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TITLE Project Scarlett: A Demonstration Middle School Career Exploration Project.

INSTITUTION Ann Arbor Public Schools, Mich.

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IDENTIFIERS Ann Arbor; Michigan; Scarlett Junior High School

ABSTRACT

The narrative portion of this report described the middle school career exploration curriculum now in effect for grades 6, 7, and 8 at Scarlett Junior High School, Ann Arbor, Michigan. The major goal of the project was to establish, in a student oriented environment, a balanced learning program to increase student affective and cognitive growth. This growth would then facilitate a transition into a career preparatory curriculum at the high school level. The teaching methodology, as exemplified by the sixth grade model schedule in the report, moved from a departmentalized to an integrated interdisciplinary team teaching approach. The particular cognitive, affective, and psychomotor objectives were listed along with a description of the project's administration. The three classes involved had a combined enrollment of 305; 30% of the expected enrollment. All participating teachers were volunteers. The report provided evaluation objectives, the proposed budget, schedules for the classes and teachers involved, and a statement made by the Ann Arbor Public Schools verifying the legality of the project. (BRB)

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PROJECT SCARLETT

A Demonstration Middle School
Career Exploration Project

Operating District: Ann Arbor Public Schools

In cooperation with: Washtenaw Intermediate School District
and the Washtenaw County Career Education Planning District
Coordinating Council (C.E.P.D. #43)

JUL 20 1972

SP 006 042

TITLE PAGE

A PROPOSAL FOR THE DEVELOPMENT AND REFINEMENT OF A MODEL CAREER-ORIENTED CURRICULUM IN COOPERATION WITH THE STATE BOARD OF EDUCATION

TITLE OF PROJECT: DEVELOPMENT OF A CAREER-ORIENTED CURRICULUM

GRADES INVOLVED IN THIS PROJECT: 6 through 8

APPLYING DISTRICT* 1. Ann Arbor Public Schools
K-12 or Intermediate School District

Signature of Superintendent

2. _____
Local Educational Institution

Superintendent of Schools

3. _____
Local Educational Institution

Superintendent of Schools

INITIATED BY: _____
Signature

PROJECT DIRECTOR(S): To Be Named
Signature-Administrator

Co-director (if any)

CERTIFICATION: I certify that an Assurance of Compliance with Title VI of the Civil Rights Act of 1964 has been filed with the U. S. Department of Health, Education and Welfare, and that it applies to this project proposal.

CORRESPONDENCE DIRECTED TO: _____
Signature

TOTAL FUNDS REQUESTED: \$ 59,540.00 for first year
\$ 49,450.00 for second year
\$ 42,660.00 for third year
\$ 151,650.00 TOTAL

DURATION OF PROJECT: August 1972 July 1975
Beginning Date Ending Date

DATE TRANSMITTED: June 1972

*If there are more school districts participating in this project than spaces above, please provide additional sheet, stating name of school district and signature of authorized officer.

SCHOOL SETTING

A. PROJECT LOCATION

Ann Arbor Public Schools
Name of School District

2555 South State
Address

<u>Ann Arbor</u> City	<u>Michigan</u> State	<u>48104</u> Zip Code
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Schools and Grades to be included in this project:

<u>Scarlett Middle School</u> School	<u>3300 Lorraine</u> Address	<u></u> Grades
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<u></u> School	<u></u> Address	<u></u> Grades
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<u></u> School	<u></u> Address	<u></u> Grades
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<u></u> School	<u></u> Address	<u></u> Grades
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<u></u> School	<u></u> Address	<u></u> Grades
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<u></u> School	<u></u> Address	<u></u> Grades
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B. STAFF

Instructional staff involved in this project reimbursed by local district

Explain Fifteen teachers; three house leaders, one principal, one
counselor

C. ADDITIONAL INSTRUCTIONAL STAFF COSTS (describe)

Project Director--full time: \$17,500

In-service: 5 full days and 15 half-days for 20 team members--\$10,000

PROJECT SCARLETT

Narrative

Beginning in September, 1972, Scarlett Junior High School, Ann Arbor Public Schools, will open its doors as a completely reorganized and reoriented middle school, grades 6 through 8.

During the spring of 1972, the Scarlett staff gave considerable time developing a revitalized organizational and curriculum model for the new Scarlett Middle School (Appendix A).

The Ann Arbor Public Schools, along with the other nine K-12 districts in Washtenaw County, the Washtenaw Intermediate School District, and Washtenaw Community College, are engrossed in the development of a comprehensive K-14 Career Education Plan.

The 1972-73 phase of this plan is currently limited to the senior high school preparatory level programs in the county. Planners in the Washtenaw Career Education Planning District are eager to enlarge this planning effort to include a concerted 1972-73 effort to attack the need for a career awareness and career exploration model for elementary and middle school children.

With the assistance of representatives of the Washtenaw Intermediate School District and the Department of Education's World of Work Supervisor, it has become clear that the Scarlett Middle School model, developed by staff, provides an excellent vehicle for adapting a total middle school program to a middle school career exploration demonstration world of work project.

Scarlett students, ages 10-14, have special needs which can best be met by grouping them together in a more flexible learning environment than is possible in the present traditional setting.

Young people of these ages, represented by grades 6, 7, and 8 have more characteristics in common than do the young people represented by grades 7, 8 and 9. Both boys and girls are maturing at an ever earlier rate and are characterized physically by many rapid changes in body structure and a decided need for great amounts of physical activity.

Psychologically, this age group is characterized by crisis in self-concept which occur and re-occur, determining ever changing behavioral patterns. These young people have a natural curiosity that needs to be encouraged by granting the freedom to try many new activities without fear.

Independence, almost to an adult degree, is sought; but, at the same time, security represented by the setting of limits is desired and needed. They often seem compelled to test themselves against established lines of authority and need to be able to make decisions and live with the consequences.

Most of these young people come limited in experiences and encumbered with biases with respect to differing socio-economic, racial and ethnic cultures and/or life styles. Because of this deprivation, many students have negative biases. They want to know themselves and to have opportunities to find and to work out effective, positive relationships with peers, adults, and society in general. Peer group conformity plays a determining role in developing their own personal system of values.

These students come with a wide range of achievement in the cognitive domain. Some are unable to perform adequately in the basic areas of reading, math and the communications skills. Others are not being adequately challenged to fulfill their potential.

Learning has been defined as a change in human disposition or capability; which can be retained, and which is not simply ascribable to the process of growth. This definition implies modification of behavior and includes attitudes as learned behavior as well as concepts and skills. The cognitive processes are those by which an individual perceives, interprets, and reacts to his/her environment; and out of which come the concepts, generalizations and principles which guide and direct him/her. Each individual learns in a way that is unique. Among groups of students there will be a wide variation in the developmental stages of learning, in the rate of learning, and in the manifestations of that learning. Inquiry and/or problem solving are fundamental to the learning process with motivation as the key factor to successful learning. The most effective learning takes place when the learner is an active participant.

The Scarlett school community includes all segments of the Scarlett population: students, all school employees, parents of students, and other residents of the Scarlett attendance area. The capabilities of the various segments of the population have not been utilized in the most productive manner. It has become apparent that members of the community want to have a more active involvement in all phases of the school program. To promote this more active involvement will, in turn, be of benefit to each of us at Scarlett. There are many potential resources, both human and material, within our own community and the Ann Arbor community at large which can provide sources of enrichment to the learning environment. Staff members would like to contribute in a greater variety of positive ways to the school program. More

active involvement on the part of the students will not only work to accomplish a better environment and promote a feeling of pride in "their" school but will also provide many experiences essential to effective learning.

The Scarlett middle school planning teams have provided the major input for this proposal; a concept which would provide for a grade level, a team-planned, team taught career exploration program that focuses the total building instructional philosophy toward a career theme.

Scarlett's planning staff, during in-service days, has developed a career education design that can serve as a demonstration model for the entire Washtenaw C.E.P.D. service area. The continuing and important role of the Washtenaw Intermediate School District will be as a coordinative and consultant agency.

Through the services of a Coordinator of Career Education, the Washtenaw Intermediate School District will assume responsibility for assisting local districts in interpretation, implementation and evaluation of the Scarlett school career exploration project.

Problem

High school students in the Ann Arbor School District have clearly indicated that their selection of preparatory high school educational and vocational choices is based upon very little awareness or exploration of various career options; options which they would be more aware of with adequate preparation.

Counselors, teachers, administrators, parents and students indicate that facilities and programming are oriented primarily toward career preparation as opposed to exposing students to career exploration for well-informed and sound career selections.

Lack of a delivery system vehicle for integrating career exploration with career preparation is putting "the cart before the horse".

We view a middle school career exploration curriculum as a necessary and philosophically sound process of exposing a youth to occupational choices available to him in the future. Early exposure to occupational concepts and experiences facilitates the development of positive attitudes toward work and toward acquiring information and experiences that will assist in making crucial educational and occupational decisions.

A curriculum segmented and departmentalized into traditional subjects inhibits career exploration, fails to recognize the needs of our technological society and does not consider the aspirations of those whose life-styles indicate a desire for occupational choice.

Description

The middle school is divided into three (3) houses, each house being a grade level - 6, 7, and 8 respectively.

Teaching methodology will move from a highly departmentalized structure to an integrated interdisciplinary team-teaching approach.

Flexibility and exploration are built into the Scarlett career exploration team teaching model (see Procedure Appendix A).

Sixth grade model schedule:

1. Team composed of a math/science and english/social studies teachers which remain constant throughout the school year so that the student can gain teacher identity.
2. On a rotating basis, a new member is added from a special area (industrial arts, music, art, home economics, business and physical education).
3. Foreign language will be explored (German, Spanish and French on a nine week rotation).
4. Physical education--each day.
5. Special areas are further explored because each student is exposed to each special area for nine weeks; nine weeks of team exposure.
6. Coordination is built into the project by common planning time for both team members and special area teachers.

Seventh and eighth grade models are similar to the sixth grade model. The primary difference being--as the students become more mature, they will experience exposure and exploration in much more depth (see Appendix A).

Major Goals

The major goal of the Scarlett Middle School career exploration model is to establish, in a student oriented environment, a balanced learning program which--when compared to present traditional structures--measurably increases student affective and cognitive growth; growth which will facilitate a sound transition into the career preparatory curriculum at the high school level.

1. Provide opportunities for the continuous, systematic growth and development of each individual learner--including but not inclusive are:
 - psychologically,
 - physiologically,
 - sociological
 - academically considerations
2. Provide a structure which encourages flexibility, innovation, and opportunities to explore integrated educational programs.
3. Create a learning environment in which educational and career priorities reflect the needs of students as opposed to superficial building conveniences of human and material resources.
4. Provide in-depth evaluation of each student's input that is personalized, positive in nature, non-threatening and individualized.
5. Provide a smooth and gradual transition from the elementary self-contained classroom environment to the varied and often complex (to the student) high school curriculum.

Objectives

1. To provide foundation for wise career choices and decisions.
2. To provide opportunities to broaden occupational aspirations and opportunities.
3. To provide for exploration of advantages and disadvantages of tentative choices through supervised experiences.
4. To develop basic habits and attitudes towards the dignity of work.
5. To provide self understanding through exploration of careers in line with capability and interest.
6. To provide understanding of broad areas of the world of work and its economy.
7. To provide suitable occupational role models.
8. To acquaint students with the occupational structure of the community.
9. To provide a stimulating environment which encourages curiosity, adventurous learning, and creative endeavors.
10. To provide a student/teacher home base in which students and teachers develop in-house group identity as opposed to the present depersonalized "class" structure.
11. To provide an opportunity for students to assume an ever increasing amount of responsibility for their own learning experiences.
12. To provide a wide range of experiences and opportunities for socialization through interest-centered activities, intra-mural sports (both team and individual), and meaningful school and community service projects.
13. To make Scarlett a community school by actively involving all segments of the community in all phases of the program.
14. To provide opportunities for full utilization of available resources within the community (school and community at large) in a structured and effective program.

Objectives

Stated in the Cognitive, Affective and Psychomotor Domain

Cognitives: Provide a wide range of experiences and activities:

1. To provide a wide range of experiences and activities for developing necessary basic skills for the fullest potential of each learner.
2. To maximize personalized instruction so as to insure self-understanding by the learner of the fifteen cluster area and his potential learning capability.
3. To provide opportunities for identification of the concepts and generalizations of major disciplines and to successfully organize and use the data appropriately for each individual.
4. To provide opportunities for problem solving tasks as an integral part of the cognitive learning experience.
5. To provide a correlated learning experience through the use of inter-disciplinary teaching teams which have received in-depth, in-service training.
6. To provide those experiences which will enable students to view individuals and/or groups of differing cultures, backgrounds, and/or life styles with respect and dignity to which all are entitled.
7. To provide opportunities to achieve a greater understanding of the contribution each individual and/or group makes to society and to provide experiences in working together with many individuals of differing backgrounds and racial or ethnic ancestry.
8. To provide the pupil with opportunities to demonstrate his comprehension of his educational needs by planning a series of learning experiences that will lead to his chosen line of work.

Affective: Provide a wide range of experiences and activities:

1. To develop a concept of self which enables an individual to perceive himself/herself as a worthy person.
2. To develop self-directive understanding and awareness of each student.
3. To understand and accept the basic physiological changes occurring in the body and their implications for further development of one's personality.
4. To develop and maintain those skills necessary to ensure physical well-being.

5. To develop an understanding of the necessary ingredients that ensure good health and of those elements injurious to health.
 * develop positive relationships with peers and adults.
7. To find and understand one's own relationship and responsibility to society and to one's own immediate specific institution.
8. To understand and appreciate the world of work, the dignity of work and the proper place of leisure.
9. To find and develop the latent potential creativity in each student.
10. To develop the pupil's ability to demonstrate his comprehension of his aptitudes by describing the kinds of career activities that would provide him with satisfying and meaningful employment.

Psychomotor: To provide an opportunity for students to manipulate tools and materials and engage in processes related to occupations in his areas of interest.

Administration

This project will have the administrative support of the Ann Arbor Public Schools and of the Washtenaw Intermediate School District (see Diagram A, page 14).

Citizen, student, and staff advisory input will be provided by both the fifty-member Washtenaw C.E.P.D. Coordinating Council and the Project Scarlett Advisory Committee, composed of four parents, four teachers, four students, three house leaders (see Diagram A), the Scarlett Principal, and one representative from the Ann Arbor Public Schools Pupil Personnel Division.

For administrative purposes, the Project Director will report directly to the Scarlett Principal. The total project will be assisted and monitored by the Director of Occupational Education of the Ann Arbor Public Schools, in cooperation with the Washtenaw C.E.P.D. Coordinator.

The Washtenaw Intermediate School District will serve as a coordinative agency. Through the C.E.P.D. Coordinator of Career Education, Project Scarlett will be incorporated into the 1972-73 C.E.P.D. Plan for Washtenaw County (C.E.P.D. #43) and into subsequent annual Career Education Plans for that C.E.P.D.

The Washtenaw Intermediate School District's Office of Instruction will assist in the provision of consultative services, from within their staff and through outside consultants.

Eastern Michigan University has pledged consultative assistance from their Career Education Staff, where appropriate.

Procedures

This is a staff developed pilot project for using Career Education as the curricular basis for an integrated, interdisciplinary team approach to teaching and learning.

Scarlett Middle School will be divided into three "houses", covering grades 6, 7, and 8, when it opens in September, 1972. One interdisciplinary team from each house will participate in the program, plus the "non-academic" staff. Students will be randomly selected by computer as the houses are developed, and no special selection of students for the project is anticipated. The teacher participants are all interested volunteers.

Approximately 80 students from the sixth grade house will be involved, along with 115 from the seventh grade house, and 110 from the eighth grade house. The total of approximately 305 students represents 30% of the expected enrollment of the school.

The interdisciplinary method of team teaching is not new. A number of schools report using this approach successfully to accomplish their goals. Some of these schools are:

MacDonald Middle School, East Lansing, Michigan
Nathan Hale Middle School, Norwalk, Connecticut
Miami Edison Middle School, Miami, Florida

To the best of our knowledge, no middle schools are using the integrated, interdisciplinary team approach, based on Career Education, which leaves us without research to cite on the method. We believe, however, that through a well planned workshop to be held with the staff late this summer, we can by the Learning Experiences and Technology program in Royal Oak, and the Developmental Career Guidance Project sponsored by Wayne State University in the Detroit schools. Additional

materials will be developed by the teams in an ongoing in-service program throughout the year, using the fifteen Career Education clusters, and a program of career guidance for the individual student.

Because this school is relatively new (four years old), and was equipped as a junior high school, we feel we have ample facilities to adapt to the middle school needs of students. The Media Center is excellent, and the Practical and Performing Arts areas are very suitable for the new usage by younger students.

As an integral part of the overall evaluation of Project Scarlett, it is the intention of the Ann Arbor Public School and Washtenaw Intermediate District Planners to approach the demonstration project as a potential model for middle school career exploration for the ten K-12 districts in the Washtenaw Intermediate School District.

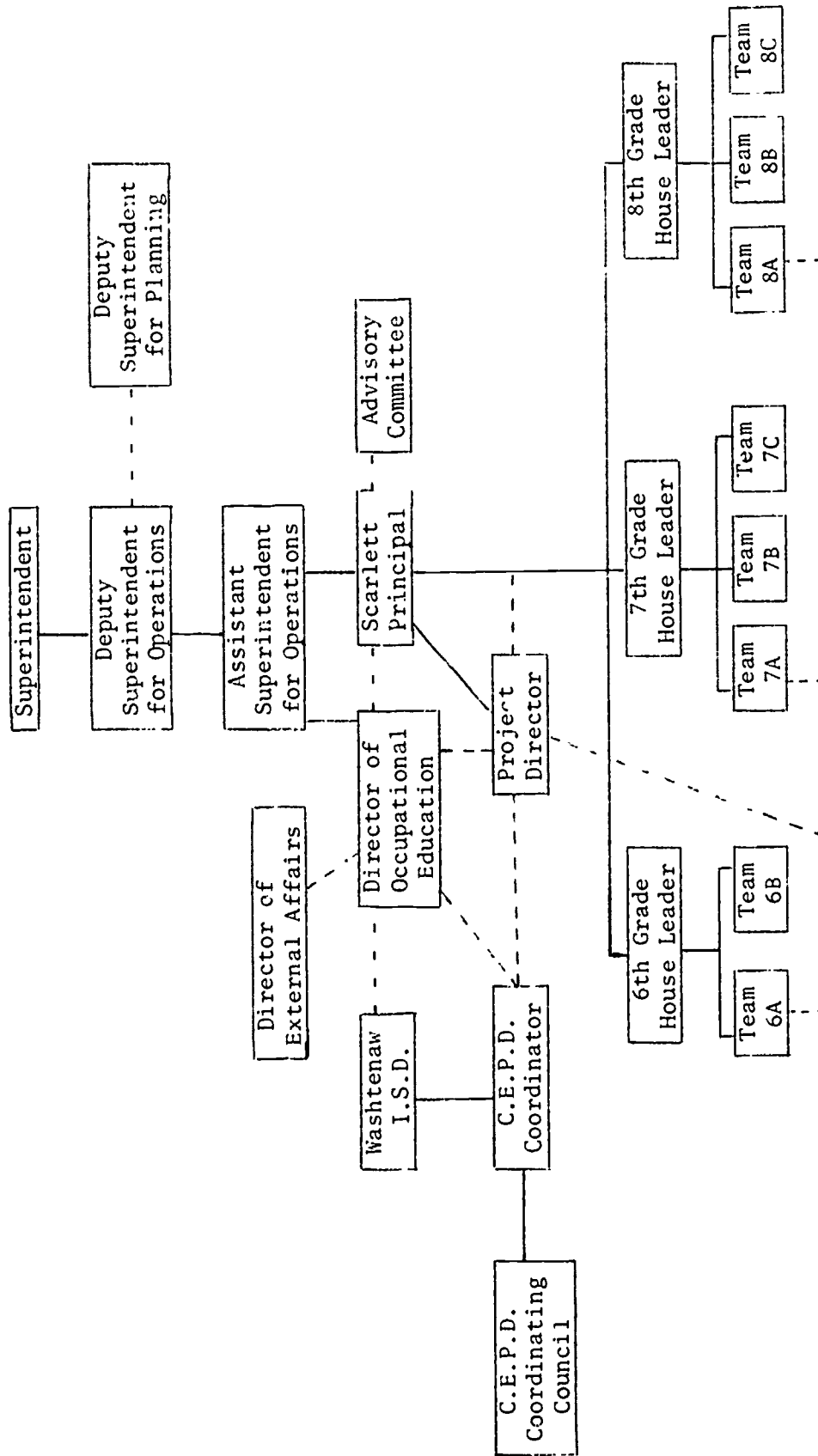
At the same time, the Middle School Career Exploration Model is viewed as one phase in a three-phase project of Career Awareness, Career Exploration, and Career Preparation. Plans are currently underway for an elementary Career Awareness pilot for the 1972-73 school year.

SCARLETT MIDDLE SCHOOL

ANN ARBOR, MICHIGAN

DIAGRAM A

EXPLORATORY STUDENT PLAN



Evaluation
of
Project Scarlett

Accountability, within a structure of a cost effective design, is crucial to any proposal.

Evaluation, the mechanics of accountability, is built into Project Scarlett for the purpose of delineating, obtaining and providing useful information from which to judge decision alternatives for future programming.

Evaluation of Project Scarlett will focus on the extent the stated objectives are realized.

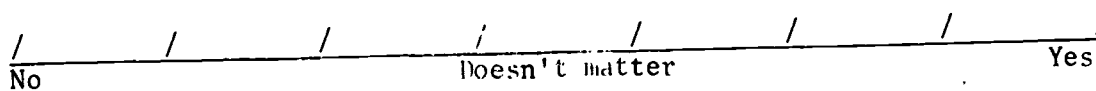
Since Project Scarlett's stated objectives are synonymous with human behavioral changes, the objectives established in this proposal focus on producing certain desirable changes in humans.

The evaluation of Project Scarlett, therefore, measures to what degree changes in behavior occur.

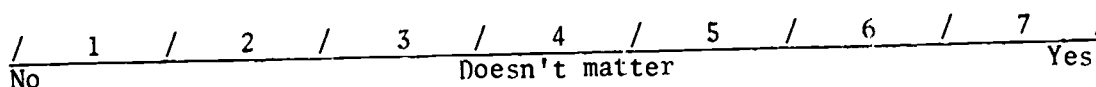
Evaluation Stated in Behavioral Objectives

1. Understanding and knowledge of careers in the "fifteen cluster area" will be significantly greater by students in the Scarlett experimental group than by those students in the control group as measured by a criterion reference test administered in May of 1973; significant at the .05 level on a T-Test comparison of means.
2. Self referrals to counselors by students wishing to change their schedule--because of disenchantment with the learning process-- will be significantly less from the experimental career exploration model population than from the control group population. Records of conferences for schedule changing will be recorded by counselors. Level of accomplishment determined as a a substantial demand for schedule change by the control group than by the experimental group; parameters will be utilized.
3. A majority of the teachers in the Scarlett career exploration model will prefer remaining in the model for the second and third year as measured by a seven celled line graph which states:

DO YOU PREFER TO REMAIN IN THE OPEN SCHOOL CAREER
EXPLORATION MODEL DURING THE SCHOOL YEARS 1973-74, 1974-75?



The graph will be broken into seven cells. A response in the 5-6-7 cell to be considered a desire to remain in the Scarlett career exploration model.



4. Attendance by students in the career exploration model, with past records of truancy (as determined by a school administrator and/or counselor) will improve significantly over their previous year's attendance while in the traditional program.
5. Students in the Scarlett career exploration house plan model will be referred to administration for anti-social behavior significantly less than students in the Scarlett control group as measured by a T-Test comparison of means significant at the .05 level of confidence.
6. Several teachers in the control group will indicate an interest in becoming part of the Scarlett open school career exploration team by March of 1973 as measured by requests made for transfer into the program to the building principal.
7. The self-concept of students in the open school career exploration model will increase from September to June as measured by a "to be developed" self-concept test that relates itself to the affective objectives of Project Scarlett; level of accomplishment to be significant at the .05 level on a T-Test comparison of means.
8. Students in the Scarlett open school career exploration model will select occupational choices more readily when in the ninth grade than those Scarlett students in the control group as measured by schedule selections at the ninth grade level.
9. Project consultants, parents, and appropriate cultural and educational representatives will rank order the proficiency and time spent on the performance objectives for teachers. These composite performance objectives will then become the variables to relate to pupil performance.

10. Continual in-service training and support will require continual feedback, including both verbal and written critiques and recommendations from the teachers in the program.

DISSEMINATION

TARGET GROUP:	DELIVERY SYSTEM:	PERSONS RESPONSIBLE:	TIME: 1972-73, 1973-74, 1974-75
All interested parties including educators and parents; and effected persons.	Handouts; Bibliographies; Washtenaw Intermediate School District AREA Mailer. Speakers.	Project Director	* * * * *
General public	Local publications, press releases to county newspapers and local district newsletters. Speakers' Bureau.	Project Director Disseminator	* * * * *
Teachers, Supervisors and Curriculum Coordinators; Universities	All of above, plus, demonstrations and orientations; materials.	Project Director aided by Project staff and teachers	* * * * *
Projects with similar intents.	Automatic Exchange with other projects as they emerge; a repository for materials at the WISD.	Project Director	* * * * *
Department of Education, State of Michigan	Materials, conference presentations, consultation and demonstration for Michigan educators.	Project Director and Staff	* * * * *
Educators throughout the Nation	Journals, letters, ERIC, and conferences.	Project Director, Evaluator, Disseminator.	* * * * *



The Ann Arbor Public Schools hereby assures the State Educational Agency, State of Michigan that:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant (Attach a statement describing school district classification and declaring that the district is a legal applicant, signed by the Superintendent);
2. Every reasonable effort will be made to continue promising practices demonstrated by the project, following the termination of funding;
3. The activities and services for which assistance is sought under this grant will be administered by or under the supervision of the applicant;
4. In planning the program proposed in the application, there has been, and in establishing and carrying out that program, there will be, participation of the appropriate cultural and educational resource(s) of the area to be served, including persons representative of the interests of potential beneficiaries;
5. Any funds received under this grant shall supplement, and to the extent practical, increase the level of State and local funds that would otherwise be available for the purposes described or otherwise for educational purposes and in no case supplant such State and local funds.
6. Assurance is hereby given that in accordance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000 et. seq.) and the Regulation issued thereunder by the Department of Health, Education, and Welfare (45 CFR Part 80) no individual shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this proposed grant.

The applicant has established and will maintain methods of administration to assure that each program or activity for which it received Federal financial assistance will be operated in accordance with preceding paragraph of this statement. The applicant will amend its methods of administration from time to time as necessary to carry out the purposes for which this statement is given.

7. Financial records will be maintained according to State Educational Agency standards and such records will be audited annually in accordance with State laws and these audits will be sent to the State Educational Agency;
8. The applicant shall provide for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the applicant under this Title, and provide evidence to indicate that provisions have been made to prohibit the commingling of Federal funds with local and/or state funds;
9. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant and otherwise to act as the authorized representative of the applicant in connection with this application.

I, R. Bruce McPherson, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto are hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED: _____ Ann Arbor Public Schools

BY _____
(Signature of authorized representative)

Superintendent
(Representative's title)

Notary Public: Subscribed to before me this

_____ Ann Arbor, Michigan
(City) (State)

NOTARY PUBLIC SEAL

Signature of
Notary Public _____

Date Notary's
Commission Expires _____

PROJECT SCARLETT

1972-1973 Proposed Budget

I. Direct Costs		
A. Personnel		
Project Director		\$17,500.00
B. Employee Benefits		
1. Blue Cross/Blue Shield		500.00
2. Social Security and Retirement		<u>1,680.00</u>
		2,180.00
C. Travel		
1. Director - 5,000 miles @ 12¢ per mile		600.00
2. Out of district visitations 20 days @ \$35.00 per day		1,050.00
3. Staff travel - 5,000 miles @ 12¢ per mile		<u>600.00</u>
		2,250.00
D. Communications		200.00
E. Supplies and Materials		
1. Project materials		5,000.00
2. Office supplies		<u>500.00</u>
		5,500.00
F. Services		
1. Dissemination		3,000.00
2. Evaluation		5,000.00
3. Other (clerical)		<u>4,000.00</u>
		12,000.00
G. Equipment		5,500.00
H. Other Direct Costs		
In-service education 5 full days and fifteen half days for 20 team members		10,000.00
	SUBTOTAL - DIRECT COSTS	55,130.00
II. Indirect Costs (8% of Direct Costs)		4,410.00
	TOTAL COSTS	\$59,540.00

<u>ITEMS</u>	<u>1973-1974</u>	<u>1974-1975</u>
I. A.	\$18,775.00	\$20,100.00
B.	2,300.00	2,300.00
C.	1,900.00	1,400.00
D.	200.00	200.00
E.	3,500.00	3,000.00
F.	10,000.00	7,500.00
G.	2,600.00	1,000.00
H.	<u>6,500.00</u>	<u>4,000.00</u>
	45,775.00	39,500.00
II.	<u>3,662.00</u>	<u>3,160.00</u>
	\$49,437.00	\$42,660.00

6th GRADE STUDENT SCHEDULE

TEAM "A"

	9:00-11:00	11:00-11:30	11:30-12:30	12:35-1:20	1:25-2:10	2:15-3:00
9 Weeks	Math Ind. Ed. Lang. Arts Soc. St.	Lunch	Math Ind. Ed. Lang. Arts Soc. St.	Foreign Language (Ger.)	P. E.	Art (or Band)

9 Weeks	Math Home Ec Lang. Arts Soc. St.	Lunch	Math Home Ec Lang. Arts Soc. St.	Business	P. E.	Music (or Band)
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9 Weeks	Math Music Lang. Arts Soc. St.	Lunch	Math Music Lang. Arts Soc. St.	Foreign Language (Span.)	P. E.	Home Ec. (or Band)
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9 Weeks	Math Art Lang. Arts Soc. St.	Lunch	Math Art Lang. Arts Soc. St.	Foreign Language (French)	P. E.	Ind. Ed. (or Band)
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Basic Team: one Math/Science Teacher; one Lang. Arts/Social Studies Teacher

A third teacher is added to the basic team each nine weeks, rotating from Art, Home Economics, Industrial Education, and Music, in integrated programs.

Additional "non-academic" time is included outside of team time.

Physical Education is integrated into the curriculum through the cooperation of teachers during the common planning time.

7th GRADE STUDENT SCHEDULE

TEAM "A"

9:00-9:45	9:50-10:35	10:40-11:30	11:30-12:00	12:00-3:00
Elective 1 (or Band)	Elective 2	P. E.	Lunch	Lang. Arts Music Math Soc. St. Sci.

9 Weeks

Elective 1 (or Band)	Elective 2	P. E.	Lunch	Lang. Arts Ind. Ed. Math Soc. St. Sci.
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9 Weeks

Elective 1 (or Band)	Elective 2	P. E.	Lunch	Lang. Arts Home Ec. Math Soc. St. Sci.
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9 Weeks

Elective 1 (or Band)	Elective 2	P. E.	Lunch	Lang. Arts Art Math Soc. St. Sci.
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9 Weeks

Basic Team: one teacher each for Language Arts, Social Studies, Math, and Science
 A fifth teacher is integrated into the team each nine weeks from the areas of Art, Business, Home Economics, Industrial Education and Music.
 Additional "non-academic" course time is also included in the schedule, outside of team time.
 Physical Education is integrated into the total curriculum through teacher cooperation in the common planning time.

8th GRADE STUDENT SCHEDULE

TEAM "A"

9:00-9:45	9:50-10:35	10:40-12:00	12:00-12:30	12:30-2:10	2:15-3:00
Elective 1	Elective 2 (or Band)	Lang. Arts Ind. Ed. Math Soc. St.	Lunch	Lang. Arts Ind. Ed. Math Soc. St.	Sci. P. E.

9 Weeks

Elective 1	Elective 2 (or Band)	Lang. Arts Music Math Soc. St.	Lunch	Lang. Arts Music Math Soc. St.	Sci. P. E.
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9 Weeks

Elective 1	Elective 2 (or Band)	Lang. Arts For. Lang. Math Soc. St.	Lunch	Lang. Arts For. Lang. Math Soc. St.	Sci. P. E.
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9 Weeks

Elective 1	Elective 2 (or Band)	Lang. Arts Bus. Math Soc. St.	Lunch	Lang. Arts Bus. Math Soc. St.	Sci. P. E.
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9 Weeks

Basic Team: as in the Seventh Grade, there is one teacher for each area of Math, Science, Language Arts, and Social Studies.

A fifth teacher is integrated into the team from the areas of Business, Music, Foreign Language, and Industrial Education. The additional teacher rotates on the team every nine weeks.

Additional "non-academic" time is scheduled outside the regular team time.

Physical Education is integrated into the total curriculum through the common planning time for all teachers.

ACADEMIC TEACHER SCHEDULES

Team "A" of
6th Grade

Common Planning Time	Team	Lunch	Team	Team/Indiv. Planning	Common Planning Time
8:00-9:00	9:00-11:00	11:00-11:30	11:30-12:30	12:30-3:00	3:00-3:30

Team "A" of
7th Grade

Common Planning Time	Team/Indiv. Planning	Lunch	Team	Common Planning Time
8:00-9:00	9:00-11:30	11:30-12:00	12:00-3:00	3:00-3:30

Team "A" of
8th Grade

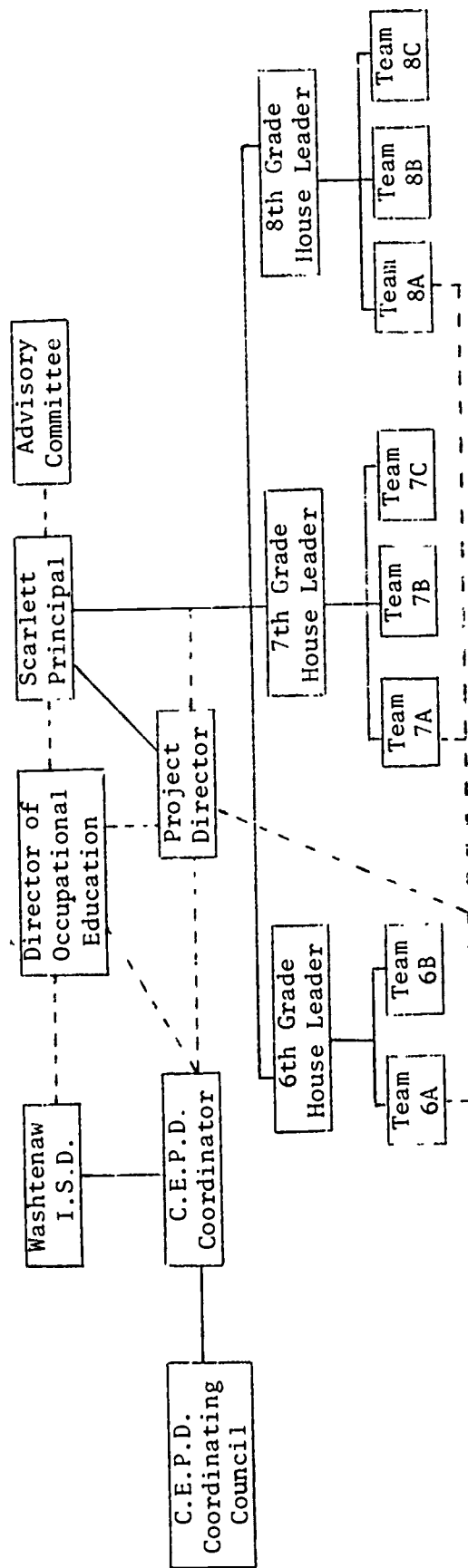
Common Planning Time	Team/Indiv. Planning	Team	Lunch	Team/Indiv. Planning	Common Planning Time
8:00-9:00	9:00-10:35	10:40-12:00	12:00-12:30	12:30-2:15	3:00-3:30

The important element of each "House" schedule is the common planning time for the teams, as well as the additional common planning time for all staff. This built-in planning time for all helps to facilitate the integrated, interdisciplinary approach.

SCARLETT MIDDLE SCHOOL

ANN ARBOR, MICHIGAN

EXPLORATORY STUDENT PLAN



SCHOOL POPULATION: 950-980 Students

6th GRADE HOUSE: two basic teams of academic teachers; each team will be divided into smaller, flexible teams.

7th GRADE HOUSE: three basic teams consisting each of one teacher for each of the areas of math, science, social studies, and language arts.

8th GRADE HOUSE: three basic teams consisting each of one teacher for each of the areas of math, science, social studies, and language arts.

INTEGRATED, INTERDISCIPLINARY TEAM APPROACH: each team will have an additional teacher who will change every nine weeks. These additional members will come to the team from art, home economics, industrial education, business and music. One team from each house will use Career Education as the basis for the curriculum, coordinated by the Project Director.