension.

#### MATERIALS

1. Picture dictionary made by teacher
2. Pictionaries
3. Records
4. Film strips to create interest
5. Related poems, songs, puppets, toys, etc.
6. Work books
7. Children's literature
8. Linguistic readers
9. Child's own stories
10. Teaching machines

#### F. ADVANCED READING

##### METHODS

1. With age the needs of the child should be geared to job placement, community living, and reading in leisure time
2. The skills should be reinforced
3. Reading will involve such study skills as:
  - table of contents
  - telephone book
  - encyclopedia
  - dictionary
  - index
  - time tables

maps  
directions  
newspapers

#### MATERIALS

1. Blanks (applications, etc.)
2. Driver's handbook
3. Catalogs
4. Signs
5. Cookbooks
6. Circulars
7. Guarantees
8. Filmstrips

#### READING LEVELS

If adequate reading progress is to be made, the materials used in the reading program should be at the student's level. The various reading levels are:

**INSTRUCTIONAL LEVEL**—no more than 5 errors per 100 words in oral reading, exclusive of proper names. He should be able to answer 3 out of 4 questions.

**INDEPENDENT LEVEL**—the student should make no more than 3 errors per 100 words and should read with 90% comprehension. Concepts understood at this level. This is the level for supplementary books.

**FRUSTRATION LEVEL**—the student will make more than 5 errors per 100 words and will have poor comprehension (less than 75%).

**CAPACITY LEVEL**—this level is found when the teacher reads to the student and he comprehends with 75% accuracy.

## WRITING

Writing should be related to classroom activities to make it meaningful.

Cursive writing is best introduced after the child has attained a mental age of eight years and has developed required eye-hand muscular coordination.

## SPELLING

### GUIDE POSTS FOR SPELLING INSTRUCTION

1. The retarded child needs to spell because he will be called upon to correspond in business and socially and to fill out applications for employment and many other forms.
2. The handicapped child often cannot function well with the rules of phonics. He will spell partly by phonics, but will not be able to depend entirely upon phonics. Most of his spelling will be done by sight and from memory.
3. The child must be able to read the words which he is taught to spell.

### METHODS

1. Have the child pronounce, spell, and write the word several times.
2. Have him cover word and write it from memory, checking for accuracy.
3. Have the child use the word orally in sentences.
4. Give spelling check-up individually, permitting each child to progress at his own rate. He is not given a new list of words until he has mastered his original list.
5. Reinforce by giving tests each week.
6. Give dictation when possible.

## MATERIALS

1. Vocabulary from spelling texts and reading word list.
2. Pictionary of name words
3. Dictionary made in classroom
4. Lists of words usually needed for letter writing, grocery lists, etc.
5. Words for writing (word file box)

## LANGUAGE

### OBJECTIVES:

1. To train the child in better use of language
  - a. To promote clear speech and expression in a variety of social and vocational situations.
  - b. To help the child learn to write about some activity in the classroom.
  - c. To give the child the language skills needed to operate with ease in his environment.
  - d. To eliminate the more flagrant errors of the group—come, came

### NOTES TO THE TEACHER:

1. Many of the activities employed in the development of oral and written language skills are found in the reading program. They should be reinstated regularly for complete understanding.
2. The child has two languages (home language and school language).
3. Emphasis should be on meaningful speaking and listening.
4. Oral communication is the one basic skill that is most markedly undeveloped.

5. The child must understand what others are saying, enter in some of their conversations or he will be cancelled out in a social group.
6. The more word meanings he has, the more verbal thinking he will do.

#### Primary

#### METHODS

1. "Telling" time
2. Picture interpretation
3. Read or tell story to children
4. Games with speaking parts
5. Dramatic play
6. Increase vocabulary
7. Discussions and informal talks
8. Group projects
9. Choral exercises

#### MATERIAL

1. Experiences
2. Pictures
3. Picture dictionaries
4. Toy telephones
5. Phonic records

#### Advanced

#### CONTENT:

1. Simple sentences: declarative, question, and exclamatory
2. Proper paragraphs
3. Simple letter writing forms
  - a. letters to friends
  - b. letters of application
  - c. thank you notes

4. Writing labels and keeping records
5. Writing simple stories
6. Use of the telephone
7. Social graces

#### OPPORTUNITY FOR LANGUAGE DEVELOPMENT:

1. School activities
2. Outside activities
3. Occupations
4. Excursions
5. Directions
6. Explaining how something is done or how a game is played
7. Dramatization of commonplace happenings:
  - a. use of telephone
  - b. guest for a meal
  - c. ordering a meal in a restaurant
  - d. asking for a book in the library
  - e. buying a ticket
  - f. renting a house
  - g. applying for a job
  - h. polite conversation
8. Health and safety discussions
9. Notices
10. Classroom newspaper
11. Notebooks and diaries
12. Letter writing
13. Filling out forms
14. Retelling stories
15. Games

## WRITING

### A. READINESS

#### METHODS

1. Coloring shapes such as circles, squares and triangles.
2. Outlining or tracing shapes listed above.
3. Tracing lines left to right.
4. Joining dots to form patterns.
5. Joining dots to write name.
6. Tracing sandpaper letter for tactile and muscular development.

#### MATERIALS

Large pencils

Writing paper having guide lines

### B. INTRODUCTION

#### METHODS

1. Make lines from top line to bottom line.
2. Make circles to fit between and touch lines.
3. Make short lines and small circles.
4. Learn to form capital letters using straight lines first: A, E, F, H, I, K, L, M, N, T, V, W, X, Y, Z. Learn to form circle letters O, C, G, Q, U, J. Learn to make D, P, R, B.
5. Learn the small letters in the same way beginning with circles and progressing to combine with lines.
6. Encourage good writing posture.
7. Teach spacing, size, form, margins, indentions and arrangement.
8. Teach cursive writing when transition is indicated by pupil progress.

# *Arithmetic*



## ARITHMETIC

Numbers become significant to a child when they are actively applied to daily living. Formal arithmetic, therefore, should be preceded by sufficient experience which builds and interprets meaningful number concepts.

Realizing the importance of numbers in overall education, the teacher should take advantage of every opportunity to stimulate awareness of these concepts in the child's everyday experiences. As understanding is established and a need recognized, a planned program for building skills is essential. This program should include:

1. formal instruction
2. incidental instruction
3. instruction correlated with unit activities

In the primary group, the task of the teachers will be largely in the area of readiness. *Never* should a child be limited to readiness, however, if he shows evidence of ability to advance to more formal work.

### Primary

The basic primary program should:

Promote self-reliance in discovering quantitative relationships.

Develop concepts of time in connection with activities in the home and school.

Provide understanding of money values.

Develop a meaningful number vocabulary.

Teach concepts of form and quantity.

Use counting, writing of numbers, simple concrete combinations in addition and subtraction in real situations.

### Intermediate

In almost every intermediate classroom there will be some children moved from the primary group even though they have not achieved the goals set for the primary class. This fact must be accepted and primary work must be continued in the intermediate class. The intermediate program should extend knowledge of the basic concepts received in earlier training. Emphasis on fundamental number processes should be made to:

Broaden number concepts.

Master addition and subtraction combinations.

Read and write numbers.

Use division and multiplication processes.

Create and solve problems.

Begin activity, craft, and shop work.

### Secondary

At the secondary level, a good arithmetic program is dependent upon accomplishments made in the primary and intermediate classes. The secondary program is a continuation of previous number activities with emphasis given to practical problems in shops, home economics classes, and other vocational areas. Achievement in daily problem solving emphasizing numbers, measurements and quantitative features is the goal. To accomplish this goal, aid must be given to:

Develop skills in the four fundamental processes.

Understand the forms of measure.

Use fundamentals in actual problem solving.

Develop meanings and use of fractions.

Review processes forgotten or never learned.



**PRIMARY**

CONCEPTS AND VOCABULARY	SUGGESTED APPLICATIONS	SUGGESTED APPLICATIONS
<p><b>A. Readiness</b></p> <p>1. Word meanings  more than  less than  as many as  how many  a few</p> <p>large-largest  small-smaller-smallest  big-little  tall-short  long-short  high-low</p>	<p>Use:  objects  fingers  class members  counting frame</p> <p>Compare:  class members  stick figures</p>	<p>Use:  objects  counting frame  flash cards  songs and games  "Ten Little Indians"</p> <p>Use:  real money</p>
<p><b>B. Beginning Academic Number Work</b></p> <p>1. Counting 1-100  Counting by 10's to 100  Counting by 5's to 100  Counting by 2's to 20</p> <p>2. Numerals and number words  Recognizing numerals to 100  Writing numerals to 100  Reading and writing  number-words to ten</p> <p>3. Addition facts to 10</p> <p>4. Subtraction facts to 10</p> <p>5. Personal data  Know address  Know telephone number  Know age  Know birthday</p>	<p>Use:  number line  counting frame</p> <p>Use:  Number line  Matching numerals with words  Chalkboard work  Paper work</p> <p>Use: objects  Numeral-tally cards</p> <p>Use: objects  Counting frame</p> <p>Make booklets  Keep a birthday calendar</p>	<p>4. Counting  Meaningful counting 1-10  Counting for a purpose  Recognizing numerals 1-10  Learning to form numerals</p> <p>5. Money  Recognition of coins  penny  nickel  dime  quarter  half dollar</p>
<p>Give directions to be followed.</p> <p>Use concrete illustrations.  Draw and cut shapes.  Cut an apple.</p> <p>Use concrete objects.</p> <p>Use various objects in patterns.  set up to five</p>	<p>Use concrete illustrations.  Draw and cut shapes.  Cut an apple.</p> <p>Use concrete objects.</p> <p>Use various objects in patterns.  set up to five</p>	<p>Use concrete illustrations.  Draw and cut shapes.  Cut an apple.</p> <p>Use concrete objects.</p> <p>Use various objects in patterns.  set up to five</p>

**CONCEPTS AND VOCABULARY**

**SUGGESTED APPLICATIONS**

**CONCEPTS AND VOCABULARY**

**SUGGESTED APPLICATIONS**

**6. Money**  
Recognize coins to a dollar  
Value of coins

Lunch money  
Money for workbooks, etc.  
Visit a store  
Play store  
Cost of a movie, ice cream, etc.

Money  
value  
names of coins  
\$ and decimal point  
¢ symbol  
wages  
change

buying and selling  
play store  
real store  
making change  
earning

**7. Time**

day  
week  
month  
year  
morning  
noon  
afternoon  
evening  
night

Use:  
Calendar

Linear measure  
length  
width  
height  
depth  
distance  
inch  
foot  
yard  
mile

Make personal measurements:  
height, waist, neck, arm.

Telling time  
by the hour  
half-past  
quarter past  
quarter to

Clocks  
real  
instructional

Practice with foot rule, yard  
stick, and tape.  
Lay off playing areas.  
Distance from school in city  
blocks, in miles on odometer.

Weight  
pounds  
heavy  
light  
ounces

Use scales to:  
weigh self  
weigh objects  
Estimate weight and check  
by scale.

**INTERMEDIATE**

**1. Measurement**

Time  
day  
week  
month  
year  
season  
hour  
minute  
writing time: as 8:15  
P.M.  
A.M.

Age:  
child's own  
others'  
  
Recognizing time for recess, etc.  
Practice telling time to the  
minute.  
T. V. schedule.  
Schedule for school day.

Liquid and dry measure  
quarts  
pints  
gallons  
half-gallons  
half-pints  
cups  
tablespoon  
teaspoon  
pecks  
bushels

Use containers of various ma-  
terials, shapes, and sizes to  
measure liquids and dry  
materials.  
Practice recognition of size of  
bottles, jars, cartons, etc.

**SUGGESTED APPLICATIONS**

Use:  
 objects  
 number line  
 chart  
 Multiply up to three-place numbers.  
 Check by addition.  
 Solve problems by multiplication.

Use:  
 objects  
 number line  
 chart  
 Practice division with and without remainders.  
 Use one-digit divisors, two- and three-place dividends.  
 Check by subtraction and by multiplication.  
 Solve problems by division.

Cut objects:  
 fruit  
 candy  
 paper plates  
 Cut shapes into fractions:  
 circles  
 squares  
 triangles  
 Relate to measurements:  
 half-yard  
 half-gallon  
 half-hour  
 quarter-hour  
 half-dozen  
 quarter-pound

**CONCEPTS AND VOCABULARY**

Multiplication  
 multiply  
 times  
 product  
 relationship to addition  
 multiplication facts

Division  
 divide  
 divisor  
 dividend  
 quotient  
 remainder  
 division facts  
 relationship to subtraction  
 relationship to multiplication

3. Fractions  
 1/2, 1/3, 1/4

**SUGGESTED APPLICATIONS**

Use:  
 egg cartons  
 soft drink cartons  
 Use instructional thermometer.  
 Read thermometer:  
 in classroom  
 outside  
 Use clinical thermometer.  
 Regulate temperature in room.

Work with:  
 objects  
 number line  
 Practice:  
 adding up to three-place numbers  
 column addition  
 checking  
 Solve problems by addition.

Use:  
 objects  
 number line  
 chart  
 flannel board  
 magnetic board  
 stick abacus  
 place value containers  
 Practice subtracting up to three-place numbers.  
 Check by addition.  
 Solve problems by subtraction.

**CONCEPTS AND VOCABULARY**

Measurement by number  
 dozen  
 half-dozen  
 Temperature  
 hot  
 cold  
 degrees  
 boiling  
 freezing  
 below freezing

**2. Fundamental Operations**

Addition  
 add  
 plus  
 sum  
 addition facts  
 place value  
 checking column addition  
 changing 10 ones to 1 ten  
 changing 10 tens to 1 hundred

Subtraction  
 subtract  
 minus  
 difference  
 remainder  
 How much more?  
 How much less?  
 What is left?  
 changing 1 ten to 10 ones  
 changing 1 hundred to 10 tens

CONCEPTS AND VOCABULARY      SUGGESTED APPLICATIONS      SUGGESTED APPLICATIONS

4. Development  
 Listening Skills  
 Recall of numbers  
 Place value

Dictate:  
 number to be repeated or written  
 numbers in hundreds, thousands, etc.

JUNIOR HIGH

1. Measurement  
 Time  
 clockwise  
 counterclockwise  
 telling time

Practice telling time in minutes.  
 Solve problems in time—How long does it take?, etc.  
 Figure time on the job.  
 Emphasize punctuality.

Money  
 deposit  
 check  
 savings account  
 interest  
 percent  
 borrowing  
 loan  
 installment buying  
 sales tax  
 total  
 wages  
 cost

Make out deposit slips.  
 Learn to spell number words to a hundred for check writing.  
 Write checks.  
 Endorse check.  
 Practice wrapping coins.  
 Study cost of borrowing.  
 Study cost of installment buying.  
 Learn to figure sales tax.  
 Perform work for wages.  
 Figure cost of supplies.  
 Learn about cost of clothing, etc.

Linear measurement  
 Further familiarity with  
 inch  
 foot  
 yard  
 mile

Measure everything in the classroom—tables, chairs, chalkboard, etc.  
 Do outside measurement.  
 Lay out playing areas for games.

2. Fundamental Operations  
 Addition  
 Subtraction  
 Multiplication  
 Division

3. Fractions  
 Changing to common denominator  
 Adding simple fractions  
 Multiplying by  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$

4. Miscellaneous  
 Rounding numbers  
 Estimating  
 Large numbers

Give further practice extending to larger numbers.  
 Learn to use two- and three-digit divisors.  
 Use paper circles, squares, etc.  
 Cut them to show fractions and their relation to each other.  
 Find cost of  $\frac{1}{2}$  yard,  $\frac{1}{4}$  yard,  $\frac{1}{3}$  yard.  
 Use number line.  
 Estimate answers to problems.  
 Decide if an answer is sensible or silly.  
 Read large numbers from newspapers—millions, billions.



## CONCEPTS AND VOCABULARY

Following oral directions

## SUGGESTED APPLICATIONS

Give practice in setting down examples from oral directions.

Carry messages involving numbers.

Perform errands involving numbers—go to the store to buy something.

Horizontal  
Vertical  
Parallel

Use crossword puzzles and other incidental learning.

Give directions—as parallel streets.

Graphs

Read and construct bar graphs.  
Read and construct line graphs.

Shapes  
circle  
square  
rectangle  
triangle  
solids

Find examples in the classroom and elsewhere.  
Make designs.

Average

Figure grade averages.  
Read tables of average heights and weights.

Keeping records

Keep records of various kinds—farm and home records, class expenses for a party.

1. Time  
its value  
relationship between time and money  
promptness

Obtain part-time jobs.  
Figure amount of wages.  
Understand deductions from wages.  
Learn about social security benefits.

## CONCEPTS AND VOCABULARY

2. Money

Buying  
groceries  
clothing  
entertainment  
“large economy size?”

total

change

Budget  
Income  
Income tax  
Tax deduction  
Savings

Loan  
Interest  
Discount  
Percent  
Mortgage  
Rent

Utilities

Depreciation  
Insurance  
life  
hospitalization  
liability

## SUGGESTED APPLICATIONS

Give experience in actual buying to learn “the best buy”.

Read weights on packages.

Figure cost per ounce or per pound.

Judge quality and durability to determine true value.

In a grocery store keep a mental account of the cost of purchases to avoid embarrassment of buying more than you can pay for.

Develop habit of checking change.

Make personal budget.

Make income tax return.

Make plan for savings. Use it. Sell for profit and re-invest.

Learn what is the need for a loan.

Learn how to get a loan.

Learn amount of rent paid by own family.

Learn cost of utilities.

Find what they would cost a young couple.

Learn:

What it is; who needs it.

How much it costs.

## SENIOR HIGH SCHOOL



**SUGGESTED APPLICATIONS**

**CONCEPTS AND VOCABULARY**

**SUGGESTED APPLICATIONS**

**CONCEPTS AND VOCABULARY**

Doctor's bills

3. Measurements  
weight  
height  
overweight  
underweight  
speed  
rate  
speedometer  
speed limit

Study actual bills of family or others known to the class.

Weigh self.  
Measure each other's height.  
Study weight and height tables.

Give practice in using miles per hour.

4. Miscellaneous  
Recreational aspects  
Scores in games  
Layout of football grid  
Inning  
Half  
Quarter  
Voting  
Guarantee

Keeping score—tally  
Learn value of scores in different games—basketball 2, touchdown 6, run 1.

Learn what a majority is.  
Read guarantees for meaning.

# *Science*



## SCIENCE

Science teaching for educable mentally handicapped pupils is concerned with observations and experiences within the child's environment. The student learns by asking questions, seeing, touching, and doing simple experiments. Through observation and experience with natural and physical phenomena, a systematic study of science develops in a spiral progression throughout the grades. The objective is the understanding of the "what", the "how", and the "why" of things. In planning science activities, the teacher should be concerned with guiding the student's understanding of his environment to help him face life's experiences realistically. The content of an individual teacher's science program will depend largely on the interest of the pupils.

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AREA	PRIMARY	INTERMEDIATE	JUNIOR HIGH	SENIOR HIGH
<p><b>LIVING THINGS</b></p> <p><b>ANIMALS</b></p>	<p>Kinds of animals useful harmful</p> <p>Homes of animals pets farm zoo wild</p> <p>Animals and their babies pets in classroom how animals prepare for winter pet shows aquarium</p>	<p>Kinds of animals useful harmful</p> <p>Habitat of animals desert zoo pond and ocean forest</p> <p>Classification and identification of common animals birds reptiles amphibians fish insects</p>	<p>Classification Vertebrates mammals birds reptiles fish</p> <p>Invertebrates spiders insects helpful harmful crustaceans shell fish Prehistoric animals</p>	<p>Classification mammals reptiles amphibian insects birds micro-organisms</p>

AREA	PRIMARY	INTERMEDIATE	JUNIOR HIGH	SENIOR HIGH
PLANTS	Different kinds of plants flowering plants trees	Names of common plants vegetables flowers trees vines poisonous plants weeds	Identification of plants	Kinds of plants helpful harmful mold fungus
			Growth and reproduction	
		Body parts How animals protect themselves	Body parts Animal covering and coloration hair fur feathers skin scales	Body parts Animal survival
		Animal movement	Preparation for seasons	
		Habits of animals	Use of animals	Behavior of animals
		Interdependence with plants		Use of animals food transportation protection clothing

AREA	PRIMARY	INTERMEDIATE	JUNIOR HIGH	SENIOR HIGH
	Plants have: roots stems trunks leaves seeds flowers Plants for food	Parts of the plant Plants are used for: shelter clothing food Parts of plant used for food: seed stem roots leaves	Gardening vegetable flower nursery	Function of plant parts Agriculture Beautification
		Growth of plant	Chemical changes in plants Plant cycle	
		Change of plants with season deciduous evergreen		
		Care of plants needs: sun soil water		
	Kinds of seed and how travel	Seeds and how scattered	Germination	Use of seed Commercial production of seed quality Gardening soil conditioning pest control Improving plants
			When to plant	

AREA	PRIMARY	INTERMEDIATE	JUNIOR HIGH	SENIOR HIGH
ENERGY AND PHYSICAL CHANGES	Doing work animals wheels at home at school for fun	Energy sources living things magnets batteries electricity sun fire	Physical changes solid liquid gas	Physical changes solid liquid gas
	Heat and fire	How things change weather evaporation freezing melting rusting decaying	Changes produced by: heat and fire chemical changes physical changes mixtures	Changes in matter chemical physical elements evaporation melting freezing
MATTER AND CHEMICAL CHANGES	How wheels help	Simple machines lever axle inclined plane pulley	Measuring heat	Measuring heat
	Heat causes change	Changes as a source of heat and energy	Simple machines pulley wedges screws	Simple machines gasoline and electric motors
WEATHER AND CLIMATE	Seasons	Signs of the seasons	Changes caused by temperature light air pressure	Melting points synthetic substances
			Causes of the seasons	Climate of various parts of the world hot areas cold areas wet areas

AREA	PRIMARY	INTERMEDIATE	JUNIOR HIGH	SENIOR HIGH
	<p>Recognition of: clouds rain wind thunder lightning snow sleet fog dew frost moon sun</p> <p>Effects of weather on: dress clothes food health</p> <p>How animals prepare for weather</p>	<p>Causes of: clouds mist frost dew snow sleet rain hail fog rainbow storms</p> <p>Effects of weather on: work shelter transportation</p>	<p>Effects of: frost dew snow sleet rain hail humidity drought hurricane tornado floods</p> <p>Weather reports</p> <p>How climate effects shelter and living things</p> <p>The water cycle</p> <p>Thermometer and temperature</p> <p>Light and heat</p> <p>Air conditioning</p>	<p>Climate and weather precipitation moisture humidity wind air pressure temperature</p> <p>Weather maps and prediction air current ocean current</p> <p>Thermometer Barometer Air gauge</p> <p>Air pollution</p> <p>Air components</p>



AREA	PRIMARY	INTERMEDIATE	JUNIOR HIGH	SENIOR HIGH
EARTH AND SPACE	Shape of earth  Land and water  Hills and valleys  Day and night  Space men  Moon  Stars  Sun	Gravity  Air and living things  Causes of day and night  Space program  Moon and earth  Energy, heat and light  Planets  Rocks and soil Need for water  Laws for protecting plants and animals in State and National Parks	Changing of the earth's surface by erosion by building  Dams and reservoirs  Air and burning  Movement of earth  Tides  Navigation by star  Size of sun  Planets and their orbits  Soil formation Use of water  Birds and animals game laws bird sanctuaries State and National Parks	Seasonal changes due to earth's movement  Flight to moon  Star constellations Sunlight and spectrum colors  Eclipses  Other heavenly bodies (meteors, comets)  Conservation of soil Importance of water  Hunting laws birds animals fish
CONSERVATION OF NATURAL RESOURCES	Soil Water  Recognize: Birds feed in winter have birdbath			



AREA	PRIMARY	INTERMEDIATE	JUNIOR HIGH	SENIOR HIGH
	<p>Plants care for plants in classroom plant seeds in boxes how seeds travel</p> <p>Care of camping ground put out fires clean up</p> <p>Fire prevention Smokey the Bear</p>	<p>Forest Ranger looks out for fire, protects animals, birds and people</p> <p>Rules for camping put out fires keep parks clean do not break plants</p> <p>Fire prevention</p> <p>Land—how trees and grass keep land from washing away</p>	<p>Forest Rangers importance of</p> <p>Fish hatcheries</p> <p>Tree nursery</p> <p>Fire fighting</p> <p>Erosion—causes and ways of preventing: reforestation cover crops Rotation of crops Contour ploughing Terracing</p> <p>Water lakes and reservoirs irrigation water shed water for producing power</p> <p>Conservation practices water pollution</p>	<p>Forestry reforestation care of trees control of fire</p> <p>Stocking lakes and ponds</p> <p>Fire fighting</p> <p>Land causes of erosion fertilization rotation of crops cover crops</p> <p>Water sources control of floods dams and reservoirs sources of power</p> <p>Mining need for controls quarries</p> <p>Conservation practices water pollution</p>
	<p>Need for water people animals plants</p> <p>Conservation practices litter</p>	<p>Water where we get our water importance of reservoirs</p> <p>Conservation practices litter land and water</p>		





# *Social Studies*

## SOCIAL STUDIES

Mental retardates are in need of social habilitation. They need experiences and skills to enable them to make the best possible adjustment to themselves, their family, their community, and society in general. Many of them come from culturally-deprived backgrounds. High levels of academic training are beyond their reach. However, with proper training and practice, they can become sufficiently adept at the social skills to function with at least some degree of adequacy as citizens, workers, and homebuilders.

Since this is the area in which educable mental retardates can come nearest to excelling, and because other educational areas offer them only limited opportunities, social studies should permeate the entire special education program.

The basic premise of this curriculum is that the major goal of special education is preparing the child for good citizenship by stimulating him to develop his maximum potential. Therefore, social studies should be interwoven into every phase of the special education program rather than being taught as an isolated subject.

A good social studies program should emphasize the following four objectives:

1. Special education should provide purposeful and varied *group* activities and experiences designed to develop those attitudes and skills essential to group living. These desirable attitudes and skills should be developed on sequential levels. Repetition to the point of over-learning is necessary in order to make them habitual.

2. Special education should seek through all possible means to enable the child to develop and habitually use desirable attitudes, ideals, and skills which are so essential in good human relations.

3. Special education should provide opportunities to develop and use concepts, insights, and understandings which are so necessary for successful daily living at increasing levels of maturity.

4. Special education should provide for the repetitive use of critical-thinking on sequential levels and problem-solving techniques in order to enable the child to work out his personal and his immediate environmental-social problems.

The degree of success in achieving the above objectives will depend largely upon the teacher's sensitivity to and understanding of the varying intellectual, physical, and social factors in the individual child—his interests and abilities, his characteristics, his chronological and mental ages, and both his present and possible future needs.

### SELF-CONCEPT

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
<p>A. Who am I?                      1. This is my home                      2. I am a boy or girl</p>	<p>A. We are individuals                      1. We know and can write our name and address and telephone number                      2. We are alike and we are different:                          a. Physical                          b. Personality                          c. Preferences                          d. Abilities                          e. Personal appearance</p>	<p>A. We are becoming more responsible                      1. Personal data                          a. Filling out personal applications                      2. Developing initiative                      3. Resourcefulness                      4. Self-confidence                      5. Self-reliance is growing                      6. Learning self-control</p>	<p>A. We are becoming more responsible                      1. Personal data                          a. Filling out personal applications                      2. Developing initiative                      3. Resourcefulness                      4. Self-confidence                      5. Self-reliance is growing                      6. Learning self-control</p>

# SELF-CONCEPT

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
<p>B. This is how I look;</p> <ol style="list-style-type: none"><li>1. Look at self in mirror</li><li>2. Photographs</li><li>3. Self-portraits</li><li>4. Silhouettes</li><li>5. Cut pictures from magazines</li><li>6. Color of eyes</li><li>7. Color of hair</li><li>8. Color of skin</li><li>9. Color of clothes</li></ol> <p>C. I learn about school</p> <ol style="list-style-type: none"><li>1. My room</li><li>2. My teacher</li><li>3. My friends</li><li>4. Rest rooms</li><li>5. Water fountain</li><li>6. School office</li><li>7. Cafeteria</li><li>8. Principal</li><li>9. Secretary</li></ol> <p>D. Safety</p> <ol style="list-style-type: none"><li>1. How I get to school and back<ol style="list-style-type: none"><li>a. Walking</li><li>b. Riding</li><li>c. School bus</li></ol></li></ol>	<p>B. We can contribute</p> <ol style="list-style-type: none"><li>1. We learn to:<ol style="list-style-type: none"><li>a. Cooperate</li><li>b. Follow</li><li>c. Lead</li></ol></li></ol> <p>C. I like school</p> <ol style="list-style-type: none"><li>1. I am making more friends</li><li>2. Learning and developing skills and abilities</li><li>3. I am beginning to think of my future</li><li>4. My school behavior is good<ol style="list-style-type: none"><li>a. attitudes<ol style="list-style-type: none"><li>(1) Respect for authority and property of others</li><li>(2) Accepting correction</li><li>(3) Following directions</li><li>(4) Setting a good example</li></ol></li></ol></li></ol>	<p>B. We are maturing</p> <ol style="list-style-type: none"><li>1. Personal appearance</li><li>2. Special abilities</li></ol> <p>C. I like school</p> <ol style="list-style-type: none"><li>1. I am making more friends</li><li>2. Learning and developing skills and abilities</li><li>3. I am beginning to plan my future</li><li>4. My school behavior is good<ol style="list-style-type: none"><li>a. attitudes<ol style="list-style-type: none"><li>(1) Respect for authority and property of others</li><li>(2) Accepting correction</li><li>(3) Following directions</li><li>(4) Setting a good example</li></ol></li></ol></li></ol>	<p>B. We are worthy members of society</p> <ol style="list-style-type: none"><li>1. We have developed self-esteem</li><li>2. Our skills are growing</li></ol> <p>C. I like school</p> <ol style="list-style-type: none"><li>1. I am making more friends</li><li>2. Learning and developing skills and abilities</li><li>3. I am beginning to train for my future</li><li>4. My school behavior is good<ol style="list-style-type: none"><li>a. attitudes<ol style="list-style-type: none"><li>(1) Respect for authority and property of others</li><li>(2) Accepting correction</li><li>(3) Following directions</li><li>(4) Setting a good example</li></ol></li></ol></li></ol> <p>D. Safety</p> <ol style="list-style-type: none"><li>1. School and home<ol style="list-style-type: none"><li>a. Walking</li><li>b. Riding</li><li>c. School bus</li><li>d. Safety in school routines</li><li>e. Safety during leisure time activities</li></ol></li></ol>



# SELF-CONCEPT

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
<p><b>E. Working toward social acceptance:</b></p> <ol style="list-style-type: none"> <li>1. Tea parties</li> <li>2. Setting tables</li> <li>3. Taking turns and sharing</li> <li>4. Putting things in proper place</li> </ol> <p><b>F. Growth in group participation</b></p> <ol style="list-style-type: none"> <li>1. Sharing</li> <li>2. Taking turns</li> <li>3. Following rules and directions</li> <li>4. Using toys properly and safely</li> <li>5. Indoor play               <ol style="list-style-type: none"> <li>a. Activity records                   <ol style="list-style-type: none"> <li>(1) Singing</li> <li>(2) Marching</li> <li>(3) Folk dancing</li> <li>(4) Exercises</li> </ol> </li> </ol> </li> <li>6. Outdoor play</li> <li>7. Games</li> <li>8. Unstructured and creative activities</li> </ol> <p><b>A. We have duties and responsibilities in the home.</b></p> <ol style="list-style-type: none"> <li>1. Meet my family               <ol style="list-style-type: none"> <li>a. Father                   <ol style="list-style-type: none"> <li>(1) Earns living for family</li> <li>(2) Works for money</li> <li>(3) Place father works</li> <li>(4) How father helps at home</li> </ol> </li> </ol> </li> </ol>	<p><b>E. Working toward social acceptance:</b></p> <ol style="list-style-type: none"> <li>1. Thoughtfulness</li> <li>2. Kindness</li> <li>3. Social amenities               <ol style="list-style-type: none"> <li>a. Courtesies                   <ol style="list-style-type: none"> <li>(telephone, in stores, at theatre, etc.)</li> </ol> </li> </ol> </li> <li>4. Good table manners</li> <li>5. Introductions, boy and girl rules</li> <li>6. Appearance</li> <li>7. Language</li> <li>8. Personality</li> </ol> <p><b>F. Growth in group participation</b></p> <ol style="list-style-type: none"> <li>1. Self-control</li> <li>2. Learning to get along with others               <ol style="list-style-type: none"> <li>a. "Mixing", playing</li> <li>b. Sharing and helping</li> <li>c. Tolerance</li> <li>d. Willingness to abide by decision of the group</li> </ol> </li> <li>3. Gracious acceptance of criticism</li> <li>4. Following rules and directions</li> </ol> <p><b>A. We have duties and responsibilities in the home.</b></p> <ol style="list-style-type: none"> <li>1. Respect and consideration               <ol style="list-style-type: none"> <li>a. Parents</li> <li>b. Other family members</li> <li>c. Guests and other visitors</li> </ol> </li> </ol>	<p><b>E. Working toward social acceptance:</b></p> <ol style="list-style-type: none"> <li>1. Thoughtfulness</li> <li>2. Kindness</li> <li>3. Social amenities               <ol style="list-style-type: none"> <li>a. Courtesies                   <ol style="list-style-type: none"> <li>(telephone, in stores, at theatre, etc.)</li> </ol> </li> </ol> </li> <li>4. Good table manners</li> <li>5. Boy-girl relationships</li> <li>6. Appearance</li> <li>7. Language</li> <li>8. Personality</li> </ol> <p><b>F. Growth in group participation</b></p> <ol style="list-style-type: none"> <li>1. Self-control</li> <li>2. Learning to get along with others               <ol style="list-style-type: none"> <li>a. "Mixing" and playing</li> <li>b. Sharing and helping</li> <li>c. Tolerance</li> <li>d. Willingness to abide by decision of the group</li> </ol> </li> <li>3. Gracious acceptance of criticism</li> <li>4. Following rules and directions</li> </ol> <p><b>A. We have duties and responsibilities in the home.</b></p> <ol style="list-style-type: none"> <li>1. Respect and consideration               <ol style="list-style-type: none"> <li>a. Parents</li> <li>b. Other family members</li> <li>c. Guests and other visitors</li> </ol> </li> </ol>	<p><b>E. Working toward social acceptance:</b></p> <ol style="list-style-type: none"> <li>1. Thoughtfulness</li> <li>2. Kindness</li> <li>3. Social amenities               <ol style="list-style-type: none"> <li>a. Courtesies                   <ol style="list-style-type: none"> <li>On the job</li> </ol> </li> </ol> </li> <li>4. Good table manners</li> <li>5. Adult social relationships</li> <li>6. Appearance</li> <li>7. Language</li> <li>8. Personality</li> </ol> <p><b>F. Growth in group participation</b></p> <ol style="list-style-type: none"> <li>1. Self-control</li> <li>2. Learning to get along with others               <ol style="list-style-type: none"> <li>a. "Mixing", playing</li> <li>b. Sharing and helping</li> <li>c. Tolerance</li> <li>d. Willingness to abide by decision of the group</li> </ol> </li> <li>3. Gracious acceptance of criticism</li> <li>4. Following rules and directions</li> </ol> <p><b>A. We have duties and responsibilities in the home and community.</b></p> <ol style="list-style-type: none"> <li>1. Respect and consideration               <ol style="list-style-type: none"> <li>a. Parents</li> <li>b. Other family members</li> <li>c. Guests and other visitors</li> </ol> </li> </ol>

**FAMILY**

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
<p>b. Mother (1) Mother cares for me and family (2) Mother cares for the home     (a) Cleaning     (b) Shopping     (c) Cooking (3) Sometimes Mother works away from home</p> <p>c. Brothers and sisters (1) We are happy together (2) We help Mother and Father</p> <p>d. Working together (1) Our family has rules (2) We obey our parents (3) We are thoughtful of our parents (4) We are careful of our home (5) We are polite to guests (6) We are thoughtful of those who help us in our home (7) We are thoughtful of others who help our family (a) Doctor (b) Dentist (c) Milkman (d) Policeman (e) Fireman</p>			
<p>2. Chores a. Proper care of toys and clothing</p>	<p>2. Chores a. Proper care of toys and clothing</p>	<p>2. Chores a. Proper care of clothing and other personal possessions</p>	<p>2. Chores a. Proper care of clothing and other personal possessions</p>





# FAMILY

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
<p>b. Assigned tasks</p> <ol style="list-style-type: none"> <li>(1) Carrying out trash</li> <li>(2) Caring for pets</li> <li>(3) Caring for yard</li> <li>(4) Making beds</li> <li>(5) Washing dishes</li> <li>(6) Setting the table</li> <li>(7) Sweeping and dusting</li> </ol> <p>3. Cleanliness</p> <ol style="list-style-type: none"> <li>a. Personal</li> <li>b. Home</li> </ol> <p>B. Recreation</p> <ol style="list-style-type: none"> <li>1. The family has fun indoors               <ol style="list-style-type: none"> <li>a. Listening</li> <li>b. Rhythm instruments</li> </ol> </li> <li>c. Singing</li> <li>d. Art               <ol style="list-style-type: none"> <li>(1) coloring</li> <li>(2) drawing</li> <li>(3) paper cutting</li> </ol> </li> <li>2. The family has fun outdoors (participants/spectators)               <ol style="list-style-type: none"> <li>a. Ball</li> <li>b. Camping</li> <li>c. Picnicing</li> <li>d. Trips</li> <li>e. Swimming</li> <li>f. Outings</li> </ol> </li> </ol>	<p>b. Assigned tasks</p> <ol style="list-style-type: none"> <li>(1) Carrying out trash</li> <li>(2) Caring for pets</li> <li>(3) Caring for yard</li> <li>(4) Making beds</li> <li>(5) Washing dishes</li> <li>(6) Setting the table</li> <li>(7) Sweeping and dusting</li> </ol> <p>3. Cleanliness</p> <ol style="list-style-type: none"> <li>a. Personal</li> <li>b. Home</li> </ol> <p>B. Recreation—using my leisure time well</p> <ol style="list-style-type: none"> <li>1. Within the home               <ol style="list-style-type: none"> <li>a. Games</li> <li>b. Reading</li> </ol> </li> <li>c. Music               <ol style="list-style-type: none"> <li>(1) Radio</li> <li>(2) Records</li> <li>(3) Singing</li> </ol> </li> <li>d. Television</li> <li>e. Family discussions</li> <li>f. Parties</li> </ol> <p>2. Outside the home</p> <ol style="list-style-type: none"> <li>a. Outings</li> <li>b. Trips</li> <li>c. Sports and games</li> <li>d. Movies</li> <li>e. Concerts</li> <li>f. Church</li> </ol>	<p>b. Care of family possessions</p> <ol style="list-style-type: none"> <li>(1) Furniture</li> <li>(2) Car</li> </ol> <p>c. Helping with food preparations</p> <p>d. Helping with sewing</p> <p>e. Gardening</p> <p>f. Assigned tasks</p> <p>3. Cleanliness</p> <ol style="list-style-type: none"> <li>a. Personal</li> <li>b. Home</li> <li>c. Community</li> </ol> <p>B. Recreation—using my leisure time well</p> <ol style="list-style-type: none"> <li>1. Within the home               <ol style="list-style-type: none"> <li>a. Games</li> <li>b. Reading</li> </ol> </li> <li>(1) Books</li> <li>(2) Newspapers</li> <li>(3) Magazines</li> <li>c. Music               <ol style="list-style-type: none"> <li>(1) Radio</li> <li>(2) Records</li> <li>(3) Singing</li> </ol> </li> <li>d. Television</li> <li>e. Family discussions</li> <li>f. Parties</li> </ol> <p>2. Outside the home</p> <ol style="list-style-type: none"> <li>a. Outings</li> <li>b. Trips</li> <li>c. Sports and games</li> <li>d. Movies</li> <li>e. Concerts</li> <li>f. Church</li> <li>g. Clubs and organizations</li> </ol>	<p>b. Care of family possessions</p> <ol style="list-style-type: none"> <li>(1) Furniture</li> <li>(2) Car</li> </ol> <p>c. Helping with food preparations</p> <p>d. Helping with sewing</p> <p>e. Gardening</p> <p>f. Assigned tasks</p> <p>3. Cleanliness</p> <ol style="list-style-type: none"> <li>a. Personal</li> <li>b. Home</li> <li>c. Community</li> </ol> <p>B. Recreation—using my leisure time well</p> <ol style="list-style-type: none"> <li>1. Within the home               <ol style="list-style-type: none"> <li>a. Games</li> <li>b. Reading</li> </ol> </li> <li>(1) Books</li> <li>(2) Newspapers</li> <li>(3) Magazines</li> <li>c. Music               <ol style="list-style-type: none"> <li>(1) Radio</li> <li>(2) Records</li> <li>(3) Singing</li> </ol> </li> <li>d. Television</li> <li>e. Family discussions</li> <li>f. Parties</li> </ol> <p>2. Outside the home</p> <ol style="list-style-type: none"> <li>a. Outings</li> <li>b. Trips</li> <li>c. Sports and games</li> <li>d. Movies</li> <li>e. Concerts</li> <li>f. Church</li> <li>g. Clubs and organizations</li> </ol>



**FAMILY**

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
<p>3. We go to church 4. Shopping trips 5. We enjoy pets 6. Holidays are fun</p>			<p><b>C. Marriage</b></p> <p>1. We talk about marriage</p> <p>a. Personal preparation and responsibilities</p> <p>(1) Social relationships</p> <p>(a) Getting to know each other</p> <p>(b) We share interests</p> <p>(c) We think, we talk, we plan together</p> <p>(d) Our attitudes toward marriage are morally wholesome and mature</p> <p>2. Emotional responsibilities</p> <p>(a) What does maturity mean in marriage?</p> <p>(b) Are we mature enough for marriage?</p> <p>(c) How do our parents feel?</p> <p>(d) We talk to our clergy about marriage</p> <p>(e) Other people in our community will guide us in preparation for marriage</p> <p>(1) Discuss available community resources and access to them</p> <p>(2) Plan talks and visits by pertinent personnel</p>

## FAMILY

### HIGH SCHOOL

3. Physical considerations
- a. Are we healthy enough to marry?
  - b. Our doctor *must* counsel us
4. Financial considerations
- a. Can we afford to marry?
    - (1) We have this much money saved
    - (2) We earn this much money
    - (3) We will need this amount of money

- b. These people and agencies will help us to understand our financial needs and responsibilities
  - (1) Elicit community resources and encourage use thereof
  - (2) Provide for experience opportunities with these resources

5. We plan our home

- a. We must budget and plan our income resources
  - (1) These people and agencies will help us learn to manage our income
  - (2) We must live on what we earn
  - (3) Financing
- b. Our home will need care and maintenance
  - (1) Husband's responsibilities
  - (2) Wife's responsibilities

### HIGH SCHOOL

6. We may become parents

- a. We are a family
  - (1) Mother's role and responsibilities
  - (2) Father's role and responsibilities
  - (3) Child's place in the family
- b. We must care for our family
  - (1) Child care and training program
  - (2) Home and family units from Home Economics curriculum may be used here
- c. We can get help with family problems
  - (1) We become acquainted with community resources
  - (2) We learn how to seek help
  - (3) Clinics, doctors, public health nurse and facilities, etc.

# COMMUNITY

PRIMARY	INTERMEDIATE	JR. HIGH SCHOOL	HIGH SCHOOL
<p>A. This is where I live</p> <p>1. Neighborhood</p>	<p>A. This is where I live</p> <p>1. County</p> <p>a. Neighborhood</p> <p>(1) Public buildings and available facilities (include field trips)</p> <p>(2) Map work</p> <p>b. The community government and their duties</p> <p>(1) Our governing officials</p> <p>(2) Our service agencies</p> <p>(a) Police</p> <p>(b) Sanitation, etc.</p> <p>(c) Health</p> <p>(d) Fire</p> <p>(e) Postal</p>	<p>A. This is where I live</p> <p>1. State</p> <p>a. As it was long ago</p> <p>(1) Notable people</p> <p>(2) Notable events</p> <p>b. As it is today</p> <p>(1) State government</p> <p>(2) Geographical regions (mapping)</p> <p>(a) Counties and important cities</p> <p>(b) Industries</p>	<p>A. This is where I live</p> <p>1. Nation (review Jr. High activities)</p> <p>a. Branches of government</p> <p>b. Constitution</p> <p>c. Political parties</p> <p>d. Elections</p> <p>e. Voting (qualifications and responsibilities of voters and candidates)</p> <p>f. Geographical regions (Caution! Please use in relationship to the students' interests and experiences)</p> <p>(1) State</p> <p>(2) Major cities</p> <p>(3) Industries</p> <p>(4) Agriculture</p> <p>(5) Natural resources</p>
<p>2. Other neighborhoods</p> <p>a. City</p>	<p>2. State</p> <p>a. As it was long ago</p> <p>(1) Indians</p> <p>(2) Contributions of our outstanding citizens</p> <p>b. As it is today</p> <p>(1) Capitol</p> <p>(2) Governor</p> <p>(3) State flag</p> <p>(4) Legends</p> <p>(5) Landmarks</p> <p>(6) Geographical regions of state</p>	<p>2. Nation</p> <p>a. Discovery of Columbus</p> <p>(1) Story of Columbus</p> <p>(2) Early adventures</p> <p>b. Early settlements</p> <p>(1) Pilgrims</p> <p>(2) People come from many lands</p>	<p>2. We are citizens of the world.</p> <p>a. Types of government</p>
<p>b. Farm</p>			<p>b. United Nations</p>
<p>c. Small town</p>		<p>c. New nation</p> <p>(1) Notable events</p> <p>(2) Notable people</p> <p>d. Flag study</p> <p>e. Inventions and progress</p> <p>f. Mapping</p>	<p>c. Geography</p> <p>(1) Continents, oceans, mountains, rivers, etc. (Caution! This material should be adapted to the interests and experiences of students)</p>



**COMMUNITY**

**PRIMARY**

3. Current events  
(Show and tell)

B. I am a good American  
1. Pledge to the flag

2. National anthem

3. Respect for rights and property  
of others

4. Helping others

C. This is where we get our:

1. Food

**INTERMEDIATE**

3. Current events  
(note—correlate where possible  
with class activities)

B. I am a good American

1. Areas  
a. Neighborhood  
b. County  
c. State

2. Obligations of a good citizen  
a. Respect for law enforcement  
b. Respect for rights and prop-  
erty of others  
c. Voting  
d. Beautifying  
e. I will make a contribution  
(1) Community services  
(2) School functions, etc.

C. This is where we get our:

1. Food

a. Source

b. Production

c. Marketing

d. Consumption

**JR. HIGH SCHOOL**

3. Current events  
(note—correlate where possible)

B. I am a good American

1. Areas  
a. State  
b. Nation

2. Obligations of a good citizen  
a. Respect for law enforcement  
b. Respect for rights and prop-  
erty of others  
c. Voting  
d. Beautifying  
e. Taxes  
f. Registration for draft  
g. I will make a contribution  
(1) Community services  
(2) School functions

C. This is where we get our:

1. Food

a. Source and production in  
county and state

b. Processing in county and state

(1) Canneries

(2) Frozen foods

(3) Packing plants

c. Marketing

(1) Source to market

(2) Grocery to home

d. Services

(1) School lunch

(2) Restaurants and  
cafeterias

e. Foods we need

**HIGH SCHOOL**

3. Current events

B. I am a good American

1. Areas  
a. Nation  
b. World

2. Obligations of a good citizen  
a. Respect for law enforcement  
b. Respect for rights and prop-  
erty of others  
c. Voting  
d. Beautifying  
e. Taxes  
f. Registration for draft  
g. Social Security  
h. I will make a contribution  
(1) Community services  
(2) School functions

C. This is where we get our:

1. Food

a. Source and production in  
county and state

b. Processing in county and state

(1) Canneries

(2) Frozen foods

(3) Packing plants

c. Marketing

(1) Source to market

(2) Grocery to home

d. Services

(1) School lunch

(2) Restaurants and  
cafeterias

e. Foods we need



# COMMUNITY

## PRIMARY

### 2. Clothing

### 3. Homes

- a. These are the houses we live in  
 (1) Brick  
 (2) Wooden  
 (3) Apartment  
 (4) Trailer

### D. These are the people who help us:

1. Teacher
2. Librarian
3. Policeman
4. Fireman

## INTERMEDIATE

### 2. Clothing

- a. Source
- b. Production
- c. Marketing
- d. Consumption

### 3. These are our homes

- a. Types of construction and materials  
 (1) Brick  
 (2) Wooden  
 (3) Apartment  
 (4) Trailer
- b. Source
- c. We take pride in our homes
- d. We care for our homes

### D. These are the people who help make our community pleasant and safe to live in:

1. I can be a helper to these people
  - a. Teacher
  - b. Librarian
  - c. Policeman

## JR. HIGH SCHOOL

### 2. Clothing

NOTE: Follow general outline for food study

### 3. These are our homes

- a. Types of construction and materials  
 (1) Brick  
 (2) Wooden  
 (3) Apartment  
 (4) Trailer
- b. Source
- c. We take pride in our homes
- d. We care for our homes
- e. Renting  
 (1) Size (2) Location  
 (3) Cost
- f. Building a home  
 (1) Building materials  
 (2) Size  
 (3) Location  
 (4) Cost
- g. Upkeep and maintenance of home  
 (1) Painting  
 (2) Roofing  
 (3) Screening, etc.

### D. These are community workers who serve and contribute:

1. Teacher
2. Librarian
3. Garbage collector
4. Park workers

## HIGH SCHOOL

### 2. Clothing

NOTE: Follow general outline for food study

### 3. These are our homes

- a. Types of construction and materials  
 (1) Brick  
 (2) Wooden  
 (3) Apartment  
 (4) Trailer
- b. Source
- c. We take pride in our homes
- d. We care for our homes
- e. Renting  
 (1) Size (2) Location  
 (3) Cost
- f. Building a home  
 (1) Building materials  
 (2) Size  
 (3) Location  
 (4) Cost
- g. Upkeep and maintenance of home  
 (1) Painting  
 (2) Roofing  
 (3) Screening, etc.

### D. These are areas which supply specific jobs:

1. School maintenance
2. Janitorial services
3. Public park maintenance
4. Sanitation and health services
  - a. Garbage collector
  - b. Street cleaner

# COMMUNITY

## PRIMARY

5. Postman
6. Park workers
7. Garbage collectors
8. Road workers
9. Street cleaners
10. Milkman
11. Baker
12. Grocer
13. Nurse
14. Doctor
15. Clergyman
16. Farmers
17. Factory worker

## INTERMEDIATE

- d. Fireman
- e. Postman
- f. Park workers
- g. Garbage collectors
- h. Road workers
- i. Street cleaners
- j. Milkman
- k. Baker
- l. Grocer
- m. Nurse
- n. Doctor
- o. Clergyman
- p. Farmers
- q. Factory worker
- r. Druggist
- s. News carrier
- t. Repairman (i.e., telephone)
- u. Plumber
- v. Truck driver
- w. Trainman
- x. Gas station attendant
- y. Forest ranger
- z. Life guards

### E. Transportation

1. Types
  - a. Land
  - b. Sea
  - c. Air
2. We travel
  - a. Car
  - b. Ship
  - c. Bus
  - d. Plane
  - e. Train

## JR. HIGH SCHOOL

5. Road workers
6. Street cleaner
7. Policeman
8. Fireman
9. Postman
10. Milkman
11. Baker
12. Grocer
13. Nurse
14. Doctor
15. Farmer
16. Factory worker
17. Druggist
18. News carrier
19. Repairman
20. Plumber
21. Truck driver
22. Trainman
23. Gas station attendant

### E. Transportation

1. Wise use of transportation
  - a. Safety
  - b. Courtesy
2. We travel
  - a. We learn to use road maps
  - b. We learn to figure distance, time, speed, cost

## HIGH SCHOOL

5. Road maintenance
6. Police Department
7. Fire Department
8. Post Office
9. Dairies
10. Bakeries
11. Grocery stores
12. Farmers' markets
13. Communication services
14. News carriers
15. Repair services
16. Transportation services
17. Public services
  - a. Bowling alleys
  - b. Swimming pools

### E. Transportation

1. Wise use of transportation
  - a. Safety
  - b. Courtesy
  - c. Driver training
2. We travel
  - a. We use road maps
  - b. We figure distance, time, speed and cost



# COMMUNITY

## PRIMARY

F. We communicate with others

1. Through sounds:
  - a. We listen and hear
    - (1) Birds
    - (2) Animals
    - (3) Machines
    - (4) People
  - b. These sounds are meaningful—we understand many

2. Through sights:

- a. We look at
  - (1) Pictures and books
  - (2) Signs
  - (3) Shapes
  - (4) Colors
- b. These sights are meaningful—we understand them

3. Through writing

- a. We make the letters and numerals
- b. We write our name and words
- c. We write sentences

4. Through language

- a. We speak
  - (1) To each other
  - (2) To groups
  - (3) To those far away by telephone, radio
- b. We understand

## INTERMEDIATE

F. We communicate to learn and grow

1. We listen and learn
  - a. At home
  - b. At school
  - c. At play
  - d. With courtesy
  - e. We use radio, TV
  - f. We have records

2. We look

- a. Through the window
- b. When we play
- c. When we go for walks
- d. When we shop
- e. When we travel

3. We write

- a. Letters and messages
- b. Invitations
- c. Notes
- d. Class newspaper

4. We speak

- a. We talk together
- b. We share and tell
- c. We ask and answer
- d. We use the telephone
  - (1) Proper usage and experience
  - (2) Etiquette

## JR. HIGH SCHOOL

F. We communicate to learn and understand

1. We listen and try to understand
  - a. Our parents
  - b. Our teachers
  - c. Our friends
  - d. We follow directions
  - e. We obey rules
  - f. We share radio/TV programs
  - g. We enjoy records

2. We look at

- a. Directions
- b. Signs
- c. Symbols
- d. Maps
- e. Notices

3. We write

- a. Letters and messages
- b. Invitations
- c. Notes
- d. Class newspaper
- e. For information

4. We speak

- a. With one or many (provide experiences, introductions)
- b. Sensibly
- c. Clearly
- d. Pleasantly
- e. Directly

## HIGH SCHOOL

F. We communicate to make our contribution to society

1. We listen
  - a. To those who love us
  - b. To those who guide us
  - c. To those who train us
  - d. To those who hire us
  - e. We follow directions
  - f. We obey rules
  - g. We share radio/TV at home
  - h. We enjoy records

2. We look at ourselves

- a. Our abilities
- b. Our weaknesses
- c. Our temptations
- d. Our opportunities

3. We write

- a. Letters and messages
- b. Invitations
- c. Notes
- d. Class newspaper
- e. For information

4. We speak to

- a. Those we know
- b. Those we work for
- c. Those we work with
- d. Those we wish to know
- e. Those who offer services

# COMMUNITY

## PRIMARY

## INTERMEDIATE

## JR. HIGH SCHOOL

## HIGH SCHOOL

- |  |   |   |   |
|--|---|---|---|
| <p>5. Through experiences</p> <ul style="list-style-type: none"> <li>a. We use body movements             <ul style="list-style-type: none"> <li>(1) Faces (2) Hands</li> <li>(3) Gestures</li> </ul> </li> <li>b. We show feelings             <ul style="list-style-type: none"> <li>(1) Happiness (2) Sadness</li> </ul> </li> </ul> <p>6. We get ready to read</p> <ul style="list-style-type: none"> <li>a. (Refer to language arts guide)</li> </ul> | <p>5. We express ourselves in other ways:</p> <ul style="list-style-type: none"> <li>a. Smiles and pleasantries</li> <li>b. Polite proper gestures (1) Handshakes, etc.</li> </ul> <p>6. We read</p> <ul style="list-style-type: none"> <li>a. At school</li> <li>b. At home</li> <li>c. For fun</li> </ul> | <p>5. We express ourselves in other ways:</p> <ul style="list-style-type: none"> <li>a. Smiles and pleasantries</li> <li>b. Polite and proper gestures</li> <li>c. With refinement</li> <li>d. With courtesy</li> </ul> <p>6. We read</p> <ul style="list-style-type: none"> <li>a. For information and learning</li> <li>b. For news and current events (1) Use of newspaper, magazines, etc.</li> <li>c. For pleasure and recreation</li> </ul> | <p>5. We express ourselves in other ways:</p> <ul style="list-style-type: none"> <li>a. Smiles and pleasantries</li> <li>b. Polite and proper gestures</li> <li>c. With refinement</li> <li>d. With courtesy</li> </ul> <p>6. We read</p> <ul style="list-style-type: none"> <li>a. For information and learning</li> <li>b. For news and current events (1) Use of newspaper, magazines, etc.</li> <li>c. For pleasure and recreation</li> <li>d. For job opportunities</li> </ul> |
|--|---|---|---|



# *Music*

## SINGING

Group singing is usually enjoyed by all and handicapped children are no exception. Singing should be included in the music program every day. This would include songs the children already know as well as new ones. Songs selected should be suited to the ability and interest level of the group. Children in the intermediate and advanced classes will be able to read simple verses and sing them correctly. Most primary children will be able to hum a tune or learn the words by rote.

### OBJECTIVES OF ROTE SINGING

1. To provide a happy group activity.
2. To provide emotional outlets through singing and to release tensions.
3. To develop self-expression and self-control.
4. To develop speech and thought continuity.
5. To develop the ability to respond to moods, rhythms, and to develop a sense of tone quality.
6. To develop coordination of large and small muscles.
7. To encourage a love for beautiful music.
8. To provide a feeling of belonging and sharing.
9. To give a feeling of security in group singing and to provide enjoyment when alone.

Rote singing is the general method for teaching a song.

Suggestions for teaching a song:

1. Read the entire song to the group.
2. Explain the meaning of the words.
3. Read the song and ask the children to repeat the words with you.
4. If piano accompaniment is used, play the melody.
5. Sing the song for the children to hear.
6. Have the children repeat the words.
7. Sing the song with the children.

## RHYTHMS

Rhythms have an important role to play in the music program for mentally handicapped children. They develop the active rhythmic sense; they aid in developing imagination and in expressing emotions. Music develops the sense of rhythm. Children come in contact with music everywhere in their daily lives. Music enhances recreation and relaxation.

### OBJECTIVES

1. To develop a love for music.
2. To promote a feeling of emotional well-being.

### PROCEDURES

1. Play accompaniments to which the child can respond.

Provide opportunities for listening to music. Allow child to make bodily movements to accompaniment which involves contrast—fast or slow, soft or loud.

2. The same rhythmic response may not be expected by all children.

Provide the opportunity for individual or small group participation.

Permit the child to choose his own response, rather than asking everyone to engage in the same activity. (For example, skipping requires greater skill in muscular control than walking or running.)

Create a permissive atmosphere in which the child feels free to chant and sing as he works or plays.

## OBJECTIVES

3. To promote auditory concentration.

3. Provide opportunity for children to experiment with musical instruments, such as sticks, drums, tambourines, triangles.

Help child discover the sound each instrument makes. Which instrument makes the lowest sound or highest sound? Play the drum with hand, then with sticks. Tap pencil on the desk.

Play music (records or piano). Ask child to listen and decide which instrument will be desirable to accompany music played.

4. To promote creative expression.

4. Allow child to choose suitable instrument for certain rhythm, such as an African or an Indian dance, or wind and rain.

Provide recordings of instrumental music. Ask pupils to give response to sounds as they listen, such as lively music gestures. (Tapping, running, jumping.)

5. To develop motor coordination and precision of timing.

5. Use songs with words that give clues to movement, or singing rhymes or games. For example, in the song "Six Little Ducks", children may choose to make the quack sound and waddle like a duck.

## OBJECTIVES

Dramatization of the following activities may allow expression of a child's own ideas.

Jumping animals—

- a. Kangaroos
- b. Rabbits
- c. Frogs

Our surroundings—

- a. Cars, buses, tractors, fire engines, airplanes
- b. Farm animals
- c. The wind, rain, thunder

6. Select music to meet the needs of the overactive and aggressive child, or shy and timid child.

Encourage vigorous movements—clapping hands, tapping feet, snapping fingers.

Dramatize nursery rhymes, poems, stories set to music. Dramatizing a song is an activity that provides for control of individual action.

Give pupils the opportunity to move freely, make graceful movements to music.

7. Allow children to help in choosing the music and the best rhythmic presentation of an idea.

6. To provide pleasure and recreation.

7. Develop self-confidence.

## PROCEDURES

## OBJECTIVES

## PROCEDURES

Present a variety of suitable activities. Prolonged, unvaried activities may not build the confidence needed in children.

Observe a child's movements and his tempo. Give help when needed.

Listen to and evaluate music to which children respond most frequently. Allow the child to participate in activities he enjoys.

Patience is required in developing skill in rhythm.

## LISTENING

Listening to good music is an excellent way to develop appreciation and is used periodically throughout the music program for relaxation, interpretation, and enjoyment.

### PRIMARY

1. To foster an awareness of the beauty of music.
  2. To develop a love for music.
  3. To feel and express moods in music.
1. Play recordings of music suitable for children. Direct them to listen to sound of music only.
  2. Play music which is beautiful but choose short selections, simple enough for children to understand.
  3. Children develop listening ability to respond to marches, dances, etc.

## OBJECTIVES

4. To develop ability to hear tones and tell whether they are high or low.

5. To recognize many songs.

6. To foster a taste for, and enjoyment of, good music.

### INTERMEDIATE

1. Continue with all objectives listed for the primary group.

2. Develop ability to recognize more and longer selections.

3. Develop the ability to recognize the sound of various instruments.

4. Develop ability to distinguish between:

- a. slow and fast
- b. march, waltz, ballet
- c. moods—gay, sad, etc.

5. Develop appreciation of and love for such selections as Handel's "Messiah", "The Nutcracker Suite", "Hansel and Gretel", etc.

## PROCEDURES

4. Sing or play a single tone and encourage children to match it, or direct one child to produce it on the piano.

5. Play on piano, record player or sing excerpts from songs already presented and have them identified.

6. Play recordings of good music while children are resting, drawing, etc.

1. Selections of music for this group should be longer than for the primary group.

2. Begin with recordings of familiar songs. Gradually introduce new ones. These could be popular songs taken from musicals.

3. Pictures to illustrate each instrument will be of value here.

4. A picture of a ballet dancer in costume, people marching, waltzing, etc., displayed with a very short introduction will enable pupils to associate music with action involved.

5. Use of filmstrips in color with accompanying records for these selections will enable children to understand, appreciate and love this music.



## ADVANCED

### OBJECTIVES

1. Continue with all objectives listed for intermediate group.
2. Develop appreciation for, and understanding of, the lives of composers and stories of compositions.

### PROCEDURES

1. Same as for intermediate group.

## APPENDIX A

### INSTRUCTIONAL MATERIALS CENTER FOR EXCEPTIONAL CHILDREN

Because of the difficulty involved in listing all available instructional materials and keeping such a list up to date, a specific material list has been omitted from this Guide. The Instructional Materials Center for Exceptional Children, which was established by the South Carolina State Department of Education at Columbia College, will more adequately serve the purpose of acquainting teachers with available instructional materials.

This Center operates as a satellite center of the University of South Florida, as recommended by the U. S. Office of Education. It has the capacity to (1) field test materials before distribution, (2) create and test new materials, (3) offer inservice training to teachers and (4) stimulate the development of regional centers.

The Materials Center is designed to meet the following objectives:

1. To serve as a central depository for curricular and instructional materials for exceptional children.

2. To make these materials readily available to teachers, supervisors, and/or administrators of programs for exceptional children in order that they may examine, experiment with, and evaluate these materials at the center and/or in the classroom.

3. To provide consultation, guidance, institutes, and workshops for special education personnel or those preparing for a career in special

education in order that they may become familiar with the services and information provided by the materials center, the most effective use of available materials, and the wide variety of pertinent materials in the field of special education.

4. To generate interest in improved instructional materials and the creation or adaptation of new materials by teachers and other special education personnel and to provide a place for the preparation and demonstration of these materials.
5. To provide an index on subject matter areas relating to the education of exceptional children.
6. To evaluate existing instructional materials and make these evaluations readily available to all persons served by the center.
7. To provide detailed operational data and any other information which would aid regional directors in planning and establishing satellite centers throughout the state.

Special education teachers, students majoring in special education, supervisors, administrators, and ancillary personnel have access to materials and services provided by the Center.

## APPENDIX B

### GUIDELINES FOR ESTABLISHING AND MAINTAINING CLASSES FOR EDUCABLE MENTALLY HANDICAPPED PUPILS

#### DEFINITION

"Educable Mentally Handicapped Children means children of legal school age who, because of retarded mental growth, are incapable of being educated profitably and effectively through ordinary classroom instruction, but who may be expected to benefit from special education facilities designed to make them economically useful and socially adjusted."\*

"Educable Mentally Handicapped Children" includes those children whose I. Q. on an individual psychological examination (Stanford Binet or Weschsler) falls between the limits of 50 and 70.

\* Section 21-295 of the 1962 South Carolina Code as amended March 24, 1967.

## IDENTIFICATION AND SELECTION PROCEDURES

### Screening

A method should be devised which will adequately screen possible candidates for the class. The following are suggested:

1. Annual Survey of the Handicapped—The annual survey of handicapped children may be used to identify pupils who need special class consideration.
2. Group Intelligence Tests—Consideration should be given to every child whose group intelligence test score is less than 75 or 80.
3. Group Achievement Tests—Consider every child whose achievement test results are two or more years below that expected for his chronological age.
4. Individual Intelligence Tests—Certain individual tests may be administered to primary and pre-school children by a guidance counselor or other designated school personnel with effective screening results. The following are suggested:
  - a. The Peabody Picture Vocabulary Test
  - b. The Slosson Intelligence Test

### EVALUATION

An individual psychological examination must be administered by a person whose qualifications have been approved by the State Board of Education. A case study should be completed on each child by the local attendance supervisor, social worker, or other available qualified personnel.

### PLACEMENT

A placement committee appointed by the superintendent should review the cumulative record, health record, case history and psychological report and make recommendations to the school administrator regarding placement in the special class.

1. Membership—The committee should consist of at least three members. Members should know the child and/or his family and represent as many different professions as possible.

The committee may include:

- a. Superintendent
- b. Principal
- c. Supervisor of Special Education
- d. Special Education Teacher
- e. School Counselor
- f. Psychologist
- g. Physician
- h. Social Worker
- i. School Nurse
- j. Other Appropriate Personnel

2. Responsibilities—The committee should make recommendations concerning each child's admission, retention and dismissal from the special education program and be responsible for reviewing each child's case at least twice during the academic year. The committee should recommend specific educational, social, and emotional goals and methods for achieving these goals while the child is in the special education program.

### PUPIL GROUPINGS

The following grouping by age is recommended:

- Primary Class—Ages 6 through 9
- Intermediate Class—Ages 10 through 12
- Junior High Class—Ages 13 through 15
- Senior High Class—Ages 16 through 18 or older

### CLASSROOM LOCATION AND FACILITIES

A classroom should be secured which will meet the requirements for a regular classroom.

### TEACHER CERTIFICATION REQUIREMENTS

All teachers employed for approved classes must hold certificates issued in accordance with rules and regulations of the State Board of Education.

## REIMBURSEMENT PROCEDURES

In accord with the South Carolina Code of Laws, state aid for teachers of educably mentally handicapped children shall be allowed for a teacher employed with an average daily attendance of ten students.

In order to receive state aid under these terms, a local school district must submit a narrative description of the proposed program to the State Department of Education Program for Exceptional Children. Instructions for this report will be provided by the office. Such a narrative report is required only when a new program is initiated or when there is an organizational change within an existing program.

## INSTRUCTIONAL MATERIALS

Textbooks and other instructional materials have been adopted for educable mentally retarded classes and are included in the complete adopted textbook list for use in South Carolina public schools, 1968-69. Most of these materials are available under the free textbook program. Application forms for both the free material and supplementary material are available from the Office of Textbooks, State Department of Education.

## PROCEDURES FOR ESTABLISHING AND MAINTAINING CLASSES

The following steps are recommended to administrators in establishing and maintaining a program for educable mentally handicapped children.

1. The superintendent should appoint a planning or placement committee as recommended under "Placement" above.
2. The State Consultant for the Mentally Handicapped should meet with the planning or placement committee to make further plans for screening, evaluation and class placement.
3. Methods of screening suggested under "Screening" should be used to screen pupils for this program.
4. An individual psychological examination should be given by a qualified psychologist and recommendations made to the placement committee.
5. The application for approval form (PEC 104) should be completed in duplicate and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local school district.
6. The application for approval of the teacher on state aid form (PEC 100) should be completed in triplicate and submitted to the Program for Exceptional Children. Upon approval one copy will be returned to the local school district.