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ABSTRACT

Presented is a curriculum guide for educable mentally retarded pupils in grades seven through twelve. Summarized are objectives for the junior high level (including personal and social adjustment) and the senior high level (such as recreational and leisure time skills). Goals, activities, and suggested topics for experience units are listed for grades 7-8, 9-10 and 11-12 in the following curriculum areas: personal and social adjustment, occupational competence, health, physical development, safety, oral language arts skills, written language arts skills, number concepts, science, geography, history, and civics. Audiovisual materials are listed according to curriculum areas for junior and senior high levels. (CL)

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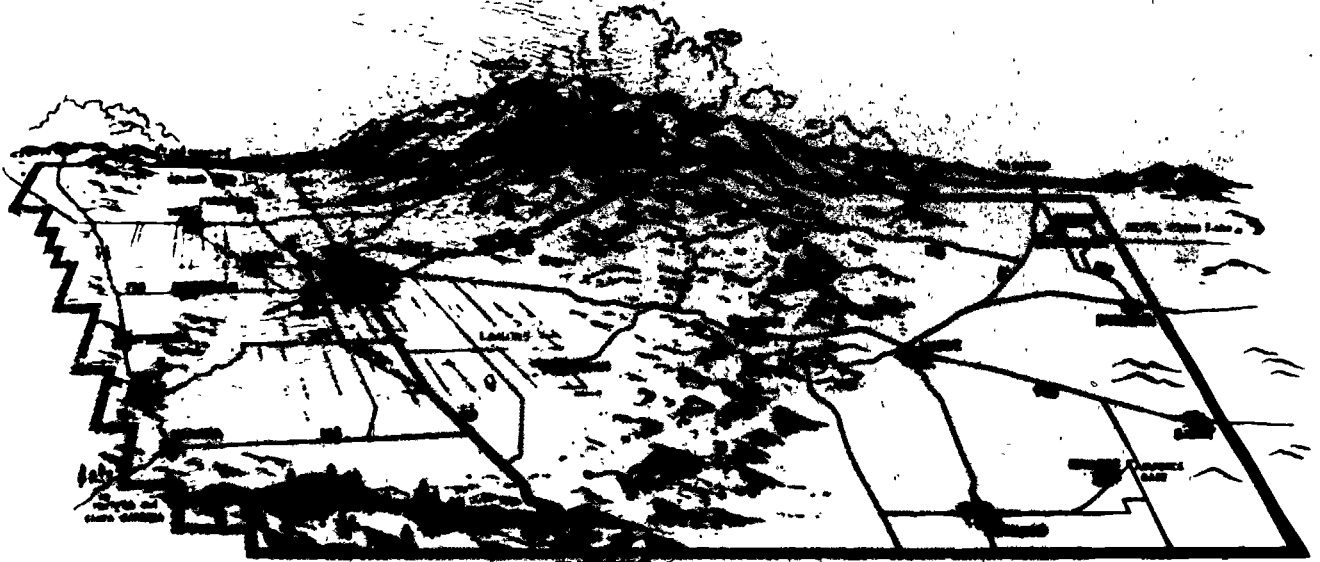
A SUGGESTED COURSE OF STUDY and CURRICULUM GUIDE  
for

EDUCABLE MENTALLY RETARDED PUPILS in JUNIOR-SENIOR HIGH SCHOOL

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Rerun 1970



**Kern County**

Office of Harry E. Blair  
Kern County Superintendent of Schools

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Rerun 1970

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California has long been committed to the policy of providing equal public educational opportunities for all children. But, while the opportunities may be similar, individuals differ greatly in their ability to profit from the school's offering. In order to fulfill its obligation, the schools have organized special programs which are geared to the needs of handicapped children. In this way, each child is given the opportunity to profit to the full extent of his capabilities.

Education for the secondary mentally retarded youth is terminal in nature. This is education designed to prepare pupils for the young adult world of work. While this type of schooling is expensive, its value has been clearly demonstrated. Through this type of program, mentally handicapped young people can find accepted places in the community as productive citizens.

A Suggested Course of Study and Curriculum Guide for Educable Mentally Retarded Pupils in Junior-Senior High School outlines the basic curriculum structure for retardates in grades seven through twelve. Its use for this purpose should result in a sound special program; this program should do much to insure the equality of educational opportunity to which each pupil is entitled.

HARRY E. BLAIR  
Superintendent of Schools

## P R E F A C E

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It was felt by various teachers of the secondary educable retarded throughout Kern County that a concise and well-organized course of study and curriculum guide would be of more help than a more detailed publication.

The organization and philosophy of this course of study and guide is patterned after "Programs for the Educable Mentally Retarded in California Public Schools", Bulletin of the California State Department of Education, Volume XXXIV, No. 1, March, 1965.

Credit for much of the background material must be given to the Seven County Cooperative Course of Study for Classes for Educationally Retarded Minors Project under the leadership of Mr. Joseph W. Howard of Stanislaus County. The purpose of this project was to develop cooperatively a curriculum guide and course of study for educable mentally retarded pupils.

Special recognition for background material must go to Dr. Guy Chapman, Director of Special Services for Tulare County. Dr. Chapman organized and chaired the committee from Tulare, Kings, Kern and Fresno Counties. Many of the suggestions for this course of study and guide emerged from this committee's study of curriculum for the mentally retarded.

It is hoped that this course of study and guide will be given a thorough trial in Kern County in the next several years. Following this, an appraisal should be made in order to assess its effectiveness and incorporate needed change.

John Whitfield, Director  
Mentally Exceptional and  
Educationally Handicapped Classes

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## OBJECTIVES

The objectives for the curriculum levels are best quoted from "Programs for the Educable Mentally Retarded in California Public Schools", Bulletin of the California State Department of Education, Volume XXXIV; No. 1, March, 1965.

### Junior High Level

"The specific objectives for the junior high level, in order of their importance, should include the development of: (1) competencies that promote personal and social adjustment; (2) activities that lead to emotional security and independence; (3) an ability to use basic school subjects; (4) habits that promote personal health, physical development, and safety; (5) understanding of the family and the roles of its members; (6) skills for participation in recreational and leisure time activities." (Page 74)

### Senior High Level

"The general objectives are to develop: (1) skills and attitudes for personal and social competence; (2) skills and attitudes for vocational competence; (3) emotional security and the ability to function independently; (4) habits that promote personal health, physical fitness, and general safety; (5) understanding of the roles of members of the family and skills necessary in family living; (6) activities that assist students in becoming contributing members of the community; (7) skills for recreational and leisure time activities; (8) the ability to apply the skills learned in school subjects to the demands of the local community." (Page 86)

The secondary school environment will be the terminal public school experience for the educable mentally retarded. The demands placed on the individual as he moves into an adult society shape the program. It is extremely important that we prepare these minors for the world of work with on-campus and off-campus work experience programs.

In all aspects of the curriculum, we must make an honest, practical effort to provide what our educable mentally retarded need for maintaining a balanced life today. By doing this, young educable retarded adults leaving the secondary school will be able to become productive, participating citizens in our democratic society.

## SUGGESTED COURSE OF STUDY AND CURRICULUM GUIDE

Keeping our objectives in mind, the following suggested course of study and curriculum guide were designed to cover the goals of the Junior-Senior High Schools as suggested by the state. There will be a progression from one level to the next, with experience at each level in preparation for the next.

"Things to Do" will help crystallize the specific program that the teacher should provide. It will include suggested activities and help the teacher in daily planning. Activities to help accomplish objectives should be organized throughout the curriculum. The experience provided will depend on the geographical area and socio-economic background of the pupils.

It is strongly urged that learnings be organized within experience units. With these units, there can be correlation in all areas. A suggested list of topics and titles for experience units is included after each area of curriculum.

In all areas of the curriculum, by the time the pupil reaches the second year of high school he has reached a peak of mental development and maturation. He has developed the application of the basic skills. Before he leaves the secondary school, the student must be helped to make the transition from textbooks to handbooks, directories, resource materials, magazines, newspapers, instruction sheets, etc. Teacher prepared materials will help make this transition and supplement the other materials available.

Participation in regular classes is very important to the educable retarded pupil. This should be done in every case where the special student, regular student and teacher will benefit. In this respect, it is hoped that this course of study and guide will be helpful to the regular class teacher.

It is the responsibility of the teacher to translate curriculum into actual learning experience.



SUGGESTED AREAS OF CURRICULUM

Personal and Social Adjustment

Occupational Competence

Health

Physical Development

Safety

Oral Language Arts Skills

Written Language Arts Skills

Number Concepts

Science

Other School Subjects

    Geography

    History

    Civics

PERSONAL AND SOCIAL ADJUSTMENT

<p>JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8</p>	<p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>CA 17 Gr</p>
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...work on the development of pupils' abilities to meet their personal needs</li> <li>...develop and improve social skills</li> <li>...gain recognition from their peers, teachers and other significant adults</li> <li>...recognize own abilities and limitations in handling social situations</li> <li>...practice many forms of social experience</li> <li>...develop acceptable attitudes and behavior toward the opposite sex</li> <li>...learn appropriate attitudes toward others: cooperation, courtesy, etc.</li> <li>...improve social arts</li> <li>...learn to take responsibilities and practice self-direction</li> <li>...participate in extra-curricular activities</li> <li>...continue to develop team skills</li> <li>...continue to develop music, rhythm and dancing</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...develop ability to get along with fellow workers, supervisors and employers</li> <li>...understand the implications of establishing and maintaining a home</li> <li>...understand the importance of work</li> <li>...develop attitudes and behavior appropriate to young adult society</li> <li>...operate successfully in small discussion groups</li> <li>...understand the laws and responsibilities that relate to the average citizen: participation in the community, voting, paying taxes, belonging to groups</li> <li>...increase capacity for self-direction at school and in the community</li> <li>...extend musical, rhythmic, artistic, dancing abilities</li> <li>...grow in ability to control emotions</li> <li>...develop a capacity to cope with anxiety-producing situations</li> <li>...learn to adjust to changes in school-home situations</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...increase direction</li> <li>...understand weaknesses</li> <li>...develop anxiety-p</li> <li>...practice understand regulation justing t along vit</li> <li>...learn to working c</li> <li>...accept rements and</li> <li>...develop a appropri</li> <li>...extend un and marri maintain sponsibil</li> <li>...operate s discussio governmen</li> </ul>

PERSONAL AND SOCIAL ADJUSTMENT

	<p style="text-align: center;">SENIOR HIGH CA 15-17      MA 9 and above Grades: 9-10</p>	<p style="text-align: center;">SENIOR HIGH CA 17      MA 11 and above Grades: 11-12</p>
<p>and above</p> <p>of pupils' personal needs</p> <p>social skills</p> <p>their peers, significant</p> <p>and limitational situations</p> <p>social ex-</p> <p>itudes and opposite sex</p> <p>itudes toward courtesy, etc.</p> <p>ilities and n</p> <p>urricular</p> <p>am skills</p> <p>ic, rhythm</p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...develop ability to get along with fellow workers, supervisors and employers</li> <li>...understand the implications of establishing and maintaining a home</li> <li>...understand the importance of work</li> <li>...develop attitudes and behavior appropriate to young adult society</li> <li>...operate successfully in small discussion groups</li> <li>...understand the laws and responsibilities that relate to the average citizen: participation in the community, voting, paying taxes, belonging to groups</li> <li>...increase capacity for self-direction at school and in the community</li> <li>...extend musical, rhythmic, artistic, dancing abilities</li> <li>...grow in ability to control emotions</li> <li>...develop a capacity to cope with anxiety-producing situations</li> <li>...learn to adjust to changes in school-home situations</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...increase capacity for self-direction in the occupational area</li> <li>...understand personal strengths and weaknesses</li> <li>...develop a capacity to solve anxiety-producing situations</li> <li>...practice security on the job, understand and help establish regulations and privileges (adjusting to an employer, getting along with fellow workers)</li> <li>...learn to adjust to change in working conditions</li> <li>...accept responsibility for assignments and materials given on job</li> <li>...develop attitudes and behavior appropriate to the world of work</li> <li>...extend understanding of courtship and marriage, establishing and maintaining a home, family responsibilities and relationships</li> <li>...operate successfully in larger discussion groups (school student government)</li> </ul>

PERSONAL AND SOCIAL ADJUSTMENT (continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>G</p>
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...understand the roles of family members</li> <li>...participate in some form of classroom and student body government</li> <li>...attain an increased level of self-reliance</li> <li>...understand problems in coping with anxiety-producing situations</li> <li>...understand community customs (patriotism, flags, California, etc.)</li> <li>...understand basic framework of government (City, County, State, National, United Nations)</li> <li>...understand security on the job - regulations and privileges</li> <li>...develop skill in writing directions to home, following and giving directions, using compass points, miles or blocks and landmarks</li> <li>...develop enjoyment of his home, yard and family, individually and as part of the family group</li> <li>...recognize, appreciate and respect contributions of all organizations contributing to the school</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...become more aware and acceptable of individual strengths and weaknesses</li> <li>...help organize own recreational and leisure time activities</li> <li>...understand location of home in relation to geography, family role in the community, economic status, etc.</li> <li>...understand various roles of family members and take responsibility for his contribution to the family</li> <li>...accept self as a responsible, contributing individual among others</li> <li>...refine ability for adequate and acceptable self-reliance and direction in personal preferences</li> <li>...accept responsibility and participate with organized groups in acceptable democratic way</li> <li>...know how we vote</li> <li>...increase knowledge of services maintained by U. S. Government</li> <li>...increase interest and awareness in the role of U. S. governmental representatives: President, Senators, Congressmen, etc.</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...interact with body in a high school</li> <li>...understand a marriage</li> <li>...develop and its functions</li> <li>...take responsibility in acceptance</li> <li>...deepen understanding of role in family</li> <li>...become more each family happiness</li> <li>...increase appreciation of religions</li> <li>...understand agencies of the community</li> <li>...develop and all plan local to</li> </ul>

PERSONAL AND SOCIAL ADJUSTMENT (continued)

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>family members of classroom ment of self- oping with tions atoms (patri- , etc.) ork of govern- e, National, the job - es directions iving di- oints, miles home, yard and as part d respect anizations ol</p>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...become more aware and acceptable of individual strengths and weaknesses</li> <li>...help organize own recreational and leisure time activities</li> <li>...understand location of home in relation to geography, family role in the community, economic status, etc.</li> <li>...understand various roles of family members and take responsibility for his contribution to the family</li> <li>...accept self as a responsible, contributing individual among others</li> <li>...refine ability for adequate and acceptable self-reliance and direction in personal preferences</li> <li>...accept responsibility and participate with organized groups in acceptable democratic way</li> <li>...know how we vote</li> <li>...increase knowledge of services maintained by U. S. Government</li> <li>...increase interest and awareness in the role of U. S. governmental representatives: President, Senators, Congressmen, etc.</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...interact with staff and student body in a high school program on a high school campus</li> <li>...understand desirable qualities in a marriage partner</li> <li>...develop an understanding of sex and its function in human life</li> <li>...take responsibility for own recreational and leisure time activities in acceptable manner</li> <li>...deepen understanding of individual role in family activities and needs</li> <li>...become more aware of contribution each family member can make to happiness and well being of all</li> <li>...increase ability to accept and appreciate individuals, recognition of contributions of races, religions and nationalities</li> <li>...understand the various governmental agencies and their role in the life of the community</li> <li>...develop more appreciation for overall plan of democratic society from local to U. S. government</li> </ul>

PERSONAL AND SOCIAL ADJUSTMENT (continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>GR</p>
<p>GOALS</p> <ul style="list-style-type: none"> <li>...know the role of the elected members of a group (treasurer, captain, etc.)</li> <li>...show respect for neighbors personally and/or their property (excess noise, damage, etc.)</li> <li>...develop respect for and cooperate with persons in economic, social and governmental services</li> <li>...produce art work which shows originality coupled with good design and color characteristics using a wide variety of media</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...produce original art work, write and tell original stories, sing songs solo and with groups, write poetry</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...acquire ci accepting and promot</li> <li>...select pro ity to per or more: sculpture, instrument acting, da metal work</li> </ul>

PERSONAL AND SOCIAL ADJUSTMENT (continued)

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>ected members captain, etc.)</p> <p>ors personally excess noise.</p> <p>cooperate with cial and gov-</p> <p>shows origi- d design and sing a wide</p>	<p>GOALS</p> <p>...produce original art work, write and tell original stories, sing songs solo and with groups, write poetry</p>	<p>GOALS</p> <p>...acquire civic responsibility by accepting responsibility for care and promotion of community</p> <p>...select preference and refine abil- ity to perform adequately in one or more: painting, drawing, sculpture, singing, writing, instrumental music, graphics, acting, dancing, crafts, wood or metal work, or mixed media art work</p>

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PERSONAL AND SOCIAL ADJUSTMENT (continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>G</p>
<p>THINGS TO DO</p> <p>Have role playing - illustrate good and poor manners in different situations with persons in different roles (an employer, older person, a peer)</p> <p>Hold class discussion of rules of courtesy experienced in other parts of school</p> <p>Have class discussion of experiences as a member of a group (Scouts, YMCA, YWCA, 4H, etc.)</p> <p>Describe desirable characteristics of good leadership and good followership in different types of groups</p> <p>Make decorations, costumes or posters for school functions</p> <p>Make a project (cake, book ends) and donate to money-making project for school</p> <p>Work in cafeteria</p> <p>Make charts of foods in cafeteria and list prices</p> <p>Study local job possibilities; list competencies needed</p> <p>Participate in community sharing projects and community groups</p>	<p>THINGS TO DO</p> <p>Discuss proper manners all of the time</p> <p>Give a five minute talk on why it is important to get along with others</p> <p>Review the roles of the family members and how we can help each member of our own family circle</p> <p>Make a bulletin board illustrating all of the reasons that work is important</p> <p>Contrast the attitudes and behavior of your peer group with the peer group of younger family members. Discuss</p> <p>Break up into small discussion groups. Discuss a given topic (taxes, voting, etc.) and report back to the group.</p> <p>Finish the following sentence in 25 words or less: "I must obey laws because. . ."</p> <p>(or participate in the community because. . .)</p> <p>(or pay taxes because. . .)</p> <p>(or belong to groups because. . .)</p> <p>Make a bulletin board illustrating all of the things that the community offers</p> <p>Participate in noon time P. E. activities, dancing and extracurricular activities</p>	<p>THINGS TO DO</p> <p>Make a detail available in gram</p> <p>Discuss perso experience co strengths hel</p> <p>Discuss perso experience co strengthen th</p> <p>In 25 words o following sen learn to adju cause. . ."</p> <p>Class discuss with the boss workers</p> <p>Discussion on important to</p> <p>Participate i ment</p> <p>Participate i leisure time perience area</p> <p>Discussion on means to me</p>



PERSONAL AND SOCIAL ADJUSTMENT (continued)

<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>	
<p>ate good and situations bles (an eer) les of cour- arts of periences as YMCA, YWCA, ristics of llowship or posters ends) and ct for ateria and s; list ring proj-</p>	<p><b>THINGS TO DO</b> Discuss proper manners all of the time</p> <p>Give a five minute talk on why it is important to get along with others</p> <p>Review the roles of the family members and how we can help each member of our own family circle</p> <p>Make a bulletin board illustrating all of the reasons that work is important</p> <p>Contrast the attitudes and behavior of your peer group with the peer group of younger family members. Discuss</p> <p>Break up into small discussion groups. Discuss a given topic (taxes, voting, etc.) and report back to the group.</p> <p>Finish the following sentence in 25 words or less: "I must obey laws because. . ." (or participate in the community because. . .) (or pay taxes because. . .) (or belong to groups because. . .)</p> <p>Make a bulletin board illustrating all of the things that the community offers</p> <p>Participate in noon time P. E. activities, dancing and extracurricular activities</p>	<p><b>THINGS TO DO</b> Make a detailed study of the jobs available in the work experience program</p> <p>Discuss personal strengths with work experience counselors. (How can these strengths help me?)</p> <p>Discuss personal weaknesses with work experience counselors. (How can I strengthen these weak areas?)</p> <p>In 25 words or less, finish the following sentence: "A person must learn to adjust to <u>any</u> change because. . ."</p> <p>Class discussion on getting along with the boss, supervisor and fellow workers</p> <p>Discussion on why it is just as important to follow as to lead</p> <p>Participate in school student government</p> <p>Participate in recreational and leisure time activities in work experience areas</p> <p>Discussion on marriage and what it means to me</p>

PERSONAL AND SOCIAL ADJUSTMENT (continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>G</p>
<p>THINGS TO DO Take part in student council and assume real duties</p> <p>Dramatize manners at party</p> <p>Utilize all opportunities for group and committee participation in carrying out class activities and projects</p> <p>Hold actual situations in school in which guests are entertained</p> <p>Prepare and serve meals</p> <p>Make clothing budgets</p> <p>Provide actual shopping experience (field trips)</p> <p>Practice socially acceptable dancing</p> <p>Learn school songs</p> <p>Learn popular songs</p> <p>Participate in regular P. E., crafts, art and homemaking classes</p> <p>Provide many opportunities to work with all types of art media</p>	<p>THINGS TO DO Class discussion on "Why Count Ten?"</p> <p>Discuss what qualities you like in other people your age, adults or teachers</p> <p>Organize recreational and leisure activities within the immediate neighborhood - report back to class</p> <p>Study background materials on the families of other cultures</p> <p>Participate in student body government</p> <p>Discuss: "Are the decisions that you make always right for you?"</p> <p>Participate in extracurricular clubs</p> <p>Participate in regular P. E., crafts, art and homemaking classes</p>	<p>THINGS TO DO Discussion of families</p> <p>Organize leisure and national activities family members</p> <p>Make a bulletin board governmental help in the</p> <p>Discuss how and national make a list</p> <p>Make a bulletin plan of a department local to U. S. United Nations</p> <p>Bring in current civic responses</p> <p>Participate in activities that makes a difference in community</p> <p>Participate in art, homemaking, mechanical art</p>

PERSONAL AND SOCIAL ADJUSTMENT (continued)

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>and assume</p> <p>or group and carrying out</p> <p>school in</p> <p>erience</p> <p>e dancing</p> <p>, crafts,</p> <p>to work with</p>	<p>THINGS TO DO</p> <p>Class discussion on "Why Count Ten?"</p> <p>Discuss what qualities you like in other people your age, adults or teachers</p> <p>Organize recreational and leisure activities within the immediate neighborhood - report back to class</p> <p>Study background materials on the families of other cultures</p> <p>Participate in student body government</p> <p>Discuss: "Are the decisions that you make always right for you?"</p> <p>Participate in extracurricular clubs</p> <p>Participate in regular P. E., crafts, art and homemaking classes</p>	<p>THINGS TO DO</p> <p>Discussion on how we can help our families</p> <p>Organize leisure time and recreational activities for younger family members</p> <p>Make a bulletin board on the local governmental agencies and how they help in the community</p> <p>Discuss how other races, religions and nationalities have helped us - make a list of these contributions</p> <p>Make a bulletin board diagram on the plan of a democratic society, from local to U. S. government to the United Nations</p> <p>Bring in current events that stress civic responsibility in the community</p> <p>Participate in extracurricular group that makes a contribution to the community</p> <p>Participate in regular P. E., crafts, art, homemaking, industrial arts and mechanical arts classes</p>

**SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS**

<p align="center"><b>JUNIOR HIGH</b> Grades: 7-8</p>	<p align="center"><b>SENIOR HIGH</b> Grades: 9-10</p>	<p align="center">G</p>
<p>My Problems</p> <p>Making Friends</p> <p>Getting Along with Others</p> <p>Boy Meets Girl</p> <p>Teenagers Look at Themselves</p> <p>Teenagers Look at Work</p> <p>Recreation Outside School</p> <p>Dances for Fun</p> <p>My Grooming Problems</p> <p>Work at School</p> <p>Work at Home</p> <p>My Job as Citizen</p> <p>Family Living</p> <p>Homemaking</p> <p>Occupations - What They Demand</p> <p>Community Services</p> <p>Planning a Dance</p> <p>Our Class and School Government</p> <p>Our Government Works</p>	<p>Getting Along at Work</p> <p>Boy Dates Girl</p> <p>Me and My Job</p> <p>Recreation at School</p> <p>Recreation in the Community</p> <p>My Family and Recreation</p> <p>My Family Works Together</p> <p>My Home and Me</p> <p>Friends</p> <p>Being a Good Citizen</p> <p>What I Owe My Community</p> <p>What My Community Owes Me</p> <p>A Good Worker</p> <p>Grooming Problems</p> <p>My Community Responsibilities</p> <p>Planning a Party</p> <p>How School Government Works</p> <p>The U. S. Government and Me</p> <p>Creating for Fun</p>	<p>Regulations</p> <p>Responsibilities</p> <p>Boy Marries Girl</p> <p>Family Responsibilities</p> <p>My Leisure Time</p> <p>Favorite Recreation</p> <p>Community Activities</p> <p>Appreciating</p> <p>My Civic Responsibilities</p> <p>Good Citizenship</p> <p>Community Activities</p> <p>Expressing Your Opinions</p> <p>People Who Help</p> <p>Structure of</p> <p>Planning a Community</p> <p>The School Government</p> <p>Creativity Activities</p> <p>Put Leisure Time</p>

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>s</p> <p>and</p> <p>ment</p>	<p>Getting Along at Work</p> <p>Boy Dates Girl</p> <p>Me and My Job</p> <p>Recreation at School</p> <p>Recreation in the Community</p> <p>My Family and Recreation</p> <p>My Family Works Together</p> <p>My Home and Me</p> <p>Friends</p> <p>Being a Good Citizen</p> <p>What I Owe My Community</p> <p>What My Community Owes Me</p> <p>A Good Worker</p> <p>Grooming Problems</p> <p>My Community Responsibilities</p> <p>Planning a Party</p> <p>How School Government Works</p> <p>The U. S. Government and Me</p> <p>Creating for Fun</p>	<p>Regulations and Privileges</p> <p>Responsibility on the Job</p> <p>Boy Marries Girl</p> <p>Family Responsibilities</p> <p>My Leisure Time</p> <p>Favorite Recreational Activities</p> <p>Community Agencies</p> <p>Appreciating Friends</p> <p>My Civic Responsibilities</p> <p>Good Citizens</p> <p>Community Activities</p> <p>Expressing Yourself</p> <p>People Who Help Us</p> <p>Structure of U. S. Government</p> <p>Planning a Community Function</p> <p>The School Government and Me</p> <p>Creativity As Recreation</p> <p>Put Leisure Time to Work</p>

OCCUPATIONAL COMPETENCE

<p>JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8</p>	<p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>CA 17 G</p>
<p>GOALS</p> <ul style="list-style-type: none"> <li>...develop manual dexterity, hand-eye coordination, etc.</li> <li>...refine coordination through increased practice and variations of activities in the practical arts</li> <li>...develop some work skills and social competencies by on-campus work experience</li> <li>...learn to identify types of jobs in the community and skills needed for these jobs</li> <li>...seek and hold a part-time, summer or holiday job</li> <li>...learn to set realistic goals for self-achievements</li> <li>...develop a willingness to seek assistance if needed</li> <li>...develop more facility in the manipulation of simple tools and materials</li> <li>...understand that there are governmental agencies which can help the individual with training and finding an appropriate job</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...continue emphasis on physical activities and motor competencies required in home or occupational experiences</li> <li>...develop competencies in performing the practical arts and occupational type activities</li> <li>...develop competencies through on-campus work experiences so as to be more employable as a responsible, conscientious worker</li> <li>...develop acceptable interpersonal relations toward employer, other employees, etc.</li> <li>...develop friendly and cooperative manner in on-campus work</li> <li>...work toward a role of contributing worker in the community</li> <li>...follow work rules, directions and schedules</li> <li>...complete tasks assigned</li> <li>...develop his own initiative in accomplishing a task</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...establish for off-c maintenance of childr services</li> <li>...locate em competenc</li> <li>...learn to personal involv in</li> <li>...apply fri manner in ence prog</li> <li>...become a the commu</li> <li>...accept co means of</li> <li>...give and rections</li> <li>...report to ments pro</li> <li>...become far aspects an occupatio</li> </ul>

OCCUPATIONAL COMPETENCE

	<p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>SENIOR HIGH CA 17 MA 11 and above Grades: 11-12</p>
<p>and above</p> <p>by, hand-eye</p> <p>ough increased of activities</p> <p>and social as work ex-</p> <p>of jobs in needed for</p> <p>e, summer or</p> <p>goals for self-</p> <p>seek assist-</p> <p>the manip- and materials</p> <p>e govern- n help the and finding</p>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...continue emphasis on physical activities and motor competencies required in home or occupational experiences</li> <li>...develop competencies in performing the practical arts and occupational type activities</li> <li>...develop competencies through on-campus work experiences so as to be more employable as a responsible, conscientious worker</li> <li>...develop acceptable interpersonal relations toward employer, other employees, etc.</li> <li>...develop friendly and cooperative manner in on-campus work</li> <li>...work toward a role of contributing worker in the community</li> <li>...follow work rules, directions and schedules</li> <li>...complete tasks assigned</li> <li>...develop his own initiative in accomplishing a task</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...establish sufficient competencies for off-campus work (building maintenance, food services, care of children, delivery and helper services of various kinds)</li> <li>...locate employment and develop competence needed to hold a job</li> <li>...learn to apply acceptable interpersonal relations to those involved in work experience program</li> <li>...apply friendly and cooperative manner in off-campus work experience program</li> <li>...become a contributing worker in the community</li> <li>...accept constructive criticism as a means of becoming more skilled</li> <li>...give and follow work rules, directions and schedules</li> <li>...report to and from work assignments promptly</li> <li>...become familiar with the legal aspects and limitations of various occupations</li> </ul>

OCCUPATIONAL COMPETENCE (continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	
<p>GOALS</p> <ul style="list-style-type: none"> <li>...continue to develop vocationally directed skills (language, know vital statistics, figure wages, pay for lunch and transportation, use telephone, write simple communications)</li> <li>...take directions and constructive criticism from authority</li> <li>...maintain acceptable level of workmanship</li> <li>...is courteous and practices self-discipline</li> <li>...take pride in good work and does fair share</li> <li>...learn to follow school rules, directions and schedules</li> <li>...assume responsibility for a room function</li> <li>...develop adequate motivation and interest to increase attention span so as to complete assigned tasks, etc.</li> <li>...learn to observe details and assume more responsibility for behavior</li> <li>...learn to work together and share</li> <li>...learn to recognize and avoid dangerous situations, heed safety warnings, etc.</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...develop his ability to be a steady worker, stay at a task and regular in attendance</li> <li>...learn to be courteous in working relationships</li> <li>...become familiar with demands of the various work areas</li> <li>...become as proficient as possible in reading, writing, spelling and composition</li> <li>...select an occupational field (or fields) and prepare for it</li> <li>...understand basic requirements for a variety of jobs with his capabilities</li> <li>...participate in on-campus work experience program</li> <li>...develop self-evaluation skills</li> <li>...perform to best of ability in classroom tasks</li> <li>...perform to best of ability in on-campus work experience programs</li> <li>...work under another supervisor or "boss" besides the teacher</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...have basic Security, attendance, work habits and attitude</li> <li>...refine skills on basic jobs (basic)</li> <li>...continue to develop hand coordination and specific skills</li> <li>...perform in work experience</li> <li>...utilize skills in employment, rehabilitation and a post-graduate program</li> <li>...assume responsibility for own initial work</li> <li>...avoid absenteeism, ability to work</li> <li>...practice cooperation and relationships and</li> <li>...maintain appropriate behavior</li> </ul>



OCCUPATIONAL COMPETENCE (continued)

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>ationally di- e, know vital es, pay for on, use tele- communications) nstructive ty vel of workman- ices self- k and does fair rules, di- for a room ation and attention span ned tasks, etc. s and assume behavior and share avoid dangerous s, etc.</p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...develop his ability to be a steady worker, stay at a task and regular in attendance</li> <li>...learn to be courteous in working relationships</li> <li>...become familiar with demands of the various work areas</li> <li>...become as proficient as possible in reading, writing, spelling and composition</li> <li>...select an occupational field (or fields) and prepare for it</li> <li>...understand basic requirements for a variety of jobs with his capabilities</li> <li>...participate in on-campus work experience program</li> <li>...develop self-evaluation skills</li> <li>...perform to best of ability in classroom tasks</li> <li>...perform to best of ability in on-campus work experience programs</li> <li>...work under another supervisor or "boss" besides the teacher</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...have basic knowledge of Social Security act, unemployment insurance, workers compensation, hospital and accident insurance, etc.</li> <li>...refine skills needed for specific jobs (basic tools, etc.)</li> <li>...continue emphasis on dexterity and hand coordination as it relates to specific areas</li> <li>...perform in off-campus work experience program</li> <li>...utilize school facilities, state employment agencies or vocational rehabilitation services to obtain a post-graduation job</li> <li>...assume responsibilities and develop own initiative in accomplishing work</li> <li>...avoid absenteeism; progress in ability to be a steady, stable worker</li> <li>...practice courteous working relationships and good grooming</li> <li>...maintain acceptable young adult behavior patterns</li> </ul>

OCCUPATIONAL COMPETENCE (continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	
<p><b>GOALS</b> ...realize importance of good grooming in getting a job  ...develop and practice good work habits</p> <p><b>THINGS TO DO</b> Use art, shop, crafts, P. E. periods to improve manual dexterity</p> <p>15 Provide many opportunities within the classroom for practice in the practical arts</p> <p>Make a list of the skills needed for different jobs</p> <p>Do a self-evaluation of skills that the student possesses - survey those that he needs to develop for a particular job</p> <p>Make a bulletin board of jobs available in the community - illustrate from magazines</p> <p>Discuss what would make an employer decide on you and not the other person for a job</p> <p>Discuss the roles of the people found in the world of work (boss, foreman, supervisor, etc.)</p>	<p><b>THINGS TO DO</b> Continue to use art, crafts, P. E., homemaking periods to improve coordination</p> <p>Make a list of things to do at home that would help the student do a better job in the on-campus work experience program</p> <p>Plan on-campus work experience - list all of the jobs that the students can do (in cafeteria, custodial assistant, messenger, etc.)</p> <p>Invite key people in the on-campus work experience program to talk to the class</p> <p>Discuss why it is important to get along with fellow workers</p> <p>Write a short paper on how my job helps the community</p> <p>Make up a list of safety rules for all of the jobs in the on-campus work experience program</p>	<p><b>GOALS</b> ...become familiar with jobs related to  ...participate in on-campus employment</p> <p><b>THINGS TO DO</b> Place those who are interested in campus work  Go to local business and ask out applicants for interviews  When job is available, list the skills needed for the job (then evaluate the right one)  Discuss what makes a good worker  Make a list of good and bad workers  Write a short paper on how my job helps the community and bad critics  Develop work habits (housework, etc.)</p>

OCCUPATIONAL COMPETENCE (continued)

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>good grooming</p> <p>good work habits</p> <p>E. periods to</p> <p>s within the</p> <p>the practical</p> <p>needed for</p> <p>skills that the</p> <p>those that he</p> <p>rticular job</p> <p>jobs available</p> <p>rate from</p> <p>n employer</p> <p>other person</p> <p>people found in</p> <p>foreman, super-</p>	<p>THINGS TO DO</p> <p>Continue to use art, crafts, P. E., homemaking periods to improve coordination</p> <p>Make a list of things to do at home that would help the student do a better job in the on-campus work experience program</p> <p>Plan on-campus work experience - list all of the jobs that the students can do (in cafeteria, custodial assistant, messenger, etc.)</p> <p>Invite key people in the on-campus work experience program to talk to the class</p> <p>Discuss why it is important to get along with fellow workers</p> <p>Write a short paper on how my job helps the community</p> <p>Make up a list of safety rules for all of the jobs in the on-campus work experience program</p>	<p>GOALS</p> <p>...become familiar with procedures related to job interviews</p> <p>...participate in visits to places of employment within the community</p> <p>THINGS TO DO</p> <p>Place those who are ready in off-campus work experience program</p> <p>Go to local employment office, fill out application and go for any job interviews available</p> <p>When job is obtained, make a list of the skills needed to hold the job (then evaluate to see if the job is the right one for you)</p> <p>Discuss what is cooperation?</p> <p>Make a list of why it is important to get along with fellow workers, the boss, supervisor, teacher, counselor, etc.</p> <p>Write a short paper on good criticism and bad criticism</p> <p>Develop work skills by helping at home (housework, yards, etc.)</p>

OCCUPATIONAL COMPETENCE (continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	
<p>THINGS TO DO Finish the following sentence in 25 words or less: "If I need help on the job, I will ask for it because. . ."</p> <p>Analyze job requirements and then see if the student can "fit into the picture"</p> <p>Develop many group projects in reading, writing, etc. directed toward the vocational world - make up class stories about "Being on Time" or "Safety on the Job", etc.</p> <p>Formulate group and individual evaluation sheets on workmanship - where can we improve?</p> <p>List all of the jobs that a boy is best suited for</p> <p>List all of the jobs that a girl is best suited for</p> <p>Find out what jobs are available for summer - fill out applications and have an interview</p> <p>Role playing: proper telephone usage</p> <p>Dramatize an interview</p> <p>Discuss why it is important to follow rules on the job, school, sports, etc.</p>	<p>THINGS TO DO Dramatize giving directions to a new trainee</p> <p>Make up safety slogans and posters for on-campus training</p> <p>Finish the following sentence in 25 words or less: "It is important to be courteous on the job because. . ."</p> <p>Decide what job the student wants to do - list the requirements</p> <p>Discuss which is more important: finding the right job for the person or finding the right person for the job</p> <p>In reading, writing, spelling and composition make all materials vocationally oriented (fill out applications, spelling safety words, etc.)</p> <p>Have a discussion on how we can improve in our job</p> <p>Lecture on local job opportunities by people outside of school</p> <p>Add new words to a "vocational vocabulary" (benefit, pay, tenure, retirement, rehabilitation, occupational, etc.)</p>	<p>THINGS TO DO Make up a sc include home program</p> <p>Use clocks to home - allow etc.</p> <p>Make a bulle ity - visit information</p> <p>Discuss why g manners are work experien</p> <p>Discuss what forward" mean</p> <p>In 25 words o statement: "I my own mistak</p> <p>Practice inte possible post</p> <p>Make field tr employment</p> <p>List all of t viewer looks</p> <p>Continue "voc (employee, emp maturity, etc</p>

OCCUPATIONAL COMPETENCE (continued)

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>nce in 25 words on the job, I ."</p> <p>nd then see if the picture"</p> <p>s in reading, ard the voca- s stories Safety on the</p> <p>ual evaluation ere can we</p> <p>boy is best</p> <p>girl is best</p> <p>lable for ons and have</p> <p>hone usage</p> <p>to follow ports, etc.</p>	<p>THINGS TO DO</p> <p>Dramatize giving directions to a new trainee</p> <p>Make up safety slogans and posters for on-campus training</p> <p>Finish the following sentence in 25 words or less: "It is important to be courteous on the job because. . ."</p> <p>Decide what job the student wants to do - list the requirements</p> <p>Discuss which is more important: finding the right job for the person or finding the right person for the job</p> <p>In reading, writing, spelling and composition make all materials vocationally oriented (fill out applications, spelling safety words, etc.)</p> <p>Have a discussion on how we can improve in our job</p> <p>Lecture on local job opportunities by people outside of school</p> <p>Add new words to a "vocational vocabulary" (benefit, pay, tenure, retirement, rehabilitation, occupational, etc.)</p>	<p>THINGS TO DO</p> <p>Make up a schedule of daily activities - include home, school, work experience program</p> <p>Use clocks to time activities at school, home - allow enough time for clean-up, etc.</p> <p>Make a bulletin board on social security - visit the office and ask for information</p> <p>Discuss why good grooming and good manners are important in off-campus work experience</p> <p>Discuss what "Putting your best foot forward" means at an interview</p> <p>In 25 words or less finish the following statement: "I will be responsible for my own mistakes because. . ."</p> <p>Practice interviewing techniques for a possible post graduation job</p> <p>Make field trips to places of possible employment</p> <p>List all of the things that a job interviewer looks for in a possible employee</p> <p>Continue "vocational vocabulary" terms (employee, employability, stability, maturity, etc.)</p>

OCCUPATIONAL COMPETENCE (continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	
<p>THINGS TO DO</p> <p>Plan a room sport activity or dance - assume all responsibility, delegate authority to committees</p> <p>Discuss why we should stay with a job until we are finished</p> <p>Make a list of on-the-job safety words</p> <p>Fin</p> <p>Finish the following sentence in 25 words or less: "I believe that good grooming is important to me on-the-job because . . . ."</p> <p>Visit the local employment office</p> <p>Make a bulletin board of want ads from the local paper showing jobs available</p> <p>Make up "situation wanted" want ads and have students list their qualifications</p>	<p>THINGS TO DO</p> <p>Make a collection of income tax forms, application forms, brochures and booklets on civil service job opportunities</p> <p>Visit areas of the school where on-campus work experience takes place - familiarize self with type of jobs to be done</p> <p>Visit social security office, apply for card</p> <p>Fill out application for a work permit</p> <p>Hold a discussion on how the worker is protected (labor laws, insurance, etc.)</p> <p>Use every opportunity available to gain on-campus work experience</p>	<p>THINGS TO DO</p> <p>Compare unacc adult behavior large chart,</p> <p>Visit all po ment within requirements</p> <p>Pretend that Chamber of C job opportun</p> <p>Collect broc that explain your town</p>

OCCUPATIONAL COMPETENCE (continued)

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>or dance - delegate</p> <p>with a job</p> <p>safety words</p> <p>nce in 25 words</p> <p>good grooming job because</p> <p>office</p> <p>ant ads from bs available</p> <p>want ads and ualifications</p>	<p><b>THINGS TO DO</b> Make a collection of income tax forms, application forms, brochures and booklets on civil service job opportunities</p> <p>Visit areas of the school where on-campus work-experience takes place - familiarize self with type of jobs to be done</p> <p>Visit social security office, apply for card</p> <p>Fill out application for a work permit</p> <p>Hold a discussion on how the worker is protected (labor laws, insurance, etc.)</p> <p>Use every opportunity available to gain on-campus work experience</p>	<p><b>THINGS TO DO</b> Compare unacceptable and acceptable adult behavior by listing them on large chart, blackboard</p> <p>Visit all possible places of employment within the community - compare: requirements? advancement? pay? etc.</p> <p>Pretend that you are from the local Chamber of Commerce and explain the job opportunities in your town</p> <p>Collect brochures, pamphlets, booklets that explain job opportunities in your town</p>

**SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS**

<p align="center"><b>JUNIOR HIGH</b> Grades: 7-8</p>	<p align="center"><b>SENIOR HIGH</b> Grades: 9-10</p>	<p align="center">Gr</p>
<p>Jobs in the Community</p> <p>Jobs and Skills</p> <p>Summer Jobs</p> <p>Holiday Jobs</p> <p>Work Skills and You</p> <p>Government and Jobs</p> <p>Manners on the Job</p> <p>A Job Well Done</p> <p>Safety on the Job</p> <p>Danger Signs</p> <p>Your Appearance and Your Job</p> <p>Work Habits and Your Job</p> <p>Working Together on the Job</p>	<p>On-Campus Work Experience</p> <p>My Boss and Me</p> <p>My Fellow Workers and Me</p> <p>Manners and On-Campus Work</p> <p>My Job and Other Jobs</p> <p>Courtesy on the Job</p> <p>Follow Directions</p> <p>Better Work Habits</p> <p>Always Do Your Best!</p> <p>Choosing the Right Occupation</p> <p>Am I Doing a Good Job?</p> <p>Working with Others</p> <p>How Other Skills Help on the Job</p>	<p>Looking for a</p> <p>Working with</p> <p>Holding an Of</p> <p>The Worker an</p> <p>How Others He</p> <p>Important Thi</p> <p>Security, Ins</p> <p>Improving Eac</p> <p>Look Forward</p> <p>Take a Good L</p> <p>Post-Graduati</p> <p>Adult Behavior</p> <p>Job Interview</p>

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SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>On-Campus Work Experience</p> <p>My Boss and Me</p> <p>My Fellow Workers and Me</p> <p>Manners and On-Campus Work</p> <p>My Job and Other Jobs</p> <p>Courtesy on the Job</p> <p>Follow Directions</p> <p>Better Work Habits</p> <p>Always Do Your Best!</p> <p>Choosing the Right Occupation</p> <p>Am I Doing a Good Job?</p> <p>Working with Others</p> <p>How Other Skills Help on the Job</p>	<p>Looking for an Off-Campus Job</p> <p>Working with People</p> <p>Holding an Off-Campus Job</p> <p>The Worker and the Community</p> <p>How Others Help Me</p> <p>Important Things to Know (Social Security, Insurance, etc.)</p> <p>Improving Each Day</p> <p>Look Forward for Advancement</p> <p>Take a Good Look at Yourself</p> <p>Post-Graduation Jobs</p> <p>Adult Behavior in an Adult World</p> <p>Job Interviews</p>

**HEALTH**

<p style="text-align: center;"><b>JUNIOR HIGH</b> CA 13-15 MA and above Grades: 7-8</p>	<p style="text-align: center;"><b>SENIOR HIGH</b> CA 15-17 MA 9 and above Grades: 9-10</p>	<p style="text-align: center;">CA 17 Gr</p>
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...develop good personal health habits</li> <li>...understand the growth period of puberty</li> <li>...restress the basic health habits of diet, rest and exercise</li> <li>...reform habits of personal hygiene</li> <li>...learn practical roles of the medical staff</li> <li>...expand knowledge of simple symptoms that indicate a need for medical attention</li> <li>...further develop emergency measures</li> <li>...learn simple first aid rules</li> <li>...learn more detail about basic body functions</li> <li>...continue study of effects of drugs, alcohol, tobacco on the body</li> <li>...be able to assist others in recognizing and caring for health and accident problems</li> <li>...learn to select and care for proper clothing</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...continue to develop good personal health and grooming habits</li> <li>...develop proper sex attitudes and habits and understand physiological changes in own body</li> <li>...know how to recognize elementary signs of illness</li> <li>...know what kind of services to seek for illness</li> <li>...know where to find these services in the community</li> <li>...understand and practice good dietary procedures</li> <li>...practice first aid rules</li> <li>...care for sick at home with minimum of instruction</li> <li>...continue to utilize body building exercises, physical activities available at school and in the community (games, dancing)</li> <li>...extend knowledge about medical staffs and services</li> <li>...expand knowledge about bodily functions</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...understand health habits maintaining</li> <li>...understand balanced diet to physical</li> <li>...assume responsibility for health</li> <li>...extend knowledge of first aid</li> <li>...understand alcohol, drugs</li> <li>...learn cost of health</li> <li>...learn value of health regards to</li> <li>...understand aid income</li> <li>...practice first aid preparatio</li> <li>...prepare an</li> <li>...learn relationship of meals, body health</li> </ul>

**HEALTH**

above	<p align="center"><b>SENIOR HIGH</b> CA 15-17 MA 9 and above Grades: 9-10</p>	<p align="center"><b>SENIOR HIGH</b> CA 17 MA 11 and above Grades: 11-12</p>
<p>health habits period of th habits of al hygiene of the ple symptoms r medical cy measures rules basic ts of drugs, body s in for health e for proper</p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...continue to develop good personal health and grooming habits</li> <li>...develop proper sex attitudes and habits and understand physiological changes in own body</li> <li>...know how to recognize elementary signs of illness</li> <li>...know what kind of services to seek for illness</li> <li>...know where to find these services in the community</li> <li>...understand and practice good dietary procedures</li> <li>...practice first aid rules</li> <li>...care for sick at home with minimum of instruction</li> <li>...continue to utilize body building exercises, physical activities available at school and in the community (games, dancing)</li> <li>...extend knowledge about medical staffs and services</li> <li>...expand knowledge about bodily functions</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...understand the relation of personal health habits and cleanliness to maintaining a job</li> <li>...understand the relationship of a balanced life -- work, play, rest-- to physical fitness</li> <li>...assume responsibility for personal health</li> <li>...extend knowledge and practice of first aid to work experience program</li> <li>...understand effects of tobacco, alcohol, drugs on work</li> <li>...learn costs of good grooming</li> <li>...learn value of good grooming in regards to work experience program</li> <li>...understand that good health habits aid income</li> <li>...practice marketing and meal preparation</li> <li>...prepare and serve many types of food</li> <li>...learn relationship between balanced meals, body weight and optimum health</li> </ul>

HEALTH (Continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	
<p>GOALS</p> <ul style="list-style-type: none"> <li>...recognize purposes of health examination</li> <li>...learn about the services of the Public Health Department</li> <li>...learn how to prevent the spread of communicable diseases</li> <li>...find out about community health facilities and services</li> <li>...help care for sick at home</li> <li>...learn types of medical care available (specialists)</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...know how to budget for health needs</li> <li>...understand why we have health and life insurance</li> <li>...find out percent of income spent on health needs</li> <li>...recognize and practice need for <u>daily</u> grooming routine, cleanliness, etc.</li> <li>...follow doctor's instruction for personal health</li> <li>...learn value of good grooming in regards to personal health and social acceptance</li> <li>...learn the medical fields of specialization and how they help us</li> <li>...understand dangers of alcohol, drugs, and narcotics</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...learn about (costs, he</li> <li>...use commun if needed</li> <li>...learn that health</li> <li>...expand are insurance</li> <li>...develop sa relationsh</li> <li>...develop a capabiliti</li> <li>...expand kno and narcot</li> <li>...expand kno facilities</li> </ul>

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HEALTH (Continued)

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>Health of the spread health care</p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...know how to budget for health needs</li> <li>...understand why we have health and life insurance</li> <li>...find out percent of income spent on health needs</li> <li>...recognize and practice need for <u>daily</u> grooming routine, cleanliness, etc.</li> <li>...follow doctor's instruction for personal health</li> <li>...learn value of good grooming in regards to personal health and social acceptance</li> <li>...learn the medical fields of specialization and how they help us</li> <li>...understand dangers of alcohol, drugs, and narcotics</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...learn about eating away from home (costs, health standards, etc.)</li> <li>...use community health services if needed</li> <li>...learn that laws exist to protect health</li> <li>...expand area of health and life insurance</li> <li>...develop satisfactory interpersonal relationships</li> <li>...develop a good concept of his capabilities, talents and interests</li> <li>...expand knowledge of alcohol, drugs, and narcotics</li> <li>...expand knowledge of doctors, health facilities, etc.</li> </ul>

HEALTH (Continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	
<p>THINGS TO DO</p> <p>Use community resource people</p> <p>Discuss actual life situations</p> <p>Keep individual record of daily diet for a week</p> <p>Plan, prepare, and serve a well-balanced meal</p> <p>Develop a list of well-balanced meals for a family</p> <p>Make charts and posters on grooming</p> <p>Prepare a good grooming kit (girls)</p> <p>Have boys and girls prepare a manicure kit</p> <p>Demonstrate proper way of shampooing hair. (girls)</p> <p>Prepare a kit of basic first-aid needs</p> <p>Equip a shoe shine kit (make it too)</p> <p>Use map - locate health services available in local community</p> <p>Can fruit and vegetables</p> <p>Make preserves and jellies</p> <p>Make health charts and posters</p>	<p>THINGS TO DO</p> <p>Use school personnel (Nurse, Doctor, etc.)</p> <p>Panel discussion on health services available</p> <p>Bulletin board on the various medical fields</p> <p>Do a paper on "How School Helps Me Keep Fit"</p> <p>Collect data on the various types of health and life insurance</p> <p>Do a "Before and After" poster on good grooming</p> <p>Set up a good grooming routine for a teenager (Boy or Girl)</p> <p>Use models and posters of the human body from P. E. department</p> <p>List all of the ways to keep your home healthy</p> <p>Scrapbook or recipe file of balanced menus</p> <p>Survey and study particular teenage health problems (acne, oily skin, etc.)</p> <p>Complete the following sentence in 25 words or less - "When I am running a temperature I should...."</p>	<p>THINGS TO DO</p> <p>Use personnel programs (nur)</p> <p>Discuss health</p> <p>Plan well bal</p> <p>Discuss keepi to job perform</p> <p>Do bulletin bo grooming and v</p> <p>Make a chart services</p> <p>Make marketing meals for a w</p> <p>Keep check on</p> <p>Plan week's me overweight</p> <p>Participate in class</p> <p>Plan week's me</p> <p>Plan week's me problem (low s</p> <p>Make comparisc eating at home</p>

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HEALTH (Continued)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
<p>ple</p> <p>tions</p> <p>daily diet</p> <p>a well-</p> <p>anced meals</p> <p>a grooming</p> <p>lt (girls)</p> <p>re a</p> <p>shampooing</p> <p>rst-aid needs</p> <p>ake it too)</p> <p>ervices</p> <p>ity</p> <p>sters</p>	<p>THINGS TO DO</p> <p>Use school personnel (Nurse, Doctor, etc.)</p> <p>Panel discussion on health services available</p> <p>Bulletin board on the various medical fields</p> <p>Do a paper on "How School Helps Me Keep Fit"</p> <p>Collect data on the various types of health and life insurance</p> <p>Do a "Before and After" poster on good grooming</p> <p>Set up a good grooming routine for a teenager (Boy or Girl)</p> <p>Use models and posters of the human body from P. E. department</p> <p>List all of the ways to keep your home healthy</p> <p>Scrapbook or recipe file of balanced menus</p> <p>Survey and study particular teenage health problems (acne, oily skin, etc.)</p> <p>Complete the following sentence in 25 words or less - "When I am running a temperature I should...."</p>	<p>THINGS TO DO</p> <p>Use personnel in work experience programs (nurse, etc.)</p> <p>Discuss health on the job</p> <p>Plan well balanced meals for a week</p> <p>Discuss keeping healthy in relationship to job performance</p> <p>Do bulletin boards on health, good grooming and well balanced meals</p> <p>Make a chart showing community health services</p> <p>Make marketing list after planning meals for a week (Month, etc.)</p> <p>Keep check on weight and height</p> <p>Plan week's menu for someone overweight</p> <p>Participate in regular homemaking class</p> <p>Plan week's menu for someone underweight</p> <p>Plan week's menu for special dietary problem (low sodium, diabetes)</p> <p>Make comparisons of eating out and eating at home (balanced? costs?, etc.)</p>

HEALTH (Continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	
<p>THINGS TO DO</p> <p>Make a project out of simple home repairs</p> <p>Prepare a notebook on proper care of kitchen, bed and bedding, etc.</p> <p>Make list of communicable diseases - (name, symptoms, incubation period, etc.)</p> <p>-19- Make notebook on effects of alcohol, drugs, and narcotics</p> <p>Make a listing of all of the diseases that can be prevented through vaccines</p> <p>Participate in regular homemaking class</p>	<p>THINGS TO DO</p> <p>Invite someone from the Public Health Department to talk to the class</p> <p>Discuss measures to be taken if there is illness in the home</p> <p>Make posters on alcohol, drugs and narcotics</p> <p>Discuss why we have preventative medicine (vaccines, inoculations, etc.)</p> <p>Participate in regular homemaking classes</p>	<p>THINGS TO DO</p> <p>Dramatize first aid</p> <p>Discuss measures to be taken if there is sudden illness</p> <p>Discuss good citizenship to job performance</p> <p>Bring in current news articles on drugs and narcotics</p> <p>Panel discussion on how to prevent community work</p>



HEALTH (Continued)

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>le home  er care g, etc.  diseases - n period,  f alcohol,  ne diseases gh vaccines making class</p>	<p>THINGS TO DO Invite someone from the Public Health Department to talk to the class  Discuss measures to be taken if there is illness in the home  Make posters on alcohol, drugs and narcotics  Discuss why we have preventative medicine (vaccines, inoculations, etc.)  Participate in regular homemaking classes</p>	<p>THINGS TO DO Dramatize first aid procedures  Discuss measures to be taken if there is sudden illness on the job  Discuss good grooming in relationship to job performance  Bring in current events on alcohol, drugs and narcotics  Panel discussion on why we should have preventative medicine in the community work experience program</p>

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>G</p>
<p>Foods for Strong Bodies</p> <p>Planning Healthful Meals</p> <p>Keep Physically Fit</p> <p>First Aid</p> <p>Effects of Drugs, Alcohol, Tobacco on the Body</p> <p>Good Health Habits</p> <p>Me and My Body</p> <p>The Doctor</p> <p>Sick Care at Home</p> <p>Communicable Diseases</p> <p>Our Community Health Facilities</p> <p>Emergency!</p>	<p>Planning Meals for My Family</p> <p>Food Families</p> <p>Keeping Healthy for Work</p> <p>My Body</p> <p>Warnings of Illness</p> <p>Community Health Services</p> <p>Good Diet and You!</p> <p>First Aid Emergency</p> <p>Exercise Is Good For You!</p> <p>Budgeting for Health Needs</p> <p>Daily Health Routine</p> <p>How Drugs, Alcohol and Tobacco Effect Me</p>	<p>Local Hospital</p> <p>Doctors and S</p> <p>A Balanced Li</p> <p>My Personal H</p> <p>First Aid on</p> <p>Grooming on t</p> <p>Money for Goo</p> <p>Buying for a</p> <p>Balanced Meal</p> <p>Special Diets</p> <p>Health Laws</p> <p>Health and Jo</p> <p>Alcohol, Drug</p> <p>Your Job</p>

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades 11-12
<p>Tobacco</p> <p>ities</p>	<p>Planning Meals for My Family</p> <p>Food Families</p> <p>Keeping Healthy for Work</p> <p>My Body</p> <p>Warnings of Illness</p> <p>Community Health Services</p> <p>Good Diet and You!</p> <p>First Aid Emergency</p> <p>Exercise Is Good For You!</p> <p>Budgeting for Health Needs</p> <p>Daily Health Routine</p> <p>How Drugs, Alcohol and Tobacco Effect Me</p>	<p>Local Hospital</p> <p>Doctors and Specialists</p> <p>A Balanced Life</p> <p>My Personal Health</p> <p>First Aid on the Job</p> <p>Grooming on the Job</p> <p>Money for Good Grooming</p> <p>Buying for a Family</p> <p>Balanced Meals</p> <p>Special Diets</p> <p>Health Laws</p> <p>Health and Job Performance</p> <p>Alcohol, Drugs, Narcotics and Your Job</p>

PHYSICAL DEVELOPMENT

<p>JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8</p>	<p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>CA 17 Gr</p>
<p>GOALS</p> <ul style="list-style-type: none"> <li>...play in group or teams</li> <li>...play individually</li> <li>...use developmental physical exercises that reflect the changing physiology of the pupil</li> <li>...improve coordination</li> <li>...work on the attainment of good posture</li> <li>...learn folk and social dancing rhythms</li> <li>...participate in regular P. E. program</li> <li>...participate in organized play within the immediate neighborhood</li> </ul> <p>THINGS TO DO</p> <ul style="list-style-type: none"> <li>Learn leisure time sports and activities where sharing is important</li> <li>Take part in group games and activities emphasizing team work</li> <li>Learn folk dances relative to holiday celebrations</li> <li>Learn posture exercises</li> <li>Learn relaxation exercises</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...develop ability to participate in dancing and musical activities</li> <li>...participate in regular P. E. and physical development program</li> <li>...recognize what is available in recreational activities</li> <li>...develop leisure time skills</li> <li>...participate in group games with emphasis on simple skills</li> <li>...develop skill enough to participate in an extra curricular group (homemaking club, sports interest group, etc.)</li> </ul> <p>THINGS TO DO</p> <ul style="list-style-type: none"> <li>Learn more complicated folk dances, square dances, etc.</li> <li>Learn more difficult group games emphasizing team work</li> <li>Learn new posture and relaxation exercises</li> <li>Take part in noon time recreational activities</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...participate in group games with emphasis on simple skills (Regular P. E. program)</li> <li>...develop ability to participate in physical development program</li> <li>...develop ability to participate in recreational activities</li> <li>...develop ability to participate in personal development program to occupational preparation</li> <li>...understand the value of leisure time (time) as a part of the total life</li> <li>...actual participation in extra curricular activities (club, sports, etc.)</li> </ul> <p>THINGS TO DO</p> <ul style="list-style-type: none"> <li>Help younger pupils develop individual and group skills</li> <li>Teach a young person to participate in recreational activities best suited to his or her interests</li> <li>Participate in school recreational activities</li> <li>Discuss why and how to participate in school day activities</li> </ul>

PHYSICAL DEVELOPMENT

	<p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>SENIOR HIGH CA 17 MA 11 and above Grades 11-12</p>
<p>and above</p> <p>ical exercises ing physiology</p> <p>of good</p> <p>dancing</p> <p>P. E. program</p> <p>d play within ood</p> <p>and activities</p> <p>nd activities</p> <p>to holiday</p>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...develop ability to participate in dancing and musical activities</li> <li>...participate in regular P. E. and physical development program</li> <li>...recognize what is available in recreational activities</li> <li>...develop leisure time skills</li> <li>...participate in group games with emphasis on simple skills</li> <li>...develop skill enough to participate in an extra curricular group (homemaking club, sports interest group, etc.)</li> </ul> <p>THINGS TO DO</p> <ul style="list-style-type: none"> <li>Learn more complicated folk dances, square dances, etc.</li> <li>Learn more difficult group games emphasizing team work</li> <li>Learn new posture and relaxation exercises</li> <li>Take part in noon time recreational activities</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...participate in athletic group games with emphasis on team play (Regular P. E.)</li> <li>...develop an active interest in physical activities as a contribution to occupational goals</li> <li>...develop an active interest in personal fitness as a contribution to occupational goals</li> <li>...understand recreation (or leisure time) as related to work</li> <li>...actual participation in extra curricular group (4H, homemaking club, sports interest group, etc.)</li> </ul> <p>THINGS TO DO</p> <ul style="list-style-type: none"> <li>Help younger children develop individual and team skills</li> <li>Teach a younger group simple exercises</li> <li>Find recreational activities which best suit each individual</li> <li>Participate in noon time and after school recreational programs</li> <li>Discuss why we have "breaks" in our school day</li> </ul>

PHYSICAL DEVELOPMENT (Continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>THINGS TO DO</p> <p>Learn social dancing</p> <p>Take part in intramural sports activities</p> <p>Develop recreational and leisure time activities with the family group</p> <p>Discussion on why we have P. E. classes and recess time in the school programs</p> <p>Calisthenics</p> <p>Gymnastics and Tumbling</p> <p>Basketball</p> <p>Football</p> <p>Baseball</p> <p>Bowling - individual</p> <p>Swimming - individual</p> <p>Archery - individual</p>	<p>THINGS TO DO</p> <p>Find out what is available in recreational activities in the community (YMCA, YWCA, etc.)</p> <p>Develop skill so that participation "on the class team" is possible</p> <p>Discuss good posture as related to good health</p> <p>Calisthenics</p> <p>Gymnastics and Tumbling</p> <p>Basketball</p> <p>Football</p> <p>Baseball</p> <p>Bowling - individual and on team</p> <p>Swimming - individual and on team</p> <p>Archery - individual and on team</p> <p>Golf</p>	<p>THINGS TO DO</p> <p>Develop skill "on the school team"</p> <p>Discuss good posture as related to the vocational field</p> <p>Calisthenics</p> <p>Gymnastics and Tumbling</p> <p>Basketball</p> <p>Football</p> <p>Baseball</p> <p>Bowling - individual and on team</p> <p>Swimming - individual and on team</p> <p>Archery - individual and on team</p> <p>Golf</p>

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PHYSICAL DEVELOPMENT (Continued)

<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>THINGS TO DO Find out what is available in recreational activities in the community (YMCA, YWCA, etc.)</p> <p>Develop skill so that participation "on the class team" is possible</p> <p>Discuss good posture as related to good health</p> <p>Calisthenics</p> <p>Gymnastics and Tumbling</p> <p>Basketball</p> <p>Football</p> <p>Baseball</p> <p>Bowling - individual and on team</p> <p>Swimming - individual and on team</p> <p>Archery - individual and on team</p> <p>Golf</p>	<p>THINGS TO DO Develop skill so that participation "on the school team" is possible</p> <p>Discuss good posture as related to the vocational world</p> <p>Calisthenics</p> <p>Gymnastics and Tumbling</p> <p>Basketball</p> <p>Football</p> <p>Baseball</p> <p>Bowling - individual and on team</p> <p>Swimming - individual and on team</p> <p>Archery - individual and on team</p> <p>Golf</p>

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p></p>
<p>Recreational Games</p> <p>Dancing for Fun</p> <p>Folk Dances Around the World</p> <p>Group Games</p> <p>Team Games</p> <p>Organizing Games</p> <p>Good Posture</p>	<p>Leisure Time Skills</p> <p>Recreational Activities</p> <p>Folk Dancing</p> <p>Social Dancing</p> <p>Good Posture at All Times</p> <p>Organizing Group and Team Games</p> <p>Extra Curricular Activities</p>	<p>Physical Deve</p> <p>Leisure Time</p> <p>Recreational</p> <p>Good Posture</p> <p>Folk and Soci</p> <p>Participation</p> <p>Activities</p>



**SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS**

<p><b>SENIOR HIGH</b> <b>Grades: 9-10</b></p>	<p><b>SENIOR HIGH</b> <b>Grades: 11-12</b></p>
<p>Leisure Time Skills</p> <p>Recreational Activities</p> <p>Folk Dancing</p> <p>Social Dancing</p> <p>Good Posture at All Times</p> <p>Organizing Group and Team Games</p> <p>Extra Curricular Activities</p>	<p>Physical Development and My Job</p> <p>Leisure Time and My Job</p> <p>Recreational Activities and My Job</p> <p>Good Posture on the Job</p> <p>Folk and Social Dancing</p> <p>Participation in Extra-curricular Activities</p>

SAFETY

<p>JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8</p>	<p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>CA 17 G</p>
<p>GOALS</p> <ul style="list-style-type: none"> <li>...recognize and correct dangerous situations</li> <li>...prevent accidents in the home, school and community</li> <li>...utilize community services and personnel concerned with safety</li> <li>...recognize general health hazards</li> <li>...utilize fire prevention practices</li> <li>...recognize good driver and pedestrian safety practices</li> <li>...understand hazards present while on the job (moving machinery, carelessness, etc.)</li> <li>...travel about safely in his community</li> <li>...become acquainted with the rules and regulations in Motor Vehicle Code</li> <li>...inspect and identify home for potential fire and safety hazards</li> <li>...use the telephone to call the fire or police for assistance</li> <li>...know information to give in case of emergency at school</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...continue to recognize and correct dangerous situations</li> <li>...continue to prevent accidents in the home, school and community</li> <li>...act on fire or emergency warnings with minimum instruction</li> <li>...continue to improve swimming skills</li> <li>...continue to develop an understanding and awareness of safety practices while hunting, fishing, etc.</li> <li>...learn laws governing streets and highways. (Motor Vehicle Code)</li> <li>...refine skill in ability to identify and inspect home for potential fire and safety hazard</li> <li>...increase knowledge of first aid procedures</li> <li>...accept personal responsibility for own safety</li> <li>...use provisions for safety at school</li> <li>...recognize an emergency and turn to the proper source for assistance</li> <li>...understand and practice driver and pedestrian safety practices</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...correct ar in the com home</li> <li>...act on fir with no in</li> <li>...realize wh safe worke</li> <li>...understand safety pro by employe</li> <li>...understand proper car factors</li> <li>...increase k rules in o ment in wo</li> <li>...become mor pating pot</li> <li>...think and emergencie</li> <li>...obtains dr</li> <li>...receive dr</li> <li>...understand prevention community</li> </ul>

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SAFETY

above	<p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>SENIOR HIGH CA 17 MA 11 and above Grades: 11-12</p>
<p>dangerous home, s and safety hazards practices ces at while on , s e rules and cle Code for poten- rds the fire or in case of</p>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...continue to recognize and correct dangerous situations</li> <li>...continue to prevent accidents in the home, school and community</li> <li>...act on fire or emergency warnings with minimum instruction</li> <li>...continue to improve swimming skills</li> <li>...continue to develop an understanding and awareness of safety practices while hunting, fishing, etc.</li> <li>...learn laws governing streets and highways. (Motor Vehicle Code)</li> <li>...refine skill in ability to identify and inspect home for potential fire and safety hazard</li> <li>...increase knowledge of first aid procedures</li> <li>...accept personal responsibility for own safety</li> <li>...use provisions for safety at school</li> <li>...recognize an emergency and turn to the proper source for assistance</li> <li>...understand and practice driver and pedestrian safety practices</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...correct any potential danger area in the community, on the job or at home</li> <li>...act on fire or emergency warnings with no instruction (own initiative)</li> <li>...realize why an employer looks for a safe worker</li> <li>...understand importance of knowing safety procedures established by employer</li> <li>...understand that training in use and proper care of equipment are safety factors</li> <li>...increase knowledge of first aid rules in order to practice treatment in work experience program</li> <li>...become more skillful in anticipating potential accident areas</li> <li>...think and act quickly in all emergencies</li> <li>...obtains driver training</li> <li>...receive driver's license</li> <li>...understand and practice accident prevention in the home, in the community and on the job</li> </ul>

**SAFETY (Continued)**

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	GOALS
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...understand hazards of school equipment</li> <li>...understand and observe school safety rules on streets and school grounds</li> <li>...know where to find emergency telephone numbers</li> <li>...realize importance of improving swimming skills (floating, swimming, tread water, etc.)</li> <li>...realize importance of safety precautions when fishing, hunting, boating</li> <li>...know proper use, selection and potential dangers of cosmetics and medications</li> <li>...become acquainted with simple first aid rules</li> <li>...learn about bicycle, boat and motor bicycle rules and hazards</li> <li>...know common natural hazards (poison ivy, poison oak, poisonous snakes and spiders)</li> <li>...understand hazards in crowds and play</li> <li>...understand dangers in wrong attitudes in behavior (don't take foolish dares, etc.)</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...become acquainted with driver education classes</li> <li>...accept more responsibility for safety of other members of the family</li> <li>...develop ability to seek information about safety procedures (magazine, newspaper, National Safety Council)</li> <li>...learn the important things that the community does for the safety of people</li> <li>...respect people in authority</li> <li>...understand importance of operating vehicles (or machines) in proper manner to prevent accidents</li> <li>...continue growth in swimming precautions and skills</li> <li>...learn to give artificial respiration</li> <li>...increase ability to read signs, rules, etc.</li> <li>...learn a survival-floating method</li> <li>...take self-tests to check ability in safety: bicycle safety, pedestrian safety, auto safety, etc.</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...recognize Defense and</li> <li>...understand for a spec</li> <li>...understand aid to inc</li> <li>...learn to c drugs and t in accident</li> <li>...take pride pedestrian</li> <li>...learn to a</li> <li>...continue to give or</li> <li>...understand clothing a</li> <li>...realize the injuries if</li> <li>...understand job is a s</li> <li>...take self in on the</li> </ul>

**SAFETY (Continued)**

	<p align="center"><b>SENIOR HIGH Grades: 9-10</b></p>	<p align="center"><b>SENIOR HIGH Grades: 11-12</b></p>
<p>chool chool safety ool grounds ency mproving g, swimming, fety , hunting, on and metics imple first and moto ds (poison us snakes ows and play ong attitudes oolish</p>	<p><b>GOALS</b> ...become acquainted with driver education classes ...accept more responsibility for safety of other members of the family ...develop ability to seek information about safety procedures (magazine, newspaper, National Safety Council) ...learn the important things that the community does for the safety of people ...respect people in authority ...understand importance of operating vehicles (or machines) in proper manner to prevent accidents ...continue growth in swimming precautions and skills ...learn to give artificial respiration ...increase ability to read signs, rules, etc. ...learn a survival-floating method ...take self-tests to check ability in safety: bicycle safety, pedestrian safety, auto safety, etc.</p>	<p><b>GOALS</b> ...recognize functions of Civil Defense and Red Cross ...understand safety precautions for a specific job ...understand safety habits as an aid to income ...learn to consider alcoholic drinks, drugs and narcotics as factors in accidents ...take pride in being a careful pedestrian and driver ...learn to act as lifeguard ...continue to improve in ability to give oral resuscitation ...understand need for safe clothing at work ...realize the importance of reporting injuries immediately ...understand that interest in your job is a safety factor ...take self tests to check ability in on the job safety</p>

**SAFETY (Continued)**

<p align="center"><b>JUNIOR HIGH</b> Grades: 7-8</p>	<p align="center"><b>SENIOR HIGH</b> Grades: 9-10</p>	<p align="center"><b>G</b></p>
<p><b>THINGS TO DO</b>            Make chart illustrating fire and accident hazards</p> <p>Keep a safety rules notebook</p> <p>Make scrapbook of cars showing safety measures</p> <p>Report on safety current events in newspapers</p> <p>Plan safety bulletin board</p> <p>Make fire prevention posters</p> <p>Make fire prevention and safety slogans</p> <p>Dramatize first aid procedures</p> <p>Discuss safety precautions used for classroom, shops, corridors and playgrounds</p> <p>Construct relief map illustrating the various road conditions and signs drivers meet</p> <p>Do individual and group reports on home accidents</p> <p>Have debate on any controversial school rules</p>	<p><b>THINGS TO DO</b>            Give students practice in reading safety signs and words</p> <p>Add to safety signs - have student explain why a word has been added</p> <p>Discuss the various safety signs, pointing out that following such directions might save a life</p> <p>Make posters to illustrate safety rules</p> <p>Make a "Safety at Home" notebook - (use magazine pictures)</p> <p>Make up self-tests on bicycle safety, pedestrian safety, auto safety, etc.</p> <p>Visit community facilities where safety is stressed (public pool, etc.)</p> <p>Visit Department of Motor Vehicles</p> <p>Invite P. E. instructor to talk to group about water safety</p> <p>Do a bulletin board: "Summer Fun is Safe Fun"</p> <p>Have fireman tell class about how they respond to a fire alarm</p>	<p><b>THINGS TO DO</b>            List the many carelessness, "horseplay", mental conditions</p> <p>Discuss the many job accidents</p> <p>Have a class</p> <p>Participate in poster contest</p> <p>Inspect cars Bring in list</p> <p>Make a scrapbook dress for various (Use magazine pictures)</p> <p>Make up self-tests safety</p> <p>Take driver test</p> <p>Discuss why we need care of the traffic</p> <p>Illustrate why we need work areas near</p> <p>Do a bulletin board on the Job"</p>

**SAFETY (Continued)**

	<p align="center"><b>SENIOR HIGH</b> Grades: 9-10</p>	<p align="center"><b>SENIOR HIGH</b> Grades: 11-12</p>
<p>e and</p> <p>k</p> <p>ing safety</p> <p>ents in</p> <p>s</p> <p>fety slogans</p> <p>res</p> <p>ssed for</p> <p>and play</p> <p>rating the</p> <p>signs</p> <p>orts on</p> <p>sial school</p>	<p><b>THINGS TO DO</b></p> <p>Give students practice in reading safety signs and words</p> <p>Add to safety signs - have student explain why a word has been added</p> <p>Discuss the various safety signs, pointing out that following such directions might save a life</p> <p>Make posters to illustrate safety rules</p> <p>Make a "Safety at Home" notebook - (use magazine pictures)</p> <p>Make up self-tests on bicycle safety, pedestrian safety, auto safety, etc.</p> <p>Visit community facilities where safety is stressed (public pool, etc.)</p> <p>Visit Department of Motor Vehicles</p> <p>Invite P. E. instructor to talk to group about water safety</p> <p>Do a bulletin board: "Summer Fun is Safe Fun"</p> <p>Have fireman tell class about how they respond to a fire alarm</p>	<p><b>THINGS TO DO</b></p> <p>List the many causes for accidents: carelessness, lack of knowledge, "horseplay", poor physical and mental condition, etc.</p> <p>Discuss the many causes of on the job accidents</p> <p>Have a class safety poster contest</p> <p>Participate in school safety poster contest</p> <p>Inspect cars of family members. Bring in list of needed safety repairs.</p> <p>Make a scrapbook of proper and safe dress for various types of occupations (Use magazine pictures)</p> <p>Make up self tests for on the job safety</p> <p>Take driver training course</p> <p>Discuss why we should take proper care of the tools we work with</p> <p>Illustrate why we should keep our work areas neat and clean</p> <p>Do a bulletin board on "First Aid on the Job"</p>

SAFETY (Continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>Grades: 11-12</p>
<p>THINGS TO DO</p> <p>Use disconnected telephone to call police, report emergency, etc.</p> <p>Make a list of safety "DO and DON'T" for school, home, etc.</p> <p>Demonstrate how to use flammable materials, chemicals, etc.</p> <p>Take turns telling about "The safest way home for me is ..."</p> <p>Visit the police station</p> <p>Dramatize crossing railroad tracks, riding bicycle, correct pedestrian behavior, etc.</p>	<p>THINGS TO DO</p> <p>Make an emergency first aid file. Have school nurse talk to group about first aid.</p> <p>Discuss what to do in an electrical storm</p> <p>Panel discussion on pedestrian safety and driver safety</p> <p>Have local sportsman visit class and talk about the safety rules of hunting and fishing</p> <p>Participate in regular P.E. swimming program</p>	<p>THINGS TO DO</p> <p>Bring in copies of news articles and discuss in class</p> <p>Discuss what to do in an earthquake, fire, etc.</p> <p>Panel discussion on work experience</p> <p>Make a list of safety numbers to call</p> <p>Discuss what to do in an accident</p>



SAFETY (Continued)

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>to call etc.</p> <p>and DON'T" for</p> <p>mable</p> <p>the safest</p> <p>tracks, pedestrian</p>	<p>THINGS TO DO</p> <p>Make an emergency first aid file. Have school nurse talk to group about first aid.</p> <p>Discuss what to do in an electrical storm</p> <p>Panel discussion on pedestrian safety and driver safety</p> <p>Have local sportsman visit class and talk about the safety rules of hunting and fishing</p> <p>Participate in regular P.E. swimming program</p>	<p>THINGS TO DO</p> <p>Bring in copies of the vehicle code - discuss in class</p> <p>Discuss what to do in case of earthquake, flood, etc.</p> <p>Panel discussion on safety in the work experience program</p> <p>Make a list of emergency telephone numbers to carry in wallet or purse</p> <p>Discuss what to do in case of an accident</p>

**SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS**

<p align="center"><b>JUNIOR HIGH</b> Grades: 7-8</p>	<p align="center"><b>SENIOR HIGH</b> Grades: 9-10</p>	
<p>Driver Education</p> <p>Safety First</p> <p>Hazards at Home</p> <p>Watching For Danger</p> <p>Fire Prevention</p> <p>Be a Good Pedestrian</p> <p>Safety at School</p> <p>Vacation Safety</p> <p>The Telephone in an Emergency</p> <p>Understanding the Motor Vehicle Code</p> <p>People Who Help in an Emergency</p>	<p>Safety and Your Community</p> <p>Safety at Home</p> <p>Safety on Campus</p> <p>Hazards on the Job</p> <p>Accident Prevention</p> <p>Where to Go For Help</p> <p>Safety and My Family</p> <p>Looking Forward to Driver's Education</p> <p>Water Safety</p> <p>Signs for Safety</p> <p>Taking Care of Myself</p>	<p>Making Your J</p> <p>Be a Safe Dr</p> <p>A Safety Chec</p> <p>Work Experien</p> <p>Accidents - W</p> <p>Potential Dan</p> <p>How to Have a</p> <p>Pedestrian Sa</p> <p>Safety First</p> <p>Civil Defense</p> <p>Red Cross</p>

**SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS**

	<p><b>SENIOR HIGH</b> Grades: 9-10</p>	<p><b>SENIOR HIGH</b> Grades: 11-12</p>
<p>cy icle Code gency</p>	<p>Safety and Your Community                      Safety at Home                      Safety on Campus                      Hazards on the Job                      Accident Prevention                      Where to Go For Help                      Safety and My Family                      Looking Forward to Driver's Education                      Water Safety                      Signs for Safety                      Taking Care of Myself</p>	<p>Making Your Job Safe                      Be a Safe Driver                      A Safety Check-List                      Work Experiences Emergency Procedures                      Accidents - What Cause Them?                      Potential Danger Areas                      How to Have a Safe Vacation                      Pedestrian Safety                      Safety First - Last and Always!                      Civil Defense                      Red Cross</p>

ORAL LANGUAGE ARTS SKILLS  
(Listening and Speaking)

<p>JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8</p>	<p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>CA 17 Gr</p>
<p>GOALS</p> <ul style="list-style-type: none"> <li>...develop finer awareness of sound of letters, combinations of letters and meanings of words</li> <li>...stress complete word endings and sentences</li> <li>...listen to oral instruction</li> <li>...give oral instruction</li> <li>...develop good listening habits</li> <li>...expand informal communication vocabulary</li> <li>...express feelings and emotions</li> <li>...use telephone properly</li> <li>...develop ability to express an idea clearly in such areas as number concepts, consumer buying, vocations, community living, government, current events, etc.</li> <li>...development and frequent use of oral language in informal and structured situations</li> <li>...identify himself with and enjoy a story (movie, T.V., etc.)</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...develop the vocabulary necessary to perform satisfactorily on a job</li> <li>...discriminate between truth and fallacy in advertising</li> <li>...emphasize the proper use of the telephone</li> <li>...relate experiences in an orderly sequence</li> <li>...build a functional speaking vocabulary by stressing the practical use in activities and common situations</li> <li>...try to eliminate from the speech pattern common errors in grammar</li> <li>...continue improvement in speech skills: articulation, voice, rhythm, inflection</li> <li>...continue development of conversation skills: using phone introductions, visiting with friends, applying for a job</li> <li>...give and follow instructions in detail, as needed for a job</li> <li>...realize that the ability to speak effectively and communicate with others is vital to success in life</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...refine and to communicate</li> <li>...apply listening skills in occupational</li> <li>...develop ability to answer questions with</li> <li>...continue development of speech patterns, sentences, and other language that are un</li> <li>...strengthen through practice of an interest toward the</li> <li>...understand techniques</li> <li>...follow oral</li> <li>...encourage to courteous s</li> <li>...refine and ability to</li> </ul>

ORAL LANGUAGE ARTS SKILLS  
(Listening and Speaking)

above	<p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>SENIOR HIGH CA 17 MA 11 and above Grades: 11-12</p>
<p>of sound of letters and  ings and  on  abits  ation  tions  ss an idea number g, vocations, ment,  use of oral structured  d enjoy a</p>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...develop the vocabulary necessary to perform satisfactorily on a job</li> <li>...discriminate between truth and fallacy in advertising</li> <li>...emphasize the proper use of the telephone</li> <li>...relate experiences in an orderly sequence</li> <li>...build a functional speaking vocabulary by stressing the practical use in activities and common situations</li> <li>...try to eliminate from the speech pattern common errors in grammar</li> <li>...continue improvement in speech skills: articulation, voice, rhythm, inflection</li> <li>...continue development of conversation skills: using phone introductions, visiting with friends, applying for a job</li> <li>...give and follow instructions in detail, as needed for a job</li> <li>...realize that the ability to speak effectively and communicate with others is vital to success in life</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...refine and build on pupil's ability to communicate with others</li> <li>...apply listening and speaking skills in on-campus and off-campus vocational experiences</li> <li>...develop ability to ask suitable questions and give appropriate answers within the larger community</li> <li>...continue development of ability in speech patterns, talking in sentences, understanding meanings and other linguistic abilities that are underdeveloped</li> <li>...strengthen any areas of weakness through practical experience of an intensive nature directed toward the world of work</li> <li>...understand proper interviewing techniques</li> <li>...follow oral directions step by step</li> <li>...encourage the development of courteous speech habits on the job</li> <li>...refine and build on pupil's ability to speak effectively</li> </ul>

ORAL LANGUAGE ARTS SKILLS (continued)  
(Listening and Speaking)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...show selectivity in entertainment such as T.V., records, etc.</li> <li>...speak before his peers pleasantly, courteously, clearly and with ease</li> <li>...build a listening vocabulary</li> <li>...identify common errors in grammar found in the speech pattern</li> </ul> <p><b>THINGS TO DO</b></p> <ul style="list-style-type: none"> <li>Plan a class T.V. program relative to current events or school activities</li> <li>Project: construct telephone directory of friends, relatives, community services</li> <li>Make tape recordings of short talks and evaluate</li> <li>Listen for style in familiar poems and jingle</li> <li>Make a bulletin board display of favorite television personalities</li> <li>Take part in student government, assemblies, clubs, student body affairs</li> <li>Dramatize interview</li> <li>Report on actual interview</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...locate any areas of weakness through practical experiences of an intensive nature directed toward the world of work</li> </ul> <p><b>THINGS TO DO</b></p> <ul style="list-style-type: none"> <li>Plan a discussion on T.V. programs best liked by group</li> <li>Conduct class government meetings</li> <li>Take turns giving directions to various places within the school</li> <li>Dramatize good speech in an interview as opposed to poor speech in an interview</li> <li>Use disconnected telephones - illustrate proper telephone manners</li> <li>Demonstrate how something works - use diagrams, sketches, models, blackboard or actual object</li> <li>Provide many conversational activities</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...encourage telephone at work</li> </ul> <p><b>THINGS TO DO</b></p> <ul style="list-style-type: none"> <li>Give students series of oral</li> <li>Take turns giving directions to various places in town</li> <li>Discuss how good impressions are made and value in getting</li> <li>Have students going to help the job and</li> <li>Provide many speeches by students</li> <li>Sequence games have students</li> <li>Use tape recordings to evaluate interviews etc.</li> </ul>

ORAL LANGUAGE ARTS SKILLS (continued)  
(Listening and Speaking)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
entertainment etc.	<p><b>GOALS</b> ...locate any areas of weakness through practical experiences of an intensive nature directed toward the world of work</p>	<p><b>GOALS</b> ...encourage the development of good telephone manners at home or at work</p>
pleasantly, and with ease		
ulary		
in grammar tern		
relative to activities	<p><b>THINGS TO DO</b> Plan a discussion on T.V. programs best liked by group</p>	<p><b>THINGS TO DO</b> Give students practice in following a series of oral directions</p>
one directory community	<p>Conduct class government meetings</p> <p>Take turns giving directions to various places within the school</p>	<p>Take turns giving directions to various places in town (movies, drive-ins)</p> <p>Discuss how good speech helps create a good impression and therefore is of value in getting and keeping a job</p>
port talks	<p>Dramatize good speech in an interview as opposed to poor speech in an interview</p>	<p>Have students assume that they are going to help "break-in" a novice on the job and direct them accordingly</p>
ar poems	<p>Use disconnected telephones - illustrate proper telephone manners</p>	<p>Provide many opportunities for short speeches by students</p>
lay of qualities	<p>Demonstrate how something works - use diagrams, sketches, models, blackboard or actual object</p>	<p>Sequence game: give jumbled up facts - have students retell in correct order</p>
ment, body affairs	<p>Provide many conversational activities</p>	<p>Use tape recorder to dramatize and evaluate interviews, telephone manners, etc.</p>

ORAL LANGUAGE ARTS SKILLS (continued)  
(Listening and Speaking)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>S Gra</p>
<p>THINGS TO DO Practice making introductions</p> <p>Evaluate classroom and school activities</p> <p>Read orally-choral speaking</p> <p>Give directions for the class to follow</p> <p>Demonstrate how to use the telephone properly</p>	<p>THINGS TO DO Record voices on tape - play back to show where improvement is needed</p> <p>Write own interviews and dramatize</p> <p>Have work experience counselor talk to the class about interviews</p>	<p>THINGS TO DO Make check lis</p>



ORAL LANGUAGE ARTS SKILLS (continued)  
(Listening and Speaking)

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>ons ool activities ss to follow telephone</p>	<p>THINGS TO DO Record voices on tape - play back to show Where improvement is needed  Write own interviews and dramatize  Have work experience counselor talk to the class about interviews</p>	<p>THINGS TO DO Make check lists for job interviews</p>

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>S Gra</p>
<p>Vocabulary for Teenagers</p> <p>Our Own T. V. Programs</p> <p>Be a Good Listener</p> <p>Be a Good Speaker</p> <p>Making Myself Understood</p> <p>Listening for Mistakes</p> <p>Expressing Myself</p>	<p>Proper Use of the Telephone</p> <p>Building My Vocabulary</p> <p>Practical Language</p> <p>Conversation and You</p> <p>Successful Speaking</p> <p>Correcting my Mistakes</p> <p>Telling a Story</p> <p>Common Errors</p>	<p>The Telephone</p> <p>Building a Wor lary</p> <p>Conversation o</p> <p>The Interview</p> <p>Good Telephone</p> <p>How to Correct Speech</p> <p>Asking Good Qu</p>

**SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS**

<p><b>SENIOR HIGH</b> Grades: 9-10</p>	<p><b>SENIOR HIGH</b> Grades: 11-12</p>
<p>Proper Use of the Telephone</p> <p>Building My Vocabulary</p> <p>Practical Language</p> <p>Conversation and You</p> <p>Successful Speaking</p> <p>Correcting my Mistakes</p> <p>Telling a Story</p> <p>Common Errors</p>	<p>The Telephone for Business</p> <p>Building a Work Experience Vocabulary</p> <p>Conversation on the Job</p> <p>The Interview and You</p> <p>Good Telephone Manners at Home</p> <p>How to Correct Common Errors in Speech</p> <p>Asking Good Questions</p>

WRITTEN LANGUAGE ARTS SKILLS  
(Reading and Writing)

JUNIOR HIGH  
CA 13-15 MA 7 and above  
Grades: 7-8

SENIOR HIGH  
CA 15-17 MA 9 and above  
Grades: 9-10

CA 17  
Gr

GOALS

- ...expand and enrich functional reading
- ...read for protection
- ...read for instructions
- ...read for general information
- ...use legible cursive writing
- ...stress independent words and comprehension
- ...increase proficiency in grammar and spelling
- ...write simple descriptions, letters and summaries
- ...understanding at the individual's own reading level
- ...use the newspaper
- ...increase enjoyment in reading
- ...develop ability to fill in school forms and general applications
- ...utilize spelling and writing skills in many practical situations
- ...develop skill in writing simple letters and addressing envelopes

GOALS

- ...develop ability to fill out forms, order blanks, questionnaires, etc.
- ...develop ability to use resource materials such as handbook, instructional sheets, etc.
- ...develop spelling skills drawn from commonly used or needed words
- ...read functional materials for protection and information
- ...be able to spell commonly used words
- ...improve dictionary skills, map skills, etc.
- ...become more skillful in cursive and manuscript writing
- ...begin to use written lists, notices, labels, etc.
- ...begin to fill in sample forms, applications, etc.
- ...understand ways to choose reading material suited to ability
- ...expand skills in reading safety signs, labels, etc.

GOALS.

- ...use the voc special inte reading and
- ...extend effic reading skill occupational relations, e
- ...develop read rules, notice and forms, c transportati
- ...develop a sp commensurate vocabulary
- ...develop abil in creative
- ...continue to
- ...work to enla
- ...strengthen a through inte experiences
- ...practice in notices, lab
- ...develop skill forms and ap

WRITTEN LANGUAGE ARTS SKILLS  
(Reading and Writing)

	<p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>SENIOR HIGH CA 17 MA 11 and above Grades: 11-12</p>
<p>...above ...functional reading ...tion ...ng, ...rammar ... letters ...vidual's ...ding ...n school ...tions ...ing skills ...ons ...simple ...velopes</p>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...develop ability to fill out forms, order blanks, questionnaires, etc.</li> <li>...develop ability to use resource materials such as handbook, instructional sheets, etc.</li> <li>...develop spelling skills drawn from commonly used or needed words</li> <li>...read functional materials for protection and information</li> <li>...be able to spell commonly used words</li> <li>...improve dictionary skills, map skills, etc.</li> <li>...become more skillful in cursive and manuscript writing</li> <li>...begin to use written lists, notices, labels, etc.</li> <li>...begin to fill in sample forms, applications, etc.</li> <li>...understand ways to choose reading material suited to ability</li> <li>...expand skills in reading safety signs, labels, etc.</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...use the vocabulary of jobs of special interest to the pupil in reading and writing</li> <li>...extend efficiency in using the reading skills in homemaking, occupational education, societal relations, etc.</li> <li>...develop reading skills involving rules, notices, job situations and forms, communication devices, transportation facilities, etc.</li> <li>...develop a spelling vocabulary commensurate with written vocabulary</li> <li>...develop ability to put down thoughts in creative stories and accounts</li> <li>...continue to develop map skills</li> <li>...work to enlarge reading vocabulary</li> <li>...strengthen any areas of weakness through intensive practical experiences toward the world of work</li> <li>...practice in practical written lists, notices, labels, etc.</li> <li>...develop skill in filling in real forms and applications</li> </ul>

WRITTEN LANGUAGE ARTS SKILLS (Continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>GOALS</p>
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...begin to use dictionary as an aid to written expression</li> <li>...expand vocabulary to include occupational terms</li> <li>...be able to read simple maps and charts</li> <li>...maintain and improve independent word attack skills</li> <li>...develop a functional use of writing words, phrases, and sentences for daily experiences</li> <li>...continue development of ability in using skills on reading material outside of school: signs, directions, names, etc.</li> </ul> <p><b>THINGS TO DO</b></p> <ul style="list-style-type: none"> <li>Use dictionaries, various directories, reference books</li> <li>Use newspapers, weekly readers and recipe books</li> <li>Develop class spelling lists of words that have interest and meaning (basic service words, job applications, community words)</li> <li>Make booklets and word files</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...expand reading skills in practical situations</li> <li>...develop ability to write simple notes, messages, letters, etc.</li> <li>...learn to type</li> <li>...continue to use reading skills outside of school</li> <li>...read and use the local newspaper (movie ads, TV section, etc.)</li> <li>...maintain and develop further word attack skills needed individually (meaning clues, configuration, structural and phonetic)</li> </ul> <p><b>THINGS TO DO</b></p> <ul style="list-style-type: none"> <li>Devise lists of synonyms for specific words: job trade, vocation-occupation</li> <li>Make up simple crossword puzzles for increasing word power</li> <li>Study words with nearly the same meanings</li> <li>Devise written exercises that will require the use of new or unusual words</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...expand cho on ability enrichment classics a</li> <li>...apply read employment</li> <li>...expand read situations</li> <li>...expand use for inform</li> <li>...develop ha purpose (s</li> </ul> <p><b>THINGS TO DO</b></p> <ul style="list-style-type: none"> <li>Use words in in determining</li> <li>Develop inter giving illustr experience</li> <li>Discuss the me or figures of you leap")</li> <li>Apply facts to in writing sim</li> </ul>

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WRITTEN LANGUAGE ARTS SKILLS (Continued)

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>as an aid to clude aps and ependent of writing ences for ability in material s, directions, irectories, ers and of words ng (basic ions,</p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...expand reading skills in practical situations</li> <li>...develop ability to write simple notes, messages, letters, etc.</li> <li>...learn to type</li> <li>...continue to use reading skills outside of school</li> <li>...read and use the local newspaper (movie ads, TV section, etc.)</li> <li>...maintain and develop further word attack skills needed individually (meaning clues, configuration, structural and phonetic)</li> </ul> <p><b>THINGS TO DO</b></p> <ul style="list-style-type: none"> <li>Devise lists of synonyms for specific words: job trade, vocation-occupation</li> <li>Make up simple crossword puzzles for increasing word power</li> <li>Study words with nearly the same meanings</li> <li>Devise written exercises that will require the use of new or unusual words</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...expand choice of reading materials on ability level (for pleasure, enrichment, magazines adapted classics and poetry)</li> <li>...apply reading skills needed for employment (newspaper)</li> <li>...expand reading skills in occupational situations</li> <li>...expand use of the local newspaper for information, current events</li> <li>...develop handwriting for a real purpose (signing pay check)</li> </ul> <p><b>THINGS TO DO</b></p> <ul style="list-style-type: none"> <li>Use words in phrases to assist students in determining correct meaning</li> <li>Develop interpretative skills by giving illustrations of own experience</li> <li>Discuss the meanings of common idioms or figures of speech (ie, "look before you leap")</li> <li>Apply facts to students own experience in writing simple stories, essays, etc.</li> </ul>

WRITTEN LANGUAGE ARTS SKILLS (Continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>THINGS TO DO Write class stories</p> <p>Practice in simple social correspondence</p> <p>Practice in business letters and forms (applications, mail orders, money orders, etc.)</p> <p>Write short talk for taping</p> <p>Write out the directions for a class project (or individual project)</p> <p>Fill out simple application form</p> <p>Develop simple sentences and paragraphs relative to the units being studied</p>	<p>THINGS TO DO Use the school student handbook as a basis for daily work</p> <p>Extend vocabulary through associating words of similar meaning and opposite meaning</p> <p>Make up forms, order blanks, questionnaires, etc. Practice filling them out</p> <p>Become familiar with reading materials which are available on the student's level of ability</p> <p>Have the student skim and read for details from a prepared reading lesson</p>	<p>THINGS TO DO Make up own reports with units of (words, phrases, paragraphs and sentences)</p> <p>Make vocabulary cards for vocational, commercial, and technical words</p> <p>Write specific reports on particular work activity</p> <p>Put directions in sequence from directions for</p>



WRITTEN LANGUAGE ARTS SKILLS (Continued)

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>s and forms money</p> <p>r a class ect)</p> <p>form</p> <p>d paragraphs studied</p>	<p>THINGS TO DO</p> <p>Use the school student handbook as a basis for daily work</p> <p>Extend vocabulary through associating words of similar meaning and opposite meaning</p> <p>Make up forms, order blanks, questionnaires, etc. Practice filling them out</p> <p>Become familiar with reading materials which are available on the student's level of ability</p> <p>Have the student skim and read for details from a prepared reading lesson</p>	<p>THINGS TO DO</p> <p>Make up own reading exercises dealing with units of different lengths (words, phrases, sentences, paragraphs and entire selections)</p> <p>Make vocabulary lists of homemaking, vocational, community words - use these words in sentences and stories</p> <p>Write specific directions for a particular work-experience activity</p> <p>Put directions in the proper sequence from a list of mixed-up directions for a familiar activity</p>

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>G</p>
<p>Proper Social Correspondence</p> <p>The Newspaper</p> <p>Reading for Information</p> <p>Reporting with Accuracy</p> <p>Practical Reading</p> <p>Practical Writing</p> <p>Practical Spelling</p> <p>Building Your Vocabulary</p> <p>Resource Materials</p> <p>The Dictionary</p> <p>Maps and Charts</p> <p>The Library</p>	<p>Choosing Reading Material</p> <p>Reading Signs</p> <p>Simple Business Correspondence</p> <p>Reading for Pleasure</p> <p>The Newspaper and You</p> <p>The Parts of the Newspaper</p> <p>Forms and Applications</p> <p>Build Your Resource Library</p> <p>Spelling for Protection</p> <p>Using the Dictionary</p> <p>Using the Library</p>	<p>The Newspaper</p> <p>Your Handwrit</p> <p>Current Event</p> <p>Reading for Y</p> <p>Writing for Y</p> <p>Apply Your Re</p> <p>Spelling for</p> <p>Using All Res</p> <p>Work Experien</p> <p>Words for the</p>

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
<p>Choosing Reading Material</p> <p>Reading Signs</p> <p>Simple Business Correspondence</p> <p>Reading for Pleasure</p> <p>The Newspaper and You</p> <p>The Parts of the Newspaper</p> <p>Forms and Applications</p> <p>Build Your Resource Library</p> <p>Spelling for Protection</p> <p>Using the Dictionary</p> <p>Using the Library</p>	<p>The Newspaper and Your Job</p> <p>Your Handwriting</p> <p>Current Events</p> <p>Reading for Your Occupation</p> <p>Writing for Your Occupation</p> <p>Apply Your Reading Skills!</p> <p>Spelling for Your Job</p> <p>Using All Resource Materials</p> <p>Work Experience Vocabulary</p> <p>Words for the World of Work</p>

NUMBER CONCEPTS

<p>JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8</p>	<p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>SENIOR HIGH CA 17 Grades: 11-12</p>
<p>GOALS</p> <ul style="list-style-type: none"> <li>...expand the knowledge, skills and use of the four basic methods of arithmetic</li> <li>...review fundamentals in actual problem solving of life-like situations</li> <li>...use measurements of all kinds and understand the relationship of numbers to the various methods of measurement</li> <li>...introduce and develop elementary fractions, simple decimals and percentage</li> <li>...develop time and distance</li> <li>...increase social competence in dealing with problems relating to time and distance, reading and writing numbers</li> <li>...expand knowledge and skills in using money</li> <li>...learn to make up a simple budget</li> <li>...introduce time schedules for travel and number systems on street signs, etc.</li> <li>...expand number concept vocabulary (location, distance, comparison, time, etc.)</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...continue to expand the knowledge, skills and use of the four basic methods of arithmetic</li> <li>...continue to review fundamentals in actual problem solving in life-like situations</li> <li>...expand the use of measurements and value concepts relating to travel, buying food for the home, etc.</li> <li>...develop ability to solve number problems</li> <li>...develop increased ability to deal with homemaking and occupational aspects of arithmetic through cooking, sewing, shop activities, games, buying, saving and earning money</li> <li>...learn to compute salaries and make up a budget</li> <li>...develop time schedules for classes for travel and number systems on street signs, etc.</li> <li>...utilize and refine a number concept vocabulary</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...refine all skills and methods of demands of</li> <li>...learn to solve problems dealing with various situations</li> <li>...learn to use cash checks, checking and saving</li> <li>...learn about precautions in money management</li> <li>...learn to apply mathematical concepts with homemaking aspects of cooking, sewing, games, buying and saving money</li> <li>...utilize salaries and work experience</li> <li>...apply time and number systems</li> <li>...expand ability to estimate and deal with relationships</li> </ul>

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NUMBER CONCEPTS

	<p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>SENIOR HIGH CA 17 MA 11 and above Grades: 11-12</p>
<p>skills and use of actual problem situations finds and application of numbers measurement fundamental concepts and application in dealing with time and money application in budget application for travel and street signs, etc. vocabulary comparison, time,</p>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...continue to expand the knowledge, skills and use of the four basic methods of arithmetic</li> <li>...continue to review fundamentals in actual problem solving in life-like situations</li> <li>...expand the use of measurements and value concepts relating to travel, buying food for the home, etc.</li> <li>...develop ability to solve number problems</li> <li>...develop increased ability to deal with homemaking and occupational aspects of arithmetic through cooking, sewing, shop activities, games, buying, saving and earning money</li> <li>...learn to compute salaries and make up a budget</li> <li>...develop time schedules for classes for travel and number systems on street signs, etc.</li> <li>...utilize and refine a number concept vocabulary</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...refine all previous knowledge, skills and use of the four basic methods of arithmetic within the demands of practical living</li> <li>...learn to solve the most practical problems dealing with common situations</li> <li>...learn to use a checking account, cash checks, deposit money for checking and savings, etc.</li> <li>...learn about credit buying and precautions and wise money management</li> <li>...learn to apply the ability to deal with homemaking and occupational aspects of arithmetic through cooking, sewing, shop activities, games, buying, saving and earning money</li> <li>...utilize salary and budget learnings work experience program</li> <li>...apply time schedules for travel, etc.</li> <li>...expand ability to generalize and estimate solutions to problems dealing with quantitative relationships</li> </ul>

NUMBER CONCEPTS (Continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>Grades: 11-12</p>
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...introduce generalizing and estimating solutions to problems dealing with quantitative relationships</li> <li>...understand how time, work and wages are related</li> <li>...know the services that a bank can offer</li> </ul> <p><b>THINGS TO DO</b></p> <ul style="list-style-type: none"> <li>Take a field trip to a bank</li> <li>List services offered by the bank</li> <li>Make a bulletin board on banking services</li> <li>Use the telephone directory for numbers</li> <li>Make up problems from own experience</li> <li>Keep activity scores - compare, find differences</li> <li>Measure (and estimate) room, desks, doors, etc.</li> <li>Measure craft materials</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...develop ability to generalize and estimate solutions to problems dealing with quantitative relationships</li> <li>...study in greater depth how time, work and wages are related</li> <li>...understand paycheck deductions such as withholding taxes, social security, etc.</li> <li>...expand and use some of the services offered by a bank</li> </ul> <p><b>THINGS TO DO</b></p> <ul style="list-style-type: none"> <li>Practice making out real deposit slips (figure total, etc.)</li> <li>Find out vital statistics and fill in practice application forms</li> <li>Figure out relationship of time and money earned (Make up problems)</li> <li>Make a bulletin board showing all of the different banks in the community</li> <li>Make up experience problems for the group to solve</li> <li>Practice budgeting and keep a fictional checking account</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...understand work and work experience</li> <li>...compute pay and withholding in work experience</li> </ul> <p><b>THINGS TO DO</b></p> <ul style="list-style-type: none"> <li>Deposit money in checking account</li> <li>Learn to make checks (keeping checkbook)</li> <li>Budget own money</li> <li>Figure out cost of items and buying clothes</li> <li>Fill out income tax as problems</li> <li>Figure out savings from own experience</li> </ul>

NUMBER CONCEPTS (Continued)

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>and estimating dealing with problems work and wages bank can bank banking services for numbers experience are, find desks,</p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...develop ability to generalize and estimate solutions to problems dealing with quantitative relationships</li> <li>...study in greater depth how time, work and wages are related</li> <li>...understand paycheck deductions such as withholding taxes, social security, etc.</li> <li>...expand and use some of the services offered by a bank</li> </ul> <p><b>THINGS TO DO</b></p> <ul style="list-style-type: none"> <li>Practice making out real deposit slips (figure total, etc.)</li> <li>Find out vital statistics and fill in practice application forms</li> <li>Figure out relationship of time and money earned (Make up problems)</li> <li>Make a bulletin board showing all of the different banks in the community</li> <li>Make up experience problems for the group to solve</li> <li>Practice budgeting and keep a fictional checking account</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...understand relationship of time, work and wages as applied to work experience</li> <li>...compute paycheck deductions such as withholding taxes, social security in work experience program</li> </ul> <p><b>THINGS TO DO</b></p> <ul style="list-style-type: none"> <li>Deposit money earned by student in a checking account (savings, etc.)</li> <li>Learn to make out checks correctly (keeping check stubs, etc.)</li> <li>Budget own money</li> <li>Figure out costs for making clothes and buying clothes. Compare costs.</li> <li>Fill out income tax forms. Work as problems</li> <li>Figure out salaries for work experience</li> </ul>

NUMBER CONCEPTS (Continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>SE Gra</p>
<p>THINGS TO DO Practice in elementary business procedures (budgets, receipts, balancing accounts)</p> <p>Learn measurements in cooking. Make a chart to illustrate</p> <p>Do simple scale drawings</p> <p>Learn length of periods, time the different classes begin, etc.</p> <p>Compute costs of driving a car (license, upkeep, etc.)</p> <p>Compute cost of attending a school function</p> <p>Compute cost of lunch (week, month, etc.)</p> <p>Compare salaries of various occupations</p> <p>Figure out cost of a holiday meal as compared to a regular meal</p> <p>Tally votes in class election</p> <p>Cost of materials to make garment - different garment sizes, etc.</p> <p>Use the ruler, yardstick and tape measures in classroom activity problems</p>	<p>THINGS TO DO Pay for lunches and transportation (weekly, monthly, etc.)</p> <p>Compare costs of gasoline, oil, etc., in car upkeep</p> <p>Compare costs of attending a school function alone, with a friend, with a group</p> <p>Investigate and compare unemployment insurance, workers compensation, hospital and accident insurance, social security</p> <p>Figure out costs of materials for homemaking projects</p> <p>Figure out costs of materials for crafts projects or industrial arts projects</p> <p>Measure materials for craft projects. Compute how much needed for whole group</p> <p>Make a field trip to buy materials. Compare costs</p> <p>Make up problems comparing labor costs</p> <p>Learn time of different periods in high school</p> <p>Compare hourly, monthly, weekly salaries</p>	<p>THINGS TO DO Figure out salary or summer job</p> <p>Make a collection of booklets on unemployment, retirement. Make up problems with them</p> <p>Compare salaries in your community as compared to another community</p> <p>Make out a budget up experience problems</p> <p>Figure out cost of attending school</p> <p>Make up problems. Apply to the purchase of goods</p> <p>Make up problems on costs</p> <p>Figure out hours in travel</p> <p>Figure the proportions of recipes, giving percentages</p> <p>Figure out sales tax charts</p>

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NUMBER CONCEPTS (Continued)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
Business costs, balancing	<p>THINGS TO DO</p> <p>Pay for lunches and transportation (weekly, monthly, etc.)</p>	<p>THINGS TO DO</p> <p>Figure out salaries for part-time or summer job</p>
Example: Make a	<p>Compare costs of gasoline, oil, etc., in car upkeep</p>	<p>Make a collection of brochures and booklets on unemployment and retirement. Make up experience problems with them</p>
the	<p>Compare costs of attending a school function alone, with a friend, with a group</p>	<p>Compare salaries of jobs in one community as compared to jobs in another community</p>
car	<p>Investigate and compare unemployment insurance, workers compensation, hospital and accident insurance, social security</p>	<p>Make out a budget for a family. Make up experience problems from this</p>
School	<p>Figure out costs of materials for homemaking projects</p>	<p>Figure out costs in dating and attending school functions</p>
(month, etc.)	<p>Figure out costs of materials for crafts projects or industrial arts projects</p>	<p>Make up problems in installment buying. Apply to the pupil's own situation</p>
Occupations	<p>Measure materials for craft projects. Compute how much needed for whole group</p>	<p>Make up problems related to car upkeep costs</p>
meal as	<p>Make a field trip to buy materials. Compare costs</p>	<p>Figure out hours at home, hours at work, hours in travel, etc.</p>
ment -	<p>Make up problems comparing labor costs</p>	<p>Figure the proportions and make up own recipes, giving the basic ingredients</p>
tape	<p>Learn time of different periods in high school.</p>	<p>Figure out sales taxes and learn to use sales tax charts</p>
problems	<p>Compare hourly, monthly, weekly salaries</p>	

NUMBER CONCEPTS (Continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>SH Gr</p>
<p>THINGS TO DO Collect containers showing how we buy things (Dozen, case, carton, etc.)</p> <p>Make a bulletin board showing pints, quarts, gallon, teaspoon, tablespoon, cup and their fractions</p> <p>Compare costs of doing a job or having it done</p> <p>Measure distances in room. Pace distances in room - compare</p> <p>Measure and estimate the size of desk, etc. - Compare</p> <p>Tell time with a cooking timer</p> <p>Make a list of things sold by weight</p> <p>Make a T.V. schedule showing times of favorite programs</p> <p>Discuss installment buying</p> <p>Measure ingredients in cooking</p> <p>Explain how time is applied to cooking purposes</p>	<p>THINGS TO DO Compare hourly, monthly, weekly salaries</p> <p>Figure out how to double or triple or make one half of a recipe</p> <p>Use road maps and find the distances between cities</p> <p>Use cooking timer to tell time to the minute</p> <p>Make a bulletin board of things sold by weight. Learn abbreviations (Use actual food labels)</p> <p>Use a T.V. guide to read time</p> <p>Read and use telephone numbers</p> <p>Use kitchen scales to show simple weight</p>	<p>THINGS TO DO Compute time, per gallon, mi cost of a trip</p> <p>Use watch with time</p> <p>Use balance scale</p> <p>Read gauges, s</p> <p>Use measures and (Count supplies items by number</p> <p>Do sample problems discount buying</p>

NUMBER CONCEPTS (Continued)

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>ow we buy etc.) g pints, blespoon, or Face e of desk, er y weight times of ng to cooking</p>	<p>THINGS TO DO Compare hourly, monthly, weekly salaries Figure out how to double or triple or make one half of a recipe Use road maps and find the distances between cities Use cooking timer to tell time to the minute Make a bulletin board of things sold by weight. Learn abbreviations (Use actual food labels) Use a T.V. guide to read time Read and use telephone numbers Use kitchen scales to show simple weight</p>	<p>THINGS TO DO Compute time, speed, distance, miles per gallon, miles per hour, total cost of a trip, etc. Use watch with a second hand to tell time Use balance scales to show exact weight Read guages, speedometer, thermometer Use measures and numbers on the job (Count supplies, stack items, record items by numbers, etc.) Do sample problems in installment and discount buying</p>

SUGGESTED TOPICS AND TITLES OF EXPERIENCE UNITS

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>Banking and Saving</p> <p>Practical Measurement</p> <p>Budgeting My Allowance</p> <p>Computing and Comparing Costs</p> <p>Reviewing Our Arithmetic Skills</p> <p>Money</p> <p>Time and Time Schedules</p> <p>Building a Number Concept Vocabulary</p> <p>Work and Wage</p> <p>Reading and Writing Numbers</p>	<p>Review Four Basic Arithmetic Methods</p> <p>Problem Solving From Real Life</p> <p>Budgeting for a Family</p> <p>Solving Number Problems</p> <p>Arithmetic in Homemaking</p> <p>Arithmetic in Shop</p> <p>Earning and Saving Money</p> <p>Scheduling Your Time</p> <p>How the Bank Helps You</p>	<p>Buying-Consuming</p> <p>Practical Arithmetic</p> <p>Arithmetic and Algebra</p> <p>Solving Everyday Problems</p> <p>Using the Bank</p> <p>Managing Your Money</p> <p>Banking Services</p> <p>Applying Arithmetic</p> <p>Your Paycheck</p> <p>How Arithmetic is Used</p>

SUGGESTED TOPICS AND TITLES OF EXPERIENCE UNITS

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>sts Skills Vocabulary s</p>	<p>Review Four Basic Arithmetic Methods                      Problem Solving From Real Life                      Budgeting for a Family                      Solving Number Problems                      Arithmetic in Homemaking                      Arithmetic in Shop                      Earning and Saving Money                      Scheduling Your Time                      How the Bank Helps You</p>	<p>Buying-Consumer Education                      Practical Arithmetic                      Arithmetic and My Job                      Solving Everyday Problems                      Using the Bank                      Managing Your Money                      Banking Services                      Applying Arithmetic                      Your Paycheck Deductions                      How Arithmetic Helps Me</p>

SCIENCE

JUNIOR HIGH  
CA 13-15 MA 7 and above  
Grades: 7-8

SENIOR HIGH  
CA 15-17 MA 9 and above  
Grades: 9-10

CA 17  
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GOALS

- ...continue to grow and expand to include more information about earth, sun, moon, weather, seasons and the physical laws of science
- ...understand the body and how and why it works
- ...expand information and activities about living things - the balance of nature
- ...study our heritage of natural resources and conservation
- ...understand machines and how they help man
- ...learn to recognize different types of animals and know the uses or products derived from each
- ...learn about local products derived from the soil (agricultural, mining and manufacturing)
- ...expand knowledge to type of jobs available (farm workers, service or delivery, mechanics, etc.)
- ...understand how to care for pets and gardens

GOALS

- ...gain some understanding of planets, satellites and space travel
- ...learn that living things are in constant change and that great changes have been made over the ages
- ...learn to plant, grow and care for flowers, lawn, trees, etc., around the home
- ...continue to expand knowledge of science to types of jobs available
- ...learn about materials used in the home for clothing, furniture, buildings, etc.
- ...recognize need for physical health and safety as it relates to germs, poisons, fire, explosives, etc.
- ...recognize various foods and need of balanced diet in preparation of food
- ...study recreational areas and variety of natural resources available during different times of the year
- ...become more aware of plants that grow in the immediate community and learn how to make use of them

GOALS

- ...discover ways to control hi
- ...observe that consider the he goes about
- ...observe which community are weather
- ...learn how man control the w
- ...learn how to and equipment occupational and leaking p hinges, etc.)
- ...understand th simple electr would be used
- ...learn simple
- ...recognize that you energy to grow
- ...learn about m experience pro

SCIENCE

	<p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>SENIOR HIGH CA 17 MA 11 and above Grades: 11-12</p>
<p>above</p> <p>and to in- out earth, ns and the</p> <p>ow and why</p> <p>tivities balance</p> <p>ural re-</p> <p>ow they</p> <p>ent types ses or n</p> <p>s derived al, mining</p> <p>of jobs ervice (c.)</p> <p>r pets and</p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...gain some understanding of planets, satellites and space travel</li> <li>...learn that living things are in constant change and that great changes have been made over the ages</li> <li>...learn to plant, grow and care for flowers, lawn, trees, etc., around the home</li> <li>...continue to expand knowledge of science to types of jobs available</li> <li>...learn about materials used in the home for clothing, furniture, buildings, etc.</li> <li>...recognize need for physical health and safety as it relates to germs, poisons, fire, explosives, etc.</li> <li>...recognize various foods and need of balanced diet in preparation of food</li> <li>...study recreational areas and variety of natural resources available during different times of the year</li> <li>...become more aware of plants that grow in the immediate community and learn how to make use of them</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...discover ways that man has learned to control his environment</li> <li>...observe that man must constantly consider the forces of weather as he goes about his daily life</li> <li>...observe which occupations in the community are influenced by the weather</li> <li>...learn how man tries to adjust and control the weather</li> <li>...learn how to repair simple machines and equipment in the home-school-occupational environment (frozen and leaking pipes, faucets, broken hinges, etc.)</li> <li>...understand the use and care of simple electrical appliances which would be used in occupational world</li> <li>...learn simple repair skills of machines</li> <li>...recognize that the food you eat gives you energy to live and material to grow</li> <li>...learn about materials used in work experience program</li> </ul>

SCIENCE (continued)

JUNIOR HIGH Grades: 7-8	SENIOR HIGH Grades: 9-10	Gr
<p>GOALS</p> <ul style="list-style-type: none"> <li>...become aware of importance of weather forecasting as it effects crops and people</li> <li>...discover how plants grow: seeds, stems, roots, leaves, grafting, spores</li> <li>...understand the large group classifications of animals</li> <li>...develop an understanding of differences in animal reproduction and development</li> <li>...learn about many sources of energy</li> <li>...become aware of changes in environment (by wind, weather, etc.)</li> <li>...understand what chemicals are important</li> <li>...understand chemical change</li> </ul> <p>THINGS TO DO</p> <p>Discuss basic food in relation to diet</p> <p>Identify materials comprising articles in the home (wood in furniture, textiles in clothing, etc.)</p>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...learn about the care of foods and and food processing: canning, freezing, pasteurizing, etc.</li> <li>...learn about living things - to make the best use of them and how to control those that are harmful to us</li> <li>...learn about synthetic fibers</li> <li>...learn of many sources of energy (heat, light, wind, chemical, electricity, etc.) through experimentation</li> <li>...observe need for conservation around home and community</li> <li>...understand difference between physical and chemical change</li> </ul> <p>THINGS TO DO</p> <p>Do simple experiments with electricity</p> <p>Study communicable diseases and vaccines</p> <p>Use microscope to see bacteria, fungus, germs, etc.</p>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...observe that are made up</li> <li>...learn to pra around home, job</li> <li>...learn about grams of the nation</li> <li>...understand h have improve</li> <li>...understand h work for us</li> <li>...learn that s transmitted result of mo (telephone,</li> </ul> <p>THINGS TO DO</p> <p>Discussion on C ment - find ex California</p> <p>Compare climate chose where you why</p>



SCIENCE (continued)

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>...ence of weather ...ts crops and  ...w: seeds, ...rafting,  ...oup classifi-  ...g of dif- ...oduction and  ...s of energy  ...in environ- ...etc.)  ...s are impor-  ...ge  ...ion to diet  ...ng articles ...ure, tex-</p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...learn about the care of foods and and food processing: canning, freezing, pasteurizing, etc.</li> <li>...learn about living things - to make the best use of them and how to con- trol those that are harmful to us</li> <li>...learn about synthetic fibers</li> <li>...learn of many sources of energy (heat, light, wind, chemical, electricity, etc.) through experi- mentation</li> <li>...observe need for conservation around home and community</li> <li>...understand difference between phys- ical and chemical change</li> </ul> <p><b>THINGS TO DO</b></p> <p>Do simple experiments with electricity</p> <p>Study communicable diseases and vaccines</p> <p>Use microscope to see bacteria, fungus, germs, etc.</p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>...observe that complicated machines are made up of simple parts</li> <li>...learn to practice conservation around home, community and on the job</li> <li>...learn about the conservation pro- grams of the county, state and nation</li> <li>...understand how chemical discoveries have improved health and nutrition</li> <li>...understand how we can make chemicals work for us</li> <li>...learn that sound is controlled and transmitted in many ways as a result of modern science invention (telephone, radio, TV, etc.)</li> </ul> <p><b>THINGS TO DO</b></p> <p>Discussion on control of the environ- ment - find examples in the state of California</p> <p>Compare climates throughout the U.S.A. - choose where you would like to live and why</p>

SCIENCE (continued)

JUNIOR HIGH  
Grades: 7-8

SENIOR HIGH  
Grades: 9-10

Gr

THINGS TO DO

Construct simple electrical circuit

Study weather and seasons and their effect on travel (or clothing, etc.)

Observe weather report from newspaper, T.V., radio

Chart and identify materials as related to their quality and durability under conditions of use

Experiment on effect of soil on clothes

Use film on body structure and function

Make health posters, i.e., how lack of rest effects the body

Study function and care of skin

Study parts of the body and their function in relation to health

Illustrate booklets of labor saving devices

scientific care of plants, animals, fish, etc.

Develop chart illustrating the 7 basic

THINGS TO DO

Discussion: "How Does Your Body Fight Disease"

Make a vocabulary list for simple scientific terms (germ, bacteria, fungus, etc.)

Make a bulletin board of real labels that illustrate important words (poison, inflammable, caution, etc.)

Plan a balanced meal and prove it by telling why you have chosen each food

Collect current events on space travel

Study charts of redwoods, prehistoric layers of the earth animals

Organize class project: scientific raising of vegetables on the school farm

Study the effects of chemicals on growing plants

Do simple experiments with diets on mice

Make a booklet on all types of building materials

Do a project on the use of synthetic fibers

THINGS TO DO

Do a bulletin board to dress according

List the occupations that are influenced (outside occupations)

Discussion: "Can the Weather?"

Do repairs on school

Do general repairs on occupational environment

Make a list of things not to do in the electrical application

Study the development

Discuss the great things helped mankind

Do a chart on food and foods that help

Visit places where machines (computers)

List all of the things experienced that are used

SCIENCE (continued)

<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>	
<p>circuit and their ng, etc.) newspaper, as related ity under on clothes and function ow lack of kin their ch savings animals, be 7 s</p>	<p>THINGS TO DO Discussion: "How Does Your Body Fight Disease" Make a vocabulary list for simple scientific terms (germ, bacteria, fungus, etc.) Make a bulletin board of real labels that illustrate important words (poison, inflammable, caution, etc.) Plan a balanced meal and prove it by telling why you have chosen each food Collect current events on space travel Study charts of redwoods, prehistoric layers of the earth animals Organize class project: scientific raising of vegetables on the school farm Study the effects of chemicals on growing plants Do simple experiments with diets on mice Make a booklet on all types of building materials Make a chart on synthetic materials</p>	<p>THINGS TO DO Do a bulletin board on weather and how to dress accordingly List the occupations in the community that are influenced by the weather (outside occupations) Discussion: "Can Man <u>Really</u> Control the Weather?" Do repairs on simple machines Do general repairs in the home-school-occupational environment Make a list of things to do and things not to do in the use and care of simple electrical appliances Study the development of machines Discuss the great inventions which have helped mankind Do a chart on foods that give you energy and foods that help you grow Visit places where they have complicated machines (computer, IBM, etc.) List all of the machines found in the home and explain how they work and how they are arranged</p>

SCIENCE (continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>Gr</p>
<p>THINGS TO DO Talk by school nurse, doctor, etc.</p> <p>Movie on good health habits</p> <p>Test fabrics for color fastness, shrinkage, heat of iron, etc.</p> <p>Study newest fabric development</p> <p>Study the auto as a machine</p> <p>-45- Make conservation and fire prevention posters</p> <p>Observe the fabrics that people are wearing in the classroom</p> <p>Discuss "How the Automobile Has Changed Our Lives"</p> <p>Discuss the difference between an invention and a discovery</p> <p>Do "Before and After" displays (agriculture, building, home, etc. before and after mechanization)</p>	<p>THINGS TO DO Make daily weather charts</p> <p>Find weather information in local papers</p> <p>Finish in 25 words or less: "We must conserve our natural resources because. . ."</p> <p>Make a chart of close recreation areas</p> <p>Make a list of plants in the community which are useful and why</p> <p>Make a list of plants in the community which are harmful and why</p> <p>Do simple pasteurization experiment</p> <p>Do canning, freezing and processing of foods</p> <p>Participate in regular homemaking class, industrial arts class</p>	<p>THINGS TO DO Make a vocabulary such as machine industrialization</p> <p>Discuss energy: electrical, atomic</p> <p>Complete in 25 words a sentence showing advantage of having us is. . ."</p> <p>Participate in industrial arts</p> <p>List the occupations that are not in (inside occupations)</p>

SCIENCE (continued)

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>er, etc.</p> <p>ness, shrink-</p> <p>ment</p> <p>prevention</p> <p>ople are</p> <p>Has Changed</p> <p>een an in-</p> <p>ays (agri- c. before</p>	<p>THINGS TO DO</p> <p>Make daily weather charts</p> <p>Find weather information in local papers</p> <p>Finish in 25 words or less: "We must conserve our natural resources because. . ."</p> <p>Make a chart of close recreation areas</p> <p>Make a list of plants in the community which are useful and why</p> <p>Make a list of plants in the community which are harmful and why</p> <p>Do simple pasteurization experiment</p> <p>Do canning, freezing and processing of foods</p> <p>Participate in regular homemaking class, industrial arts class</p>	<p>THINGS TO DO</p> <p>Make a vocabulary list defining words such as machine, technology, agrarian, industrialization, etc.</p> <p>Discuss energy: mechanical, chemical, electrical, atomic, solar</p> <p>Complete in 25 words or less the following sentence: "The biggest advantage of having machines work for us is. . ."</p> <p>Participate in regular homemaking, industrial arts and auto shop classes</p> <p>List the occupations in the community that are not influenced by the weather (inside occupations)</p>

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>S Gra</p>
<p>Space and You</p> <p>The Human Body</p> <p>Conservation of Natural Resources</p> <p>Development of the Machine</p> <p>Weather and the Seasons</p> <p>The Balance of Nature</p> <p>Our Natural Resources</p> <p>The Weather and You</p> <p>Plants and How They Grow</p> <p>Animal Classifications</p> <p>Energy</p> <p>Environmental Changes</p>	<p>Exploring Space</p> <p>Our Changing World</p> <p>Scientific Care of the Yard</p> <p>Everyday Materials</p> <p>Everyday Science</p> <p>Scientific Diet</p> <p>Natural Resources and Recreational Areas</p> <p>Plants Around Us</p> <p>Controlling Nature</p> <p>Processing Food</p> <p>Synthetic Fibers and Fabrics</p> <p>Our Many Sources of Energy</p>	<p>Control Your Env</p> <p>Weather and Your</p> <p>Weather and Occu</p> <p>Repairing Simple</p> <p>Electricity and</p> <p>Food and Energy</p> <p>Conservation in</p> <p>Conservation on</p> <p>Machines and Par</p> <p>How Science Has</p> <p>Sound</p>

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

	<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>Sources</p>	<p>Exploring Space</p> <p>Our Changing World</p> <p>Scientific Care of the Yard</p> <p>Everyday Materials</p> <p>Everyday Science</p> <p>Scientific Diet</p> <p>Natural Resources and Recreational Areas</p> <p>Plants Around Us</p> <p>Controlling Nature</p> <p>Processing Food</p> <p>Synthetic Fibers and Fabrics</p> <p>Our Many Sources of Energy</p>	<p>Control Your Environment</p> <p>Weather and Your Daily Life</p> <p>Weather and Occupation</p> <p>Repairing Simple Machines</p> <p>Electricity and Electrical Appliances</p> <p>Food and Energy</p> <p>Conservation in the Home and Community</p> <p>Conservation on the Job</p> <p>Machines and Parts of Machines</p> <p>How Science Has Improved Health</p> <p>Sound</p>

OTHER SCHOOL SUBJECTS  
GEOGRAPHY

<p>JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8</p>	<p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>CA 17 Gr</p>
<p>GOALS</p> <ul style="list-style-type: none"> <li>...develop some planning ability regarding time, distance, and location</li> <li>...learn to recognize and identify the legend on a road map</li> <li>...learn about our city, county, state as to size, location, etc.</li> <li>...learn about climate conditions, soil vegetation, land use and industries</li> <li>...recognize the use of natural resources</li> </ul> <p>THINGS TO DO</p> <ul style="list-style-type: none"> <li>Plan a trip to your favorite place in California - tell class about it</li> <li>Make a study of the area where you are going to make this imaginary trip-report to the group</li> <li>Make road maps and include legends</li> <li>Do a booklet on Kern County</li> <li>Visit Chamber of Commerce and get information about Kern County</li> <li>Collect "vital statistics" about Kern County</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...learn about our environment, location and direction of prominent places</li> <li>...learn to conserve natural resources</li> <li>...locate and plan trips covering various types of topography and during various seasons</li> <li>...learn how weather conditions effect our lives</li> <li>...expand knowledge of industries that depend on the land</li> </ul> <p>THINGS TO DO</p> <ul style="list-style-type: none"> <li>Discuss land and Kern County industries</li> <li>Plan a trip to some place in the western states - tell the class about it</li> <li>Make a class survey of the parts of the United States where different class members have lived before-report to the group</li> <li>Finish in 25 words or less the following sentence: "Always visit Florida in the winter because..."</li> <li>Discuss the weather and how it effects our daily lives</li> <li>Make a bulletin board of California landmarks</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...understand to where w</li> <li>...apply our of natural everyday l</li> <li>...know how ou compare wit States</li> <li>...understand some of our</li> <li>...learn about resources</li> </ul> <p>THINGS TO DO</p> <ul style="list-style-type: none"> <li>Plan a trip to States - tell</li> <li>Make a bullet County - Use agriculture,</li> <li>Compare and c to Kern County</li> <li>Make a list o and what they</li> <li>Use the four mine direction in Kern County</li> </ul>

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OTHER SCHOOL SUBJECTS  
GEOGRAPHY

	<p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>SENIOR HIGH CA 17 MA 11 and above Grades: 11-12</p>
<p>above ability and Identify county, state c. itions, and ural place in at it ere you are y trip- legends ad get y b ERIC Full Text Provided by ERIC</p>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...learn about our environment, location and direction of prominent places</li> <li>...learn to conserve natural resources</li> <li>...locate and plan trips covering various types of topography and during various seasons</li> <li>...learn how weather conditions effect our lives</li> <li>...expand knowledge of industries that depend on the land</li> </ul> <p>THINGS TO DO</p> <ul style="list-style-type: none"> <li>Discuss land and Kern County industries</li> <li>Plan a trip to some place in the western states - tell the class about it.</li> <li>Make a class survey of the parts of the United States where different class members have lived before-report to the group</li> <li>Finish in 25 words or less the following sentence: "Always visit Florida in the winter because..."</li> <li>Discuss the weather and how it effects our daily lives</li> <li>Make a bulletin board of California landmarks</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...understand direction with reference to where we live</li> <li>...apply our knowledge of conservation of natural resources to our everyday lives</li> <li>...know how our city, county, state compare with others in the United States</li> <li>...understand how climate controls some of our industries</li> <li>...learn about our local natural resources</li> </ul> <p>THINGS TO DO</p> <ul style="list-style-type: none"> <li>Plan a trip to some place in the United States - tell the class about it</li> <li>Make a bulletin board map of Kern County - Use legend to show industries, agriculture, etc.</li> <li>Compare and contrast counties similar to Kern County</li> <li>Make a list of local natural resources and what they give to local industry</li> <li>Use the four compass points and determine directions to prominent landmarks in Kern County or the state.</li> </ul>

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>S Gr</p>
<p>Where We Live</p> <p>Reading Maps</p> <p>Our City</p> <p>Our County</p> <p>Our State</p> <p>Our Natural Resources</p> <p>Geography of Our State</p>	<p>Where We Live and Work</p> <p>Conserving Our Natural Resources</p> <p>Local Topography</p> <p>The Weather and You</p> <p>Our Local Industries</p> <p>The Geography of California</p>	<p>Living and Wor</p> <p>Putting Our Na</p> <p>Our Local Clim</p> <p>Industries and</p> <p>Living in Cali</p>

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>Where We Live and Work</p> <p>Conserving Our Natural Resources</p> <p>Local Topography</p> <p>The Weather and You</p> <p>Our Local Industries</p> <p>The Geography of California</p>	<p>Living and Working in Kern County</p> <p>Putting Our Natural Resources to Work</p> <p>Our Local Climate</p> <p>Industries and Kern County</p> <p>Living in California</p>

OTHER SCHOOL SUBJECTS  
HISTORY

<p>JUNIOR HIGH CA 13-15 MA 7 and above Grades: 7-8</p>	<p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>CA 17 G</p>
<p>GOALS</p> <ul style="list-style-type: none"> <li>...develop an appreciation of our pioneers and historical developments particularly in the West</li> <li>...learn about the history of California</li> <li>...learn to appreciate American heritage</li> </ul> <p>THINGS TO DO</p> <ul style="list-style-type: none"> <li>Visit museums and other places in the area which stress western history</li> <li>Discuss pioneers and pioneer life - compare life "then and now"</li> <li>Have oral reports on "American Heritage-What it Means to Me"</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...recognize the influence past conditions have had on more recent events</li> <li>...realize that many great men have influenced our history and our conditions today</li> </ul> <p>THINGS TO DO.</p> <ul style="list-style-type: none"> <li>Use selective current events, illustrate how past conditions influence our present lives</li> <li>Do a bulletin board on great men and how they have influenced our history</li> <li>Have oral reports on "Great Men of History - and Today"</li> </ul>	<p>GOALS</p> <ul style="list-style-type: none"> <li>...emphasize "History i</li> <li>...understand media inte of the day</li> <li>...understand places in tomorrow's</li> </ul> <p>THINGS TO DO</p> <ul style="list-style-type: none"> <li>Discuss "Today History"</li> <li>Prepare news etc., of happ giving the ba</li> <li>Do a bulletin important his last 10 years</li> </ul>

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OTHER SCHOOL SUBJECTS  
HISTORY

above	<p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>SENIOR HIGH CA 17 MA 11 and above Grades: 11-12</p>
<p>of our developments at</p> <p>of California</p> <p>American heritage</p> <p>aces in the history</p> <p>er life - "</p> <p>American Heritage-</p>	<p>GOALS</p> <p>...recognize the influence past conditions have had on more recent events</p> <p>...realize that many great men have influenced our history and our conditions today</p> <p>THINGS TO DO</p> <p>Use selective current events, illustrate how past conditions influence our present lives</p> <p>Do a bulletin board on great men and how they have influenced our history</p> <p>Have oral reports on "Great Men of History - and Today"</p>	<p>GOALS</p> <p>...emphasize current events as "History in the making"</p> <p>...understand how the various news media interpret the happenings of the day</p> <p>...understand that the people and places in the news today will be tomorrow's history</p> <p>THINGS TO DO</p> <p>Discuss "Today's News in Tomorrow's History"</p> <p>Prepare news releases for TV, radio etc., of happenings of the day, giving the basic facts</p> <p>Do a bulletin board on the 15 most important historical events of the last 10 years</p>

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

JUNIOR HIGH  
Grades: 7-8

SENIOR HIGH  
Grades: 9-10

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Gra

Pioneers

Early California

Our Historical Heritage

Pioneers and Kern County

Great Men in History

History in the Newspaper

Today's News in

Reporting Current

People in the

Places in the

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

<p>SENIOR HIGH Grades: 9-10</p>	<p>SENIOR HIGH Grades: 11-12</p>
<p>Pioneers and Kern County</p> <p>Great Men in History</p> <p>History in the Newspaper</p>	<p>Today's News in Tomorrow's History</p> <p>Reporting Current Events</p> <p>People in the News</p> <p>Places in the News</p>

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OTHER SCHOOL SUBJECTS  
CIVICS

JUNIOR HIGH  
CA 13-15 MA 7 and above  
Grades: 7-8

SENIOR HIGH  
CA 15-17 MA 9 and above  
Grades: 9-10

CA 17  
G

GOALS

- ...learn responsibilities of services in community
- ...identify interrelatedness of community life
- ...notice effects of growth and change in home, school and community
- ...recognize relationship of government and the governed
- ...identify individual and public needs and services
- ...realize some degree of time and sequence of events effecting our lives and country
- ...assume responsibility through democratic classroom management

GOALS

- ...develop concept of freedom with assumption of responsibility
- ...learn to protect and respect the rights of a "free people" as individuals
- ...respect for "law and order"
- ...recognize "due process" as means of settling differences of opinion
- ...realize importance of international ties
- ...learn to plan with others for the use of materials, scheduling activities, and action to be taken
- ...recognize and respect the democratic process and majority rule

GOALS

- ...understand in the you
- ...understand in a free
- ...expand and of local,
- ...know our i
- ...take part government civic gove
- ...recognize majority r experience



OTHER SCHOOL SUBJECTS  
CIVICS

	<p>above</p> <p>SENIOR HIGH CA 15-17 MA 9 and above Grades: 9-10</p>	<p>above</p> <p>SENIOR HIGH CA-17 MA 11 and above Grades: 11-12</p>
<p>of services</p> <p>s of</p> <p>and change nity</p> <p>of government</p> <p>public needs</p> <p>time and ting our lives</p> <p>rough agement</p>	<p>GOALS</p> <p>...develop concept of freedom with assumption of responsibility</p> <p>...learn to protect and respect the rights of a "free people" as individuals</p> <p>...respect for "law and order"</p> <p>...recognize "due process" as means of settling differences of opinion</p> <p>...realize importance of international ties</p> <p>...learn to plan with others for the use of materials, scheduling activities, and action to be taken</p> <p>...recognize and respect the democratic process and majority rule</p>	<p>GOALS</p> <p>...understand our civic responsibilities in the young adult world</p> <p>...understand our individual rights in a free society</p> <p>...expand and refine our knowledge of local, state, national laws</p> <p>...know our international ties</p> <p>...take part in school student government -- expand into local civic government if possible</p> <p>...recognize democratic process and majority rule in work experience program</p>

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OTHER SCHOOL SUBJECTS  
CIVICS (Continued)

<p>JUNIOR HIGH Grades: 7-8</p>	<p>SENIOR HIGH Grades: 9-10</p>	
<p>THINGS TO DO Discuss how we can serve our local community</p> <p>Make a time line showing how home, school and community have changed</p> <p>Define the term "Community Dependency"</p> <p>Take part in democratic classroom government</p> <p>-52- Make a bulletin board showing the great movements in our government</p> <p>Make a vocabulary list of important words to know and understand</p> <p>Explain: "A government of the people and by the people"</p>	<p>THINGS TO DO Discuss our duties as good citizens</p> <p>Make a bulletin board showing our "inalienable" rights</p> <p>Oral report on why we have courts and laws</p> <p>Contrast the democratic process and majority rule with non-democratic process and rule of the minority -- discussion and charts</p> <p>Make a list of all of our international ties -- what countries are involved?</p> <p>Plan a class project where one set of materials has to be used by entire class -- schedule and share</p>	<p>THINGS TO DO Discuss my ci member of the</p> <p>Do some libra international</p> <p>Make a bullet of the indivi</p> <p>Discuss ways participate i</p> <p>Visit city co local governm</p> <p>Report how th majority rule experience pr</p>

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OTHER SCHOOL SUBJECTS  
CIVICS (Continued)

	SENIOR HIGH Grades: 9-10	SENIOR HIGH Grades: 11-12
<p>ur local</p> <p>ow home, changed</p> <p>Dependency"</p> <p>ssroom</p> <p>ng the ernment</p> <p>important nd</p> <p>the people</p>	<p>THINGS TO DO</p> <p>Discuss our duties as good citizens</p> <p>Make a bulletin board showing our "inalienable" rights</p> <p>Oral report on why we have courts and laws</p> <p>Contrast the democratic process and majority rule with non-democratic process and rule of the minority -- discussion and charts</p> <p>Make a list of all of our international ties -- what countries are involved?</p> <p>Plan a class project where one set of materials has to be used by entire class -- schedule and share</p>	<p>THINGS TO DO</p> <p>Discuss my civic responsibilities as a member of the young adult world</p> <p>Do some library research on our international ties</p> <p>Make a bulletin board on the rights of the individuals</p> <p>Discuss ways in which we can participate in student government</p> <p>Visit city council meetings and see local government in action</p> <p>Report how the democratic process and majority rule is applied to the work experience program</p>

SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS

<p>JUNIOR HIGH Grades: 7-8.</p>	<p>SENIOR HIGH Grades: 9-10</p>	<p>SE Gra</p>
<p>Service and the Community</p> <p>Changes In Home, School and the Community</p> <p>What I Owe My Government</p> <p>What My Government Owes Me</p> <p>Important Events of Our Times</p>	<p>My Freedom and Its Responsibility</p> <p>Individual Freedom</p> <p>How Laws Are Made</p> <p>The Democratic Process</p> <p>Our Ties to the Rest of the World</p>	<p>Adult Civic Res</p> <p>A Free Society</p> <p>Our Individual</p> <p>How Our City is</p> <p>How Our County</p>

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**SUGGESTED TOPICS AND TITLES FOR EXPERIENCE UNITS**

<p><b>SENIOR HIGH</b>  <b>Grades: 9-10</b></p>	<p><b>SENIOR HIGH</b>  <b>Grades: 11-12</b></p>
<p><b>My Freedom and Its Responsibility</b></p> <p><b>Individual Freedom</b></p> <p><b>How Laws Are Made</b></p> <p><b>The Democratic Process</b></p> <p><b>Our Ties to the Rest of the World</b></p>	<p><b>Adult Civic Responsibilities</b></p> <p><b>A Free Society.</b></p> <p><b>Our Individual Rights</b></p> <p><b>How Our City is Governed</b></p> <p><b>How Our County is Governed</b></p> <p style="text-align: center;">109</p>

## AUDIO-VISUAL MATERIALS

The audio-visual aids have been listed according to the areas of curriculum and have been divided into Junior and Senior High. Many of the things listed in the Junior High section will be useful in the Senior High section.

The audio-visual aids are available at the Instructional Materials Library, Kern County Superintendent of Schools Office, 1415 Truxtun Avenue, Bakersfield, California.

PERSONAL AND SOCIAL ADJUSTMENT

JUNIOR HIGH

SENIOR HIGH

Acts of Courtesy (MP)  
 Am I Trustworthy (MP)  
 Beginning to Date (MP)  
 Dinner Party (MP)  
 Everyday Courtesy (MP)  
 Good Sportsmanship (MP)  
 Overcoming Fear (MP)  
 Party Lines (MP) (telephone use)  
 Vandalism (MP)  
 Good Table Manners (MP)  
 Improve Your Study Habits (MP)  
 Art by Talented Teenagers (FS)  
 Control Your Emotions (MP)  
 Looking Ahead to High School (FS)  
 Right or Wrong? Making Moral  
 Decisions (MP)  
 Successful Scholarship (MP)  
 You and Your Parents (MP)  
 Family Teamwork (MP)  
 Parents are People, Too (MP)  
 How to be Well-Groomed (MP)

Student Government at Work (MP)  
 Belonging to the Group (MP)  
 Americans All (MP)  
 Brotherhood of Man (MP)  
 Color of Man (MP)  
 Clothing (MP)  
 Clothing for Children (MP)  
 Let's Give a Tea (MP)  
 Let's Bake a Cake (MP)  
 Menu Planning (MP)  
 More Dates for Kay (MP)  
 When Should I Marry (MP)  
 From Generation to Generation (MP)  
 How Much Affection (MP)  
 Face Facts (FS)  
 Is This Love? (MP)  
 Family Life (MP)  
 Your Family (MP)  
 What Makes a Good Party? (MP)  
 Color Magic (MP)  
 Attitudes and Health (MP)  
 Emotional Health (MP)  
 Emotional Maturity (MP)

OCCUPATIONAL COMPETENCE

JUNIOR HIGH

SENIOR HIGH

The Baby Sitter (MP)  
 Cooking: Planning and Organizing (MP)  
 Cooking: Terms and What They Mean (MP)  
 Why Study Home Economics? (MP)  
 Why Study Industrial Arts? (MP)  
 The ABC of Hand Tools (MP)  
 Care and Use of the Band Saw (FS)  
 Care and Use of the Circular Saw (FS)  
 Care and Use of the Drill Press (FS)  
 Care and Use of the Jig Saw (FS)  
 Care and Use of the Shaper (FS)  
 The Drill Press (MP)  
 Drilling in Metal, Wood and Plastics (MP)  
 Electric Circuits (MP)  
 How to Use Tools (MP)  
 Industrial Arts: A Safe Shop (MP)  
 Pliers and Screw Drivers (MP)  
 Wood Finishing (MP)  
 Wood Working (MP)  
 Work Safely in the Shop (MP)  
 How to be Well-Groomed (MP)

Technique for Tomorrow (MP) (auto-  
 mation)  
 Constitution and Employment Standards (MP)  
 Social Security (MP)  
 The Grievance (MP)  
 Home Economics: A Career with a Future  
 (MP)  
 Restaurant Operator (MP)  
 Home Nursing (MP)  
 Automobiles (MP)  
 ABC of Automobile Engines (MP)  
 ABC of Diesel Engines (MP)  
 A Thing or Two (MP) (tractor upkeep)  
 Handle with Care (MP) (ball bearings)  
 Simple Machines (MP)  
 Painting and Decorating (MP)  
 Trouble Shooting Your Car (MP)  
 Engine Tests and Tune Up (MP)  
 ABC of Hand Tools (MP) (Parts I and II)  
 The Machine Maker (MP)  
 Careers in the Building Trades (MP)  
 Bathing Time for Baby (MP)  
 Helping the Care of Younger Children (MP)  
 Automotive Service (MP)  
 Brick and Stone Mason (MP)  
 Machines and Tool Machines (MP)  
 Cooking: Kitchen Safety (MP)  
 Safe Use of Tools (MP)  
 Metal Shop Safety (MP)  
 Everything to Lose (MP) (shop safety)  
 Industrial Arts: A Safe Shop (MP)

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HEALTH

JUNIOR HIGH

SENIOR HIGH

Alcohol and Tobacco (MP)  
 Alcohol and You (MP) (Parts I and II)  
 As Boys Grow (MP)  
 Good Posture for Good Health (MP)  
 Improving Your Posture (MP)  
 Wonder Engine of the Body (MP)  
 Cleanliness and Health (MP)  
 How to be Well-Groomed (MP)  
 Rodney (MP) (tuberculosis)  
 Germ Invaders (FS)  
 Helping the Body Defenses Against  
 Disease (FS)  
 How Chemicals and Antibiotics Fight  
 Disease (FS)  
 Invasion by Disease (FS)  
 The Color of Health (MP)  
 Planning for Good Eating (MP)  
 Boy Fights Bacteria (MP)  
 Guardians of Our Country's Health (MP)  
 Polio and the Vaccine (MP)  
 Toward a Clear Complexion (FS)

Alcohol and the Human Body (MP)  
 Alcoholism (MP)  
 Drug Addict (MP)  
 The Story of a Teen-age Drug Addict (MP)  
 Monkey on the Back (MP)  
 Smoke Anyone? (MP)  
 Tobacco and the Human Body (MP)  
 Body Defenses Against Disease (MP)  
 Digestion in Our Bodies (MP)  
 Functions of the Body (MP)  
 Gateway to Health (MP) (diet)  
 Community Health in Action  
 Your Health in the Community (MP)  
 Choosing a Doctor (MP)  
 How to Catch a Cold (MP)  
 Exercise and Health (MP)  
 Rest and Health (MP)  
 Foods and Nutrition (MP)  
 Body Care and Grooming (MP)  
 Improving America's Health (MP)  
 The Nurse (MP)  
 It's Your Health (MP) (teeth)  
 The Time of Our Lives (MP) (physical  
 fitness)

PHYSICAL DEVELOPMENT

JUNIOR HIGH

SENIOR HIGH

Fitness Skills for Children: Move Better (MP)  
 Fitness Skills for Children: Play Better (MP)  
 Posture in Motion (MP) (for girls)  
 Posture (MP)  
 The Fundamentals of Tennis (MP)  
 The American Square Dance (MP)  
 Beginning Swimming (MP)  
 Baseball for Millions (MP)  
 Fundamentals of Volleyball (MP)  
 Softball Fundamentals (MP)  
 Understanding Basketball (MP)  
 Fundamentals of Track and Field (MP)  
 Evaluating Physical Abilities (MP)  
 Baseball Rules and Officiating (MP)  
 Hold High the Torch (MP) (Olympics)  
 Practice Makes Champions (MP)  
 Diving Fundamentals (MP)

This is Football (MP)  
 Youth Physical Fitness (MP)  
 Posture and Exercise (MP)  
 Wonder Engine of the Body (MP)  
 Your Body Speaks (MP)  
 Basic Movement (MP)  
 A Dancer's World (MP)  
 Take a Little Peek (MP) (square dancing)  
 A Time to Dance (MP)  
 1964 Winter Olympics (MP)  
 Speed-A-Way (MP)  
 Welcome to Golf (MP)  
 Journey to Health (MP)  
 Habit Patterns (MP)  
 Dance: A Reflection of Our Times (MP)  
 The Language of Dance (MP)  
 Beginning Badminton (MP)  
 Beginning Bowling (MP)  
 Child Care and Development (MP)  
 Beginning Archery (MP)

**SAFETY**

**JUNIOR HIGH**

**SENIOR HIGH**

First Aid for Bleeding and Shock (FS)  
 First Aid for Bone, Muscle and Joint Injuries (FS)  
 First Aid for Injuries Caused by Heat and Cold (FS)  
 First Aid for Wounds (FS)  
 First Aid in Common Emergencies (FS)  
 Rescue Breathing (FS)  
 Your Responsibilities in First Aid (FS)  
 Cooking: Kitchen Safety (MP)  
 Safety Begins at Home (MP)  
 Your Ticket to Safety (MP)  
 Shop Safety (MP)

Accident Behavior (MP)  
 Accident Plague (MP)  
 Design for Disaster (MP) (fire)  
 First Aid (MP) (parts I and II)  
 First Aid on the Spot  
 How to do Rescue Breathing (MP)  
 Life Saving and Water Safety (MP)  
 One Day's Poison (MP) (accidental poisoning)  
 Safety Begins at Home (MP)  
 Safety in the Home (MP)  
 Water Rescue (MP)  
 Water Safety (MP)  
 Safe Use of Tools (MP)

LANGUAGE ARTS SKILLS

JUNIOR HIGH

SENIOR HIGH

Do Words Ever Fool You? (MP)  
 Improve Your Punctuation (MP)  
 Improve Your Handwriting (MP)  
 The Hunter and the Forest: A Story  
 Without Words (MP) (creative writing)  
 Let's Read Poetry (MP)  
 Let's Try Choral Reading (MP)  
 Who Makes Words? (MP)  
 Daily Newspaper: Gathering and Writing  
 the News (Study Prints)  
 Daily Newspaper: Printing the Paper  
 (Study Prints)  
 Your First Speech (MP)  
 Digging for Facts (FS)  
 Effective Listening (MP)  
 How to Discover the Purpose of a  
 Speaker (FS)  
 Information, Persuasion and Propaganda  
 (FS)  
 Giving a Book Report (FS)

Let's Discuss It (MP)  
 American Spoken Here (MP)  
 Do Words Ever Fool You? (MP)  
 Effective Criticism (MP)  
 Getting the Facts (MP)  
 How to Give and Take Instructions (MP)  
 Human Communications (FS)  
 Propaganda Techniques (MP)  
 Who Makes Words (MP)  
 Writing Through the Ages (MP)  
 Beginning Phrase Reading (MP)  
 Better Reading (MP)  
 How to Read a Book (MP)  
 How to Read Newspapers (MP)  
 Words (MP)  
 Speeding Reading (MP)  
 Better Choice of Words (MP)  
 Build Your Vocabulary (MP)  
 Getting Yourself Across (MP)  
 Let's Discuss It (MP)  
 Let's Pronounce Well (MP)  
 Say What You Mean (MP)

**NUMBER CONCEPTS**

**JUNIOR HIGH**

**SENIOR HIGH**

The Story of Our Money System (MP)  
 Using the Bank (MP)  
 Meaning of Money (FS)  
 Fred Meets a Bank (MP)  
 Cooking Measuring (MP)  
 Banks and Credit (MP)  
 Early Counting (FS)  
 Early Measuring (FS)  
 Early Time Telling (FS)  
 The Language of Mathematics (MP)  
 Story of Money (FS)  
 Story of Time (FS)  
 Story of Weights and Measures (FS)

Understanding the Dollar (MP)  
 Your Family Budget (MP)  
 Social Security (MP)  
 Wise Buying (MP)  
 Earliest Numbers (MP)  
 Big Numbers (MP)  
 New Numbers (MP)  
 Mathematics in Daily Living (MP)  
 Measurement (FS)  
 Percent in Everyday Life (MP)  
 Units of Measurement (MP)

SCIENCE

JUNIOR HIGH

SENIOR HIGH

Animals in Modern Life (MP)  
 Growth of Seeds (MP)  
 Life in a Pond (MP)  
 Plants Make Food (MP)  
 Wildlife Conservation (MP)  
 Air in Motion (MP)  
 Clouds, Rain and Snow (MP)  
 Earth in Motion (MP)  
 How We Explore Space (MP)  
 New Frontiers in Space (MP)  
 Why Explore Space (MP)  
 Electric Circuits (MP)  
 Energy (MP) (Gateway and McGraw)  
 Why Study Science? (MP)  
 Automobiles (MP)  
 From Trees to Paper (MP)  
 How We Get Our Aluminum (FS)  
 How We Get Our Coal (FS)  
 How We Get Our Copper (FS)  
 How We Get Our Cotton (FS)  
 How We Get Our Glass (FS)  
 How We Get Our Iron and Steel (FS)  
 How We Get Our Oil (FS)  
 How We Get Our Paper (FS)  
 How We Get Our Plastic (FS)  
 How We Get Our Rubber (FS)  
 How We Get Our Sugar (FS)  
 Students Track the Space Age (MP)  
 Wild Life in the Rockies (MP)  
 Sun, Earth and Moon (MP)

Conservation Road (MP)  
 Forests and Conservation (MP)  
 Green Gold - Timber (MP)  
 The Meaning of Conservation (MP)  
 The Earth: Our Planet (MP)  
 The Sun (MP)  
 Exploring the Night Sky (MP)  
 Trip to the Moon (MP)  
 In the Beginning (MP)  
 Mountains on the Move (MP)  
 Phantom Sea (MP)  
 The Shape of the World (MP)  
 Nature's Plan (MP)  
 Weather (MP)  
 Winds and Their Causes (MP)  
 Characteristics of Plants and Animals (MP)  
 World of Little Things (MP)  
 World in a Marsh (MP)  
 A is for Atom (MP)  
 Atoms and Molecules (MP)  
 What is Electricity (MP)  
 New Frontiers in Space (MP)  
 Working Water (MP)  
 A World is Born (MP)  
 Science and Superstition (MP)  
 Energy (MP)  
 Our Mr. Sun (MP)  
 Journey Into Time (MP)  
 Science in Space (MP)  
 The Desert (MP)

**OTHER SCHOOL SUBJECTS  
(HISTORY, CIVICS, GEOGRAPHY)**

**JUNIOR HIGH**

**SENIOR HIGH**

How Twelve Families Bathe and Prepare for Bed (FS)  
 How Twelve Families Farm and What They Eat (FS)  
 How Twelve Families Play and Do Their Laundry (FS)  
 How Twelve Families Shop and What Kind of Kitchen They Have (FS)  
 How Twelve Families Study and How They Seem at Home (FS)  
 How Twelve Families Travel and How They Worship (FS)  
 About People (FS)  
 Boundary Lines (MP)  
 Brotherhood of Man (MP)  
 The City (MP)  
 Congress (MP)  
 County Government (MP)  
 United Nations at Work (MP)  
 A U. S. Community and its Citizens (MP)  
 We, the People (MP)  
 The White House (MP)  
 Who Are the People of America (MP)  
 Living in a Metropolis: Greater New York (MP)  
 The F.B.I. (MP)  
 The Flag Speaks (MP)  
 The Functions of a City (MP)  
 Meaning of Patriotism (MP)  
 Our Basic Civil Rights (MP)  
 Colonial Expansion (MP)  
 American Revolution (MP)  
 California and Gold (MP)  
 One Nation Indivisible (MP) (Parts I and II)  
 Democracy at Work (MP)  
 Our Nation (MP) Parts 1,2,3

The American Consumer (FS)  
 Caravans of Trade (MP)  
 Horizon (MP) (California agriculture)  
 Introduction to Foreign Trade (MP)  
 World Trade for Better Living (MP)  
 Our Big Round World (MP)  
 America the Beautiful (MP)  
 California Centennial (MP)  
 California and its Natural Resources (MP)  
 Are You a Good Citizen (MP)  
 Citizenship in Action (MP)  
 Democracy (MP)  
 Due Process of Law Denied (MP)  
 Justice Under Law (MP)  
 The Majority Vote (MP)  
 Our Basic Civil Rights (MP)  
 Portrait of a President (MP)  
 The President (MP)  
 The Presidency (MP)  
 The Vice-President (MP)  
 Supreme Court (MP)  
 Trial by Jury (MP)  
 County Government (MP)  
 The Function of a City (MP)  
 The Story of Christopher Columbus (MP)  
 The Story of the Pilgrims (MP) (Parts I and II)  
 The Declaration of Independence (MP)  
 Constitution of the United States (MP)  
 Our Bill of Rights (MP)  
 Background of the Civil War (MP)  
 Westward Movement (MP)  
 Headlines of the Century - Reels 1, 2, 3, 4, 5, (MP)