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Abstract

Emphasizing social and economic growth of the educable retarded secondary student, provision is made for lesson and unit plans which give information on vocational and educational opportunities and which develop habits, attitudes and skills necessary for the individual to hold a job. The basic skills to be taught, books and materials useful in presentations, and suggestions and teaching aids for enrichment are given for grades 10, 11, and 12. Included in the sequential social studies units are American history and government, job skills, driver training, map skills and world geography. Activities are suggested for each grade in functional English, functional mathematics, and functional science. Grade 10 includes a unit on home economic skills with emphasis on human development and family, food and nutrition, housing, and textiles and clothing. Units for Grade 12 include a pre-vocational orientation which prepares the student for employment interviews, job skills and work attitudes. An appendix gives a dictionary of vocational vocabulary along with sample forms of employment applications, social security cards, wage comparisons for various occupations, and checking account statements. (WW)

# CURRICULUM GUIDE

• Senior High School Program •

ED033494

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
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CURRICULUM GUIDE

EDUCABLE MENTALLY RETARDED

SENIOR HIGH PROGRAM

LITTLE ROCK PUBLIC SCHOOLS

September 1968

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provided by Title VI of the Elementary and Secondary Education Act  
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Little Rock, Arkansas.

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## P R E F A C E

It was just a few decades ago when public schools were responsible for educating only the intellectually elite. There was an automatic screening process on the part of parents that went something like this: "Joe is making all A's and may become a doctor or a lawyer or a teacher, so let's allow him to continue in school. Sam is making a fair record and may be able to succeed in business; therefore, he should remain in school. But alas! There is poor Willie who fails all of his subjects anyway; let's take him out of school and use him to help with the farm work."

This philosophy has changed and we are glad that it has! Schools are now responsible for educating all children - the superior, the average, the less-than-average.

This curriculum guide is designed to implement the educational programs of those many pupils who have properly been classified as less-than-average. Its purpose is to assist teachers in identifying, understanding, appreciating, and helping these particular students.

We gratefully acknowledge the financial assistance under Title VI that was granted through the State Department of Education. We express our appreciation to Mrs. Butler, Mr. Blessing, the visiting consultants, and the many teachers who developed this guide. We believe that its proper use on the part of teachers will materially improve our program of special instruction for the below-average child.

Sincerely,



## FOREWORD

Special instruction for educable mentally retarded children and youth is an important part of a well-rounded educational program. To properly identify these mentally retarded pupils and place them in special classes with well-trained and understanding teachers, with curriculum and program guidance, is a basic public school responsibility.

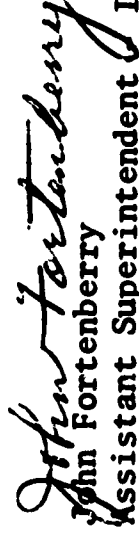
It is the purpose of this curriculum guide to give direction, scope and sequence, subject matter skills and teaching suggestions for the Special Education instructional program. The final result will be a greater possibility for a more adequate program of instruction so that educable mentally retarded pupils may have the opportunity to progress at their learning rates and to the fullest extent of their potentials.

New concepts, theories and innovations are constantly arising in the education of mentally retarded pupils. As these new developments come upon the educational horizon, they must be evaluated and subsequently incorporated into the program if it is deemed that they will increase the effectiveness of the teaching-learning program.

This curriculum guide is a teaching framework from which the teacher develops her lesson plans. Teachers are encouraged to be creative and imaginative in the use of this guide, to use appropriate teaching aids and audio-visual materials to enrich lesson presentations.

As this publication is used, supervisors and teachers will be able to make improvements and refine various aspects of the guide and incorporate into it in subsequent revisions.

May the teachers, supervisors and consultants who helped to develop this curriculum guide be rewarded by the improved program of education for mentally retarded children.

  
John Fortenberry  
Assistant Superintendent of Instruction

#### ACKNOWLEDGEMENTS

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Valuable contributions to this curriculum guide were made by many and we wish to acknowledge the following:

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Teacher  
Teacher  
Teacher  
Teacher  
Teacher  
Teacher  
Teacher  
Teacher  
Teacher  
Teacher

Granite Mountain  
Booker Junior High  
Dunbar Junior High  
Dunbar Junior High  
Washington  
Southwest Junior High  
Carver  
Mann High School  
Retired  
Albany, Georgia



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Mrs. Nannie Hawkins	Teacher	Mitchell
Mrs. Maxine Hines	Teacher	West Side Junior High
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Mrs. Margaret Suitt	Teacher	Meadow Park
Miss Robbie Thomas	Teacher	Central High School
Willie Thompson	Teacher	Mann High School
Miss Rita Weny	Teacher	Henderson Junior High
Mrs. Anita Williams	Teacher	Booker Junior High
Mrs. Mary J. Williams	Teacher	Stephens
Mrs. Hazel Wilson	Teacher	Pfeifer
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#### GENERAL PHILOSOPHY FOR EDUCABLE MENTALLY RETARDED

Current philosophies of education reflect the idea that all children are entitled to education with the opportunity to develop to the limits of their individual capacity. In this respect education for the mentally retarded differs not at all from education for any group of children. The goals remain the same: to teach the individual to make wise use of his capabilities and to become a useful and contented member of his social group. Regardless of the scope of the group to which he belongs, the aim is always to allow him to become a better and more efficient member of his social milieu.

In analyzing the concept of social competence, self-expression and self-control are the primary traits of outstanding importance. To be capable of expressing one's ideas in work and play, to individuals and to groups, is a necessary requisite for happiness and efficiency. More important, however, is the ability to control one's self in accordance with socially accepted standards of behavior. Self-expression without self-control leads to chaos and confusion. With all the need for the child to express himself, it should not be forgotten that unless at the same time he learns the self-discipline to control himself, he will not have fulfilled his capabilities.

If the retarded child is to assume a place in the community with a measure of self-reliance and self-respect, it becomes necessary for education to provide training for some participation in productive work and to plan teaching procedures and objectives to correspond with his needs, interests, abilities and limitations. Underlying any curriculum adjustment is this basic philosophy.

### GENERAL OBJECTIVES

The education of the Educable Mentally Retarded differs from that of average children only in the reduction of emphasis placed upon academic achievement, and additional emphasis placed upon the development of personality and adequacy in occupational and social areas. These children can only achieve these goals with proper instruction and training. Educational skills are used for attaining the maximum in social and vocational development.

These skills can develop best through the following specific objectives:

1. To develop the ability of the child as far as possible; to enable him to use academic skills and tools in daily life
2. To help the student acquire good work habits and attitudes in school which will serve him throughout life
3. To develop social responsibility and citizenship
4. To provide an appropriate curriculum with proper guidance for vocational training and job placement
5. To develop in each student social maturity and emotional stability directed toward a vocational proficiency in order that he may take his rightful place, in a functional way, in the home and in the community
6. To achieve these objectives, we must use a variety of educational methods: concrete materials, appraisal devices, and teaching aids.

### PROGRAM FOR EDUCABLE MENTALLY RETARDED

Provisions are made for the Educable Mentally Retarded in the Little Rock schools from the time they enter school and are found to be eligible for the program until they complete the prescribed curriculum at the high school level and/or enter a trade school and obtain full-time employment. Some of these children may terminate their schooling before finishing a prescribed course for obtaining full-time employment. Under the Arkansas plan for special education, public schools can provide classes for educable mentally retarded students from the ages of six to twenty-one. According to state standards 5 is the minimum enrollment for a special class for the educable mentally retarded and 15 is the maximum enrollment. A psychological evaluation and a physician's certificate is required for every child enrolled in special education.

The Little Rock Public Schools provide an educational program for the Educable Mentally Retarded students who have needs which cannot be met adequately in the regular classroom. This program extends through the total school organization, providing training necessary for each student to reach his potential: physically, mentally, emotionally and vocationally and thus to live with dignity and a feeling of personal worth. Our goal is to provide a curriculum that is challenging but within the child's capacity to achieve.

**PRIMARY**  
 CA 6,7,8,9,10  
 MA 3 to 7.5  
 RL 0 to 2.0

**INTERMEDIATE**  
 CA 10,11,12,13  
 MA 5 to 9  
 RL 1 to 4.5

**JUNIOR HIGH**  
 CA 13,14,15,16  
 MA 6.5 to 11+  
 RL 1 to 6+

**SENIOR HIGH**  
 CA 15,16,17,18+  
 MA 7.5 to 12+  
 RL 2.5 to 7+

**BASIC SKILLS**

1. Social, Personal, and Pre-vocational Development

2. Language Arts

Reading Readiness and Reading

Phonics

Language

Writing

Spelling

3. Number Concepts

Pre-Mathematics

**BASIC SKILLS**

1. Social, Personal, and Pre-vocational Development

2. Language Arts

Reading Readiness and Reading

Phonics

Language

Writing

Spelling

3. Mathematics

Science Units

**BASIC SKILLS**

1. Social Studies

2. Functional English

Reading

Spelling

3. Functional Mathematics

Functional Science

5. Pre-Vocational

**BASIC SKILLS**

1. Social Studies

2. Functional English

Reading

Spelling

3. Functional Mathematics

Functional Science

5. Pre-Vocational

**CORRELATED**

Art

Music

Physical Education

**CORRELATED**

Art

Music

Physical Education

**ELECTIVE COURSES**

Art

Physical Education

Industrial Arts

Home Economics

**ELECTIVE COURSES**

Art

Physical Education

Driver Education

Home Economics

There will be three books. Elementary Book includes Primary and Intermediate; Junior High Book; Senior High Book.

### OBJECTIVES OF SECONDARY PROGRAM

The aim of the Secondary Program is to develop the student into a socially and economically efficient entity in the society in which he lives.

The retarded child has the same basic needs of any other child. Among them are the need for a feeling of self-worth, independence, and opportunity to gain satisfaction from being productive.

Experience has shown that a curriculum that reduces frustration and failure for the student, and one that emphasizes social and economic growth (in a sequential order) will most likely be the most successful approach to preparing boys and girls for the world of productive citizens.

The specific goals are:

1. To achieve self-realization
2. To develop effective human relationships
3. To attain economic efficiency
4. To become aware of civic responsibility.



## OBJECTIVES FOR SENIOR HIGH PROGRAM

C.A. 15 - 18+

M.A. 7.5 - 12+

The purpose of the Senior High Program is to continue to develop within the individual a feeling of self-reliance needed to function in society. In order to attain such a goal the individual must have available to him a program which will offer the variety of experiences and learning situations needed for self-development.

The specific functions of such a program are:

1. To provide the individual with knowledge concerning the availability of vocational and educational opportunities
2. To provide proper guidance in choosing occupations which will enable them to be self-supporting adults
3. To develop the habits, attitudes and skills necessary for the individual to hold a job and function effectively in his society
4. To develop desirable attitudes and moral values.

**SOCIAL STUDIES**

BASIC SKILLS

I. Acquiring Knowledge of the United States Today

A. Geographic areas

1. Location of areas
2. Mountains
3. Plains
4. Rivers
5. Climate of different areas

B. Population

1. Centers of population
2. Large cities (metropolitan areas)
3. Sparse areas

C. Resources

1. Minerals
2. Forests
3. Water
4. Rich soil
5. Scenic beauty
6. Animal life

D. Products

II. Understanding the Discovery and Exploration of the New World

A. Countries interested

1. Reasons for going
2. Routes traveled

B. Places discovered and explored

1. America discovered
2. Sailing around the world

BOOKS AND MATERIALS

Abramowitz, Jack, Study Lessons in Our Nation's History, Follett Pub. Co., Chicago, 1964

Devereaux, Vanza, America's Story, San Francisco, Harr-Wagner Pub. Co., 1962

Map Skills for Today, No. 2, My Weekly Reader Practice Book, Columbus, Ohio, American Education Publications, Inc., 1966

Map Skills for Today, No. 3

Map Skills for Today, No. 4

Hage, How the New World Was Discovered

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

I. Acquiring Knowledge of the United States Today

- A. Locate on a map the geographic areas of the U. S.
- B. List and locate the largest cities in the U. S. Compare their populations with that of your town.
- C. Name resources of each geographic area. Clip newspaper and magazine articles on resources found in the U. S. Keep in a class scrapbook. Collect pictures for the class bulletin board

Map of the United States

Daily Newspapers

Bulletin Board

Products Map of the United States

Physical Map of the United States

Map of National Parks

World Almanac

Films: Little Rock Public Schools

585 "Southwest States"

751 "Southern Highlands"

614 "The Valleys"

308 "New York City"

301 "Washington, D. C."

753 "Niagra Falls"

395 "Our Country's Emblem"

179 "Our Country's Flag"

786 "America the Beautiful"

D. Make a product map of the United States

Map of Discovery and Exploration - World Map

II. Understanding the Discovery and Exploration of the New World

- A. Locate countries which sent explorers to the New World
  - 1. Name and locate continents
- B. Trace the routes explorers followed in coming to the New World
  - 1. Read stories about Columbus
  - 2. On a world map trace the route Magellan's crew followed in sailing around the world.
  - 3. Read stories about discoverers and explorers.

Films: Little Rock Public Schools

69 "Discovery and Exploration"

358 "Marco Polo"

66 "Christopher Columbus"

578 "The Vikings: Life and Conquest"

Films: State Department of Education

5638 "Viking: Life and Conquest"

156 "Story of Christopher Columbus"

1282 "Spanish Conquest of the New World"

1054 "Spanish Influence in the U. S."

BASIC SKILLS

- C. Indians of the New World
  - 1. Incas in Peru, South America
  - 2. Aztecs in Mexico
  - 3. Mayas in Central America
  - 4. Influence found today
    - a. Language
    - b. Customs

III. Learning About the English Settlements

- A. Jamestown
  - 1. Location
  - 2. Founder of settlement
  - 3. Reason for settlement
  - 4. Hardships
  - 5. Helped by Indians
- B. Settlement at Plymouth
  - 1. Location
  - 2. The Pilgrims
  - 3. Contribution
  - 4. Mayflower Compact

IV. Develop An Understanding of Colonial America

- A. Groups of Colonies
  - 1. New England Colonies
  - 2. Middle Colonies
  - 3. Southern Colonies
- B. Making a living
  - 1. Farming
  - 2. Trading
  - 3. Fishing
  - 4. Manufacturing

BOOKS AND MATERIALS

Grosbeck, Joyce and Attwood, Elizabeth  
Story of Great Explorers, Grand Rapids, Michigan, The Fideler Company, 1962

Ritchie, Harold S. and Ritchie, Harold L.,  
American History Skill Text, Columbus, Ohio,  
Charles E. Merrill Books, Inc., 1965

Eibling, Harold H., Gilmartin, John G., and  
 Skehan, Anna M., Great Names in Our Country's  
 Story, Dallas, Laidlaw Brothers Publishers,  
 1962

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>C. Tell about early Indians. Find pictures and articles on Indian life.</p> <p>III. Learning About the English Settlements</p> <p>A. Locate the James River on a U. S. map. Find pictures of restored Jamestown for bulletin board. Tell why Jamestown was important.</p> <p>B. Locate Plymouth on the map. Describe the life of the pilgrims. Discuss the role of the Indians in helping the colonists to survive during the winter.</p> <p>IV. Develop an Understanding of Colonial America</p> <p>A. On a map show the location of each group of colonies. Name colonies in each group. Name the thirteen original colonies, and tell something about each. Name products and resources of the colonies.</p> <p>B. Find pictures showing colonists at work. Name ways of making a living in the colonies.</p>	<p>Films: Little Rock Public Schools 366 "The Aztecs" 204 "Land of the Incas"</p> <p>Map of early settlements</p> <p>Bulletin board</p> <p>Films: Little Rock Public Schools 22 "Early Settlers" 447 "Jamestown Colony" 357 "Captain John Smith" 5541 "Jamestown" 359 "The Pilgrim" 716 "Early Settlers of New England" 5744 "Plymouth Colony - First Year"</p> <p>Globe</p> <p>Map of the United States</p> <p>World Wall Map</p>

BASIC SKILLS

BOOKS AND MATERIALS

- C. Hardships
1. No conveniences
  2. Making cloth and clothing

D. Colonial homes

1. Common house
2. Cabins
3. Southern colonial homes
4. Home furnishings
  - a. Fireplace
  - b. Trundle beds
  - c. Spinning Wheel
  - d. Pots and pans
  - e. Benches
  - f. Three-legged stools
  - g. Pewter dishes
  - h. Weaving looms

E. Colonial schools

1. Taught by dames
2. Few books
  - a. The hornbook
  - b. New England Primer
3. Furniture
  - a. Four-legged stools
  - b. Split log benches
4. Strict teachers

F. Punishment in the Colonies

1. Whipping post
2. Stocks
3. Pillory
4. Ducking stool

G. Colonial amusement and recreation

1. House raising
2. Log rolling
3. Quilting bee

Fisher, Margaret and Fowler, Mary Jane,  
The Story of Colonial America, Grand Rapids, Michigan, The Fideler Co., 1962



SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>C. Tell what hardships the pioneers endured.</p> <p>D. Read stories about colonial life. Collect pictures of colonial life for bulletin board. Find or draw pictures of colonial furniture. Find pictures of spinning wheels. Visit old Territorial Capitol.</p> <p>E. Bring to class some old school books. Make drawing of colonial school furniture. See old textbooks at McArthur Museum. Ask an elderly person to tell you about the school books he or she had.</p> <p>F. Find pictures of stocks or a pillory. Describe a ducking stool. Tell the reasons for such punishment.</p> <p>G. Make a list of types of colonial recreation and amusements. Find stories on colonial amusement and recreation and tell to class.</p>	<p>Large exploration map</p> <p>Films: Little Rock Public Schools 21 "Planters of Colonial Virginia" 599 "Frontier Boy of the Early Midwest" 4 "Colonial Children"</p> <p>Films: State Department of Education 5950 "Homespun" 753 "Kentucky Pioneers" 5565 "Tom Savage (Boy of Early Virginia)" 5821 "Frontier Boy of the Early Midwest"</p>

## BASIC SKILLS

## BOOKS AND MATERIALS

- H. Colonial government
1. Royal
  2. Charter (first representative government in America)
  3. Proprietary

## I. Religion

1. Meeting houses
2. Strict observance
3. Long services

## V. Knowledge of the American Revolution

## A. Causes

1. Laws without representation
2. Laws made by British Parliament
3. British regulation of trade

## B. Declaration of Independence

## C. Wars

1. Battles
2. Leaders
3. Preparation for war

## D. Results of the War

1. Independence from Britain
2. Free use of the Mississippi River

## VI. Develop Knowledge of the New Nation

## A. The Constitution

1. Why needed
2. Leaders

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

H. Name the three types of colonial government.

Map of Colonial America

I. Tell how children were kept awake at religious services.

Bulletin board

Wall map showing the thirteen colonies

Outline map of Colonial America

V. Knowledge of the American Revolution

Map of the American Revolution

A. List the causes of the Revolutionary War.

Map of the United States

Films: Little Rock Public Schools  
121 "George Washington"  
394 "Declaration of Independence"

B. Discuss the Declaration of Independence before and after seeing the film.  
List several facts about Thomas Jefferson.

Films: State Department of Education  
5503 "Declaration of Independence by the Colonies"  
324 "Our Living Declaration of Independence"  
96 "Our Declaration of Independence"

C. Tell how the colonies prepared for war.  
List the qualities and accomplishments that made George Washington great.  
Report on leaders of the Revolution.  
On a map locate some battles of the Revolution.

Copies of the Declaration of Independence

Bulletin Board

D. List the results of the war.

VI. Develop Knowledge of the New Nation.

Copies of the Constitution

A. The Constitution

Films: State Department of Education  
5504 "Bill of Rights of the U. S."  
1133 "Living Constitution"  
98 "Our Bill of Rights"  
97 "Our Constitution"

1. List reasons why a constitution was needed.
2. Name the men who worked on the Constitution. Report on George Washington, Thomas Jefferson, and James Madison.

BASIC SKILLS

3. Compromises

4. Bill of Rights  
5. Amendments

B. Problems

1. Financial  
2. Settling the West

VII. Understanding How the United States Extended It's Boundaries

A. Northwest Territory

1. Location  
2. Present states

B. Louisiana Territory

1. Location  
2. Present states  
3. Products and resources  
4. Reasons for acquiring

C. Florida

1. Location  
2. How acquired

D. Texas

1. Location  
2. War

E. Oregon Territory

1. Location  
2. Products

F. Mexican Cession

1. Location  
2. Present States

Abramowitz, Study Lessons in Our Nation's History,  
(Unit 2) Follett Pub. Co.

Abramowitz, Study Lessons in Our Nation's History,  
(Unit 4) Follett Pub. Co.

SUGGESTED ACTIVITIES

- 3. Make a chart showing the three departments of government and some duties of each.
- 4. List the rights provided for in the Bill of Rights.
- 5. Give provisions of amendments to our Constitution.

B. List problems of the new nation and tell how each was solved.

VII. Understanding How the United States Extended It's Boundaries

A. Locate the Northwest Territory on a map. Name present states you found there. Tell why people liked to settle there.

B. Tell how the U. S. acquired Louisiana. Name and locate present states and tell major products of each. Read stories of Sacajewea and the Lewis and Clark Expedition.

C. Locate and tell something about Florida. Report on "Old Hickory."

D. Read stories of Davey Crockett, Jim Bowie, Sam Houston, and the battle of the Alamo.

E. Describe a trip over the Oregon Trail. Report on Marcus and Narcissa Whitman.

F. Describe the journey of the "Forty-Niners." Discuss the importance of the "Pony Express."

TEACHING AIDS AND RESOURCES

Wall World Map

Map of Northwest Territory

Bulletin Board

Exhibit of homespun

Films: State Department of Education

775 "The Westward Movement" Part I

776 "The Westward Movement" Part II

Film: Little Rock Public Schools

413 "Pioneer Journey Across the Appalachian"

## BASIC SKILLS

## G. Gadsen Purchase

## H. Alaska

1. Location
2. Resources

## I. Hawaii

1. Location
2. Resources

## J. Other possessions

1. Puerto Rico
2. Canal Zone
3. Virgin Islands

## VIII. Factual Knowledge of the War Between-the States

## A. Causes

1. Differences in occupations
2. Slavery

## B. Battles

1. Leaders
2. Turning point
3. Surrender

## C. Results of surrender

1. Defeat of the Confederacy
2. Amendments
  - a. 13th
  - b. 14th
  - c. 15th
3. Reconstruction Plain in South
  - a. Military government
  - b. Effects today

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>G. On an outline map of the U. S. show the expansion of the U. S. by making each territory a different color.</p> <p>H. On a large map locate Alaska. Locate the Alcan Highway on a large wall map. Locate Mt. McKinley on an Alaskan Map. Read a story about fur seals. List resources of Alaska.</p> <p>I. Locate Hawaii. List resources of Hawaii.</p> <p>J. On a map locate all outlying possessions of the United States. Collect pictures of U. S. possessions for bulletin board.</p>	<p>Films: Little Rock School District 580 "Alaska - The 49th State" 576 "Eskimo Family" 581 "Eskimo Children" 213 "Eskimos" 143 "How To Build an Igloo" 490 "Life in Cold Lands, Eskimo Village" 389 "People of the Reindeer"</p> <p>Films: Little Rock School District 200 "Hawaii" 575 "Hawaii - The 50th State"</p> <p>Films: State Department of Education 5824 "Children of Hawaii" 5639 "Hawaii - The 50th State" 1366 "Hawaiian Islands - Chief Industries" 1365 "Hawaiian Islands - Their Nature and Origin" 775 "People of Hawaii"</p>
<p>VIII. Factual Knowledge of the War Between the States</p> <p>A. List and discuss the causes of the Civil War. List advantages and disadvantages of both sides.</p> <p>B. Read and give reports on Abraham Lincoln, Robert E. Lee, Jefferson Davis, and Ulysses S. Grant. Locate Washington, D. C., Richmond, Montgomery, Gettysburg, Sumpter, Appomattox, Pea Ridge, Arkansas.</p> <p>C. Read about the reconstruction period of the south. Discuss results of reconstruction. Give the provisions of the 13th, 14th, and 15th Amendments.</p>	<p>Films: State Department of Education 300 "Abraham Lincoln" 5451 "Robert E. Lee"</p>



## IX. Understanding the Industrial Revolution

## A. Communication

1. Morse code and telegraph
2. Atlantic cable
3. Telephone
4. Radio
5. Television
6. Satellites

## B. Transportation

1. Water - steamboat, steam engine
2. Land - car, railroads
3. Air - airplane, jet

## C. Agriculture - reaper

D. Textile - spinning wheels, looms, factory, miracle fabrics

E. Medical - anesthesia, miracle drugs, polio vaccines

## X. Recognizing the Role the United States Plays in World History

## A. Wars

1. World War I
2. World War II
3. Korean War
4. Vietnam Conflict

## B. Efforts at peace

1. League of Nations
2. United Nations

## C. Space race

1. Astronauts
2. Space ships

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## IX. Understanding the Industrial Revolution

- A. Make a mural depicting historical developments in communication.  
Report on improved methods of communication.

- B. Make a poster showing the history of transportation.  
Report on Robert Fulton, Henry Ford, Wright Brothers.

- C. Report on Cyrus McCormick.

- D. Report on Samuel Slater, Elias Howe, miracle fabrics, etc.

- E. Discuss the improvements in medicine since 1950.

## X. Recognizing the Role the United States Plays in World History

- A. Collect pictures of World War I.  
Collect pictures of World War II.  
Ask parents to relate their experiences during World War II.  
Describe rationing during World War I and World War II.  
Describe the bombing of Hiroshima.  
Discuss the Vietnam conflict.  
Show slides to illustrate the discussion.

- B. Discuss the role the United States plays in world peace.

- C. Name American astronauts.  
Describe an astronaut's trip.

Films: State Department of Education  
709 "Development of Communications"  
5366 "Story of Communications"

Films: State Department of Education  
5588 "World War I"  
5589 "World War II"

BASIC SKILLS	BOOKS AND MATERIALS
I. Understanding Why People Work	New Rochester Occupational Series, Job Ahead, Science Research Associates, Inc., Chicago
A. Basic needs provided by the head of the household	Turner, Richard H., <u>The Turner Career Guidance Series</u> , Chicago, Illinois, Follett Publishing Co. <u>Wanting A Job</u> <u>Training for a Job</u> <u>Starting a Job</u>
1. Food	
2. Clothing	
3. Shelter	
4. Health	
5. Social acceptance	
B. Value of future planning	Turner, Richard H., <u>The Turner-Livingston Reading Series</u> , Chicago, Illinois, Follett Publishing Co. <u>The Person You Are</u> <u>The Money You Spend</u> <u>The Family You Belong To</u> <u>The Jobs You Get</u> <u>The Town You Live In</u>
C. Social acceptance	
II. Acquiring Information About Jobs and Responsibilities	
A. Jobs at home	Hudson, Margaret W., and Weaver, Ann A., <u>I Want A Job</u> , Phoenix, New York, Frank E. Richards Pub. Co.
B. Jobs: Part time	Dare and Wolfe, <u>You and Your Occupation</u> , Opportunities Division, <u>The World of Work Series</u> , Follett Pub. Co.
1. Qualifications and requirements of jobs	
2. Knowledge of the job: general and specific	The Occupational Outlook Handbook, U. S. Department of Labor, Supt. of Documents, Washington, D.C. 20402 Cost: \$5.00
C. Jobs: Full time	
D. Responsibilities of worker	<u>Annotated Digest of Labor Laws of the State of Arkansas</u> , State Labor Department

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>I. Why People Work</p> <p>A. Basic needs provided for the family by the head of the household</p> <ol style="list-style-type: none"> <li>1. Discuss the five basic needs.</li> <li>2. How to determine what the basic needs are</li> <li>3. Define wants and needs. Compare costs of wants and needs.</li> <li>4. Discuss the working member of society as a taxpayer, voter, consumer, family member and an economic contributor.</li> <li>5. Your health: discuss personal grooming, health as it affects your job, and others, and safety as it affects health.</li> </ol> <p>B. Future planning: discuss the value of savings, social security, pensions, and various types of insurance.</p> <p>C. Discuss the individual's place in the community, responsibility, happiness and self-satisfaction.</p> <p>II. Information About Jobs and Responsibilities</p> <p>A. Discuss the similarity of home responsibility versus the job. Emphasize the sharing of responsibilities in the home.</p> <p>B. Types of part time jobs</p> <ol style="list-style-type: none"> <li>1. List and discuss qualifications and requirements of jobs.</li> <li>2. What you should know             <ol style="list-style-type: none"> <li>a. General knowledge</li> <li>b. Discuss specific requirements: Where employed, working conditions, safety, training, qualifications, advancement, rate of pay, benefits, and wage and hour laws as they apply.</li> </ol> </li> </ol> <p>C. Types of full time jobs</p> <ol style="list-style-type: none"> <li>1. List and discuss qualifications and requirements of full time jobs as related to part time jobs.</li> <li>2. List advantages and disadvantages of part time and full time jobs.</li> </ol> <p>D. Responsibilities</p>	<p>Magazines</p> <p>Films: Arkansas State Department of Education 1057 "Wise Buying" 1189 "Your Family Budget"</p> <p>Filmstrip: C-799-2 "The World of Work" (1968 catalog) Society for Visual Education 1345 Diversey Parkway Chicago, Illinois 60614</p> <p>Newspapers</p> <p>Films: State Department of Education 651 "Safe Use of Tools" 614 "Safety Begins at Home" 295 "Safety in the Shop" 603 "Safety in the Home" 1226 "Safety with Everyday Tools" 443 "Attitudes and Health" 137 "Body Care and Grooming" 457 "How to be Well Groomed"</p> <p>Resource person: Insurance Company Representative Booklet available from: U. S. Dept. of Labor, Federal Building Little Rock, Arkansas State Labor Department Employment Security Division Wage and Hour Division</p>

BASIC SKILLS

1. Taxes
  - a. Local taxes
  - b. State Taxes
  - c. Federal income tax
2. Social Security tax
3. Responsibilities to employer
  - a. Be on time.
  - b. Work to the best of your ability.
  - c. Maintain good employer-employee relations.
  - d. Be able to accept criticism.
  - e. Accept a responsible, courteous attitude toward your job.

III. Getting Ready to Work

- A. Learning to choose a job
- B. Knowledge of the qualifications for job chosen
- C. Techniques needed to find and apply for a job
  1. Newspapers
  2. Employment agencies
  3. Trade journals and magazines

BOOKS AND MATERIALS

Handbook for Young Workers, U. S. Department of Labor, Federal Building, Little Rock, Arkansas

Job Application Skill Test,  
Special Service Supply Company  
Box 705, Huntington, New York 12708

Occupational Outlook Handbook,  
U. S. Government Publication

Hudson, Margaret W. and Weaver, Ann,  
I want A Job, Phoenix, New York  
Frank E. Richards

**SUGGESTED ACTIVITIES**

**TEACHING AIDS AND RESOURCES**

1. **Taxes**
  - a. Discuss personal property and real estate taxes.
  - b. Use forms to give basic explanation of state taxes.  
Discuss uses and rates of tax money, etc.
2. Discuss Social Security Tax. Fill out and mail application for those who need Social Security number.
3. Discuss responsibilities to employer.

Resource person:  
from County Assessors Office  
from State Revenue Department

Arkansas Income Tax form,  
State Revenue Dept.  
Form 1040-A from Internal Revenue Department  
Little Rock, Arkansas  
Teaching Taxes Kit, School Math Dept.,  
Internal Revenue  
Resource person: Social Security Office

**III. Getting Ready to Work**

- A. **Choosing your job:** Discuss the different jobs and job areas in your locality - state and local.
  1. Consult Occupational Outlook Handbook for job descriptions.
  2. Use Dictionary of Occupational Titles (see school counselors)
  3. Fill out application blanks for jobs.
  4. Have birth certificate available.
    - a. Fill out application for birth certificate.
    - b. Secure birth certificate if student does not have one.
- B. **Qualifications for job chosen**
  1. List skills needed for chosen job.
  2. Have students explain how they are to go about acquiring skills or training for a job.
- C. **How to find and apply for a job**
  1. Read local newspapers, classified ad section.
  2. Resource person explain function, purpose and procedures of Employment Security Division, or Youth Opportunity Center.
  3. Show how trade journals and magazines can be source of job information.

Application blanks from local business firms

Application for birth certificates, State Health Department

Newspapers  
Trade journals and magazines  
Resource person: Employment Security Division,  
Youth Opportunity Center

**BASIC SKILLS**

- 4. Knowledge of application blanks
- 5. Necessary information needed for job application

- 6. Interview

**BOOKS AND MATERIALS**



SUGGESTED ACTIVITIES	TEACHER AIDS AND RESOURCES
<p>4. Review application blanks.</p> <p>5. Necessary information needed when applying for a job.</p> <ul style="list-style-type: none"><li>a. Birth certificate</li><li>b. Social Security card</li><li>c. References</li><li>d. Other important information</li></ul> <p>6. Interview</p> <ul style="list-style-type: none"><li>a. Go through entire job application procedure stressing the interview.</li><li>b. Role play a situation for an interview. Go through entire procedure.</li><li>c. Stress: personal appearance, manners, attitude: in answering questions, application and qualifications.</li></ul>	<p>Resource person: Personnel manager from local business</p>

## BASIC SKILLS

- I. Understanding That Driving is a Privilege
- A. Getting your license to drive
  - B. Safe driving is a state of mind
  - C. Keeping physically fit to drive
  - D. Alcohol, drugs, and driving
- II. Understanding How a Car Operates
- A. When you own a car
  - B. What makes your car go?
  - C. Taking care of your car
- III. Understanding the Necessity of Knowing Traffic Laws
- A. How natural laws affect driving
  - B. How man-made laws affect driving
  - C. Making, observing, and enforcing traffic laws
- IV. Acquiring Knowledge About Driving Skills
- A. Getting ready to know the driving components
  - B. Learning the driving skills
  - C. Meeting traffic situations successfully
  - D. Planning ahead for safe driving
  - E. If an accident or disaster strikes

## BOOKS AND MATERIALS

Bright, Lillian B., and Harris, Nina, How to Pass the Driver's Test, St. Petersburg, Fla., 1963

Arkansas State Police, Driver's License Manual, Little Rock, Arkansas, 1966

Arkansas State Police and Department of Revenue Safe and Sane Driving Manual, Little Rock, Arkansas

Chrysler Corporation, To the Parents of a New Teenage Driver, Detroit, Michigan

Strasser, Marlin K., et al., When You Take the Wheel, River Forest, Illinois, Laidlaw Brothers, 1963

Wool, John D., Getting Ready to Drive, Phoenix, New York, Frank E. Richards Co., 1967

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

- I. Understanding That Driving Is a Privilege
- Why is a driver's license considered a "symbol" of adulthood?
  - What is defensive driving and why is it important?
  - Discuss the hazards of persons physically unfit to drive.
  - Discuss the effects of alcohol and drugs in relation to good driving.
- II. Understanding How a Car Operates
- Discuss points that should be considered before buying a car.
  - Explain the simple operation of a car. A mechanic could be invited to do this.
  - Discuss preventive and periodic maintenance.
- III. Understanding the Necessity of Knowing Traffic Laws
- Discuss functions, motion, energy, gravity, and speed in relation to good driving.
  - How do man-made laws affect driving?
  - Who makes the laws we drive by?
- IV. Acquiring Knowledge About Driving Skills
- Teach the location and use of all gauges, safety aids, starting devices and control instruments.
  - Discuss the importance of acquiring the right techniques.
  - Outline special traffic situations.
  - How do you plan for safe driving?
  - What should you do when an accident or disaster happens?

## Films:

1064  
40  
106  
266  
1095  
1096  
1097

State Department of Education  
"Permit to Drive"  
"Teach Them to Drive"  
"Your Driving Habits"  
"Driving Economically"  
"Safe Driving: Advanced Skills and Problems"  
"Safe Driving: Fundamental Skills"  
"Safe Driving: Streets and Highways"

## Resource Personnel

Law Enforcement

- City Police
- County Sheriff Department
- State Police

Service Station Operator

Driver Education Instructor

**DRIVER TRAINING - GRADE 10**

**BASIC SKILLS**

- V. Understanding the Responsibility of the Pedestrian and Cyclist for Traffic Safety.**
  - A. The pedestrian**
  - B. The cyclist**
  - C. Traffic safety**

**BOOKS AND MATERIALS**

## TEACHING AIDS AND RESOURCES

## SUGGESTED ACTIVITIES

**V. Understanding the Responsibility of the Pedestrian and Cyclist for Traffic Safety**

- A. Who is a pedestrian and what are his rights?**
- B. Cycle safety**
- C. Discuss organizations concerned with traffic and traffic rules.**

FUNCTIONAL ENGLISH

## BASIC SKILLS

## BOOKS AND MATERIALS

- I. Learning to Get Along in School
  - A. Getting acquainted
  - B. Getting registered
  - C. Gathering helpful and interesting information about your school
  - D. Making and keeping friends
- II. Using Dictionary as a Reference Book
  - A. For new words
  - B. For troublesome words
  - C. Learning to find antonyms and synonyms
- III. Learning to Study
  - A. Listen to
    - 1. Teacher's presentation
    - 2. Class discussions
  - B. Using manual for written work
    - 1. Autobiography
    - 2. Preparing papers to be handed in
      - a. Name
      - b. Date
      - c. Title of material
- IV. Learning to Listen to
  - A. Assignments
  - B. Reading and oral reports
  - C. Announcements

Manual for Written Work, Little Rock Secondary  
Schools, Little Rock, Arkansas, 1960



SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>I. Learning to Get Along in School</p> <p>A. Introduce members of class to teacher, pupil to pupil, etc. Introduce yourself to a complete stranger. List names on board; read first and last names.</p> <p>B. Know all names on schedule card: principal, guidance counselor, teacher. Say names of important persons and places in current news.</p> <p>C. Tell class about a hobby, an experience, an interesting place, or summer vacation activities.</p> <p>D. Discuss friendliness, impressions created by pleasing manners.</p> <p>II. Using dictionary as a reference book, develop the habit of checking all words pupils don't know. Give exercises finding antonyms and synonyms.</p> <p>III. Learning to Study</p> <p>A. Develop good listening habits. Pupils should learn to take assignments without repetition. Encourage good group discussions so that students will listen to what is being said and when they can talk.</p> <p>B. Try to develop a consistent form for students to use in all their work.</p> <p>IV. Learning to Listen</p>	<p>Films: Arkansas State Education Department  1334 "How Friendly Are You"  1130 "How to Say 'No'"  1271 "Making Friends"  1111 "Name Unknown"  426 "The Other Fellow's Feelings"  1151 "The Outsider"</p> <p>Dictionary</p> <p>Tapes  TV</p>

## BASIC SKILLS

- D. Conversation
- E. Questions you are to answer
- F. Radio and television
- G. Person who gives a speech
- H. Introductions
- I. Rules
- J. Telephone conversation
- K. Take messages
- V. Learning to Speak Well
- A. Taking part in conversation
- B. Making conversation interesting
- C. The difference between conversation and gossip
- D. Enunciating distinctly
- E. Pronouncing correctly
- F. Using correct grammar
- G. Giving announcements and minutes of meetings
- H. Giving reports
- VI. Uses of Written Communication
- A. Social notes and letters

## BOOKS AND MATERIALS

Turner, Richard, The Phone Calls You Make, The Turner Livingston Communication Series, Chicago, Follett Publishing Company, 1966

"Let's Talk on the Telephone" (Special Education Guide V), Special Education Department, Little Rock, Arkansas

Department of Public Instruction, Let's Write a Letter, Pierre, South Dakota

Henney, R. Lee, System for Success, Chicago, Illinois, Follett Publishing Company, 1964

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

J. Use the Teletrainer to demonstrate telephone conversations. Let the children call each other and take messages.

V. Learning to Speak Well

Have class make a list of "Speech Boners." Try to develop the ability to recognize incorrect speech in others.

Role play party conversation.

Role play parts of employer and employee.

Role play: two students act out a call, class criticizes.

Films: State Department of Education  
1004 "Your Voice"  
427 "Your Speech"  
1357 "Let's Pronounce Well"  
1306 "Who Makes Words"  
1289 "Speech: Group Discussion"

Tape recorder

Teletrainer, Southwestern Bell Telephone Company

VI. Uses of Written Communication

A. Discuss what to say in a friendly letter and "thank you" note.  
Review form and proper indentations.  
Review form and proper placement on envelope

- a. Importance of zip code; meaning of zip code
- b. Call Post Office for zip code and enter in notebook those used frequently.

Transparencies  
Mimeograph sheets showing placement  
Illustrate parts of friendly letter on board  
Illustrate parts of address on envelope  
Envelope

**BASIC SKILLS**

**BOOKS AND MATERIALS**

Chapman, B. E. & Schulz, L., Mott Language Skills, Gailen, Michigan, Allied Education Council

Dawson-Miller, Language for Daily Use Workbook, Yonkers, New York, World Book Company

Provo, H., English That We Need, Phoenix, New York, Frank E. Richards Publishers, 1965

Grizzard, N. Y., Language Exercise, Austin, Texas, Steck-Vaughn, 1965

Ayer, Fred C., Gateways to Correct Spelling, Austin, Texas, Steck Company

Little Rock Spelling Word List

Functional word list

- B. Business letters**
  - 1. Learning form of business letter
    - a. Order
    - b. Ask for information
    - c. Paying for article by money order or check
    - d. Choosing proper paper
    - e. How to fold paper
    - f. Addressing envelope
- C. Club minutes and reports**
- D. School tests**
- E. Applications**
- F. Abbreviations**
- G. Taking teacher's dictation**
- VII. Learning to Be a Good Speller**
  - A. Take a pre-test to find words you already know.
  - B. Make list of all words misspelled in compositions, letters, tests, spelling lessons.
- VIII. Grammar**
  - A. Building good sentences
    - 1. Recognizing and improving sentences

## SUGGESTED ACTIVITIES

2. Put outline of invitation on board. Students fill in blanks. Who is invited, to what, when--date and time, where--place, R.S.V.P. Orally, practice accepting or declining an invitation.
    - a. Reason cannot accept
    - b. Appreciation for invitation, thank you
  3. Each student sends a card to someone. Two types of postcards--plain and picture. Emphasize necessity of brevity. Fourth class mail, air mail. Class practice wrapping packages. Emphasize importance of wrapping securely and labeling plainly.
- B. Students write business letters
1. Order items from mail order house, giving description, payment, mailing arrangement. Order free materials or pamphlets from government agency. Use order pads in role playing. Take orders by phone.
  2. Answer ad from newspaper, magazine or radio announcement. Write unsolicited letter of application. Write complaint about an article which is unsatisfactory and is being returned.

## E. Fill out applications in class

## VII. Learning to Be a Good Speller

- A. Use inventory list to find the students' level. Let them keep count of new words they learn.
- B. Review commonly misspelled words.

## VIII. Grammar

- A. Look over sentence structure used in various kinds of textbooks, such as: history, math, science.
  1. Read sentences aloud. Write incomplete sentences on board; have children complete them.

## TEACHING AIDS AND RESOURCES

Filmstrip: Little Rock Public Schools  
455g "Letter Writing and Capitalization"

Sample: business letter that has actually been received

Order blanks from mail order houses

Ads from newspapers and magazines

Application blanks

## BASIC SKILLS

2. Recognizing a compound sentence
    - a. Writing a compound sentence
    - b. How to punctuate
  3. Building paragraphs
    - a. Choosing good topic sentences
    - b. Using logical order and sequence
    - c. Indentation
- B. Use of punctuation marks**
1. Academic work
  2. Social correspondence
  3. Vocational forms and letters
- C. Capitalization**
- D. Parts of speech**
1. Using verbs in correct tense
  2. Agreement of verb and subject

## IX. Reading

- A. Reading aloud and silently
- B. Recalling facts; developing good listening habits
- C. Interpretation
- D. Organizing, sequence
- E. Relating to own experience
- F. Vocabulary building
- G. Leisure or pleasure reading, newspapers, magazines

## BOOKS AND MATERIALS

- Provo, Helen, English That We Need, Phoenix, New York, Frank E. Richards, 1965
- Provo, Helen, More English That We Need, Phoenix, New York, Frank E. Richards, 1968
- Dawson, Miller, Zollinger, Language for Daily Use, Yonkers, New York, World Book Company
- Dawson & Miller, Language for Daily Use, Grade 5, Yonkers, New York, World Book Company
- Language and Study Skill Program, Elizabethtown, Pennsylvania, Continental Press
- Read, Study, Think, My Weekly Reader, Columbus, Ohio, American Book Company
- Grover, Kinkead, Anderson, New Practice Readers, Books A-G, Series F, St. Louis, Missouri, Webster Publishing Company
- Heavey-Stewart, Teen Age Tales, Books 1-3, Books A-C, Boston, Mass., D. C. Heath Company
- Reader's Digest, Skill Builder Series, Pleasantville, N. Y., Reader's Digest Services, Inc.
- Smith, N. B., Be a Better Reader, Book A, Englecliffs, New Jersey, Prentice Hall, Inc.
- Parker, Don, S.R.A., Science Research Associates, Inc., 259 E. Erie Street, Chicago, Illinois
- Rambeau and Rambeau, Jim Forest Readers Series, San Francisco, California, Harr Wagner
- Rambeau and Rambeau, The Morgan Boy Mystery Series, San Francisco, California, Harr Wagner
- Hefferman, Helen, Reading-Motivated Series, San Francisco, California, Harr Wagner



## SUGGESTED ACTIVITIES

2. Tell pupils that punctuation is needed at end of sentence. Have children justify punctuation used in literature books. Have pupils change simple sentences into compound sentences by adding more words including adjectives and adverbs.

## B. Punctuation

Write sentences omitting punctuation marks. Pupils write examples illustrating rules of punctuation.

Go through newsprint and underline punctuation marks; discuss reason used. Identify proper formation of marks with names.

- C. Familiarize students with all rules of capitalization. Give them worksheets to capitalize.

## D.

1. Have pupils write sentences using correct verbs. Exchange papers and have them rewrite, changing tense of verb.
2. Put sentences on board. Have children tell time expressed, or point out word that tells time. Example: Our class has chosen its project.
3. Give worksheets to teach substitution of pronouns for nouns. Work on descriptive words that will make their conversation and writing more colorful.

## IX. Reading

- A. Read paragraphs for main facts.
- B. Discuss questions aloud in class, pointing up listening skills.
- C. Let class write similar stories.
- D. Class could add endings to some stories.
- E. Tell stories relating own experience on definite topics.
- F. Select basic words for vocabulary study and spelling.
- G. Visit library and librarian. Tell and illustrate how to find material needed, or interested in, from the angle of pleasure reading, pre-vocational reading.

## TEACHING AIDS AND RESOURCES

Filmstrips: Little Rock Public Schools  
 470e "Parenthesis and Dash"  
 455f "Plural and Possessives"  
 178b "Punctuation"  
 208d "Quotation Marks and Italics"  
 208c "Semi-colon and Colon"  
 283 "Making Sense with Sentences"  
 470 "Capitalization"

Films: Little Rock Public Schools  
 48 "Why Punctuate"  
 280 "Punctuation Marks Your Meaning"

Films: Little Rock Public Schools  
 316 "Better Reading"



FUNCTIONAL MATHEMATICS

BASIC SKILLS

BOOKS AND MATERIALS

I. Understanding Numbers and Number Systems

- A. Reading and writing whole numbers
- B. Money values
- C. Reading and writing money terms
- D. Time
- E. Measures

II. Understanding Fundamental Processes

- A. Addition
  - 1. Facts
  - 2. Carrying
- B. Subtraction
  - 1. Facts
  - 2. Borrowing
- C. Multiplication
  - 1. Facts
  - 2. Carrying
  - 3. Multiplying by 2 or more multipliers
- D. Division
  - 1. 1-place divisors
  - 2. Carrying
  - 3. 2-place divisors
  - 4. Carrying remainders
- E. Fractions
  - 1. Finding fractional parts of a group of things
  - 2. Adding and subtracting like denominators
  - 3. Adding and subtracting unlike denominators

Inventory tests prepared by the Little Rock Special Education Department

Sullivan, M. D., Programmed Math for Adults, Addition, New York, McGraw-Hill Book Co., 1965

Addition Drill Books prepared by the Little Rock Special Education Department

Stein, Edward, Refresher Mathematics, Boston, Allyn and Bacon, 1965

Programmed Math for Adults, Subtraction, McGraw-Hill Book Company

Subtraction Drill Books prepared by the Little Rock Special Education Department

Programmed Math for Adults, Multiplication, McGraw-Hill Book Co.

Programmed Math for Adults, Division, McGraw-Hill Book Co.

Growth in Arithmetic, Grades 4-5, World Book Co.

Upton, Clifford and Fuller, Kenneth, American Arithmetic, Grades 4-5, American Book Co., 1960

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

- I. Understanding Numbers and Number Systems
  - A. Administer a number sequence test.
  - B. Count real money in class.
  - C. Read prices from newspapers and catalogs.
  - D. Allow students to be responsible for class time.
  - E. Allow students to measure items found in class.

Filmstrips: Little Rock Public Schools  
 437a "Work and Play with Numbers"  
 438g "Experiences with Numbers"  
 438f "Experiences with Counting"  
 436g "We Learn Numbers" (Part II)  
 435b "Reading and Writing Whole Numbers"

II. Understanding Fundamental Process

- A. Addition
  - 1. Administer addition inventory.
  - 2. Solve problems of daily living.
  - 3. Use catalogs and newspaper ads.
- B. Subtraction
  - 1. Administer subtraction inventory.
  - 2. Demonstrate the process of borrowing.
  - 3. Use chalk board drills and prepared worksheets.
- C. Multiplication
  - 1. Administer multiplication inventory.
  - 2. Allow student to use maximum multipliers that he can work.
  - 3. Solve problems of daily life.
- D. Division
  - 1. Administer division inventory.
  - 2. Review three processes necessary for division.
  - 3. Allow student to use maximum divisors he can work.
  - 4. Solve problems of daily living.
- E. Fractions
  - 1. Administer fraction inventory.
  - 2. Demonstrate fractional parts by using items such as pies, apple parts, etc.
  - 3. Go through the four processes.
  - 4. Solve problems of daily living.

Addition Drill Cards

Subtraction Drill Cards

Multiplication Drill Cards

Division Drill Cards

Meaning of Fractions  
 400320 Working with Fractions, Set #2  
 McGraw-Hill

BASIC SKILLS

BOOKS AND MATERIALS

F. Decimals

1. Practice the four fundamental operations with dollars and cents .
2. Learn the equivalent scale of simple fractions and decimals .

III. Understanding Units of Measurement

A. Time concepts

1. Days, weeks, months, years
2. Seconds, minutes, hours
3. Related to school and job
4. Budgeting time

B. Distance or length - inch, foot, yard, mile

C. Weight - ounce, pound, ton

D. Liquid - cup, pint, quart, gallon

E. Quantity - dozen, gross, peck, bushel, teaspoon, tablespoon

F. Temperature

Jenn Publications - duplicated worksheets  
B333, B334

Jenn Publications - duplicated worksheets  
B338, B339

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

F. Decimals

1. Administer decimal inventory test
2. Teacher-made tests and newspaper ads to use for addition and subtraction of money
3. Make charts of common fractions and their decimal and per cent equivalents. Stress the value of learning these equivalents to help figure discounts.

Film: State Department of Education  
1385 "What Are Decimals?"

III. Understanding Units of Measurement

A. Time concepts

1. Time - give students practical experiences dealing with weeks and months. Example: Have them find two weeks from the 21st of May or thirty days from July 4th.
2. Practice telling time. Figure the amount of time from one point on the clock to another. Stress understanding quarter hours; quarter after, quarter till, one-half hour, three-fourths hour or 1:45.
3. How much time is spent in each class doing a specific assignment, on a job, at lunch, etc.
4. Make a chart showing the percentage of time spent a day working, eating, sleeping, at recreation, etc.

Calendar

Clock with moveable hands

Wall clock

B. Let students measure angles and width of room, or various objects in the room. Try to convert one measurement to another. Distinguish between area and perimeter.

Rulers, yardsticks

C. Have each student convert his own weight to ounces. Make a list of things weighed by ounces, pounds, tons.

Scales

D. Practice converting liquid measures. Name different things that are bought by these measures.

Cups and bottles in pint, quart, and gallon sizes

E. List things bought by each measure. Practice converting the measure. Use recipe books for spoon measures.

Egg cartons, peck and bushel baskets, teaspoon, tablespoon, 1/4 and 1/2 teaspoon

F. Practice reading and comparing outside and inside temperature. Show how temperature is measured on stoves, ovens, cars, thermostats, etc.

Thermometer

BASIC SKILLS

BOOKS AND MATERIALS

IV. Understanding Social and Functional Uses of Arithmetic

- A. Daily use of arithmetic
  - 1. Using money
    - a. Knowing the value of the coins and bills
    - b. Making change
  - 2. Buying, and using cash
    - a. Comparing prices
    - b. Buying household goods and clothing
  - c. Paying bills - grocery, laundry, electric, etc.
  - d. Figuring restaurant checks, amusements and recreation expenses
  - e. Buying stamps and paying postal charges
  - f. Figuring dues for memberships
  - g. Estimating cost of transportation
- 3. Buying without cash
  - a. Installment buying
  - b. Charge accounts
  - c. Lay-away accounts
- 4. Wages and budgets
  - a. Part-time jobs
  - b. Full-time jobs
- c. Budgeting income
- d. Payroll deductions
  - (1) Social Security
  - (2) Withholding - State and Federal
  - (3) Company Insurance
  - (4) Union Dues

Jenn Publications, duplicated worksheets, B350, B351, B355, B356, B357, B358, C169, C170, C171, C172, C173

Weiland Robert and Woytex, Steve, Mathematics in Living, Book 1, Boulder, Colorado, Pruett Press, 1967

Wool, John D., Using Money Series, Book 11, Phoenix, N.Y., Frank E. Richards, 1968

Wool, John D., Useful Arithmetic, Volume II, Phoenix, N.Y. Frank E. Richards Co., 1967

Mathematics in Living, Pruett Press  
 Book II - Wages and Budgets  
 Book III - Banking

Newton, Stokes, and others, Arithmetic in My World, Grade 5, Boston, Allyn-Bacon



SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

IV. Understanding Social and Functional Uses of Arithmetic

A. Daily use of arithmetic

1. Using money
  - a. Make sure that students recognize the cent, nickel, dime, quarter, half-dollar, and bills of different denominations.
  - b. Have numerous exercises and worksheets on the value of different coins. Have pupils practice counting money and making change. Use a cash register when possible.
2. Buying and using cash
  - a. Use newspapers and advertisements to get actual practice in this
  - b. Make out situations where student must choose what household goods and clothes fit their needs and budgets. Stress the importance of checking and saving sales slips.
  - c. Discuss paying bills by check or cash and the advantages and disadvantages of each.
  - d. Discuss what part of the family income should be spent on these. Borrow restaurant menus to figure the actual checks. This can be approached by trying to find out how much money a boy would need to take his date to dinner and a show.
  - e. Discuss the different stamp denominations and learn current rates.
  - f. Learn about dues of organizations.
  - g. Discuss taxi, bus, train, plane fares. Estimate the cost of keeping a car. Make charts comparing the price of cars to other modes of transportation.
3. Buying without cash
  - a. Point out advantages and disadvantages of additional carrying charges, necessity of the object desired, total interest.
  - b. Point out differences in types of charge accounts and what they mean.
  - c. What is the difference between charge and lay-away accounts.
4. Wages, and budgets
  - a. What type part-time jobs are available in this locality? Why take a part-time job? (Work while going to school)
  - b. What jobs are available at students' level of work? What factors must be considered in taking a job?
    - (1) Cost of transportation to work
    - (2) Wages - weekly, hourly, monthly, etc.
    - (3) Hours spent at work
  - c. Make budgets for different levels of income for a week, month, or year. Point out the differences between necessities and extras and percentages spent for each.
  - d. Discuss and learn the purpose of each deduction.

Films: State Department of Education  
1447 "Money and Its Uses"  
151 "Story of Money"

Cash register

Real money

Newspapers, catalogs

Films: State Department of Education  
1357 "Wise Buying"  
1189 "Your Family Budget"

Film: State Department of Education  
1352 "Our Post Office"

Charts

116211 - The Story of Money Series #7

Job applications

Film: State Department of Education  
967 "Choosing Your Occupation"  
1190 "Your Earning Power"  
1189 "Your Family Budget"



**BASIC SKILLS**

**BOOKS AND MATERIALS**

- 5. Banking
  - a. Checking accounts
    - (1) Applications
    - (2) Deposits
    - (3) Checks
    - (4) Check stubs
    - (5) Bank statements
  - b. Savings accounts
    - (1) Applications
    - (2) Deposits
    - (3) Withdrawals
    - (4) Pass books
    - (5) Interest
- 6. Taxes
  - a. Sales tax
  - b. Personal property tax
  - c. Federal income tax
  - d. State income tax

**B. Problem solving**

- 1. One-step problems
- 2. Two-step problems
- 3. Graphs
- 4. Averages
- 5. Percentage

Alves, Fertsch, and Matthys, The Modern Practice Book in Arithmetic, levels 4-5, Austin Steck, 1953

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

5. Banking
- a. Make application for a checking account and write checks for budget items. Class may like to pretend to be company and write "pay checks" once a week. Students must learn to endorse checks and pay bills. Emphasize the importance of keeping track of the account through check stubs and bank statements.
  - b. Why save? Explain the main differences in saving accounts rather than checking accounts.
6. Taxes
- a. Emphasize the need of saving sales slips and receipted bills for record of sales tax. Teach them how to roughly figure sales tax.
  - b. Discuss what comes under each type of tax, when you pay it.
  - c. Let the students try and work out the simple tax forms in class.
  - d. Discuss each of the deductions and how they will affect the final pay check, how they will help in future life.
- B. Comprehending problem solving
1. Use functional materials to demonstrate actual problems students have.
  2. Work money or budget problems of individual students.
  3. Figure income tax on students' earnings.
  4. Teach students who are employed to figure their time and earnings.
  5. Teach commission and piece-work methods of earnings to those employed under these procedures.

Field trip to a bank  
 Resource person: Bank teller or executive

Film: Little Rock Public Schools  
 464 "How to Use Your Bank"

Free at any bank -  
 applications for checking and savings accounts  
 deposit slips  
 blank checks  
 signature card  
 statement forms  
 pass book

Kit: Teaching Income Tax, Internal Revenue Dept.

4/62.

**SCIENCE**

BASIC SKILLS	BOOKS AND MATERIALS
<p>I. Recognizing and Appreciating the World of Nature in Action</p> <p>A. Understanding plants and their relationship to man</p> <ol style="list-style-type: none"> <li>1. Name and recognize common plants of Arkansas that contribute food, clothing, and shelter.</li> <li>2. Needs of plants: soil, air, water, fertilizers (commercial, natural, organic, inorganic, and compost.)</li> <li>3. Adaptability: Hybridizing - changed character of many plants</li> <li>4. Use of sprays and poisons to increase production</li> <li>5. Conservation of land and plants</li> </ol>	<p>Fitzpatrick, Bain, Teter, <u>Living Things</u>, New York, Holt, Rinehart, Winston</p> <p>Ames, Maurice, Editor, <u>Science for Your Needs</u>, Prentice-Hall Inc., Englewood Cliffs, N.J.</p>

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>I. Recognizing and Appreciating the World of Nature in Action</p> <p>A. Using reference books, report on how plants have changed man's way of living.</p> <ol style="list-style-type: none"> <li>1. List plants that contribute to food, clothing, shelter, etc. Bring in seeds to plant in class. Observe the growth of the seeds. Have children record the growth of the seeds by drawing plants in different stages of growth and write sentences pertaining to the drawings. List and locate on a state map, plants produced commercially in Arkansas.</li> <li>2. List the needs of plants.</li> <li>3. List agencies concerned with improving plant production. Emphasize work of clubs, garden clubs, 4-H groups, etc. <ol style="list-style-type: none"> <li>a. Methods used - hybridizing and cross-breeding.</li> <li>b. Bring in flower blossoms. Look at pollen grains. Draw pictures and label parts of plant reproduction process. Bring leaves, blossoms, seeds from yards.</li> <li>c. Show how to use books of library for identifying - matching techniques. Use seed and nursery catalogs for matching and identifying pictures of common food plants. Match nut with tree that it comes from. Match fruit and vegetable pictures with vocabulary. Visit supermarket, identifying and naming fruits and vegetables. Match labels from cans with pictures of contents.</li> <li>d. Use phonic drill games. Name a plant, vegetable or fruit beginning with certain sound.</li> <li>e. Practice recognizing some edible wild plants. <ol style="list-style-type: none"> <li>(1) Discuss reasons for classifying as edible or poisonous.</li> <li>(2) Discuss common antidotes if touched or eaten.</li> </ol> </li> </ol> </li> <li>4. Discuss: Use and non-use of poisons and sprays on fruits and vegetables. <ol style="list-style-type: none"> <li>a. Proposed and impending legislation in near future.</li> <li>b. Class debate - list arguments for and against.</li> <li>c. Bring in celery, fruits and vegetables and show residue of poison spray. Discuss places where it accumulates and necessity of thorough washing.</li> </ol> </li> <li>5. Know rough estimates of amount of usable land in world for agricultural purposes, amount of forest left. Study globe and locate largest concentrations of populations. Name foods we import and export. Know nations who must import food. Make graphs of figures available. Practice reading graphs from encyclopedia and other sources.</li> </ol>	<p>Films: State Department of Education 579 "Science and Agriculture" 218 "The Changing Cotton Land" 5749 "Rice: America's Food for the World" 5485 "Rice: Most Important Food" 5531 "Wheat Farmers"</p> <p>Bulletin Board: display of grain crops - rice, wheat, barley, corn, soybeans, cotton, plants (alfalfa, clover, lespedeza, etc.)</p> <p>Bulletin Board: articles from local Sunday paper on planting, maintenance, and agricultural news. Point out radio morning coverage of planting and marketing news, of seasonal jobs that are open.</p> <p>Films: State Department of Education 1401 "Plant Life at Work" 780 "Plant Traps"</p>

## BASIC SKILLS

- a. State and federal agencies concerned
- b. Organizations sponsoring and promoting conservation other than the government
- 6. Possibilities of future jobs or employment
- B. Understanding animals and their importance to man
  - 1. Domestication of animals: man and nature's combined efforts for changing and adapting
  - 2. Wild animals - treatment and consideration today. Environmental conditions for survival
  - 3. Possibilities of future jobs and employment
  - 4. Understanding the uses of animals and their by-products.
  - C. Understanding the importance of a "Balance in Nature"
- II. Understanding Man and His Environment
  - A. Understanding the relationship of the environment to health - pure food, air, water, rest, recreation

## BOOKS AND MATERIALS

Reference: Teacher read Storex, John H., The Web of Life, Signet Publisher

Broadening Worlds of Science (ABC Science Series)  
New York, American Book Co.

Magazines:

National Wildlife

Audubon

Sports Afield

Life

Free and inexpensive materials  
Pamphlets:

American Medical Association  
535 N. Dearborn St., Chicago 10, Ill.

Associated Master Barbers and Beauticians of  
America, National Educational Council 537 S.  
Dearborn St., Chicago 5, Ill.



## SUGGESTED ACTIVITIES

- a. Government aid: Discuss kinds of problems that need government aid. Vocabulary: Land or soil banks, land analysis, subsidies, market potential, watersheds, flood control, allotments, tree farms, fish farms.
- b. Know of garden clubs, farmers' clubs, 4-H groups, Future Farmer clubs, Boy and Girl Scout activities, private business concerns such as Adkin Phelps.
6. Discuss many types of work in raising, marketing transporting plants and their products.
- B. Understanding animals and their importance to man
- List animals in Arkansas, domestic and wild, under categories of usefulness (food, clothing, beast of burdens, recreation, sports, hobby and scavengers.)
  - Use outline map of Arkansas. Draw in areas Federal Government set aside as reserves. White R., Hurricane, Hollow Bend, etc. Consider geographic reasons as to why these areas were chosen. Private and government goals today regarding wild animals.  
Define: Posted, No trespassing.  
Discuss the need for game laws and licenses; gun laws new legislation. Discuss correct usage and abuse.
  - Discuss many new jobs brought about by the growing economic importance of animals.
  - Collect pictures of how animals or their by-products are used today.
- C. Give proof of how all living things, in some manner, are dependent upon one another.
- Discuss the topic "Man Does Not Stand Alone".
  - Write a theme, give a report, draw a cartoon, or make a poster on: "What Conservation Means to Me", "The Balance of Nature".

## II. Understanding Man and His Environment

- A. Discuss how man has learned to preserve body health. Let students choose topic in relation to any body part such as eyes, teeth, ears, or relationship of health to food and rest. Make posters of things available for cleanliness, illustrating care of feet, good and bad shoe designs, etc. Ask students to submit topics of health, on which they would like more information.

## TEACHING AIDS AND RESOURCES

Submit posters or cartoons about "Litter Pollution", "Mining" or pupils choice of topic when unit is completed.

Speaker or films available from State Agricultural Department, or Federal representative or films from Forestry Commission, Agricultural Research Service. Speaker and films available from local garden clubs. Call attention to TV and radio programs of State Game and Fish Commission and other programs pertaining to recreation and sports.

Pictures showing many breeds of horses, dogs, cattle, poultry, etc. Results of selective breeding.

Films: State Department of Education

56 "Pine Ways to Profit"  
836 "Forest and Conservation"  
54 "Wise Land Use Pays"  
831 "Work of Running Water"  
828 "Work of the Atmosphere"  
971 "Arteries of Life"  
969 "Birth of Soil"  
970 "This Vital Earth"  
998 "Forest Conservation"  
997 "Forest Produces"  
5476 "Man's Problem"  
5475 "Nature's Plan"  
537 "Seeds of Destruction"  
6015 "Let's Keep America Beautiful"

Films: State Department of Education

5979 "Herds West (Cattle Business)"  
668 "Animals in Modern Life"  
688 "Care of Pets"  
888 "Science and Superstitions" (animals)  
5872 "Secrets of Ant and Insect World"  
5832 "Secrets of the Bee World"  
5868 "Secrets of the Underwater World"  
5558 "Rabies can be Controlled"  
351 "Realm of the Wild"  
678 "Birds of Prey"  
644 "Birds of Countryside"



## BASIC SKILLS

## B. Evaluating medicines: Using common sense

1. Use and abuse
2. Preventive measures - vaccinations

## C. Recognizing the necessity for good grooming habits

1. Purposes: avoiding health problems; reflecting self-evaluation; affecting employment possibilities

## 2. Cleanliness

- a. Personal - skin, hair, feet, hands
  - (1) Deodorants
  - (2) Perfume

## b. Clothing - care in wearing

- (1) Washing - storing
- (2) Ironing - pressing
- (3) Dry cleaning

## 3. Appropriate dress

## BOOKS AND MATERIALS

Free and inexpensive materials  
Pamphlets:

Education for Consumer Health, 244-07528 Harper -  
free materials 1201 16th St., N.W. Washington,  
D.C. 20036

Stevens, Pat, Good Grooming for Boys and Girls,  
Booklet - Guidance Series

Jenkins and Shacter, Guide for Teen-agers, Dallas,  
Scott Foresman Co.

Journal of Home Economics, lists free materials  
available.

Ames, Baker, Leaby, Science for Your Needs,  
(Cycle 7 clothing) Englewood Cliffs, N.J.,  
Prentice-Hall

National Institute of Cleaning & Dyeing,  
Silver Springs, Maryland

Write: Money Management Institute Corp.  
Prudential Plaza, Chicago, Ill. 60601

1. Your Clothing Dollar
2. Household Finance

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

- B. Listen to radio and TV sales advertising. Collect advertisements from magazines and newspapers.
1. Cite sources available for authoritative diagnosis and recommended medication.
  2. Changes in philosophy of preventing health problems by periodic check-ups and uses of shots and vaccinations. Discuss health requirements of various vocations. New requirements for medical examinations and immunizations; for example, before beginning school.
- C. Collect pictures of people, from magazine such as Life. Discuss: grooming, affect on impression to strangers as to personality and character, reaction on meeting people who do not look healthy, clean, or appropriately dressed.
1. Make list of words related to grooming. Have class draw or collect pictures illustrating good grooming. List words relating to health such as eating, exercise, sleep, rest, posture, hands, eyes, teeth. Have class discuss affects of abuse.
  2. Cleanliness: personal and clothing
    - a. Match common name brand with purpose.
    - b. Labels in clothing for cleaning. Use of detergents, bleaches. Cost of maintaining dry cleaning, use of coin operated dry cleaning, spot remover, etc. Seasonal care and storing.
  3. Appropriate dress - season - occasion - weather  
Understand vocabulary used in sizing of garments. Understand vocabulary used in stores for department clothing. Ask assistance from sales personnel as to needs, choice, appropriateness.

Magazine pictures - before and after  
Home laundry classroom kit

Bring tape measure to class, show how to measure for size, height, bust, waist, hip, (Female); height, chest, waist, trouser inseam (Male)  
Shirts, neck measurement and sleeve length, sport shirts - small, medium, large, extra large.

Film: State Department of Education  
5580 "World of Little Things - Balance of Life"  
"Posture and Exercise"

Resource people: Doctors, nurses, coaches, gym teachers

## BASIC SKILLS

## BOOKS AND MATERIALS

## III. Understanding the Uses of Common Machines

G.E. School Plan (W-5-68)  
 Consumers Institute Dept. EM General Electric Co.  
 Appliance Park, Louisville, Ky. 40225

## IV. Understanding Sound, Light, Color and How We Use Them

## A. Sound

1. Characteristics
2. Musical sounds
3. How sound travels
4. Noises - influenced by machines

## B. Light

1. Waves
2. Speed
3. Uses
4. Proper lighting
5. Need for
6. Light and sight

## C. Color

1. Uses
2. Mixing

Stone, George K. Stephenson, Lucy W., Science in Action

Master, overlays and overhead projector

"Decorator Tips" Home That Flatters You  
 Pr. 10¢, Keller Manf. Co., Inc., Corydon, Ind.

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## III. Understanding the Uses of Common Machines

Name some machines commonly used that make work easier, faster, and more efficient. List these according to those used in the home, in the yard, on the car, etc. Let each child choose a machine and list requirements found necessary in a person who operates the machine efficiently.

List common requirements that prolong life and efficiency of the machine.

Collect facts of cost, upkeep, life expectancy of the machine. Consider factors that shorten or nullify claims and guarantees of manufacturers or cut down on efficient operation.

## IV. Understanding Sound, Light, Color and How We Use Them

## A. Sound: Pleasing, informative, entertaining, obnoxious, unbearable

1. Name of tones that carry best
2. Demonstrate with instruments, musical sounds and individual voice
3. Use tin cans and core to demonstrate how sound travels. Notice which voices in class carry.
4. Have students distinguish the difference in noise and music. Discuss "living with sound". Examples: on the job distraction, learning to concentrate, etc.

## B. Light

1. What are light waves?
2. How does light travel and at what speed?
3. Have students list many uses that are made of light.
4. Discuss the importance of proper lighting in the home, school and on the job.
5. Discuss the many needs of light and new uses.
6. Discuss light as it relates to good eye sight and use to give information.

## C. Color

1. Let students discuss the many uses that are made of color and what it would be like without color. Discuss how color is used: red - danger; yellow - caution; green - go.
2. Make color wheel. Illustrate colors obtained by mixing colors. Use crayons, water colors, etc. Ex. yellow + blue = green.

Pictures on bulletin boards of machines found in homes

Films: State Department of Education  
1246 "The Nature of Sound"  
1420 "Science and Light"

Overhead projector and overlays  
Physics teacher  
Representative from power company

Filmstrip: Little Rock Public Schools  
453f "Light Heat and Sound"

Film: State Department of Education  
6077 "Understanding Color - Color by Addition"

BASIC SKILLS

BOOKS AND MATERIALS

V. Understanding the Earth and Its Physical Features

A. Size and shape

B. Composition

C. Surface features

D. Climates

E. Weather

VI. Acquiring Knowledge about Space

A. Sun

B. Other stars

C. Planets

D. Moon

E. Space explorations

## SUGGESTED ACTIVITIES

- V. Understanding the Earth and Its Physical Features
- A. With a globe and other maps discuss the shape and size of the earth. Discuss the early beliefs about the earth's shape.
  - B. Bring to class rocks, minerals and soil for a discussion on the earth's composition.
  - C. Discuss the many surface features and use films, drawings and mock-ups.
  - D. Point out on a map the various climate zones, their characteristics, temperatures, vegetation, inhabitants, and occupations.
  - E. Discuss the various seasons, what causes them and weather variations.
- VI. Acquiring Knowledge about Space
- A. Discuss the size of the sun as compared with other stars, distance from the earth, use as a source of energy.
  - B. Have students locate other stars: North Star, Big Dipper and discuss the student's observations in class.
  - C. Discuss the planets Mars and Venus. The other planets should be named so that the students may have a complete picture.
  - D. Discuss the size, distance from the earth and reasons for changes in shape of the moon.
  - E. Discuss recent space explorations by the United States and Russia. Discuss present developments in space exploration.

## TEACHING AIDS AND RESOURCES

- |        |   |
|--------|---|
| Films: | State Department of Education                               |
| 719    | "Earth's Rocky Crust"                                       |
| 722    | "Our Earth"   |
| 289    | "A Strand Breaks", Part I, II                               |
| 822    | "The Weather"   |
| 1433   | "The Weather Station"                                       |
| 102    | "Thunder and Lightning"                                     |
| 615    | "What Makes Rain"   |
| 878    | "Water Cycle"   |
| 1048   | "A Story of a Storm"  |
|        |   |
| Films: | State Department of Education                               |
| 1058   | "Sun, Earth, and Moon"                                      |
| 5734   | "A Trip to the Moon"  |
| 1443   | "What is Space"   |
| 5620   | "Planet Earth: Science in Space"                            |
| 5872   | "Why Explore Space"   |
| 5829   | "First Men Into Space: Solving the Space Survival Problems" |
| 5603   | "Portrait of the Sun"                                       |
| 764    | "The Moon"  |
| 1100   | "The Sun's Family"  |
| 1303   | "Exploring the Night Sky"                                   |

## BASIC SKILLS

## BOOKS AND MATERIALS

## I. Understanding the Value of First Aid Training

- A. To self
- B. To others
- C. In civil defense
- D. In fostering safety consciousness

## II. Classifying and Treating Wounds

- A. Types
  - 1. Bruises
  - 2. Cuts
  - 3. Punctures
- B. Treatment of minor wounds
  - 1. Sterilizing
  - 2. Bandaging
- C. Treatment of serious wounds
  - 1. Stop bleeding
    - a. Direct pressure
    - b. Pressure to supply vessel
    - c. Use of tourniquet
  - 2. Bandage
  - 3. Treatment of snake, spider, and insect bites.

## III. Knowing the Causes, Signs, and Treatment for Shock

## IV. Classifying, Treating, and Preventing Burns

- A. Classification
  - 1. General
    - a. Heat
    - b. Sunburn
    - c. Chemical

First Aid Textbook, The American National Red Cross



## SUGGESTED ACTIVITIES

- I. Understanding the Value of First Aid Training
- A-D. Have student discuss some of the injuries that might occur which would need emergency aid.
- II. Classifying and Treating Wounds
- A. Practice various methods of controlling bleeding. Discuss under what circumstances a doctor needs to be consulted. Discuss the necessity of tetanus shots for certain types of wounds.
- B. Have a nurse give a demonstration of cleaning and caring for a wound, emphasizing cleanliness and the necessity of consulting qualified personnel for serious injuries.
- C. Have a demonstration showing the pressure points that control bleeding.
- III. Discuss the Causes, Signs, and Treatment for Shock
- IV. Classifying, Treating, and Preventing Burns
- A. Make a chart illustrating types of burns and their treatment.

## TEACHING AIDS AND RESOURCES

Resource person from Red Cross or Civil Defense  
School Nurse

Films: State Department of Education  
1255 "First Aid on the Spot"  
731 "First Aid Wounds and Fractures"

## BASIC SKILLS

## BOOKS AND MATERIALS

- 2. Depth
  - a. First degree
  - b. Second degree
  - c. Third degree

- B. Treatment

- C. Prevention

- V. Recognizing and Treating Oral Poisoning

- A. Prevention

- B. Treatment

- VI. Recognizing and Treating Broken Bones, Sprains, and Dislocations

- A. Definitions

- B. Use of splints

- VII. Water Safety

- VIII. Knowing How to Administer Artificial Respiration

- A. Mouth-to-mouth method

- B. Chest pressure-arm lift method

- C. Back pressure-arm lift method

- IX. Knowing How to Treat Common Emergencies

- A. Appendicitis

- B. Blisters

- C. Boils and styes

- D. Poison ivy and poison oak

- E. Simple fainting

## SUGGESTED ACTIVITIES

2. Emphasize the importance of good medical attention in the treatment of burns.

V. Recognizing and treating oral poisoning

A. Stress keeping all dangerous chemicals and medicines out of children's reach, and carefully following directions on the labels of all sprays.

VI. Recognizing and Treating Broken Bones, Sprains, Breaks and Dislocations

A. Practice making and using splints.  
Practice various methods of transporting patients.  
Make arm slings and different types of bandages.

VII. Discuss Water Safety Rules and Regulations

VIII. Knowing How to Administer Artificial Respiration

A. Demonstrate mouth-to-mouth method.  
B. Demonstrate chest pressure-arm lift method.  
C. Demonstrate back pressure-arm lift method.

IX. Knowing How to Treat Common Emergencies

A. Be certain to consult a doctor for a suspected appendicitis.  
B-C. Stress absolute cleanliness and medical attention.  
D. Familiarize the students with poison ivy and oak. Avoid these plants.  
E. Demonstrate the correct position in which to place a person that has fainted.

## TEACHING AIDS AND RESOURCES

Films: State Department of Education  
1170 "Artificial Respiration"  
(Back Pressure-arm Lift Method)  
5690 "Rescue Breathing"  
Mouth-to-Mouth Breathing Practice Kit from  
school health office or State Health Department

**BASIC SKILLS**

**BOOKS AND MATERIALS**

X. Recognizing When Professional Medical Care Is Needed

A. Animal bites

B. Contagious diseases

C. Eye injury

D. Internal injury

E. Nose injury

F. Serious burns

G. Serious wounds

SUGGESTED ACTIVITIES

X. Recognizing When Professional Medical Care Is Needed

Classroom practice in telephoning for a doctor, ambulance, or local rescue unit in an emergency situation. (If number is not available, dial "operator.")

Have the school nurse discuss the necessity for professional help when certain accidents occur, or symptoms appear.

TEACHING AIDS AND RESOURCES

75/80.

HOME ECONOMICS

CONCEPTS

BOOKS AND MATERIALS

- I. The Meaning of Self
  - A. Character study

II. Family Relations

- A. Preparation for marriage
  - 1. Concepts of dating conduct

- 2. Concept of "growing" in love

- 3. Readiness for marriage

Family Living, Evelyn Duvall, McMillan Co.

When You Marry, Duvall-Hill, Heath Co.

Personal Adjustment

Marriage and Family Living, Judson, Landis, and May



## LEARNING EXPERIENCES

## TEACHING AIDS AND RESOURCES

## I. The Meaning of Self

## A. Character study:

1. Write a short paper on "The Kind of Person I'd Like to Be". Make an honest effort for one week to try to be this kind of person. At end of week, list the ways you think you are coming closer to being like the person you want to be.
2. Have class list ways they feel they are becoming more mature. Compare attitudes held on specific subjects that the class had as 7th graders and now as 10th graders. Think through reasons why you feel you have changed.

## II. Family Relations

## A. Preparation for marriage

1. The teacher and students develop the concepts that:
  - a. There are definite standards of conduct
  - b. Ideals are a must for every boy and girl.
  - c. Being together, unchaperoned, too frequently, causes a strain on emotional control.
  - d. Have class discuss a policy of emotional restraint. Students should list activities and policies which will help couples to adhere to this code.
  - e. Illustrate how the married person is identified with what his partner does.
2. "Growing in love"
  - a. Have class discuss "One does not fall in love, one grows in love".
  - b. Have class discuss the stages of love from childhood to adulthood.
3. Each student brings to class one statement of qualities which indicates readiness for marriage.
  - a. Teacher evaluates, rewrites, and adds to the above statement.
  - b. Role play the actions of a person who is jealous, selfish, self-centered, argumentative. Discuss how these traits will affect a successful marriage.
  - c. Have a panel of parents, ministers, and high school pupils discuss "What girls and boys should consider before choosing a marriage partner."

## Filmstrip:

"Who Am I", Quality Filmstrip for Education by Cathedral

## Booklet:

"Looking Ahead to Marriage", Student Guide Series

## Filmstrip:

"Are You Ready for Marriage", Coronet

"When Are We Ready for Marriage"  
Montgomery Company Film Library

CONCEPTS

4. Qualities of marriage partner

5. Engagement period

6. Marital conflicts

BOOKS AND MATERIALS

Building Your Life, Landis and Landis

## LEARNIN' EXPERIENCES

- d. Discuss what age is the best time to marry. Point out examples of maturity
  - e. Have class make a poster showing "stepping stones" leading to a good marriage. Ex. Same kind of family, same kind of nationality background, grew up in same type of community, like same things, similar tastes, same religion, similar education.
4. Qualities of a marriage partner
    - a. Have students write a paragraph about "The qualities I'd like to find in a marriage partner."
    - b. Have pupils list interests and activities they would like to share with their marriage partner.
5. Engagement period
    - a. Have pupils discuss the purpose of the engagement period.
    - b. Use question box to find out what teenagers recognize as problems in dating and engagements.
    - c. List persons, places and sources that one could go to get premarital information. The teacher invites a marriage counselor to discuss these services.
6. Marital conflicts
    - a. Discuss the statement "I'm not marrying your family; I'm marrying you."
    - b. List ways one could get along with future partners.
    - c. Discuss the importance of establishing a family home base to identify a new family.
    - d. The teacher develops the concept that two people cannot live together without having disagreements. It is how these disagreements are handled that is important.
    - e. Have class role-play the various tasks and duties that a young married couple would have to share.
    - f. List some conflicts that occur either in your home or homes you know. Discuss how they were handled.
    - g. Teacher should read to class the story of Janice and Solon, page 215. (1) What unnecessary problems are Janice and Solon likely to have? (2) How do the families of both young people make life more difficult for them?

## TEACHING AIDS AND RESOURCES

Filmstrip: "Marriage is a Partnership" by Coronet

CONCEPTS

BOOKS AND MATERIALS

7. Analyzing successful marriages

B. Meaning of the marriage vows

1. Types of ceremonies
2. Customs and traditions - factors to consider
3. Social concern for marriage

Personal Adjustment - Marriage and Family Living, Landis, Judson, and May

Family Living, Evelyn Duvall

C. Family financial responsibility

1. Jobs to support a family

Building Your Life, Landis and Landis

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
<p>7. Analyzing successful marriages</p> <ol style="list-style-type: none"> <li>a. Analyze a marriage which seems to be happy and successful.</li> <li>b. Interview successfully married persons for opinions on adjustments.</li> <li>c. Role-play how "little things" can add to be "big things".</li> </ol> <p>B. Marriage vows</p> <ol style="list-style-type: none"> <li>1. The teacher and students discuss the different ceremonies which can be performed, and the types of ceremonies which are available.</li> <li>2. Students make special reports on wedding ceremonies and customs.</li> <li>3. Social concern for marriages             <ol style="list-style-type: none"> <li>a. Have class conduct a debate, Resolved: All applicants for marriage licenses should be required to pass tests to determine mental and physical competence.</li> <li>b. Have County Clerk report on marriage laws for the state.</li> <li>c. Teacher invites a speaker to talk to class about some causes of separation and divorce, and the problems that result. Teacher makes a tape of the talk for questions and answers, and later discussion and clarification.</li> <li>d. Have teacher write on board and discuss the following words and terms as they relate to marriage:                 <ul style="list-style-type: none"> <li>responsibility</li> <li>irresponsibility</li> <li>interest</li> <li>enthusiasm</li> <li>courage</li> <li>carelessness</li> <li>explosiveness</li> <li>rudeness</li> <li>oneness</li> <li>offensiveness</li> </ul> </li> <li>e. The class and teacher make a chart showing characteristics which help to make a lasting marriage, and those which may cause divorce.</li> <li>f. The teacher discusses with the class the importance of showing a marriage partner the same courtesy and respect that would be shown to an employer, a fellow employee, or a friend.</li> </ol> </li> </ol> <p>C. Family financial responsibilities:</p> <ol style="list-style-type: none"> <li>1. Jobs to support a family             <ol style="list-style-type: none"> <li>a. The teacher and students discuss different types of jobs that they might hold - realistically.</li> </ol> </li> </ol>	<p>Local County Clerk</p> <p>Local lawyer, Family Service Agency</p> <p>Film: "Handling Marital Conflicts", Montgomery Co. Film Library</p> <p>Pamphlets:  "Money Management Series", Better Homes and Gardens  "Consumer Research", Washington, D.C.</p>

CONCEPTS

2. Money management

3. Banking and investment services

4. Home financing

5. Consumer protection

D. Marriage adjustment

BOOKS AND MATERIALS

## LEARNING EXPERIENCES

- b. The boys make a list of requirements necessary to be able to support a family.
  - c. Have class discuss: "Should the wife in a beginning family work?"
2. Money management:
- a. The teacher appoints three committees to determine how to budget their funds if they had to live on a low income, a medium income, or a generous income.
  - b. The teacher and students should discuss the types of jobs necessary for the above activity.
  - c. A former student (now married) discusses some of the marital problems she has encountered. Teacher controls interview and question and answer period.
  - d. The teacher develops a series of lessons on how actual income is compared with take-home pay.
  - e. List items to be deducted and net amount of money for spending.
3. Teacher helps the students to compute and compare interest on accounts in savings and loan association, savings accounts, and government bonds.
4. Home financing
- a. Have students compute problems comparing amount spent on rent for one year versus amount spent on making payments toward home ownership for one year.
  - b. The teacher plans a series of lessons which explain the mortgage system for purchasing property.
5. Consumer protection
- a. Students make posters, notebooks and scrapbooks showing:  
U.S. Government seals of approval  
private seals of approval on goods  
seals on electrical appliances  
use of Consumer Research guides before buying
  - b. Class discussion follows the above activity.

## D. Marriage adjustments:

## TEACHING AIDS AND RESOURCES

"A Discussion of Family Money"  
"How Budgets Work and What They Do"  
Institute of Life Insurance, N.Y.

Local Savings & Loan Company

"Your Investment Dollar", Household Finance Corporation

Local banker

Film:  
"Consumer Protection", Coronet

Booklet:  
"Your Shelter Dollar", Money Management Institute of Household Finance Corporation

National Association of Secondary School Principals,  
1201 16th Street, N.W., Washington, D.C.

Film:  
2116 "Consumer Protection", U.S. Dept. of Labor,  
Washington, D.C.



CONCEPTS

BOOKS AND MATERIALS

1. In-laws

2. Sex

3. Husband-Wife relationship

4. Addition to family - infant

a. Feeding the baby

Design for Family Living, Anderson

Display feeding dishes and tools

Homemaking for Teenagers, McDermott & Nicholas  
Book 1

## LEARNING EXPERIENCES

## TEACHING AIDS AND RESOURCES

1. In-law adjustments:
  - a. Discuss the importance of getting along with in-laws.
  - b. Students list problems that their parents had in adjusting to their in-laws. Discuss these and find solutions to the problems (unsigned).
  - c. List ways a young couple can work out solutions of getting along with future in-laws before they marry.
  - d. Discuss "A couple's first loyalty is to each other."
2. Sexual adjustments:
  - a. Invite a physician and nurse to discuss methods of family planning. Prepare question box for students to submit questions.
  - b. Discuss the differences of attitudes by the husband and wife toward sex.
  - c. Prepare question box for students to use for discussion of sex attitudes.
  - d. Discuss problems of pregnancy and list responsibilities of both husband and wife to the unborn child.
3. Husband-wife relationship:
  - a. Discuss the need for good communication.
  - b. Role-play a case study showing a good wife complimenting her husband on something good he has done. Show him love and attention with words and help avoid unpleasant things before he leaves for work. Share his problems. Accept gifts graciously. Avoid correcting or belittling him in public.
4. Discuss problems a couple may face with the arrival of a first child.
  - a. Feeding the baby
    - (1) Demonstrate bottle feeding techniques .
      - (a) Warming the bottle
      - (b) Giving milk and solid foods
      - (c) Giving a drink of water
    - (2) Collect pictures and labels of baby foods .
      - (a) Strained
      - (b) Chopped
      - (c) Cereal
    - (3) Copy and discuss "How to Help a Child Enjoy His Meal" .
    - (4) Demonstrate "Sanitation and Care of Bottles" using bottles, nipples, bottle brush, measuring equipment, and sterilizer .

## Filmstrip:

"And They Lived Happily Ever After"  
 "Understanding Teenage Marriages", Guidance Association

Family Service Agency

Minister

Physician, nurse

## Filmstrip:

"Having a Baby, the Miracle of Creation", Cathedral  
 Pamphlet:

"Be Good to Your Baby Before it is Born", National  
 Foundation for the March of Dimes

Family Service Agency Speaker

Public Health Nurse

Food jars and packages

## Film:

"Food As a Child Sees It"  
 University of Minnesota

CONCEPTS

BOOKS AND MATERIALS

b. Bathing

Teen Guide to Homemaking, Barclay

Doll and layette

c. Growth patterns

Baby Book, Better Homes & Gardens

d. Safety

e. Illness

Living With Your Family, Fleck

## LEARNING EXPERIENCES

## TEACHING AIDS AND RESOURCES

- b. Copy rules : "How to Bathe A Baby"
- (1) Demonstrate bathing a baby using a life-size doll. Later have trio of students demonstrate: one gives commentary, one performs, and one summarizes important steps.
  - (2) Discuss care of babies' eyes, ears, navel and genital areas.
  - (3) Discuss skin care and measuring water temperature.
- c. Growth
- (1) Read and discuss factors contributing to development of children
    - (a) Imitation
    - (b) Speech
    - (c) Play
    - (d) Social
  - (2) Ask several mothers to bring babies to class and observe various stages of growth of the babies.
- d. Safety
- (1) Safety for the young child
    - (a) Birth to 6 months
    - (b) 6 to 12 months
    - (c) 1 year
    - (d) 2 years
  - (2) Why babies suffocate. List precautions to prevent such accidents.
    - (a) Ventilation
    - (b) Preparation and location of crib
    - (c) Discarding plastic bags
  - (3) Baby's need for feeling safe and secure, and ways this may be accomplished
- e. Characteristics of a healthy child
- (1) Pupils describe symptoms of illness they have observed in small children.
    - (a) Discuss ways to recognize the necessity for doctor's attention.
    - (b) Discuss the importance of regular physical checkups for baby.
  - (2) Pupils study and discuss common diseases of infants and the need for inoculation and vaccination.
    - (a) Diphtheria
    - (b) Whooping cough
    - (c) Tetanus
    - (d) Small pox
    - (e) Poliomyelitis
    - (f) Measles

Film:

"Bathing Your Baby", Johnson & Johnson

Parents and infants

Resource person:  
Public Health Nurse

HUMAN DEVELOPMENT AND THE FAMILY (Relationships) (Grade 10)

CONCEPTS	BOOKS AND MATERIALS
<p>5. The changing family</p> <p>E. Family health</p> <ol style="list-style-type: none"><li>1. Necessity for professional services</li><li>2. Budgeting for medical expenses</li><li>3. Home care of sick</li></ol>	<p><u>Threshold to Adult Living</u>, Craig <u>Family Development</u>, Duvall, Lippincott</p> <p><u>Living with Your Family</u>, Fleck, Fernandez, Munves</p>

## LEARNING EXPERIENCES

## TEACHING AIDS AND RESOURCES

5. The changing family
- Prepare a chart on the different stages in the family cycle.
  - Have students identify where they are in their parent's family cycle.
  - Discuss the problems and joys occurring at each stage.
  - Discuss how a couple needs to plan ahead for the various stages in the family life cycle.
- E. Family health
- Necessity for professional services
    - Have nurse discuss need for premarital examination and inform students on standard procedures.
    - Review importance of pre-natal care to the mother and child.
    - Discuss birth defects that might be corrected or prevented when a doctor is in charge.
    - Have speaker inform the class where a narcotic and/or alcoholic can go for professional services and what is involved in treatment.
    - Discuss why persons smoke and the cost and possible harm brought on by cigarettes.
  - Budgeting for medical expenses
    - Students make charts estimating an appropriate amount of the family budget that should be set aside for health care.
    - The teacher and the students compare various fees for dental care
    - Prepare chart on types of health insurance.
  - Home care of sick
    - Invite school nurse to demonstrate and discuss:
      - Reading and proper care of clinical thermometer
      - Taking the pulse properly
      - Recognizing simple illnesses
    - Have students practice taking temperatures and pulses of each other.
    - Teacher has students list and evaluate commercial products recommended for simple ailments.
    - Teacher and students discuss the importance of following the doctor's orders precisely in administering prescribed medicine. Teacher stresses the fact that no one other than the patient for whom it was ordered should use a prescription medicine. Students should check younger brothers and sisters to see if they have been given the "shots" or vaccinations recommended as preventive measures. Teacher and group discuss the importance of having pre-school children vaccinated.

Demonstration chart

Pamphlet:  
"Be Good to Your Baby Before It Is Born",  
National Foundation for the March of Dimes

Obstetrician

Speaker

Filmstrip:  
"I Never Looked at It That Way Before",  
Household Finance Corporation

Filmstrip:  
"Your Health and Recreation Dollar"  
Household Finance Corporation

School nurse

Television

Filmstrip:  
"Patients' Bed", McGraw-Hill

CONCEPTS

BOOKS AND MATERIALS

I. Food Elements

A. Nutrients

B. Individual needs

C. Eating patterns

II. Food and Energy

A. Activities of pupils as related to food

B. Food and growth

C. Food and good looks

1. Weight
2. Skin, hair, and nails

III. Basic 4 Food Groups

Mealtime, Bess V. Oerke

Basic Four Food charts

Exploring Home and Family Living, Fleck

Growing and Changing, Bauer-Jenkins

Etiquette for Young Moderns, Gay Head

Transparencies:

"Good Health Begins with Good Nutrition"  
Cereal Institute, Inc., 135 So. La Salle,  
Chicago, Illinois 60603



LEARNING EXPERIENCES

TEACHING AIDS AND RESOURCES

I. Food Elements

A. Read and discuss:

- 1. The three necessities of life
- 2. The five main classes of nutrients
- 3. Review food essentials.

B. Read and discuss:

- 1. Recommended daily dietary allowances
- 2. Food values in common portions

C. Review factors that influence one's eating habits.

- 1. Make comparisons within the family.
- 2. Make comparisons of influence outside of family.

II. Food and Energy

A. Have pupils weigh and measure height.

- 1. Discuss activities engaged in during the day.
- 2. Read and discuss how much food high school boys and girls need in order to be healthy.
- 3. Review and discuss individual caloric intake.
- 4. Keep a record for one week of caloric intake.

B. Collect and study pictures showing the effect of food on growth.

C. Review lessons from grade 9:

- 1. Overweight and daily exercises
- 2. Make a chart showing foods which help improve the appearance of skin, hair, and nails.

III. Review Basic 4 Food Groups

Display of foods representing the nutrients

Display of serving portions of food showing caloric content of each

Film:  
"Foreign Cookery" Arkansas Louisiana Gas Co.

CONCEPTS

BOOKS AND MATERIALS

- IV. Malnutrition
- V. Consumer Education
  - A. Budgeting for food
  - B. Shopping
- VI. Laboratory Equipment
  - A. Appliances - Large
  - B. Small equipment
- VII. Safety
- VIII. Cleanliness
- IX. Laboratory Procedures
  
- X. Cookery Terms
- XI. Measurements
  - A. Measuring equipment

Growing and Changing, Bauer-Jenkins  
Meal Planning Booklet, Wheat Flour Cereal Institute

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
<p>IV. Read and discuss what causes malnutrition.</p> <p>V. Consumer Education</p> <p>A. Budgeting: Develop a budget based on a specific amount of money; suggest amount of money that should be spent on food for several families of different circumstances.</p> <p>B. Compare prices between cash-and-carry stores and neighborhood stores. List ways to cut food costs without cutting nutritive value. Food shoppers quiz.</p> <p>VI. Review from Grade 9:</p> <p>A. Identification, use and care of appliances</p> <p>B. Identification and use of tools in food preparation</p> <p>VII. Review from Grade 9: Safety in the kitchen</p> <p>VIII. Review the importance of cleanliness in relationship to food and health.</p> <p>IX. Sharing a laboratory</p> <p>A. Select groups and work areas in the kitchen.</p> <p>B. Study diagram of work areas and equipment.</p> <p>C. Location</p> <p>D. Make plans for rotating duties.</p> <p>E. Review dishwashing and cleaning procedures.</p> <p>X. Review cookery terms; add new ones.</p> <p>XI. Explanations and demonstrations on measuring techniques.</p> <p>A. Compare and contrast types of standardized measuring cups:</p> <ol style="list-style-type: none"><li>1. Liquid</li><li>2. Dry</li></ol>	<p>Local newspapers TV Food commercials</p> <p>Science teacher: Talk on "Germs and Communicable Diseases".</p>

CONCEPTS

BOOKS AND MATERIALS

B. Proper methods for measuring ingredients

XII. Table Manners

Etiquette for Young Moderns, Gay Head

XIII. Laboratory Experiences

Are You in the Know?, Scholastic Magazine Co.,  
Recipe files

XIV. Special Occasion Foods

How You Plan and Prepare Meals, Carson, Ramee

A. Party Plans

Adventuring in Home Living, Hatcher, Andrews,  
Book I.

## LEARNING EXPERIENCES

## TEACHING AIDS AND RESOURCES

## B. Practice measuring properly:

1. Liquid
2. Dry
3. Solid

## XII. Read, Discuss, and Demonstrate Table Manners

## XIII. Recipes

## A. Copy recipe for pupils on chalkboard, and transparencies.

## B. Pupils copy recipes on file cards and insert into individual file boxes.

## C. Experiences

1. Banana Pudding
2. Popovers
3. Layer Cake
4. Little Pizzas
5. Molded Fruit Salad
6. Pound Cake (cake mix)

## D. Evaluate each laboratory lesson.

## Little Pizzas

- |                           |                          |
|---------------------------|--------------------------|
| 1 can biscuits            | 1/2 cup grated cheese    |
| 2 Tablespoons cooking oil | 1/4 cup nippy cheese     |
| 1/2 cup chopped salami    | cut in small cubes       |
| #2 can tomatoes           | 1/2 medium onion, grated |

Heat oven 450°. Pat each biscuit out paper thin  
 4 1/2 inches across on two baking sheets. Brush  
 tops of dough with cooking oil. Arrange rest of  
 ingredients in order listed on each round to  
 within 1/4 inch of edge. Bake one sheet at a time  
 10 to 12 minutes, makes 10.

## XIV. Special Occasions

## A. Read and discuss "How to Plan a Party".

1. What to do before the party
2. Refreshments for special occasion
3. Decorations and favors
4. Copy the chart of calendar parties
5. Deciding on guest list
  - a. Invitations
  - b. Proper dress

CONCEPTS

B. Having a party

C. Evaluation

BOOKS AND MATERIALS

Adventuring In Home Living, Hatcher, Andrews

LEARNING EXPERIENCES

- 6. Duties of host, hostess, and guest.
  - 7. Entertainment
  - 8. Cleaning up
  - 9. Evaluating the party
- B. Have a class party, using plans; invite guests.
- C. Evaluate the party - (in reference to original plans).

TEACHING AIDS AND RESOURCES



CONCEPTS	BOOKS AND MATERIALS
<p>I. Housing Needs of Family Members</p> <p>A. Location</p> <p>B. Size</p> <p>II. Well Kept Homes</p> <p>III. Room Arrangement</p> <p>IV. Livability</p> <p>A. Things we can do to make for livability</p> <p>B. Care of cleaning equipment</p> <p>C. Choosing cleaning supplies</p> <p>D. Care of household fabrics</p>	<p><u>Exploring Home and Family Living</u>, Fleck</p> <p>Bulletin board: "Factors Affecting the Location of a Home"</p> <p>Flash cards and flip charts, teacher-made, showing steps in arrangement of present furnishings</p> <p><u>Adventuring in Family Living</u>, Hatcher &amp; Andrews</p> <p><u>Enjoying Family Living</u>. Aleene A. Cross</p> <p><u>Living with Your Family</u>, Fleck, Fernandez, Munves</p> <p>Flash cards: Pictures and words to be used</p>

## LEARNING EXPERIENCES

## TEACHING AIDS AND RESOURCES

## I. Discuss: Is Your Home

## A. Centrally located

1. Near the church you attend
2. Near the school
3. Near the shopping center
4. Near a fire station

## B. Read and discuss the size in relation to family members .

## II. Read and Discuss Your Responsibilities in Making Your Home Clean and Attractive .

## III. Discuss What You Do in Arranging Your Room for Study and Hobbies Using Present Furniture .

Invite homemakers who have recently built homes and rented apartments to discuss problems they encountered and procedures they used to solve these problems .

## IV. List Activities that will Make our Homes More Livable.

## A. Plan and carry out a home project to increase livability of your home .

- Suggested projects:
- Pegboard and shelves
  - Suspension rods in closets
  - Multi-purpose hangers
  - Improvised study area in corner
  - Make a desk from a heavy plank, suspend it from the wall with chains .
  - Use the back of a door for book shelves .

## B. Discuss and demonstrate how to care for cleaning equipment. Pupils demonstrate-teacher direct.

## C. Discuss cleaning, polishing, and waxing agents to determine what best suits individual needs.

## D. Discuss the care of fabrics. List cleaning agents best suited for each kind of fabric. Demonstration on fabric care.

Display pictures of desirable homes and their location

Cartoons

Resource person who recently built a home or rented an apartment

Magazines: "Better Homes and Garden"  
"Women's Day"  
"Family Circle"  
"House Beautiful"

Resource person: Agricultural Extension Service Specialist

Resource person: Salesman from department store to demonstrate how to care for vacuum cleaners and other labor saving devices

Display cleaning agents

Labels on irons, from detergents, from starches

Home Economist from Arkansas-Louisiana Gas Co.  
"Magic Suitcase"

BASIC CONCEPTS

I. Good Grooming

A. Facial Care

B. Clothing care

BOOKS AND MATERIALS

Homemaking for Teenagers, McDermott & Nichols

Teen Guide to Homemaking, Barclay & Champion

Young Living, Clayton

Steps in Home Living, Reiff

Exploring Home and Family Living, Fleck, Fernandez, and Munves

Magazines

Newspapers

Catalogs

Bulletin board:

"The Complete and Correct Outfit"

## LEARNING EXPERIENCES

## TEACHING AIDS AND RESOURCES

## I. Good Grooming

## A. Complexion care

1. Demonstrate correct way of washing one's face.
2. Students cut out pictures of basic four foods that aid good complexion. Place the pictures in the proper place on a circle divided into four parts. Check each area for each serving for 2 days.
3. Students cut out pictures of foods that often causes complexion problems.
4. Discuss necessary hours of sleep required by most people for proper body functioning.

## B. Clothing care

1. Students demonstrate the proper way to care for white, colored, and patent leather shoes.
2. Students cut out pictures from magazines and catalogs of shoes, various sports outfits, evening clothes. Match suitable shoes with the clothes. Discuss results.
3. Teacher demonstrates how to turn a frayed collar.
4. Students bring to school a man's (boy's) shirt that needs repair. Check for buttons, tears that could be mended with iron-on tape and each student turns a frayed collar.
5. Teacher demonstrates correct way to starch a shirt and how to sprinkle a shirt for ironing.
6. Student launder, starch, sprinkle, and iron a shirt
7. Discuss the use of a clothes dryer for wash and wear garments.
8. Teacher displays hang tags and distributes several to each student. Group of students demonstrates directions from hang tags.
9. Students prepare a small box to keep hang tags.
10. Show examples of garments creased because of improper hanging.
11. Display space-saving skirt, trouser and blouse hangers as well as garment bags of various kinds, over-the-door hanger rods, shoe racks, garment clips and snaps, and clothespins.
12. Divide class members into groups to make a miniature closet out of a cardboard box. Show proper arrangement.
13. Class members divide into groups to make a drawer out of a box to be divided for personal possessions.
14. Teacher demonstrates the proper way to store cotton fabrics and wool fabrics for a period of time.

## Film:

"A More Attractive You" Modern Talking Pictures  
 "Good Looks", Armour Company, Association Film

## Chart

"I Have a Secret", Campana

## Filmstrips:

"Teen-Aged? Have Acne?", Winthrop Laboratories  
 "Teen-Age Complexion Digest", DuBarry

Display shoe shine kit

Display various starches

Display hang tags

Display of storage equipment

Display of moth crystals and bags

TEXTILES AND CLOTHING - GRADE 10

CONCEPTS

II. Clothing Selection

A. Shopping

B. Color choices

C. Design in clothing

BOOKS AND MATERIALS

LEARNING EXPERIENCES

TEACHING AIDS AND RESOURCES

II. Clothing Selection

A. Discuss shopping practices.

1. Students rate themselves as shoppers for own clothing.
2. Make a list of good points students use in shopping.
3. Discuss some ways to improve shopping habits.
4. Each student makes a master list of the clothing she owns. Study the list and decide which things go together.
5. As you list your clothing, examine each garment carefully. Remove the outgrown garments and those that cannot be repaired.
6. Discuss the value of removing and saving buttons, fasteners, and trim from discarded clothing.
7. Learn to make wise choices by looking at pictures of clothing in a catalog.
8. Apply previous learnings on line, color, and design in all the above discussion and activities.
9. Choose pictures of two garments that could extend your wardrobe. Cut out and mount in notebook.
10. From your clothing inventory activity, learn to extend your wardrobe by combining blouses with different skirts, shorts, and slacks. Bring to class one outfit that is a "new combination" from clothing on hand.

B. Discuss choice of color for the individual.

1. Review previous learnings on color.
2. Discuss appropriate colors for various color types and have each girl select the colors best for her.

C. Consider effects of design on appearance.

1. Select students to be examples. Let them hold up fabric lengths to represent garments. Use plaid, small check, stripes, (horizontal and vertical), solid, large and small floral designs.
2. After the demonstration, have each girl select the fabrics best for her. Small swatches are mounted on paper and put in folder.
3. Make simple stick drawings to learn basic lines best for various figure types. Add these to notebook.

Catalogs from mail order stores

Mimeograph check sheet for clothing inventories.  
Wall Chart by McCall, "Wardrobe Planning Guide"

Filmstrips:

"Make Sense with Your Clothing Dollar". Household Finance  
"How to Select Fashion for Your Figure, Type and Personality", Wendy Ward  
"Five Magic Mirrors". Mix and Match Section  
Money Management Booklets  
"Your Clothing Dollar"  
"Your Shopping Dollar"

Color wheel

Filmstrip:

"Color as You See it", J. C. Penney Company  
Wall Chart by McCall, "Line Wise is Design Wise"

Fabric lengths of bold plaid, small check, stripes (horizontal and vertical), solid, large and small floral designs

Small swatches of same fabric used in lengths

CONCEPTS

BOOKS AND MATERIALS

III. Sewing Equipment

A. Individual

B. Departmental

IV. Pattern Study



LEARNING EXPERIENCES

TEACHING AIDS AND RESOURCES

III. Sewing Equipment

A. Individual

1. List and discuss various kinds of sewing equipment.
2. Review previous kinds of sewing equipment as to marking, care and use.

B. Departmental

1. Discuss common problems of machine sewing, including loose tension, needle in backward, improper threading.
2. In pairs, thread the machine and stitch a sample seam using the seam guide. Discuss the necessity for sharing equipment.
3. Review all previous learnings on use and care of the iron. Press sample made and mount for notebook.

IV. Pattern study

A. Review all previous activities and learnings on pattern study.

B. Question Box Test on pattern terms

C. Pre-test on pattern study. Trace from the "Know Your Pattern" blank an outline of a pattern piece.

D. Draw in and list as many pattern markings as you can remember.

E. One student may draw a pattern piece on the board and help fill in by verbal participation. Check by key. Correct individual papers for own reference.

F. Review practices determining correct amount of materials needed for various views in half-scale demonstration pattern, and class set of pattern envelopes.

G. Study list of notions on envelope back and identify each by sample.

Small equipment display

Stitching samples

Lesson sheet: "Press as You Sew", John Dritz Co

Question Box, teacher-made

Study sheet: "Know Your Pattern", Simplicity

Pattern envelopes

Display of notions

## TEXTILES AND CLOTHING - GRADE 10

## CONCEPTS

## V. Construction

## A. Construction techniques

## B. Construction projects

## BOOKS AND MATERIALS

Bulletin Board:

Samples of all previous learnings in techniques

Samples of steps in zipper application

Samples of steps in making darts

LEARNING EXPERIENCES

V. Construction

A. Construction techniques

1. Review all learnings on preparation of fabric for cutting.
2. Student demonstrates correct pinning and cutting of a half-scale pattern.
3. Demonstrate zipper application by steps. As each step is completed, put on bulletin board and label steps.
4. Follow closely the pictures of each step in Talon folder. attach pictures and directions to each sample on board.
5. Practice tracing techniques of darts on sample pieces, pin, baste, stitch and press.
6. Mount on paper and write simple directions. Have this checked before putting darts in garment.
7. Practice stitching curved seam for shaped facings.
8. "Clean finish" a curved area as for a facing.

B. Construction projects

1. A-line skirt with grosgrain ribbon facing
2. Straight shift with zipper closing

Talon Teacher Reference on zippers and thread

≈

Pattern books: Simplicity, McCall's

10th Grade Home Economics  
BIBLIOGRAPHY

1. Anderson, Wayne J., Design for Family Living, Minneapolis, T.S. Denison & Co., Inc., 1964.
2. Bauer & Jenkins, Growing and Changing, Chicago, Scott, Foresman & Co., 1963.
3. Barclay & Champion, Teen Guide to Homemaking, New York, McGraw-Hill, 1961.
4. Carson & Ramee, How You Plan and Prepare Meals, New York, McGraw-Hill, 1962.
5. Clayton, Nanalee, Young Living, Peoria, Illinois, Bennet Co., 1959.
6. Craig, Threshold to Adult Living, Peoria, Illinois, Bennett Co., 1962.
7. Cross, Allene A., Enjoying Family Living, Philadelphia, J.B. Lippincott, 1967.
8. Duvall, Evelyn, Family Development, Philadelphia, J.B. Lippincott, 1962.
9. \_\_\_\_\_ & Hill, When you Marry, Boston, D.C. Heath and Co., New York: Association Press, 1945.
10. \_\_\_\_\_, Evelyn, Family Living, New York, Macmillan Co., 1961
11. Fleck, Fernandez & Munes, Exploring Home and Family Living, Englewood Cliffs, N.J., Prentice - Hall, Inc., 1965.
12. \_\_\_\_\_, Living With Your Family, Englewood Cliffs, N.J., Prentice - Hall, 1965.
13. Gay, Head, Etiquette for Young Moderns, \_\_\_\_\_, \_\_\_\_\_.
14. Hatcher & Andrews, Adventuring in Family Living, Boston, D.C. Heath & Co., 1959.
15. Landis & Landis, Personal Adjustment, Marriage and Family Living, Englewood Cliffs, N.J., Prentice - Hall Inc., 1966.
16. \_\_\_\_\_, Building Your Life, Englewood Cliffs, N.J., Prentice - Hall Inc., 1954.
17. McDermott & Nichalass, Homemaking for Teenagers, Peoria, Illinois, Bennett Co., 1966.
18. Oerke, Bess V., Mealtime, Peoria, Illinois, Bennet Co., Inc., 1960.
19. Reiff, Florence M., Steps in Home Living, Peoria, Illinois, Bennett Co., 1960.

114/110.

SOCIAL STUDIES

BASIC SKILLS

I. To Develop an Understanding of the Background of American Democracy

A. Reasons for America's settlement

1. Freedom of religion
2. Desire to establish homes and self-government
3. Adventurers seeking gold and wealth

B. Colonists' dissatisfaction with England

1. Unhappy with taxes and no representation in English government
2. Trade restricted to Mother Country
3. The British could station troops in the Colonists' homes
4. Rebellion of Colonists
5. The results of the American Revolution
6. The great American leaders

C. Declaration of Independence, 1776

1. Thomas Jefferson author of the Declaration of Independence
2. Content of
3. Date signed, July 4, 1776

D. Why there was a need for a stronger government

1. Colonists could not protect themselves.
2. Colonists could not enforce laws.
3. Colonists could not collect taxes.
4. No uniform money
5. Larger colonies were overpowering small colonies

II. Develop an Understanding of Government of United States

A. Constitution

1. A written plan to self-govern United States
2. The Constitution provides for growth and change

BOOKS AND MATERIALS

Vinton, Iris, Our Nation's Builders, Columbus, Ohio, Charles E. Merrill Co., 1968

Fraser, Yeager, Magenis, et. al., The Adventure of America, New York, American Book Company

Fraser, Yeager, Magenis, et. al., Under Freedom's Banner, New York, American Book Company

McGuire, Edna, The Story of American Freedom, New York, Macmillan, 1964

Devereaux, Vanza, Building Our Democracy, San Francisco, Harr - Wagner Publishing Co., 1961

Corcoran, Eileen L., Rights and Duties of Citizens, Book 1, Phoenix, N.Y., Frank E. Richards, 1964

Economic Education for Washington Schools, Kindergarten through 3rd grade

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

- I. To Develop an Understanding of the Background of American Democracy
  - A. Briefly present a short history of the Spanish, French, Dutch, and English explorers and settlers.
  - B. Present a situation such as the pioneers would experience. Let the students find the many different services one family would have to perform. Example: guarding their property, acting as firemen, providing food, clothing, self-education, etc.
  - C. Outline the main ideas of the Declaration of Independence.
  - D. Outline the needs for strong democratic Federal government.

Films: Little Rock Public Schools  
 447 "Jamestown Colony (1607-1620)"  
 359 "The Pilgrim"  
 373 "Puritan Family of Early New England"  
 478 "Williamsbury - Early Industrial Life"  
 357 "Capt. John Smith"  
 394 "Declaration of Independence by the Colonies"  
 Film: State Department of Education  
 278 "George Washington"  
 5547 "The Signing of Declaration of Independence"  
 1133 "Our Living Constitution"

Films: Little Rock Public Schools  
 391 "Constitution of U.S."  
 104 "Meet Your Federal Government"

- II. Develop an Understanding of Government of United States
  - A. Discuss the vocabulary in the Constitution and make appropriate application to current situations.





BASIC SKILLS

BOOKS AND MATERIALS

B. Legislative branch of government - Congress

1. Senators
2. Representatives

C. Executive branch of government

1. President
2. Vice-president
3. President's Cabinet

D. Judicial branch

1. Supreme Court
2. Other Federal courts

E. Government employees

1. Appointed
2. Elected
3. Qualified by examination and appointment

III. Develop an Understanding of How Our Federal Government is Financed

A. Individual income tax

B. Customs on imported goods

C. Corporation tax

D. Excise tax

1. Cigarettes, liquor
2. Drugs and cosmetics
3. Jewelry - recreational tickets

IV. Develop the Importance of Government Expenditures

Richards, Marvin, Isley Bliss, and Richards, John  
We The People, Chicago, Benefic Press, 1964

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

- B. Discuss and make a chart of requirements, term of office and duties of Senators and Representatives.
  - C. List the method of election, salary, and duties of the President and the Vice-president.  
List all Cabinet members giving duties and salaries.
  - D. Make an outline of the Supreme Court, its functions, how appointed and for how long a term.
  - E. Find names of government employee that may be appointed, elected and those who qualify by Civil Service examinations.
- III. Make posters displaying how the Federal government is financed. Have a government official talk to the class on "Our Government's Finances".
- IV. Develop the Importance of Government Expenditures
- Government official

BASIC SKILLS

BOOKS AND MATERIALS

- A. Expenses of the departments
- B. Military expenses
- C. Public works
- D. Social Security
- E. National Parks and Forests
- F. Care of government property
- G. Research grants - health, education and welfare
  
- V. Acquiring Knowledge of State Government
  - A. Executive Department
    - 1. Governor
      - a. Qualification of governor
      - b. Election of governor
      - c. Length of term of governor
      - d. Salary
      - e. Duties of the governor
    - 2. Other elective state officials
      - a. Secretary of state
      - b. State treasurer
      - c. State auditor
      - d. Land commissioner
      - e. Attorney General
      - f. Lt. Governor
  - B. State legislative department
    - 1. Organization in Arkansas legislature
      - a. Committees
      - b. Legislative council
      - c. Governor's address to joint meeting

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>A. Newspaper reports on Federal expenses</p> <p>B. Have recruiting officers from all departments of military to discuss their needs and expenses.</p> <p>C. Arrange a class trip to the office of public works.</p> <p>D. Acquaint the students with some of the benefits of Social Security.</p> <p>E. Make a notebook on National Parks and Forests.</p> <p>F. List the parks in Arkansas. Discuss how you act in a park and how you care for your camping site.</p> <p>G. Discuss some of the services welfare offers: better child care, aid to dependent children, food stamps.</p> <p>V Acquiring Knowledge of State Government</p> <p>A. List the qualifications, term of office, salary and duties of each state officer.</p> <p>During election years make a collection of pictures of candidates for state offices and their promises.</p> <p>Have a picture display of territorial house, old &amp; present capitol and the Governor's mansion.</p> <p>B. On an outline map of Arkansas locate the Senatorial districts.</p> <p>Name the senators from your district, their qualifications, term of office, salary and duties.</p> <p>Find pictures of your senators and representatives.</p>	<p>Pamphlets form State Capitol</p> <p>Newspaper</p> <p>Election Ballot</p> <p>Constitution of Arkansas</p> <p>Films. State Department of Education 5756 "State Legislatures" 5518 "Legislative Processes 325 "Why We Respect the Laws"</p>

BASIC SKILLS

BOOKS AND MATERIALS

- 2. Senate
  - a. Number of members
  - b. Qualifications of members
  - c. Presiding officers
  - d. Length of term
  - e. Salary
- 3. House of Representatives
  - a. Number of members
  - b. Qualifications of members
  - c. Presiding officer
  - d. Length of term
  - e. Salary
- C. State Judiciary
  - 1. State Supreme Court
    - a. Jurisdiction of court
    - b. Chief Justice
    - c. Associate justices
    - d. How members are chosen
    - e. Duties
    - f. Length of term
    - g. Salary
    - h. Meeting - time, place, duration, etc.
  - 2. Lower state courts
- VI. Developing an Understanding of Local Government
  - A. Types of city governments
    - 1. Mayor
    - 2. City Manager
  - B. Problems of the city governments
    - 1. Protection (fire, police)
    - 2. Education
    - 3. Financing (taxes, bonds, special assessments)
    - 4. Recreation

"Little Rock Publaski County" (Pamphlet)  
 League of Women Voters, Little Rock, Ark.

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>Name your representatives, their qualifications, term of office, salary, and duties.</p> <p>Trace the steps in the passage of a bill until it becomes a law.</p> <p>Visit the State Capitol while the legislature is in session.</p>	<p>The "Innocent" Offender (Pamphlet) A young citizen's guide by Judge Jerome M. Lansky</p> <p>Bulletin Boards</p> <p>Daily newspapers</p> <p>Radio &amp; TV</p>
<p>C. Name and find pictures of Arkansas State Supreme Court members. Visit the Supreme Court.</p> <p>Find articles in Arkansas daily newspaper of the meetings and work proceedings of the State Supreme Court.</p>	<p>Constitution of Arkansas</p> <p>Daily newspapers</p> <p>Bulletin Board</p> <p>Local Election Ballot</p>
<p>VI. Developing an Understanding of Local Government</p> <p>A. Give examples of different forms of city government. Know the kind of government for your city.</p> <p>Know the city officials and duties of each. Have bulletin board of city workers.</p> <p>Visit the City Hall and/or Municipal Court. Collect pictures illustrating some unofficial duties of our City Manager.</p> <p>Cut clippings from papers which tell about any city department.</p>	

BASIC SKILLS

VII. Developing an Understanding of Our Government's Services

- A. Services of the fire department
- B. Services of the police department
- C. Health services
- D. Provides education
- E. Services for handicapped
- F. Helping the unemployed
- G. Conserving our natural resources

BOOKS AND MATERIALS

"Building Our Government" Devereaux

"How to Pass the Driver's Test", Bright & Harris,  
(Adapted from Florida Patrol Handbook)



SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>VII. Developing an Understanding of Our Government's Services</p> <p>A. For one week, give report on fires in Little Rock.</p> <p>B. List reasons why teen-agers commit crimes (violate laws).                      Make a visit to traffic court. Make a visit to Juvenile Home (Roosevelt Road).                      From newspapers collect clippings of traffic violations for a definite period of time.</p> <p>C. Name the state hospitals and describe types of patients served.</p> <p>D. List the ways by which the schools can help you train for a future job.</p> <p>E. Relate your experience with either a blind or deaf person.</p> <p>F. Visit the State Employment office.</p> <p>G. Make a bulletin board of the state parks and recreational areas in the state.</p>	<p>Filmstrips: Little Rock Public Schools                      408e "Local Government"                      147h "Local Government"</p> <p>Films from Police Dept., Traffic Division,                      Police Bldg., Little Rock, also Speaker on                      Traffic violations</p> <p>Films from State Highway Dept. Roosevelt Rd.</p> <p>Pamphlets from State Capitol (State Dept. of                      Education)</p> <p>U.S. Gov't. Pamphlets</p>

BASIC SKILLS

I. To Develop the Necessary Knowledge and Skills to Go to Work

A. Selecting a job or work area

B. Acquire information about requirements for the job.

C. Skills needed to find or get a job

BOOKS AND MATERIALS

Turner, Richard. The Turner Career Guidance Series,  
Follett Publishing Co., Chicago, Illinois

Wanting A Job  
Training For A Job  
Starting A Job

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
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Starting A Job

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p><b>I. Develop the Necessary Knowledge and Skills to go to Work</b></p> <p><b>A. Discuss the selection of a job or work area.</b></p> <ol style="list-style-type: none"> <li>1. Depending on previous work experience and/or vocational training, Teacher-Coordinator should make every attempt to counsel student toward realistic work goals.             <ol style="list-style-type: none"> <li>a. Classroom activities and discussions about types of jobs desired</li> <li>b. Strive for realistic goals.</li> </ol> </li> <li>2. Use a resource person from Vocational Rehabilitation Service to talk to class.</li> <li>3. Use newspapers as a source of jobs available.</li> <li>4. Review applications and procedures for the correct completion of applications.             <ol style="list-style-type: none"> <li>a. Stress importance of references and educational information.</li> <li>b. Be sure students have necessary forms and papers for interview.</li> </ol> </li> </ol> <p><b>B. Requirements for job</b></p> <ol style="list-style-type: none"> <li>1. Social Security card</li> <li>2. Birth certificate</li> <li>3. Work permit</li> <li>4. Health card</li> <li>5. Union membership</li> <li>6. Uniforms</li> <li>7. Tools</li> <li>8. Drivers license</li> <li>9. Special training</li> </ol> <p><b>C. Finding or getting the job</b></p> <ol style="list-style-type: none"> <li>1. Discuss the interview and what is needed (Resource: Personnel Director)</li> </ol>	<p><b>Newspapers</b></p> <p>Resource person from Vocational Rehabilitation Job Application Skill Test Special Services Supply Company Box 705 Huntington, N. Y. 12703</p> <p>Resource Person: A personnel director from a local concern</p> <p><u>Sources of Jobs for the Retarded or Handicapped:</u></p> <ol style="list-style-type: none"> <li>1. Local and state newspapers</li> <li>2. Local office of the Employment Security Division</li> <li>3. Local office of the Vocational Rehabilitation Services. (All Special Education students are eligible for services from this agency.)</li> <li>4. Some apprentice programs from local unions</li> <li>5. <u>Personal contact</u></li> <li>6. Guidance counselor</li> </ol> <p><b>Films:</b> State Department of Education 966 "You and Your Work" 1190 "Your Earning Power"</p> <p><u>Finding Your Job</u>, Finney Co., Minneapolis, Minn. (An occupational Description Kit)</p>

BASIC SKILLS

D. Extend knowledge of benefits from job

BOOKS AND MATERIALS

SUGGESTED ACTIVITIES

2. What part does personal appearance play in interview?
3. Have a "role playing" experience with different persons switching roles. Dramatize interview technique.
4. Discuss role playing during interview; evaluate person being interviewed, etc.
5. Discuss: What are the most important things that favorably impress future employers.

D. Benefits from job

1. Pay
  - a. Wage
  - b. Salary
2. Good hours
3. Steady work
4. Work is geared to ability
5. Other workers are nice
6. Chance for Advancement
7. Other fringe benefits
  - a. Insurance
  - b. Retirement
  - c. Vacation
  - d. Bonus

TEACHING AIDS AND RESOURCES

Films:	State Department of Education
5790	Americans At Work Series
5791	"Air Conditioners"
5661	"Aluminum"
5662	"Auto Workers"
5792	"Book Binders"
5563	"Bricklayers"
5564	"Building Service"
5665	"Building Trades"
5666	"Electrical Workers"
5667	"Farm Implement Workers"
5794	"Machinists"
5795	"Motor Boats"
5796	"Movie Operators"
5668	"Operating Engineers"
5669	"Papermaker"
5670	"Plumber"
5671	"Potter"
5797	"Press (Printing)"
5672	"Printers"
5798	"Retail Clerks"
5799	"Rifle Makers"
5800	"Steel"
5673	"Stock Exchange"
5801	"Structural Iron"
5674	"Utility"
	"Woodcutters"



FUNCTIONAL ENGLISH

Robert's Rules of Order

## I. Learning to Speak

## A. Using oral communication in social situations

1. Parliamentary procedure
  - a. Organizing a club
    - (1) Call a meeting
    - (2) Elect a temporary chairman and secretary
    - (3) Chairman appoints committee to write constitution
  - b. Order of a meeting
    - (1) Call to order by president
    - (2) Roll call and reading of minutes of last meeting by secretary
    - (3) Old business: reports of committees appointed earlier
    - (4) New business: motions to consider appointments
    - (5) Adjournment
  - c. Points of procedure for all club meetings
    - (1) Must rise to address the chair and must be recognized by presiding officer before speaking
    - (2) Address the presiding officer as "Mr. Chairman", "Mr. President", "Madame Chairman", or "Madame President"
    - (3) Motion must be seconded before it can be discussed
    - (4) Part of a motion can be changed by amending the motion
    - (5) The chairman does not vote unless there is a tie vote
2. Conversation - Manners
  - a. Rules for making introductions
    - (1) Always present:
      - (a) A man to a woman
      - (b) A younger person to an older person
      - (c) A boy to a girl
    - (2) A boy rises when:
      - (a) He is introduced to anyone
      - (b) A girl, woman, or older man comes into the room
      - (c) When friends stop at the table where he is sitting in a hotel or restaurant
    - (3) A girl rises when:
      - (a) Usually when she is introduced to another girl
      - (b) As hostess she greets a guest
      - (c) She is introduced to a woman or to an older man
      - (d) A woman or a much older man comes into the room

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>I. Learning to Speak</p> <ol style="list-style-type: none"> <li>1. Guide class in a discussion of why rules are important. Emphasize the necessity for rules in conducting meetings. List on the board different occasions where you would expect to find parliamentary procedure being followed (union meetings, social clubs, school clubs, etc.) Conduct a mock club meeting. Practice making nominations and motions. Emphasize necessity of being recognized before speaking.</li> <li>2. Use role-playing to illustrate how to make introductions. Use party and school field trips to demonstrate how introductions are made.</li> </ol>	<p>Films: State Department of Education</p> <ul style="list-style-type: none"> <li>1191 "Parliamentary Procedure"</li> <li>1178 "Parliamentary Procedure in Action"</li> <li>1155 "Speech: Conducting a Meeting"</li> <li>1289 "Speech: Group Discussion"</li> <li>1045 "Discussion in a Democracy"</li> <li>5389 "Discussion Techniques"</li> <li>5437 "How to Conduct a Discussion"</li> <li>1269 "Getting the Facts"</li> <li>1244 "Learn to Argue Effectively"</li> <li>241 "Role-Playing in Human Relations"</li> </ul>

## BASIC SKILLS

## BOOKS AND MATERIALS

- b. How to get a conversation started
- c. Guides for taking part in conversation
  - (1) Talk about topics of interest to all in group
  - (2) Don't be unkind and make catty remarks
  - (3) Avoid bragging
  - (4) Keep your voice down
  - (5) Listen attentively to others
  - (6) Don't interrupt another person
  - (7) Don't argue or lose your temper
  - (8) Talk with all your classmates

## B. Using oral communication in pre-vocational preparation

## 1. Setting realistic goals--inventory of self

- a. What can I do?
- b. What do I want to do?
- c. Physical and mental limitations

## 2. Employment agencies

- a. Private
- b. Public

## 3. Personnel office

## 4. Interview

- a. Appearance
- b. Attitude
- c. Manner
- d. Personal data sheet
- e. Application
- f. Necessary cards
  - (1) Social Security
  - (2) Health
  - (3) Birth Certificate
  - (4) Driver's license

## 5. On the job rules

- a. Absences and tardiness
- b. Punctuality
- c. Appearance--proper clothing

Turner, Richard, The Turner Career Guidance Series,  
Chicago, Follett, 1967

Henney, R. Lee, System for Success, Chicago  
Follett, 1964

## TEACHING AIDS AND RESOURCES

## SUGGESTED ACTIVITIES

- c. List rules for holding a good conversation. Dramatize conversations in which rules are followed and ignored. Tape a classroom discussion. Let class analyze playback.
- B. Using oral communication in pre-vocational preparation
1. Have each student make an inventory sheet about himself: what type of work he would like to do, training, capabilities, etc. Analyze each of these.
  2. Using newspaper ads, find names of private employment agencies and jobs offered. Bring copies of contracts that must be signed at private agencies. Point out addresses. Discuss advantages and disadvantages of both types of agencies. Find address of State Employment Agency. Practice filling out application blanks.
  3. Discussion of what "personnel" means; what the office does.
  4. Role playing - act out interviews and let class criticize. Emphasize details in appearance, manner, etc.
  5. Discussion: Role playing of employer--employee. Show trans- parencies of "Unemployed Uglies" to demonstrate situations on jobs. Have class analyze the situations. Let them write sentences or paragraphs explaining the cartoons. Reinforcement of proper writing methods.

Tape recorder

Films: State Department of Education  
 967 "Choosing Your Occupation"  
 968 "Finding the Right Job"  
 6 "Finding Your Life Work"  
 110 "Aptitudes and Occupations"

Field trip to an employment agency

Have an employer speak to class on what he looks for in an employee; reasons people are fired.

Application blanks  
 Newspapers  
 Contracts  
 Time Sheets

Howard, Richard D., Unemployed Uglies,  
 Phoenix, New York, Frank E. Richards, Publisher

## BASIC SKILLS

- d. Cooperation with fellow workers and boss
  - e. Time records
  - f. Lunch hour
  - g. Employee benefits
  - h. Workmen's compensation
  - i. Personal matters
  - j. Obeying safety signs and regulations
- 6. Your pay
    - a. Deductions
      - (1) Income tax
      - (2) State income tax
      - (3) Social Security
      - (4) Insurance
      - (5) Pension plan
      - (6) Union dues
    - b. How you are paid
    - c. Amount of pay

## 7. Functional occupational vocabulary

## II. Learning to Write

- A. Review of mechanics of writing clearly and correctly
  - 1. Rules for:
    - a. Choosing suitable paper and ink
    - b. Placing material correctly and attractively on paper
      - (1) Title
      - (2) Margins
      - (3) Student's name and date
      - (4) Indentions
      - (5) Dividing words at end of line
      - (6) Numbering pages
    - c. Correction of errors
  - 2. How to make written work clear and easy to understand
    - a. Make an outline of ideas and facts to write about
    - b. Write according to ideas
    - c. Add interest to ideas by:
      - (1) Beginning sentences in different ways
      - (2) Use different kinds of sentences
      - (3) Choosing words and phrases:
        - (a) That say just what you mean
        - (b) That are colorful, exciting, amusing

## BOOKS AND MATERIALS

Wool, John D., Useful Arithmetic,  
Phoenix, New York, Frank E. Richards, 1965

## SUGGESTED ACTIVITIES

- (2) Practice filling out withholding forms.
- (3) Practice filling out blanks for Social Security card.

c. Set up mathematics problems involving computation of pay, deductions, etc.

7. Have class make flash cards of vocabulary list. Use these in drills and games.

## II. Learning to Write

1.

a-c. Have large demonstration charts to illustrate proper placement on the paper.

2. Have the students start on short simple outlines and emphasize clearness and conciseness.

(3) Start students on written work where they substitute a new word for an underlined word. Strive for a larger vocabulary.

## TEACHING AIDS AND RESOURCES

Federal withholding tax forms  
 State withholding tax forms  
 Application blank for a Social Security card



## BASIC SKILLS

## BOOKS AND MATERIALS

## B. Using written communication for social purposes

## 1. Personal and friendly letters

2. Notes
3. Stamps
4. Telegrams
5. Zip codes
6. Change of address

7. Ordering by mail
8. Addressing envelopes
9. Post cards
10. Ways of mailing letters

## C. Using written communication for vocational purposes

## 1. Letters of application

## 2. Business letters

## D. Grammatical Skills

## 1. Putting words together correctly to make sense

- a. Using nouns correctly
  - (1) Common nouns
  - (2) Proper nouns
- b. Using pronouns for making sentences interesting
  - (1) Singular
  - (2) Plural
  - (3) Possessive

Dawson, Mildred, Miller, Jennie, Zollinger, Marion, Language for Daily Use, Book 5 Yonkers, N. Y., World Book Company

Turner, Richard, The Letters You Write, Chicago, Follett, 1966

Chapman, Byron and Shulz, Louis, The Mott Basic Language Skills Programs 600 A & B, Balien, Mich., Allied Education Council, 1967

Dawson, Mildred and Miller, Jennie Language for Daily Use Workbook, Book 5 Yonkers, N. Y., World Book Company

Eichler, G. A., Pursel, Emma, and Snyder, Emma, The New Continental Practice Exercises in English #4, Elizabethtown, Pa., The Continental Press, 1963

Henney, R. Lee, System for Success, Chicago Follett (Educational Opportunities Project) 1964

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>B. Using written communication for social purposes</p> <ol style="list-style-type: none"> <li>1. Stress difference in business and personal letter - formal and informal.</li> <li>2. Have class write a note to a friend.</li> <li>4. Have class make up and send a telegram to a public official, perhaps congratulating on election.</li> <li>5. Emphasize necessity for zip codes. Find out the zip code for each student.</li> <li>6. Practice filling out change of address forms. Places you need to inform if you have a change of address:             <ol style="list-style-type: none"> <li>a. Stores where charge account is held</li> <li>b. Bank</li> <li>c. Friends and relatives</li> <li>d. Magazines and newspapers subscribed to</li> </ol> </li> <li>7. Practice in filling out order forms.</li> <li>8. Practice in addressing envelopes correctly, legibly.</li> <li>9. Have each student write a post card to a friend or relative.</li> <li>10. Understanding of the different ways to mail a letter</li> </ol> <p>C. Using written communication for vocational purposes</p> <ol style="list-style-type: none"> <li>1. What a letter of application should contain:             <ol style="list-style-type: none"> <li>a. What job applying for</li> <li>b. Information about the person</li> <li>c. Work experience and reason for leaving last job</li> <li>d. Reference</li> </ol> </li> <li>2. What a letterhead is and basic parts. Write a letter answering ad in newspaper.</li> </ol> <p>D. Grammatical skills</p> <ol style="list-style-type: none"> <li>1. Emphasize the basic parts of speech and use of teacher-made worksheets for drill practice.             <ol style="list-style-type: none"> <li>a. Be able to substitute the correct pronoun for a noun.</li> </ol> </li> </ol>	<p>"Letter Writing," Continental Press, Inc., Elizabethtown, Pa.</p> <p>Change of address forms from the post office</p> <p>Resource speaker from the post office</p>

BASIC SKILLS

- c. Using verbs to make sentences tell a complete thought
  - (1) Something is happening now
  - (2) Something has happened
  - (3) Something will happen
  - (4) How something is or seems to be
- d. Using verbs correctly
  - (1) Using verbs that need helpers
  - (2) Using verbs in contractions
  - (3) Using verbs in asking questions
  - (4) Choosing forceful, colorful verbs to make sentences interesting
- 2. Capitalization
- 3. Punctuation
- 4. Common grammatical errors

III. Improving Reading Skills

- A. Word recognition
- B. Comprehending sentence and paragraph meaning
- C. Recalling facts
- D. Following directions
- E. Interpretation
- F. Character analysis
- G. Reading for information
  - 1. Fact finding
  - 2. Interpreting
  - 3. Organizing
  - 4. Vocabulary building
  - 5. Following directions

BOOKS AND MATERIALS

Prevo, Helen, English that We Need,  
Phoenix, N. Y., Frank E. Richards, 1965

Prevo, Helen, More English that We Need,  
Phoenix, N. Y., Frank E. Richards, 1968

Grover, Charles, Kinhead, Evalyn, and  
Anderson, Donald, New Practice Readers, St. Louis,  
Webster, 1962

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>c. Recognizes when to use -s, -ed, -ing endings on verbs. Uses correctly past participles of verbs as spoken, chosen, thrown, and grown.</p> <p>2-3. Use mimeographed work sheets to correct faulty punctuation and capitalization.</p> <p>4. Work on the common grammatical errors in speech and writing. The student should be able to recognize when the speech of others is incorrect.</p> <p>III. Improving Reading Skills</p> <p>A-G. Have each student bring a spiral notebook. Evaluate each student as to reading level. Let each child work at his own speed, read selection, do exercise accompanying the selection, and answer in notebook. These can be checked at the end of the week.</p>	<p>Film: State Department of Education 925 "Punctuation - Mark Your Meaning"</p> <p>Films: State Department of Education 5378 "Better Reading" 735 "How Effective is Your Reading?" 625 "Improve Your Reading"</p>

## BASIC SKILLS

- H. Reading for a vocation
1. Vocabulary building of useful words
  2. Reading for fact
  3. Applying for a job
  4. Root words
  5. Understanding job requirements of various occupations
  6. Reading and understanding signs
  7. Filling out various application forms
    - a. Job
    - b. Social Security
    - c. Registration form from employment office
  8. Following directions
  9. Unions - advantages and disadvantages
  10. Manners
  11. Insurance
  12. Time zones
  13. Taking care of clothing
  14. The military branches
  15. Blueprints
  16. Reading menus
- I. Reading for social learning
1. Differences in towns and cities
  2. Laws and regulations
  3. Finding a job
  4. Getting around the city
  5. Taxes
  6. Newspapers
  7. Restaurants
  8. Industry
  9. Government buildings
  10. Methods of transportation

## BOOKS AND MATERIALS

- Reading Skill Builders, Pleasantville, N. Y. . .  
Reader's Digest, 1959
- Read, Study, Think, (A Weekly Reader Practice Book),  
Columbus, Ohio, American Education Publication, 1965
- What Job For Me? New York, McGraw Hill,  
A series of books about jobs and world of work
- Smith, Nila Banton, Be a Better Reader - "B"  
Englewood Cliffs, New Jersey, Prentice-Hall, 1968
- The Job Ahead, New Rochester Occupational Reading  
Series, Student Exercise Books I & II, Chicago,  
Science Research Associates, 1963
- Turner, Richard, The Town You Live In,  
Chicago, Follett, 1962

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>H. Assign each student a workbook and reader according to his reading level. Short test may be given to check whether each student read his lesson. Role playing of an interview</p> <p>Practice completing application forms. Stress need for filling them out legibly, correctly, and neatly.</p> <p>Practice in understanding insurance forms.</p> <p>Help the class find the different time zones in the United States and which states are in which zones. Help the class figure the difference in time compared to zone in which they live.</p> <p>Help each student to find out what material he is wearing, and discuss the best method of taking care of it. Bring in the cost of cleaning bills as opposed to laundering.</p> <p>Visit a recruiting center.</p> <p>Using floor plans from house magazines, let the class answer questions about it.</p> <p>Have the students draw a blueprint of their own. Practice in using a scale, and understanding dimensions.</p> <p>Stress the vocabulary of a menu:</p> <ul style="list-style-type: none"> <li>dessert       salads</li> <li>beverages     appetizers</li> <li>entree        a la carte</li> </ul> <p>Understanding prices, tips, etc.</p> <p>I. Using city maps, let students find all main arteries of cities. Find addresses of different businesses on maps. Point out different areas in town--business district, industrial area, etc. Discuss zoning. Find out any laws Little Rock might have that other cities don't have. Where are employment offices located? (public and private) Talk about things in city paid for by taxes. Newspapers published. Field trips to city hall or other government buildings located in city</p>	<p>Films: State Department of Education  1161 "Getting Ready Physically"  1160 "Getting Ready Emotionally"  1162 "Getting Ready Morally"</p> <p>Speaker from <u>Arkansas Democrat</u> or <u>Gazette</u>, or local newspaper.</p> <p>Film: State Department of Education  188 "Newspaper Story"  1131 "How to Read Newspapers"</p>



BASIC SKILLS

BOOKS AND MATERIALS

- J. Reading for pleasure
1. Riddles and rhymes
  2. Jokes
  3. Newspapers
  4. Puzzles
  5. Comics
  6. Radio and television
  7. Magazines

Turner, Richard, The Newspaper You Read, Chicago, Follett, 1965

Worksheets, made out by teacher to go with each day's paper

Heavcy, Regina and Steward, Harriet, Teen-Age Tales, Boston, D. C. Heath, 1962

V. Improving Spelling Skills

- A. Spell by rule
- B. Recognize words that are difficult to spell

Spelling Goals, Gr. 3-5  
 Webster Division of McGraw-Hill

Little Rock Public Schools  
 "Official Spelling List"  
 Gr. 7-9

C. Use of dictionary in spelling

1. As reference for correct spelling
2. For plurals, endings, abbreviations
3. For capitalization
4. For definitions to determine which word to use to convey desired meaning
5. To recognize word variants formed by prefixes and suffixes

Dictionary  
 Thorndike-Barnhart Series

D. Learning to proofread written material for spelling errors

1. Letters before mailing
2. Reports before handing in
3. Forms of application, etc.



## SUGGESTED ACTIVITIES

- J. Interpretation of ads; watch out for misleading ads, "come-ons," exaggerations, false advertising.  
Comparing prices  
Discussion of why advertising is important to the newspaper. Point out the different types of columns available to accommodate various interests:
- (1) Bridge
  - (2) Fashion
  - (3) Family problems
  - (4) Science
  - (5) Religious
  - (6) Political
- Let class compose a letter to the editor of a newspaper expressing an opinion of a recent event.  
Have each student read his favorite comic strip. Point out differences in comic strips. Let class write a short paper telling who their favorite comic strip character is and why. Practice reading radio and TV log. Let students write on what their favorite program is and why.  
Point out the information found out about movies:
- (1) Where playing
  - (2) Price
  - (3) Rating

## IV. Improving Spelling Skills

- Find level of each student, using Wide Range Achievement Tests. Give trial tests before the final one. Drill on words missed.  
Practice in pronunciation and enunciation.  
Practice writing words correctly and legibly. Emphasize necessity for forming each letter correctly. Work on penmanship. Pull words from reading lessons to make up their own basic vocabulary list.
- 2. Use a list of commonly misspelled words to work with. Emphasize words that should be known for vocational and social acceptance.
- C. Practice words in the dictionary using guide words, syllabication and pronunciation marks used in the dictionaries and their meanings. Discuss things that can be found in the dictionary. Use dictionary skills in mathematics and social studies.
- D. Teach the students to check for accuracy in punctuation and spelling before they turn in any work or send in any letters or application blanks.

## TEACHING AIDS AND RESOURCES

Films: State Department of Education  
927 "Choosing Books to Read"  
628 "How to Read a Book"  
627 "Know Your Library"

FUNCTIONAL MATHEMATICS

BASIC SKILLS

BOOKS AND MATERIALS

I. Understanding Numbers and Number Systems

- A. Reading and writing numbers
- B. Money values
- C. Reading and writing money values
- D. Time
- E. Measurements
- F. Rounding off whole numbers
- G. Estimating

II. Understanding Fundamental Processes

- A. Addition of whole numbers
  - 1. Basic addition facts
  - 2. Column addition
  - 3. Addition vocabulary
- B. Subtraction of whole numbers
  - 1. Basic Subtraction facts
  - 2. Borrowing from tens, hundreds
  - 3. Subtraction vocabulary
- C. Multiplication of whole numbers
  - 1. Basic Multiplication facts
  - 2. Multiplication drills
  - 3. Multiplication vocabulary
- D. Division of whole numbers
  - 1. Basic division facts
  - 2. Division vocabulary

Inventory tests prepared by the Little Rock Special Education Department

Stein, Edwin, Refresher Mathematics, Boston, Allyn and Bacon, 1965

Stein, Edwin, Fundamentals of Mathematics, Boston, Allyn-Bacon, 1963

Sullivan, M., Programmed Math for Adults, Addition, New York, McGraw-Hill, 1965

Programmed Math for Adults, Subtraction, McGraw-Hill

Programmed Math for Adults, Multiplication, McGraw-Hill

Programmed Math for Adults, Division, McGraw-Hill

Mathematics in Daily Use, D. C. Heath Co.

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## I. Understanding Numbers and Number Systems

A. Reading and writing exercises using newspapers and catalogs

B. Counting and naming coins and bills

C. Prepare budgets and bank deposits.

D. Inventory time and work on deficits

E. Introduce and use some common daily measures.

F. Show how numbers are rounded off, emphasizing how the pricing of certain goods is done. Example: Items priced 2 for 29¢, sold separately would cost 15¢ each. Also items priced with  $1/2$ ¢.

## II. Understanding Fundamental Processes

## A. Addition

1. Administer addition inventory.
2. Solve problems of daily living.

## B. Subtraction

1. Administer subtraction inventory.
2. Solve problems of daily living.

## C. Multiplication

1. Administer multiplication inventory.
2. Solve problems of daily living.

## D. Division

1. Administer division inventory.
2. Solve problems of daily living.

Filmstrip: Little Rock Public Schools  
435B "Reading and Writing Whole Numbers"

Clocks, calendars

Rulers, yardsticks, scales, thermometers

Discarded sales signs from a store showing  
"special" prices of items.

Drill cards for addition, subtraction, multiplication  
and division.

BASIC SKILLS

BOOKS AND MATERIALS

- E. Fractions and decimals
  - 1. Why we use fractions
  - 2. Common fractions
    - a. Addition
    - b. Subtraction
    - c. Multiplication
    - d. Division
  - 3. Unlike fractions
  - 4. Common denominators
  - 5. Proper and improper fractions
  - 6. Reducing fractions
  - 7. Comparison of fractions
  - 8. Finding what part one number is of another
  - 9. Comparing decimals to fractional equivalents
  - 10. Multiplication of decimals (money)
  - 11. Division of decimals (money)
  - 12. How to change decimals to percents

Weiland, Robert and Woytex, Steve, Mathematics in Living, Book III, Boulder, Colorado, Pruett Press, 1965

Mooney, Thomas, Arithmetic That We Need, Phoenix, N. Y., Frank E. Richards, 1966

Wool, John, Useful Arithmetic, Phoenix, N. Y., Frank E. Richards, 1967

III. Understanding Use of Measurements

- A. Length
  - 1. Inches in a foot
  - 2. Inches in a yard
  - 3. Feet in a yard
  - 4. Reading and using a yardstick and ruler
  - 5. Reading tapes
  - 6. Perimeters and areas
- B. Cubic measurements for utility meters
  - 1. Cubic inch
  - 2. Cubic foot
  - 3. Cubic yard
- C. Capacity
  - 1. Liquid measures
  - 2. Dry measures

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

E. Fractions and decimals

1. Administer fraction and decimal inventory.
2. Work with common fractions and with practical application.
3. Give exercises allowing students to compare fractions as to which is larger,  $1/6$  or  $1/8$ ? Which is smaller,  $1/3$  or  $1/4$ ? Give exercises arranging the order  $5/8$ ,  $1/3$ , and  $1/4$  from smallest to largest. Use concrete objects to explain size.
4. Introduce the decimal and explain to the pupil that the decimal is another form of the fraction. Have charts showing fractional equivalents. Teach them to use the form that is easiest in problem solving. Example:  $1/2$  of \$250 is easier to use than 50%.

Films: Little Rock Public Schools  
 555 "How to Add Fractions"  
 549 "How to Subtract Fractions"  
 209 "What Are Decimals"  
 519 "Simple Fractions"

Films: State Department of Education  
 1385e "What Are Decimals"  
 465e "Percent in Everyday Life"

III. Understanding Use of Measurements

A. Length--students should practice measuring familiar objects until basic skills are achieved.

Film: Little Rock Public Schools  
 527 "Measuring Simple Areas"

B. Cubic measures for utility meters--students should understand how charges are made for the use of utilities.

Utility meter

C. Capacity

1. Use containers such as cups, pints, quarts, and gallons to show capacity relationships. Use grocery store ads to show prices for different sizes and how money can be saved.
2. Use peck and bushel baskets for demonstration.

Cup, pint, quart, gallon containers

## BASIC SKILLS

## BOOKS AND MATERIALS

## D. Weight

1. Ounce
2. Pound
3. Ton

## E. Time

1. Clock time
2. Calendar time

## F. Temperature

## IV. Understanding Social and Vocational Uses of Arithmetic

## A. Money

1. Cash buying
  - a. Advantages and disadvantages
  - b. Saving all records and receipts
2. Credit buying
  - a. Charge accounts
    1. Filling out a charge account application
    2. Using a charge account
    3. Interest
  - b. Lay away
3. Checking account
4. Savings account

Weiland, Robert G., Mathematics In Living,  
Book II, Pruett Press, Inc., 1964



SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

D. Weight

1. Demonstrate grocery scales.
2. Show how packages are labeled for weight.
3. Have all students to watch their weight for a month.

E. Time

1. Have students to make a schedule showing how their time is used.

F. Temperature

1. Bring several different kinds of thermometers to class.

IV. Understanding Social and Vocational Uses of Arithmetic

A. Money

1. The advantages and disadvantages of cash buying
2. The advantages and disadvantages of credit buying
3. Checking accounts
  - a. Terms to know
  - b. Opening a charge account
  - c. How to fill out a deposit slip
  - d. Writing checks
  - e. Filling out a signature card
  - f. Filling out a deposit slip
  - g. Endorsement of checks

4. Using a savings account

- a. Terms to know
- b. Figuring how savings grow
- c. Types of savings accounts
- d. Making a withdrawal
- e. Filling out a signature card
- f. Filling out a deposit slip
- g. Using a passbook
- h. Filling out a savings withdrawal slip
- i. Operating a savings account

Film: State Department of Education  
142a-p "Let's Measure"

Scales

Clocks, calendar  
Filmstrips: Little Rock Public Schools  
432b "Early Time Telling"  
471 "Learning to Tell Time"

Different thermometers

Applications for charge accounts and lay away accounts

Films: Little Rock Public Schools  
8 "Using the Bank"  
464 "How to Use Your Bank"

Free materials from banks, deposit slips, information on savings, withdrawals slips

## MATHEMATICS - GRADE 11

## BASIC SKILLS

## B. Daily uses of money problems

## 1. Budgets

## 2. Using a payroll time card

## 3. Pay check deductions

## 4. Taxes

- a. Sales tax
- b. Federal income tax
- c. State income tax
- d. Real property tax
- e. Personal tax

## BOOKS AND MATERIALS

Weiland, Robert G., Mathematics in Living,  
Book IV, Pruett Press, 1967

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>B. Daily Uses of Money Problems</p> <ol style="list-style-type: none"><li>1. Budgets<ol style="list-style-type: none"><li>a. Weekly budgets</li><li>b. Monthly budgets</li><li>c. Yearly budgets</li></ol></li><li>2. Using a payroll time card<ol style="list-style-type: none"><li>a. Terms to know</li><li>b. Understanding a time card</li><li>c. How to figure hours worked</li><li>d. How to figure overtime</li><li>e. How to use the time card</li></ol></li><li>3. Payroll deductions<ol style="list-style-type: none"><li>a. Federal income tax</li><li>b. State income tax</li><li>c. Social security</li><li>d. Insurance</li><li>e. Union dues</li></ol></li><li>4. Taxes<ol style="list-style-type: none"><li>a. Sales tax--make a chart showing sales tax scales.</li><li>b. Federal income tax--Internal Revenue will supply classroom kits for the study unit on income tax.</li><li>c. State income tax--have forms in class for student to work with</li><li>d. Real property tax--show students how property is evaluated and tax is rated.</li><li>e. Personal tax--have students to bring parents' assessment sheets to class.</li></ol></li></ol>	<p>Payroll time card</p> <p>Resource person from Social Security Office Pamphlets: Social Security Office</p> <p>Federal and state income tax forms Resource person: Tax collection Office</p>

SCIENCE

## BOOKS AND MATERIALS

## BASIC SKILLS

## I. Analyzing Yourself

- A. Why understanding yourself is important
- B. What kind of a person you are
- C. Knowing people are alike in many respects
- D. Becoming the person you want to be

## II. Acquiring Information about Personalities

- A. What is it?
- B. How it is formed
- C. Likenesses
- C. Knowing your own personality

## III. Understanding How Environment Affects Personality

- A. Prejudice
- B. Cooperativeness
- C. Selfishness
- D. Religion
- E. Attitudes about money
- F. Manners
- G. Friends

## IV. Analyzing Your Appearance and Personality

- A. Cleanliness
- B. Posture
- C. Suitable clothing

Landis, Judson and Landis, Mary, Building Your Life, Prentice-Hall, Englewood Cliffs, N. J.

Turner, Richard. The Person You Are, Follett Publishing Co., Chicago, Ill.

Turner, Richard, The Friends You Make, Follett Publishing Co., Chicago, Ill.

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>I. Introduction and Discussion</p> <p>Vocabulary study Have each child list his goals Discuss their realism</p> <p>II. Acquiring Information about Personalities</p> <p>Vocabulary: personality, recognition, etc. Let students take personality survey of themselves. Discuss people they know with different personalities.</p> <p>III. Vocabulary Study</p> <p>IV. Analyzing Your Appearance and Personality</p> <p>Work in with good grooming, why we need it (job, getting along with others, dates, etc.)</p> <p>With help of class, compile a list of specific grooming needs.</p>	<p>Films: Available from Audio-Visual Department State College of Arkansas Conway, Arkansas</p> <p>Audio-Visual Aids Service Arkansas State University Jonesboro, Arkansas</p> <p>Films: State Department of Education 243 "Act Your Age" 1126 "Developing Your Character" 932 "Selling Your Personality" 5591 "Personality and Emotions" 1152 "Cheating"</p> <p>"Improve Your Personality", Coronet</p> <p>Films: State Department of Education 1271 "Making Friends" 1118 "Am I Trustworthy?" 323 "Control Your Emotions"</p> <p>Films: State Department of Education 137 "Body Care and Grooming" 1248 "Personal Health for Girls" 1249 "Personal Hygiene for Boys" 738 "Fundamentals of Diet" 5405 "Obesity"</p>

## BASIC SKILLS

## BOOKS AND MATERIALS

D. Grooming

E. Diet

V. Selecting Friends

A. Interest in others

B. Friendliness

C. Cheerfulness

D. Compliments

E. Handicaps to friendships

1. Possessiveness

2. Lack of consideration

F. Cliques

VI. Understanding the Importance of Social Maturity

A. Self-consciousness

B. Conversations

C. Introductions

D. Good manners

VII. Understanding the Importance of Emotional Maturity

A. Affection

B. Self-centeredness

C. Crushes

D. Love for parents

E. Coping with feelings

F. Bodily reactions to emotions



## SUGGESTED ACTIVITIES

V. Take a class survey of things students dislike about themselves.

## VI. Vocabulary Study

- A. Have students list traits of people they like the best.
- B. Have students write a paragraph describing the person they like least; paragraph describing person they like best.

VII. Role-playing - have members of class act out situations in which a boy or girl has to stand up for what he or she believes. Emphasize good ways of meeting these situations.  
Vocabulary study.

## TEACHING AIDS AND RESOURCES

Films: State Department of Education  
 1051 "Developing Friendships"  
 602 "Good Sportsmanship"  
 926 "Are You Popular?"  
 5460 "Belonging to the Group"  
 426 "The Other Fellow's Feelings"  
 1150 "Other People's Property"

BASIC SKILLS

BOOKS AND MATERIALS

VIII. Acquiring Information about Dating

- A. Reasons for doing so
- B. When to start
- C. How to ask for a date - boys
- D. How to accept or refuse - girls
- E. How often to date
- F. Going steady - advantages and disadvantages
- G. When to come in
- H. Parents - strict or not

I. Dating manners

- 1. Boys
  - a. Calling for a date
  - b. Flowers
  - c. Transportation
  - d. Taking her home
- 2. Girl
  - a. When he calls
  - b. Flowers
  - c. When to go home

Turner, Richard, The Town You Live In,  
Follett Publishing Co., Chicago, Ill.

IX. Understanding Your Obligations

A. Privileges and obligations

- 1. Driving a car
- 2. Earning and spending money
- 3. At school - participation
- 4. On the job

X. Knowledge of Role in the Community

- A. Being a responsible citizen
- B. Individual rights

SUGGESTED ACTIVITIES

VIII. Vocabulary study. Role-playing - assign each student a role to play in different situations involving good manners. Let the class criticize the manners used. Work in unit on classroom manners as well as manners for eating, introduction, dating, etc.

F. Take a survey of the class on hours to get in and going steady. Form two panels - one "For" going steady, the other "Against." Appoint a secretary to list on the board the points for and against.

IX. Vocabulary study. Discussion of foolish things people do when angry. Emphasize good methods of releasing emotions.

X. Discuss responsibilities we have in daily living.

Films: State Department of Education  
 1134 "Social Courtesy"  
 1092 "Selfconscious Guy"  
 41 "How Do You Do"  
 5459 "Beginning to Date"  
 1124 "How to Say No"  
 254 "Dating: Do's and Don'ts"  
 685 "A Date for Dinner"

Films: State Department of Education  
 323 "Control Your Emotions"  
 243 "Act Your Age"  
 1055 "Overcoming Worry"  
 139 "Emotional Health"

Play: "Plays for Living"  
 The Family Service Agency

BASIC SKILLS	BOOKS AND MATERIALS
<p>C. Prejudice - generalizing</p> <p>D. Attitudes toward the law</p> <p>E. Right or wrong</p> <p>XI. Analyzing Your Philosophy</p> <p>A. Yourself and others</p> <p>B. Life</p> <p>C. Rights</p> <p>D. Religion</p> <p>XII. Understanding Your Relationship with Your Family</p> <p>A. Understanding parents</p> <p>B. Your decisions</p> <ol style="list-style-type: none"> <li>1. Friends (choosing)</li> <li>2. Privacy</li> <li>3. Behavior</li> <li>4. Smoking               <ol style="list-style-type: none"> <li>a. Hazards</li> <li>b. Cost</li> <li>c. Social acceptance - personal hygiene</li> </ol> </li> </ol> <p>C. Understanding brothers and sisters</p> <ol style="list-style-type: none"> <li>1. Jealousy</li> <li>2. Favorite</li> <li>3. Rivalry</li> <li>4. Quarrels</li> <li>5. Values</li> </ol> <p>XIII. Understanding the Importance of Good Health</p> <p>A. Eating habits - a good diet - your attitude</p> <ol style="list-style-type: none"> <li>1. Need for a good diet physically and mentally</li> </ol>	

SUGGESTED ACTIVITIES

- XI. Vocabulary Study
- Role Study

- XII. Develop a unit on the implications of the family relationship.

- XIII. Understanding the Importance of Good Health
  - A. Let the class make a bulletin board showing the proper foods to eat for a balanced diet. Let them make labels for the foods to learn to recognize the names.

TEACHING AIDS AND RESOURCES

Films: Little Rock Public Schools  
368 "Acts of Courtesy"

Films: State Department of Education  
1080 "Sharing Work at Home"  
1057 "Wise Buying"

Film: Little Rock Public Schools  
102 "Act Your Age"

Films: State Department of Education  
1044 "Are You a Good Citizen?"

BASIC SKILLS

- 1. Vitamins (emphasize overuse)
- 2. Energy

- B. Sleep - necessity for proper amount
- C. Exercise
- D. Mental attitude and health
- E. Eyes
- F. Teeth

XIV. Understanding the Necessity for Good Mental Health

- A. Meeting problems - desirable and undesirable
- B. Escapes from problems
- C. Accidents
- D. Illness
- E. Alcohol: Social aspect, effects and dangers
- F. Leisure time activities

XV. Developing a Sense of Economic Responsibility

- A. Part time jobs
- B. Getting along on the job - personality
- C. Success on the job
- D. Deciding upon a vocation
- 1. When
- 2. Inventory of self
  - a. Abilities and attitudes
  - b. Physical limitations
  - c. What you like

## SUGGESTED ACTIVITIES

1. Vocabulary study
2. Relate diet to what the students actually eat for lunch. Let them judge if they are eating correctly.

## XIV. Understanding the Necessity for Good Mental Health

- A. Relate mental health to jobs. Why we need healthy ways of releasing bad feelings, etc.
- B. Let each student list his hobbies - tally these on board.

## XV. Develop a Sense of Economic Responsibility

- A. Let the students interview an employer and ask what traits he prefers in his workers. Why would he most likely fire a worker. Reports given in class.
- B. Field trips to different industries.

## TEACHING AIDS AND RESOURCES

Books in library on diet

Invite a dietician or nurse to speak to class on importance of a good diet.

Invite a physical education teacher to explain importance of exercise.

Brochures from dentist on care of teeth

Films: State Department of Education  
137 "Body Care and Grooming"  
1248 "Personal Health for Girls"

Films: Little Rock Public Schools  
604 "Balance Your Diet for Health"  
430 "Eyes: Their Structure and Care"  
79 "Dental Health: How and Why"

Films: State Department of Education  
323 "Control Your Emotions"  
6076 "Drugs and the Nervous System"  
6075 "Hooked"  
5959 "LSD - Insight or Insanity"  
358 "Drug Addiction"  
1239 "Better Use of Leisure Time"  
5495 "Time for Television"

Medical student to talk on drugs - film

Films: Little Rock Public Schools  
609 "Alcohol is Dynamite"



## BOOKS AND MATERIALS

Strasser, Eales, Caun, Muhlitz, When You Take The Wheel, Laidlaw, Dallas

State Police Driver's Manual (yellow book)

## BASIC SKILLS

## I. Understanding General Goals of Driving

- A. Basic mechanics of a car
- B. Traffic laws and why we have them
- C. Signs and signals - markings
- D. Safety measures - results of unsafe driving
- E. Defensive driving
- F. Cost of operating a car
- G. Responsibilities
- H. Insurance - cost and how it works
- I. Basic first aid at an accident

## II. Understanding Specific Goals of Driving

- A. Getting your license
  - 1. Obligations
  - 2. Tests
    - a. Written
    - b. Physical
    - c. Driving
  - 3. Types of licenses
- B. Types of drivers and attitudes
- C. Accident involvement
- D. Being physically fit to drive
  - 1. Vision
  - 2. Hearing
  - 3. Disabling conditions

## III. Understanding the Effects of Alcohol and Drugs on Driving



## BASIC SKILLS

## BOOKS AND MATERIALS

- A. Alcohol
  - 1. Effect on body
  - 2. Related to accidents
- B. Drugs
  - 1. Types and effects on body
  - 2. Related to accidents
- IV. Knowing How to Purchase a Car
  - A. Considerations
    - 1. When to buy
    - 2. Operating costs
    - 3. Responsibilities of ownership
    - 4. Used cars
    - 5. New cars
  - B. Papers you sign
    - 1. Contract or bill of sale
    - 2. Title
    - 3. Car registration
  - C. Insurance
    - 1. Requirements
    - 2. How it works
    - 3. How rates are determined
    - 4. Types
      - a. Bodily injury liability
      - b. Property damage liability
      - c. Comprehensive
      - d. Collision
- V. Understanding the Importance of Traffic Laws
  - A. Rules of the road

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

IV.

- A. Figure the cost of operating a family car for a year.
1. Discuss cost of gasoline, etc.
  2. Compare prices of regular, premium, etc.
  3. What cars use what grade of gasoline?
  4. Get chart from gas station.
- B. Demonstrate a contract transaction

ETV

Invite an insurance salesman to explain insurance prices, how it works, etc.

Samples of insurance forms, policies

## BASIC SKILLS

## BOOKS AND MATERIALS

1. Sleep
2. Passing
3. Right of way
4. Turning and signalling

## VI. Knowing How to Meet Various Traffic Situations

## A. City driving

1. Watching road ahead
2. City speeds
3. Lane changing
4. Carbon monoxide fumes
5. Intersections

## B. Super highways

1. Straightaway
2. Passing
3. Alertness
4. Leaving

## C. Open road

1. Curves
2. Railroad crossing
3. Hills
4. Animals
5. Slow-moving vehicles
6. Mountains
7. Heat and sun

## D. Night driving

1. Visibility
2. Increased hazards
3. Weather

## E. Special situations

1. Push starting your car
2. Having car towed

SUGGESTED ACTIVITIES

1. Let class make the various shaped signs. Practice in recognizing them. Fill in various warnings and information.
2. Discussion of rules - why laws are necessary

VI. Mimeograph situations for students to discuss and analyze.

- E. Using newspapers, find ads for tires - discuss advantages and disadvantages of different types, safety features, cost, etc.

TEACHING AIDS AND RESOURCES

ETV

BASIC SKILLS

- 3. Brake failure
- 4. Flat tires and blowouts
- 5. Roadside parking
- 6. Hauling trailers

VII. Planning Ahead for Safe Driving

- A. Sufficient time
- B. Planning route
- C. Getting car ready
- D. Using a map

- 1. Types of roads
- 2. Distances - using scale
- 3. Direction
- 4. City population

VIII. Knowing What to Do in an Accident or Disaster

A. First Aid

- 1. What to do first
- 2. General precautions
- 3. Emergency treatment
  - a. Bleeding
  - b. Suffocation
  - c. Shock
  - d. Burns
  - e. Fractures

B. First Aid kit

C. Accident information

- 1. Getting facts
- 2. Withholding comment

D. Reporting

- 1. To police
- 2. Written reports

Road maps of Little Rock and Arkansas

Rulers

First Aid booklet

Accident information forms

First Aid kit for demonstration



SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

D. Practice reading road maps

VIII. Knowing What to Do in an Accident or Disaster

1. Appoint groups to demonstrate treatment for emergencies.
2. Fill out an accident information form from an insurance company.
3. Role-playing - have group act out an incident. Have class write summary and description. Note discrepancies.

Information from Civil Defense

School nurse to talk to class on First Aid

## BASIC SKILLS

## BOOKS AND MATERIALS

E. Financial responsibility

IX. Understanding the Responsibilities of Pedestrians and Cyclists

A. Pedestrian

1. Problems
2. People most involved in accidents
3. When and where accidents happen
4. Rules for pedestrians

B. Cyclists

1. Problems
2. Rules for safe cycling

State Police Driver's Manual

178/180.

SOCIAL STUDIES

**BASIC SKILLS**

**I. Mastery of Map Skills**

**A. Extending knowledge of basic concepts**

1. Directions
2. Oceans
3. Continents
4. Countries
5. Islands
6. Peninsulas
7. Latitude and longitude

**B. Learning to interpret keys and map symbols**

**C. Finding distances**

**D. Locating capitals**

**E. Population**

**BOOKS AND MATERIALS**

Map Skills for Today (A Weekly Reader Practice Book)  
Columbus, Ohio, American Education Publications, 1965

Road maps of Little Rock and Arkansas obtained from  
gas stations

Rulers

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES																														
<p>I. Mastery of Map Skills</p> <p>A. Extending knowledge of basic concepts</p> <ol style="list-style-type: none"> <li>1. Understanding of North and South Poles, hemispheres, the equator, tropic of Cancer, tropic of Capricorn, Arctic and Antarctic circles</li> <li>2. Be able to name the oceans.</li> <li>3. Name the 7 continents.</li> <li>4. Know one or two countries on each continent.</li> </ol> <p>B. Interpretation of various symbols</p> <ol style="list-style-type: none"> <li>1. Boundaries</li> <li>2. Lakes and bays</li> <li>3. Cities and capitals</li> <li>4. Rivers</li> <li>5. Mountains</li> <li>6. Valleys</li> <li>7. Railroads</li> <li>8. Highways             <ol style="list-style-type: none"> <li>(a) State</li> <li>(b) Interstate</li> <li>(c) U. S.</li> </ol> </li> <li>9. Population</li> </ol> <p>C. Practice in understanding and using a scale of miles. Have students figure the distance between different points.</p> <p>D. Locate and name capitals of various countries.</p> <p>E. Using a world population distribution map, locate various countries, and compare the number of people in each. Note where most of the world's population is found.</p>	<p>Wall Map of the World and United States</p> <p>Globe</p> <p>Films:</p> <table border="0"> <tr> <td>347</td> <td>"Maps and Their Uses"</td> </tr> <tr> <td>835</td> <td>"Maps of Our World"</td> </tr> <tr> <td>767</td> <td>"Japan: Harvesting the Land and Sea"</td> </tr> <tr> <td>532</td> <td>"Journey in France"</td> </tr> <tr> <td>509</td> <td>"Latitude and Longitude"</td> </tr> <tr> <td>201</td> <td>"India"</td> </tr> <tr> <td>216</td> <td>"Italy: Peninsula of Contrasts"</td> </tr> <tr> <td>471</td> <td>"Haiti, Life in"</td> </tr> <tr> <td>629</td> <td>"Family of Free China"</td> </tr> <tr> <td>414</td> <td>"Soviet Union: Land and People"</td> </tr> <tr> <td>437</td> <td>"Mexico"</td> </tr> <tr> <td>171</td> <td>"Central America"</td> </tr> <tr> <td>462</td> <td>"Argentina: People of the Pampa"</td> </tr> <tr> <td>469</td> <td>"Australia"</td> </tr> <tr> <td>444</td> <td>"The Amazon: People and Resources of North Brazil"</td> </tr> </table>	347	"Maps and Their Uses"	835	"Maps of Our World"	767	"Japan: Harvesting the Land and Sea"	532	"Journey in France"	509	"Latitude and Longitude"	201	"India"	216	"Italy: Peninsula of Contrasts"	471	"Haiti, Life in"	629	"Family of Free China"	414	"Soviet Union: Land and People"	437	"Mexico"	171	"Central America"	462	"Argentina: People of the Pampa"	469	"Australia"	444	"The Amazon: People and Resources of North Brazil"
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SOCIAL STUDIES - GRADE 12

BASIC SKILLS

BOOKS AND MATERIALS

F. Acquiring factual information about continents

1. North America
2. South America
3. Europe
4. Asia
5. Africa
6. Australia
7. Antarctica

Newspaper

G. Acquiring information about the United States

Encyclopedias

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>F. Select one or two important countries of each continent for study:</p> <ol style="list-style-type: none"> <li>1. Capitals and major cities</li> <li>2. Major rivers and lakes</li> <li>3. Topography</li> <li>4. Industry</li> <li>5. Products</li> <li>6. Practice in finding distances</li> <li>7. Natural resources</li> <li>8. Tourist attractions</li> </ol> <p>Have students bring clippings about different countries. Prepare a bulletin board or class project on each country studied. Invite visiting foreigners or returning tourists to speak to the class.</p> <p>G. United States</p> <ol style="list-style-type: none"> <li>1. Be able to name all 50 states and write them on wipe-off maps.</li> <li>2. Know abbreviations for states.</li> <li>3. Use names of states in spelling lesson.</li> <li>4. Topography of U. S.</li> <li>5. Major rivers and lakes</li> <li>6. Population</li> <li>7. Recreational areas</li> <li>8. Natural resources</li> <li>9. Regions of the U. S.</li> <li>10. Time zones</li> <li>11. Have students find articles in newspapers from various states; make a bulletin board.</li> <li>12. Have students make a salt map of the U. S.</li> </ol>	<p>Global Flash Cards</p> <p>World Wipe-off Maps, Crayons</p> <p>Bulletin Board</p> <p>U. S. Flash Cards by Milton Bradley No. 9002 from School Products</p> <p>Films: Little Rock Public Schools 585 "Southwestern States" 575 "Hawaii - the 50th State" 580 "Alaska - the 49th State" 301 "Washington, D. C."</p> <p>Films: State Department of Education 804 "Southeastern States" 1183 "Geography of the Southern States" 5826 "Geography of the U. S."</p>

BASIC SKILLS

To Develop a Knowledge of Our World

- A. An understanding of what geography means to us
  - 1. Why study geography?
    - a. To understand the earth on which we live
    - b. To understand how man fits his living to his surroundings
    - c. To understand how man changes his surroundings to improve his way of living
    - d. To understand why people all over the world need one another to help improve living standards
  - 2. Why countries of the world seem closer
    - a. Improvement in transportation
    - b. Improvement in communication

B. To extend information on the physical features of our earth

- 1. Shape
- 2. Transportation routes
- 3. Knowledge of the types of maps
  - a. Flat
  - b. Outline
  - c. Road
  - d. Physical
  - e. Political
- 4. Factual information on time
  - a. Standard time
  - b. Daylight Savings Time
  - c. The International Date Line

BOOKS AND MATERIALS

Kolenzon, Edward R. and Heine, John A., Our World and Its People, Boston, Allyn Bacon, Inc.

Kenamer, Lorrin and Wishart, A. Paul, Geography, Austin, Texas, Steck

Map Skills for Today, Book 4 (The U. S. and the World), Columbus, Ohio, American Education Publications

World Atlas (rev. ed), New York, Scholastic Book Services



SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p><b>Knowledge of our World</b></p> <p><b>A. What geography means to us</b></p> <ol style="list-style-type: none"> <li>1. Prepare a report on the topic, "A Foreign Country I Should Like to Visit." In your report explain why Americans should be interested in having a better understanding of the people in that foreign country.</li> <li>2. Select a group of students to prepare a bulletin board titled "Communication and You." This display should point out the effect of improved communication upon our ways of living.</li> <li>3. During the coming week collect the labels from all cans and boxes which contained food from foreign countries that was eaten in your home. Make an exhibit for the class from all the labels you collect.</li> <li>4. Have a committee of students make a large outline map of the world and place it on a bulletin board. Collect newspaper clippings, pictures, and cartoons showing the importance of geography today. Place these on the map and connect each by a string or ribbon with the appropriate location on the map.</li> </ol> <p><b>B. Physical features of our earth</b></p> <ol style="list-style-type: none"> <li>1. On a road map find an example of each of the following: <ol style="list-style-type: none"> <li>a. A city with between 10,000 and 25,000 people</li> <li>b. A lake</li> <li>c. A river</li> <li>d. An important highway intersection</li> <li>e. A capitol city</li> </ol> </li> <li>2. Make a map of the route you take in going from your home to school. Include on the map any places that might be considered important landmarks.</li> <li>3. Using a time zone map of the U. S., locate three cities which differ two hours in time from your town.</li> <li>4. Name each state on an outline map of the U. S. Color border states of Arkansas same color.</li> </ol>	<p><b>Films:</b> State Department of Education</p> <p>1068 "Our Shrinking World"</p> <p>772 "Our Earth"</p> <p>1392 "Our Big Round World"</p> <p>616 "What Makes Day and Night"</p> <p>1284 "What Causes Seasons"</p> <p>1446 "Why Seasons Change"</p> <p>5826 "Geography of the U. S., An Introduction"</p> <p>5570 "Maps - Coastal Symbols and Terms"</p> <p>1405 "Reading Maps"</p> <p>260 "Maps and their Meaning"</p> <p>1400 "Language of Maps"</p> <p>5842 "Using Maps - Measuring Distances"</p>

BASIC SKILLS

C. Recognizing the earth's irregular surface

1. Landforms
2. Waterforms
3. Hemispheres
4. Living on the earth
  - a. In the mountains
  - b. On the plateaus
  - c. On the plains
  - d. In river valleys
  - e. By the sea

D. The earth and its natural resources

E. Understanding the Role of the United States as a World Leader

- A. Concept of a democratic government
  1. Individual creativity encouraged
  2. Free public schools provided
  3. Businessmen, workers, and farmers helped
  4. General welfare of the people promoted
- B. Awareness of our natural resources

C. Understanding of the types of people that contributed to our progress

Map Skills for Today, Books 4 and 6

## SUGGESTED ACTIVITIES

## C. Recognizing the earth's irregular surface

1. On an outline map of the world label the continents and the oceans.
2. Using sand or clay, make a model of the physical features of Arkansas.
3. On a landform map label a peninsula, island, mountain, plain, plateau, valley.
4. On a map of Arkansas locate a mountain range, a valley, a plain, a river, a lake, the capitol city, your town.

## D. Natural resources

1. Prepare a bulletin board on the earth's natural resources and their uses.
2. Class discussion: "How Natural resources have helped give us a high standard of living."

## II. United States as a World Leader

- A. Discuss how democracy has made the U. S. a respected leader.

- B. Construct a bulletin board display entitled, "Minerals of the U. S. and Their Uses." Include pictures, clippings, and pupil constructed posters in the display.

## C. People that made contributions to our progress

1. Make a report to the class telling how an outstanding immigrant contributed to American life.
2. Make a report to the class on how an outstanding leader of industry contributed to America's greatness.

## BASIC SKILLS

## BOOKS AND MATERIALS

## III. Develop a Knowledge of the Southern United States

- A. Location
- B. Climate
- C. Agriculture
  - 1. Crops
    - a. Cotton
    - b. Tobacco
    - c. Sugar
    - d. Rice
    - e. Citrus fruits
    - f. Other agricultural products
  - 2. Problems
    - a. Tenant farmers
    - b. Sharecroppers
    - c. Small farm owners
- D. Fishing
- E. Mining
- F. Lumbering
- G. Water power
- H. Tourist attractions
- I. Manufacturing
  - 1. Tar, turpentine, rosin
  - 2. Paper mills
  - 3. Textiles
  - 4. Petroleum refining
- J. Centers of manufacturing and trade
  - 1. Houston
  - 2. Dallas
  - 3. New Orleans
  - 4. San Antonio

SUGGESTED ACTIVITIES

III. On an outline map of the U. S. color the 13 Southern states. Using modeling clay or sand, construct a map of the South. On this map use symbols to locate the most important mineral deposits. Form a committee to make an exhibit of products made from cotton. For each one prepare a card telling how it was made.

J. Select one of the leading cities of the South. Prepare a report to the class on the following: (a) location, (b) reasons for development, (c) important industries, (d) interesting places.

TEACHING AIDS AND RESOURCES

Films: Arkansas Publicity and Parks Commission  
 "Arkansas Aluminum"  
 "Timber Town"  
 "Trout Float"

Film: Lion Oil Company  
 "Revolution in the South"

Films: Arkansas State Education Department  
 218 "The Changing Cotton Land"  
 1183 "Geography of the Southern States"  
 1184 "Geography of the Southwestern States"  
 55 "Negro Farmer"  
 662 "Story of Coal"  
 820 "Water Power"  
 167 "Mississippi River - Lower River"  
 249 "The River"  
 458 "Energy in Our Rivers"  
 357 "People Along the Mississippi"  
 805 "Southwestern U. S."  
 804 "Southeastern U. S."

## BASIC SKILLS

## BOOKS AND MATERIALS

5. Memphis
6. Atlanta

K. People of the South

IV. Acquire Information about the Far East

A. Location

B. Agriculture

C. People

1. Standard of living
2. Races
3. Religion
4. Economic groups
5. Ways of living
  - a. "Old ways are best"
  - b. Importance of family life
  - c. Importance of courtesy

D. Comprehending the problems of the Far East

1. Health
2. Language
3. Education
4. Communism

V. Develop a Knowledge of Africa - Land of Emerging Nations

A. Location

B. Climate

C. Importance

1. Wealth in natural resources
2. Key location
3. Growing world trade
4. Influence in the United Nations

Barker-Benfield, Maud A., East Africa

Collins, Robert, African Encounter

Coughlan, Robert and Editors of Life, Tropical Africa

Kane, Robert, Africa - A to Z

Luthuli, Albert, Let My People Go

Paton, Alan, Tales from a Troubled Land

Van Der Post, Laurens, The Heart of the Hunter

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

IV. Locate the Far East on the map or a globe

On an outline map, locate and color the countries of the Far East.

Collect news articles on countries in the Far East.

Make up a menu which includes the foods a typical Chinese family might eat during a day. Use the library to get your information.

Make a list of five spices that your mother uses. Ask your mother how she uses each of them, and make a report to your class.

Bring to class as many samples of agricultural products of the Far East as you can find. Be prepared to explain to the class how one of them is grown and used. Make a product map of the Far East. Use tape or glue to fasten the products of the various countries to your map.

Prepare a report to be given to your classmates on the "caste system."

Make a picture story of living conditions in the Far East. Using your pictures, give an illustrated talk to the class.

Show filmstrips on any of the major problems of the Far East.

V. Locate the continent of Africa on a globe or map

Collect newspaper and magazine articles on Africa and give an oral report to the class.

Form a class committee to collect and prepare an exhibit of agricultural products which might have come from Africa. Place in front of each product a card which tells which part of Africa produces it and its principle uses.

Make a diorama or model of one of the following: (a) a cacao plantation, (b) a rubber plantation, (c) a diamond mine in the Congo Republic, (d) a power plant in Africa.

Make a report on the life of any one of the African tribal peoples.

Visit a Chinese restaurant to find out what ingredients are in 5 dishes on the menu.

Films: State Department of Education

5743 "Southeast Asia: Lands and People"

5539 "Burma, People of the River"

220 "Farmers of India"

1138 "Hindu Family"

5371 "India - Asia's New Voice"

354 "India (Pakistan and the Union of India)"

5587 "Indonesia: New Nation of Asia"

694 "Children of Japan"

318 "Island Nation Japan"

5834 "Japan: Miracle in Asia"

5835 "Japan: Harvesting the Land and Sea"

455 "The Malay Peninsula"

5641 "Malaya: Land of Tin and Rubber"

5779 "The Philippines: Land and People"

170 "Tropical Mountain Land (Java)"

208 "Farming in South China"

1463 "Hong Kong - Pulse of Asia"

319 "An Oriental City (Canton, China)"

776 "People of Western China"

237 "Sampan Family"

5660 "Challenge of Ideas"

5729 "China Under Communism"

1167 "Communism"

692 "Children of China"



## BASIC SKILLS

## D. Underdeveloped resources

1. Agriculture
2. Fishing
3. Lumbering
4. Manufacturing
5. Mining
6. Transportation
7. Water power

## E. People

1. Races
  - a. Negro
  - b. Caucasian
2. Nationalities

## F. Religions

1. Paganism
2. Islam
3. Christianity
4. Hinduism

## G. Standard of living

1. Poverty
2. Ignorance
3. Disease

## H. Family life

## I. Awareness of political development: Tribalism versus Nationalism

1. Problems
2. Role in United Nations
3. Role in Cold War

## VI. To Recognize the Necessity for a Better World

## A. Making better use of world resources

1. Underdeveloped resources



SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>Organize a class committee to make a report on the topic: "The Race Problem in the Republic of South Africa."</p> <p>Use the library to find information on the work in Africa of any one of the following: (a) the Peace Corps in Africa, (b) the World Health Organization (WHO), (c) United Nations Educational, scientific, and Cultural Organization (UNESCO), (d) Food and Agricultural Organization (FAO).</p>	<p>Films: State Department of Education                      1145 "African Fauna"                      5397 "Backward Civilization"                      5778 "Continent of Africa"                      869 "A Giant People"                      868 "People of the Congo"                      193 "Pygmies of Africa"                      221 "Riches of the Veld (South Africa)"                      5731 "Union of South Africa"                      5836 "West Africa (Nigeria)"</p>
<p>VI. Betterment of the World</p> <p>A. Make a picture story of the effects of erosion.</p> <p>Make a poster describing methods of soil conservation.</p>	

SOCIAL STUDIES - GEOGRAPHY - GRADE 12

BASIC SKILLS

2. Misused resources
3. Conservation of resources

B. World trade

1. Obstacles to world trade
2. Increasing world trade

C. The search for peace

1. The United Nations
2. International control of atomic energy

BOOKS AND MATERIALS

Schlining, Paula, The U. N. and What It Does  
U. N. Office of Public Information, The U. N.:  
What You Should Know About It

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>Show how resources are wasted or underdeveloped.</p> <p>B. Discuss problems of world trade.</p> <p>C. Make a chart or bulletin board depicting the organization of the U. N.</p>	<p>Secure packet of classroom study materials from the U. N.</p> <p>Filmstrip: McGraw Hill, New York, N. Y. 405378 "United Nations Today Series"</p>

BASIC SKILLS

- I. Developing Skills for Holding A Job
  - A. Problems of adjustment on the job

- B. Learning about time and pay

BOOKS AND MATERIALS

New Rochester Reading Series, The Job Ahead  
SRA, Inc., Chicago, Ill., Levels 1-2-3  
Sections 3-4-5 with Exercise Books 3-2-4

Richard H. Turner, The Turner Career Guidance  
Series, Follett Publishing Co., Chicago, Ill.

Looking For A Job  
Holding A Job  
Changing A Job

Occupational Outlook Handbook, U. S. Department  
of Labor, Bureau of Labor Statistics Bulletin  
#1450, Superintendent of Documents, Washington,  
D. C. 20402, \$5.00

Handbook for Young Workers, U. S. Department of  
Labor, Bureau of Labor Standards Bulletin #271,  
Superintendent of Documents, Washington, D. C.  
20402, \$ .20

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## I. Developing Skills for Holding A Job

A. For those students who have secured employment and for those who haven't, a discussion of problems arising on various jobs will be helpful.

1. Stress: The student-employee must pay close attention to instructions concerning procedure on the job.
2. Have students formulate problems and discuss the "why's" and "consequences."
3. Have students relate various job experiences and what is needed for their improvement. Use roleplaying to dramatize job situations.
4. Stress: The student-employee is a "liability" as far as production on his job is concerned.  
Have the student find out how long it takes for him to become proficient or trained on his job.

## B. Rates of pay

1. Have available various pamphlets from U. S. Department of Labor concerning wage and hour standards for minimum wages.
2. Discuss rates of pay for various jobs represented by student-employees. Use various job outlook references to see average rate of pay of skilled or experienced worker.
3. Prepare problems concerning wage and hours.
4. Discuss overtime pay; prepare problems.
5. Discuss various deductions from pay. Compute wages after deductions, etc.
6. Work in a unit on income tax (State and Federal).
  - a. Use Teaching Taxes booklets with tax problems (Federal kit).
  - b. Short Form 1040A available in quantity from local post office or IRS, Federal Building, Little Rock.
  - c. Long Form 1040 available in quantity from local post office.
  - d. Forms W-4, W-2: available from Internal Revenue Office nearest you or Little Rock, Federal Building.
  - e. State taxes: State tax forms and instructions  
Formulate problems using student's income as with Federal tax to compute his or her tax for the state.
7. Set up budgets and savings programs. Show how savings can be done through payroll deductions and bank savings plans. (Resource person)
  - a. Discuss savings and loan
  - b. Savings bonds
  - c. Insurance (life) and the savings connected

Occupations for You (Part I & II)  
Dr. John T. Daily, Director  
Educational Research Project  
The George Washington University  
1166 - 19th Street N. W.  
Washington, D. C. 20036

## Publications Available:

1. Handy Reference Guide to the Fair Labor Standards Act #1159
2. Services to the Public
3. Highlights on Computing Overtime Pay
4. How to Keep Time and Pay Records
5. A Message to Young Workers
6. Retail and Service Enterprises and Establishments #1102
7. Hotels, Motels, Restaurants, and Food Service Employees #1172
8. Schools #1164
9. Laundries and Dry Cleaning Establishments #1166
10. Construction Industry #1163
11. Hospitals and Nursing Homes #1165

There are publications available covering almost all work areas.

All of the above are available from:

U. S. Department of Labor, Field Office  
Federal Office Building  
Little Rock, Arkansas 72201  
Teaching Taxes (Kit), Internal Revenue Office,  
Att: I. Yoman, Federal Bldg., Little Rock, Ark. 72201  
Arkansas Income Tax Forms and Instructions  
available from: Revenue Office Building  
Little Rock, Arkansas

Resource Person: Local Bank or Savings & Loan Assoc.

**BASIC SKILLS**

**C. Learning about benefits a job can offer**

**D. Understanding the chances for advancement**

**E. Holding the job**

**BOOKS AND MATERIALS**

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

8. Discuss installment buying and the dangers of getting in over your head.
9. Discuss the importance of a good credit rating.

## C. Benefits

1. Discuss what job benefits are available on jobs:
  - a. Group insurance and why this type of insurance is good or desirable.
  - b. Pension or retirement funds
  - c. Other benefits: tools and uniforms, etc.
2. Why should you consider the benefits of various jobs?
3. Union membership (if required): Why or why not? (a resource person might be desirable, depending on the situation)

## D. Chances for advancement

1. Discuss possibilities for advancement in this job or the future for you on this job.
2. Will you want to keep this job for the next 10 years?
3. Will this job furnish chances for regular pay increases?
4. Can you move up into positions of increased responsibility?
5. Does it offer more training?

## E. Holding the job

1. Self-evaluation: Have the students use a check list to evaluate themselves. The teacher may use the work-study progress form or the teacher may want to construct another.
2. The self-evaluation should be discussed in realistic terms. Employer's comment should be solicited on employer's report.
3. Areas of improvement must be discussed.
4. More "role playing" might be useful.
5. Stress: On the job rules (Resource person)
  - a. Being on time
  - b. Grooming
  - c. Personnel regulations peculiar to specific job areas, etc.

Optional Resource Person: Local Union Official

Resource Person: A personnel director or a plant manager

## BASIC SKILLS

## BOOKS AND MATERIALS

II. Develop A Knowledge of the Armed Services

A. Your military obligation

B. Different branches of the armed services

C. What the services can do for you

III. An Awareness of Marriage as a Responsibility

A. Adult responsibility



## SUGGESTED ACTIVITIES

## II. Develop A Knowledge of the Armed Forces

## A. Your military obligation

1. Discuss the reason for military obligation (at this point the teacher should stress that there are those who may be physically unable to serve in the armed services.)
  - a. Some historical background about why citizens have a military obligation
2. Implications of having an unfulfilled military obligation when trying to get a job.
  - a. Why employer would hesitate to hire you until this has been taken care of.

## B. Different branches of the armed services.

1. Resource persons representing various branches may be arranged through school guidance services.
2. The Film #1164, "What are the Military Services?"

## C. Service connected benefits

## Discuss:

1. Training in various skills for civilian employment
2. Schooling benefits
3. Possible career opportunities  
(Use the service occupational handbooks, available upon request from recruiting services)

## III. Marriage and Responsibility

## A. Adult responsibility

1. Review responsibilities discussed concerning why people work.
  - a. The basic needs and the differences between essentials and wants.
  - b. The unpracticed "art" of living within your means and the problems becoming overextended in credit buying.
    - (1) Sight examples and consequences.
  - c. The problems of rising costs as compared with the income.
  - d. Carrying charges and/or interest costs on money borrowed

## TEACHING AIDS AND RESOURCES

## Films:

State Department of Education  
 1156 "What It's All About"  
 1164 "What Are the Military Services?"  
 1165 "When You Enter Service"  
 1167 "Communism"  
 349 "Winning Our Independence"  
 37 "Price of Freedom"  
 5588 "World War I"  
 501 "Conquest of the Night"  
 5496 "December 7, 1941"  
 5589 "World War II"  
 5863 "Aftermath of W. W. II"  
 5627 "Rise and Fall of Nazi Germany"  
 Film catalog available from U. S. Navy Recruiting Service, Training Aids, Old Post Office Building, Little Rock, Arkansas

Resource Person: Recruiting Services

Army Occupations and YouOffice of Personnel Operations

Department of Army  
 Washington 25, D. C., Attention: EPPP  
 or

Army Recruiting Office

Old Post Office Building

Little Rock, Arkansas 72201

U. S. Navy Enlisted Occupational HandbookU. S. Navy Recruiting Office

Old Post Office Building

Little Rock, Arkansas 72201

U. S. Air Force Occupational HandbookU. S. Air Force Recruiting Service

Old Post Office Building

Little Rock, Arkansas 72201

BASIC SKILLS

B. Choosing a mate

C. Marriage adjustment

BOOKS AND MATERIALS

Prevo, Helen, Practice Material for Family Life,  
Phoenix, N. Y., Frank E. Richards, 1967

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
<p>2. What about major expenditures, such as a new car or house?</p> <p>a. What types of loans available: Explain (Resource person)</p> <p>(1) G.I. for veterans and how you qualify</p> <p>(2) F.H.A. and how you can qualify according to salary or income.</p> <p>(3) Conventional loans and how they are different.</p> <p>3. The importance of establishing a good credit rating</p> <p>a. Why a good credit reference is necessary</p> <p>b. The consequences of having a poor credit rating</p> <p>c. Bankruptcy and garnishee of check or pay</p> <p>B. Choosing a mate (marriage partner)</p> <p>1. Discuss the student's ideal of what a marriage partner should be.</p> <p>2. Plans for the future and marriage</p> <p>a. Financial</p> <p>b. Emotional (How mature is the individual in the class will have to be taken into consideration - the teacher's own judgement will have to be relied on here.)</p> <p>c. What are your plans for children or have you thought about it?</p> <p>d. The teacher might develop a questionnaire with the help of the guidance counselor to stimulate serious thought about choosing a marriage partner.</p> <p>e. The importance of your job as it pertains to marital responsibility</p> <p>C. Marriage adjustment</p> <p>1. What are some of the problems that may make a marriage go wrong?</p> <p>2. Who is the boss of the family and why?</p> <p>3. Some sources of help in the event the marriage develops problems:</p> <p>a. The minister</p> <p>b. A Family Service Agency if available</p> <p>4. Children and the responsibility that goes with them</p> <p>5. Discuss the importance of being able to talk out problems with your spouse.</p>	<p>Resource Person: Local Building &amp; Loan Association or bank representative</p> <p>Films: State Department of Education 356 "It Takes Everybody to Build This Land" 479 "Banks and Credit"</p>

205/206.

FUNCTIONAL ENGLISH

## BASIC SKILLS

## BOOKS AND MATERIALS

- I. Learning to Listen
- A. Attentive listening
1. Assignments
  2. Announcements
  3. Introductions and conversation
  4. Reports
  5. Rules
  6. When taking messages
- B. Critical listening
1. Person who gives speech
  2. Distinguish between conversation and gossip
- II. Learning to Speak
- A. Oral communication in social situations
1. Art of good and appropriate conversation
    - a. Introductions
    - b. Making conversation interesting
    - c. Good manners
  2. Expressing oneself
    - a. Directions
      - (1) North, south, east, west
      - (2) Right, left
      - (3) Straight ahead, etc.
    - b. Explanations
    - c. Introductions
    - d. Announcements
  3. Parliamentary procedure
    - a. Club meeting
      - (1) How to organize
      - (2) Points of procedure
- B. Pre-vocational conversation as key to selling self and service
1. Setting realistic goals
  2. Employment and personnel offices
    - a. Interview
      - (1) Appearance
      - (2) Attitude
      - (3) Manners
      - (4) Application

Tressler, Christ, and Stanley, English in Action  
 (4) Boston, D.C. Heath and Co.

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## I. Learning to Listen

Set up situations to develop good listening skills: T.V. programs, tapes, class reports. They should learn to listen in group situations and be able to answer general questions.

T.V.  
Tape Recorders

## II.

## A. Discuss reasons for other rules applying to:

1. Table conversation - at home - restaurants  
Telephone conversation - business and social  
Class or group discussions: Give and take  
Public buildings, church, hospitals, on the street, guest or host.
2. On slips of paper write names of buildings or businesses that are generally familiar. Let students give class instructions on how to get there by walking - by bus - by driving.

3. Use home room and club time to illustrate the correct way to act in group meetings.

## B. Group Discussions:

Types of jobs available  
Qualifications needed for certain jobs  
Practice how to meet and talk with business men  
Discuss points employer needs to know

## BASIC SKILLS

## BOOKS AND MATERIALS

- III. Reading
- A. Attain maximum proficiency
1. Vocabulary enrichment
    - a. Recognize that words have several meanings - choose meaning to fit.
    - b. Compare and contrast words and phrases.
    - c. Recognizing characters from descriptive words or phrases
  2. Comprehension
    - a. Read to find out names of characters.
    - b. Read to find ages, sizes, special characteristics of each person (animal) in story.
    - c. Read to find:
      - (1) How characters feel
      - (2) How they work
      - (3) How characters play
      - (4) Where characters are going
      - (5) What happened last
        - (a) night
        - (b) week
        - (c) year
      - (6) Sequence - what is going to happen next.
      - (7) What time of day
      - (8) What season of year
      - (9) What country, state, etc.
  3. Ability to use dictionary for various purposes
    - a. Meanings of words
    - b. Syllables
    - c. Accent
    - d. Variations in spelling
    - e. Parts of speech
    - f. Origin (language from which words come)

Read, Study, Think (A weekly reader practice book) Columbus, Ohio, American Education Publication

S.R.A. Reading Laboratory, Chicago Science Research Associates Inc.

Smith, Nila, Be A Better Reader, Englewood Cliffs, N.J., Prentice Hall Inc.

Reading Skill Builders and Reader's Digest Readings. Pleasantville, N.Y., Reader's Digest Series

Dictionary



## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

3. Discuss thoughtfulness or courtesy vs. rudeness affect on holding job.

## III. Reading

Using stories and articles to bring out these reading skills

- 1-2. Deriving literal meaning.  
Drawing conclusions, meanings of words which are not explained, differentiating between real and unreal, relating to student's experience.  
Classifying sequence of events, finding main idea, understanding character and plot.  
Concept of forming opinions about what we read. Newspaper articles would be good supplements for this skill. Comprehension of fact, opinion, and false ideas. Read articles, identify propaganda, read advertisement, justify advertisers' comments, evaluate.  
Study real-life situations. Stories can be related to events in students' lives. Have class write short papers on paragraphs such as:
  - a. What I would do (in the same situation)
  - b. A similar event that happened to me
  - c. Their opinion of the characters in the stories
  - d. Analyzing the different qualities of 2 characters (good guy vs. bad guy).
 Pull words from selections to use for spelling and vocabulary work. Specific vocabulary on public buildings. Church names, utility buildings, banks, hotels, motels, hospitals, etc.
3. Students alphabetize names of classmates, grocery items, etc. Look up words in a dictionary to find specific meanings. Point out differences in meanings for one word.

Films: Arkansas State Department  
927 "Choosing Books to Read"  
628 "How to Read a Book"

Film: Little Rock Public Schools  
468 "Dictionary: Look It Up"



BASIC SKILLS

BOOKS AND MATERIALS

- 4. Ability to read maps for:
  - a. Meanings of symbols used
  - b. Directions, distances, boundaries
  
- 5. Ability to read math problems, directions for science experiments
  
- 6. Library skills
  - a. Card catalog
  - b. Uses of reference books
    - (1) Table of contents
    - (2) Use of key words
  - c. Periodicals
  - d. Library services
    - (1) Listening tables or rooms
    - (2) Reference librarian
    - (3) Vertical file (pamphlets, brochures, etc.)
    - (4) Bookmobile
    - (5) Picture rental
    - (6) Book reviews
    - (7) Story hour for children
    - (8) Displays and exhibits
  
- B. Newspaper study
  - 1. Classified ads
    - a. Employment
    - b. Lost and found
    - c. Used cars (Automotive)
    - d. Business opportunities
      - (1) For sale
      - (2) For rent
      - (3) For lease
    - e. Livestock
      - (1) Dog
      - (2) Cat
      - (3) Others
    - f. Articles for sale
      - (1) Household furnishings
      - (2) Musical merchandise
    - g. Real estate
      - (1) For sale
      - (2) For rent

Turner, Richard H., The Newspapers you Read,  
Chicago, Follet Publishing Company

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

4. Use large maps or overhead projectors to teach map skills.
5. Use recipes, patterns, woodworking instructions to teach this area.
6. Have students find and write the title of one of each of the different types of books.  
 Help student obtain or renew a library card and check out books.  
 Emphasize meaning and reason for call numbers.  
 Take class to library to demonstrate the use of reference material.  
 Have each student select a topic to look up and write about.  
 Practice in using card catalog effectively.  
 Listen to recorded literary selections in library.
- B. Use the newspapers in daily class work. Give the class work locating information in different sections of the paper.  
 Have the students make a notebook and find clippings from each of the sections.  
 Let them write short ads for the lost and found, articles for sale and the real estate sections.

Visit local public library to find out what services are available.

Encyclopedias

Atlas

Arkansas Democrat

Arkansas Gazette

BASIC SKILLS	BOOKS AND MATERIALS
<p>2. Weather conditions                      a. Forecast                      b. Map</p> <p>3. Recreation                      a. Television                      b. Radio guide                      c. Movies                      d. Educational television</p> <p>4. Sports</p> <p>5. News                      a. Local                      b. State                      c. National                      d. International</p> <p>6. Newspaper Index</p> <p>7. Advertisements                      a. Grocery                      b. Clothes                      c. Furniture                      d. Appliances</p> <p>8. Restaurants</p> <p>9. Society</p> <p>10. Vital Statistics                      a. Birth                      b. Marriage                      c. Divorce</p> <p>11. Obituary</p> <p>12. Editorials</p> <p>13. Comics</p> <p>14. Cartoons</p>	

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

2. Have the class make a weather map and change the symbols each day according to the forecast in the paper.
3. These sections can be used to start good class discussions and to develop some critical ability. Almost all students will read these sections and have ideas to express.
5. Explain (UP, AP) headings and how to tell if news is local, national, or international.
7. Work in the store advertisements with the arithmetic units. Begin to stress the importance of comparing prices in the different stores.
12. Use some of the editorials for reading materials and let the class discuss the editors' opinions and their opinions on the topics.

BASIC SKILLS

C. Reading for vocations

1. Keeping the job
  - a. Useful words
  - b. Safety
  - c. Manners
  - d. Signs
  - e. Taking orders
  - f. Using telephone directory
  - g. Following directions
2. Working for the city
  - a. Useful words
  - b. Cards on employees
  - c. Safety signs
  - d. Budgeting
  - e. Courtesy
  - f. Store directories
  - g. Reading control boards and gauges

D. Reading for information

1. Developing an interest in hobbies and other forms of recreation
2. Developing an appreciation for leisure or pleasure reading
  - a. Use of public library
  - b. Use of newsstands

IV. Learning to Write

A. Mechanics of writing clearly and correctly

1. Choosing correct paper and ink
2. Placing material correctly and attractively on paper
3. Outlining ideas and facts
4. Writing according to ideas

BOOKS AND MATERIALS

The Job Ahead, Wkbk. No. 5  
 Booklet: Choosing your Career: A. Humphrey  
Discovering Your Real Interests:  
 Blanch, B.  
 Pealan, Science Research Associates, Inc.  
 Chicago, Ill.

Books and Pamphlets on decorating, flower  
 arrangements, woodwork projects, collecting  
 butterflies, rocks, pictures of cars, guns,  
 stamps, etc. Painting, drawing and photography.

Classics for Enjoyment, River Forest, Ill.  
 Laidlaw Brothers

Adaptation of Famous Books, Chicago, Ill.  
 Scott-Foresman

Initial Biography Series, New York, N.Y.  
 Scribners

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

- C.
1.
    - a. Vocabulary building - emphasis on learning words as related to the job.
    - b. Obeying safety rules - what to do in case of an accident - stress necessity for obeying regulations.
    - c. Stress manners on the telephone, on the job. Role playing.
    - d. Discussion of different types of signs seen at different jobs.
    - g. Emphasize the need to listen attentively and follow directions.
  2. Find out the different jobs available in Little Rock for working for the city. List these on the board and discuss. Find out if any of their parents work for the city.  
Suggested field trips:
 

a-c.	City Hall	Library
	City Police courts and jail	Museums
	City Water Works	
	Airport	
	Arkansas Arts Center	
	Fire Department	

    - d. Practice in setting up budgets by week and month
    - e. Role playing
    - f. Reading and understanding directories in different buildings. This could be done on the above mentioned field trips
  - D. Visit library - find out location of reading material - marked fiction, biography, travel, etc. Know periodicals carried by library.  
Visit a news-mart - Learn of availability of papers, books, puzzles, and entertainment that can be purchased.
- IV. Learning to Write
- A. Emphasize when to use manuscript and when to use cursive. Use application blanks and income tax forms to practice on.

Film: Arkansas State Department  
627 "Know Your Library"

Films: Little Rock Public Schools  
316 "Better Reading"  
154 "It's Fun To Read Books"

## BASIC SKILLS

- B. Social uses of written communication
1. Correct mechanics and how to use them
    - a. Stamps
    - b. Zip codes
    - c. Addressing envelopes
    - d. Post cards
    - e. Mailing letters
  2. Personal and friendly letters
  3. Ordering by mail
  4. Telegrams
- C. Vocational use of written communication
1. Letters of application
  2. Business letters
- D. Grammatical skills
1. Correct grammar and usage
    - a. Common grammatical errors
    - b. Parts of speech
    - c. Synonyms
    - d. Homonyms
    - e. Antonyms
    - f. Negatives

2. Capitalization

3. Punctuation

## BOOKS AND MATERIALS

Hayes Language Drills and Tests:  
Lyon School Publishing Co.  
 Wilkinsburg, Penn.

Chapman, Byron and Schulz, Louis, The Mott  
Basic Language Skills program, Galien, Mich.  
Allied Education Council, 1966  
Eichler, G. A., Pursel, Emma, and Snyder, Emma,  
The New Continental Practice, Exercises in  
English, (5&6), Elizabethtown, Pa., The  
Continental Press, 1963



## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

- B. Give actual experience in letter writing. Have the class use stationary and envelopes.
- C. Have copies of good, simple letter forms to study. Put the emphasis on short, clear statements.
- D. Oral and written practice with words which are frequently misused.
1. Have class list all nouns they can see in their classroom. Write them as singulars and plurals. Using flash cards containing common and proper nouns, test class in differentiating between the two. Drill in forming possessives, singularly and plurally. Define pronouns and practice using them. Substitute pronouns for nouns in sentences. Emphasize placement of "you" and "I" in the sentence. Write sentences using different types of descriptive words. Make a bulletin board demonstrating how adjectives are used. Compile a list of synonyms - vocabulary building. Let class compile a list of homonyms. Use pictures to demonstrate differences in meaning and flash cards to drill on differences in spelling. Make a list of antonyms. Stress concepts of "opposites." Meaning of negative. Practice in using negatives correctly in speech and written work.
  2. Drill in the use of capital letters in proper nouns, titles of books, poems, movies, people, quotations, sentence beginnings, and in referring to one's self as "I".
  3. Compose and mimeograph a short story, leaving out necessary punctuation marks. Let the class correct the story. Emphasize the lack of clarity without punctuation marks. Check for accuracy in using periods, commas, question marks, exclamation marks, etc.

Overhead projector  
Films: Little Rock Public Schools  
280 "Punctuation Mark Your Meaning"  
609 "Improve Your Punctuation"  
48 "Why Punctuate?"



BASIC SKILLS

- 4. Building good sentences
  - a. Parts of sentence
  - b. Kinds of sentences
  - c. Recognizing and improving
- 5. Building good paragraphs
  - a. Choosing good topic sentences
  - b. Using different types of sentences
  - c. Making paragraphs interesting
- V. Developing Spelling Skills: Emphasis on words commonly misspelled in usage.
  - A. Contractions and abbreviations
  - B. Dictionary skills
    - 1. Alphabet order
    - 2. Guide words
    - 3. Definitions - which word to use to convey meaning desired
  - C. Proofreading for spelling errors
    - 1. Letters
    - 2. Applications
    - 3. Reports
  - D. Functional occupational vocabulary

BOOKS AND MATERIALS

Ayer, Fred, Gateways to Correct Spelling, Austin, Steck, 1960

Thorndike-Barnhart Advanced Dictionary, Chicago, Scott-Foresman, 1959

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## V. Developing Spelling Skills

- A. Give work on the correct way to abbreviate common words as street, avenue, Arkansas, and post office.
- B. Let students alphabetize their class roll. Then present more difficult lists.
- C. Encourage checking all class work for spelling errors. Bring out the necessity for correct spelling on all reports and applications.
- D. Build individual vocabulary lists based on future occupation of students. Help students find meanings in an unabridged dictionary.

## Dictionaries

Films: Arkansas State Department  
1356 "Improve Your Spelling"  
890 "Spelling Is Easy"

221/222.

FUNCTIONAL MATHEMATICS

BASIC SKILLS

- I. Understanding Numbers and Number Systems
  - A. Money values
  - B. Reading and writing numbers
  - C. Measures
    - 1. Time
    - 2. Length
    - 3. Width
    - 4. Weight
    - 5. Temperature
  - D. Math terminology

II. The Fundamental Processes

- A. Addition of whole numbers
  - 1. One column of figures
  - 2. Two or more columns of figures
  - 3. Addition of columns of figures with money
  - 4. Practical application of learned addition facts with money or commodities
- B. Subtraction of whole numbers
  - 1. One column of figures
  - 2. Two or more columns
    - a. Borrowing
    - b. Borrowing with zeros
  - 3. Practical application of learned facts with money or commodities

BOOKS AND MATERIALS

Inventory tests from the Little Rock Special Education Department

Stein, Edwin L., Fundamentals of Mathematics, Boston, Allyn, and Bacon, 1963

Foundation Mathematics for Secondary Schools (A-B), Webster Division, McGraw-Hill Drill Sheets (memo) from Special Education Dept.

Fundamental Mathematics, 2nd Ed. (P.B.) Englewood-Cliffs, Prentice-Hall (Use as worksheets and drill material)

Turner, Richard, The Money We Spend, Chicago, Follett

Stein, Edwin, Refresher Mathematics, Boston Allyn and Bacon, 1965

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

I. Understanding Numbers and Number Systems

- A. Use real money to test students on their knowledge of money.
- B. Use inventory tests to place them on the skills listed.
- C. Use rulers to check their knowledge of linear measures.

Clocks, rulers, scales, thermometers

II. The Fundamental Processes

A. Start with two figure columns of very simple combinations and proceed in difficulty until a stalling point is reached. Use math inventory sheet.

- 1. Drill, orally and on paper, areas of difficulty until a point of optimum success is attained.
- 3. Use real money.

Overhead projector

Chalkboard

coins and bills

B. Subtraction of whole numbers

- 1. Show the relationship between addition and subtraction on chalkboard or overhead projector.
- 2. Use more complex combinations for two or more columns.
  - a. Introduce the concept of borrowing.
  - b. Stress and drill borrowing with zeros, subtraction with zeros.
- 3. Stress decimal point and why it is placed where it is.

Films: State Department of Education  
 463 "Addition is Easy"  
 567 "Making Change for a Dollar"  
 453 "Subtraction is Easy"  
 1257 "Meaning of Plus and Minus"

BASIC SKILLS

BOOKS AND MATERIALS

- C. Multiplication of whole numbers
1. Simple multiplication with small two number combinations
  2. More complex multiplication of larger number combinations
  3. Practical application of learned facts with money and/or practical situations
- D. Division of whole numbers
1. Division with small numbers
  2. Division of larger numbers
  3. Practical application with dollar and cents combinations
  4. Checking work
- E. Fractional Concepts
1. Fractional parts
  2. Common fractions
  3. Proper and improper fractions
  4. Mixed numbers
  5. Reducing fractions to the lowest terms
  6. Reduction of mixed numbers to the simplest form
  7. Finding the lowest common denominator
  8. Addition of fractions
    - a. Like denominators
    - b. Unlike denominators
  9. Subtraction of fractions
    - a. Of like denominators
    - b. Of unlike denominators
    - c. With mixed numbers
  10. Practical application
  11. Changing mixed numbers to improper fractions
  12. Multiplication of fractions and mixed numbers
  13. Division of fractions and mixed numbers
  14. Finding what part one number is of another

Sullivan, Marjorie Doyle, Programmed Math for Adults, Book 5, New York, McGraw-Hill Book Company, 1965

Stein, Edwin I., Fundamentals of Mathematics, Boston, Allyn and Bacon, 1963

Mathematics in Daily Use, D. C. Heath

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

C. Multiplication

1. Show relationship between addition and multiplication. Use inventory sheet to determine on what level the student can perform basic multiplication functions.
2. Drill with larger combinations. Make charts of multiplication tables.
3. Use this skill in problem finding areas, cubic measurements, ticket sales, etc.

D. Division

1. Short division with no remainder
2. Long division using even numbers Check work. Long division using odd numbers Drill with work sheets.
3. Use whole numbers stressing concept of decimal point.
4. Relate check division and multiplication and the inverse procedure

- E. Many of the students will only be able to recognize common fractional parts.

Inventory sheets  
Chalkboard  
Overhead projector  
Film: State Department of Education  
1341 "Multiplication is Easy"

Fact sheets and progress tests from the  
Special Education Department

Chalkboard  
Overhead projector  
Black figures that break into fractional parts

Films: Little Rock Public Schools  
210 "What are Fractions"  
554 "Introduction to Fractions"  
519 "Simple Fractions"  
550 "How to Change Fractions"

Films: State Department of Education  
915 "We Discover Fractions"  
522 "Multiplying Fractions"  
556 "How to Multiply Fractions"

BASIC SKILLS

BOOKS AND MATERIALS

F. Decimals

1. Concept of decimals
  - a. The decimal point
  - b. Use of decimal point
2. Reading and writing decimals
3. Rounding off decimals
4. Addition using decimals (money)
5. Subtraction using decimals (money)
6. Comparing decimals
7. Multiplication of decimals (money)
8. Multiplication of whole numbers and decimals by 10, 100, 1000
9. Dividing using decimals (money)
10. Dividing whole numbers and decimals by 10, 100, 1000
11. Changing decimals to common fractions

G. Percent

1. Meaning of percent
2. Changing percents to decimals
3. Changing decimals to percents
4. Changing percents to common fractions
5. Finding percent of a number
6. Finding percent one number is of another

III. Understanding Measurement

A. Measures of length

B. Measures of area

C. Measures of volume



SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

F. Decimals

1. Concept of decimals
  - a. Explain what decimals are, using their relationship to fractions.
  - b. Illustrate process of counting places either side of decimal point.

4-5. Explain the necessity of keeping the decimal point straight in addition and subtraction columns.

11. Changing decimals to common denominator by 3 steps:

- a. Divide the numerator by the denominator
- b. Decimal equivalent
- c. 10, 100, 1000 method

G. Percent

1. Explain what is meant by percent sign - %. Illustrate concept with square, blocked off into 100 squares.

III. Measurement

- A. Illustrate the length and measure of inch, foot, yard by using ruler and yard stick. Use fractional parts and practice conversion.

B. Measure of area

Present tables of square measures. Illustrate concept of 144 square inches in one square foot. Introduce the concept of finding the area by multiplication.

C. Measure of volume

Explain tables of volume measurement. Relate to square measure. Practice converting inches to cubic feet. Present tables of liquid measure. Relate this to reading meters for water, gas.

Chalkboard, overhead projector

Film: State Department of Education  
1385 "What Are Decimals"

Film: Little Rock Public Schools  
209 "What Are Decimals"  
551 "Decimal Fractions"

Chart of common decimal equivalents

Chart of common decimal-fraction-percent equivalent

Paper blocked off into 100 parts

Film: Little Rock Public Schools  
553 "Percentage"

Films: State Department of Education  
495 "Percent in Everyday Life"  
1105 "The Meaning of Percentage"

Charts of measurement

Films: State Department of Education  
884 "Measurement"  
1429 "Let's Measure"

Ruler, yardstick, carpenter's ruler, tape, square

BASIC SKILLS

BOOKS AND MATERIALS

D. Measures of liquid

E. Dry measure

F. Weight measure

G. Measures of time

H. Compound measures

I. Abbreviations for measures

IV. Understanding Social and Vocational Uses of Arithmetic

A. Learning to use money as an exchange

1. To evaluate types of buying

a. Cash buying

b. Credit

(1) Charge accounts

(2) Lay away

c. Installment buying

Weiland, Robert G., & Woytex, Steve,  
Mathematics In Living, IV, Boulder, Colo.,  
 Pruett Press, 1967

SUGGESTED ACTIVITIES

- D. Present tables of liquid measure. Relate to each other by spoons, cups, half pints, quarts and gallons.
- E. Relate pint, quart, peck, bushel measurements. Present table of dry measurement.
- F. Explain difference in weight ounces and liquid ounces. Explain long and short ton and their uses.
- G. Use clock to illustrate basic concept of telling time. Present exercises to drill on telling time, time clocks, time sheets. Use calendar for larger units as days, weeks, years, conversion of one unit to another.
- H. Go over compound measures such as 2 feet, 6 inches; 5 pounds, 6 ounces. Practical application and vocational estimates on jobs.
- I. Be sure they are familiar with the abbreviated form of the measures.

IV.

- a. Check to make sure that all students know the value of all coins and bills. Know the advantages of paying cash and the necessity of keeping receipts and records for income tax purposes.
- b. Explain the difference between charge accounts and lay aways. Discuss the advantages and disadvantages of each, or credit. Let the student fill out applications for charge accounts.
- c. Explain the system of installment buying. Work out sales contracts, interest and payment. Try and emphasize the items that should or should not be bought on an installment plan. Select items from newspapers or catalogs to buy on installment plan. Apply the skills to buying a car, figure out the cost of buying and keeping the automobile.

TEACHING AIDS AND RESOURCES

Measuring spoons, cups, pints, quarts, gallon containers.

Pint, quart, peck, bushel measures

Clock, time clock, time cards, time sheets, calendar

Film: State Department of Education  
151 "The Story Of Money"

Applications for charge or lay away accounts

Sample contracts for installment buying

Newspaper

**BASIC SKILLS**

- 2. To develop a knowledge of banking
  - a. Checking accounts
  - b. Savings accounts
- 3. To develop skill in budgeting
  - a. Time
  - b. Personal funds
  - c. Family budgeting
- 4. Buying
  - a. Comparing prices
  - b. Buying in fractional quantities
  - c. Figuring costs for two or more items
- B. Problem Solving
  - 1. Salaries
    - a. Time cards
    - b. Payroll deductions
  - 2. To acquire information about taxes
    - a. Federal
    - b. State
    - c. Sales tax
    - d. Property and personal tax

**BOOKS AND MATERIALS**

Wool. John D., Using Money Series, Book 3  
Buying Power, Phoenix, N.Y., Frank E. Richards

Weiland, Robert G., Mathematics In Living, II,  
 Boulder, Colo., Pruett Press, 1964

Parsky, Larry, Mathematics For Citizenship,  
 Mafex Associates, Johnstown, Pa., 1967

SUGGESTED ACTIVITIES

TEACHING AIDS AND RESOURCES

2. Banking

- a. Get materials from banks and start working with applications for checking accounts, deposit slips, writing checks, balancing bank statements, keeping stubs in order. Explain the advantages of a checking account.
- b. Have the pupils fill out application forms, deposit slips and withdrawal slips. Explain interest and passbooks.

3. Budgeting

- a. Have students make a schedule of their daily activities and budget the time they should spend at each activity.
- b. Budget allowances and salaries from part-time jobs
- c. Budget for a family

4. Buying

- a. Use newspapers in the food section and compare prices from different stores; also compare with sizes to see where the real values lie.
- b. Give students exercises in buying 1/2 quantities. Such as eggs, nails, etc.
- c. Give work on breaking down the cost of an item. Such as 2 cans for 29¢ and comparing it with 1 can for 14¢.

B.

1.

- a. Have a sample time card to demonstrate how they are used; how they are figured. Try and teach students to estimate salaries and overtime or to keep records so that others can help them.
- b. Since there are certain deductions that come out of all salaries, we should acquaint the students with these deductions and explain what the money is used for. Point up the value of Social Security and company insurance.

2.

- a-b. Have income tax forms to practice filling out. Stress the value of keeping all receipts and records.
- c. Compute sales tax on assorted items.
- d. Bring tax statements and assessment sheets from home, to discuss how items are taxed.

Materials from the bank, checkbook, applications, deposit slips

Films: State Department of Education  
 479 "Banks and Credit"  
 273 "Federal Reserve System"  
 864 "Using the Bank"

Films: State Department of Education  
 1189 "Your Family Budget"  
 1027 "Home Management-Why Budget"

Films: State Department of Education  
 1020 "Home Management Buying Food"  
 1057 "Wise Buying"  
 476 "Consumer Protection"

Newspapers  
 Catalogues

Resource person: Representative for the Social Security office

Pamphlets from the Social Security office

Assorted tax forms from State and Federal Government

PRE-VOCATIONAL ORIENTATION

BASIC SKILLS

BOOKS AND MATERIALS

I. Analysis of Occupations

- A. Know of jobs that may be available in area
- B. Know that different abilities and skills are needed for various jobs
- C. Know how to avail oneself of services such as Arkansas Rehabilitation Service and Employment Security Division

Occupational Guidance, Finney Company, 5550 Gorham Avenue, Minneapolis 20, Minnesota

Finding Your Job, Finney Company, Minneapolis 20, Minnesota

VOLUME LISTINGS

- I
- Janitor's Helper
  - Household Aide
  - Trap Line Operator
  - Shirt Presser
  - Hospital Laundress
  - Car Lot Man
  - Baker's Helper
  - Dishwasher
  - Cobbler
  - Shipping Clerk
  - Fry Cook
  - Cook's Helper

- II
- Elevator Operator
  - Farm Hand
  - Cafeteria Server
  - Automobile Assembler
  - Hotel Maid
  - Sprayman
  - Bus Boy
  - Parking Lot Attendant
  - Tree Trimmer
  - Nurses' Aide
  - Powder Room Attendant
  - Warehouseman

- III
- Charwoman
  - Printer's Devil
  - Assembly Line Worker
  - Theater Usher
  - Well Driller's Helper
  - Poultry Farm Helper
  - Hotel Bellman
  - Photo Plant Worker
  - Kennel Man
  - Laundress
  - Meat Wrapper
  - Egg Candler

- IV
- Landscape Gardner
  - Laundry Route Driver
  - Hospital Cleaning Lady
  - Mink Ranch Worker
  - Bottling Plant Worker
  - Gas Station Attendant
  - Laundry Sorter
  - Driver's Helper
  - Tailor's Helper
  - Salad Maker
  - Car Washer
  - Super Market Stock Boy



## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## I. Analysis of Occupations

## Preparation for On-the-job Training or Placement Considering Following Factors:

## A. Choosing a job or job area

Jobs available

Type of work preferred

Where preferred work may be found

## B. Personal qualifications in comparison to the job requirements

Age

Physical ability

Education

Training

Experience

Licenses

## C. On-the-job training (Note: Pupils of 16 years and older may be excused from school for half-day on part-time and job-training situations. Under certain arrangements, the instructor may be released part-time to search for on-the-job training placements.)

Jobs secured by the instructor or a pupil, not subsidized by Department of Vocational Rehabilitation

Jobs secured by instructor, subsidized by Department of Vocational Rehabilitation

Jobs secured through the Department of Vocational Rehabilitation

It is important that teachers give specific information about these jobs to the pupils in order to give direction to and broaden the scope of their job-seeking efforts. Also included is a listing of the types of places in which these jobs may be found.

Individual interviews with counselor from division of Rehabilitation

Visits to employment agencies and/or representatives of these agencies

Bring in resource individuals--employers, instructors, trainers, etc.

Useful, interesting films

Tours of factories, Rehabilitations Centers, etc.

Arrangement of community or in-school, part-time or full-time employment



VOCATIONAL ORIENTATION - SENIOR HIGH

BASIC SKILLS

BOOKS AND MATERIALS

D. Knows how to search for a job. (want ads, friends, agencies, etc.)

- V Deck Hand
- Foundry Worker
- Butcher's Helper
- Stevedore
- Hand Sewer
- Carpet Layer's Helper
- Candy Packer
- Printer's Helper
- Linen Room Attendant
- Riveter
- Moving Van Leader
- Florist's Helper

E. Is aware of proper conduct for personal interview

- The Job You Get
- Your Leisure Time
- The Person You Are
- The Family You Belong To
- The Town You Live In
- The Friends You Make
- Turner - Livingston Series, N.Y. University Press

F. Is able to fill out forms of application, Social Security, withholding tax information, union forms and can register with Selective Service

G. Has a knowledge of fringe benefits such as hospitalization insurance and vacations

H. Knows function of labor unions

I. Is familiar with current hour and wage laws

## SUGGESTED ACTIVITIES

## TEACHING AIDS AND RESOURCES

## D. Techniques for obtaining employment

Follow up job leads or suggestions made by family members.

Follow up job leads made by friends.

Answer help wanted advertisements.

Fill out application forms for business or industry employment.

Apply at Employment Security Division, and private employment agencies.

Arrange to take civil service examination for appropriate jobs.

Referrals to Department of Vocational Rehabilitation

Telephone calls

Proper telephone usage

Concise but adequate statement of experience

Personal description

Reason for seeking employment with given concern

## E. Personal interview

## 1. Advance preparation

Memorize your previous work experiences: Name of company, wages  
name of person to whom responsible, etc.

Learn transportation route.

## 2. The interview

Punctuality

Personal appearance

Manners, voice

Overcoming objections

BASIC SKILLS

BOOKS AND MATERIALS

II. Vocationally Directed Skills

A. Reads adequately for self-protection and the welfare of others, such as safety signs and danger warnings.

B. Uses proper and discreet language in association with co-workers and supervisors.

C. Converses appropriately when serving a customer

D. Budgets money so as to meet monetary necessities of each day's routine (lunch, transportation, tools, etc.)

E. Uses time clock

F. Develops skill in use, care, and repair of tools

G. Meeting individual needs for training, employment and life's adjustment

III. Development of Individual for Occupational Placement and Job Retention

A. Is punctual and dependable

B. Is emotionally stable and demonstrates self-control

C. Realizes own potential and limitations

D. Is neat in appearance and work habits

Dreese, Mitchell, How to Get the Job  
 Brochard, John School Subjects and Jobs  
 Wolfbein, Seymour  
 Rimmer, H. H. and Hackett, C. G., Your Problems: How to Handle Them  
About Growing Up  
Being Teen-Agers  
Our School Life  
Discovering Myself  
Planning My Future  
Toward Adult Living  
 National Forum Foundation, 608 South Dearborn,  
 Chicago, Illinois

Worthy, James C., What Employers Want

Sinick, Daniel, Your Personality and Your Job,  
 Science Research Associates, Inc., 259 East Erie  
 Street, Chicago 11, Illinois

Page, Patti, Once Upon A Dream, Popular Library, Inc.,  
 355 Lexington Avenue, New York 17, New York

II. Discussion of Vocationally Directed Skills

- A. Things we should know about each job  
 Nature of the work  
 Job requirements  
 Employment outlook; job security  
 Earnings  
 Working conditions

- B. Discussions:  
 Individual and group discussions of personal and vocational problems on job.  
 Panel discussions between students and adults regarding specific jobs and responsibilities of same  
 Periodical check with students to check their progress in budgeting, investing, saving and spending money This could be led by a bank representative.

Resource person: Bank employee

III. Development of Individual for Occupational Placement and Job Retention

Discussions:

- Consideration of health, hygiene, and proper grooming as they relate to a job  
 Attitudes that assist in good adjustment  
 A "job well done" may result in keeping your job when others are released  
 Importance of punctuality and regularity  
 Importance of friendliness  
 Importance of avoiding extremes in dress, hair and clothing styles  
 Why is it necessary to have some one person in charge, and for the other workers to follow his directions? What does the employer have a right to expect from his employees?

Individual interviews with counselor for division of Rehabilitation

Visits to employment agencies and/or representatives of these agencies

Bring in resource individuals--employers, instructors, trainers, etc.

BASIC SKILLS

- E. Demonstrates safety awareness
- F. Can work at competitive pace
- G. Cooperates with and respects supervisors and co-workers
- H. Can follow instructions
- I. Consumes time and materials wisely
- J. Improves self and work

BOOKS AND MATERIALS

Landis, Judson T. and Mary G., Building Your Life,  
 Prentice Hall Inc., David Burton, 2141 Carlisle  
 Road, Oklahoma City, Oklahoma

Allen, Betty and Briggs, Mitchell Pirie, Mind Your  
 Manners, J. B. Lippincott Company, Cy Holmes, 707  
Browder Street, Dallas, Texas

Bauer, W. W., About Yourself, Scott Foresman Co.  
 E. S. Jennings, 5917 N. W. 58th Street, Oklahoma  
 City, Oklahoma

Ahern, Nell Giles, Teenage Living, Houghton Mifflin  
 Co., L. B. Peak, Box 269, Sulphur, Oklahoma

## SUGGESTED ACTIVITIES

How may an employer determine those employees whom he wishes to promote?  
 Why should I, as a worker, be prepared to accept criticism?  
 What difference does it make to the employer if I "call in" when I am ill?  
 Why are employers interested in good safety records?  
 Name some kinds of protective clothing and safety devices used on particular jobs and give reasons for their use.  
 Dangers of short-cuts--believing all advertisements about schools, job-finding organizations, salary promises.  
 Dangers of "earn while you learn" and "big profits at home" promotions.  
 Importance of good work habits.  
 Regularity and punctuality on the job  
 Loyalty to the employer  
 Honesty and reliability  
 Following employer rules and directions  
 Know and observe rules regarding reporting time, "punching the clock," relief periods, lunch time, wash-up time, leaving.  
 Pay close attention to directions as to your job.  
 Do not "guess" as to what you are supposed to do.  
 Have directions repeated or explained when you do not understand.  
 Following safety regulations  
 Observe regulations regarding use of equipment.  
 Observe regulations as to proper clothing.  
 Observe regulations as to proper protective equipment, such as goggles, gloves, shoes, hair nets.  
 Observe regulations regarding stacking and storage of products.

## Dramatization and games

How courtesy or rudeness affects holding a job.  
 Employer or personnel director discussion.  
 Whom to promote to work requiring greater responsibility  
 Why certain employees must be discharged  
 Interview with an employee  
 Being promoted  
 Being discharged  
 Supervision of student's employment and relationship with other employees as he might relate them to others in the class.

## TEACHING AIDS AND RESOURCES

Useful, interesting films  
 Tours of factories, Rehabilitation Centers, etc.  
 Arrangement of community or in-school, part-time or full-time employment.

APPENDIX



VOCATIONAL VOCABULARY

able	arithmetical	church	dependable	entrance	friendship
accident	armed	citizen	dependent	equipment	gain
acts	arrange	civil	depending	especially	gasoline
address	articles	classified	deserve	evaluate	glance
ads	attendance	clean	desire	everyday	government
adult	automobile	cleanliness	detour	exact	grooming
advance	avoid	climb	develop	examination	group
advice	bad	clothes	difference	example	guardian
afraid	belong	clothing	differ	exit	health
against	benefit	club	difficult	expect	height
age	blanks	company	difficulty	expected	help
agencies	body	complete	direct	expensive	highway
agent	bonds	condition	directly	experience	hint
aide	borrow	confidence	direction	explosive	hired
airport	boss	cooperate	dirty	face	history
already	build	cooperation	discourage	facing	hold
alley	bus	cord	distance	factors	honest
allow	business	correct	dress	facts	honesty
ambulance	buy	correctly	drive	fare	hospital
American	cafe	cost	driver	federal	hour
amount	call	covering	dues	fees	housewife
analyze	care	criticism	dynamite	female	hurt
angry	careful	criticize	earn	figure	idea
another	caution	crossing	easy	final	illness
answer	certain	danger	education	finding	important
anything	chance	date	electrician	finish	impression
apartment	change	death	elevator	first	improve
appearance	charge	decide	employee	flight	improvement
application	cheap	decision	employer	following	industrious
apply	cheating	dedicate	employment	forgot	industry
applying	check	deduction	enough	forms	information
appreciate	chest	depend	entire	friends	inflammable



VOCATIONAL VOCABULARY  
(continued)

insurance	matter	plan	savings	think	wrench
interest	mature	planning	schedule	thrift	write
intersection	maturing	please	science	thrifty	wrong
interstate	message	plumber	self	time	year
introduce	minute	point	share	tools	yield
job	mistake	polite	show	trade	yourself
join	money	possible	sick	train	
junk	movie	practice	simple	transportation	
know	neat	private	simplest	travel	Alley Closed
lanes	needs	probably	skills	tricks	Always Be Careful
language	neighborhood	problems	smart	trouble	Break in Case of Emergency
late	never	produce	social	trust	Boy Wanted
later	newspaper	proper	speak	truth	Children at Play
laws	number	properly	speech	type	Coin Return
learn	open	punctuality	spoke	uncompleted	Do Not Talk to Operator
leave	operator	question	steady	understand	External Use Only
ledger	order	rather	steal	unknown	Employees Only
license	orderliness	read	stealing	union	For Emergency Only
life	orderly	realize	steps	value	Girl Wanted
listed	other	reason	strange	valuable	Handle with Care
listen	ourselves	recreation	strong	veterans	High Voltage
listening	parties	relation	studying	view	Hands Off
lives	pencil	relationship	succeed	wages	Help Wanted
local	people	reliable	suggestion	want	Keep to the Right
lose	per	reliability	suppose	wanting	Keep Off
machines	person	required	talk	week	Keep Out of Reach of Children
mail	personal	requirements	talking	whether	Mother's Maiden Name
main	physical	right	taxes	which	No Smoking
maintenance	piece	rules	telephone	work	No Trespassing
making	pile	safe	temper	workers	No Loitering
male	place	safety	temperature	worth	No Admittance
materials	placement	save	things		No Riders
					Parallel Parking
					Personnel Office
					Use Other Door
					Use Cross Walks
					Use No Hooks

**INSTRUCTIONS**

FOR DISTRICT OFFICE USE

**One Account Number is All You Ever Need for Social Security And Tax Purposes**  
**Special Attention Should Be Given To Items Listed Below**

Fill in this form completely and correctly if any information is not known and is unavailable, write "unknown". Use typewriter or print legibly in dark ink.

Your account number card will be typed with the name you show in item 1. How ever, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, John H. Jones, stepfather.

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

12 If you get your mail in the country, without a street address, show your RFD Route and Box number, if at the post office, show your P.O. Box No., if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show use an "in care of" address.

13 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant; for example, John Smith, father.)

FOR BUREAU OF DATA PROCESSING AND ACCOUNTS

**LITTLE ROCK, ARK.**

**APPLICATION FOR SOCIAL SECURITY NUMBER  
 (Or Replacement of Lost Card)**

Information Furnished On This Form: CONFIDENTIAL

Print in Black or Dark Blue Ink or Use Typewriter.

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. **1** Print FULL NAME YOU WILL USE IN WORK OR BUSINESS. First Name Middle Name or Initial Last Name

**2** Print FULL NAME GIVEN YOU AT BIRTH. City County known State

**3** PLACE OF BIRTH. City County known State

**4** MOTHER'S FULL NAME AT HER BIRTH. Her maiden name.

**5** FATHER'S FULL NAME. Regardless of whether living or dead.

**10** HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY RAILROAD OR TAX ACCOUNT NUMBER? NO  YES  DON'T KNOW

**11** YOUR MAILING ADDRESS. Number and street. City State ZIP Code

**12** TODAY'S DATE. Sign YOUR NAME HERE (Do Not Print) **13**

**6** YOUR DATE OF BIRTH. Month Day Year

**7** YOUR PRESENT AGE. Age on last birthday

**8** YOUR SEX. Male Female

**9** YOUR COLOR OR RACE. White Negro Other

Social Security Number if known



PERSONAL DATA SHEET

NAME \_\_\_\_\_

STREET ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

TELEPHONE NUMBER \_\_\_\_\_ SOCIAL SECURITY NUMBER \_\_\_\_\_

DATE OF BIRTH: MONTH \_\_\_\_\_ DAY \_\_\_\_\_ YEAR \_\_\_\_\_

PLACE OF BIRTH: CITY \_\_\_\_\_ COUNTY \_\_\_\_\_ STATE \_\_\_\_\_

FATHERS NAME \_\_\_\_\_ OCCUPATION \_\_\_\_\_

FATHERS PLACE OF EMPLOYMENT \_\_\_\_\_ TELEPHONE \_\_\_\_\_

MOTHERS NAME \_\_\_\_\_ OCCUPATION \_\_\_\_\_

MOTHERS PLACE OF EMPLOYMENT \_\_\_\_\_ TELEPHONE \_\_\_\_\_

FAMILY DOCTOR \_\_\_\_\_ RELIGION \_\_\_\_\_

LIST YOUR BROTHERS NAMES BELOW:

LIST YOUR SISTERS NAMES BELOW:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

LIST FIVE PERSONS THAT HAVE KNOWN YOU FOR AT LEAST ONE YEAR AND CAN GIVE A GOOD REFERENCE FOR YOU. GIVE COMPLETE ADDRESS WITH EACH NAME.

NAME:

ADDRESS

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

GIVE THREE CREDIT REFERENCES:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

GIVE THE NAME OF YOUR BANK \_\_\_\_\_

CREDIT APPLICATION

DATE \_\_\_\_\_

DEALER \_\_\_\_\_

CITY \_\_\_\_\_

STATE \_\_\_\_\_

YOUR NAME \_\_\_\_\_

YOUR AGE \_\_\_\_\_

MARRIED \_\_\_\_\_ SINGLE \_\_\_\_\_ WIDOWED \_\_\_\_\_

WIFE'S NAME \_\_\_\_\_

NUMBER OF DEPENDENTS \_\_\_\_\_

NUMBER OF CHILDREN \_\_\_\_\_

YOUR HOME ADDRESS \_\_\_\_\_

NUMBER OF YEARS AT HOME ADDRESS \_\_\_\_\_

OWN \_\_\_\_\_ RENT \_\_\_\_\_

HOME TELEPHONE \_\_\_\_\_

EMPLOYER'S NAME \_\_\_\_\_

EMPLOYER'S ADDRESS \_\_\_\_\_

EMPLOYER'S TELEPHONE \_\_\_\_\_

HOW LONG HAVE YOU BEEN THERE \_\_\_\_\_

POSITION OR OCCUPATION \_\_\_\_\_

BADGE NUMBER OR SUPERIOR'S NAME \_\_\_\_\_

MONTHLY INCOME \_\_\_\_\_

FORMERLY EMPLOYED \_\_\_\_\_

POSITION OR OCCUPATION \_\_\_\_\_

HOW LONG THERE \_\_\_\_\_



APPLICATION FOR EMPLOYMENT

Please Note: It is understood that if employed, false statements on this application shall be considered sufficient cause for dismissal

(Married women give husband's last name, maiden first name and maiden last name.)

Print Name in Full \_\_\_\_\_ Man \_\_\_\_\_ Social Security No. \_\_\_\_\_  
Last First Middle Woman \_\_\_\_\_

Address \_\_\_\_\_ Telephone Number \_\_\_\_\_  
Street & No. City P. O. Zone State

In Case of Emergency Notify \_\_\_\_\_ Name Address (P.O.Zone) Relationship Phone No. \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_  
Month Day Year

Height \_\_\_\_\_ Weight \_\_\_\_\_ Right Handed \_\_\_\_\_ Physical Defects \_\_\_\_\_  
Feet-Inches Left Handed \_\_\_\_\_ if any

Marital Status: Single \_\_\_\_\_ Married \_\_\_\_\_ Widowed \_\_\_\_\_ Divorced \_\_\_\_\_ Separated \_\_\_\_\_

Number of persons Supported by you \_\_\_\_\_ Relationship: Wife \_\_\_\_\_ Children \_\_\_\_\_ Parents \_\_\_\_\_ Others \_\_\_\_\_

Kind of Work Desired \_\_\_\_\_ What other work can you do? \_\_\_\_\_ Salary or wages expected \_\_\_\_\_

What prompted your application \_\_\_\_\_ Advertisement \_\_\_\_\_ Agency \_\_\_\_\_  
Friend's Suggestion \_\_\_\_\_ Own Accord \_\_\_\_\_ Other \_\_\_\_\_

Were you ever employed by this company No \_\_\_\_\_ Reason for leaving \_\_\_\_\_  
Yes \_\_\_\_\_ When \_\_\_\_\_ Where \_\_\_\_\_ City & Department

Were you ever employed by a similar company No \_\_\_\_\_ Name of Company \_\_\_\_\_ Date of employment \_\_\_\_\_  
Yes \_\_\_\_\_ Where \_\_\_\_\_

Last position held \_\_\_\_\_ Date of leaving \_\_\_\_\_ Reason for leaving \_\_\_\_\_ Person to whom you last reported \_\_\_\_\_

Are you related to any present or former employee of this company No \_\_\_\_\_ Relat-ion-ship \_\_\_\_\_ When employed \_\_\_\_\_ Present or last location \_\_\_\_\_  
Yes \_\_\_\_\_ Name \_\_\_\_\_

To what U. S. or state military or naval organization do you belong \_\_\_\_\_

What is your favorite hobby or recreation \_\_\_\_\_

WIFE EMPLOYED \_\_\_\_\_

WHERE EMPLOYED \_\_\_\_\_

POSITION OR OCCUPATION \_\_\_\_\_

MONTHLY INCOME \_\_\_\_\_

HOW LONG THERE \_\_\_\_\_

OTHER INCOME (RENT, PENSION) \_\_\_\_\_

AMOUNT MONTHLY \_\_\_\_\_

I BANK AT \_\_\_\_\_

CHECKING ACCOUNT \_\_\_\_\_

SAVINGS \_\_\_\_\_

CAR \_\_\_\_\_ MAKE \_\_\_\_\_ AGE \_\_\_\_\_

VALUE OF REAL ESTATE OWNED \_\_\_\_\_

BALANCE DUE ON MORTGAGE \_\_\_\_\_

PAYABLE TO \_\_\_\_\_

REFERENCES

NAME AND ADDRESSES OF BANK, STORES, FINANCE COMPANIES WHICH HAVE EXTENDED YOU CREDIT

1. \_\_\_\_\_ BALANCE DUE \_\_\_\_\_

2. \_\_\_\_\_ BALANCE DUE \_\_\_\_\_

3. \_\_\_\_\_ BALANCE DUE \_\_\_\_\_

4. \_\_\_\_\_ BALANCE DUE \_\_\_\_\_

DO YOU OWE ANY OTHER BANK OR INSTALLMENT OBLIGATIONS NOT LISTED ABOVE?

NAME AND ADDRESS OF NEAREST RELATIVE \_\_\_\_\_

\_\_\_\_\_

SIGNATURE \_\_\_\_\_

2  
SCHOOL RECORD

KIND	NAME OF SCHOOL AND LOCATION	SCHOOL YEARS COMPLETED	YEAR GRADUATED	COURSE TAKEN	FROM NO. YEAR MO.	TO YEAR MO.	DEGREE
GRADE						xxx	xxx
HIGH							xxx
VOCATIONAL OR BUSINESS							
COLLEGE OR UNIVERSITY							
CORRESPONDENCE SCHOOL							
OTHER STUDIES, GRADUATE WORK							
SUBJECTS OF SPECIALIZATION							

-----  
PERSONAL REFERENCES (Do not refer to relatives or former employers.)

NAME	BUSINESS	ADDRESS
1. _____		
2. _____		
3. _____		

-----  
APPLICANT'S BUSINESS EXPERIENCE

Give the names of the companies for which you have worked

PRINT NAME OF PRESENT OR LAST EMPLOYER \_\_\_\_\_

ADDRESS \_\_\_\_\_

Street and No.	City	P.O. Zone No.	State	
PRINT NAME OF PERSON FOR WHOM YOU WORKED _____	START-ING DATE _____	LEAV-ING DATE _____	FINAL RATE OF PAY _____	DAILY WEEKLY MONTHLY

OCCUPATION \_\_\_\_\_ REASON FOR LEAVING \_\_\_\_\_

NATURE OF WORK DONE \_\_\_\_\_

-----  
SUMMARIZE BRIEFLY BELOW OTHER EXPERIENCE OR QUALIFICATIONS

It is necessary to conform to the Company's Rules, Regulations and Instructions as made known at the time of employment or at any subsequent time. It is also necessary to conform to the Company's requirements concerning physical fitness and permit physical examination by the Company's physician upon request.

As a condition of employment in certain classes of work, applicant will be required to sign an agreement relating to the assignment of inventions to the company.

SIGNATURE

APPLICANT \_\_\_\_\_

DATE \_\_\_\_\_

First

Middle

Last









ARKANSAS STATE DEPARTMENT OF HEALTH  
BUREAU OF VITAL STATISTICS  
Little Rock

APPLICATION FOR CERTIFIED COPY OF BIRTH CERTIFICATE

The Bureau of Vital Statistics, Little Rock, was established February 1, 1914. A request for a certified copy of a birth certificate of any person born in Arkansas should be submitted on this form along with the fee of \$2.00 as provided by law. If the birth record is on file in this office, a certified photostatic copy will be mailed to you. If no record of the birth is found, the \$2.00 fee will be retained for searching, as required by law. Proper forms and instructions for filing a "delayed" birth record will be sent to you upon notification that an original record is not on file.

The information requested below should be filled in carefully and accurately. It is the minimum needed in this office to make a thorough search for any birth record.

Send two dollars (\$2.00) in cash or money order (no stamps or personal checks) for each copy desired. Make money order payable to the Arkansas State Department of Health, Little Rock, Arkansas.

FACTS CONCERNING THIS BIRTH

Full Name at Birth

Place of Birth

(City)

(County)

(State)

Date of Birth

(Month)

(Day)

(Year)

Race

Sex

Number of this Child in Order of Birth (1st, 2nd, etc.)

Full Name of Father

Full Name of Mother (before marriage)

Was birth registered by attendant at or near time of birth?

YES

NO

Was birth registered at a later date?

YES

NO

Date Filed

Date of this request

(Month)

(Day)

(Year)

Number of certificates requested

Amount Paid

Signature of person making request

Please Print Correct Mailing Address in Spaces Provided Below

(Name)

(Street Address)

(City)

(State)

ENCLOSE A STAMPED, SELF-  
ADDRESSED ENVELOPE WITH  
THIS APPLICATION

DO NOT WRITE IN THIS SPACE

Index

Books

Delayed or Prior

Volume No.

Page No.

**ARKANSAS STATE DEPARTMENT OF HEALTH**  
**BUREAU OF VITAL STATISTICS**  
**LITTLE ROCK**

**APPLICATION FOR CERTIFIED COPY OF DEATH CERTIFICATE**

Request for a certified copy of death certificate of any person whose death occurred in Arkansas should be submitted on this form along with the fee of \$2.00 as provided by law. If the death record is on file in this office, a certified photostatic copy will be mailed to you. If no record of the death is found, the \$2.00 fee will be retained for searching, as required by law. Proper forms and instructions for filing a "delayed" death record will be sent to you upon notification that an original record is not on file.

The information requested below should be filled in carefully and accurately. It is the minimum needed in this office to make a thorough search for any death record.

Send two dollars (\$2.00) in cash or money order (no stamps or personal checks) for each copy desired. Make money order payable to the Arkansas State Department of Health, Little Rock, Arkansas.

FACTS CONCERNING THIS DEATH

<b>Name</b>		
<hr/>		
<b>Race</b>	<b>AGE (or approximate age) at DEATH</b>	
<hr/>		
<b>Place of Death</b>		
<small>(City)</small>	<small>(County)</small>	<small>(State)</small>
<hr/>		
<b>Date of Death</b>		
<small>(Month)</small>	<small>(Day)</small>	<small>(Year)</small>
<hr/>		
<b>Name of Funeral Director</b>		
<hr/>		
<b>Address</b>		
<hr/>		
<b>Date of this request</b>		
<small>(Month)</small>	<small>(Day)</small>	<small>(Year)</small>
<hr/>		
<b>Number of certificates requested</b>	<b>Amount Paid</b>	
<hr/>		
<b>Signature of person making request</b>		
<hr/>		

**Please Print Correct Mailing Address in Spaces Provided Below**

<hr/>	
<small>(Name)</small>	
<hr/>	
<small>(Street Address)</small>	
<hr/>	
<small>(City)</small>	<small>(State)</small>

ENCLOSE A STAMPED, SELF-  
 ADDRESSED ENVELOPE WITH  
 THIS APPLICATION

DO NOT WRITE IN THIS SPACE

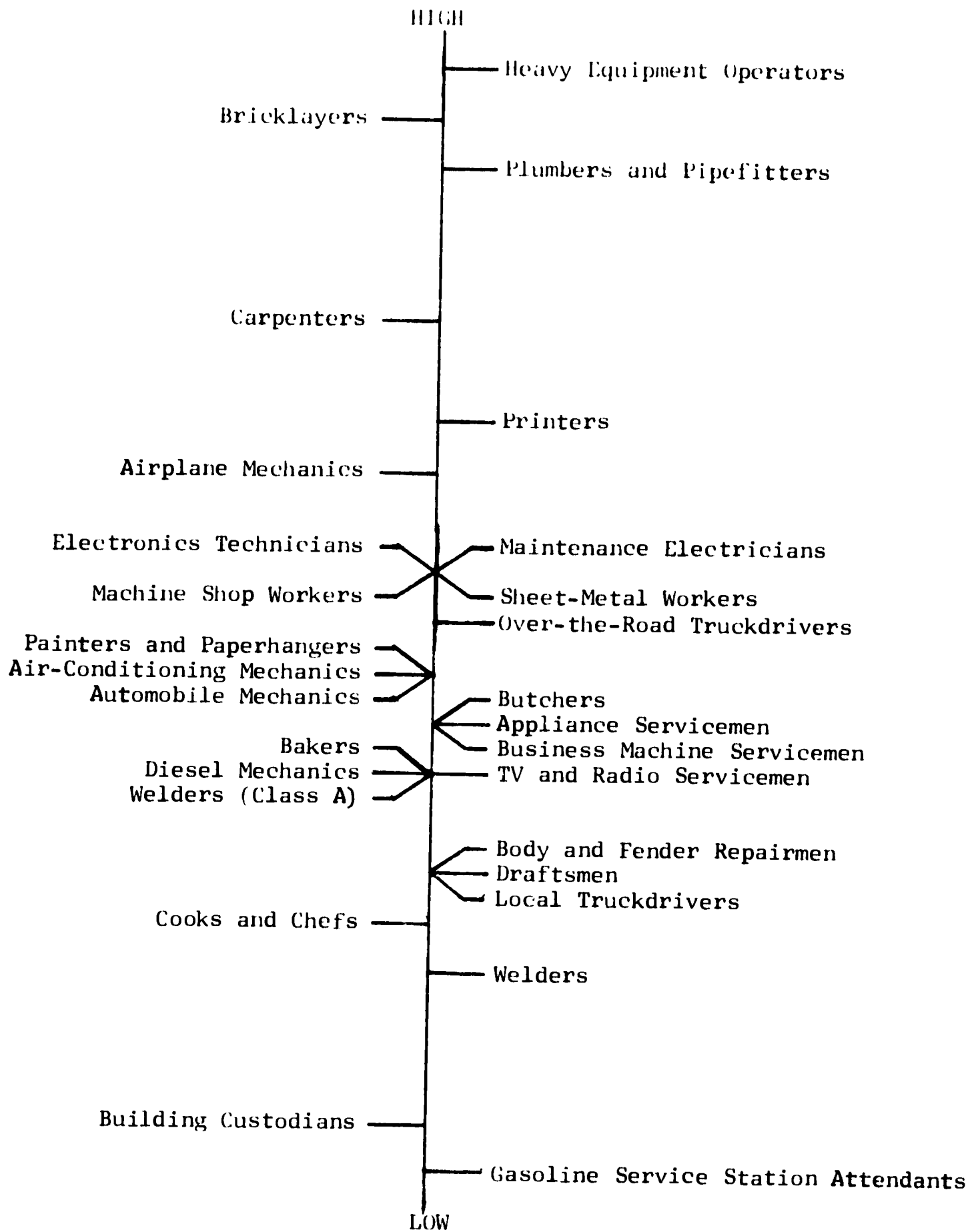
Index	<hr/>
Books	<hr/>
Delayed	<hr/>
Volume No.	<hr/>
Page No.	<hr/>

Weekly and Yearly Earnings Corresponding to Various Hourly Rates

Weekly wage is based on a 40-hour week, and the yearly wage is based on a 50-week year.

<u>Hourly Wage</u>		<u>Weekly Wage</u>		<u>Yearly Wage</u>
\$ 1.00 an hour	equals	\$ 40.00 a week	or equals	\$ 2000.00 a year
1.25 "	"	50.00 "	"	2500.00 "
1.50 "	"	60.00 "	"	3000.00 "
1.75 "	"	70.00 "	"	3500.00 "
2.00 "	"	80.00 "	"	4000.00 "
2.25 "	"	90.00 "	"	4500.00 "
2.50 "	"	100.00 "	"	5000.00 "
2.75 "	"	110.00 "	"	5500.00 "
3.00 "	"	120.00 "	"	6000.00 "
3.50 "	"	140.00 "	"	7000.00 "
4.00 "	"	160.00 "	"	8000.00 "
4.50 "	"	180.00 "	"	9000.00 "
5.00 "	"	200.00 "	"	10,000.00 "
6.00 "	"	240.00 "	"	12,000.00 "
8.00 "	"	320.00 "	"	16,000.00 "
9.00 "	"	360.00 "	"	18,000.00 "
10.00 "	"	400.00 "	"	20,000.00 "
12.50 "	"	500.00 "	"	25,000.00 "

THIS CHART COMPARES WAGES AND SALARIES TO VARIOUS OCCUPATIONS.  
 IT WILL BE HELPFUL IN VOCATIONAL COUNSELING AND TRYING TO OBTAIN  
 REALISTIC ASPIRATIONS FROM THE STUDENT.



BAL. BROU FORD			
No.	19		
TO			
FOR			
TOTAL			
AMOUNT THIS CHECK			
BALANCE			
No.			
TO	19		
FOR			
TOTAL			
AMOUNT THIS CHECK			
BALANCE			

"FOR STUDENT TRAINING - ONLY - NOT NEGOTIABLE"

No. \_\_\_\_\_

DATE 19 \_\_\_\_\_

817  
820

\$ \_\_\_\_\_ DOLLARS

PAY TO THE ORDER OF \_\_\_\_\_

**WORTHEN BANK & TRUST COMPANY**  
LITTLE ROCK, ARKANSAS

⑆0820⑉0007⑆ ⑆234⑉567⑉8⑆

"FOR STUDENT TRAINING - ONLY - NOT NEGOTIABLE"

No. \_\_\_\_\_

DATE 19 \_\_\_\_\_

817  
820

\$ \_\_\_\_\_ DOLLARS

PAY TO THE ORDER OF \_\_\_\_\_

**WORTHEN BANK & TRUST COMPANY**  
LITTLE ROCK, ARKANSAS

⑆0820⑉0007⑆ ⑆234⑉567⑉8⑆

**DEPOSIT TICKET**

Mr. OR Mrs. RALPH K. SAYRE  
801 THAYER AVENUE  
FAVORITE CITY, U.S.A.

DATE \_\_\_\_\_ 19\_\_\_\_  
Checks and other items are received for deposit subject to  
the terms and conditions of this bank's collection agreement.



DEPOSITED IN  
**UNION NATIONAL BANK**  
LITTLE ROCK, ARKANSAS

FOR  
⑆08 20⑉00⑆⑆⑆ ⑆2⑉⑆3⑆5⑉⑆6 78⑉⑆

CHECKS	
CASH	
TOTAL FROM OTHER SIDE	820
TOTAL	820
LESS CASH RECEIVED	
NET DEPOSIT	

SPECIMAN

Mr. OR Mrs. RALPH K. SAYRE  
801 THAYER AVENUE  
FAVORITE CITY, U.S.A.

DATE \_\_\_\_\_ 19\_\_\_\_

101 No. \_\_\_\_\_ \$ \_\_\_\_\_ DOLLARS

SPECIMAN

UNION NATIONAL BANK  
LITTLE ROCK, ARKANSAS

FOR  
⑆08 20⑉00⑆⑆⑆ ⑆2⑉⑆3⑆5⑉⑆6 78⑉⑆

**DEPOSIT TICKET**

DATE \_\_\_\_\_ 19\_\_\_\_  
Checks and other items are received for deposit subject to  
the terms and conditions of this bank's collection agreement.



DEPOSITED IN  
**WORTHEN BANK & TRUST COMPANY**  
LITTLE ROCK, ARKANSAS  
MEMBER FEDERAL RESERVE SYSTEM

FOR  
⑆08 20⑉000 7⑆⑆

DATE \_\_\_\_\_ 19\_\_\_\_

No. \_\_\_\_\_ \$ \_\_\_\_\_ DOLLARS

WORTHEN BANK & TRUST COMPANY  
LITTLE ROCK, ARKANSAS  
MEMBER FEDERAL RESERVE SYSTEM

FOR  
⑆08 20⑉000 7⑆⑆

CHECKS	
CASH	
TOTAL FROM OTHER SIDE	820
TOTAL	820
LESS CASH RECEIVED	
NET DEPOSIT	

SPECIMAN





No 40000

Little Rock School District  
812 West Markham - Little Rock, Arkansas

81-7  
820

TO THE ORDER OF

EMP. NO. [ ]

MO [ ] DAY [ ] YR [ ]

# PAYROLL ACCOUNT

# VOID

PAY DOLLARS AND CENTS

DOLLARS CENTS

\$

TO BOOKER WORTHEN, TREASURER  
WORTHEN BANK AND TRUST CO. LITTLE ROCK, ARKANSAS

⑆0820⑆0007⑆ 736⑆⑆806⑆⑆3⑆⑆

## Little Rock School District Little Rock, Arkansas

PLEASE DETACH BEFORE DEPOSITING

EMP. NO.	PERIOD ENDING	GROSS PAY	FED. INCOME TAX	S.S. TAX	RETIREMENT	STATE TAX	★	AMOUNT

YOUR NET PAY →

- ★ CODES:
- 1 Extra/Overtime Pay
  - 2 Hospital Insurance
  - 3 Credit Union
  - 4 Insurance
  - 5 U. F.
  - 6 Miscellaneous

### EARNINGS RECORD

THIS STATEMENT CONSTITUTES A VALUABLE RECORD OF YOUR EARNINGS AND IS FURNISHED FOR YOUR CONVENIENCE. WE RECOMMEND THAT YOU KEEP THIS AND ALL OTHER LIKE STATEMENTS FOR FUTURE REFERENCE. PLEASE DEPOSIT OR CASH CHECK PROMPTLY

