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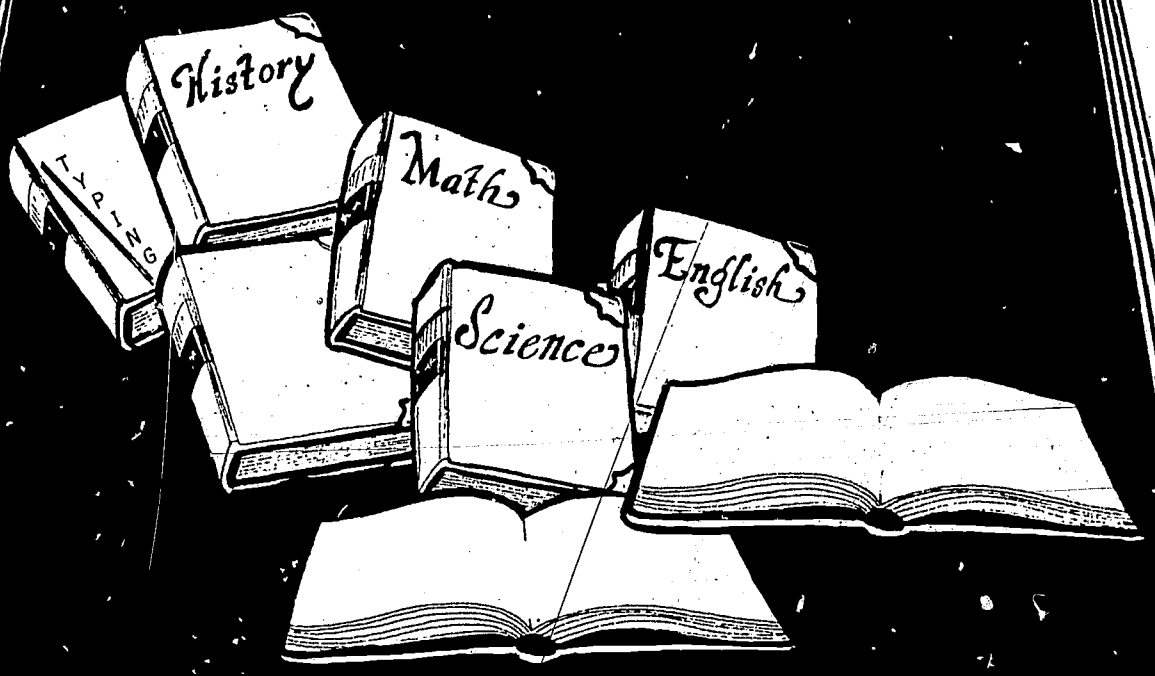
ABSTRACT

To assist Montana school boards, this manual outlines a four-step process for curriculum review. After a brief introduction on how to use the manual, part 1 describes the first step--organizing the curriculum committee. Covered are the committee's range of concerns, membership, responsibilities, resources, and other factors. Lists of state resource personnel and of national professional organizations are attached. Part 2 discusses identifying and assessing current district philosophies and practices. Guidelines are offered for examining present conditions and evaluating present practices, and samples of program goals and of district philosophies and goals are given. Part 3 suggests questions to ask in writing or revising the curriculum and provides samples of courses of study, curriculum scope and sequence, relating of goals to resources, a flow chart, and a competency-based curriculum. Part 4 describes the final step, assessing the new curriculum. A bibliography is appended. (RW)

Curriculum Review

A Process for Montana Schools



State of Montana
Office of Public Instruction
Ed Argenbright, Superintendent
Helena, Montana 59620

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Preface

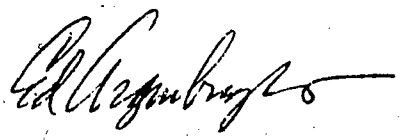
The Constitution of the State of Montana, Article X, Section 1, states that:

> "(1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.
>
> (2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.
>
> (3) The legislature shall provide a basic system of free quality public elementary and secondary schools . . ."

These passages form the foundation for Montana's public education system. Translating these broad constitutional mandates, state laws and state board policies into workable school programs is the responsibility of local school district staffs. School districts wisely review their curriculum from time to time to be certain the learning program is keeping pace with legislative, social and cultural change. Such review ensures that schools are meeting the needs of their students.

This document is offered as one process by which school districts can undertake curriculum review. It is not represented as the complete authority or the absolute process. Rather, it is offered as a means of assistance. It is quite general in nature, but as schools progress through the process and find they have specific program concerns, they may use this process in a more specific manner. In this way the review process becomes a spiral from general to specific in subsequent years.

Appreciation is expressed to Claudette Johnson, Edward Eschler, Pamela Sommer, Linda Thompson, Mary McAulay and Marion Reed, the members of the Office of Public Instruction staff who were involved in the development of this publication. They and their colleagues in this office hope that this document and the process it encourages further our goal of Excellence in Montana Schools.



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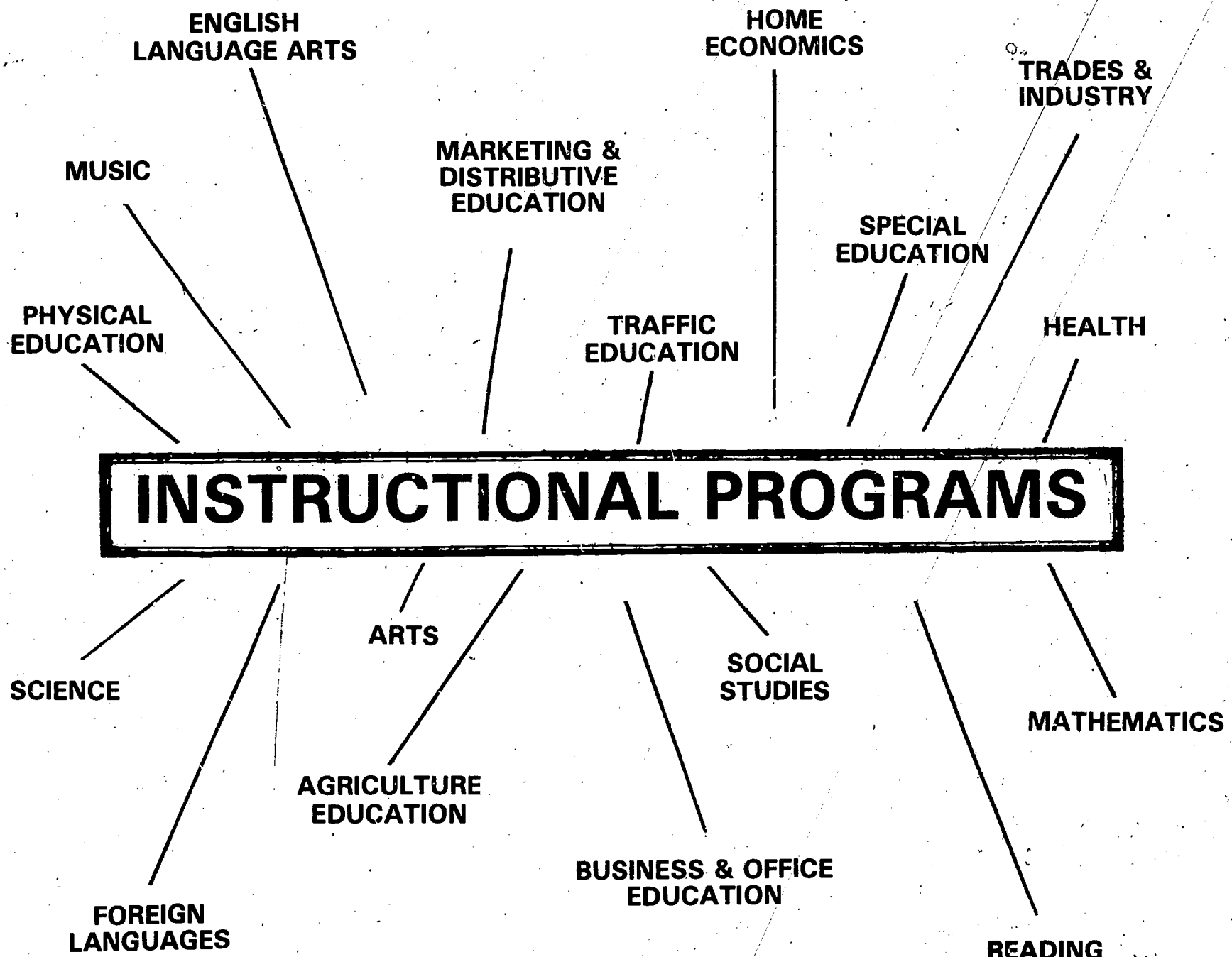
ENGLISH LANGUAGE ARTS
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SPECIAL EDUCATION
PHYSICAL EDUCATION
TRAFFIC EDUCATION
HEALTH
INSTRUCTIONAL PROGRAMS
SCIENCE
ARTS
SOCIAL STUDIES
MATHEMATICS
AGRICULTURE EDUCATION
BUSINESS & OFFICE EDUCATION
FOREIGN LANGUAGES
READING

Table of Contents

Part I

Organizing the Curriculum Committee

Introduction
or
How This Handbook Should be Used

A. The Intention

1. Local control is a cornerstone of Montana education. Therefore, this is a handbook, not a curriculum guide.

2. It focuses on a process rather than a product.

3. It is intended to help districts revise and develop their own curriculum.

   a. The most effective curriculum guides are developed by the people who use them.
   b. The district guide should allow classroom professionals sufficient flexibility to take the goals and objectives and develop units and lessons that will work best with their unique students at a given time.

B. The Method

1. This handbook outlines a four-step process for curriculum review and planning.

   a. Each step consists of a set of questions, samples and references.
   b. The questions have no correct answers, but some answers are preferable to others.
   c. They do not attempt to exhaust the range of useful inquiry though they address themselves to central issues.
   d. Not all questions will be relevant to an individual district. Those that are not should be ignored.
   e. How the questions are answered will depend on many factors:

      1) The curriculum planners' educations
      2) Their experience
      3) Their conscious and unconscious assumptions about education
      4) Their receptiveness to new ideas.

2. How long should each step in the process take? There is no clearly defined amount of time for each step, but it should be of sufficient length to allow educators to:

   a. Identify significant problems
   b. Explore current related resources
   c. Discover workable solutions.

NOTE: If your school is participating in the OPI's curriculum review process, be prepared for each conference as prescribed on the enclosed time line.

I. Organizing the Curriculum Committee

A. What should be its range of concerns?

1. Will it be district-wide?

   a. If not, will consideration be given to the impact of curriculum change at one level on the other levels?
   b. Will the curriculum at other levels be studied for background?

2. Will it encompass all the instructional areas or be more narrowly focused? For example:

   a. Home Economics
   b. Social Studies
   c. Science, etc.
   d. Study skills

3. If isolated curriculum work will be on skills, what efforts will be made to integrate those skills within the classroom or cross content?

4. Is there commitment to the committee's work by the school board and by the school administration?

   a. How will that commitment be manifested?
   b. What will be expected from them?
   c. What are their expectations of the committee?
   d. How will they be involved in the committee's work?

B. Who should be included on the committee?

1. Classroom teachers
2. Department heads
3. Building principal
4. Reading coordinator
5. Library-media specialist
6. Guidance counselor
7. Curriculum coordinator
8. Other administrators
9. School board representative
10. Advisory committee member
11. Community member
12. Parent
13. Student

C. How should it be organized?

1. Can or should the committee be subdivided?

2. Should it be divided differently for different tasks?

   a. By level—elementary, junior high, high school
   b. By school
   c. By skill—reading, writing, employable skills, visual literacy

D. What are the committee's responsibilities?

1. Do all members and those who give the committee its charge have a realistic understanding of the proposed task?

2. Is it possible to develop time lines while still allowing for flexibility and the unexpected, such as blizzards, state championship tournaments, etc.?

3. Is there support staff or volunteer help available for compiling information, typing and duplicating of reports and studies?

4. What are the critical roles of the committee members? For example:

   a. Principal
   b. Chairperson
   c. Consultant

E. What resources are available?

1. This guide and the materials listed in the bibliography?

2. Consultants, college professors, Office of Public Instruction staff, educators from other school districts (see page 4)?

3. Professional organizations (see pages 5 & 6)?

4. Textbooks and professional libraries?

5. Advisory committees?

6. Community resources, employers, students?

F. How do you incorporate the resources?

1. What criteria are used in selecting resources?

2. Do you make good use of them?

3. Are they worth what they cost?

Resource Personnel

The following Office of Public Instruction personnel are available for assistance in curriculum work. Call 1-800-332-3402 to discuss concerns and to obtain further resources.

Agriculture Education	Leonard Lombardi
Arts in Education	Kay Burkhardt
Bilingual Education	Lynn Hinch
Business and Office	Marion Reed
Career Education	Pat Feeley
Community Education	Kathy Mollohan
Consumer Homemaking and Wage Earner Home Economics	Mary McAulay
English Language Arts	Claudette Johnson
Foreign Languages	Duane Jackson
Gifted and Talented	Nancy Lukenbill
Guidance and Counseling	Sherry Jones
Health and Physical Education	Spencer Sartorius
Indian Education	Bob Parsley
Kindergarten/Middle School	Hal Hawley
Library Media	Sheila Cates
Marketing and Distributive Education	Redina Berscheid
Mathematics/Computer Education	Dan Dolan
Music	Jon Quam
Nutrition Education	Ann Ferguson
Reading/Language Arts	Pam Sommer
Science/Environment/Energy	Gary Hall
Social Studies	Ed Eschler
Special Education	Gail Gray, Ken Card
Special Needs—Vocational Education	Barbara Crebo
Technical Education	Jeff Wulf
Traffic Education	Curt Hahn

Professional Organizations

American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 (703) 476-3466

American Council on the Teaching of Foreign Languages, 385 Warburton, Hastings-On-Hudson, NY 10706 (919) 478-2011

American Federation of Teachers, AFL-CIO, 11 DuPont Circle N.W., Washington, D.C. 20036 (202) 797-4400

American Home Economics Association, 2010 Massachusetts Ave., Washington, D.C. 20036

American Industrial Arts Association, 1914 Association Dr., Reston, VA 22091 (703) 860-2100

American Library Association, 50 East Huron St., Chicago, IL 60611 (312) 944-6870

American Personnel & Guidance Association; American School Counselors Association, 2 Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041

American Theater Association, 1000 Vermont Ave., N.W., Washington, D.C. 20005 (202) 628-4634

American Vocational Association, 2020 North Fourteenth St., Arlington, VA 22201 (703) 522-6121

Association for Educational Communications and Technology, 1126 16th St., N.W., Washington, D.C. 20036 (202) 466-4780

Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314 (703) 549-9110

Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091

Home Economics Education Association, 1201 16th St. N.W., Washington, D.C. 20036 (202) 833-4138

International Listening Association, 366 N. Prior Ave., St. Paul, MN 55104

International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711 (302) 731-1600

Marketing and Distributive Education Association, 1908 Association Dr., Reston, VA 22091 (703) 476-4299

Music Educators National Conference, 1902 Association Dr., Reston, VA 22091 (703) 860-4000

National Art Education Association, 1916 Association Dr., Reston, VA 22091 (703) 860-8000

National Association of Elementary School Principals, 1801 N. Moore St., Arlington, VA 22209 (703) 528-6000

National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 (703) 860-0200

National Association of Vocational Education Special Needs Personnel, P.O. Box 911, Harrisburg, PA 17108

National Business Education Association, 1906 Association Dr., Reston, VA 22091 (703) 860-0213

National Council for the Social Studies, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016 (202) 966-7840

National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (217) 328-3870

National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 (703) 620-9840

National Education Association, 1201 16th St., N.W., Washington, D.C. 20036 (202) 833-4000

National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, D.C. 20009 (202) 265-4150

National Vocational Agriculture Teachers Association, 5600 N. Vernon Memorial Way, P.O. Box 15051, Alexandria, VA 22309

Speech Communication Association, 5205 Leesburg Pike, Falls Church, VA 22041 (703) 379-1888

Part II

Identifying and Assessing Current Philosophies and Practices

II. Identifying and Assessing Current Philosophies and Practices

A. Defining present conditions.

1. What are the state requirements which have a direct bearing on the school programs? (See *Standards for Accreditation of Montana Schools*, Section 400, School Program; Administrative Rules of Montana; Federal Regulations and Guidelines; and the Vocational Education Guidelines.)

2. What is your school district's philosophy of education? (See sample, page 13.)

   a. Do you have a copy?
   b. Does it reflect present day societal and individual needs?
   c. Is revision necessary?

3. What are your district goals? (See sample, page 14.)

   a. Can you get a copy?
   b. Do you or the members of the committee reflect the philosophy and district goals in your teaching? Advance them? Oppose them?
   c. Do you need to revise them?

4. What are the goals of the instructional programs of your district? (See samples, pages 15-16.)

   a. Are they written?
   b. Do they reflect the district goals?
   c. Are you satisfied with these goals? Why?
   d. Do your fellow teachers share your beliefs or oppose them?

5. How are decisions about instruction made?

   a. Are you involved in making decisions which affect how and what you teach?
   b. Do the principal, the academic departments and other administrators influence the programs and to what extent?
   c. Are students involved in making decisions about how and what they learn?
   d. Do parents and other citizens have any opportunities for involvement? How? At what levels?

6. How much do you actually know about your students?

   a. Are you familiar with the general community make-up? Economic? Ethnic? Religious? Attitude towards education?
   b. What happens to students when they leave school?
      1) What percentage doesn't graduate from high school?
      2) What percentage goes on to college?
      3) What percentage stays in the community?
      4) What do employers say about recent graduates?
   c. How do you feel about your students?
   d. How do they feel about you and the school experience?
   e. How do you get feedback from students? Course evaluations? Open comments? Self-evaluation forms?

7. In what ways is your instruction personalized for your students?

   a. How do you identify their needs?
   b. How are expectations for student learning identified and communicated?
   c. What forms does it take?
   d. How much individualizing is there?

8. In what ways is your present program teacher-oriented? Student-oriented? Textbook-oriented?

   a. Is its present orientation deliberate?
   b. Is change desirable/possible?

9. How are changes in your program presently made?

   a. How are textbooks selected?
   b. How are new courses or teaching practices introduced?

10. What possibilities exist for interaction and visitation among the elementary, junior high and high schools within your district, among your community schools which draw from the same population, and with those in other communities?

    a. What do you need to do to find out what happens in classes in the rest of your district? In other districts?
    b. How can other teachers learn what you're doing?

11. What other points can be generated by your committee?

B. Examining present practices.

1. What are your goals for instruction and what priorities do they have?

   a. How and by whom were they defined?
   b. By what criteria are they ranked?
   c. When were they written?
   d. Do they agree with your philosophy?

2. In what ways is your present instructional program aimed at preparing students for some future activity? In what ways is it aimed at meeting immediate needs?

   a. Are these two aims in conflict? If so, is resolution possible?
   b. Under what conditions should one aim predominate over the other?
   c. Should you attempt to strike a balance between them?

3. Do you think learning is best achieved through close attention to separate categories such as social studies, trades and industries, science, math, art?

   a. If you answer yes, then you'll need to find a way to bring these categories into some meaningful relationship.
   b. If your answer is no, you must find a more workable alternative. (See Essentials of Education, page 16.)

4. What should elementary and secondary students learn?

   a. Is a formal study program justified? If so, when should it begin?
   b. Is there a connection between learning about a subject and learning to utilize the subject?

5. How essential are the learning areas as given bodies of content?

   a. Is instruction equally valuable for the results it produces and for the processes it generates?
   b. Aside from the skills to use a subject for his or her own purposes, is there anything else each student must learn or be exposed to?
   c. How much do drills and exercises contribute to the ability of students to use skills effectively?

6. In evaluation of students' attainment, what criteria will be utilized?

   a. How important is recall of facts?
   b. What part does application of concepts play?

7. How important is your responsibility to help students find pleasure in utilizing skills?

   a. How can it be fulfilled?
   b. How often do students enjoy their current work?
   c. How do they express their pleasure or lack of it?

8. Do students and colleagues in other departments see a transfer from what is taught in one particular class to what they are doing in other disciplines?

   a. Is concern for the communication skills shared by all educators in the school and district?
   b. Is it possible to develop more sharing across disciplines? (See Essentials of Education, page 16.)

9. Do students have opportunities in all subject areas to develop creative, critical and logical thinking skills?

C. Components to consider.

1. Should the primary function of the educational process be exploration and personal development or utility and skill development?

2. Are diagnosis and prescription considered in the development of skills at all levels?

3. How much time devoted to learning a skill is spent on instruction? How much on actual practice of the skill? How much on application?

4. Should students have experiences that are not graded?

   a. What is the function of grading?
   b. Do students enjoy a chance to interact verbally about their work? Do they get peer feedback as well as teacher feedback?

5. Do students have opportunities to communicate with different audiences and for a variety of purposes?

6. Do students explore other cultures?

   a. If not, how do they get some sense of cultural differences?
   b. What feelings are held about creeds, value systems and social orders, particularly those different from their own?
   c. How is tolerance developed among students for people who speak or act differently from them?

7. Are media (films, television, radio, slides, computers and recordings) used in the classroom as instructional instruments, as topics of study themselves, or both?

8. Should the composing process include speaking, acting, taping and filming as well as writing?

9. What relationship exists between instruction in reading and listening at all levels and instruction in all other program areas?

10. How much time is available during the school day for leisure reading?

    a. Do you read to your students?
    b. Do they read to each other and aloud in class?

11. Do you encourage students to explore all types of intellectual and aesthetic offerings? What forms does your encouragement take?

12. What directions does discussion tend to take?

    a. Is discussion mainly critical or analytical?
    b. Is the instructional program seen as a means for students to relate others' experience to their own? Is it seen as a way to raise and explore issues?
    c. Do you welcome and explore answers you hadn't expected?

13. Is there ample provision for student-led, student-centered discussion that takes advantage of group dynamics?

    a. Is student involvement worth the effort to stimulate interest and commitment?
    b. Does group discussion sometimes fail due to a lack of focus?
    c. Does the classroom atmosphere encourage a student to develop responsibility for group effort?
    d. Do students understand the use of group work? Help form the group? Evaluate success?

14. Are students encouraged to relate their experiences in school to the world they live in and careers in which they may be interested?

15. Are your relationships with students such that they feel free to talk and write in a sincere and open fashion, or are their expressed views what they feel you want to hear?

16. Do the educational activities in your classroom provide for the un-motivated, the handicapped, the disadvantaged and the gifted students?

17. Is the library media center integrated into all learning endeavors?

18. What other concerns does your curriculum committee have?

D. Evaluating present practices.

1. In what ways are students apathetic about your present program? In what ways are they enthusiastic?

   a. How was this judged?
   b. What conclusions can you draw from their feelings?
   c. How can the changes you are likely to make take these feelings into account?

2. Which practices are working? Which are not? Which are worthwhile?

   a. What evidence indicates their success or failure?
   b. Does the fact of their working or failure establish their value?
   c. What is an acceptable gauge of the value of an education practice?
   d. Are some just perpetuated because they are easily measured?

3. To what extent do your evaluation procedures recognize that many desirable goals cannot be objectively measured?

   a. Besides test performance, what other evidence of growth and development should or could you consider?
   b. What weight should these factors have?
   c. Though it cannot be accurately assessed, is the students' emotional growth as valid a goal as intellectual achievement?
   d. What is the difference between evaluation and grading?
   e. Is there a meaningful difference for evaluation between informal subjectivity and pure whim?

4. Is the present program repetitious? Does it have critical omissions?

   a. Is some material presented year after year?
   b. Is it difficult to learn or teach?
   c. Is it necessary?
   d. How do you know that the many important things you cannot teach are presented somewhere later?
   e. From year to year and from teacher to teacher, do your students encounter a healthy variety of viewpoints, methods and materials?

5. What other concerns does your curriculum committee have?

E. Drawing Some Conclusions

Based upon your work in this section:

1. Write goals for your curriculum committee.

2. Prioritize these goals.

3. Ascertain commitment and identify resources for realization of goals.

   Consider:
   a. Board of Trustee's commitment (release time, support staff for typing, budget, etc.)
   b. Administration's commitment (convening of meetings, access to information, etc.)
   c. Curriculum Committee members'commitment. (other involvements, time, etc.)

4. Set time lines for various goals, determining both long-range and short-range goals.

SAMPLE

Philosophy and Objectives

Libby Public Schools
Libby, Montana

Preamble

The School Board shall provide the best possible schools for the students who reside in School District No. 4. This is to be determined by the financial structure of the district in light of intelligent economy and sound educational practices for use and wise expenditures of tax money.

Philosophy

A society educates its young to enrich and fulfill their lives. The school should provide for each child's fullest development mentally, physically, emotionally, socially, and vocationally to enable him to evaluate and utilize elements of his intellectual heritage that will contribute to his personal well-being so that he may contribute to mankind's well-being.

The educational process is most successful when it provides an environment where the student feels he is appropriating learning for himself, making progress toward goals and enjoying the process.

Education requires changes of student behavior, which are effected as much by the organization of the school and student-teacher relationships as they are by subject matter mastered. Students learn best when they experience accomplishment in the context of their own ability.

Students need training in social responsibility. A student must learn to think, act and feel with responsible freedom. He can be helped to identify himself by relating and reacting to his teachers and to his cultural environment.

To educate a student fully, the school must develop his basic abilities to participate in society, must explore skills he may later develop to become productive, and must consider problems he is likely to encounter as an adult. A teacher should be free to chart his own course to accomplish these goals. Variations in subject matter, student aptitude and attitude, and the teacher's skills should determine methods that will encourage student accomplishment while enhancing his personal dignity. The quality of education is more directly related to no other single factor than to the teacher—his personality, integrity, command of the subject matter and his ability to inspire learning.

Students whose school achievements engender an enjoyment of learning insure that their educational process will be unending. School experiences are capable of producing or broadening a student's lasting pleasure in creativity, inquisitiveness about the world around him, ease in relationships with others, self-confidence and self-direction.

SAMPLE

District Goals

Bozeman Public Schools
Bozeman, Montana

The district's basic responsibility to the student is providing an adequate curricular program (K-12) which will meet individual needs; furthermore, extra-curricular opportunities shall be provided as additional enrichment.

Students, parents, the School Board, and school personnel share equally the responsibility for the achievement of the student-related goals of the district. These goals are as follows:

1. to offer all children an adequate and meaningful foundation in academic areas;
2. to generate an abiding interest in learning;
3. to help students develop appropriate skills based upon their individual level of capability;
4. to instill in students good work and study habits;
5. to assist and encourage students to think independently;
6. to motivate students to aim for achievement;
7. to assist students in the development of positive moral values and attitudes toward themselves and others;
8. to help students develop the necessary art of self-criticism, thereby promoting the development of realistic personal aspirations;
9. to familiarize students with principles of sound health, in theory and in practice, encouraging them to develop an appreciation for an active life, and
10. to encourage students to think creatively and to put their creativity to work in the classroom and in their lives.

The purpose of curriculum is to achieve these goals; therefore, the curriculum of District No. 7 becomes the means by which these goals are to be met. Extra-curricular activities shall likewise be based upon these same principles.

SAMPLE

Physical Education Program Goals

1. Psychomotor Objectives

   To develop organic and muscular strength, efficiency, and endurance for optimum functioning of the total organism.

   To provide opportunities for movement learning experiences.

2. Cognitive Objectives

   To understand the principles of movement and of body mechanics which result in economical and efficient use of the body in work and play.

   To understand the human body and the factors which influence the development and maintenance of physical fitness.

3. Affective Objectives

   To know the feeling of personal satisfaction by successful physical participation in activities.

   To realize self-worth.

English Language Arts Program Goals

1. Students will be able to adapt their written and oral communication to different purposes and audiences.

2. Students will be able to read and to listen to appropriate material for information, understanding, appreciation, stimulation and enjoyment.

3. Students will know and be able to apply the conventions of the English language appropriately in communicating ideas clearly and accurately.

4. Students will be able to satisfy their informational and entertainment needs through discriminating use of a variety of mass media as well as traditional sources.

SAMPLE

Industrial Arts

Goals for Contemporary Industrial Arts

At a time when new discoveries and developments in the sciences and technology are perpetuating the educational lag, developing goals and objectives for industrial arts needs real thinking and reasoning.

Many of the goals and objectives of industrial arts in the past were either repetitious or geared to the popular theories of psychology of the times. As a result, the program and its justification were open to criticism when such theories were either generally abandoned or simply discarded in favor of newer theories of the learning process.

In essence, the question of legitimate goals and subject areas would seem to be unsettled at this time. The question seems, therefore, to resolve itself into two quite simple queries that are not so simple to answer. These questions are: (a) What is industrial arts attempting to accomplish in the school system, and (b) How does it propose to accomplish whatever it is that it is purporting to do?

If different results are to be achieved at the elementary, junior, senior, and post-high school levels, then it would seem only reasonable that the goals and subject areas, as well as methodology employed, should vary at these different operational levels. There are certain goals which are unique to the study of industrial arts and are not shared by other subject areas presently being taught in the school curriculum. At the same time, there are goals which are valid for all operational levels of industrial arts as well as for other subjects from elementary to post-high school programs.

An analysis of industrial arts goals developed in the past reveals that many of the goals were untenable, others controversial. To provide a sound program of industrial arts, clear, realistic goals are essential. These five are being advocated and are believed to be unique to industrial arts.

1. Develop an insight and understanding of industry and its place in our culture.

2. Discover and develop talents, aptitudes, interests, and potentialities of individuals for the technical pursuits and applied sciences.

3. Develop an understanding of industrial processes and the practical application of scientific principles.

4. Develop basic skills in the proper use of common industrial tools, machines, and processes.

5. Develop problem-solving and creative abilities involving the materials, processes, and products of industry.

From: *Industrial Arts Curriculum Guide*
Office of Public Instruction
State Capitol, Helena, MT 59620

Essentials of Education*

Public concern about basic knowledge and the basic skills in education is valid. Society should continually seek out, define, and then provide for every person those elements of education that are essential to a productive and meaningful life.

The basic elements of knowledge and skill are only a part of the essentials of education. In an era dominated by cries for going "back to the basics," for "minimal competencies," and for "survival skills," society should reject simplistic solutions and declare a commitment to the essentials of education.

A definition of the essentials of education should avoid three easy tendencies: to limit the essentials to "the three Rs" in a society that is highly technological and complex; to define the essentials by what is tested at a time when tests are severely limited in what they can measure; and to reduce the essentials to a few "skills" when it is obvious that people use a combination of skills, knowledge, and feelings to come to terms with their world. By rejecting these simplistic tendencies, educators will avoid concentration on training in a few skills at the expense of preparing students for the changing world in which they must live.

Educators should resist pressures to concentrate solely upon easy-to-teach, easy-to-test bits of knowledge, and must go beyond short-term objectives of training for jobs or producing citizens who can perform routine tasks but cannot apply their knowledge or skills, cannot reason about their society, and cannot make informed judgments.

What, then, are the Essentials of Education?

Educators agree that the overarching goal of education is to develop informed, thinking citizens capable of participating in both domestic and world affairs. The development of such citizens depends not only upon education for citizenship, but also upon other essentials of education shared by all subjects.

The interdependence of skills and content is the central concept of the essentials of education. Skills and abilities do not grow in isolation from content. In all subjects, students develop skills in using language and other symbol systems; they develop the ability to reason; they undergo experiences that lead to emotional and social maturity. Students master these skills and abilities through observing, listening, reading, talking, and writing about science, mathematics, history and the social sciences, the arts and other aspects of our intellectual, social and cultural heritage. As they learn about their world and its heritage they necessarily deepen their skills in language and reasoning and acquire the basis for emotional, aesthetic and social growth. They also become aware of the world around them and devlop an understanding and appreciation of the interdependence of the many facets of that world.

More specifically, the essentials of education include the ability to use language, to think, and to communicate effectively; to use mathematical knowledge and methods to solve problems; to reason logically; to use abstractions and methods; to make use of technology and to understand its limitations; to express oneself through the arts and to understand the artistic expressions of others; to understand other languages and cultures; to understand spatial relationships; to apply knowledge about health, nutrition, and physical activity; to acquire the capacity to meet unexpected challenges; to make informed value judgments; to recognize and to use one's full learning potential; and to prepare to go on learning for a lifetime.

Such a definition calls for a realization that all disciplines must join together and acknowledge their interdependence. Determining the essentials of education is a continuing process, far more demanding and significant than listing isolated skills assumed to be basic. Putting the essentials of education into practice requires instructional programs based on this new sense of interdependence.

Educators must also join with many segments of society to specify the essentials of education more fully. Among these segments are legislators, school boards, parents, students, workers' organizations, business, publishers, and other groups and individuals with an interest in education. All must now participate in a coordinated effort on behalf of society to confront this task. Everyone has a stake in the essentials of education.

**Essentials of Education is a position statement developed in part by NCTE in 1979 and endorsed by 22 national education organizations.*

Part III

Writing or Revising Curriculum

III. Writing or Revising the Curriculum

A. Are there areas you would like to include but need further information or inservice? (See available resources, Part 1, pages 4-6.)

B. How will the tasks of developing program objectives and course objectives be handled and coordinated? (See Part 1, page 2.)

C. What will be the goals of each subject area program? (See sample, Part II, pages 15 & 16.)

   1. How comprehensive are they?

   2. Is there a balance between school goals and life goals?

D. What skills and concepts will be presented at what grade levels? (See sample course of study, page 19.)

E. Will a scope and sequence format be used? (See sample, page 20.)

F. How will textbooks and other resources be related to the curriculum? (See sample, page 21.)

   1. Will media and community resources be integrated with textbook materials?

   2. Are there new resources (textbooks, materials) you will need to implement the program?

G. How does the new curriculum fit with the current program goals, district goals and philosophy? (See sample flow chart, page 22.)

H. Will your curriculum be competency based? (See sample, page 23.)

I. How much time, money and materials will be needed?

J. How can you best inform and involve your administrators and trustees regarding the needs of the curriculum committee and/or participating faculty?

K. How can you inform and elicit support from the community, parents, students and other faculty members for your new program?

TYPICAL COURSE OF STUDY—GRADE 5

Social studies	Exploration and discovery Establishment of settlements in the New World Colonial life in America Pioneer life in America Westward movement Industrial and cultural growth Life in the United States and its possessions today	Our Presidents and famous people Natural resources of the United States Geography of the United States Relationship of the United States with Canada Comparative cultures of Canada Fundamental map skills
Science	How living things adapt themselves Plants and their food Properties of air Properties of water Chemical systems Force systems Time and seasons Molds Bacteria Trees	Sun Milky Way Great names in science Use and control of electricity Magnetic fields Latitude and longitude Space and space explorations Conservation Biological adaptations
Language arts	Spelling Silent and oral reading Present original plays Listening skills Parts of sentences Kinds of sentences Plurals and possessives Commonly used homonyms Synonyms and antonyms Homophones Homographs	Write letters, stories, reports, poems, plays Dictionary use for word meaning, analysis, and spelling Use of study material: keys, tables, graphs, charts, legends, library file cards, index, table of contents, reference materials, maps Make two kinds of outlines Type of literature
Health and safety	Elementary first aid Community health resources Our water supply Sewage disposal Bicycle and water safety Care of the eyes	Dental hygiene Nutrition and diet Facts about coffee, tea, soft drinks, candy, etc. Germ-bearing insects and pests
Arithmetic	Fundamental processes involving whole numbers and common fractions Set of the integers Associative and distributive properties Read and write numbers through millions Common and decimal fractions Numeration systems Nonnegative rational numbers Roman numerals to C Long division concepts	Algorism Simple decimals through hundredths Metric measurement Extension of geometric concepts Extension of geometric concepts Tables, graphs, scale drawings Per cent Multiple-step verbal problems Use of calculator

TYPICAL COURSE OF STUDY—GRADE 6

	Countries and cultures of the Western Hemisphere Canada and Mexico Our neighbors in Central America and the West Indies Our neighbors in South America Australasia Relationships between nations	United Nations Transportation and communication World trade Eurasia and Africa Map reading skills Reading charts and graphs School camping (optional)
	Helpful and harmful insects Improvement of plants and animals Classification of living things Food for growth and energy Microbes Algae and fungi Energy and simple machines Climate and weather Motors and engines Electricity and its uses Simple astronomy	Elementary geology Elements of sound Light and heat Heat engines Equilibrium systems Atom and nuclear energy Inventions and discoveries Great names in science Space and space travel Ecology and environment Conservation
	Nonlanguage communication Write: letters, outlines, factual matter (newspaper article, reports), verse (limerick or ballad), creative prose (diary, stories) Extend dictionary skills Use reference material and indexes Types of literature Sentence structure Concepts of noun, pronoun, verb, adjective and adverb	Work on speech errors and punctuation Vocabulary building Spelling Listening skills Reading silently and skimming Use roots, prefixes, and suffixes Bibliography building Organization of a book
	Cure and prevention of common diseases Facts on tobacco, alcohol, and narcotics Great names in the field of health Our food supply	The heart Safety and first aid Personal appearance Health maintenance
	Ancient numeration systems Fundamental operations with decimals Fundamental operations with compound denominate numbers Relationship between common and decimal fractions Roman numerals to M Multiply and divide common fractions and mixed numbers Measures of areas and perimeters Metric system Operation of powers	Exponents Factoring Volume of rectangular solids Simple problems in per cent Interpret and make bar, line, and picture graphs Set of the integers Problem analysis Introduction to symbolic logic (Boolean algebra) Use of calculator

Excerpt from *Typical Course of Study*
Kindergarten through Grade 12
by William H. Nault

MATHEMATICS	SCOPE & SEQUENCE								K-8
Legend: I = Introduce D = Develop M = Maintain	K	1	2	3	4	5	6	7	8
3. Area and circumference of circles							I	D	D
4. Volume and surface area of solids							I	D	D
I. Scale Drawings					I	D	D	D	M
J. Application to Relevant Problems	I	D	D	D	D	D	D	D	D
IV. GEOMETRY									
A. Sorting and Classifying Objects and Shapes	I	D	D	D	D	D	D	D	M
B. Two Dimensional Shapes	I	D	D	D	D	D	D	D	M
C. Three Dimensional Shapes	I	D	D	D	D	D	D		
D. Open or Closed Figures		I	D	M	M	M	M	M	M
E. Congruent Shapes		I	D	D	D	D	D	D	M
F. Point, Line, Line Segment, Ray, Plane and Space		I	D	D	D	D	D	D	M
G. Intersecting, Perpendicular, Parallel Lines and Planes				I	D	D	D	D	M
H. Angles									
1. Acute, right, obtuse				I	D	D	D	D	M
2. Measurement					I	D	D	D	M
3. Parts					I	D	D	M	M

SAMPLE

BASIC GOAL:

5th GRADE LANGUAGE ARTS

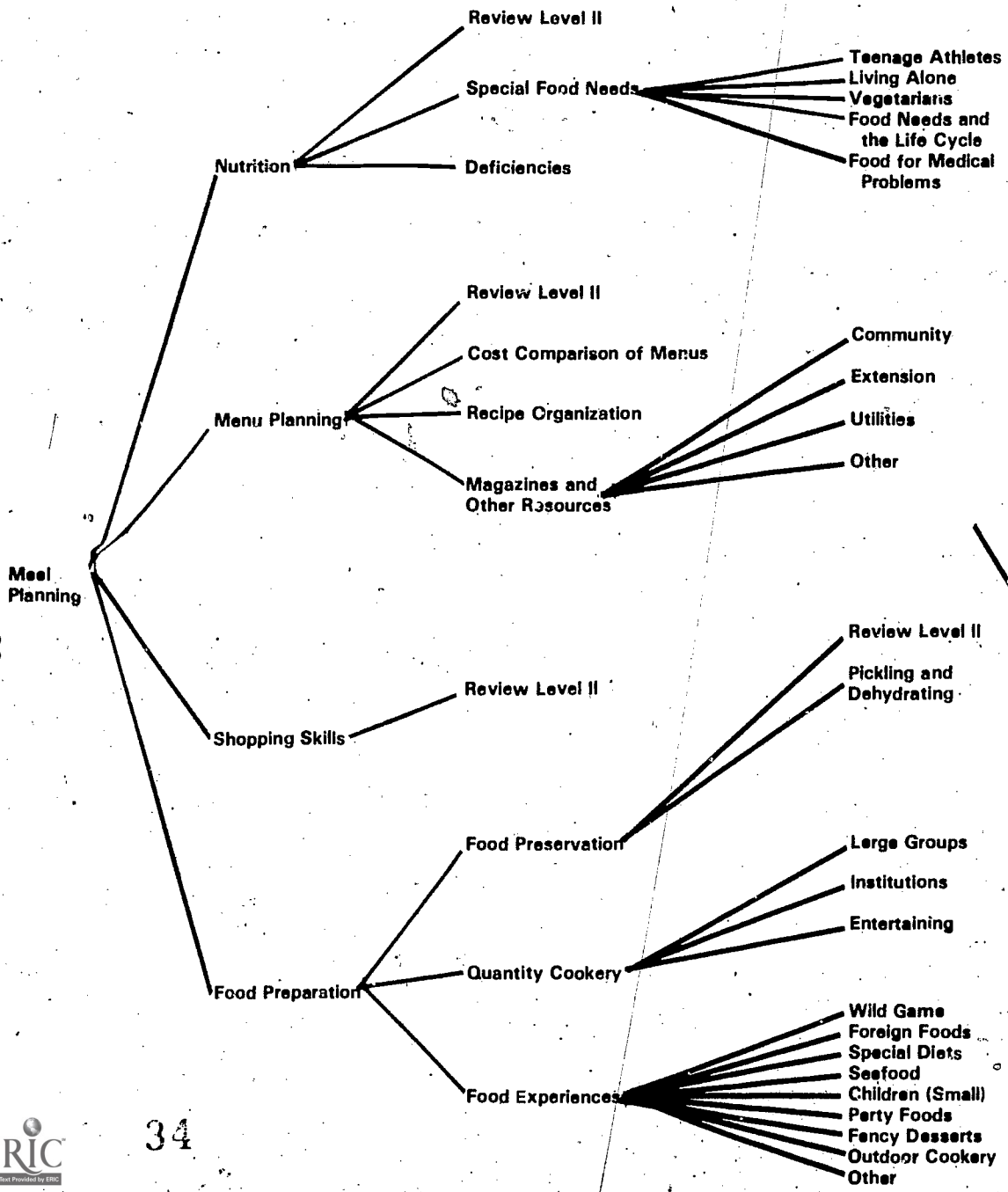
TITLE OF UNIT

Writing Paragraphs

To expand writing skills. The friendly letter and addressing an envelope are a part of the core program and are not optional. Included are resources in several areas of writing. Use what meets the need and interest of your group.

Language for Daily Use - Hardback	SKILL	Language for Daily Use - Workbook	Discovering English	FILE	Keys to Language	OTHER
Pg. 103 - 104	Define & Identify	53	338-339	53		
Pg 105 - 106	Topic sentence	54		54-55	37, 38	
Pg. 107 (optional)						
Pg. 108 - 109 (top-bottom optional)	Developing paragraph	56-58	340-341 344-345	56-58	20,117	
Pg. 110 - 111 (top-bottom optional)	Topic	59	336	59-63		
Pg .112 113	Conversation	60-61		60-61		
Pg . 114 (optional)						
Pg. 115 (on book test)						
Pg. 116	Proofreading		346			
Optional (cover in Lippincott)	Outline				50,51	
Optional	Description		188-189 194-195	71-72 (top)	110	
Optional	Reports	65-73	286-298	65-66 73	111	
Pg. 117 (Vivian - chapter 6)	Test	63-64		63-64, 74		
Pg. 223 - 224	Friendly letter			114-115	79,80	
Pg. 225	Abbreviations & Initials			116	80	
Pg. 226	Addressing envelope			117	83	
Pg . 227 (optional)						
Pg . 230 - 231 (verb)						
Pg. 232 - 233 (opt)						
Pg. 234 - 235	Writing business letters			122-123	81,82	

SAMPLE Curriculum Flow Chart



Upon completion of Level III, the student should be able to:

1. Review and apply nutrition from Level II.
2. Develop plans for food needs of special groups.
3. Classify effects of nutritional deficiencies.
4. Recall methods of menu planning.
5. Compare cost of menu choices.
6. Organize recipes for menu planning.
7. Plan to use megazines, extension, utilities, community and other resources.
8. Recall shopping skills.
9. Review intermediate Level II of food preservation.
10. Be familiar with the procedures for canning, pickling and dehydrating.
11. Recognize techniques and equipment for quantify cookery.
12. Apply principles of entertaining.
13. Plan and prepare specialty foods.

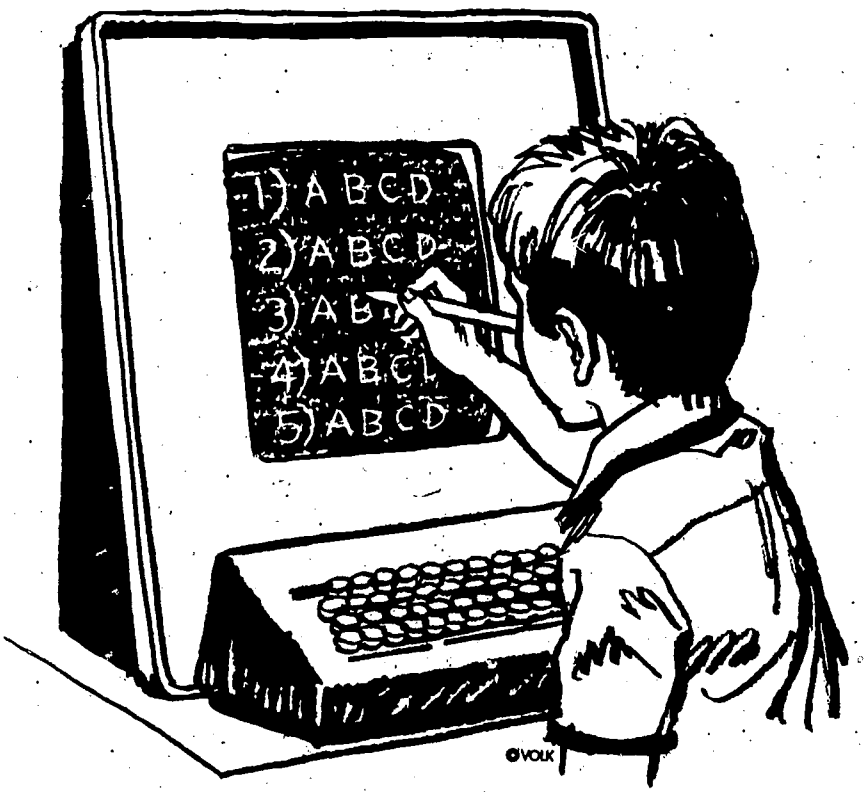
From: *Montana Vocational Home Economics Curriculum*
Office of Public Instruction
State Capitol, Helena, MT 59620

LEVEL FIVE

Concept	Essential Competency	Learner Outcome	Media Resources	Teaching Strategies	Evaluation
1.0 Melody					
1.1 Major scale	1.1.1 The learner will play melodies in major keys up to and including 4 sharps and 5 flats.	1.1.1.1 Given noted melodies in major keys up to and including 4 sharps and 5 flats and opportunity to practice, the learner will play the melodies with accuracy on his/her instrument.			
	1.1.2 The learner will play major scales through 4 sharps and 5 flats	1.1.2.1 Given his/her instrument, the learner will play major scales in the keys of C, G, D, A, E, F, Bb, Eb, Ab and Db from memory ascending and descending for one octave.			
1.2 Minor scale	1.2.1 The learner will play minor scales in three forms.	1.2.1.1 Given his/her choice of key, the learner will play on his/her instrument from memory, both ascending and descending, a minor scale in three forms: natural, harmonic and melodic.			
1.3 Intervals: m3, m7	1.3.1 The learner will aurally identify m3 and m7 intervals.	1.3.1.1 Given a test paper with twenty items and aural stimuli consisting of M3, m3, P4, P5, M6, M7 and m7, the learner will correctly identify the minor thirds and minor sevenths.			

Part IV

Assessing the New Curriculum



IV. Assessing the New Curriculum

A. Are you adequately prepared to explain and defend the new program?

B. Are the benefits of the new program for the students of your school understandable to persons outside of subject areas or to other subject area specialists?

C. Do all the parts relate to each other?

1. District Philosophy to
2. District Goals to
3. Program Goals to
4. Course Goals?

D. What forms of assessment will be used to evaluate students and the program? For example:

1. Standardized tests?
2. Teacher-made tests?
3. Ongoing classroom evaluation?
4. Files of samples of student work and/or narrative reports passed from grade to grade?
5. Surveys of skill transfer to other subject areas and outside of school?

E. Can the assessment instruments be completed with the time and energy likely to be available for the assessment process?

F. Can the results be "scored" and interpreted easily, promptly, economically?

G. As faculty use the new curriculum, is it possible to assess the attainability of the individual course goals at those levels by a sufficient number of students? If not, are adjustments possible?

H. Can you plan now to subject your revised curriculum to continuous close examination utilizing this process and especially the questions in Parts II and III?

I. How can the outcomes of the assessment be used to elicit continued support from the community, parents, students and other faculty members?

Annotated Bibliography

General Curriculum Concerns

Gagne, Robert M. and Leslie J. Briggs. *Principles of Instructional Design* (2nd edition) New York: Holt, Rinehart and Winston, 1979.

This book provides an introduction to instructional design system and basic processes in learning and instruction, designing instruction and delivery systems for instruction in schools.

Goodlad, John I., and Associates. *Curriculum Inquiry.* New York: McGraw Hill Book Co., 1979.

Dr. Goodlad's name has become synonymous with professional education practice. This latest of his works explores socio-political processes involved in planning and conducting curriculum activities on a variety of strata as well as at the instructional level.

Postman, Neil. *Teaching as a Conserving Activity.* New York: Delacorte Press, 1979.

Postman explains that the schools need to function as a countervailing force against the strong influences of the mass media. He feels "the major role of education in the years ahead is to help conserve that which is both necessary to a humane survival and which is threatened by a furious and exhausting culture."

Shane, Harold G. *Curriculum Change Toward the 21st Century.* Washington, D.C.: National Education Association, 1977.

A report from a professional committee working with the National Education Association, this book examines past educational studies and proposes some adjustments in the cardinal principles of education to guide curriculum development into a new century.

Zais, Robert S. *Curriculum: Principles and Foundations.* New York: Harper and Row, Publishers, 1976.

This is a definitive work which covers: 1) curriculum dimensions, 2) basis for curricula decision-making, 3) curriculum components, 4) curriculum organizations, and 5) curriculum development and implementation.

Arts in Education

Art for the Preprimary Child; Art Education: Elementary; Art Education: Middle/Junior High School; Art Education: Senior High School. Reston, Virginia: National Art Education Association, 1972.

These booklets contain detailed advice and explanations related to the improvement of school art programs.

Arts in Education Curriculum Resource Guide. Missoula, Montana: Missoula School District 1.

Coming to our Senses: The Significance of the Arts for American Education. The Arts, Education and Americans Panel. McGraw Hill Book Co., 1977.

This publication includes: a review of traditions; the arts; a better primer for children; creative energy and the adolescent; powers behind the curriculum, teachers, artists, administrators; beyond the schools; analyzing the present and mapping the future.

A Pattern for Art K-12. Salem, Oregon: Oregon Department of Education, 700 Pringle Parkway S.E., Salem, Oregon 97310, 1981.

This publication includes goal-based planning for art; sample activities; goals for art education K-12; health and safety in art; a strategy for discussion and evaluation for works of art; ideas for sorting and displaying artwork; guidelines on contests and competitions; art and the handicapped; and careers in art.

Purposes, Principles and Standards for School Art Programs. Reston, Virginia: National Art Education Association, $4.

School Visual Arts Program Checklist, Helena, Montana: Office of Public Instruction, Arts in Education Specialist, State Capitol, Helena, MT 59620, 1982.

This is a comprehensive, quick, one-page checklist available for development and/or review of visual arts program.

Bilingual

Montero, Martha, editor, *Bilingual Education Teacher Handbook,* Cambridge, MA: National Assessment and Dissemination Center for Bilingual/Bicultural Education, 1979, 128 pp.

A handbook of strategies for the design of multicultural curriculum.

English Language Arts

Barbour, Alton and Alvin A. Goldberg. *Interpersonal Communication Teaching Strategies and Resources.* Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1974.

In this practical introduction to interpersonal communication, the authors outline theories and principles and discuss flexibility in techniques of teaching and learning.

Glatthorn, Allan A. *A Guide for Developing an English Curriculum for the Eighties.* Urbana, IL: NCTE, 1980.

This is a blueprint for local educators to use for tackling the assignment of curriculum planning systematically, so that the results meet students' needs, administrators' requirements, legislative mandates, and parental concerns. It shows how to integrate into the plan significant findings of research in learning, teachers' own knowledge of their field, and individual teaching styles.

Mandel, Barrett, J., ed. *Three Language Arts Curriculum Models: Pre-Kindergarten through College.* Urbana, IL: NCTE, 1980.

This is the National Council of Teachers of English's first major statement on curriculum in nearly 20 years. It does not prescribe a national curriculum. (The Council is a forum, not an arbiter.) Instead, as editor and commission director Barrett J. Mandel of Rutgers College points out, the Commission has sought to suggest guidelines by surveying the best of what is happening. The book is in the form of 21 articles by researchers and teachers in effective English programs.

Moffett, James. *A Student-Centered Language Arts Curriculum,* Boston: Houghton Mifflin Co., 1973.

This book outlines the classroom practice of a "naturalistic" approach to English. It includes many suggestions for small group work, discussion techniques and writing.

Winkeljohann, Sister Rosemary. *Recommended English Language Arts Curriculum Guides K-12.* Urbana, IL: NCTE, 1979.

This annual publication annotates recommended curriculum guides reviewed by the NCTE Committee to Evaluate Curriculum Guidelines, giving information on the scope, content, and approach of each guide.

Foreign Language

Finocchiaro, Mary. *The Foreign Language Learner: A Guide for Teachers.* New York: Regents Publishing Co., Inc., 1973.

This is a basic background book of use to all foreign language teachers in reviewing the organization of the course. Although this reference has a great deal of information on content, teaching methods, and testing, it does not specifically discuss curriculum organization.

Foreign Language Curriculum Guide. Atlanta: Georgia Department of Education, 1981.

This is a complete, though nonprescriptive, curriculum guide prepared by a committee of experienced classroom teachers. The guide has sections on goals and objectives, programs, teaching strategies, career education, and resources. This guide is available in single copies from the Georgia Department of Education for $8 for hard copy or $1 for microfiche, prepaid.

Secondary French, German, Spanish and Latin Guidelines. Austin: Texas Education Agency, 1979.

These guidelines are tentative course outlines which have been pilot tested by high school language teachers. Examples of learning objectives, learning activities, and activities for evaluation are offered for listening, speaking, reading, writing and for cultural acquisition. This material is not copyrighted. Examination copies are available from the Foreign Language Specialist in the Office of Public Instruction.

Guidance

Guidance in Montana Schools: Guidelines for Comprehensive Program Development K-12, Helena, Montana: Office of Public Instruction, 1982.

A publication to assist school districts develop comprehensive K-12 guidance programs based on identified student needs, establish accountable programs and ensure a cooperative effort among school personnel for the delivery of guidance services.

Health and Physical Education

Health Education

A Guide for Developing a Comprehensive K-12 School Health Instruction Program. Jefferson City: Missouri Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65101, 1975.

Health Skills for Life, A New Curriculum K-12. Eugene: Eugene 4-J School District, Eugene Print, Inc., 20 East 13th, Eugene, OR 97401, 1982.

K-12 Health Education, Critique Edition. Portland: Oregon Tri-County Goal Development Project, Commercial-Educational Distributing Services, P.O. Box 8723, Portland, OR 97208, 1974.

Physical Education

Course Goals in Physical Education K-12, Critique Edition. Portland: Oregon Tri-County Goal Development Project, Commercial-Educational Distributing Services, P.O. Box 8723, Portland, OR 97208, 1972, 1974.

The Mississippi Catalog of Competencies for Public Elementary and Secondary Physical Education. Jackson: The Mississippi State Department of Education, P.O. Box 771, Jackson, MS 39205, 1976.

Motion and Direction Physical Education Curriculum Guide, Grades K-12. Indianapolis: Indiana State Department of Public Instruction, 1976.

Mathematics

Activities for Junior High School and Middle School Mathematics. Reston, VA: National Council for Teachers of Mathematics, 1981.

An Agenda for Action: Recommendations for School Mathematics of the 1980's. Reston, VA: National Council of Teachers of Mathematics, 1980.

How to Evaluate Your Mathematics Curriculum. Reston, VA: National Council of Teachers of Mathematics, 1982.

Problem Solving . . . A Basic Mathematics Goal, 1 & 2. Columbus, OH: Ohio Department of Education, 1981.

Music

The School Music Program: Description and Standards. Vienna, Virginia: Music Educators National Conference, 1974.

Andress, Barbara. *Music Experiences in Early Childhood.* New York: Holt, Rinehart and Winston, 1980.

Boyle, J. David. *Instructional Objectives in Music.* Vienna, Virginia: Music Educators National Conference, 1975.

Schafer, R. Murray. *Creative Music Education.* New York: Schirmer Books, Macmillan Publishing Co., Inc., 1976.

Reading

Graves, Michael F., Rebecca J. Palmer and David W. Furniss. *Structuring Reading Activities for English Classes.* Urbana, IL: NCTE, 1976.

This booklet outlines a strategy for structuring reading activities and gives specific suggestions for classroom use.

Hafner, Lawrence. *Improving Reading in the Middle and Secondary Schools.* New York: Macmillan, 1974.

A collection of articles on a wide variety of topics, this book primarily deals with content reading concerns.

Herber, Harold. *Reading in the Content Areas.* 2nd Edition. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1978.

Designed for secondary teachers, Herber begins with a rationale and then discusses problems of secondary readers and their solutions. Sample exercises, activities and many practical ideas are included.

Karlin, Robert. *Teaching Elementary Reading: Principles & Strategies.* 2nd Edition. New York: Harcourt, Brace, Jovanovich, 1975.

This book deals with components of a comprehensive reading curriculum and development of an elementary reading program.

Page, William D. and Gay Su Pinnell. *Teaching Reading Comprehension Theory and Practice.* Urbana, IL: NCTE, 1979.

This book is divided into a well-researched and easily understandable section on reading theory and a responsive practical section, with many specific examples applying reading theory to the classroom.

Science

Doran, Rodney. *Basic Measurement and Evaluation of Science Instruction.* National Science Teachers Association. Available through the Office of Public Instruction, Helena.

Guidelines for Self-Assessment of Secondary School Programs. Helena: Office of Public Instruction, 1978.

Program Assessment Model for Elementary Science. Helena: Office of Public Instruction, 1978.

A Self Appraisal Checklist for Science in Ohio's Elementary Schools. Columbus, Ohio: Division of Elementary and Secondary Education, 65 S. Front St., Columbus, OH 43215.

A Tool for Assessing and Revising Science Curriculum. Helena: Office of Public Instruction, 1978.

Social Studies

Curriculum Guidelines. National Council for the Social Studies.

This is a revision of the NCSS Social Studies Curriculum Guidelines published in *Social Education,* April, 1979, p. 261-273. The guidelines enumerate certain "musts" that NCSS believes should be addressed in a social studies program.

Custer County District High School Curriculum, "Social Science," p. 125-155.

This curriculum provides an example of work done within Montana to organize a coherent instructional program at the school district level.

Essential Social Studies Skills for Senior High School Students. Boulder, Colorado: Social Science Education Consortium, ERIC Clearinghouse for Social Studies/Social Science Education, 1981.

This manual details skills considered important for a social studies program. Included are sample activities for students which aid in developing the skills.

How to Use the Guidelines for Social Studies Needs Assessment. Social Education, April, 1979.

This needs assessment instrument is designed to allow concerned persons to assess a local social studies program to ascertain how the program relates or adheres to the National Council for the Social Studies Curriculum Guidelines.

Social Studies Curriculum in Missoula District 1. Missoula, Montana, 1981.

This curriculum provides a Montana example of a social studies program planned, developed and put into operation by a local elementary district.

Special Education, Remedial Programs

Stephens, Thomas M., A. Carol Hartman and Virginia H. Lucas. *Teaching Children Basic Skills: A Curriculum Handbook.* Columbus, Ohio: Chas. E. Merrill Publishing, 1978, 492 pp.

A handbook designed as a source for developing objectives (long and short term) in basic skill instruction (reading, handwriting, spelling and arithmetic). Skills are sequenced in detail and include assessment tasks and teaching strategies.

Vocational Education

Guidelines for Vocational Education in Montana. Helena: Department of Vocational Education, Office of Public Instruction.

Halverson, Homer J. *The Vocational Curriculum Catalogue.* Olympia, Washington: Vocational Curriculum Management Center, Bldg. 17, Airdustrial Park, Olympia, WA 1981.

Handbook of Special Vocational Needs Education. Rockville, Maryland: Aspen Publications, 1600 Research Blvd., Rockville, MD, 1980.

This book addresses curriculum development process, modification of curriculum and instructional practices for special needs students.

Montana Vocational Home Economics Curriculum. Helena: Department of Vocational Education, Office of Public Instruction.

Special Helps for Mainstreamed Students in Home Economics. Helena: Department of Vocational Education, Office of Public Instruction.

Citizen participation in public life is essential to the health of our democratic system. Effective social studies programs help prepare young people who can identify, understand and work to solve the problems that face our increasingly diverse nation and interdependent world. Organized according to a professionally designed scope and sequence, such programs:

1. Begin in pre-school and continue throughout formal education and include a range of related electives at the secondary level.
2. Foster individual and cultural identity.
3. Include observation of and participation in the school and community as part of the curriculum.
4. Deal with critical issues and the world as it really is.
5. Prepare students to make decisions based on American principles.
6. Demand high standards of performance and measure student success by means that require more than the memorization of information.
7. Depend on innovative teachers broadly prepared in history, the humanities, the social sciences, educational theory and practice.
8. Involve community members as resources for program development and student involvement.
9. Lead to citizenship participation in public affairs.

In 1979, the National Council for the Social Studies joined with 11 other professional associations to reaffirm the value of a balanced education.* We now enumerate the essentials of exemplary social studies programs. Such programs contribute not only to the development of students' capacity to read and compute, but also link knowledge and skills with an understanding of and commitment to democratic principles and their application.

Knowledge

Students need knowledge of the world at large and the world at hand, the world of individuals and the world of institutions, the world past and the world present and future. An exemplary social studies curriculum links information presented in the classroom with experiences gained by students through social and civic observation, analysis and participation.

Classroom instruction which relates content to information drawn from the media and from experience focuses on the following areas of knowledge:

History and culture of our nation and the world.
Geography—physical, political, cultural and economic.
Government—theories, systems, structures and processes.
Economics—theories, systems, structures and processes.
Social institutions—the individual, the group, the community and the society.
Intergroup and interpersonal relationships.
World-wide relationships of all sorts between and among nations, races, cultures and institutions.

From this knowledge base, exemplary programs teach skills, concepts and generalizations that can help students understand the sweep of human affairs and ways of managing conflict consistent with democratic procedures.

Democratic Beliefs

Fundamental beliefs drawn from the Declaration of Independence and the United States Constitution with its Bill of Rights form the basic principles of our democratic constitutional order. Exemplary school programs do not indoctrinate students to accept these ideas blindly, but present knowledge about their historical derivation and contemporary application essential to understanding our society and its institutions. Not only should such ideas be discussed as they relate to the curriculum and to current affairs, they should also be mirrored by teachers in their classrooms and embodied in the school's daily operations.

These democratic beliefs depend upon such practices as due process, equal protection and civic participation, and are rooted in the concepts of

Justice
Equality
Responsibility
Freedom
Diversity
Privacy

Thinking Skills

It is important that students connect knowledge with beliefs and action. To do that, thinking skills can be developed through constant systematic practice throughout the years of formal schooling. Fundamental to the goals of social studies education are those skills which help assure rational behavior in social settings.

In addition to strengthening reading and computation, there is a wide variety of thinking skills essential to the social studies which can be grouped into four major categories:

1. *Data Gathering Skills.* Learning to: acquire information by observation; locate information from a variety of sources; compile, organize, and evaluate information; extract and interpret information; communicate orally and in writing.
2. *Intellectual Skills.* Learning to: compare things, ideas, events, and situations on the basis of similarities and differences; classify or group items in categories; ask appropriate and searching questions; draw conclusions or inferences from evidence; arrive at

general ideas; make sensible predictions from generalizations.

3. *Decision Making Skills.* Learning to: consider alternative solutions; consider the consequences of each solution; make decisions and justify them in relationship to democratic principles; act, based on those decisions.
4. *Interpersonal Skills.* Learning to: see things from the point of view of others; understand one's own beliefs, feelings, abilities, and shortcomings and how they affect relations with others; use group generalizations without stereotyping and arbitrarily classifying individuals; recognize value in individuals different from one's self and groups different from one's own; work effectively with others as a group member; give and recieve constructive criticism; accept responsibility and respect the rights and property of others.

Participation Skills

As a civic participant, the individual uses the knowledge, beliefs, and skills learned in the school, the social studies classroom, the community, and the family as the basis for action.

Connecting the classroom with the community provides many opportunities for students to learn the basic skills of participation, from observation to advocacy.

To teach participation, social studies programs need to emphasize the following kinds of skills:

- Work effectively in groups—organizing, planning, making decisions, taking action
- Form coalitions of interest with other groups
- Persuade, compromise, bargain
- Practice patience and perseverance in working for one's goal
- Develop experiences in cross-cultural situations

Civic Action

Social studies programs which combine the acquisition of knowledge and skills with an understanding of the application of democratic beliefs to life through practice at social participation represent an ideal professional standard. Working to receive that ideal is vital to the future of our society. However, even if excellent programs of social studies education were in place, there would often remain a missing element—the will to take part in public affairs. Formal education led by creative and humane teachers can provide the knowledge, the tools, the commitment for a thoughtful consideration of issues and can even stimulate the desire to be active. But to achieve full participation, our diverse society must value and model involvement to emphasize for young people the merit of taking part in public life.

As we approach the bicentennial of our Constitution and Bill of Rights, is it not time for us to recommit ourselves as a nation to strong education for civic responsibility?

**Essentials of Education Statement, Washington, D.C. 1980.*