MATHEMATICS

	1AN	2CN	3CM	4SP	5SA
4.	X				X
5.	X	X	X		X
6.	X	X			X
7.	X				
8.	X	X			
9.	X				
10.	X				
11.	X	X			
Measurement					
1.		X			X
2.		X	X		X
3.	X				
4.	X	X			

4. Name an angle using a single letter, numeral or three letters;

5. Identify, classify and illustrate simple polygons up to ten sides;

6. Determine the sum of the measures of the angles of a triangle quadrilateral;

7. Identify subset relations among: square, rectangle, parallelogram and rhombus;

8. Identify space figures: cube, rectangular solid, cylinder, sphere, prism, pyramid, cone;

9. Identify faces, edges, and vertices of a given space figure;

10. Identify similar polygons;

11. Construct and solve proportions applicable to problems involving similar figures.

Measurement

1. Measure a given line segment using non-standard units, English units, metric units of length;

2. Read the measure of a given line segment from an English scale, a metric scale;

3. Compare linear units in the English system in the metric system;

4. Convert common units of measure from one unit to another in the English system, in the metric system;

MATHEMATICS

	1AN	2CN	3CM	4SP	5SA
5. Find the perimeter of simple plane figures using English measures, metric measures;	X	X			X
6. Find the area of certain plane figures using square units of measure in the English system, in the metric system;	X	X			X
7. Convert square inches to square feet, square feet to square yards, and conversely;		X			X
8. Find the circumference and area of a circle using English and metric units of measurement;	X	X			X
9. Find the volume of solids, including the cube, rectanglar prism, pyramid, cylinder, cone and sphere using cubic units of measure from the English and metric systems;	X	X			X
10. Convert cubic inches to cubic feet, cubic feet to cubic yards, and conversely;	X	X			
11. Find the surface area of certain solid figures using English and metric units of measure;	X	X			
12. Identify and use appropriate formulas for finding perimeter, area, volume of specified plane and solid figures;	X	X			
13. Determine the precision and greatest possible error of a given measurement.	X	X			
Percent					
1. Illustrate percents graphically;	X	X			
2. Express common and decimal fractions as percents and conversely;	X	X	X		

MATHEMATICS

	1AN	2CN	3CM	4SP	5SA
3. Name the decimal and percent equivalents of frequently used common fractions and conversely;	X	X	X		
4. Find the missing element in a problem involving percent;	X	X			X
5. Solve verbal problems involving percent, including consumer problems on discount, commission, simple interest, taxes, etc.	X	X	X	X	X
Graphs and Statistics					
1. Interpret pictographs, bar graphs, line graphs, and circle graphs;	X				
2. Arrange and tally data;		X			
3. Draw pictographs, bar graphs, and line graphs to present data graphically;	X	X			
4. Determine mean, median, and mode of a given set of numerical data;	X	X			
5. Select the statistical measure which gives the most reliable conclusion for a given set of data;	X				
6. Interpret the significance and meaning of percentile scores and grade equivalents in relation to standardized test results.	X				
Elementary Algebra					
1. Identify algebraic symbols in numerical phrases and sentences;		X	X		
2. Translate verbal number phrases and sentences into algebraic expressions;	X				X
3. Show order relationships in number sentences through the use of appropriate symbolism;	X				

	1AN	2CN	3CM	4SP	5SA
4. Interpret set notation;	X		X		
5. Identify sets by rule, roster, or set description;	X		X		
6. Graph a set of numbers on the number line;	X		X		
7. Identify elements in the set of integers;	X	X			
8. Perform the fundamental operations on integers;		X	X		X
9. Identify elements in the set of rational numbers;	X	X			
10. Perform the fundamental operations on rational numbers;		X	X		X
11. Identify an open sentence;	X				
12. Classify open sentences as equations or inequalities;	X				
13. Find the solution set of an open sentence using the axiomatic approach in forming simpler equivalent sentences;	X	X			
14. Solve a literal equation for a specified variable;		X			
15. Find the solution to a word problem using an equation or inequality;	X	X			X
16. Perform the fundamental operations on polynomials;		X			
17. Solve verbal problems applying these operations;	X	X			
18. Solve equations having the same variable in both members, equations involving parentheses;	X	X			

	1AN	2CN	3CM	4SP	5SA
19. Graph a linear equation in two variables;		X			
20. Determine the slope and y-intercept of the graph of a given linear equation;	X				
21. Write a linear equation when given the slope and the y-intercept, a point on the line and the slope of the line, any two points on the line;	X				
22. Solve a system of linear equations by graphing and by algebraic methods;	X	X			
23. Solve verbal problems requiring the use of two variables;	X	X			
24. Perform the fundamental operations on algebraic fractions;		X			
25. Solve fractional equations and inequalities;		X			
26. Define and identify a function;	X	X			
27. Distinguish between a function and a relation;	X	X			
28. Solve problems involving direct or inverse variations;	X	X			
29. Identify subsets of the real numbers;	X	X			
30. Distinguish between rational and irrational numbers;	X	X			
31. Perform the fundamental operations on monomials containing radicals;		X			
32. Solve equations containing radical expressions;	X	X			

	1AN	2CN	3CM	4SP	5SA
33. Solve a quadratic equation;	X	X			
34. Use the discriminant to determine characteristics of a quadratic equation;	X				
35. Solve verbal problems requiring the use of quadratic equations;	X	X			
36. Express in symbolic form trigonometric functions of an acute angle of a right triangle;		X			
37. Use trigonometric relations in direct measurement.		X			X

MILITARY SCIENCE
GRADES 10, 11 and 12

INTRODUCTION

Leadership training, through the medium of the classroom and the leadership laboratory, exposes the cadet to such subjects as human relations, management of resources, and communication skills, all of which will prepare the cadet for a career of leadership in any civilian or military field.

In the leadership laboratory the cadet learns military customs and courtesies, flag etiquette, basic drill positions and movements, and commands that will enable him to participate in parades and ceremonies.

The three sponsoring services (Army, Navy, Air Force) emphasize different subject matter; however, the overall behavioral objectives are similar. The military science program sponsored by the Army emphasizes leadership development; the Navy stresses naval science; and the Air Force, aerospace education.

Prerequisities

1. The student must be fourteen years or older;
2. An American citizen;
3. In good health and physically fit.

The student will:

1AN	2CN	3CM	4SP	5SA
	—	X	X	X
	X			

1. Exhibit a strong sense of integrity, responsibility, respect for other persons; increased insight into ethical values and principles; the ability to live and work cooperatively with others; and a respect for constituted authority;

2. Demonstrate leadership potential and an appreciation of education and vocational opportunities afforded by the Armed Services of the United States;

	1AN	2CN	3CM	4SP	5SA
3. Demonstrate the basic military skills necessary to function effectively as a member of a military team;	X	X	X	X	
4. Demonstrate familiarity with the history, purpose and structure of the defense establishment and an understanding of the role played by the services in support of national objectives;	X				
5. Explain the importance of physical education in leadership training;					X
6. Display the ability to communicate effectively both orally and in writing;	X	X	X		
7. Exhibit habits of self-discipline;		X			X

MUSIC
PRE-KINDERGARTEN - 12 CONTINUUM

INTRODUCTION

The goal of the general music program is to nurture the interest and involvement of all children and young people in music. The instructional program offers a variety of esthetic, cognitive, and psycho-motor experiences. Each musical experience is designed to serve as a foundation for the succeeding level(s) of understanding and performance.

The instrumental music program is designed to provide opportunities for exploratory experiences beginning at pre-kindergarten level and intensive instruction in band and orchestral instruments beginning in grade four.

At the secondary level there are course electives and/or a music major which offer instruction in choral music, music history, music theory, black music, orchestra, band, music appreciation, piano, and organ. Students in secondary level courses will be encouraged to consider the avocational and career options available through music.

PERFORMANCE TASKS

Elementary Level:

Given a variety of exploratory activities based upon the constituent and the expressive elements of music the student will:

	1AN	2CN	3CM	4SP	5SA
1.	X		X		X
2.	X		X		X
3.	X		X		X
4.			X		X
5.	X	X	X		

1. Interpret differences in rhythm, tempo, dynamics, and tone qualities with verbal, musical, or physical responses;
2. Sing note songs as a member of a group;
3. Sing the call part of call-response songs as soloist or as member of a small group;
4. Play simple classroom instruments;
5. Listen purposefully to interpret musical meanings;

	1AN	2CN	3CM	4SP	5SA
6. Identify selected orchestral instruments by sight and sound;	X	X	X		
7. Interpret notational features of musical compositions on appropriate learning levels;	X	X	X		
8. Participate in singing games, action songs, and folk dances with confidence and enthusiasm;	X		X		X
9. Demonstrate skill in using music texts by locating information, following verse order and interpreting musical meanings;	X	X	X		X
10. Demonstrate concert manners at musical programs	X	X	X	X	X
Given sequential experiences in listening, performing, and creating which are based upon the constituent and the expressive elements of music, the junior high school student will:					
1. Compare and contrast the timbre of various musical and non-musical sounds;	X		X		
2. Listen purposefully to recognize the tone-color of instruments;	X		X		
3. Demonstrate the use of dynamics as an expressive element of music;	X	X	X		
4. Identify ways in which tempo is used to convey musical meanings;	X	X	X	X	
5. Identify differences in rhythmic patterns;	X	X	X	X	
6. Identify at sight the note of the treble staff;	X	X	X		
7. Recognize the differences in musical texture;	X		X		

Music

	1AN	2CN	3CM	4SP	5SA
8. Identify variations in musical form;	X		X		
9. Distinguish aurally and visually between consonance and dissonance;	X	X	X		
10. Play song accompaniments on the autoharp from chordal notation;	X		X		
11. Identify major key signatures;	X	X	X		
12. Sustain (with the voice or a melody instrument) a harmony part against a melody line.	X	X	X		X

Instrumental Music

Given a variety of exploratory experiences and a series of intensive instructional sessions, determined by individual student interest and ability, the senior high school student in the instrumental music program will:

1. Demonstrate proficiency in the care, assembly, dismantling, and maintenance of the instrument compatible with acceptable hygienic and mechanical standards;	X	X	X		X
2. Demonstrate the ability to identify and interpret the following musical symbols, signs, and terms through instrumental performance: natural, staff, allegro, detache, scale, fine, andante, moderato, staccato, sharp, slur, measure, ritard, legato, flat, tie bar line, fermato, D. C. al fine;	X	X	X		X
3. Utilize rote playing by employing musical concepts and techniques to identify and produce designated pitches;	X	X	X		X

Music

	1AN	2CN	3CM	43P	5SA
4. Create and perform music for the instrument that reflects mastery of technique and understanding of concepts;	X	X	X		X
5. Demonstrate correct embouchure and tonguing (wind instruments), bowing (stringed instruments), playing, position, posture, and hand position;	X	X	X		X
6. Demonstrate the ability to play with tone and intonation to a degree acceptable to instructor;	X	X	X		X
7. Demonstrate proficiency in playing musical selections of increasing difficulty;	X	X	X		X
8. Identify one's instrument by physical characteristics, timbre and role in relation to instrumental family and musical organizations;	X	X	X		
9. Demonstrate understanding of the elements of music score notation, pitch, rhythm, key, dynamics, tempo, meter, melody, harmony, form and accidentals by definition and interpretation;	X	X	X		
10. Identify from given key signatures any major key with up to three sharps and three flats;	X	X	X		
11. Perform with confidence as part of an ensemble or as a soloist.	X	X	X	X	X

SCIENCE

PRE-KINDERGARTEN-12 CONTINUUM

INTRODUCTION

The purpose of this list of behavioral objectives is to provide an overview of the sequential nature of the science program for all students. The objectives from pre-kindergarten through the course biology state the competencies to be acquired by students to fulfill science requirements for graduation from high school by taking biology as the one credit in laboratory science. However, students who elect to fulfill these requirements by taking other science courses will have objectives to achieve which are tailored to the course offering selected.

This overview provides information about the kinds of learning expected of students at each level of science instruction. It should prove to be a valuable tool for planning learning experiences for students as they progress from level to level.

PERFORMANCE TASKS

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Demonstrate the ability to respond with self-confidence to objectives, events, and orderliness found in the environment;					X
2. Classify animals according to their external features, habitats, and locomotion;	X				
3. Classify plants according to their external features and habitats;	X				
4. Classify objects and organisms, and identify them according to their types, forms, and properties;	X				
5. Identify the sense organs and their value to man in his perception of his environment;					X
6. Identify the existing characteristics which distinguish night, day, seasons, and weather conditions from one another;	X				

	1AN	2CN	3CM	4SP	5SA
7. Describe the properties of the solar system in terms of the interaction of the bodies found therein;	X				
8. Identify the natural resources of D.C. and list ways to help conserve and renew them;				X	
9. Communicate, in writing and/or orally, evidences of the interaction in the physical world, including the exchange of energy;			X		
10. Describe interactions of organisms with their environment (including man's utilization of them);			X		
11. Identify those bodily functions and needs that are necessary to maintain a healthy existence;					X
12. Construct models of simple scientific instruments and apparatus to demonstrate natural phenomena and use the models to collect data;					X
13. Identify and formulate a hypothesis and conduct experiments to support or reject a hypothesis;	X				
14. Measure distances, volume, weight, and temperature using the metric system;	X				
15. Give examples and describe the usefulness of six simple machines;	X				
16. Attack and defend ideas and issues related to science topics with objective enthusiasm;					X
17. Identify and describe some of the major components and properties of the earth's crust, including man's utilization of natural resources;	X				

1AN	2CN	3CM	4SP	5SA
X				
			X	
		X		

18. Name four scientists and their contributions to science;

19. Cite at least five science and/or science related fields of work;

20. Use the aforementioned skills in order to read and discuss science oriented materials for own enjoyment.

PERFORMANCE TASKS

Junior High School Level

The student will:

1AN	2CN	3CM	4SP	5SA
				X
		X		
X				
X				
X				
		X		

1. Demonstrate a development of scientific values, career aspirations, and attitudes which will insure worthwhile personal involvement of the individual with his environment;

2. Report observations in quantitative and qualitative terms;

3. Classify organic and inorganic forms according to their properties and their relationships to other forms;

4. Make measurements and use them scientifically;

5. Identify and use different dimensions to measure time, space and matter;

6. Demonstrate the ability to communicate his understanding of science content matter through verbalizations, written reports, and research, including correct usage of grammar and spelling;

	1AN	2CN	3CM	4SP	5SA
7. Demonstrate the ability to make predictions, formulate hypotheses and measure their accuracy;	X				
8. Make inferences and distinguish them from observations;	X				
9. Collect and interpret scientific data according to established procedures;	X				
10. Design and implement an experiment using a systematic approach;					X
11. Construct models based on the relationship of their component parts;					X
12. Use the aforementioned skills to read, interpret, and discuss science oriented materials for his own enjoyment;			X		
13. Identify clusters of occupations which are based on man's quest for further knowledge (research) or to utilize and apply his present knowledge of science and technology.					X

BIOLOGY

The student will:

1. Demonstrate the ability to combine concepts, principles, and generalizations, given a scientific question or problem involving biology, by developing relevant hypotheses that can be tested through a series of experiments;	X				
2. Cite ten examples of how scientists have made their inquiries and investigations from generation to generation;	X				

	1AN	2CN	3CM	4SP	5SA
3. Describe the mechanisms by which living systems obtain and produce energy and synthesize organic compounds;				X	
4. Synthesize his observations of cells and apply them to the theoretical structure of the cell concept by comparing and contrasting various kinds of cells and groups of cells on the basis of their similarities and their differences;	X				
5. Demonstrate the ability to classify organisms according to a taxonomic system;	X				
6. Communicate in writing and/or verbally evidences that organisms are the product of their heredity and environment;			X		
7. Differentiate and classify various types of plants and animals on the basis of their characteristics;	X				
8. Identify and compare the similarities and differences among micro-organisms and their effect upon man and his environment;	X				
9. Demonstrate the ability to combine morphological and physiological concepts, and principles and generalizations, using the coordinated action of the life systems;	X				
10. Recognize and analyze the ecological system's value to the biologists;	X				
11. Demonstrate the ability to experience and enjoy nature as being esthetically rewarding;					X

	1AN	2CN	3CM	4SP	5SA
12. Demonstrate fundamental skills in manipulating materials and equipment and in gathering, organizing, and communicating scientific information;					X
13. Demonstrate the ability to handle laboratory apparatus in a skillful manner, giving due attention to accident prevention;					X
14. Demonstrate the ability to make purposeful, objective observations of organisms and events needed for developing or testing inferences, hypotheses, and the gathering of facts;	X				
15. Show proficiency in the use of established scientific techniques (e.g., organization of experiments, useful dissections, orderliness in lab, manipulation of microscope, good record keeping);					X
16. Record observations accurately and organize data and ideas in ways that enhance their usefulness.			X		

SOCIAL STUDIES
KINDERGARTEN - 12 CONTINUUM

INTRODUCTION

Definition - Social studies are those instructional courses, programs and projects that are designed to help students understand, analyze, react to, and act upon:

1. The relationship of human beings to the world in which they live;
2. The relationship of human beings to other human beings;
3. The relationship of human beings to themselves.

Note - Consumer skills, communications skills and self actualization skills are interwoven throughout the entire social studies curriculum.

PERFORMANCE TASKS

The student will:

1. Recognize the different roles of people within the family, school and community;
2. Recognize the importance of the family as a good and exciting institution;
3. Participate in celebrations of major national holidays;
4. Describe in simple terms the basic socio-economic needs of man such as food, clothing, transportation, etc.;
5. Compare reasons for the growth of neighborhoods and for the growth of cities, emphasizing the role of geography;
6. Trace the growth of one's own neighborhood — stressing the role of founders, the ways the community has changed, and the role of workers in the neighborhood.

1AN	2CN	3CM	4SP	5SA
A X				
				X
			X	
X				
X				
X				

Fundamentals of Geography with a Survey of the Regions of the United States

The student will:

1. Identify specific land and water areas by name, shape, and size;
2. Describe the size and shape of continents, oceans and seas;
3. Locate the major regions of the United States;
4. Demonstrate an elementary understanding of concepts concerning the Earth as a planet, shape, movement, etc.;
5. Demonstrate an elementary understanding of directions, natural features, measurement and the grid.

American History...A biographical approach emphasizing the period of exploration through the Revolutionary War

The student will:

1. Identify the people involved in the exploration and settlement of America;
2. Compare and contrast the economic and religious motives underlying the founding and settlement of the colonies;
3. Demonstrate an elementary understanding of the concepts of self-government;
4. Demonstrate a knowledge of the pioneers involved in the settlement of the West, the geographic factors involved, and the influence of the West on American life;
5. Identify some problems of majorities and minorities in this country;

1AN	2CN	3CM	4SP	5SA
X				
X				
X				
X				
X				
			X	
X				
			X	
X				
			X	

	1AN	2CN	3CM	4SP	5SA
6. Describe the life and contributions of some famous leaders in the United States to government, geographical knowledge, industry, economics, social welfare, art, etc.;				X	
7. Outline the causes and results of the Revolutionary War;	X				
8. Describe the influence of the physical environment on such men and movements in American History as the explorers, the colonists, westward expansion, and the Industrial Revolution.	X				
Basic Geography in a World Setting					
The student will:					
1. Demonstrate increased competency in map and globe skills taught in 4th grade -- location, direction, map symbols, measurements, grid, types of maps;	X				
2. Identify and locate the basic climatic regions and explain how people make adjustments to them;	X				
3. Demonstrate an understanding of geographical terms and concepts such as basic land forms, water forms, the relationship between settlement patterns and economic activities, and factors involved in trade and transportation;	X				
4. Compare and contrast the geography of the United States and Canada in such ways as to show how man has adapted to the environment and the ways in which he has made changes in his environment;	X				
5. State the outstanding characteristics of some specific cultural areas of Latin America, Europe and Asia, the Middle East and Africa from the viewpoint of their importance in current events;				X	

	1AN	2CN	3CM	4SP	5SA
6. Demonstrate an understanding of the concept of interdependence of nations;				X	
7. Demonstrate an elementary knowledge of the economic systems of the countries studies — how resources are allocated, how production is organized; how goods and services are allocated to satisfy human wants.		X			
United States Regional Geography					
The student will:					
1. Demonstrate a competency in map and globe skills taught in the 4th and 6th grades — location, grid, earth-sun relationships, geographic terms;	X				
2. Demonstrate a knowledge of the earth as the home of man in such areas as: climate, major types of land forms, natural vegetation regions, soils, water resources, mineral resources and ecology;	X				
3. Enumerate the needs for local and national conservation measures;				X	
4. Demonstrate an elementary understanding of the laws of supply and demand;		X			
5. Identify the major regions of the United States in regard to physiographic features, states within the region, chief cities, resources, and other distinctive features;	X				
6. Show that manufacturing and processing centers are located in reference to productive resources, markets and transportation facilities;		X			
7. Identify the factors contributing to industrialization, urbanization, and the transportation systems linking that region;	X				

	1AN	2CN	3CM	4SP	5SA
8. Trace the reasons for the growth of cities — past and present and for the development of the modern day megalopolis;	X				
9. Demonstrate a knowledge of Washington, D. C. in regard to location, geography, transportation, occupations, cultural conditions, politics, education, problems, etc.				X	
American History...with emphasis on the period from 1700 until 1865					
The student will:					
1. Explain the cause and effect relationships of early American government;	X				
2. Outline the causes and results of the American Revolution;	X				
3. Trace the growth of political parties;	X				
4. Analyze (on an elementary level) the purpose and principles of the Declaration of Independence, Constitution, and the Bill of Rights;				X	
5. Relate the role and contribution of ethnic and minority groups to our nation's growth and progress;				X	
6. Identify the international problems of the period from 1789 to 1865 — including the War of 1812, Monroe Doctrine, Mexican War;	X				
7. Explore western expansion and the rise of sectionalism;	X				
8. Establish the meaning of States rights and reform.	X				

Electives

Civics

The student will:

1. Analyze the structure of the Federal Government and the Government of the District of Columbia;
2. Recognize the rights and responsibilities of the individual citizen;
3. Participate in community activities.

Exploring the History of Afro-Americans (1 sem.)

The student will:

Recognize the role of the Afro-American in United States history from early days to the present.

Minorities in American Life (1 sem.)

The student will:

1. Identify the background of the country's minorities;
2. Recognize the contributions made by various groups;
3. Demonstrate an understanding and a concern for the conditions and the needs of each minority.

World Geography (1 sem.)

The student will:

1. Demonstrate competency in the application of the geographic background obtained in previous grades to developing an understanding of people and cultures in other parts of the world;

1AN	2CN	3CM	4SP	5SA
			X	
			X	
			X	
X				
X				
			X	
			X	
			X	

1AN	2CN	3CM	4SP	5SA
	X			
X				
X				
X				
	X			

2. Analyze the influence of economics on current affairs.

Ancient and Medieval History (1 year)

The student will:

Demonstrate a knowledge of the history and geography of the earliest civilizations through the medieval period, with emphasis on the various peoples and their cultures.

World History (1 year - either 9th or 10th grade elective)

The student will:

Demonstrate a meaningful grasp of the important broad movements of history -- especially the non-western world -- and the interdependence of people.

Modern History (1 year)

The student will:

Describe the forces that have shaped human experiences, emphasizing the geographic, political, social and cultural factors and those historical events that have had a continuing influence on man's ideas and institutions.

Consumer Economics

The student will:

Demonstrate competency in such major areas as management of money, using credit, buying goods and services, understanding laws about taxation, government regulations, etc.

1AN	2CN	3CM	4SP	5SA
			X	
			X	
X				
X				
X				
X				

Urban Studies (1 sem.)

The student will:

1. Identify the problems of living in our urban world;

2. Analyze various suggested solutions.

Contemporary Africa (1 sem.)

The student will:

1. Identify the various kinds of African culture;

2. Describe the changing African scene with its contrast of colonialism, emergent nationalism, independence, and the problems inherent in them.

Afro-American History (1 sem.)

The student will:

Outline the history of the Afro-American from the study of the kingdoms of ancient Africa to the problems and social revolutions of the present day.

Other Senior Level Electives

1. Far Eastern History
2. African History
3. Latin American History
4. Russian History
5. Anthropology
6. Law I & Law II
7. Sociology I & II
8. World Problems
9. Psychology
10. Economics

Required Subjects

American History, focusing on the period of Reconstruction to the present day (1 year).

The student will:

1. Demonstrate a knowledge of previous body of subject matter dealing with economics, politics, social and geographical reasons for sectionalism;

1AN	2CN	3CM	4SP	5SA
X				
X				
X				
X				
X				
			X	
			X	
			X	
			X	

2. Identify the major effects of the Reconstruction period and relate their influences;

3. Trace the growth and influence of industrialization, the changing nature of competition, and the relationship of big business with state and federal governments;

4. Relate the rise of the labor movement to economic events and conditions of the period;

5. Interpret the nature and purpose of foreign policy, stating reasons for the changes during our history;

6. List the causes and effects of World War I and World War II and draw comparisons;

7. Analyze the change in the quality of life brought about by scientific and technological advances;

8. Interpret the structure, development and limitations of the United Nations;

9. Identify terms and concepts associated with the civil rights movement.

American Government (1 sem.)

The student will:

1. Analyze and understand the purposes, principles, and structure of the United States Government;

2. Examine the changing relationship between the three branches of our national government;

1AN	2CN	3CM	4SP	5SA
			X	
			X	
			X	

3. Analyze the sources of power and how they impinge upon the operation of the government;

4. Identify the type, structure, and powers of the D. C. Government;

5. Identify the duties, responsibilities and rights of citizens.

TRADE AND INDUSTRIAL EDUCATION

PRE-KINDERGARTEN - 12 CONTINUUM

INTRODUCTION

The overview which follows highlights the general performance tasks which each student who has completed any one of the Board approved T & I programs is expected to attain. The programs are sequentially presented at the 10-11-12 grade level in some academic high schools and/or career centers.

These tasks represent the commonalities which are woven through the entire T & I program fabric. The behaviors are applicable to all programs, e.g., from shoe repair to digital electronics.

These common threads of learning form the basis for effective education and career preparation.

PERFORMANCE TASKS

The student will:

1. Analyze and explain the roles of management and labor in relation to a chosen trade area;
2. Assess abilities and interest as they relate to careers in that trade area;
3. Demonstrate the safe use of equipment, supplies, materials, equipment and techniques related to the trade;
4. Increase proficiency through the use of the materials, equipment related to the trade;

1AN	2CN	3CM	4SP	5SA	6TS
X			X		
X				X	
	X				X
	X				X

The student will:

	1AN	2CN	3CM	4SP	5SA	6TS
5. Formulate positive opinions regarding occupations in the trade;		X			X	
6. Exhibit a willingness to discuss technical aspects of the trade;			X			X
7. Generate a positive attitude towards equipment operation and safe operating procedures;					X	X
8. Display an awareness of the trade's trends which reflect current and future vocational employment practices;				X		
9. Read basic working drawings, prints, and become knowledgeable of basic kinds of specifications used in the trades;			X			X
10. Investigate the various occupations dealing either directly or indirectly with that trade;	X				X	
11. Exhibit a willingness to solve the technical problems relating to the trade;	X					
12. Gather data dealing with the fact that today's worker may have to change jobs a number of times during a working career;	X			X		
13. Demonstrate, exhibit or describe the laws, principles and concepts associated with the trade;	X					

	1AN	2CN	3CM	4SP	5SA	6TS
14. Demonstrate a willingness to exhibit efficient use of time;					X	
15. Examine personal goals and desired life style to occupational areas;	X				X	
16. Apply fundamental math, science or English concepts and skills to their trade;	X		X			
17. Display skills in completing formal job application forms, specifically reading and writing;		X	X			
18. Use an alphabetical system to locate job related information;		X	X			
19. Take, follow and give written and verbal instructions;		X	X			
20. Demonstrate those entry level trade competencies which will make them employable in the chosen trade.	X	X	X	X	X	X

DEFINITIONS

System Goal: A broad statement of purpose, organization-wide in scope, which identifies the purposes for which the school system exists. The goals are stated in terms of student characteristics and are idealistic and representative of ideals toward which the system strives.

Instructional Program: The total curriculum services and activities of a school or school system which provide instruction for learners for the purpose of bringing about maximum learning.

Competency: The ability of an individual to perform a task at a required or specified level of proficiency.

Guidepost (Milestone, Checkpoint, Event, or Level): A definable point along a continuum which identifies a performance task or set of tasks to be completed by the learner as he progresses along the continuum.

Skills: Competencies acquired by observation, study, or experience in mental, emotional, and/or physical performance which are required for the mastery of school work or other activity.

> **Cognitive Skills:** Mental competencies which deal with the development of intellectual abilities such as visual memory, auditory memory, reasoning ability, and sequential processing.
>
> **Affective Skills:** Emotional competencies which indicate the degree to which interests, attitudes, and values are present and, subsequently, the changes in direction and intensity which result from instruction.
>
> **Psychomotor Skills:** Motor competencies requiring manipulation of an object, the operation of a tool to produce a product, or a specified body movement for a physical routine.

Norm-Referenced Test: A measure used to ascertain an individual's performance in relationship to the performance of other individuals on the same measuring device, permitting relative comparisons among individuals.

System Objective: A general statement of purpose with system-wide applicability. The objectives are more specific than the system goals, but are consistent with and supportive of them. They have an established time for attainment ranging from one to five years and are measurable or capable of documentation.

Curriculum: All of the instructional activities planned and provided for students by the school or school system.

Continuum: An orderly, planned sequence of learning experiences, Pre-K through 12, planned for and participated in by a learner or group of learners, which is intended to lead to the acquisition of a predetermined list of competencies arranged to reflect increasingly more complex skills.

Performance Task: An activity or series of activities to be undertaken by an individual or small group to accomplish a specific outcome.

Evaluation: A process of assessment in which the current status of the instructional program of a school system, school, or other organizational unit is appraised and compared with:

a) The extent to which predetermined objectives and purposes have been attained;

b) A set of appropriate criteria or standards;

c) A previous status; or

d) The current status of others.

Criterion: A standard of performance.

Criterion-Referenced Test: A measure used to ascertain an individual's status with respect to a specified criterion, permitting a determination of whether or not an individual possesses a specific competence.

Regional Objective: A general statement of purpose having a greater degree of specificity than system objectives and with region-wide applicability, within the initiating region. Regional objectives support the system objectives and represent the contribution of the region toward attainment of system objectives. They have a time limit ranging from one to five years, and results are measurable.

Rationale: An explanation of the underlying and controlling principles of belief which determine, and consequently reflect, the curriculum of the school system.

Marketable Skill: A salable competency desired in the market place.

Hierarchy: An arrangement of performance tasks, from simple to complex, into a series of tasks which, when mastered in sequence, lead to the mastery of a specific skill.

Norm: A standard of performance based on the normal distribution of behavior exhibited by a sample group.

School System: An administrative unit at the local government level which exists primarily to operate schools or to contract for school services. The school system consists of and embraces all of its component parts including instructional services, business services, administrative services, maintenance services, and personnel services.

Component: An integral part of a larger entity or system which functions independently, but which exists to aid the larger system in achieving its goals and objectives.

Skill Mastery: The ability to demonstrate a specific skill at or above a previously established criterion level.

Proficiency Level: The level of student achievement as measured by system-wide criterion-referenced tests administered to students at specified checkpoints along the continuum.

Standardized Test: A test composed of a systematic sampling of behavior, having data on reliability and validity, administered and scored according to specific instructions, and capable of being interpreted in terms of norms.

MEMBERS

Brown, Joan W., Chairperson - Assistant to Associate Superintendent, Office of Instruction

Barry, Paula - Teacher, Health, Physical Education and Safety, LaSalle Elementary School

Bates, Barbara - Teacher, Health, Physical Education and Safety, Syphax Elementary School

*Berch, Mollie L. - Assistant Director, Social Studies, Whittier School

Bolden, Frank P. - Director, Health, Physical Education and Safety, Hayes Administration Building

Broadus, Lois - Reading Specialist (Retired)

*Brown, Shirley O. - Representative, Council of School Officers

Caldwell, Frankie - Teacher, Language Arts, Mott and H.D. Cooke Elementary Schools

*Calendar, Betty J. - Teacher and WTU Representative, Miner Elementary School

Cobb, Herman, Jr. - Director, Evaluation System, Division of Research and Evaluation

Diggs, Thomas - Acting Supervising Director, Science Department, Carver School

Duke, Florence - Teacher, Language Arts, Tubman Elementary School

Ellis, Viola - Supervisor, Language Arts, Region V

Fisher, Harold - Union Representative, Washington Teachers Union

*Freeman, Vinna L. - Supervising Director, Health, Physical Education and Safety, Hayes Building

Friedman, Kenneth - Teacher, English, Woodson Junior High School

Golabek, Dennis B. - Supervising Director, Distributive Education, Burdick Vocational High School

Gordon, Elaine - Teacher, Language Arts, Slowe Elementary School

*Harbeck, Mary B. - Assistant Director, Science, Region II

Hood, Theresa - Supervising Director, Health Occupations, Bruce Building

Hughes, LeCount - Teacher, Health, Physical Education and Safety, Woodson Senior High School

Hunter, Earl - Research and Planning Associate, Division of Research and Evaluation

*Jackson, Florence W. - Director, Curriculum and Staff Development, Region II

*Johnson, Richard H. - Teacher, Social Studies, Banneker Junior High School

Jones, Aubrey - Teacher, Science, Turner Elementary School

*Juggins, Laurice P. - Supervisor, Region V Staff

Laroche, Julia B. - Supervising Director, Foreign Languages, Kalorama Center

*Lewis, Nellie - State Director, Right to Read Program, Old Brookland School

* Marshall, Marie H. - Supervisor, Instructional Services, Region I

Maxwell, Frank - Assistant Director, Music Department, Presidential Building

Odom, Cheryl - Teacher, Health, Physical Education and Safety, Macfarland Junior High School

Owens, Mary - Reading Specialist, Wheatley Elementary School

* Parker, Lillie B. - Director, Staff Development/Curriculum, Region IV

* Polk, Lucille N. - Supervising Director, Business Education, Bruce Administration Building

Pruitt, Castle - Teacher, Health, Physical Education and Safety, Macfarland Junior High School

Ramos, Barbara A. - Supervising Director, Home Economics, Bruce Administration Building

Silverman, Sol - Supervising Director, Industrial Arts, Madison Building

* Smith, Jean C. - Teacher and WTU Representative, Kimball Elementary School

Smith, Raymond - Supervising Director, Military Science, Presidential Building

* Smith, Truman B. - Teacher, Science, Sousa Junior High School and WTU Representative

* Stephens, Dorothy C. - Supervising Director, Mathematics, Region V

Stewart, Colston - Teacher, Health, Physical Education and Safety, Eastern Senior High School

Tengman, Edward - Supervising Director, Trade and Industrial Education, Phelps Vocational High School

Trembles, Ernestine - Assistant Director, Mathematics, Region I

* Turner, Mable I. - Teacher and WTU Representative, Chamberlain Vocational High School

Wells, Elaine C. - Assistant Director, Social Studies, Region V

White, Mary - Special Assistant, Curriculum, Region IV

* Williams, Marie B. - Supervising Director, Art, Slowe Elementary School

* Wood, Johanna - Assistant Director, Library Science, Jefferson Administration Building

Wood, Wilma W. - Staff Development/Curriculum Coordinator, Region VI

Woodson, Minnie - Representative, PTA Education Committee (Retired Teacher)

Young, Joan - Teacher, Health, Physical Education and Safety, Cardozo

* *Continuing Membership*

Many thanks to all persons not listed who contributed to the production of this document.

Prepared by

The Office of Instruction

J-67108