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AUTHOR Peterson, Inez W.; Smith, Lucille W.
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ABSTRACT

The broad purpose of the Western States Small Schools Project (WSSP), an Elementary and Secondary Education Act Title III project, is to improve education in small rural schools. Undertaken by WSSP, SPURS attacks the lack of specialized education services and general lag in implementing improved educational practices in rural areas. A long-range goal of SPURS is to provide the students with a total curriculum based upon the Life-Involvement Model (LIM). Since LIM develops competence by direct engagement with the real world, the subject matter is taken from the environment in which the child lives. Students are taught to: (1) proceed under their own direction, exploring unfamiliar areas of their environment; and (2) practice making and executing decisions, putting them into effect and experiencing the consequences of their actions, and modifying their behavior in response to the feedback. LIM involves 3 general types of instruments: (1) Carrier Projects, (2) Units, and (3) Ventures. This booklet is primarily an outline to accompany a workshop conducted by experienced LIM personnel. Based upon project experiences during the 1971-72 school year, this guidebook includes: (1) a rationale for the LIM; (2) a description of the instrumental products and guidelines for producing them; and (3) sample record keeping systems. (NQ)



SPURS



STAFFING PLAN FOR UPGRADING RURAL SCHOOLS

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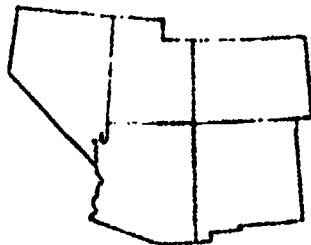
A Users Guide

for Life Involvement Model

Curriculum-Instructional Materials

INEZ W. PETERSON

LUCILLE W. SMITH



Western States Small Schools Project
Carson City, Nevada
September 1972



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**SPURS USER'S GUIDEBOOK FOR LIFE-INVOLVEMENT MODEL
CURRICULUM/INSTRUCTIONAL MATERIALS**

As Developed in SPURS - Staffing Plan for Upgrading Rural Schools

An Educational Program Developed

by

Western States Small School Project

INEZ W. PETERSON

LUCILLE W. SMITH

SPURS PROJECT

**Developed under ESEA
Title III Project**

September, 1972

SALT LAKE GRAPHICS CENTER, Salt Lake City, Utah

"The goal of education is the continuous cultivation of the ability to make wise decisions and execute them effectively, in all behavioral areas throughout the life of the person."

--A. D. Woodruff

"We teach a subject not to produce little living libraries on that subject, but rather to get a student to take part in the process of knowledge-getting. Knowing is a process, not a product."

--Jerome S. Bruner

"All too often we are giving our young people cut flowers when we should be teaching them to grow plants. We are stuffing their heads with the products of earlier innovation rather than teaching them to innovate. We think of the mind as a storehouse to be filled when we should be thinking of it as an instrument to be used."

--John W. Gardner

"When the active school requires that the student's efforts should come from the student himself instead of being imposed, and that his intelligence should undertake authentic work instead of accepting predigested knowledge from outside, it is therefore simply asking that the laws of all intelligence should be respected."

--Jean Piaget

"Since we don't know what knowledge will be most needed in the future, it is senseless to try to teach it in advance. Instead, we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned."

--John Holt

"If self-initiated learning is to occur, it seems essential that the individual be in contact with, be faced by, a problem which he perceives as a real problem for him. In our culture we try to insulate the student from any and all of the real problems of life, and this constitutes a difficulty. It appears that if we desire to have students learn to be free and responsible individuals, then we must be willing for them to confront life, to face problems."

--Carl Rogers

"The major purpose of education should be to prepare each child to make wise decisions throughout his life, and to help him prepare for a productive role in society. Education should help each child learn how to think, to study in depth, and to use knowledge in solving problems and in reacting to situations. Methods of discovery and inquiry should be used to help children learn to think for themselves."

*--Utah State Board of Education
"Designing Education for the
Future"*

PREFACE

The Western States Small School Project (WSSSP) is an organization formed by the five State Departments of Education in Arizona, Colorado, Nevada, New Mexico, and Utah for the broad purpose of improving education in small rural schools. One of the programs undertaken by WSSSP to accomplish this goal is the Staffing Plan for Upgrading Rural Schools (SPURS).

SPURS attacks the rural problems of lack of specialized educational services, and the general lag in implementing improved educational practices. To accomplish the objectives of SPURS a shared-service organization, differentiated staffing, innovative curriculum, and supporting training have been developed or adopted by the Western States Small School Project. This guidebook deals only with the innovative curriculum model.

A long-range goal of the SPURS Project is to provide the students with a total curriculum based upon the Life-Involvement Model (LIM). This will require massive modifications in the entire educational structure beyond present capabilities. As a transitional step, only a portion of the student's learnings are provided for in the LIM mode, (primarily in the areas traditionally referred to as science and social studies.) It is expected that during the transition period, language arts and mathematics will be based upon existing individualized programs adopted or adapted for use in the SPURS classrooms.

This booklet is primarily an outline to accompany a workshop conducted by experienced LIM personnel. It includes (1) a rationale for the LIM, (2) a description of the instrumental products and guidelines for producing them, and (3) sample record keeping systems. It is based upon project experiences during the school year 1971-72.

WSSSP Board of Directors

Burnell Larson, State Superintendent, Nevada
Weldon Shofstall, State Superintendent, Arizona
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Leonard DeLayo, State Superintendent, New Mexico
Walter Talbot, State Superintendent, Utah

WSSSP/SPURS Staff

Herbert R. Steffens
SPURS Project Director
State Department of Education
Carson City, Nevada 89701

Rodney Anderson
Colorado State Director
428 State Office Building
Denver, Colorado 80203

Russell G. Merrell
SPURS Director
1670 University Club Bldg.
Salt Lake City, Utah 84111

James T. Pierce
New Mexico State Director
State Department of Education
Santa Fe, New Mexico 87501

Bill E Cowan
Utah State Director
1670 University Club Bldg.
Salt Lake City, Utah 84111

Instructional Design Team

Colorado

Ron Eicher
Bennett Elementary School
Bennett, Colorado

Utah

Kaye Kissell
Russell Williams
Springville Media Center
Springville, Utah

New Mexico

Ronnie Baker
Moriarity Elementary School
Moriarity, New Mexico

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- Reporting and Record-Keeping Forms
- Mathematics Continuum
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WHAT LIM IS

The Life-Involvement Model (LIM) of curriculum and instruction developed by Dr. Asahel D. Woodruff of the University of Utah was selected as the basis of the SPURS program because of its potential for making a truly significant contribution to education.

The goals of a SPURS school are to enable the student to develop:

The ability to make informed and reasoned decisions and to choose goals that lead to rewarding results,

The ability to carry out decisions effectively, including the ability to make procedural decisions in pursuit of a goal,

The ability to learn deliberately as a means of succeeding in a task,

The attainment of a personal sense of worth and well being,

A commitment to orderly citizenship and participation in the society.

In order to reach these goals, the LIM develops competence by direct engagement with the real world. The classroom becomes a "theater of learning" a miniature community, as much like a real community as possible. The subject matter is taken from the real environment in which the child lives. The things with which the child must deal can be understood best when they are in their natural setting. When the school wisely manages this interaction, it can be enormously educative in a form that transfers fully to the learner's life outside of the school. In the LIM program, the child begins with concrete "hands on" experience and moves to the abstract as his background of understanding permits.

Students working in the LIM mode are taught to proceed under their own direction, exploring unfamiliar areas of their environment. Students are continuously practicing making decisions, executing decisions, putting the decisions into effect and experiencing the consequences of their actions, and modifying their behavior in response to the feedback

Behaviors and the manner in which they are shaped through the knowledge of consequences, are most accurately represented by the "Man-Environment Interaction Model". This psychological base for the LIM is described in the appendix in an article entitled "The Life-Involvement Model" by Philip G. Kapfer and Asahel D. Woodruff.

In previous curriculum models, the relationship of learning and "doing" has been recognized. In the LIM, however, learning is deliberately planned as a part of the "doing" process to provide both relevance and adequate scope. "Learning while doing" in the LIM is not to be confused with a loose system of random experiences, but rather it is a pre-engineered curriculum that produces the systematic and comprehensive learnings deemed to be vital. Ideally all subject matter would be reconstituted into the LIM system, but at this time the necessary manpower is not available. Therefore, the best of existing math and reading programs are selected and utilized in SPURS schools.

Individualized instruction becomes a must in the LIM program. Learning occurs when an experience stretches the student beyond his present competencies. Only in an individualized program can each student be engaged in activities which provide the necessary challenge.

Unlike most projects in which individualized learning materials are produced, the LIM does not operate on the assumption that all processes and/or content with which the learner interacts must be pre-packaged. The LIM processes of exploring one's environment, making and carrying out decisions in order to achieve goals, learning in order to achieve a goal are all natural human processes. Therefore, it is only necessary to produce enough instrumentation for the student to learn to perform these processes effectively. From that point on, he is capable with help, of producing his own instrumentation.

LIM INSTRUMENTS

Three general types of instruments have been developed for us in the LIM:

A. Carrier Projects

The LIM utilizes the "carrier project," to engage the student in real behaviors. The Carrier Project enables the student to satisfy some want or need. The project becomes a vehicle or carrier of learning to the extent that the student cannot achieve his goal until new concepts and competencies have been acquired (that is, until learning has occurred). This is the same pattern of operation in which learning normally occurs in the cut-of-school life of the person.

There are two types of carrier projects: Decision-Making Projects and Decision-Execution Projects. Both are planned efforts by the learner to satisfy some need he recognizes by producing or obtaining something he wants,

or by resolving some issue that concerns him. The usefulness of a Project may be judged by the following set of criteria:

1. Educational Value

- a. The Project plays an important role in the life of the student at his present level of maturity.
- b. The Project requires the learning of significant concepts and proficiencies (by means of Units).
- c. The Project emphasizes behaviors that require the help of the educational system.

2. Appropriateness for a Given Learner

- a. The Project leads to something the learner wants.
- b. The student can begin the Project with his present competencies.
- c. The load of new competencies is kept to a tolerable level so that the student will remain motivated until the Carrier Project is complete.

B. Units

The "Unit" is a focused and purposive interaction with an object, event, fact, or process in the environment. The student becomes functionally familiar with a subject through the Unit, enabling him to proceed with a Project. A Unit may be described as follows:

1. The Unit deals with a discrete bit of learning.
2. The Unit describes where to see the object, event, fact, or process in the environment.
3. The Unit presents a clearly written description of the essential or critical properties of the object, event, fact, or process.
4. The Unit provides a variety of media.
5. The Unit gives self-directing instructions for the use of the media.
6. The Unit provides a concept test and/or a performance test.

C. Ventures

Besides want-satisfying behavior, people also engage in activities in which they seek to explore things out of simple curiosity and, as a result, form percepts with subsequent organization into concepts. "Ventures" enable the student to explore objects, events, facts, and processes on a level that expands awareness, interests, and aspirations. The Venture does not provide him

with information but instead helps him to seek out usable introductory information on his own by utilizing school and community resources. The student (with teacher approval) chooses a way to show what he has learned in a particular Venture. In summary, a Venture does the following:

1. The Venture provides for introductory experience.
2. The Venture includes suggestions for becoming better acquainted with the object of the inquiry.
3. The Venture allows for self-selection of suggestions.
4. The Venture allows for student input.

The ultimate consequences for learners in the Life-Involvement Model of Curriculum are enormous. Carrier Projects, which are drawn from the wants and needs of learners, are supported by content from learning packages or Units. These are modeled after the circumstances, motivations, and consequences of learning outside school. As a result, students can discover how they learn, the value of learning, and the part learning can play throughout their lives.

Systematic Carrier Projects of increasing complexity and scope necessitate correspondingly complex student decisions. As a result, students have opportunities to become capable decision makers and have the experience of carrying out their decisions. They can learn to employ both creative imagination and systematic procedures in their decision making. Learning is most efficient and effective when learners are given the opportunity of experiencing the consequences of their decisions. Accordingly, the Life-Involvement curriculum with all its learner-directed decision-making enhances the learning potential of the instructional program. Through a cycling relationship among Projects, Units, and Ventures, learning becomes a way of succeeding in one's daily activities.

INDIVIDUALIZING INSTRUCTION

To individualize instruction means to adapt it to the characteristics of each student. Therefore the bases for individualization are found in the ways in which students differ from each other with respect to learning.

Here are some of the most important differences:

1. The rate at which they learn.
2. Preferences for working alone or with other people.
3. Readiness for using a particular learning "skill" ranging, for example, from inability to read, to being able to read complex materials easily.
4. Readiness for understanding something, ranging, for example from the capability of learning only at the simple perceptual level (recognizing something he sees), to the ability to comprehend the highest form of new ideas.
5. Readiness for using verbal "skills" ranging, for example from mere ability to "show and tell" up to ease of communicating complex ideas.
6. Readiness for performing motor acts ranging, for example, from ability to walk up to ability to play the piano with precision, grace, and speed.
7. Readiness for self-motivated learning ranging, for example, from need for an external starter up to self-motivated learning.
8. Readiness for self-managed learning ranging, for example, from need for teacher direction up to self-direction.
9. Readiness for electing what is to be learned ranging, for example, from dependence on teacher-assigned content to ability to initiate or select content.

Strategies for individualizing depend on the characteristic being accommodated.

Variations in the content to be studied can provide for items 3, 4, 5, 6, and 9.

Variations in the student management strategies can provide for items 7, 8, and 9.

Variations in working arrangements can provide for items 1 and 2.

THE SPURS CURRICULUM CONTENT

The SPURS curriculum content is identified in a Content Index which is in draft form at this time. The structure of the SPURS curriculum is based on adjustive behaviors rather than bodies of information abstracted from life. The traditional subjects are encountered within this curriculum as objects, events, and processes related to adjustive behaviors and their functional relationship to life. The content is divided into five transactional areas of life: Self, Interpersonal, Institutional, Physical, and Aesthetic.

SELF

Transactions that consist of looking at or developing one's self.

- Personal attributes
- Personality traits
- Performance abilities
- Self-management

e.g. Developing control of body movements.
Identifying goals for personal development.
Discovering personal potentials.
Getting relevant information before making decisions.

INTERPERSONAL

Transactions that consist of looking at and establishing relationships, and interacting with other persons on a personal basis.

- Family relationships
- Social relationships
- Working relationships

e.g. Analyzing information about human feelings and reactions.
Communicating with others.

INSTITUTIONAL

Transactions that consist of interacting with the social world and its institutions within which he lives

- Political institutions
- Economic institutions
- Social institutions

- e.g. Changing laws
- Establishing a business
- Joining a club
- Managing money

PHYSICAL

Transactions that consist of interacting with things governed basically by natural laws, including man's use of natural laws.

- Plants
- Animals
- Non-living matter
- Natural Forces and Processes
- Technological products

- e.g. Making an electromagnet
- Cultivating and growing plants
- Collecting rocks

AESTHETIC

Transactions that consist of artistic expression of feelings; or of reacting aesthetically or critically to any form of fine art; or of reacting to the artistic properties of non-art objects and events.

- Art
- Crafts
- Drama
- Literature
- Dance
- Music
- Non-art objects

- e.g. Composing a piece of music
- Spontaneous dancing
- Enjoying an art object
- Writing a criticism of a concert
- Comparing the aesthetic qualities of two different scenes

CURRICULUM CONTENT MATRIX

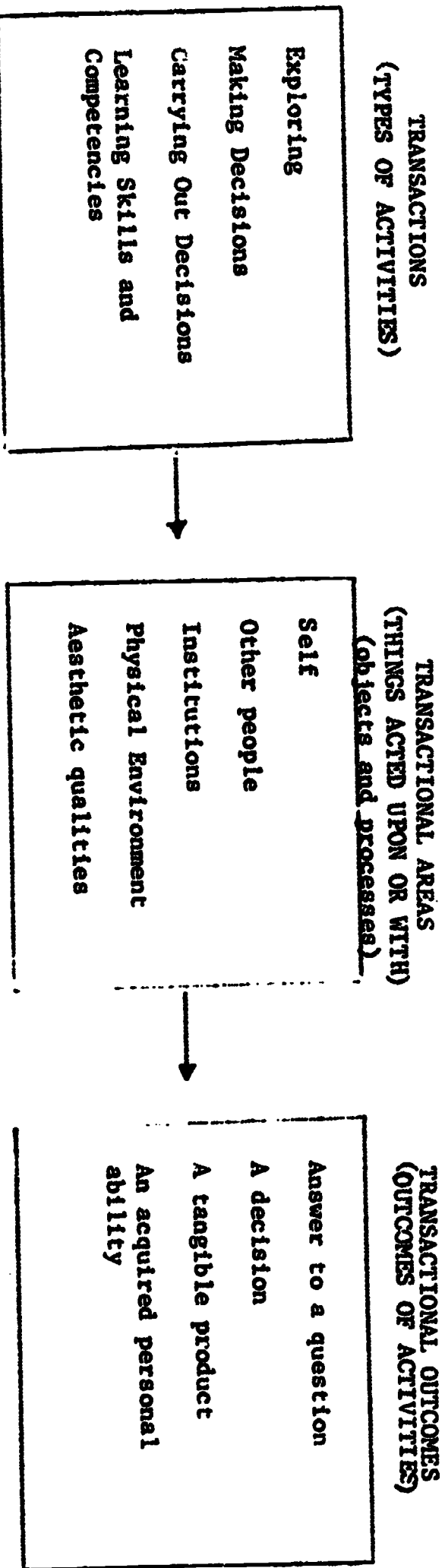
INTERMEDIATE LEVEL

TYPE OF ACTIVITY	INTERMEDIATE LEVEL			
	SELF	INTERPERSONAL	INSTITUTIONAL	PHYSICAL
	Personal Attrib.			
	Person. Traits			
	Perform. Abilit.			
	Self Manage.			
		Family		
		Social		
		Working		
		Political		
		Economic		
		Social		
		Plants		
		Animals		
		Non-liv.		
		Technol.		
		ART		
		MUSIC		
		DRAMA		
		LIT.		
		DANCE		
		CRAFTS		
		N.A.O.		
		READ.		
		WRITING		
		SPEAK.		
		LIST.		
		SPELL.		
		MATH		

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RELATIONSHIP BETWEEN TRANSACTIONS, TRANSACTIONAL AREAS AND TRANSACTIONAL OUTCOMES

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LEARNING MATERIALS

VENTURES

0022

WALLS
Venture



Ways to find out about WALLS:

1. LOOK up the word RAMPART in the dictionary. It is a word in the "Star Spangled Banner." Find out what it means.
2. FIND out what "seeing the handwriting on the wall" means.
3. READ about the Berlin Wall.
4. SEE pictures of the Great Wall of China. It is one of the eight wonders of the ancient world. Ask the librarian for help.
5. FIND out how Stone Wall Jackson got his nickname. Find out about him in a history book or a library book.
6. FIND how the wall in an igloo is made. Make one if there is snow.
7. ASK someone to tell you the story about the walls of Jerico and how they fell.
8. LOOK at pictures of Wall Street in Childcraft, Volume 14, page 264.
9. LOOK up the word MURAL in a dictionary. See if you can find one on a wall. Ask your teacher if you can make one for your classroom.
10. MAKE a list of things a wall could be made of.
11. LOOK up the word WALLFLOWER in the dictionary. Find two meanings for the word.

Choose a way to show what has been learned.

iwp 10-72
Non-Tested Materials -- Not for Distribution
WSSSP/SPURS

(Format)
Venture
TITLE IN CAPITALS

(EXAMPLE: Real thing, picture, definition, description, etc.)

WAYS TO LEARN ABOUT _____:

1.

2.

3.

(Suggestions to find out about topic)

4.

5.

6.

SHOW WHAT YOU HAVE LEARNED.

Writers initials and date

PROCEDURE FOR WRITING A VENTURE

- 1.0 List title -- thing to be explored
- 2.0 Show an example -- an uncomplicated introductory look
 - 2.1 Real thing, simulation, picture -- see Dales Cone,
 - 2.2 A verbal description,
 - 2.3 Combination of two or more.
- 3.0 Suggest ways the student might learn about the thing:
 - 3.1 Places the child might VISIT,
 - 3.2 Things the child may TOUCH or FEEL or SMELL,
 - 3.3 Sources the child may READ such as:
 - a. Library books or pamphlets
 - b. textbooks
 - c. encyclopedias
 - d. Childcraft
 - 3.4 Places the child may WRITE, (the complete address should be given)
 - 3.5 People the child may ASK, (these should be people in a position to know)
 - 3.6 Places the child may SEE the thing,
 - 3.7 Pictures the child may FIND,
 - 3.8 Synonyms or terms the child may LOOK up in a dictionary,
 - 3.9 Things the child may DO to find out about the thing,
 - 3.10 People who may come to the class and give a TALK or demonstration to a group,
 - 3.11 Things the child may TASTE,
 - 3.12 Poems, stories or music to which the child may LISTEN,
 - 3.13 Small group discussions or partner activities which will help in gaining understanding of the thing,
 - 3.14 PICTURE TAKING or DRAWING -- if it will increase knowledge of the thing,
 - 3.15 Things the child can easily BUILD or MODEL.

VENTURE WRITER'S CHECK LIST

- _____ 1. TITLE
Does it tell what is in the venture?
Is this an interesting topic for children of this age?
- _____ 2. EXAMPLE
Is it eye catching?
Does it have aesthetic appeal?
Is it simple?
Is verbal description or definition necessary?
- _____ 3. SUGGESTED WAYS TO LEARN Variety
Are the five senses involved whenever appropriate?
(Touch, smell, feel, listen, look)
Are concrete as well as verbal material suggested?
Does it give learning experiences in other areas of Matrix?
(Aesthetic -- poetry about _____, prints of _____)
Does it give variety in audiovisual materials?
(Movies, filmstrips, transparencies, models, etc.)
- _____ 4. SUGGESTED WAYS TO LEARN Maturity Level
Is interest level appropriate?
Vocabulary level?
Length of sentence?
- _____ 5. PRACTICALITY OF SUGGESTIONS
Are books or sources of information likely to be available?
- _____ 6. FORMAT
Does sentence begin with a verb in WAYS TO LEARN section?
Is first word in all capitals in WAYS TO LEARN section?

POSSIBLE OUTCOMES OF VENTURES

MAKE OR BUILD SOMETHING

- A model
- An invention
- An experiment
- Create something

EXHIBIT SOMETHING

- A bulletin board display
- A collection
- A display
- A poster

GIVE AN ORAL PRESENTATION

- Tape recording
- Narrative for slides or film strip
- Debate
- Story
- Report
- Play
- Panel discussion
- Tell another student about your Venture

GIVE A WRITTEN PRESENTATION

- Report
- Scrapbook
- Story

REPAIR SOMETHING

EXPLAIN OR DEMONSTRATE HOW IT CAN BE USED

- Different ways it can be used
- How other people might use it

MAKE A RESOLUTION ABOUT HOW YOU ARE GOING TO CHANGE BECAUSE OF WHAT YOU HAVE LEARNED

DESIGN A CARRIER PROJECT

DECIDE FOR YOURSELF ANOTHER WAY OF SHOWING WHAT YOU HAVE LEARNED FROM THE VENTURE

WSSSP/SPURS STAFF
7-71

VENTURING
EXPECTED STUDENT UNDERSTANDINGS

These understandings are gained through repeated exposure to venturing. The repeated exposures include an overview and cumulating emphasis on specific understandings all of which are developed in the context of actual involvement in a venture.

even though his first venture may be teacher selected, he will have increased self-selection privileges in the future

venturing is done with topics he is not well acquainted with or topics he seeks only a superficial understanding

venturing is a broad shallow look intended to satisfy curiosity

it is necessary to read the entire venture (or have it read to him) to gain an overview of the topic and the possible ways to learn about it

venturing is to satisfy his curiosity, not the teacher's

he may select among the ways to learn and carry through 3-5 selections

the suggestions he selects may be different from those selected by other students

he may generate a way to learn about the topic

if he does generate ways to learn about the topic, they must be cleared by the teacher

some ways to learn about the subject can be done in class and some will be done outside of class

things to be done outside of class such as trips must be cleared with the teacher, parent or sometimes both

he should find a suggestion which can be done in the classroom now and go to work on that until he can make arrangements for things that take him out of the classroom

he is responsible for gaining new knowledge from the suggested ways to learn

after he has gained new knowledge of the subject, he is responsible to show what he has learned

the new knowledge may be shown in a variety of ways

(For Teacher Use)

OVERSEEING A WRITTEN VENTURE

SELECTION OF VENTURE TOPIC BY CHILD

Selects among several topics.
May generate his own topic.
Should have some genuine interest in topic selected.

SELECTION OF WAYS TO LEARN BY CHILD

Reads the complete venture sheet before making selection of suggestions.
Selects several suggestions to carry through.
Clears self-generated ways to learn with teacher.
Plans what can be done in classroom right now.
Plans how to do what must be done outside of classroom.
Carries through WAYS TO LEARN.

SELECTION OF OUTCOME (See list of possible outcomes of a venture)

Made after the child has gained new awareness of topic.
In an individual or group conference teacher and student agree on the way to show what has been learned.
a. Way chosen should give variety of experience to child.
b. Acceptable for the child's level of maturity.
An outcome may come naturally in the doing of a suggestion on venture sheet.

SHARING THE OUTCOME

Anything appropriate may be shared with entire class.
Small group conference objectives:
a. To find out what the child gained from the experience.
b. To share knowledge with other students.
c. To interest other children in a new topic.
Individual conference as deemed appropriate by teacher.

SUGGESTIONS FOR GUIDING STUDENTS IN CHOOSING A WAY TO SHOW WHAT HAS BEEN LEARNED ON A VENTURE

1. What new things did you learn?
2. How could you share with the class what you learned?
3. Have you used this same way before?
4. Does it show the new things learned instead of things you already knew?
5. Does it show the important things you learned?
6. How can you plan your presentation?
 - a. What materials are needed?
 - b. How much time do you think it will take?

RB & IWP 9-72

(Student Use)
WESTERN STATES SMALL SCHOOLS PROJECT

New Mexico SPURS Cluster
Venture Commitment Sheet

Name _____

Student Number _____

Beginning Date _____

1. I have chosen a Venture on _____

2. I have decided to do the following to learn more about my Venture.

A. _____

B. _____

C. _____

3. Teacher check _____

4. I have completed my Venture. Date _____

5. I am going to share my Venture by _____

Sharing date _____

6. Teacher check _____

Assigned	Student Selected	Student Initiated
_____	_____	_____

VENTURES PRINTED AND AVAILABLE

September, 1972

AIR	CATTLE BRANDS
AIRPLANES (KINDS OF)	CATTLE (KINDS OF)
AMERICAN FOLKLORE	CATS
ANGER	CHAINS
ANTIQUES	CIRCLES
ARROWHEADS	CIRCUS
ART PAINTING	CLASSIFYING BOOKS
ASSIGNMENT SHEET	CLOTHES FROM OTHER COUNTRIES
AUTOMOBILES	CLOTHES STYLE - BOYS
BARTER	CLOTHES STYLE - GIRLS
BASEBALL	COINS
BASKETBALL	COLLECTION HOBBIES
BEES	COMMUNAL SOCIETIES
BEING HONEST	COMMUNICATION SATELLITES
BICYCLES	COMPUTERS
BILL OF RIGHTS	CONSTELLATIONS
BIOGRAPHY REFERENCE BOOKS	CONTINENTAL DIVIDE
BIRTHDAY CUSTOMS IN OTHER COUNTRIES	COURTS
BLINDNESS	COWBOYS
BRIDGES	CRITICISM
BUILDING HOUSES AND BUILDINGS	CRYING
BUTTERFLY	DANCES FROM OTHER COUNTRIES
CANCELLED CHECKS	DEW
CARTOONS	DIVISION OF LABOR

DOGS (KINDS OF)
DOGS AS PETS
EARLY CLIFFDWELLERS
EARLY WESTERN EXPLORERS
EARLY WESTERN FUR TRADERS
ELECTRICITY
EXTRASENSORY PERCEPTION
FAMILY CUSTOMS
FAMILY RECREATIONAL SPENDING
FARM TRACTORS
FEAR
FEDERAL BUREAU OF INVESTIGATION
FIRE
FIREMAN
FISH
FLAG OF THE UNITED STATES
FLAGS FROM OTHER COUNTRIES
FLYING SAUCERS
FOOD FROM OTHER COUNTRIES
FOOTBALL
FOSSILS
FREIGHT TRAINS
FROGS
GAMES FROM OTHER COUNTRIES
GIANTS
GOLD PROSPECTING
GOLD RUSH
GRAIN ELEVATORS
GUITARS
GUNS
HABIT
HAIR BRUSHING
HAIR SHAMPOOING
HALLOWEEN CUSTOMS
HECTOGRAPH (MAKING A)
HELICOPTERS
HORNS
HORSES
HOUSES FROM OTHER COUNTRIES
HOW BOATS AND SHIPS FLOAT
INDIAN RUINS
INTERSTATE HIGHWAYS
INTERVIEW QUESTIONS
KENNEDY, JOHN F.
LASERS
LIKENESSES AND DIFFERENCES
LINES THAT SHOW MOVEMENT
LIONS
LOANS
LOCATING A BOOK ON THE SHELF WITH A
SIMPLE CLASSIFYING SYSTEM
MAGIC
MAGNETS

MAKING A CARDBOARD CARTON
PUPPET THEATRE

MAPS

MIGRANT WORKERS

MINING

MONEY

MOON

MORSE CODE

MOUNTAIN LIONS

MUSICAL INSTRUMENTS FROM
OTHER COUNTRIES

NATIONAL PARKS

NATIONAL SYMBOLS

NEIGHBORHOOD CUSTOMS

NEWSPAPER ADVERTISING (KINDS OF)

NEWSPAPER MAKEUP

NEWSPAPERS

OIL DRILLING

OLD TIME FARM TRACTORS

OLYMPIC GAMES

ORCHIDS

ORIGAMI

PARTS OF A STORY

PATRIOTIC MUSIC

PHOTOGRAPHY

PIONEERS

PIONEER TRAILS

PIPES

PLACE FOR A GOOD GROOMING SHOP

PLANETS

PLAYS

POLICEMEN

POLITICAL PARTIES

POST OFFICE SERVICE

POSTAGE STAMPS

POSTAGE STAMPS (COLLECTION)

PRICING BOOKS

PURPOSES OF HEADLINES

RADAR

RADIOS

REFERENCE BOOKS

ROCKS

ROCKY MOUNTAIN RANGE

ROPE

SAFETY DEPOSIT BOXES

SAILBOATS

SALT

SATELLITES

SCOUTING

SEASHELLS

SELLING

SHADOW IN ART

SHELVING BOOKS

SHIPS (KINDS OF)

SHOE CARE
SKELETONS
SKIING
SNAKES
SNOW
SOIL
SONGS FROM OTHER COUNTRIES
SOUTH AMERICA
SPACE TRAVEL
SPECIAL DAYS - ELECTION DAY
SPECIAL DAYS - FLAG DAY
SPECIAL DAYS - VETERAN'S DAY
SPECIAL SECTIONS OF A DICTIONARY
SPURS CLASSROOMS
SPURS TEACHERS
STARS
STATUE OF LIBERTY
SUBMARINES
SUGAR BEETS
SUNLIGHT
SUPERSTITIONS
SUPPLY AND DEMAND
SYMBOLS USED BY BUSINESSES
TEMPERATURE
TEXTURE
TOURNAMENTS
TOYS FROM OTHER COUNTRIES
TRAFFIC SIGNS
TREES
TROPICAL FISHES (FRESH WATER)
TROPICAL FRUIT
TRUCKS
TYPES OF BINDING
TYPEWRITERS
UNDERSTANDING OTHERS BY PUTTING
YOURSELF IN THEIR PLACE
UNDERWATER WORLD
UNITED NATIONS
VIKINGS
WALLS
WARM AND COOL COLORS
WASHINGTON D. C.
WASHINGTON, GEORGE
WESTERN BIRDS
WESTERN GAME FISH
WHALE SHARK
WHEAT
WHEELS
WILD ANIMALS
WIRE
WOOL
WORLD GLOBE

LEARNING MATERIALS
CARRIER PROJECTS (DECISION MAKING TYPE)

0035

MAKING CHOICES
CAREER PROJECT

PROBLEM (Goal) WHAT I WANT

I want to make friends with a new student

Possible ways to get what I want	Will it help me get what I want?	Can I do it without breaking a law or rule?	Do I feel right about it?	Will I be able to do it?
1. Show him around school	yes	yes	yes	yes
2. Introduce myself.	-yes	-yes	-yes	-yes
3. Do his homework for him	yes	no	no	-yes
4. Give him some candy	yes	yes	yes	no
5. Ask him to play	yes	yes	yes	yes
6. Tell him how mean the other kids are	?	yes	no	yes

THE BEST SOLUTION IS NO.

1, 2, + 5
0036/0037

~~0037~~

**MAKING CHOICES
CARRIER PROJECT**

**PROBLEM (Goal)
WHAT I WANT**

Possible ways to get what I want	Will it help me get what I want?	Can I do it without breaking a law or rule?	Do I feel right about it?	Will I be able to do it?

THE BEST SOLUTION IS NO. _____

DECISION MAKING

ISSUE - An unresolved goal question. An issue exists when a person faces a circumstance which moves him to some form of action, but for which he does not yet know what he wants to do.

DECISION - The deciding or settling of a question. The decision takes the form of a plan for action for reaching a goal (decision-execution project).

At the elementary school level emphasis will be on **MAKING CHOICES**, **GENERATING ALTERNATIVES**, **RECOGNIZING ISSUES**, and **EVALUATION ALTERNATIVES**.

PROCEDURE FOR MAKING CHOICES

- 1.0 State the goal
- 2.0 Determine possible alternatives for reaching the goal
- 3.0 Evaluate possible alternatives taking into consideration
 - 3.1 Effectiveness of the solution
 - 3.2 Laws and rules
 - 3.3 Available resources
 - 3.4 Personal feeling of right and wrong
- 4.0 Choose the best alternative

The **MAKING CHOICES** Carrier Project reflects the use of this procedure and can be used in connection with problems that arise in the classroom as well as the suggested activities that are listed in this section. In each case the children generate alternatives for reaching a stated goal and/or evaluate the solutions by answering the following questions:

1. Will it help me reach my goal?
2. Can I do it without breaking a rule or law?
3. Will I be able to do it?
4. Do I feel right about it?

A great many daily decisions are simply a matter of choosing between alternatives, e. g. choosing a game to play at recess. The decision is usually based on group or individual preference, with limited alternatives.

SUGGESTED ACTIVITIES

DECISION MAKING

1. Discuss some of the following:

How shall I spend my allowance?

What do I want in a friend?

How would you treat the children in this class if it were up to you to teach the class?

What should I get my mother for her birthday?

2. Do some of the following activities from Igniting Creative Potential published by Bella Vista School, 2131 East 7000 South, Salt Lake City, Utah, 84121.

What is your choice? Page 129

Decide what or why. Page 127

What IS the best solution? Page 133

SUGGESTED ACTIVITIES

GENERATING ALTERNATIVES

1. Discuss some of the following:

You want a new bicycle. What are some of the ways you might get it?

You are lost in the mountains and want to get out. What are some things you might do?

You want to go to the show with your friends, but you don't have enough money. What are some of the things you might do about it?

You need something to get a drink of water. What are some of the things you can use instead of a glass or cup?

You want a piece of cake, but you can't find a knife. What other things could you use to cut the cake?

You want to go for a bike ride, but you find you have a flat tire on your bicycle. What are some ways you can solve the problem?

You need to make punch for a party. You can't find a pitcher that is big enough. What can you do?

You want to make friends with a new student in your class. What are some of the things you can do?

What are some ways you can get people who cut school to come more often?

What things can you do to make a new student feel more comfortable?

You want a friend to stop using drugs. What are some of the things you can do?

We want students to stop cheating in games. What are some of the things we can do?

We want children to stop stealing. What are some of the things we can do?

2. Draw a picture using only circles. Find as many things as you can to use as patterns.
3. Act out how you would send the following messages to someone across the room without using words:

I can't play after school
I have a new bicycle
Meet me after school by the flagpole
I forgot my lunch money

EVALUATING ALTERNATIVES

1. Johnny has come home from school with a torn shirt because he has been in a fight. He doesn't want to be punished. Here are some of the things he thought he might do about it:

He decided not to go home at all, but to spend the night at a friend's house.

He decided to sneak into the house without his mother seeing him and change his shirt.

He decided to tell his mother he ripped the shirt on a fence.

Can you think of anything else he might do? For each solution you think of, answer the following questions?

1. Will it help me get what I want?
2. Can I do it without breaking a law or rule?
3. Do I feel right about it?
4. Will I be able to do it?

2. Read open-ended problem stories. Have the children supply different endings. Decide which ending is best. Some sources you might use are listed below.

When trying to decide the best solution, answer the following questions:

1. Will it help me get what?
2. Can I do it without breaking a law or rule?
3. Do I feel right about it?
4. Will I be able to do it?

Tensions Our Children Live With by Dorothy Spoerl. Boston: Beacon Press, 1959.

Role Playing for Social Values by George & Fannie Shaftel. Englewood Cliffs, N. J.

Understanding Our Feelings. Stone Educational Publications, 6363 N. Broadway, Chicago, Ill., 60626.

Venture: Honesty

LEARNING MATERIALS
CARRIER PROJECTS (PRODUCT TYPE)

0043

CLASSROOM NEWSPAPER

SPECIFICATIONS:

1. One to four pages long
2. Editorial (one or more)
3. News story (one or more)
4. Sports story (one or more)

5. Feature article (one or more)
6. Name for newspaper
7. Newspaper is printed in a way that readers can easily read

STEPS

WHAT IS NEEDED

LEARNING HELPS

1. Choose a staff
2. Decide what will be in the newspaper
3. Assign writing and other tasks to the staff and set due dates
4. Select a name for the paper and draw up a design
5. Collect everything to go into the newspaper
6. Proofread all stories
7. Paste up the contents the way they will go
8. Print newspaper
9. Pass out the newspaper

Editor, reporters, business manager, artists, typist, etc.

News stories

Editorial
Sports stories
Feature articles
Cartoons
Puzzles

Advertising
Letters to the Editor
Columns

Assignment sheet

Samples of other newspapers

Venture: NEWSPAPERS
Unit: PURPOSE OF A NEWSPAPER

Unit: WHAT IS NEWS
Unit: NEWS STORY FORM

Unit: EDITORIALS

Unit: SPORTS STORIES

Unit: FEATURE ARTICLES

Venture: CARTOONING

Carrier Project: CROSSWORD PUZZLE

Unit: KINDS OF ADVERTISING

Unit: PROOFREADING

Unit: NEWSPAPER MAKEUP

0044
-29-

Carrier Project

PRODUCT: (IN CAPITALS)

SPECIFICATIONS:

- 1.
- 2.
- 3.

0045-30

STEPS	WHAT IS NEEDED	LEARNING HELPS
1. 2. 3. 4.	(objects & processes)	(Sources of Information) Unit: NAME OF UNIT IN CAPITALS Carrier Project: NAME OF VENTURE IN CAPITALS Books or other sources

Write Initials and date

**PARTS OF A CARRIER PROJECT FORMAT
(Product Type)**

TITLE

1. Tells what the project is about - what is being made, grown or done
2. Use for selecting a project

SPECIFICATIONS

1. Tells how it will look or operate when it is finished
2. Changes - written down and agreed upon by students and teacher
3. Serves as a check when project is finished (minimum standard)

STEPS

1. Tells the steps necessary to finish the project
2. The steps are given in order
3. In a prewritten project - a better way may be found. This must be cleared with the teacher

WHAT IS NEEDED

1. Tells what objects, processes, or events the child will be involved with in completing a step
2. Listed across from the step

LEARNING HELPS

1. Reads across from steps
2. May be in the form of a unit, guide sheet, venture, book or resource person. Occasionally it may refer to another carrier project.
3. Students need to know what these materials look like, and where they are kept.

IWP 5-72

STANDARDS FOR CARRIER PROJECTS

EDUCATIONAL VALUE

1. The project plays an important role in the life of the student at his present level of maturity.
2. The project requires the learning of high-mileage (significant) concepts and proficiencies. It is not composed of trivia.
3. The project should emphasize behaviors which require formal instruction, rather than those that can be easily mastered on his own.

SUITABILITY FOR A GIVEN STUDENT

1. The project leads to something the student wants.
2. The student can begin the project with his present competencies.
3. The load of new competencies is kept at a tolerable level so that the student will remain motivated until the task is complete.

PROCEDURE FOR WRITING A CARRIER PROJECT

(Production Type)

- 1.0 Select a goal or Product (Becomes the title)
 - 1.1 Must meet the standards for educational value. (see standards for C.P.)
 - 1.2 Must be suitable for the intended learner. (see standards for C.P.)
- 2.0 Determine specifications for reaching the goal (Description of finished product)
 - 2.1 Identify maturity level of student for whom intended. Write according to that maturity level.
 - 2.2 List essential qualities of the finished product.
 - 2.3 List desirable qualities of the finished product.
 - 2.4 Check each specification and eliminate or change those that are not practical - cost, availability of materials, time, etc. List on form under SPECIFICATIONS.
- 3.0 Identify and analyze tasks
 - 3.1 List production steps which are necessary to complete carrier project according to specifications.
 - 3.2 Place steps in sequential order and list under STEPS on form.
- 4.0 Identify objects, events or processes involved for WHAT IS NEEDED section
 - 4.1 List at each step what the learner must interact with in order to carry out the step.
 - 4.2 Identify motor skills if necessary.
- 5.0 Find where necessary information may be found for LEARNING HELPS section.
 - 5.1 Determine what new learning may be necessary to carry out the step - focusing on the objects, events or processes identified in section 4.0 above.
 - 5.2 Look in the file for the names of existing units which could contain necessary learning.
 - 5.3 Read the units and list any that are appropriate.
 - 5.4 Find and list other sources which may provide necessary information.
 - 5.5 When no unit or other source exist, identify units which must be written.

CARRIER PROJECT WRITER'S CHECK LIST

1. TITLE

Does the wording make for good filing?
Does it accurately describe the project?
Is it the name of a product?

2. SPECIFICATIONS

Are they clearly written?
Do they describe the finished product in enough detail
for evaluation?
Are they realistic for age level?
Are materials readily available?

3. STEPS

Are the steps in logical order?
Are the steps the right size?
Is a diagram or picture necessary?
Are appropriate Units, Ventures or Resources cited?
Is vocabulary level appropriate?

4. WHAT IS NEEDED

Are objects, events and processes identified?
Are necessary motor skills identified?

5. LEARNING HELPS

Are identified sources of help likely to be available?
Are sources at appropriate maturity level?
Do the LEARNING HELPS specifically apply to the objects,
events and processes identified in WHAT IS NEEDED
section?

POSSIBLE PRODUCTS OF CARRIER PROJECTS

<u>TYPES OF PRODUCTS</u>	<u>EXAMPLES</u>
1. A REASONED DECISION Naming a goal	How shall I do with my allowance? What kind of a program should the class present? What should be done about students who cheat?
2. AN AESTHETIC OBJECT Creative literature Composition Visual art objects Play Dance	Compose a limerick Compose a song Make a collage Write a puppet play Make up a creative dance
3. AN ORGANIZED AND EXPRESSED IDEA A description An analysis A critique A proposal An argument	Write a new story for class newspaper. Write an editorial for class newspaper. Write a review of the school play. Write a dress code for _____ school. Debate the issue "_____".
4. A STAGED EVENT A play A recital A party A concert	Put on a Christmas play. Present a Mother's Day program. Prepare a Pioneer dinner. Participate in a band concert.
5. A PHYSICAL OBJECT Invention Production Arrangement Models	Alarm system Window sill garden Terrarium Relief map
6. A CONDITION OR ARRANGEMENT An organization A set of rules of procedures A set of circumstances	Organize a hobby club. Write a school constitution. Set up a classroom court.
7. A TECHNICAL SERVICE Diagnose Apply a treatment Repair or adjust	Set up a feeding schedule for your pet. Take care of an animal. Repair a broken desk.
8. A CONTINUING SERVICE A service A leadership role	Be a tour guide for visitors to your school. Be a class president.
9. A PERSONAL COMPETENCY OR ATTRIBUTE Motor skill A developed talent	Learn to play basketball. Practice the piano

CARRIER PROJECTS
EXPECTED STUDENT UNDERSTANDINGS

These understandings are gained through repeated exposure to carrier projects. The repeated exposures include an overview and cumulating emphasis on specific understandings all of which are developed in the context of actual involvement in a carrier project.

even though his first carrier project may be teacher selected, he will have increased self-selection privileges in the future

the project usually results in a product that is his to keep

it is necessary to read the entire carrier project to gain an overview of the project

specifications are a plan for the finished product -- tells what it will look like when it is finished

specifications are used as the criteria for evaluation of the finished product

he is agreeing to meet the specifications

specifications can be changed but that changes must be cleared with an adult and written down for future reference

he is to proceed with projects on his own if at all possible

he understands what is generally found in each of the columns: Steps, What is Needed, Learning Helps

he is to start with step one and read across all three columns

he is to follow steps in the order given unless a change is cleared with the instructor

it is his responsibility to gather materials whenever possible

it may be necessary to go to other sources for information (such as units) to complete the project and that it is his responsibility along with the teacher to decide when it is necessary to seek additional information

he is to compare the product with specifications and make any necessary changes or improvements before he asks teacher to check finished project

he and the teacher jointly evaluate the product against the specifications as a final check

at some time in the future he may design his own carrier project

some carrier projects are done individually and some projects are group efforts

Student Use
CARRIER PROJECTS

(Commitment Sheet)

DATES: OUT _____

IN _____

GROUP _____

IND _____

CARRIER PROJECT _____

I have changed the following specifications

- * _____
- * _____
- * _____

UNITS

I have changed the following production steps

- * _____
- * _____
- * _____

List of materials needed

- * _____
- * _____
- * _____

Student
Assigned

Student
Selected

Student
Initiated



EXAMPLES OF CARRIER PROJECT TOPICS

SELF

Make a Resume telling of your job skills such as baby sitting, weed pulling.

Keep a diary.

Make a schedule for doing homework.

Write a story about your life.

Participate in a talent show.

Hold a marble tournament.

Choose an occupation and tell why you would be good at it.

Plan your music practice time.

Develop a hobby.

Learn a new game.

Learn a new habit in place of an old habit.

Pretend you are on the cover of a magazine. Tell what you did to become famous.

Make a collage about yourself.

Write a story about the kind of person you want to be.

Learn a magic trick.

Plan your spare time.

Lose or gain weight.

EXAMPLES OF CARRIER PROJECT TOPICS

INTERPERSONAL

Do something nice for a secret pal

Help one of your classmates with _____
e.g. reading
math
making something

Write a thank you letter _____
e.g. after a field trip
to someone who has been nice to you

Hold a panel discussion on _____
e.g. what people look for in a good friend
what to do about a poor sport
what makes a bully

Develop a plan for making new students feel welcome

Be a tour leader for visitors to your school

Organize the class into committees to _____
e.g. clean up the school yard
plan a Christmas party

Survey the school on feelings about _____
e.g. fieldtrips
school activities

Write a letter to _____
e.g. the president of the United States
a sports hero
a friend

Teach a game to younger students

Write an editorial on _____
e.g. persuading students not to litter the playground

Have a debate on _____
e.g. what should be done about the student who cheats
what should be done about the student who uses drugs

Plan and give a party

Hold a classroom meeting to solve problems

EXAMPLES OF CARRIER PROJECT TOPICS

INSTITUTIONAL

Make a budget for your money

Plan and hold a book sale

Make a plan for classroom government

Organize a campaign for someone in your class running for office

Organize a club .

Establish and operate a student court

Add an amendment to the school constitution

Publish a classroom newspaper

Set up a booth at the school carnival

Organize a fund raising project

Write a Bill of Rights for the classroom

Form a student council

Establish and operate a trading store in the classroom

Write a classroom constitution

Elect officers for the classroom

EXAMPLES OF CARRIER PROJECT TOPICS

PHYSICAL

Make a collection of _____
e.g. wire
leaves

Hold a weed hunt

Build a _____
e.g. bird feeder
sundial
barometer
incubator

Make a _____
e.g. weather station
terrarium
plaster casts of animal footprints

Plant and take care of a garden

Make a display to show _____
e.g. different ways seed are dispersed
a graph of plant growth

Make a scrapbook of _____
e.g. wildflowers
satellites

Hold a jumping contest for frogs or grasshoppers

Hold a pet show

Measure the water that is wasted in your home from a leaking faucet

Draw a diagram showing the water cycle.

Keep a record of observation of _____
e.g. birds
growing plants

Make a map of the rooms in the school building

Make a mural of _____
e.g. pond life
prehistoric animals

Make a calendar for the year showing what birds and animals can be hunted at different times of the year.

EXAMPLES OF CARRIER PROJECT TOPICS

AESTHETIC

Make flannelboard cutouts to go with a story

Write a story about _____

Decorate your classroom for a special occasion

Weave a _____

Write a poem about _____

Hold a talent show

Make a card for _____

e.g. get-well for a student who is ill
mother's day
birthday

Make up a dance and present it

Make a mobile

Make Christmas corsages

Carve a _____ from soap

Join a singing group

Paint a mural about _____

Write a song

Make a _____ from papier mache

Mold _____ from clay

Make up a riddle

Make a book cover

CARRIER PROJECTS PRINTED AND AVAILABLE

September 25, 1972

ADDRESS LIST FOR A CLASSROOM
POST OFFICE

ADVERTISEMENT FOR A CLASSROOM
NEWSPAPER

AVOCADO PLANT (GROWING AN
AVOCADO PLANT)

BANK TELLER FOR A CLASSROOM BANK

BE A TOURNAMENT MANAGER

BOOK OF TALL TALES

BOOK ON RECREATION AREAS OF
THE STATE

BOOK ON THE HISTORY OF A STATE

BUSINESS LETTER

CANCELLATION AND POSTMARK CLERK
FOR A CLASSROOM POST OFFICE

CASTANETS

CLASS DIRECTORY

CLASSROOM LIBRARY

CLASSROOM NEWSPAPER

CLASSROOM SWAP MEET

CONDUCTING AN INTERVIEW

COLLECTING PLANKTON

DICTIONARY

EDITORIAL FOR A CLASSROOM
NEWSPAPER

ELECTING TOWN OFFICERS AT A
TOWN MEETING

GAME OF BATTLESHIP

GOOD GROOMING SHOP

INSECT COLLECTION

INTERNATIONAL CUISINE CLUB

MAIL SORTER FOR A CLASSROOM POST OFFICE

MAILMAN FOR A CLASSROOM POST OFFICE

MAKE A BICYCLE SAFETY POSTER

MAKE A COLLECTION OF LOCAL PLANTS

MAKE A ROCK COLLECTION

MAKE A CROSSWORD PUZZLE

MAKING A PAPER BAG HAND PUPPET

MAKING A PLAY SCRIPT FROM A STORY

MAKING A SCOOP FOR SCOOP BALL GAMES

MAKING A SOCK HAND PUPPET

MAKING A TAPE RECORDING

MAP OF AN AREA

MEAL

MOLDS - GROWING AND DESCRIBING

NET FOR CATCHING PLANKTON

NEWS ARTICLE FOR A CLASSROOM NEWSPAPER

PAINT POSTERS OR WRITE PAMPHLETS TO ATTRACT
NEW IMMIGRANTS TO WILL PENN'S COLONY OF
PENNSYLVANIA

PAPIER MACHE POWL

PAPIER MACHE HAND PUPPET

PLAN A BIG CITY WHERE YOUR TOWN IS NOW

PLASTER OF PARIS MOLDS OF NATURAL OBJECTS

POSTAL CLERK FOR CLASSROOM POST OFFICE

POSTMASTER FOR A CLASSROOM POST OFFICE

PREPARING A PUPPET PLAY

PRETEND YOU ARE ON THE COVER OF TIME MAGAZINE - WRITE WHAT YOU DID TO BECOME FAMOUS

PUBLISH A PIONEER NEWSPAPER

QUIZ PROGRAM FOR A CLASSROOM RADIO STATION

RECIPE BOOK

RELIEF MAP OF YOUR COMMUNITY

SET UP A BUSINESS COMMUNITY IN THE CLASSROOM

SETTING UP A CLASSROOM BANK

SETTING UP A CLASSROOM POST OFFICE

SPORTS ARTICLE FOR A CLASSROOM NEWSPAPER

STATE FAIR

SOUTH AMERICAN TASTING PARTY

TAMBOURINE

TAPE RECORDING ABOUT YOUR AREA

TWO DAY MENU

UKULELE BAND

USED BOOK STORE

WALKIE-TALKIE

WELL GROOMED FINGERNAILS

WELL GROOMED HAIR

WRITE A STORY BASED ON GOING WEST IN COVERED WAGON DAYS

WRITING A FEATURE STORY

WRITING A TALL TALE

LEARNING MATERIALS

UNITS

UNIT: DRAWING TREES

Here is a look at drawings of trees:

BEST COPY AVAILABLE



Sugar Maple



Apple

**1wp 11-71
Non-Tested Materials -- Not for Distribution
WSSSP/SFURS**

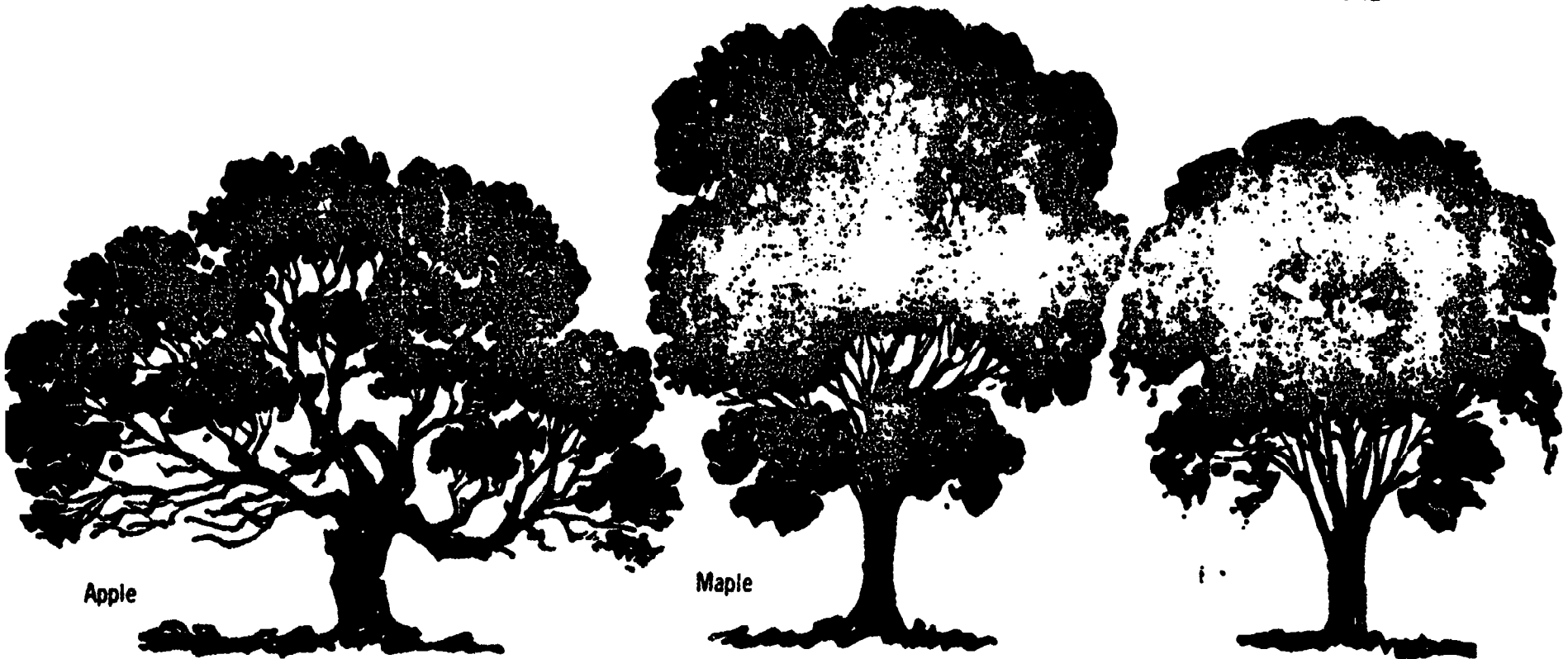
**IMPORTANT THINGS TO THINK
ABOUT WHEN DRAWING TREES**

WHERE TO LOOK

1. Different kinds of trees have different shapes.

Look at trees around school or home.

BEST COPY AVAILABLE

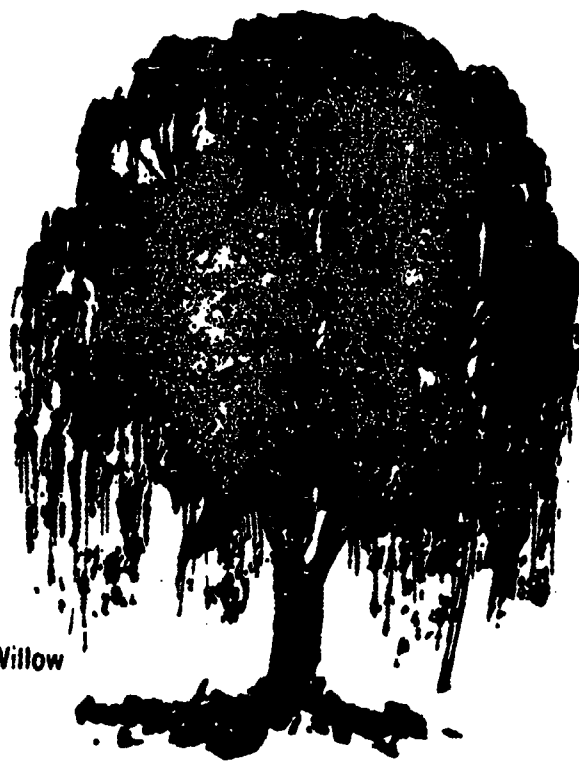


Apple

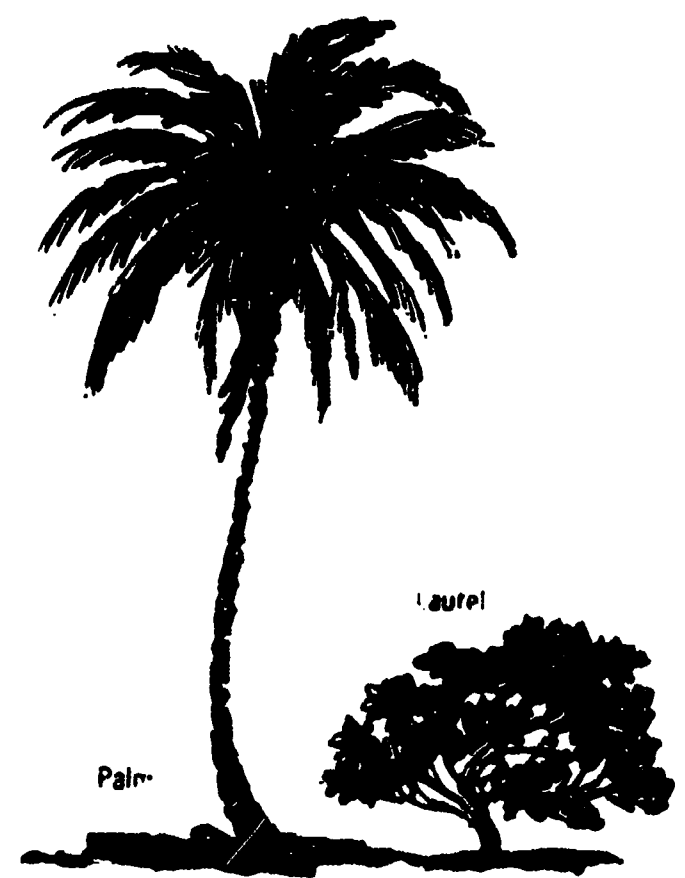
Maple



Pine



Willow



Palm

Laurel

GO TO THE NEXT PAGE.

2. The bark and leaves have a texture or pattern.

Almost close your eyes and look at a tree. You don't see each leaf. See the pattern the bark makes.

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3. Trees follow a plan. The trunk is larger near the ground and gets smaller as it grows from the ground. Branches or limbs get smaller and curve as they grow from the trunk.

Look at a tree. Put your hands around the trunk - near the ground - then higher up. See how the trunk gets smaller.

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GO TO THE NEXT PAGE.

4. Trees have light and dark places or areas.

Almost close your eyes. Look at a tree. See where the light and dark places are.

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GO TO THE NEXT PAGE.

MORE HELP



Branches get smaller as they grow from trunk

Leaves have a pattern

Dark and light places on trunk and leaves.

Branches curve from trunk

Bark has a pattern or texture

- 1. Draw at least 3 different kinds of trees. Do not try to remember the tree. Look at it carefully while you draw.**
- 2. Try drawing trunks with different patterns or texture.**
- 3. Look at drawings someone has made of trees. Leaves are suggested. Not every leaf is drawn in.**
- 4. Shading of the trunk and branches can be done with either the side or point of the pencil.**
- 5. Most trees have rough bark. To draw this roughness use both light and heavy pencil lines.**

TEST YOURSELF
DRAWING TREES

Draw a tree.

When you are finished, check to see that:

The branches and trunk get smaller as the tree gets higher
There is a pattern or texture to the trunk and leaves
There are light and dark places on the tree
The shape of the tree is like the one you had in mind

Show the tree to your teacher.

(1st Page)

UNIT: (Subject)

(EXAMPLE)

writer's initials and date

(2nd page)

NECESSARY PROPERTIES

- 1.
- 2.
- 3.

TEST

Units are written by specialists trained in curriculum development. The procedure is included for information purposes only.

PROCEDURE FOR PRODUCING A UNIT

- 1.0 Identify the phenomenon. (This becomes the title of a Unit.)
- 2.0 Identify maturity level of students for whom intended.
- 3.0 List critical steps and/or components of the phenomenon.
- 4.0 Locate an example which embodies all of the critical properties. (This example becomes the "First look".)
- 5.0 Identify media which might be utilized.
 - 5.1 List several specific media. (See Dale's Cone of Experience.)
 - 5.2 Identify the media which best illustrate the critical properties of the phenomenon.
 - 5.3 Determine what commercial media are now available which could be used.
 - 5.4 Determine what media need to be produced.
 - 5.5 Determine the feasibility of each type of media considered.
 - 5.6 Write directions for getting the learner acquainted with the media and, if needed, using the media.
- 6.0 Identify additional tactics and methods to be employed by the student to help him gain further perceptual understanding of the phenomenon.
- 7.0 Construct an evaluation instrument which will test the critical properties only.
 - 7.1 Concept test
 - 7.2 Function test

Units are written by specialists trained in curriculum development. The checklist is included in the manual for information purposes only.

UNIT WRITER'S CHECK LIST

- _____ 1. Title Is it what it says it is?
- _____ 2. First Look Does example show the critical properties? Are labels appropriate?
- _____ 3. Critical Properties Are they really essential properties?
- _____ 4. Media and directions
 - Are directions clear?
 - Maturity level appropriate?
 - Does it give needed type of experience?
 - Are there other ways?
 - Is media concrete?
 - Vocabulary level?
 - Length of sentence?
- _____ 5. Evaluation Tests knowledge of critical properties
 - Directions adequate
 - Difficulty level
 - Includes both concept and function if possible

**PLACES A CHILD MAY GO
FOR UNIT TYPE INFORMATION**

IN SCHOOL

Verbal Material: Childcraft, World Book, novels, readers, textbooks
card catalog

Pictorial Materials: Art prints, transparencies, slide series, photos
film strips, motion pictures, TV tapes

Sound material: Tapes, records

Kits of Concrete materials: Shoe box collections, games

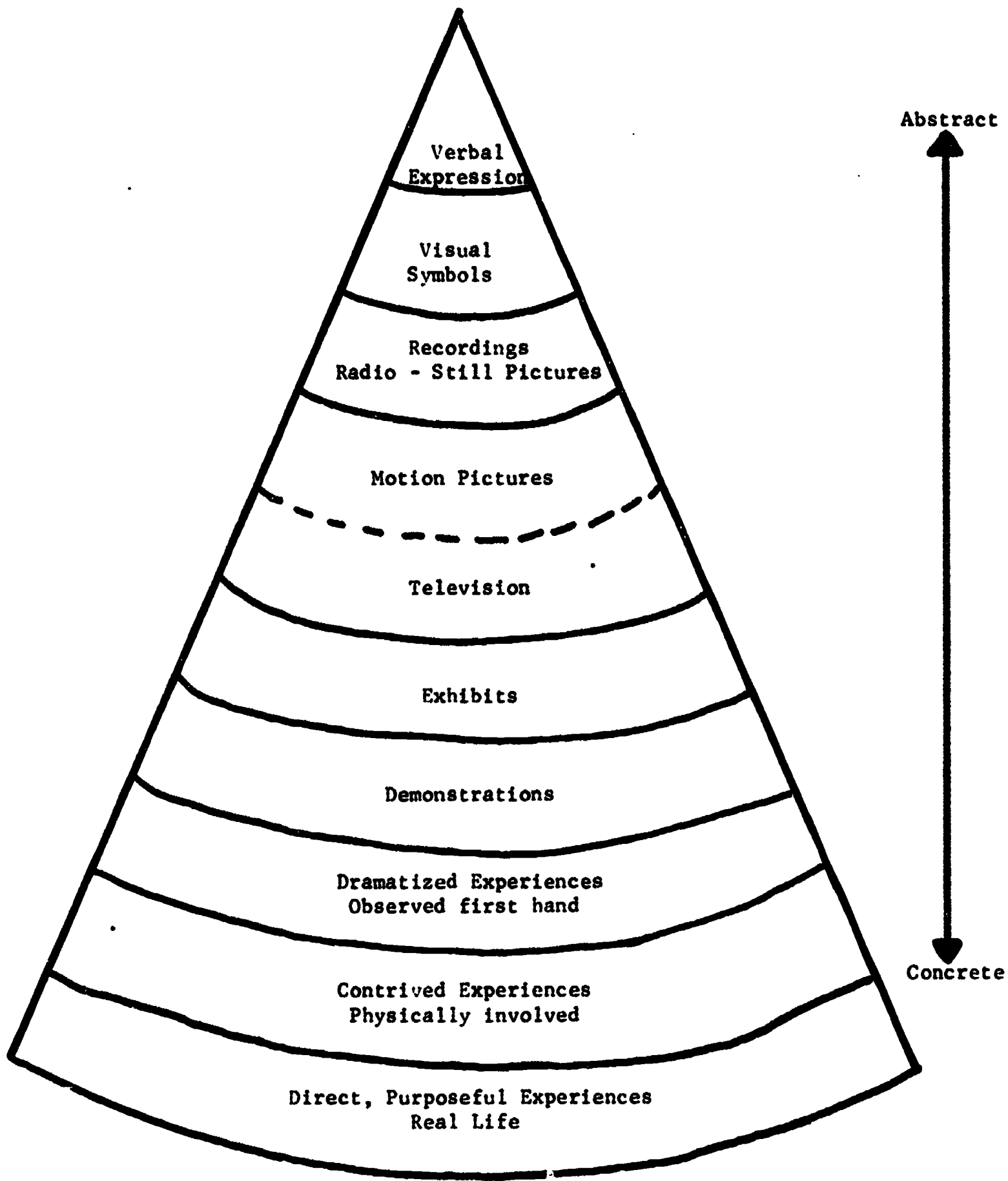
People: Other students, librarian, teachers

OUTSIDE THE SCHOOL

Places: local businesses, recreation areas, radio or TV station
government agencies, museums, zoos, city library

People: any well informed person, a collector, hobbyist, city officials

CONE OF LEARNING EXPERIENCE



Adapted from Edgar Dales
Cone of Experience

UNITS PRINTED
September 25, 1972

COLOR CODING

TRANSACTIONAL AREA	COLOR
Self	Goldenrod
Interpersonal	Yellow
Institutional	Blue
Physical	Green
Aesthetic	Pink

ADDITIONAL PARTS OF A BOOK

ADDRESSED ENVELOPE (WHAT IT IS)

ADVERTISING (HOW IT GETS PEOPLE TO BUY)

ALPHABETICAL ORDER (NAMES)

APPENDIX FOR A BOOK (WHAT IT IS)

APPLICATION BLANK

AUTHOR CARD (WHAT IT LOOKS LIKE)

BALANCE SCALES (HOW TO MAKE)

BALANCE SCALES (HOW THEY MEASURE WEIGHT)

BARTERING

BASIC FOUR FOOD GROUPS

BIBLIOGRAPHY (WHAT IT IS)

BOOK COVER (WHAT IT IS)

BOOK INDEX (WHAT IT LOOKS LIKE)

BUDGET (WHAT IT IS)

BUFFET STYLE SERVICE AT A MEAL

BUSINESS LETTER (WHAT IT IS)

CALL NUMBER (WHAT IT LOOKS LIKE)

CAPITAL LETTERS (WHAT THEY SHOW)

CASHBOOK FOR A CLASSROOM BANK (HOW TO USE IT)

Worksheet - Adding Money
Worksheet - Subtracting Money
Cashbook Sheets

CHECK-IN SYSTEM (WHAT IT IS)

CHECK-OUT SYSTEM (WHAT IT IS)

CITY CHARTER (PARTS OF A CITY CHARTER)
Sample City Charters

CLASSROOM BANK (WHAT IT LOOKS LIKE)

CLASSROOM POST OFFICE BUILDING

CLEANING FINGERNAILS (WHAT IT IS)

COMMAS (WHAT THEY DO)	INSECT DISPLAY BOX
COMMITTEE (WHAT IT IS)	INSECT KILLING JAR
COMPLETED CHECK (WHAT IT LOOKS LIKE)	INSECT RELAXING JAR
CONSTITUTION (PARTS OF A CONSTITUTION)	INSECT STRETCHING BOARD
COPYRIGHT DATE (WHAT IT IS)	INVENTORY SHEET (WHAT IT IS)
COSTUMES FOR HAND PUPPETS	LIMERICK
CUTICLE CARE (WHAT IT IS)	LOSS (STEPS IN FIGURING LOSS)
CUTTING FINGERNAILS (WHAT IT IS)	MAIL CANCELLATION AND POSTMARK
DIGESTIVE SYSTEM (HOW IT FUNCTIONS)	MAKING A RUBBER STAMP
DITTO MASTER	MARBLE RING (CLASS "B" SPECIFICATIONS)
DIVIDING INTO GROUPS	MARBLE TOURNAMENT RULES (WHAT THEY ARE)
DRAWING HANDS	MARKS THAT END SENTENCES (WHAT THEY DO)
DRAWING TREES	MONEY (WHAT IT IS)
ELIMINATION CHART (WHAT IT LOOKS LIKE)	MYTH (WHAT IT IS)
EQUIPMENT FOR A CLASSROOM POST OFFICE	NEWS (WHAT IT IS)
FACTS	NEWS STORY FORM (WHAT IT IS)
FEATURE ARTICLE	OPINION
FILING OF AUTHOR CARDS IN THE CARD CATALOG (WHAT IT IS)	ORCHIDS (KINDS OF ORCHIDS)
FINDING THE LOWEST PRICE	PAPIER MACHE (HOW TO MAKE)
FRONTISPIECE (WHAT IT IS)	PARAPHRASING (WHAT IT IS)
GRID ENLARGEMENT (WHAT IT IS)	PARTS OF A BOOK (WHAT THEY ARE)
HAIR STYLING	PARTY INVITATIONS
HAND STITCHES	PETTY CASH RECORD (WHAT IT IS)
HOBBY (WHAT IT IS)	PLANKTON (WHAT IT IS)
INDEXES	PLANT PROPAGATION BY STEM (WHAT IT IS)
INFERENCES	PLAY BACKGROUND SCENERY
	PLAY SCRIPT (WHAT IT LOOKS LIKE)

POSTERS

PREFACE(WHAT IT IS)

PRICE OF GOODS AND SERVICES
(THINGS AFFECTING PRICE)

PROCESSING BOOKS (WHAT IT IS)

PROFIT (STEPS IN FIGURING PROFIT)
Profit and Loss Sheet

PRONUNCIATION SYMBOLS (WHAT THEY ARE)

PROOFREADING (WHAT IT IS)

PURPOSE OF A NEWSPAPER (WHAT A
NEWSPAPER DOES)

PUTTING THINGS IN ORDER (WHAT IT IS)

READER'S GUIDE (WHAT IT IS)

RECIPE (WHAT IT IS)

RULER (WHAT ITS MARKS MEAN)

SALES RECORD (WHAT IT IS)

SALES SLIP

SAVINGS ACCOUNT (HOW TO USE IT)

SAVINGS ACCOUNT (WHAT IT IS)

"SEE REFERENCES"

SELF SERVICE AT A MEAL

SENTENCES (WHAT THEY ARE)

SENTENCES (WHAT THEY DO)

SEWING NEEDLES (KINDS)

SPREADING BUTTERFLIES AND MOTHS

STRING INSTRUMENT - THE UKULELE
(WHAT IT IS)

STRING INSTRUMENT - THE UKULELE
(THE MUSICAL TONES IT PRODUCES)

SUBJECT CARD (WHAT IT IS)

TABLE OF CONTENTS (WHAT IT IS)

TABLE SETTING (WHAT IT IS)

TALL TALE (WHAT A TALL TALE LOOKS LIKE)

TITLE CARD (WHAT IT IS)

TITLE PAGE (WHAT IT IS)

VOLCANOES (KINDS OF VOLCANOES)

WORD BY WORD ALPHABETIZING (WHAT IT IS)

GLOSSARY OF TERMS

GLOSSARY OF TERMS USED WITH TECHNICAL MEANINGS

ADJUSTIVE BEHAVIOR	Any response which is intended to satisfy a want of the person.
CARRIER PROJECT	A production task which carries learning with it, by requiring concepts and competencies the student does not initially have, but without which he cannot complete the task.
COMPETENCE(IES)	A developed capability to carry out a useful act in an efficient and effective way.
CONCEPT	An idea a person has. It does not necessarily correspond to a specific thing in the environment.
CONSEQUENCE	An effect or result that logically follows from an action or condition.
CREATIVE	Effective surprise -- meets some sort of criterion.
CRITERION	A standard, rule or test by which a judgment can be formed. Plural: CRITERIA
CRITICAL PROPERTIES	Essential parts of a thing that make it what it is. Essence of the thing.
CYBERNETIC	Cyclic process in human behavior including the built-in alteration factor which is present when the consequences of a person's behavior are permitted to affect him.
EDUCATIVE	That quality of a task which results in learning.
ENVIRONMENT	The objects, persons and events which make up a person's surroundings.
EVALUATION	Determining the worth or value of something.
EVENT	An occurrence or happening; anything that happens or takes place.
FEEDBACK	In human behavior, the awareness of the consequences of one's response to a situation and the awareness of his feelings about the consequences.
INFORMATION	Knowledge, facts or news in verbal form.
INTERACTION	To act on each other.

LEARNING	A change in behavior. A permanent alteration in behavior which occurs while the behavior is going on.
LIFE BEHAVIOR	A behavior which occurs as a natural part of one's life, and in direct response to a situation.
MAN-ENVIRONMENT INTERACTION	The reciprocal relationship between a man and his environment, in which each acts upon the other.
MEASUREMENT	The use of a standard to determine the extent, dimensions, capacity, etc., of anything.
MEDIA	The actual environmental substances, or sense perceivable simulations or portrayals of them, that constitute the subject matter of a learning experience. See Dale's Cone of Learning Experiences.
NEED	A state of affairs which has become necessary to the maintenance of the life of the individual.
OBJECT	Something which exists in space and time. It may or may not be directly observable.
OBJECTIVE	An intended outcome to be achieved.
PERCEIVE	To become aware of directly through any of the senses. Perception is limited to things actually present and does not involve recalling referents not present.
PHENOMENON	An object, event or process.
PROCESS	A continuing development, usually involving steps and changes.
PRODUCT	Something a student sets out to acquire or achieve as a result of work because it has a satisfaction value to him.
PROJECT	A task which leads to a product desired by the participant.
SPECIFICATIONS	Detailed enumeration and description of the particulars of a product, process, or objective. It tells how the finished product will look.
SUBJECT MATTER	Any bit of one's environment which becomes the subject of his response. It may be presented to a student in phenomenal, conceptual, verbal or behavioral form.

TRANSACTION	Interaction with purpose (want serving).
TRANSFER	To use an acquired competence in another situation than that in which it is acquired.
UNIT	A single increment learning episode with its essential materials.
VENTURE	An open and expanding instrument which is used to give a learner an introductory look at an object, event or process.
WANT	Something a person desires for its satisfying effect, substitution is possible.

Adapted from A. D. Woodruff 5-72

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APPENDIXES

0079

THE LIFE-INVOLVEMENT MODEL
OF CURRICULUM AND INSTRUCTION

By

Philip G. Kapfer, Ph.D.
Asahel D. Woodruff, Ph.D.

This is an excerpt from an article which will appear in Educational Technology Magazine during 1971-1972. Philip G. Kapfer and Asahel D. Woodruff are on the staff of the Bureau of Educational Research, University of Utah, Salt Lake City, Utah.

Psychological Base for the LIM

Behavior is what people do. It runs the whole S-R range from the receiving of signals and messages from the environment, through interpretive actions, to doing something in response to them. The deceptively simple S-R formula conceals a complex array of processes that have characteristics of great importance to educational planning. When these characteristics are overlooked or misinterpreted, confusion and ineffectiveness in educational planning result.

A Comprehensive Model of Behavior

The only model of human behavior and learning that is complete enough for educational planning comes from the field of biology. The evidence from biology for this model is impressive to say the least. It is called "psychic adaptation." This model of the adaptation process is complete enough to accommodate within it, at various points in its sub-processes, all of the current psychological models of learning. Furthermore, it has the qualities of a closed cybernetic system within which we can locate all of the basic behavior processes that carry the burden of human learning, both in daily life outside of school and in school life.

We have taken the position, therefore, that a person is a whole organism adapting to his world (and changing that world, also). The most crucial mechanism of that adaptation process is the set of nonverbal cognitive-affective functions that result in self-formed conceptual patterns. Operant behavioral shaping and verbal storage and transmission do indeed go on within the larger process of adaptation. However, these two processes play contributing roles and not dominant roles in behavior and systematic education.

The adaptation concept of human behavior is portrayed in Figure 1. The rectangles represent the person, and the circles represent the interaction with the environment.

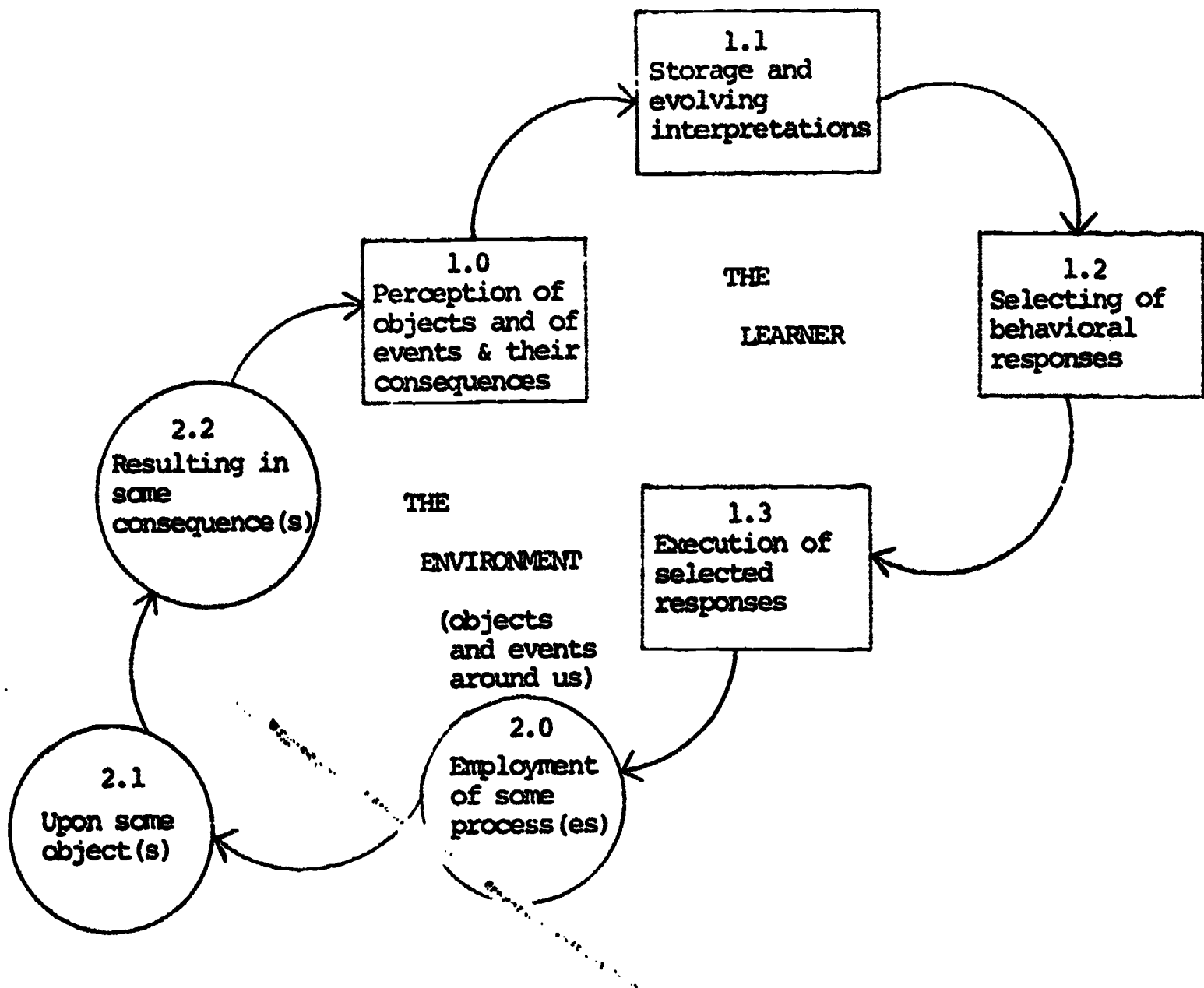


Figure 1. Components of the Man-Environment Interaction Process

Four Types of Behavior

There are four types of behavior (and resulting psychological models of learning) discussed in the literature today. They are represented in Figure 2 and include (1) conditioned responses, (2) motor processes, (3) verbal processes of two kinds--reciting memorized statements and expressing thoughts and feelings, and (4) conceptual-affective processes. Each of the four represents

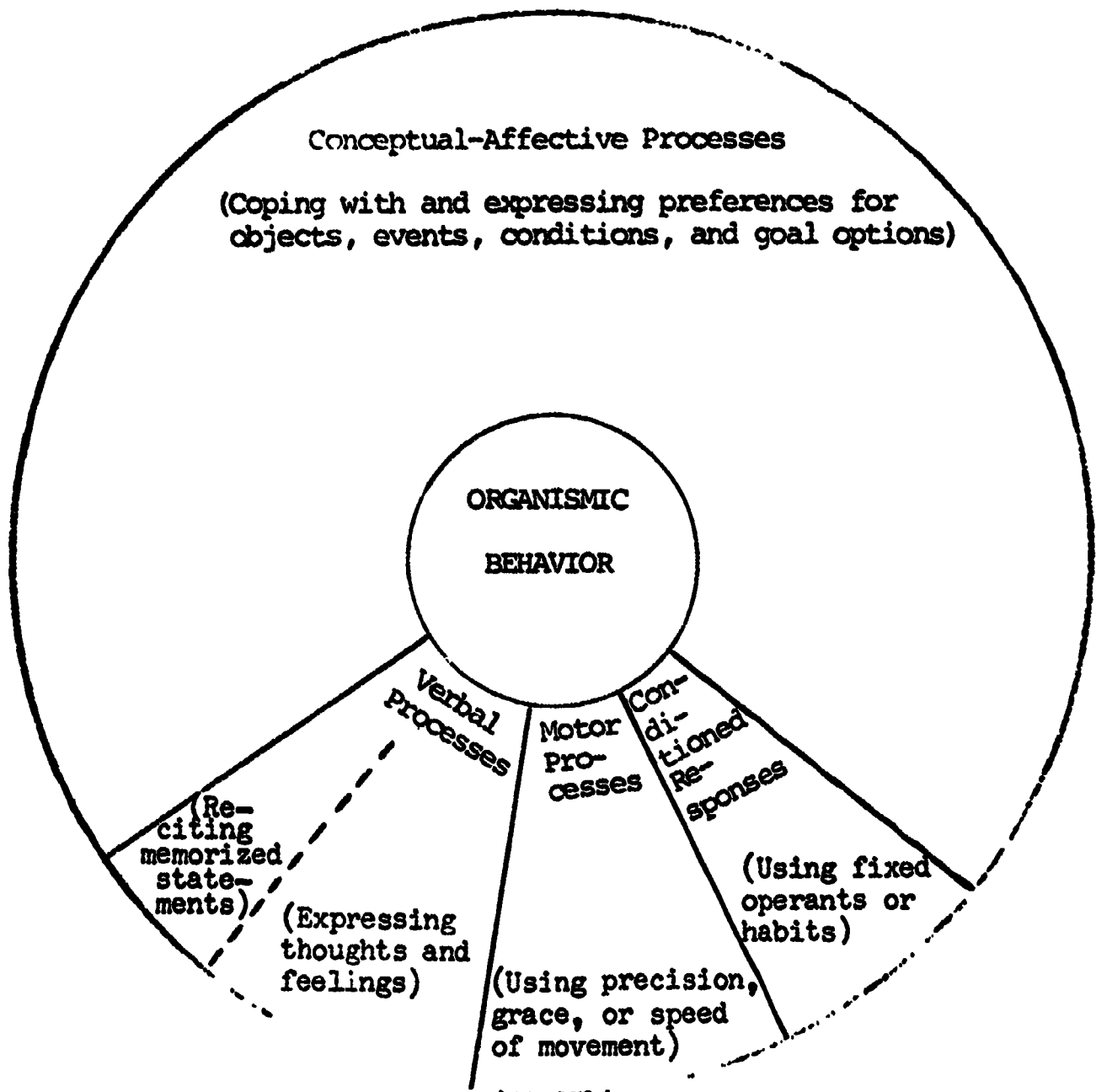


Figure 2. Estimated Relative Dominance of the Components of Organismic Behavior

an aspect of learning, and no one of them is complete in itself. All four of these behaviors are operating simultaneously as a person moves through the man-environment interaction process shown in Figure 1. It is possible, however, to focus educative attention on any one of those aspects at any point in the interaction cycle.

In our view, the schools have placed primary emphasis on the verbal processes, which (because of inadequate prior or concurrent perceptual and conceptual learning) has resulted in the promotion of much memorization without understanding. Figure 2 represents spatially our view of the relative emphasis that should be placed in the educative process on the four aspects of behavior.

Thus, expanding on Figure 2, the important educational targets in the LIM include all of the following in psychologically appropriate relationship to each other:

1. Cognitive behavior and its affective influences.
 - A. Acquiring concepts and values through direct experience.
 - B. Organizing them meaningfully to serve one's motives.
 - C. Acting them out in the pursuit of one's motives.
2. Verbal communicating behaviors.
 - A. Memorizing the symbol systems and all of their commonly used combinations.
 - B. Communicating thoughts and feelings.
3. Habit patterns (a simple and accurate term for referring to operant behaviors).
4. Motor behavior.
 - A. Developing neuro-muscular coordination for countless nonskilled body movements by means of which we act upon the environment.

- B. Cultivating advanced levels of speed, grace, and precision (skill) in selected body movements whose value depends on those qualities.

Conditions Necessary to Produce Behavioral Change

The behavior-change processes described so far occur constantly as an organism interacts with its environment. Unfortunately, as mentioned above, these processes have been badly distorted in the schools, particularly in those crucial areas of the curriculum upon which our personal, social, economic, and political lives depend. The real environment in the school consists of teachers, examinations, dull books, academic rooms, and regimented time blocks for dealing with verbal materials. It has largely excluded person-to-person interaction, social class and caste encounters, personal management of time, personal management of economic abilities and resources, civic action and leadership, and personal interdependence among citizens and neighbors in community and political life. As a consequence, students learn to handle themselves more or less well in the academic game of the school, but they do not learn how to handle themselves in the street, the neighborhood, the shop, the public forum, or in most of the other theaters of action in our society.

The time-honored expectation that the verbal information stored in the student by the school will provide competence in life beyond the school is simply never realized. None of the

innovations tried since the days of Moses have made the traditional system really work. This ought to tell us we are pumping a dry well.

Behavior changes only when it is going on and when its consequences are permitted to impinge on the person behaving and on other people. This feedback serves to reinforce or extinguish the behavior. Following is a set of specifications that derive from the adaptation process:

1. A person does something overt to satisfy a want.
2. He does it in a real situation, to real things, on a "for keeps" basis.
3. The behavior is basically nonverbal and need-oriented, although the person may verbalize about it.
4. What he does involves a full cycle of behavior (shown in Figure 1):

Perceiving
Thinking and conceptual organizing
Choosing a goal and a line of
response
Executing the choice and precipi-
tating a consequence
Being affected by the consequence,
and re-entering the cycle by
perceiving some or all of those
consequences

}
With or
without
conscious
awareness

Curriculum Position of the LIM

In the LIM, behavior is viewed as a "coping" activity--the person makes personal decisions concerning his own behavior and participates in a series of acts consisting of manipulating concrete objects to satisfy his personal wants.

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REPORTING AND RECORD KEEPING FORMS

0087

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Dear Parents:

As we mentioned to those of you we talked to during our conferences, this form will serve as a means of reporting your child's progress for the remainder of the year. It will be sent to you approximately every six weeks. In addition to this form you should receive samples of work your child has done in the classroom. If, after receiving this form, you have questions please feel free to contact us for a conference.

Thank you,

Instructional Design Team

Instructional Technician

Name _____

WESTERN STATES SMALL SCHOOLS PROJECT
Colorado SPURS Cluster
Reporting Form

COMMUNICATION
(Reading and Language Arts)

Reading

Minimum
Growth

Maximum
Growth

Applies skills necessary in
improving reading ability
Uses adequate vocabulary

Demonstrates understanding of
what he reads
Uses adequate study skills

Minimum Growth	Maximum Growth

Progress: Satisfactory _____
Unsatisfactory _____

Student needs:

Language Experiences

Communicates well with others

Listens to and utilizes what
others say
Practices accepted usages

Spells adequately

Uses legible handwriting

Progress: Satisfactory _____
Unsatisfactory _____

Minimum Growth	Maximum Growth

Student needs:

COMPUTATION
(Mathematics)

Adequately reads and understands
instructions
Demonstrates knowledge of the
base-ten number system
Shows ability to compute:
Addition
Subtraction
Multiplication
Division
Fractions
Recognizes and knows properties of
plane geometric figures

Progress: Satisfactory _____
Unsatisfactory _____

Student needs:

LIFE-INTERNSHIP ACTIVITIES
(Social Studies and Science)

The learning of behavior patterns that enable one
to live as a person among other persons.

Is goal directed in his behavior
Is aware of his possibilities
Exhibits curiosity
Demonstrates respect for himself
and others
Exhibits ability to complete his LIM
and other activities
Shows desire to work and learn
productively

Progress: Satisfactory _____
Unsatisfactory _____

Student needs:

Band _____
P.E. _____

SPURS

PROGRESS REPORT

FOURTH GRADE

Name _____

Date _____

School _____

Purpose of Education

"The continuous deliberate cultivation of the ability to make wise decisions and to execute them effectively in all behavioral areas throughout the life of the person."

Dr. Asahel D. Woodruff

Signature of teachers

Utah Cluster - 1972

0094

ATTITUDES AND BEHAVIORS

Explanation:

- 1--Special effort
- 2--Satisfactory, making progress
- 3--Needs to improve

WORK and STUDY HABITS

	1	2	3
Works well alone-----			
Listens attentively-----			
Follows directions-----			
Uses time wisely-----			
Does neat and careful work-----			
Is resourceful in use of free time-----			
Meets classroom requirements promptly-----			

SOCIAL DEVELOPMENT

Works well with other-----			
Accepts responsibility-----			
Respects rights and property of others-----			
Recognizes and solves own problems-----			
Takes pride in classroom and school-----			
Is cooperative-----			
Shows good soprtsmanship -----			
Is attentive when others are speaking-----			

RESPONSIBILITY

Able to choose for oneself and fulfill one's obligations-----			
--	--	--	--

SELF-CONTROL

Cultivates a pleasing disposition; refrains from quarreling or com- plaining-----			
---	--	--	--

HEALTH HABITS

Breathes with mouth closed; uses hankderchief, keep clothing, hands, face and teeth clean-----			
--	--	--	--

GROWTH IN KNOWLEDGE AND SKILLS

	ACHIEVEMENT			EFFORT		
	1	2	3	1	2	3
READING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ARITHMETIC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPELLING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LANGUAGE ARTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L I M (Social Studies and Science)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PHYSICAL EDUCATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
ART	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MUSIC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ATTENDANCE

Days absent _____

Days belonging _____

SPECIAL COMMENTS _____

CONTINUUMS

0095

MATHEMATICS - CARDINAL NUMBERS

CODE NUMBER	CARDINAL NUMBERS	BOOK REFERENCE TITLE & PAGE
CN.01	Counting (counting objects (1 to 10))	
CN.02	Numbers Comprehension 1 to 10	
CN.03	Reading numerals 1 to 10	
CN.04	Writing numerals 1 to 10	
CN.05	Reading number words one to ten	
CN.06	Small group recognition & comparison (without counting)	
CN.07	Greater than, less than, equal to: (symbols)	
CN.08	Greater than, less than, equal to: (words)	
CN.09	Sequence of numbers: (before, after, between)	
CN.10	Ordinals - first through ten	
CN.11	Counting 1 to 100 (counting objects)	
CN.12	Reading and writing by 1's to 100	
CN.13	Counting - 100 to 200 (counting objects)	
CN.14	Reading and writing numerals 100 to 200	
CN.15	Counting by 10's to 100 (counting objects)	
CN.16	Writing numerals by 10's to 100	
CN.17	Counting by 5's to 100 (counting objects)	
CN.18	Writing numerals by 5's to 100	
CN.19	Counting by 2's to 100 (counting objects)	
CN.20	Writing numerals by 2's to 100	
CN.21	Writing by 5's, 10's, and 2's to 100	
CN.22	Counting and writing by 25's, 50's to 100	
CN.23	Color by numbers	
CN.24	Recognizing and identifying largest numbers (Ex: 36 - 21)	
CN.25	Recognizing and identifying smallest numbers (Ex: 13 - 52)	

MATHEMATICS - CARDINAL NUMBERS (cont.)

CODE NUMBER	CARDINAL NUMBER	BOOK REFERENCE TITLE & PAGE
CN.26	Cardinals - 11 and up	
CN.27	Number lines	
CN.28	Sets to 10	
CN.29	Sets above 10	
CN.30	Equivalent sets	
CN.31	Union and intersection of sets	
CN.32	Reading and writing Roman numerals	

PLACE VALUE

PV.01	Reading and writing 2 place numbers	
PV.02	Reading and writing 3 place numbers	
PV.03	Reading number words for 2 & 3 place numbers Ex: eighty-four	
PV.04	Reading and writing 4 place numbers	
PV.05	Reading and writing 5 place numbers	
PV.06	Reading and writing 6 place numbers	
PV.07	Rounding off numbers	

ADDITION AND SUBTRACTION OF WHOLE NUMBERS

AS.01	Can manipulate objects and discuss what adding is	
AS.02	Can manipulate objects and discuss what subtracting is	
AS.03	Can manipulate objects and orally distinguish between + and -	
AS.04	Methods of introducing + and -	
AS.05	Addition combinations to sums of five (5)	
AS.06	Commutative addition	
AS.07	Associative addition	

MATHEMATICS - ADDITION AND SUBTRACTION OF WHOLE NUMBERS (cont.)

CODE		BOOK REFERENCE TITLE & PAGE
AS 03	Subtraction combinations to minuends of five (5)	
AS.07	Addition and subtraction to five	
AS 10	Addition combinations to sums of ten (10)	
AS.11	Column addition to sums of 10	
AS.12	Subtraction combinations to minuends of 10	
AS.13	Addition and subtraction to 10	
AS 14	Story problems - adding and subtracting to 10	
AS 15	Finding missing addends	
AS.16	Addition of two-place numbers without carrying	
AS.17	Subtraction of two-place numbers without borrowing	
AS.18	Addition combinations to sums of 18	
A 9	Column addition to sums of 18	
AS.20	Subtraction to minuends of 18	
AS.21	Addition and subtraction to 18	
AS.22	Story problems - adding and subtracting to 18	
AS.23	Zero facts in addition and subtraction	
AS.24	Higher decade addition without bridging Example: $\begin{array}{r} 16 \quad 26 \quad 36 \\ + 3 \quad + 3 \quad + 3 \end{array}$	
AS.25	Regrouping for addition and subtraction	
AS.26	Higher decade addition with bridging Example: $\begin{array}{r} 18 \quad 14 \quad 19 \\ + 8 \quad + 7 \quad + 6 \end{array}$	
AS 27	Addition with carrying one ten (10) Example: $\begin{array}{r} 37 \quad 54 \quad 37 \quad 247 \\ +26 \quad +98 \quad 43 \quad +329 \\ \hline \quad \quad \quad 68 \end{array}$	

MATHEMATICS - ADDITION AND SUBTRACTION OF WHOLE NUMBERS (cont.)

CODE NUMBER		BOOK REFERENCE TITLE & PAGE
AS.28	Addition carrying more than one 10 using 2 and 3 figure numbers Example: $\begin{array}{r} 328 \\ 246 \\ \hline 119 \end{array}$	
AS.29	Addition carrying 100's Example: $\begin{array}{r} 143 \\ +274 \\ \hline \end{array}$ $\begin{array}{r} 100 \\ 573 \\ \hline 89 \end{array}$ $\begin{array}{r} 293 \\ 174 \\ \hline 342 \end{array}$ $\begin{array}{r} 497 \\ 338 \\ \hline 85 \end{array}$	
AS.30	Addition carrying 1,000's and 10,000's Example $\begin{array}{r} 654 \\ 271 \\ \hline 438 \end{array}$ $\begin{array}{r} 12,431 \\ + 9,698 \\ \hline \end{array}$	
AS.31	Addition carrying 100,000's Example: $\begin{array}{r} 469,048 \\ + 80,504 \\ \hline \end{array}$	
AS.32	Problem solving in higher addition	
AS.33	Subtracting a two-place No. from a two-place No. Example: $\begin{array}{r} 63 \\ -37 \\ \hline \end{array}$	
AS.34	Subtracting a two-place number from a three place number Example: $\begin{array}{r} 162 \\ -75 \\ \hline \end{array}$	
AS.35	Subtracting three-place numbers Example: $\begin{array}{r} 863 \\ -436 \\ \hline \end{array}$	
AS.36	Subtracting with zeros involved	
AS.37	Subtracting four, five, and six-place numbers Example: $\begin{array}{r} 5647 \\ - 653 \\ \hline \end{array}$ $\begin{array}{r} 41,648 \\ - 9,537 \\ \hline \end{array}$ $\begin{array}{r} 541,643 \\ - 31,582 \\ \hline \end{array}$	
AS.38	Problem solving in higher subtraction	

MATHEMATICS - ADDITION AND SUBTRACTION OF WHOLE NUMBERS (cont.)

CODE NUMBER		BOOK REFERENCE TITLE & PAGE
AS.39	Column addition through thousands	
AS.40	Problem solving using borrowing and carrying (higher + & -)	
AS.41	Rounding out numbers - estimating answers	
AS.42	Renaming in addition	
AS.43	Renaming in subtraction	
AS.44	Expanded notation in addition	
AS.45	Expanded notation in subtraction	
AS.46	Rate pairs	

MULTIPLICATION AND DIVISION OF WHOLE NUMBERS

MD.01	Can manipulate objects and discuss what multiplication is	
MD.02	Can manipulate objects and discuss what division is	
MD.03	Can manipulate objects and orally distinguish between \times and \div Methods of introducing \times and \div (skills 4-12)	
MD.04	Joining sets	
MD.05	Separating sets	
MD.06	Joining and separating sets. (inverse relation)	
MD.07	Successive addition	
MD.08	Successive subtraction	
MD.09	Cartesian products	
MD.10	Arrays to show \times and \div (inverse relation)	
MD.11	Number line to show \times	
MD.12	Number line to show \div	
MD.13	Inverse relation of \times and \div on the number line	

MATH MATICS - MULTIPLICATION AND DIVISION OF WHOLE NUMBERS (cont.)

CODE NUMBER		BOOK REFERENCE TITLE & PAGE
MD.14	Basic facts to 25	
MD.15	Basic facts to 50	
MD.16	Basic facts to 75	
MD.17	Basic facts to 100	
MD.18	Basic facts to 144	
MD.19	Ability to place the proper sign in a problem	
MD.20	Names for the same number = and \neq	
MD.21	1 as an identity element	
MD.22	Zero property	
MD.23	Commutative property of \times	
MD.24	Associative property of \times	
MD.25	\times by powers of 10 (10, 100, 1000, etc.)	
MD.26	Multiplication by 1 digit, no regrouping	
MD.27	Distributive property of \times over \div	
MD.28	Multiplication by 1 digit with regrouping	
MD.29	Division by 1 digit no remainder	
MD.30	Division by 1 digit with remainder	
MD.31	Multiplication and division by 1 digit	
MD.32	Problem solving - \times by 1 digit	
MD.33	Problem solving \div by 1 digit	
MD.34	Problem solving \times and \div by 1 digit	
MD.35	Arranging horizontal problems vertically to simplify solving	
MD.36	Multiplication by 2 digits no regrouping	
MD.37	Multiplication by 2 digits with regrouping	
MD.38	Division by 2 digits no remainder	
MD.39	Division by 2 digits with remainder	

MATHEMATICS - MULTIPLICATION AND DIVISION OF WHOLE NUMBERS (cont.)

CODE NUMBER		BOOK REFERENCE TITLE & PAGE
MD.40	x and ÷ by 2 digits	
MD.41	Problem solving x by 2 digits	
MD.42	Problem solving ÷ by 2 digits	
MD.43	Problem solving x and ÷ by 2 digits	
MD.44	Finding averages (may be done after 1 digit ÷)	
MD.45	Multiplication by 3 digits	
MD.46	Division by 3 digits	
MD.47	x and ÷ by 3 digits	
MD.48	Problem solving x by 3 digits	
MD.49	Problem solving x and ÷ by 3 digits	
MD.50	Problem solving x and ÷ by 3 digits	
MD.51	Multiplication by 4 or more digits	
MD.52	Division by 4 or more digits	
MD.53	x and ÷ by 4 or more digits	
MD.54	Problem solving x by 4 or more digits	
MD.55	Problem solving ÷ by 4 or more digits	
MD.56	Problem solving x and ÷ by 4 or more digits	
MD.57	Short cut multiplication	
MD.58	Tests for divisibility	
MD.59	Factors of counting numbers	
MD.60	Prime factors and prime factorization	
MD.61	Exponents	
MD.62	Greatest Common Factor	
MD.63	Multiples and Least Common Multiple	
MD.64	Other ways of indicating multiplication General review: +, ×, ÷ Games and puzzles	

MATHEMATICS - MONEY

CODE NUMBER		BOOK REFERENCE TITLE & PAGE
MO.01	Money references	
MO.02	Recognizing & learning value of coins	
MO.03	Counting money	
MO.04	Writing amounts of money with numerals and signs	
MO.05	Making change	
MO.06	Recognizing and learning the value of a dollar	
MO.07	Counting and writing amounts of money greater than one dollar	
MO.08	Addition and subtraction of money	

FRACTIONS

FR.01	Can manipulate objects and discuss what parts of objects are	
FR.02	Comparing fractional parts with concrete and abstract experiences	
FR.03	Reading and writing fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$	
FR.04	Reading and writing fractions to $\frac{1}{16}$	
FR.05	Fractional parts of a whole Example: $1 = \frac{6}{6}$	
FR.06	Comparing fractional numbers	
FR.07	Introduce and use terms: Common denominator Numerator Fraction bar	
FR.08	Introduce and use terms: Simple fraction Proper fraction Improper fraction Mixed number	
FR.09	Concept of fractional parts	
FR.10	Addition of fractions with common denominators	
FR.11	Renaming and finding equivalent fractions	
FR.12	Reducing fractions to lowest terms	

MATHEMATICS - FRACTIONS (cont.)

CODE NUMBER		BOOK REFERENCE TITLE & PAGE
FR.13	Missing terms in fractions	
FR.14	Cross products to prove equality Example: $2/4 = 1/2$ $1/2 \neq 3/4$ (not equal)	
FR.15	Addition of simple and proper fractions Example: $1/8 + 3/8 = 4/8$ (proper) = $1/2$ (simple)	
FR.16	Subtraction of simple and proper fractions Example: $3/6 - 2/6 = 1/6$	
FR.17	Addition and subtraction of simple and proper fractions	
FR.18	Reducing improper fractions to mixed numbers. Example $11/7 = 1\ 4/7$	
FR.19	Finding the common denominator	
FR.20	Addition of mixed numbers with common denominators	
FR.21	Addition of mixed numbers by finding the common denominator	
FR.22	Subtraction of fractions with unlike denominators	
FR.23	Subtraction of mixed numbers	
FR.24	Addition and subtraction of mixed numbers	
FR.25	Multiplying fractions	
FR.26	Dividing fractions	
FR.27	Problem solving with fractions	
FR.28	Review of fractions	
FR.29	Testing of fractions	

DECIMALS

DC.01	Decimals - introduction	
DC.02	Decimals - addition	
DC.03	Decimals - subtraction	

MATHEMATICS - DECIMALS (cont.)

CODE NUMBER		BOOK REFERENCE TITLE & PAGE
DC.04	Decimals - multiplication	
DC.05	Decimals - division	
DC.06	Decimals - problem solving	

PER CENT

PC.01	Introduction to percent	
PC.02	Changing a fraction to a decimal to a %	
PC.03	Finding per cent of a specific number	
PC.04	Discount and rate of discount	
PC.05	Problem solving in per cent	

RATIOS

RT.01	Ratios as expression of rate.	
RT.02	Comparison of rate	

MEASUREMENT

MT.01	Concepts of measurement	
MT.02	Length Inch, foot, yard, rod, mile	
MT.03	Area Square inch, square feet, acres, section	
MT.04	Volume of capacity Cubic inch, cubic foot, cubic yard	
MT.05	Liquid Gallons, quarts, pints, cups	
MT.06	Dry Dry pints, dry quarts, peck, bushel	
MT.07	Weights Ounces, pounds, tons	
MT.08	Time	
MT.09	Telling time to the hour and half hour	

MATHEMATICS - MEASUREMENT (cont.)

CODE
NUMBER

BOOK REFERENCE
TITLE & PAGE

MI.10	Telling time with minutes by 5's	
MT.11	Telling time to the nearest minute	
MT.12	Using terms noon, midnight, a.m., p.m.	
MT.13	Knowing value of second, minute, hour	
MT.14	Elapsed time	
MT.15	Calendar	
MT.16	Knowing how many days in a week	
MT.17	Knowing how many weeks in a month	
MT.18	Knowing how many months in a year	
MT.19	Knowing how to read a calendar accurately	
MT.20	Temperature	
MT.21	Fahrenheit	
MT.22	Centigrade	
MM.01	Metric System	
MM.02	Length	
MM.03	Surface measures	
MM.04	Cubic measures	
MM.05	Capacity	
MM.06	Weight	

GRAPHS

GH.01	Introduction to graphs	
GH.02	Pictographs and bar graphs	
GH.03	Reading and interpreting linear graphs	
GH.04	Graphs representing rates	
GH.05	Statistical graphs	

MATHEMATICS - GEOMETRY

CODE NUMBER		BOOK REFERENCE TITLE & PAGE
GE.01	Recognition of basic shapes	
GE.02	Curves and lines	
GE.03	Open and closed curves	
GE.04	Identification and naming line segments	
GE.05	Measurement of line segments	
GE.06	Intersecting lines	
GE.07	Segments and rays	
GE.08	Polygons	
GE.09	Angles	
GE.10	Parallel lines	
GE.11	Congruent figures	
GE.12	Similar figures	
GE.13	Space	
GE.14	Recognition of solid figures	
GE.15	Measurement of plane figures	
GE.16	Measurement of solid figures	

READING (RE)

WORD ANALYSIS

CODE NUMBER BOOK REFERENCE COMMENTS

WA.01	CONSONANTS	
WA.0101	Initial (<u>cat</u>)	
WA.0102	Final (<u>cat</u>)	
WA.0103	Blends	
	Initial clusters (<u>blow</u>)	
	Three-letter clusters (<u>scrape</u>)	
	Final clusters (<u>bank</u>) (<u>second</u>)	
WA.0104	Double consonants (<u>follow</u>)	
WA.0105	Medial consonants (<u>later</u>)	
WA.0106	Consonant digraphs (<u>watch</u>)	
WA.0107	Variant consonants (<u>know</u>)	
WA.02	VOWELS	
WA.0201	Short vowels	
WA.0202	Long vowels	
WA.0203	Vowel digraphs (<u>each</u>)	
WA.0204	Vowel diphthongs (<u>soil</u>)	
WA.0205	Variant vowels	
WA.0206	Phonograms (ough ought ight ear at ill ame, etc.)	
WA.0207	Rhyming	
WA.0208	Word endings	

STRUCTURAL ANALYSIS

SA.01	INFLECTIONAL FORMS	
SA.0101	Verbs (s, ing, ed, es)	
SA.0102	Nouns (s, 's, s', es)	
SA.0103	Adjectives (er, est, ful, ous)	
SA.0104	Adverbs (er, ly, est, able, ful)	

READING (Cont.)

STRUCTURAL ANALYSIS

CODE NUMBER		BOOK REFERENCE COMMENTS
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SA.02	DERIVATIONAL FORMS	
SA.0201	Root words (mining - mine)	
SA.0202	Prefixes (a, un, ex, be, dis, in)	
SA.0203	Suffixes (ness, ment, et, ish, ward)	
SA.0204	Compound words (sandman)	
SA.0205	Contractions (I'm, it's, I've, etc)	
SA.0206	Syllabication	
SA.0207	Hyphenation	

VOCABULARY

VO.01	Sight word techniques (naming, labeling, matching)	
VO.02	Context clues	
VO.03	Basic sight words	
VO.04	Word meanings	
VO.0401	Pronouns	
	Personal	
	Possessive	
	Reflexive	
VO.0402	Prefixes change root meaning	
VO.0403	Multiple meaning words	
VO.0404	Antonyms	
VO.0405	Synonyms	
VO.0406	Homonyms	
VO.05	Origins of and changes in language	

READING (Cont.)

DICTIONARY

CODE NUMBER		BOOK REFERENCE COMMENTS
DI.01	Alphabetizing	
DI.0101	Uses alphabetical order to locate words	
DI.0102	Alphabetizes groups of words	
DI.02	Entry words	
DI.0201	Locate	
DI.0202	Identify characteristics of word	
DI.03	Guide words	
DI.04	Meaning - Choose correct meaning for words	
DI.05	Pronunciation and diacritical marks	
DI.06	Syllabication	
DI.07	Word forms	
DI.08	Word origin	
DI.09	Part of speech	

COMPREHENSION

CO.01	Noting detail	
CO.0101	Illustrations	
CO.0102	Real experiences	
CO.0103	Short stories	
CO.0104	Phrase or sentence	
CO.0105	Graphs, charts and diagrams	
CO.0106	Distinguishing fact from fancy	
CO.0107	Supporting plot, mood, and motives	
CO.0108	Contributing to a solution to a problem	

READING (Cont.)

COMPREHENSION

CODE NUMBER		BOOK REFERENCE COMMENTS
CO.02	Main Idea	
CO.0201	Of an activity	
CO.0202	Of a story	
CO.0203	Phrase or sentence	
CO.0204	Paragraph or story parts	
CO.0205	Story, article or book	
CO.0206	Poem, legend, or myth	
CO.0207	Outlining	
CO.0208	Summarizing	
CO.03	Logical sequence	
CO.0301	Own real experiences	
CO.0302	Following directions in order	
CO.0303	Giving directions in order	
CO.0304	Events in a paragraph	
CO.0305	Events in a chapter	
CO.0306	Events in a story	
CO.0307	Time-line	
CO.0308	Putting ideas in order of importance	
CO.04	Creative and critical reading	
CO.0401	Making inferences	
CO.0402	Classifying	
CO.0403	Interpreting possible conversation in pictures	
CO.0404	Drawing conclusions	
CO.0405	Interpreting how characters feel in a picture or story	

READING (Cont.)

COMPREHENSION

CODE NUMBER		BOOK REFERENCE COMMENTS
CO.0406	Uses common symbols: weather signs, road signs, etc.	
CU.0407	Multi-meaning words in context	
CO.0408	Analogies, figurative language, similes, metaphors, idioms	
CO.0409	Describes inferred physical setting	
CO.0410	Interprets moods	
CO.0411	Classifying objective ideas and subjective feelings	
CO.0412	Sensory image of written words	

ORAL READING

OR.01	Convey a message	
OR.0101	To convey a message to another	
OR.0102	To clarify a meaning for himself	
OR.02	Good rhythm and cadence at appropriate rate	
OR.03	Correct pronunciation, enunciation and following of punctuation marks	
OR.04	Proper stress, pitch, tone and juncture	
OR.05	Reflect the mood of the character	
OR.06	Senses use of irony or exaggeration	

STUDY SKILLS

ST.01	Table of contents	
ST.02	Index	
ST.03	Glossary	
ST.04	Using encyclopedia, dictionary and other reference materials	

READING (Cont.)

STUDY SKILLS

CODE NUMBER		BOOK REFERENCE COMMENTS
ST.05	Skimming to locate information	
ST.06	Using maps, charts, graphs	
ST.07	Selecting and evaluating materials	
ST.08	Distinguishing between relevant and irrelevant material	
ST.09	Skill in organizing and using information	
ST.0901	Following directions	
ST.0902	Taking notes	
ST.0903	Classifying	
ST.0904	Outlining	
ST.0905	Summarizing	
ST.10	Skill in adjusting method of reading to nature and purpose	

VENTURE

VE.01	Broad interest in reading materials	
VE.02	Enjoys materials he selects	
VE.03	Is developing desirable reading habits	
VE.04	Ability to choose books according to interests	
VE.0401	Selects wide variety of fiction and nonfiction	
VE.0402	Developing appreciation of many styles and forms of literature (short novels, plays, poetry, jokes, essays, anecdotes)	
VE.05	Evidence that reading is a pleasurable pastime	

LANGUAGE ARTS (LA)

HANDWRITING

CODE NUMBER		BOOK REFERENCE COMMENTS
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HW.01	Manuscript forms	
HW.02	Cursive forms	
HW.03	Spacing of letters	
HW.04	Uniform size letters	
HW.05	Proofreads for correct form	

SPELLING

SP.01	Has mastered weekly spelling list	
SP.02	Spells correctly in other written work	
SP.03	Uses phonetic analysis	
SP.04	Uses structural analysis	
SP.05	Proofreads written work for spelling errors	

WRITING

WR.01	Vocabulary Growth	
WR.0101	Uses new words gained through experience or content areas	
WR.0102	Uses vivid descriptive or action words	
WR.0103	Uses dictionary to find meaning and pronunciation of new words	
WR.02	Grammar	
WR.0201	Uses apostrophe in singular nouns that show ownership	
WR.0202	Uses correct verb forms	
WR.0203	Uses common nouns, singular and plural nouns, and singular and possessive nouns correctly	
WR.0204	Uses correct adjective forms	
WR.0205	Uses correct adverb forms	

LANGUAGE ARTS (Cont.)

WRITING

CODE NUMBER		BOOK REFERENCE COMMENTS
WR.03	Capitalization	
WR.0301	Capitalizes the first word of a sentence or line of verse	
WR.0302	Capitalizes proper names	
WR.0303	Capitalizes the pronoun I	
WR.0304	Capitalizes the greeting and closing of a letter	
WR.0305	Capitalizes titles of books, stories, poems, and reports	
WR.0306	Capitalizes the inside address in a letter and heading	
WR.0307	Capitalizes abbreviations and initials of proper names, months, days, streets and states	
WR.04	Punctuation	
WR.0401	Uses period, comma, question mark, and apostrophe correctly	
WR.0402	Uses period after initials, abbreviations, and titles such as Mr.	
WR.0403	Understands and uses the exclamation point	
WR.0404	Uses the colon to separate a series of words from the main thought of the sentence, or to introduce a list	
WR.0405	Uses the colon in the greeting of a business letter	
WR.0406	Uses the comma between city and state, in a series of words, and in a sentence including a quotation	
WR.0407	Uses a hyphen to divide a word	
WR.05	Sentence Development	
WR.0501	Writes concise and well-versed sentences	
WR.0502	Uses sentences that express command, surprise, or excitement	

LANGUAGE ARTS (Cont.)

LISTENING

CODE
NUMBER

BOOK REFERENCE
COMMENTS

LI.01	Draws inferences	
LI.02	Makes judgments	
LI.03	Interprets absurdities	
LI.04	Understands meaning from context clues	
LI.05	Follows directions	
LI.06	Listens to gain information	
LI.07	Listens to music and literature for enjoyment	
LI.08	Is willing to listen to peers	

SPEAKING (TALKING)

TA.01	Speaks loudly enough for the given situation	
TA.02	Uses correct speech sounds	
TA.03	Avoids gross errors of careless speech	
TA.04	Uses variety in vocabulary	
TA.05	Uses good voice inflection	
TA.06	Uses new words gained through experience and contact areas	
TA.07	Uses correct word forms	