

DOCUMENT RESUME

ED 231 136

EC 152 511

TITLE Hearing Impaired: Curriculum Guide.
 INSTITUTION Alberta Dept. of Education, Edmonton.
 PUB DATE 83
 NOTE 433p.
 PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC18 Plus Postage.
 DESCRIPTORS American Sign Language; Art; Auditory Training;
 Communication Skills; Curriculum Guides; Delivery
 Systems; Drama; Elementary Secondary Education;
 *Hearing Impairments; *Language Arts; Mainstreaming;
 Mathematics; Models; Music; Physical Education;
 *Prevocational Education; Program Development;
 Reading; Resource Materials; Sciences; Social
 Studies; Special Classes; Syntax; Teaching Methods;
 Total Communication; *Vocational Education

IDENTIFIERS Alberta

ABSTRACT

The curriculum guide is intended to assist families, school administrators, and teachers providing educational services to hearing impaired (HI) children in regular and special classes in Alberta, Canada. Explained in the introduction are such curriculum aspects as goals and purpose, population to be served, eligibility criteria, three alternatives for educational placement, and testing. The preschool program is described in relation to assessment and programing, seven models of organizing service (e.g., home visiting program), and such components as auditory training and total communication. Presented next are strategies for developing communication skills, including auditory training, speechreading, sign language, and speech. A guide for the language arts program contains such components as objectives for grades 1 through 12; strategies for teaching syntax, vocabulary, reading, and drama; resource lists; and an appendix with a language record book and a chart for selection of standardized tests. Usually specified for the areas of mathematics, science, and social studies are goals, purposes, and strategies for modifying the language or integrating the curriculum from preschool through high school levels. A vocational skills section, constituting more than half the document is divided into six age levels, each covering three years, from birth to 16 and over, and is presented in chart form by objectives, teaching strategies, and materials. Charted living/vocational skills are: understanding self and getting along with others, deaf studies, travel, safety, world of work, home management, money management, and citizenship and individual responsibility. Next presented briefly are objectives and strategies in the areas of physical education, music, art, and drama. Appended are an overview of the living vocational skills by level, resource lists for each objective, and a questionnaire for evaluation of the resource guide. (MC)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

ED231136

Hearing Impaired



Curriculum Guide

EC152511

Alberta
EDUCATION
1983

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Jean L. Moore

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

ERIC
Full Text Provided by ERIC

00 2

Note: This curriculum guide is a service publication only. The official statement regarding the program for hearing impaired students is contained in the Special Education Program of Studies. The information in this guide is prescriptive insofar as it duplicates the official statement given in the Program of Studies.

TABLE OF CONTENTS

INTRODUCTION	4
PRESCHOOL SECTION	10
COMMUNICATION MODES	18
THE LANGUAGE ARTS PROGRAM	46
MATHEMATICS	91
SCIENCE	94
SOCIAL STUDIES	97

6. 1

ACKNOWLEDGEMENTS

The following persons have contributed to the development of the Hearing Impaired Curriculum Guide. Their assistance is gratefully acknowledged.

The Special Education Curriculum Coordinating Committee:

Dr. D.R. Cameron, Professor Emeritus, Special Education, University of Alberta, Edmonton;
Sandra Cameron, Principal, Lynn Lauren School, Wetaskiwin;
Fred Cartwright, Private Consultant, Lethbridge;
Brian Cook, Teacher, Hamilton Junior High School, Lethbridge;
Brian Henschel, Itinerant Teacher, Strathern Junior High School, Edmonton;
Marv Kroetsch, Assistant Principal, County of Strathcona, Sherwood Park;
Gwen Leavitt, Early Childhood Services Consultant, Alberta Education, Lethbridge;
Dr. Jean Moore, Coordinator, Special Education Curriculum Development, Alberta Education, Calgary;
Donna Newton, Special Education Consultant, Edmonton Public School Board, Edmonton;
Roy Parry, Program Specialist, Calgary Public School Board, Calgary;
Isabelle Reid, Parent Representative, Edmonton;
Betty Walpot, Editor, Special Education Curriculum Development, Alberta Education, Calgary;
Jim Ward, Itinerant Teacher for the Severely Handicapped, Calgary Separate School Board, Calgary.

The Hearing Impaired Policy Committee:

Ralph Beggs, Consultant for the Hearing Impaired, Alberta Education, Calgary;
Kelly Boesen, Superintendent, Alberta School for the Deaf, Edmonton;
Anne Brailsford, Itinerant Teacher, Edmonton Public School Board;
Terry Dunster, Parent Representative, Edmonton;
Harvey Finnestad, Consultant for the Hearing Impaired, Alberta Education, Edmonton;
Dr. Ken Gough, Associate Professor, University of Alberta, Edmonton;
Evelyn Just, Vice-Principal, Alberta School for the Deaf, Edmonton;
Dr. Ann Kennedy, Program Specialist, Calgary Board of Education;
Dave Mason, Teacher, Alberta School for the Deaf, Edmonton;
Dr. Jean Moore, Coordinator, Special Education Curriculum Development, Alberta Education, Calgary;
Carl Simonson, Principal, Alberta School for the Deaf, Edmonton.

Sub-Committee Members:

Carol Anderson, Teacher, Alberta School for the Deaf, Edmonton;
Percy Baxter, Itinerant Teacher, Calgary Board of Education;
Melanie Campbell, Teacher, Preschool Program, Glenrose Hospital, Edmonton;
Terry Clark, Teacher, Calgary Board of Education;
Gwenn Cooke, Itinerant Teacher, Calgary Board of Education;
Mary Ellen Deising, Itinerant Teacher, Edmonton Public School Board;
Olga Farmus, Teacher, Fulton Place Program, Edmonton Public School Board;
Gordon Galusha, Teacher, Fulton Place Program, Edmonton Public School Board;
Sally Glasier, Supervising Teacher, Alberta School for the Deaf, Edmonton;
Phyllis Joynt, Teacher, Alberta College, Edmonton;
Connie Kirkpatrick, Teacher, Edmonton Public School Board;
Grace LeBlanc, Teacher, Alberta School for the Deaf, Edmonton;
Gail Lewickie, Teacher/Coordinator, Preschool Program, Association for the
Hearing Handicapped, Edmonton;
Carol Major, Speech Pathologist, Alberta Children's Hospital, Calgary;
Gwen Manning, Parent Representative, Calgary;
Joyce Marcinkowsky, Teacher, Alberta School for the Deaf, Edmonton;
Bernice Marston, Teacher, Alberta School for the Deaf, Edmonton;
Susan Martinez, Preschool Teacher, Calgary Board of Education;
Bonnie Millar, Itinerant Teacher, Edmonton Public School Board;
Charmaine Muise, Teacher/Librarian, Alberta School for the Deaf, Edmonton;
John Murphy, Teacher/Supervisor, Alberta School for the Deaf, Edmonton;
Betty Palate, Teacher, Alberta School for the Deaf, Edmonton;
Nat Pilling, Supervising Teacher, Alberta School for the Deaf, Edmonton;
Kathy Ritter (Brinton), Teacher, Fulton Place Program, Edmonton Public
School Board;
Joanne Robinson, Teacher, Alberta School for the Deaf, Edmonton;
Colleen Ryan, Teacher, Alberta School for the Deaf, Edmonton;
Gwen Shynkar, Teacher, Alberta School for the Deaf, Edmonton;
Pat Stevenson, Teacher, Alberta School for the Deaf, Edmonton;
Heather Tillotson, Teacher, Alberta School for the Deaf, Edmonton;
Lois Torvik, Itinerant Teacher, Calgary Board of Education;
Rosanne Yanitsky, Teacher, Calgary Board of Education.

ACADEMIC SECTION

INTRODUCTION

A. GOALS

This curriculum guide is designed to assist families, school administrators and teachers who provide educational services to hearing impaired children throughout the Province of Alberta. The educational goals are consistent with those approved in the Legislature (May, 1978).

B. DESCRIPTION

This guide is designed to meet the needs of two groups of hearing impaired students:

- those in special classes
 - those integrated into a regular classroom on a full- or part-time basis.
- There is also a section dealing with programming and intervention strategies for the hearing impaired child in the years prior to school entry.

When appropriate, hearing impaired students should follow the regular curriculum for students in Alberta. This means, therefore, that this guide will be used by teachers in some settings as a support document to Alberta curricular materials, whereas in other teaching situations the guide will serve as the major curriculum.

C. STUDENT POPULATION

The term "hearing impaired" encompasses both deaf and hard-of-hearing students. A deaf person is one whose hearing is disabled to an extent (usually 70 dB ISO or greater) that precludes the understanding of speech through the ear alone, with or without the use of a hearing aid. A hard-of-hearing person is one whose hearing is disabled to an extent (usually 35 to 69 dB ISO) that makes difficult, but does not preclude, the understanding of speech through the ear alone, without or with a hearing aid.

For the purposes of this document hearing impairment of 25 dB ANSI or greater is educationally significant. Teachers of all students falling into this category of hearing impairment will find useful information in the methods and materials described in this guide.

D. IDENTIFICATION

Given that many hearing impaired students have congenital losses and that the primary effect is reduced or distorted speech, early identification and intervention is of paramount importance. It is essential that all hearing impaired children are identified at an early age and provided with immediate access to medical, audiological and educational services, and information about existing communication modes. Expert diagnosis and intervention are crucial to the educational success of a hearing impaired student.

E. STEPS TO TAKE IF HEARING LOSS IS SUSPECTED

1. Pediatric Assessment with particular attention to the upper respiratory system.
2. Otologic and Audiologic Assessment to answer these questions:
 - what is the causal picture?
 - physical condition of the ears, nose, and throat;
 - is hearing involved?
 - if so, how much does the child hear?
 - what course of treatment and education is indicated?
3. Specific attention to factors affecting developmental language and speech, including social and economic deprivation.
4. If an irreversible loss is established, the physician should help parents bridge the gap from the medical to an educational program by referring them to an Alberta Education consultant for the hearing impaired.

F. EDUCATIONAL PLACEMENT

Within the Province of Alberta several alternatives for placement are available to parents for their hearing impaired children. These are as follows:

1. The Alberta School for the Deaf. This school, located in Edmonton, provides a variety of programs to meet the needs of severely, profoundly deaf students. Students live in residence or attend as day students.
2. Several of the larger school jurisdictions have classes for hearing impaired students located within regular schools. Students spend most of their instructional hours with teachers of the deaf but participate in classes with hearing students for certain activities.
3. Many hearing impaired students, particularly those with mild and moderate losses (see Figure II) are placed in a fully integrated situation where they receive their education in a regular classroom. Adequate support services are essential for the optimal educational success of these students.

Hearing impaired children are eligible for funding through Early Childhood Services from the age of 2½ and preschool programs are available in some of the larger centers. Infant programs for younger children are also available and funded through Alberta Social Services and Community Health and other agencies.

Professionals who are working with parents in choosing the most appropriate programs for their child must ensure that:

- a. an adequate diagnostic assessment has been carried out and the results understood by the parents;
- b. the parents are aware of all alternatives and have had an opportunity to visit the various settings.

This curriculum guide is intended to ensure a basic consistency in aims and methodology throughout the province without restricting the creativity of schools and teachers in planning and presenting their educational programs.

Funding policies and regulations for providing specialized services in local jurisdictions are available from Alberta Education.

G. MODES OF COMMUNICATION

This curriculum guide is intended for use with hearing impaired students regardless of the mode of communication in use within programs. All programs for hearing impaired students should contain the following specialized components:

1. Use of residual hearing (through appropriate amplification and auditory training).
 2. Language development (A.S.L. and English).
 3. Speech-reading)
 4. Speech)
-) These two are often referred to as oral skills.

Some programs also use finger-spelling and sign language to promote language development. Total communication is a philosophy incorporating all forms of appropriate oral, manual and aural modes of communication in order to insure effective communication with and among hearing impaired persons.

While it is not possible for all school jurisdictions to provide all alternatives, it is the responsibility of professional advisers to provide parents with a description of all approaches and to encourage parents to visit various programs. It is important to advise parents to study all options and to be aware of the differences between programs in terms of educational goals and communication modes.

H. FOCUS

The challenge in the education of hearing impaired students is to provide educational experiences commensurate with their hearing peers and, in addition, provide necessary remedial or therapeutic programs in the areas of language and speech. The primary goal is to provide an environment and appropriate experiences to enhance communication skills. However, since language and speech cannot exist without content being communicated, information is imparted in any language or speech lesson, even during the earliest years. Teachers of young children should use topics from various curricular areas to motivate the students to learn new vocabulary and practise language patterns on material of high interest. As the student progresses through school the emphasis shifts to content subjects, and living and vocational areas. Nevertheless, teachers should continue to attend the needs of students in communication skills while teaching the knowledge necessary to post-secondary education and vocational preparation.

Figure I

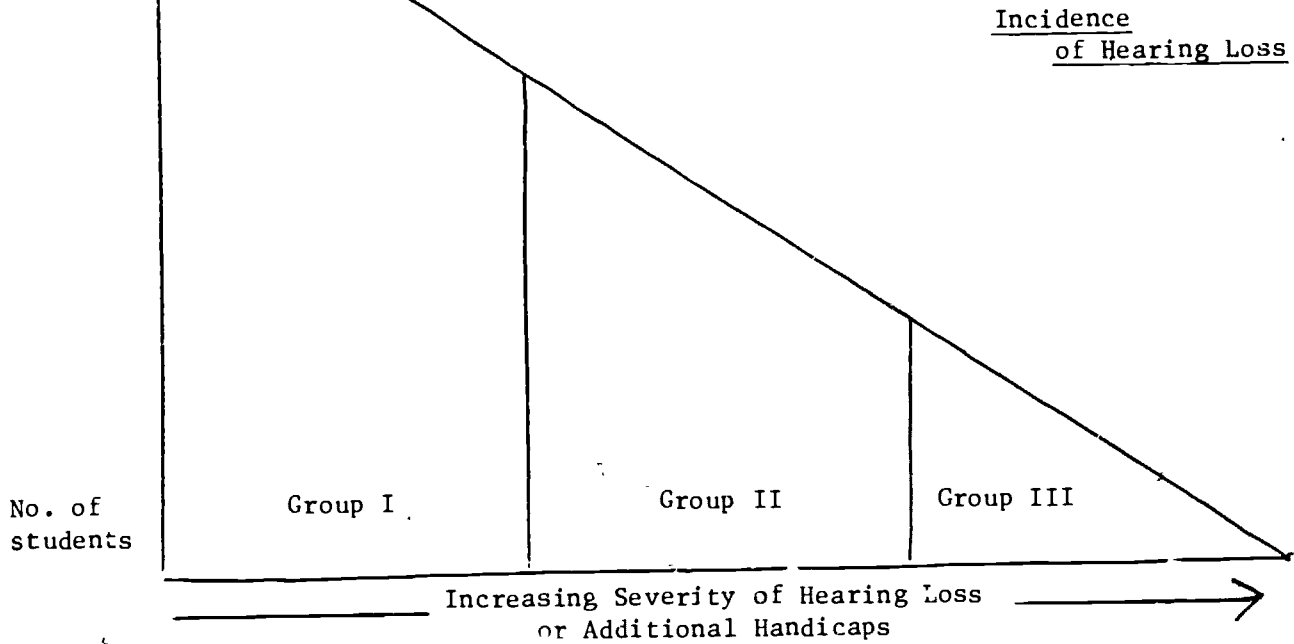
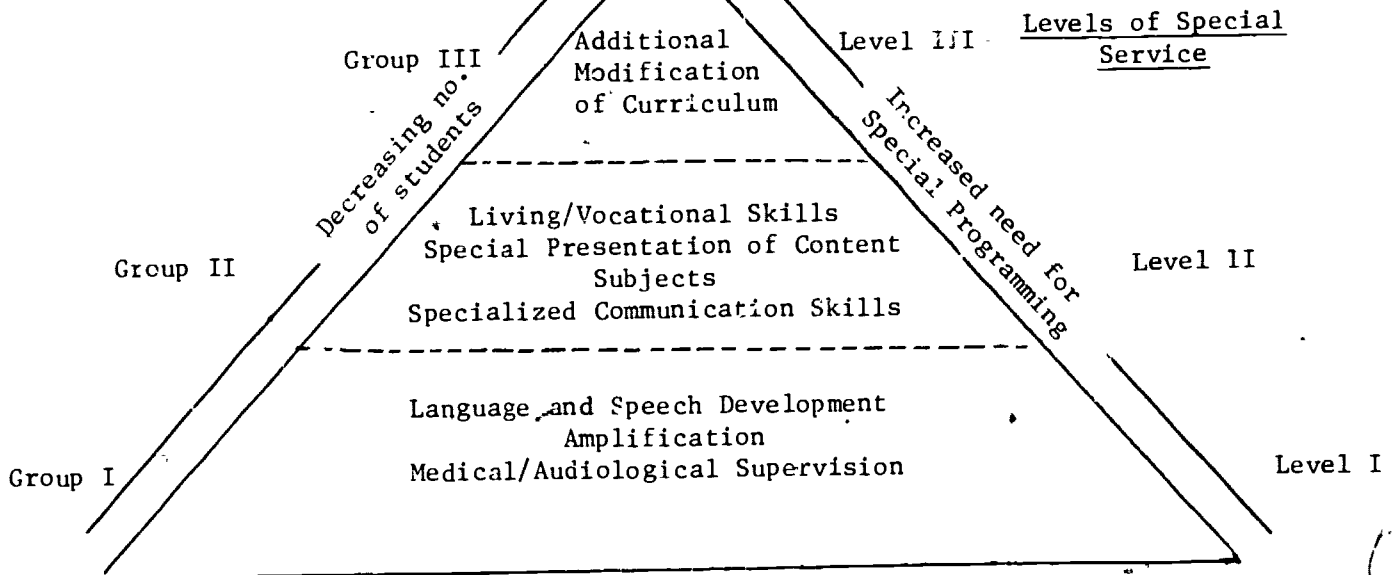


Figure II



- Level I - Support service
- Level II - Support service plus special program
- Level III - Support service plus intensive special program

I. EDUCATIONAL PROGRAMMING

Figure I presents visually the fact that the majority of hearing impaired students are those with mild or moderate losses. As the severity of the disability increases the number of affected students decreases. Group I students are sometimes undetected in preschool years and even in the early grades. These are individuals who appear to daydream frequently, are inconsistent in auditory behavior, respond in a startled manner to sharp commands and may be frustrated and anxious underachievers. Their confused reactions to a muffled environment are frequently misdiagnosed as indicative of mental retardation or a learning disability. Their language development may follow normal patterns and, without close scrutiny, is not recognized as being immature in syntactic development and impoverished in range of vocabulary. Students with this level of hearing most often remain in regular classes; however, the Level I support services (see Figure II) are essential to their educational success.

As the hearing loss increases special programming should increase. Thus Group I students require support service only; Group II students require a special program in addition to support service; Group III students require an intensive special program in addition to support service (see Figure II).

Group II students (severe/profound losses) are usually diagnosed at a young age because the effects of their disability are obvious. Without Level II services (see Figure II) they will not develop communication skills. Group III includes students who have additional learning problems besides their hearing losses. It is estimated that over one-third of students in special programs for deaf students fall in this category. The special needs of these multi-handicapped hearing impaired students are not addressed in this guide, however, some sections would be helpful to teachers working with this group of students.

J. TESTING

Evaluation of all aspects of performance is essential for appropriate program planning. Prior to any academic assessment taking place, a thorough evaluation of the student's hearing and hearing aid and, where indicated, an assessment of visual function should occur. When testing a hearing impaired student the following points should be kept in mind:

1. The degree of hearing loss must be taken into consideration. Where a mild to moderate loss exists, and where the hearing impaired student is being educated with hearing peers, the assessment device norms will be the same as those used with the hearing classmates. In addition, all integrated students should be encouraged to write all examinations used in the classroom, including those required by the Student Evaluation Branch.
2. For the severely and profoundly hearing impaired, assessments normed on a like population should be used. Where such norms are not available for the assessment used, care must be exercised in interpreting results. Assessments normed on a deaf and hearing impaired population include the Stanford Achievement Test (Hearing Impaired version), the Weschler Intelligence Test for Children (Revised Edition), and the Huskey Nebraska Test of Learning Aptitude.

For further information on appropriate assessment instruments and strategies to be used with the deaf students, teachers should seek advice from an Alberta Education Consultant for the Hearing Impaired.

3. To evaluate performance in curricular areas for the purpose of program planning, teacher developed criterion referenced tests are recommended. Testing should be arranged in such a way that the hearing impaired student is being tested on the subject matter and not on communication skills. Orally presented tests can become merely exercises in speechreading and tests requiring oral answers are a test of speech intelligibility.
4. Abstract and non-visual ideas should be presented carefully and comprehension checked by asking for a paraphrase of the concept in the student's own words, not the same ones as those used by the teacher. Asking for appropriate but different examples of a concept is another way of checking understanding.
5. Where permitted, prior to the assessment beginning, examples should be used to clarify the test requirements. All assessments should be administered in the communication mode most familiar and comfortable to the student.

K. RECORD KEEPING

The monitoring of progress is extremely important, particularly when students are on individualized programs. Teachers should have a systematic approach to keeping track of topics covered, materials and text books used, and assessment of the pupil performance on each topic.

PRESCHOOL SECTION

A. ASSESSMENT AND PROGRAMMING

The initial assessment should involve an appropriate interdisciplinary team that will provide a comprehensive assessment of the medical, sensory, developmental and educational profile of the child. This initial assessment will establish whether or not other problems related to communication and socialization are present along with the hearing loss and will also provide base line data for future monitoring. All members of the assessment team should have input into planning the most appropriate program for the child and the representative from each discipline will recommend the future involvement necessary from that discipline in both programming and monitoring progress. The importance of vision assessment should be stressed. Surveys have demonstrated that 50% of hearing impaired children have concomitant visual anomalies; many of these are correctable. Because of the importance of vision to a hearing impaired child it is essential to ascertain such problems at the earliest possible time. The results of such assessments must be made available, by parental request, to the agency or school serving the child. Various agencies provide early intervention programming for hearing impaired pre-schoolers. These agencies include The Alberta School for the Deaf, E.C.S., Hearing and Speech Clinics, Public Health Units, Social Services, private schools and public schools.

Following assessment, arrangements must be made for the coordination of an individualized program for the child. The key worker for the child and his family may be a speech clinician, a public health nurse, an early childhood educator or an "intervener" with a social work background. Whatever the particular expertise of the key worker, she must be prepared to specialize in the area of hearing impairment and/or accept advice and direction from other members of the team who have expertise in other areas.

The role of the pre-school family key-worker is:

1. to provide support and encouragement to the family in realistic acceptance of the child as he is;
2. to provide information on hearing impairment to the family at the appropriate time;
3. to demonstrate appropriate ways of interacting with the hearing impaired child to the parents and other family members;
4. to plan activities for the child to facilitate development in all areas.

B. MODELS OF ORGANIZING SERVICE

There are seven basic types of program models which may serve the young hearing impaired child. There may be modifications on the following models, including use of aides and various combinations of methods of providing service. The arrangements for each child must be made with the parents, taking into consideration the location of the child's home in relation to available services and the role parents are able to play in relation to their job responsibilities and life style. Some advantages and disadvantages are listed for each model.

1. Home Visiting Program

A staff member visits the homes of the children on her caseload regularly.

Some advantages and disadvantages:

- a. the child is seen in his own home, thus avoiding the fatigue or disruption of travel;
- b. the mother and child are relaxed in their home environment;
- c. the home visiting professional gains an intimate knowledge of the child's functioning in his own environment;
- d. members of the extended family are encouraged to take responsibility for daily activities;
- e. home visiting is very time consuming for professional staff and therefore very expensive.

2. Model Home Program

A house or apartment, furnished as a normal home, is used as the location for training mothers to work with their children. The mother and child visit the home on a regular basis.

Some advantages and disadvantages:

- a. less time consuming for the professional;
- b. more natural surroundings than a clinic;
- c. the parent must bring the child into the setting involving problems of babysitting, travel, and disruption of the normal family routine.

3. Video-Tape Program

Parents with their deaf children attend a workshop where they may receive pertinent information and instruction on the use of the video-tape playback equipment.

Parents then return to their home with V.T.R. equipment. A teacher/coordinator telephones each family weekly and also organizes the distribution of tapes which are sent to the homes. Each tape may include a demonstration of the target activity with a child, suggestions of alternate ways of implementing the target behavior, and information for the parents on hearing loss and other related areas.

Some advantages and disadvantages:

- a. it provides a service to parents in isolated rural communities where no other model of service is possible;
- b. it provides parents with a visual model which may enhance carry-over into the home;
- c. the program may not be tailored to individual needs.

4. Special Pre-School Class

Hearing impaired children attend a small group learning experience on a regular basis. Parents may be observers or participants in the classroom.

Some advantages and disadvantages:

- a. the children receive direct tutorial assistance from a specially trained professional on a daily basis;
- b. the children are involved in a setting which is equipped for their size and interests, and allows for a variety of activities similar to those in a regular early childhood program;
- c. the children have a peer group with whom they can identify and communicate;
- d. the children frequently spend as much time travelling as participating in the program;
- e. parents may develop a "leave it to the teacher" attitude towards their child's development.

5. Integrated Pre-School Program

A hearing impaired child attends a pre-school program with normal hearing children on a regular basis. The program is supplemented by tutorial sessions by a specialist in hearing impairment.

Some advantages and disadvantages:

- a. the child can attend a program in his community, avoiding travel time and fatigue;
- b. the child may benefit from the activities and from the verbal stimulation of his peer group;
- c. the teacher has a large number of children in her class and may not be able to provide individual attention;
- d. the teacher may not have had any previous experience with hearing impairment;
- e. support services may not be adequate to enable the child to succeed in the integrated environment;
- f. in spite of all available help the child and family may feel isolated.

6. Clinical Appointment Model

The parent and child visit a specialist in a clinical setting at regular intervals.

Some advantages and disadvantages:

- a. parent and child receive highly individualized programming specifically tailored to their needs;
- b. by eliminating travel time, the professional has time to provide services to a greater number of families;
- c. the setting may be threatening to the family;
- d. transportation arrangements and travel time may be taxing on the family;
- e. it is difficult to arrange for peer contact.

7. Correspondence Model

Parents receive programming support and suggestions through the mail.

Some advantages and disadvantages:

- a. this may be a valuable support service for some parents, especially those in remote areas;
- b. very impersonal;
- c. hard to maintain motivation;
- d. misunderstandings can occur in interpretation of correspondence.

C. FOCUS OF SERVICE

There are two major approaches to serving hearing impaired children. One is the parent-centered avenue, and the other is direct professional work with the child.

In parent-centered programs the goal is to educate the parents to work with their child. Parents may be given instruction in areas such as behavior management, normal growth and development, speech and language development, sign language, hearing aids, audition, etc. Demonstration lessons and materials, and suggestions for games to play at home may also be provided.

The direct professional approach involves the therapist or teacher carrying out treatment with the child. The parent is kept informed of the daily progress of the child and is encouraged to follow up on the activities.

Most programs implementing the treatment model should be made to involve the parents in their child's program to the extent that they are able and willing. Direct intervention by professionals may be necessary for children to progress.

D. COMPONENTS OF A PRESCHOOL PROGRAM

Hearing impaired children require a balanced and varied sequence of activities planned to encourage development in all areas of growth. The joy of childhood must be maintained, and children should not be subjected to overzealous attention to remedial and therapeutic techniques relating to the hearing loss.

The program, in an enjoyable "play" format, should include":

1. Opportunity for physical activity:
 - healthy and safe outlets for energy
 - encouragement of large muscle skills including climbing, riding wheeled toys, swimming, skating, etc.
2. Activities planned to promote social skills:
 - sharing, cooperating
 - following simple rules
 - taking responsibility for small tasks.

3. Access to materials and equipment designed to encourage development of cognitive skills:
 - sorting and matching
 - reading picture books
 - building with blocks, etc.

All activities must be conducted in an atmosphere conducive to enjoyment and enthusiastic participation. The hearing impaired child should be encouraged to play in creative and spontaneous ways. The attendant adult must be alert to the behavior of the child in order to encourage his curiosity and confirm his feelings of self-confidence and self-worth.

All of the above is consistent with current philosophy and practice in pre-school programs for hearing children. The differences for hearing impaired children come in the additional assistance they need in the following areas:

1. use of residual hearing;
2. language development;
3. communication skills (speech-reading, speech, sign language);
4. pre-academic skills;
5. selection of communication modes.

1. Use of Residual Hearing (auditory training)

At the preschool level the basics of auditory training are:

- a. helping the child to accept and enjoy his hearing aid;
- b. stimulating interest in sounds leading to discrimination and recognition of environmental and speech sounds;
- c. encouraging the child's attention to voice. using every opportunity to make speech sounds meaningful to the child;
- d. associating sounds with signs.

(For further information see Auditory Training, page 21.)

2. Language Development

Through observation of spontaneous play the attendant adult will recognize the beginnings of language. "Pretending" is a prerequisite to language development. When interacting with the child, adults must be prepared to enter into his games and to communicate at his level in non-verbal communication, e.g. body language, gestures, fingerspelling, signs; in manipulation of toys and in drawings. Photographs and objects, e.g. pine cones collected from camping, trigger memories and associations, the beginnings of inner language.

The teacher needs to be familiar with normal language development in order to appropriately sequence language experiences for the child.

3. Communication Skills

Areas included are facial expressions, gestures, sign language, speech, speechreading, use of residual hearing, etc.

Depending on the levels of hearing loss, the emphasis on each of these will vary. Residual hearing, with amplification, supplemented by speech reading, may be adequate for the development of receptive language and speech for some children. Other children would benefit from the added use of sign language from the day of diagnosis.

Language lessons should be conducted in the mode of the parents choice, and they should be fun and pleasurable activities. It may be helpful to keep lists of known words, to allow for review and as a subsequent basis for beginning reading.

Speech development begins with babbling and, with careful, natural, and sensitive shaping by the attendant adult, it gradually approaches spoken language. Mutual imitation and reinforcement of vocalizations are the major techniques in shaping early speech development.

Sign language development also has several stages from expressing concrete needs to abstract ideas (Klima and Beluggi, 1979).

4. Pre-academic Skills

The printed word is easier to recognize than the speech-read word. For this reason, the printed word can be introduced to three or four year old hearing impaired children. Reading is another avenue to language development. Children should not, however, be expected to write legibly or to read at this young age. They should be exposed and allowed access to a variety of materials for writing (felt pens, crayons, chalk, paints, etc.), and a variety of materials for "reading" (picture books, catalogues, etc.). These are the foundations of beginning writing and reading skills.

It must be remembered that for the hearing impaired child, as with the hearing child, reading and writing are skills based on the effective use of communication; communication meaning verbal language and/or sign language that is related to real experiences.

Knowledge of normal development (cognitive, physical, social, etc.) is necessary in planning a comprehensive and balanced program for the hearing impaired child. The numerous resources available for planning programs for hearing impaired children may be readily adapted for use with hearing impaired children.

5. Selection of Communication Modes

The decision on modes of communication to be used lies with the parents, but they are dependent on input from professionals in order to make an informed choice.

If sign language is being used, the parents must be given an opportunity to learn to sign as well as to stimulate verbal skills. In this way, the hearing impaired child will develop language in a manner similar to a hearing child.

E. RESOURCES

Alpiner, J. et al. Talk to Me. Baltimore, Maryland: Williams and Wilkins Co., 1977.

Dolch, Edward W. Two Thousand Commonest Words for Spelling. Champaign, Ill.: Garrard Pub. Co., 1955.

Harris, Grace. Language for the Pre-School Deaf Child. New York, N.Y.: Grune and Stratton Inc., 1963.

Klima, E. and V. Beluggi. The Signs of Language. Cambridge, Mass.: Harvard University Press, 1979.

Luterman, D. Counseling Parents of Hearing Impaired Children. Lippincott, Toronto, Ontario: Little, Brown and Co., 1979.

Northcott, W. Curriculum Guide: Hearing Impaired and Their Parents. Washington, D.C.: The Alexander Graham Bell Association for the Deaf, Inc., 1977.

Orlanski, J. Mainstreaming the Hearing Impaired Child; an Educational Alternative. Austin, Texas: Learning Concepts, 1976.

Sitnick, Rishmer and Arpan. Parent-Infant Communication. Beaverton, Oregon: DORMAC Inc., 1977.

Streng, A. S. Language Learning & Deafness. New York: Grune and Stratton, Inc., 1963.

COMMUNICATION MODES

TABLE OF CONTENTS

	<u>Page</u>
A. Introduction	20
B. Auditory Training	21
C. Speechreading	29
D. Sign Language	30
E. Speech	38

A. INTRODUCTION

This section includes guidelines for auditory training, speechreading, sign-language and speech.

The first two topics deal with skills in receiving spoken language. All hearing impaired children, regardless of the severity of their hearing losses, should be encouraged and trained to use their residual hearing. In some programs for young children the primary emphasis is on auditory development with the secondary focus on use of vision in communication. This curriculum guide allows for individual programs and parents to decide on their own philosophy and emphasis. All programs should include auditory training as an essential component of skill development and also provide systematic practice in speechreading. It is important to note however, that speech and auditory training should not be used to the exclusion of sign language or other modes of communication.

Sign-language is both a receptive and expressive system. Some confusion and anxiety is occasionally aroused when people who are newcomers to the world of the deaf become aware of the variety of signs, sign systems and their supporting published materials.

All living languages are constantly in a state of change and the language of the deaf is no exception. Local dialects flourish and new signs are invented as new ideas and persons are in the news. The writers of this curriculum support the use of American Sign Language (A.S.L.) as the primary language of the majority of deaf adults. A.S.L. must be accorded the dignity and value equivalent to English and French in our Canadian culture. Deaf students will use A.S.L. as they participate in the society of the deaf.

The responsibility of teachers in the classroom is to teach the language of the wider society which, in Alberta, is English. The sign-language of classroom instruction should be compatible with English in terms of word order, inflections and the inclusion of function words.

There have been many attempts to standardize the modifications which bridge the differences between A.S.L. and English. Some of these variations are quite complicated. Teachers are warned against becoming committed to some unique system which may isolate the students they teach from users of a more widely accepted form of sign-language.

The speech section is based on the Ling approach. Regardless of other modes of communication being used, teachers should be committed to encouraging hearing impaired students to practise the use of their speech skills systematically and with an ever widening range of communication partners. The use of alternative communication modes, including those listed above and reading and writing, will develop language, cognitive and social skills, but in many settings the ability to articulate even a few words clearly may be an asset to a hearing impaired person.

B. AUDITORY TRAINING

1. Introduction

The main goal is to improve the child's communication skills by increasing the amount of information that is available through audition. Training auditory awareness does not imply that the child will ultimately be able to discriminate all the sounds of speech, but he may develop skills to obtain some degree of verbal comprehension. It is suggested that auditory training, to increase the child's ability to communicate meaningfully with his environment, is composed of two basic areas:

a. Natural

The child's exposure to environmental and speech sounds within his everyday experiences at home and school.

b. Planned

Formal auditory training exercises to increase the child's understanding of his environment. These structured sessions would include discrimination training within speech and language in addition to environmental sounds.

2. Foundations of a General Listening Attitude

a. Appropriate Amplification

It is of primary importance that each child is fitted with amplification which provides maximum gain for the detection of sound. This should be done by a qualified audiologist. The information from the audiological assessment is essential. It should include:

- (1) an unaided audiogram which provides a general idea of response to pure tone sounds without amplification;
- (2) an aided audiogram using personal aid or school auditory trainer which provides a general idea of response to pure tone sounds with amplification;
- (3) a speech reception threshold (S.R.T.) which indicates the minimum intensity at which the child can identify words or connected speech utterances;
- (4) a speech discrimination score which indicates the extent to which a child can identify phonetically-balanced (PB) words or connected speech utterances;
- (5) a prescribed volume level which indicates the setting at which the amplification system will function optimally for the individual.

If such information is not provided it is the teacher's responsibility to see that it is obtained. On an on-going basis, it is recommended that the child receive an audiological examination yearly and that the hearing aid frequency response be checked by an audiologist every six months.

b. Consistent Use of Amplification

Only consistent use of amplification systems will make continuous auditory experiences available to the child. The use of amplification must extend from the school to the home; it must become an integral part not only of the educational process, but also of the living process. Therefore a combined effort between the school and the home will be necessary to ensure that this takes place. Two strategies designed to accomplish this are:

- (1) to reinforce the wearing of hearing aids upon arrival at and departure from schools, e.g. perhaps each child could have an individual poster on which he places a sticker if he comes to school wearing his aid;
- (2) to reinforce consistent use over the holidays by a system which would encourage daily monitoring of aids by parents and children, e.g. a contract system which indicates a reward to be given by the school for a specific amount of days in which the aid was worn.

If amplification systems are to be worn at all times, spare parts and loaner aids are necessary when breakdowns occur. The school and the parents need to cooperate to locate a source for these essential parts. Investigation of insurance coverage for loss and/or damage of the aids is recommended for parents. Information about financial support for hearing aids, etc. is available from Alberta Social Services and Community Health - Aids for Daily Living.

c. Careful Management of Amplification Systems

It is only reasonable to reinforce and encourage a child to use amplification when it is in good functioning order and is providing the appropriate gain. Therefore daily monitoring is essential. If minor problems occur, consult the Special Education Handbook section "The Hearing Impaired Student in the Regular Classroom, Appendix B, Troubleshooting". If there is a more serious problem the teacher should consult the audiologist.

A daily monitoring procedure includes:

- a quick visual check of all component parts to ensure that they are clean and not broken;
- a listening check to determine whether the amplification is working properly. This is best accomplished by using a special device which attaches to the receiver (check with audiologist for information);

- the Five Sound Test Developed by Daniel Ling (/u/, /a/, /i/, /s/, /s/) to indicate response to speech stimuli through aid. Response to these sounds will be determined by the amount and use of residual hearing;
- careful attention to the child's response to auditory stimuli throughout the day, as an indication of the functioning quality of the aid.

Initially parents and teachers may be concerned with the management of the aids; however, it should be the aim to encourage the child to accept increasing responsibility for them.

Self-management skills entail:

- appropriate handling of the aids;
- proper adjustment of the settings, e.g. on/off, volume and telephone switch;
- washing molds;
- replacing batteries;
- reporting malfunctioning aids.

The above skills should always be reinforced, and although the child may identify a malfunctioning aid at an inconvenient time, a prompt response will encourage the child to continue self-monitoring.

d. Attention to Acoustic Environment

In addition to providing the child with suitable amplification it is also important to maximize the child's ability to discriminate meaningful sounds by structuring a suitable acoustic environment. The auditory environs, whether within the integrated classroom, special class, or home, should allow the child to hear his own or other's speech over and above background noise. It should be remembered that peripheral noises, such as electric fans, heating systems, typewriters and people walking, may be louder than the focal sounds on which the child may be attempting to concentrate. Hence ambient noise could preclude the hearing impaired child from discriminating speech.

The student should be provided with the most favorable listening conditions, to encourage him to take advantage of natural auditory experiences and formal instruction. In a special classroom it is assumed that several hearing impaired students will be receiving instruction within the same setting, and special acoustic treatment would be justified; namely carpeting, acoustic ceiling tiles, drapes, and the reduction of "hard" surfaces. When a hearing impaired student has been integrated into a regular classroom it should be the responsibility of the itinerant and classroom teachers to analyze the external and within ambient noise in terms of excessive reverberance, and distracting auditory stimuli and acoustic noise. It is essential that instruction be provided within a three meter range of the microphone of the student's hearing aid, and that conversation or auditory experiences should not be masked by competing environmental noise.

Although the acoustic environment may be favorable, there are auditory stimuli that hearing impaired students find difficult to process. This is especially true with comprehending speech projected on a radio, record player, tape recorder, film soundtrack, television or a school public address system. Even though there is little competing background noise in the classroom, during these auditory presentations, the speech is often rather distorted and too rapid to be intelligible to the hearing impaired student. Some students may benefit from a direct cable connection between selected hearing aids and some auditory equipment, e.g. tape recorder. Other students would receive the most benefit from a written summary of the auditory material or from reading a booklet that may accompany the presentation, e.g. a film strip booklet. In addition, an interpreter using appropriate expressive sign language may be helpful.

3. Auditory Skill Training

a. The Equipment

In approaching the task of auditory training the teacher may have one or both of two types of available amplification:

(1) Auditory Trainers - Auditory trainers that provide input through environmental and radio transmitter-microphones are in common use with the more severely hearing impaired students in Alberta. They are valuable devices due to their versatility. They can function as regular body aids allowing students to hear their own voices or environmental sounds. In addition, they serve as specialized auditory training units via radio circuits connecting the teacher's microphone and the student's "crystals" in their receivers. The radio circuit is not limited in use to a particular room, but is operational over a range of several hundred feet. When used well they can provide good auditory training experiences for the student. As emphasis should be placed on providing an optimal auditory environment the following suggestions are given:

(a) Radio-circuit auditory trainers should only be used after consultation with the audiologist, who can establish if this type of aid is more adequate in detecting speech than the use of personal hearing aids. The audiologist should check the functioning of the units and recommend the volume settings.

(b) The teacher should be completely familiar with the training device and be fully aware of its versatile nature, using the radio channels and environmental controls appropriately. Meaningless and distracting stimuli must be avoided. For example, if a group is being provided direct instruction and the rest of the class is working on a different task, all the students should not be tuned-in to the same radio circuit. Similarly, when a class adjourns for recess, the teacher should turn off the teacher microphone before leaving the

room. If the trainer is to be used in a regular classroom the itinerant teacher for the hearing impaired must be responsible for providing inservice to the classroom teacher and assisting with its use.

- (2) Personal Hearing Aids - Personal hearing aids provide the student with auditory information through environments, microphones which amplify all sounds, including speech, within the student's immediate vicinity. Often those with less severe hearing impairments will wear personal hearing aids for both home and school use. Other students will use auditory trainers at school and personal hearing aids at home. The latter group should be given the opportunity to wear their own aids for school auditory training activities, from time to time. This will provide them with the opportunity to relate school auditory experiences to those of the home and vice versa. This may be emphasized particularly towards the end of the school year, when easing the transition from one type of amplification to the other is important. It should be remembered that students who have been provided with new personal hearing aids, especially those receiving an aid for the first time, will need an appropriate training period, where activities are focused on facilitating auditory adjustment to the amplification.

b. Natural Environment

Assuming that the student is fitted with appropriate amplification, and that a suitable acoustic environment has been structured, valuable auditory training can take place within everyday classroom activities. The teacher should provide enriching auditory experiences, which can be threaded through the hearing impaired student's day. Opportunities for auditory training should be optimized, and could take two forms:

- (1) taking advantage of spontaneous environmental sounds;
- (2) planning for integrated auditory training experiences in lessons.

Objective 1 - training auditory detection, discrimination, identification and comprehension of environmental sounds that occur spontaneously in the student's environment.

Strategies: External noises may occur during the student's day, e.g. an airplane, an ambulance siren or dog barking. Awareness or detection of "sound" versus "no sound" should be discussed. Discrimination can be emphasized via selected environmental noises, e.g. a hammering sound. With the latter noise "faster" versus "slower" rhythms could be noted, as well as intensity, "louder" versus "softer".

Although it is not suggested that activities be interrupted constantly for spontaneous auditory training, occasional acoustic events can be capitalized to provide experimental learning.

Objective 2 - training auditory detection, discrimination, identification and comprehension of environmental and speech sounds through incidentally planned activities during the school day.

Strategies: Lessons in language, reading, social studies and science can provide rich opportunities for expansion of the student's auditory discrimination. In each area stories can be dramatized to emphasize sound discrimination, e.g. "huff-puff" in the "Three Little Pigs", "trip-trap" in "Billy Goats Gruff", or distinguishing the gruff voice of the troll from the higher voice of the small goat.

Field trips, sports or outdoor education can include auditory detection and discrimination activities, e.g. traffic noises where the difference between "A car is coming" and "No cars can be heard" may be stressed. A visit to the zoo could provide opportunities for the discrimination of various animal noises, and a track and field event could provide practice with the detection of "sound" versus "no sound", using a starting pistol or whistle.

Though auditory training is not a formal part of every lesson or activity, it is the teacher's responsibility to provide opportunities for auditory awareness activities during the school day. Cooperation between home and school is emphasized to enable parents to include auditory training experiences within home activities, during the school year and holidays. As listening attitudes are formed early in life this integrated approach, involving home and school, is especially important for young children. Where the hearing impaired student is integrated in a regular classroom the itinerant teacher should suggest suitable times of the school day where the classroom teacher can develop auditory awareness and discrimination productively.

c. Planned Training

In planned auditory training three general objectives emerge. These are to improve:

- (1) the detection, discrimination, identification and comprehension of environmental sounds;
- (2) understanding of spoken language;
- (3) the speech intelligibility of the students.

With reference to these goals, the teacher needs to be sensitive to the physiological limitations indicated by the student's hearing loss and the acoustic characteristics of the materials to be presented. Hence, attention must be paid to the individual student's audiogram and the power of the acoustic signal and its frequency range. Due to the widely varying degrees of hearing loss often encountered in the special classroom, organization needs to be flexible. Grouping may vary or activities may be modified to suit individual needs. Within an integrated setting it should be the responsibility of the itinerant teacher to provide instruction in this area if necessary.

Objective 1 - detection, discrimination, identification and comprehension of environmental sounds.

Listening to environmental sounds will not have a direct effect on the auditory comprehension of language. However, the study may derive many benefits from planned exposure to environmental auditory experiences as divergent as the appreciation of music and the awareness of potential danger as presented by on-coming traffic. Perhaps the most valuable contribution of this objective is the psychological link that is built between the student and his environment.

Objective 2 - understanding of spoken language.

Spoken language is generally the aspect of the auditory environment on which attention is focused. Therefore the hearing impaired student will need to develop skills in the auditory comprehension of connected meaningful speech. These listening skills may serve to develop receptive as well as expressive ability.

The speech program developed by D. Ling is based upon optimal use of hearing in acquisition of phonetic elements. However, a comprehensive aural habitation program must include phonologic material for practice. The Auditory Skills Curriculum developed by the office of the Los Angeles County Superintendent of Schools (see Resources) is recommended as a good resource in the development of a systematic program. It features a sequence of skills concurrently developed as well as an abundance of activities coded for preschool, primary, intermediate and secondary levels.

Objective 3 - improvement of speech intelligibility.

This objective is closely linked to the phonetic level of the speech program.

"We treat speech acquisition as the basis of auditory training. In the development of each subskill the child is expected, within the limits of his capacity to hear, to be auditorily aware of the sounds he produces, to discriminate between them, and to identify these patterns when produced by others."
(Ling, 1976, page 4-5).

Ling also points out that the use of speech itself is one of the most effective forms of auditory training practice. Self-monitoring of personal speech aids not only in expressive language but also in discrimination.

Note: Hearing impaired students must be informed of the quality of their voice -- speech proficiency and competency, otherwise they eventually face embarrassing situations upon discovering that their speech is incomprehensible and unintelligible.

4. Auditory Training Resources

Birkenshaw, Lois. Music for Fun, Music for Learning (second edition).
Toronto: Holt Rinehart and Winston, 1977.

Carhart, R. "Auditory Training". Hearing and Deafness. ed. Hallowell Davis.
New York: Holt, Rinehart and Winston, 1978.

Ling, D. Speech and the Hearing Impaired Child: Theory and Practice.
Washington, D.C.: A. G. Bell Association for the Deaf, Inc., 1976.

Ling, Daniel and A. H. Ling. Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. Washington, D.C.: The Alexander Graham Bell Association for the Deaf, Inc., 1978.

Lowell, E. L. and M. Stoner. Play it By Ear. Los Angeles: John Tracy Clinic, 1963.

Office of the Los Angeles County Superintendent of Schools. Auditory Skills Curriculum Foreworks. North Hollywood, California: 1976.

Sanders, D. A. Aural Rehabilitation. Englewood Cliffs: Prentice-Hall, Inc., 1971.

Wagner, G., M. Hosier and M. Blackmon. Listening Games, Building Listening Skills with Instructional Games. Darien, Conn.: Teachers Publishing Corp., 1970.

C. SPEECHREADING

Speechreading is a valuable skill to be encouraged to the student's highest level of ability. This skill develops naturally, in conjunction with expressive language and speech. Maximum opportunity should be provided for the student to process information through this channel, but it should not be allowed to usurp the role of audition.

It is recommended that speechreading be incorporated into routine school activities, rather than be taught in a regular time schedule. In a total communication program, this helps prepare the student to deal with situations where manual communication is not available. However, formal systematic training will prove valuable in cases of adventitious deafness, where the onset of the hearing loss has occurred after the development of spoken language.

The text Speechreading by Jeffers and Barley is a good reference. Other resources are listed.

Resources

Haspiel, George S. A Synthetic Approach to Lip Reading - Materials for the Child of Grade School Age. Magnolia, Massachusetts: Expression Company, 1969.

Jeffers, Janet and Margaret Barley. Speechreading. Springfield, Ill.: Charles C. Thomas, 1971.

Samuelson, Estelle E. and Minnie B. Fabregas. A Treasure Chest of Games for Lipreading Teachers. Washington, D.C.: The A. G. Bell Association for the Deaf.

D. SIGN LANGUAGE

1. Introduction

There are some hearing impaired students whose competency in oral English is likely not to be far advanced. For that minority this section on sign language was developed.

Recent research indicates that American Sign Language (A.S.L.), and English are two separate and distinct languages. The stages of development in the acquisition of A.S.L. with deaf children parallel the development of English in children with normal hearing (Klima and Beluggi, 1979).

In free settings, A.S.L. has been acquired or is being acquired in a colloquial and social frame of reference. At the same time, English is being taught through an acquisition process with the use of speech and Manually Coded English (M.C.E.). M.C.E. puts signs in English word order, uses special sign markers for morphemes such as "ing", etc. and sometimes incorporates finger spelling where English words are spelled out.

Hearing impaired children should be permitted to experience flexibility in communication. Thus A.S.L. may be used in the classroom as the language of instruction for specific clarification of difficult concepts and to explain English reading material in curriculum related subject areas. In these situations A.S.L. functions as a natural communicative base language to help understand English.

The opportunity to develop a good self-concept may therefore be enhanced in those hearing impaired children who are given the freedom to work with their familiar and comfortable form of communication.

Note: Teachers should be familiar with A.S.L. so that they may be in a position to use it as a medium for teaching English. This does not mean that teachers are required to teach A.S.L. if the H.I. child is able to use English as a language base.

2. Guidelines for the Use of the American Sign Language (A.S.L.)

- a. Recognize, appreciate and work with the varieties of communication/ language backgrounds that students have.
- b. Accept and use A.S.L. as a colloquial form of communication with students and as one of the aids to teaching English and concepts in other subjects.
- c. Carefully consider error in English expression in any mode, e.g. written, spoken, M.C.E., as possible attempts to use A.S.L. or P.S.E. (Pidgin Signed English). Use paraphrasing techniques to check meaning and indicate distinctions between A.S.L. and English without undue criticism.
- d. Allow students to appreciate and develop structures of A.S.L. and standard English. Emphasize to students the fact that M.C.E. is a form of English, not a form of A.S.L.

- e. Upgrade skills in A.S.L. and M.C.E. and encourage the same opportunity to family and friends.
- f. Relate A.S.L. to other languages and how recent research indicates written glosses and notation systems to help understand A.S.L. through English.
- g. Refer to references and resources listed on page 36 for suggested procedures in translation and transformation work.
- h. Refer to Deaf Studies in the hearing impaired curriculum and deaf adult models for advice and support in educating students in the meaning and use of A.S.L. within their culture, i.e. expression, inflection, common responses, local and regional variations.

3. Teaching Suggestions for A.S.L.

a. Syntax

OBJECTIVES	STRATEGIES	MATERIALS
Translates between A.S.L. and English, demonstrating Syntax differences and similar semantics.	Use pictures, flash cards, sentence strips, chalkboard, demonstration in A.S.L. and M.C.E.	I Want to Talk. A Basic Course. Intermediate Sign Language.
Illustrates sign idioms (colloquialisms and English idioms including conversation type responses to questions and comments, e.g. yeh, really?).	Use role play (creative drama) and video tapes.	Conversational Sign Language.
Classifies sentence type structures, e.g. questions, comments, statements, negatives, of A.S.L. and translates them into English.	Provide practice through writing, role playing, overhead projector. Demonstrate appropriate facial expressions.	American Sign Language. A Basic Course. Sign Language Studies.
Demonstrates A.S.L. inflections of body language and non-manual behaviors and English inflections which show degree, intonation, emphasis, etc.	Use role playing in real live situation. Use video tapes.	American Sign Language.
Constructs transformations within A.S.L. and demonstrates how transformations occur in English	Provide exercises in expansion and contraction through column work.	A Basic Course.

b. Vocabulary - Lexical

OBJECTIVES	STRATEGIES	MATERIALS
Fingerspells names, places and other words for practice in clarity and reading fingerspelling skillfully.	Use category games, bingo, scrabble, fingerspelling.	Games & Activities. Play It By Sign. Signs for All Seasons.
Classifies signs according to handshapes, movement and meaning.	Use games, story creation within one category, imitation.	Sign Language. Joy of Signing. Games & Activities.
Associates signs with English words.	Use matching dictation. Have fingerspell spelling "bees". Play bingo. Use overhead.	Joy of Signing. Amer. Sign Language. Play It By Sign. Signs for All Seasons.
Lists fingerspelling loaners, e.g. why, what, job, used in place of a sign.	Play small group games.	Amer. Sign Language; Teacher's Text.
Generates use of sign classifiers in stories, narratives, songs, poems, idioms, riddles, jokes to exemplify nouns in position, movement and time and adjectives in qualities and quantities.	Use telephone game ("pass-it-on"). Use video tapes. Invite deaf models.	Games & Activities. Play It By Sign.
Contrasts movement of same sign indicating noun or verb, e.g. chair - sit, plane - fly.	Demonstrate and have student use in sentences and translate into English.	Amer. Sign Language; Teacher's Text. Sign Language Studies.
Translates A.S.L. pluralization into English phrases and the reverse.	Use recitation, group interaction and games.	Amer. Sign Language; Teacher's Text.
Demonstrates multiple signs for same English word that have different semantics, e.g. possessive "have", must "have to", past "have been".	Use overhead, pictures. Have students practise sentences in A.S.L. and English.	Visual Language Overheads.

OBJECTIVES	STRATEGIES	MATERIALS
Executes examples of directional verbs, e.g. give, show.	Have students use in sentences and relate to English. Provide translation demonstration.	Course in Sign Language. Sign Language Studies.
Converts expression of time concepts between A.S.L. and English.	Use demonstrations of time (distant - past to distant future); use time line. Use overhead projector.	Amer. Sign Language; Teacher's Text.
Discriminates between who and what pronoun indicators, in A.S.L., e.g. you, yours, yourself.	Have students use in sentences.	Amer. Sign Language; Teacher's Text.
Contrasts signs that look similar, e.g. lost, finished.	Demonstrate use in context.	Conversational Sign Language II.
c. <u>Advanced Enrichment</u>		
Contrasts and compares (iconicity and arbitrary aspects in A.S.L. signs).	Provide demonstrations with pictures; show differences.	see c. Journals. Amer. Sign Language; Teacher's Text.
Reports on history, evolution, roots of signs and A.S.L., S.L. systems in Canada: Canadian S.L., Quebec S.L., Eskimo S.L., Maritime S.L.	Have students do library research. Provide opportunity for presentation of skits.	see c. Journals.
Identifies varieties of sign language, e.g. British two handed finger-spelling, international signs, manually coded English systems.	Have students do library research. Use debate; class presentation.	
Dramatizes the social situations between deaf and hearing people who demonstrate the use of P.S.E.	Provide small group work. Use role play.	Amer. Sign Language; Teacher's Text.

4. Guidelines for Use of Manually Coded English (M.C.E.)

a. Syntactic

- (1) Use English word order with voice.
- (2) Fingerspell or sign all function words such as determiners and articles.
- (3) Fingerspell or sign the various forms of "to be" - is, am, are, was, were, be, been.
- (4) Fingerspell or sign the following regular markers or morphemes, fingerspell only all irregular forms of past tense verbs:
 - Progressive (-ing)
Verbs only ("running", "walking")
 - Past-tense (-ed)
Verbs only ("runs", "walks")
 - Third-Person Singular (-s)
Verbs only ("runs", "walks")
 - Past-participle (-en)
Verbs only ("taken", "spoken")
 - Plural (-s)
However, irregular plurals are pluralized by repetition ("children") or fingerspelled.
 - Possessive (-'s)
 - Comparative (er)
 - Superlative (-est).
- (5) Fingerspell or sign the following derivational affixes:
 - Negativizer (un-)
Used to negate adjectives ("unhappy", "unsure", "incapable")
 - Adverbializer (-ly)
Used to transform adjectives to adverbs ("happily", "sadly")
 - Agentive (-er)
Used to transform verbs to nouns or to indicate agency is present ("swimmer", "teacher")
 - ment, ness.
- (6) Utilize sign principle of directionality as in give, show, etc. ("Please give me the book.").
- (7) Utilize fingerspell principle of negative incorporation to parallel utterances ("dunno", "don't wanna").

b. Lexical

- (1) Use a semantically based approach to vocabulary, e.g. different signs for "run" in "John runs home", "Can you run the meeting?".

- (2) Use initialing for semantically related but lexically different signs in a thoughtful manner, e.g. FAMILY, GROUP, TEAM.
- (3) Fingerspell items for which an existing sign may be more difficult or complex for the students than the spelling.
- (4) Fingerspell those words whose signs in citation form may convey inappropriate information, e.g. LOOK U, Give B-A-C-K.
- (5) Signs for needed words will be decided based on the following:
 - use of local sign or standard sign
 - use of another local sign
 - use of suggestions in existing books or from deaf adults
 - use of fingerspelling or creation of an appropriate sign suggested on advice from deaf adults.
- (6) Contractions are to be dealt with as single sign items, e.g. CAN'T, WON'T, when appropriate signs are available or fingerspelled.

5. Parental Involvement

Parents should be encouraged to develop a repertoire of practical functional expressions in sign language in order to communicate effectively with their hearing impaired children. Use of sign language during dish washing, family dinner, and everyday doings are the key to language and conceptual development. The early years (2-5) of communication are determinants of language acquisition; if communication becomes a frustrating experience, language learning is minimized.

The attitude of the parents towards sign language influences the child. The child quickly realizes whether or not the parent considers the skill important, and most children are anxious to please. Parents need to be trained to use praise and encouragement constantly in the development of sign language.

Parents should be encouraged to contact deaf adults including parents of deaf children in order to appreciate their deaf children better. The deaf adults have an essential contribution to make to hearing parents' understanding of their deaf children.

Parents should be well-informed about the culture and give guidance as to information sources, e.g. Alberta School for the Deaf library, association within the deaf community.

6. A.S.L. Resources

a. Texts

Cokely, Dennis and Baker, Charlotte. American Sign Language: A Teacher's Text on Grammar and Culture. T.J. Publishers, 1980.

Fant, Louie J. Intermediate Sign Language. Joyce Media, Inc., 1980.

Fischer, Susan and Gough, Bonnie. "Verbs in American Sign Language", Sign Language Studies. 1978, 18, 17-48.

Hoemann, Harry W. and Lucafe, Rosemarie. I Want to Talk: A Child Model of American Sign Language. National Association of the Deaf, 1980 (and companion video-tape).

Humphries, Tom, Padden, Carol and O'Rourke, Terrence J. A Basic Course in American Sign Language. T.J. Publishers, 1980.

Ingram, Robert M. "Rhyme, Topic and Comment in the Syntax of American Sign Language". Sign Language Studies. 1978, 20, 193-218.

Kirchner, Suzie. Play It By Sign. Joyce Motion Picture Company, 1974.

Kirchner, Suzie. Signs for All Seasons. Joyce Motion Picture Company, 1977.

Madsen, Willard J. Conversational Sign Language II, An Intermediate - Advanced Manual. Gallaudet College, 1977.

Newby, Robert F. Newby Visual Language Overheads. Pennsylvania School for the Deaf, 1979.

Royster, Mary Anne. Games and Activities for Sign Language Classes. National Association of the Deaf

Vernon, M, Coley, J. and Ottinger, P. "The Use of Sign Language in the Reading-Language Development Process". Sign Language Studies. 1979, 22, 89-94.

b. Dictionaries

Rieckhof, Lottie. The Joy of Signing. Gospel Publishing House, 1978.

Sternberg, Martin. American Sign Language: A Comprehensive Dictionary. Harper and Row, 1981.

Stokoe, William G., Casterline, Dorothy C. and Croneberg, Carl G. A Dictionary of American Sign Language on Linguistic Principles. New Edition, Linkstok Press, 1976.

c. Journals

Sign Language Studies

American Annals of the Deaf

Deaf American

Deaf Canadian

Reflections

d. M.C.E. Resources

Bornstein, H. "A Description of Some Current Sign Systems to Represent English". American Annals of the Deaf. 1973, 118, 454-470.

Bornstein, H., Saulnier, K. and Hamilton, L. "Signed English: A First Evaluation". American Annals of the Deaf. 1980, 125, 467-481.

Bornstein, H. and Saulnier, K. "Signed English: A Brief Follow-Up to the First Evaluation". American Annals of the Deaf. 1981, 126, 69-72.

Bornstein, H. et al (eds.). The Signed English Dictionary. Gallaudet College Press, 1975.

Cokely, Dennis. Pre-College Programs: Guidelines for Manual Communication. Gallaudet College Press, 1979.

Kluwin, Thomas N. "A Rationale for Modifying Classroom Signing Systems". Sign Language Studies. 1981, 31, 179-187.

Marmor, G.S. and Pettite, L. "Simultaneous Communication in the Classroom: How Well is English Grammar Represented?". Sign Language Studies. 1979, 99-136.

E. SPEECH

This section of the curriculum focuses on the acquisition of speech skills and provides guidelines for their development. Speech is defined as sound pattern production which carries the content of spoken language.

An effective speech curriculum should be developmental, based on current research, with provision for sequential teaching steps and techniques for evaluation. It should offer a multi-sensory approach for speech acquisition, and facilitate practice and usage in the child's everyday world.

For these reasons the program outlined in Speech and the Hearing-Impaired Child: Theory and Practice (Ling, 1976) is used as the speech curriculum in Alberta. This program requires the utmost use of residual hearing supplemented when necessary by other sensory modalities, i.e. visual, tactile, kinesthetic and proprioceptive. It is diagnostic and prescriptive and offers a developmental framework for speech acquisition, consisting of seven general stages with precise "targets" and sequential sub-skills. Specific teaching strategies are suggested for production of these targets, which are evaluated on an on-going, consistent basis. Practice of the newly acquired speech sounds to a level of automatic recall and transfer to the student's spontaneous speech is emphasized. While providing definite speech targets and methods of approach it does allow flexibility for individual preferences in planning instructional activities.

1. Pre-requisites for the Program

a. Audiological Assessment

Each student entering the program should have had a complete audiological assessment by a qualified audiologist. A copy of the recent audiogram should be supplied to the teacher, see Auditory Training Section.

b. Books and Materials

Teachers providing direct speech instruction should have individual working copies of the following:

- (1) Speech and the Hearing-Impaired Child: Theory and Practice, D. Ling.
- (2) Teacher/Clinician's Planbook and Guide to the Development of Speech Skills, D. Ling.
- (3) Tablets of Phonetic Level Speech Evaluation (25 copies/tablet), D. Ling.
- (4) Tablets of Phonological Speech Evaluation (25 copies/tablet), D. Ling.

Each student will require a Cumulative Record of Speech Skill Acquisition, D. Ling.

These materials may be obtained from the A.G. Bell Association for the Deaf, 3417 Volta Place, N.W., Washington, D.C. 20007.

All people involved with the hearing impaired student should have access to the above materials.

c. Equipment

A high-quality tape recorder for recording speech samples will be required.

Additional special purpose aids and equipment designed to provide help with specific speech aspects are available. Examples of these are auditory training units, voicing indicators, frequency spectrographic display, voice intensity indicators, nasality indicators and computerized multidimensional display. Consultation with the student's audiologist or professionals in speech and hearing centers for detailed information on the advisability of such equipment is recommended.

2. Initiating the Program

a. Organizing Responsibilities

Responsibilities are carried out through an individual or team approach.

If a team approach is utilized, on-going dialogue concerning each student's speech targets is vital, even to the extent of having team members, e.g. teacher, speech clinician and audiologist, working on speech together in the classroom. Attention should be focused on a unified approach so that the student feels that speech is not isolated from the classroom, but an integral part of the day.

The roles of the personnel will vary according to their individual skills and competencies in carrying out the essential tasks. Periodically other personnel could be utilized to provide objectivity in evaluation.

Information about the speech program should be provided to the parents and regular classroom teachers having hearing impaired students in their classrooms. In addition, assistance could be enlisted from other interested people in the student's home and school environments, e.g. other teachers, relatives, neighbors and friends. The capabilities of support personnel to follow and carry out the program should be considered and their specific role discussed and clearly defined. Important factors to consider are the ability to act as good speech models and listeners, as well as to utilize situations to improve the student's oral communication skills and to reinforce and encourage his efforts.

b. Parental Involvement

There are five main areas of parental involvement.

- (1) Consistent Use of Amplification - It is the responsibility of the parents to see that the hearing aid is set at the prescribed volume control and worn consistently.
- (2) Attitude - The attitude of the parents towards speech influences the child. The child quickly realizes whether or not the parent considers the skill important, and most children are anxious to please.
- (3) Reinforcement - Parents need to be trained to use praise and encouragement constantly in the development of speech. They must be made aware of the need to listen for the sounds acquired in therapy, or in the classroom, and to praise immediately, with a word, a sign, or an approving glance.
- (4) Use of Practical Functional Expressions - Parents who are unable to become closely involved with the speech program should be encouraged to develop a repertoire of practical functional expressions in speech which will become a part of the family routine. It should be pointed out that activities such as eating meals, doing dishes, setting the table, sorting the laundry, playing cards, and going on family outings, are key periods for encouraging speech.
- (5) Close Involvement with the Speech Program - Parents should attend sessions with the teacher regularly so that they may be aware of the targets on which their child is working. They should be provided with games and activities to stimulate these targets and encouraged to develop transfer of the skills acquired at school into the speech used at home.

Success in the speech program cannot be expected without parental involvement. The development of speech should be encouraged both at home and at school. This may be self-evident as far as an oral program is concerned, but it should also be made clear to parents using total communication.

3. The Program

a. Evaluation

It is essential to begin with a detailed evaluation at both the phonologic levels and the phonetic levels. However, this should not be attempted unless the child is vocalizing spontaneously. Detailed instructions of evaluation procedures are stated on pages 144-172 of the text: Speech and the Hearing-Impaired Child: Theory and Practice, by D. Ling.

Use of the natural language of the classroom in all content areas is essential in effecting the transfer of speech skills to the semantic level. The school program should provide a variety of opportunities for practising speech gains.

Only consistent practice throughout the day will strengthen the complex motor patterns required for natural running speech.

b. Adaptations to the Program

A basic developmental framework is provided in this program from which the teacher can build an individual plan necessary to meet the needs of each student. It is not a closed system; supplementary ideas and techniques from other approaches can be incorporated.

Its effectiveness will depend upon the adaptation of these supplementary resources within the framework provided. Although examples of strategies are given, the program largely relies upon the skills, creativity, and imagination of the teacher.

4. Conclusion

The development of speech is an interactive process with the emphasis on the dynamic communication between the student and the people in his world. Hence the student should be viewed as an active participant in the speech program. Through this communication the teacher learns about the student in order to design the program relevant to his interests and needs. In addition the attitude of people at home and school should be supportive of the student's attempts to verbalize, as this positive reinforcement will be a vital factor in encouraging the student to make further efforts. With this cooperative spirit established, the student should gain the confidence and desire to communicate with an ever-widening circle of the community.

5. Speech Resources

Atlantic Provinces Resource Centre for the Hearing Handicapped - Speech Curriculum. Amherst, Nova Scotia: Atlantic Provinces Resource Centre for the Hearing Handicapped.

This speech curriculum for hearing impaired children is a comprehensive program which covers the following topics: evaluation and teaching of specific sounds, voice, rhythm, in speech practice. A useful glossary of speech terms is also included. This curriculum would provide a valuable resource for instructional planning.

Calvert, D.R. and Silverman, S.R. Speech and Deafness. Washington, D.C.: A.G. Bell Association for the Deaf, 1975.

This book has detailed information on the production, the teaching and the development of speech, as well as a chapter on the use of amplification by Dr. Ling. The various methods described are the Auditory Global Method, The Multisensory Syllable Unit Method, and the Association Phoneme Unit Method. The clarification of the various methods may be useful to people who are unfamiliar with recent and past trends in the education of the deaf. At the same time the book contains a great deal of sound advice for informed parents and educators on the use of amplification, mechanical aids and the production of speech sounds.

Cohen, Shirley. Accepting Individual Differences - Hearing Impairment (book and tape) and Can You Hear Me? (book). Niles, Illinois: Developmental Learning Materials, 1977.

This is a kit consisting of two books and a cassette tape. They are designed to provide basic information for the general public about hearing impairment.

The book Can You Hear Me? gives an overview of some of the implications of deafness with large colorful photographs, which would be particularly useful for introducing the problem to school age children.

The second book, Accepting Individual Differences - Hearing Impairment, encourages interaction with the hearing impaired through suggested activities and materials on various themes. The accompanying tape provides samples of the speech of hearing impaired children.

Bard, Etiole. Teaching Aphasics and Other Language Deficient Children - Theory and Application of the Association Method. Jackson, Mississippi: University Press of Mississippi, 1974.

This book describes an educational approach based on the McGinnis method of teaching aphasic children. It provides an analysis of McGinnis's method in relation to the motor theory of speech production and a rationale for use of the method with language disordered children. The book's major features include a clarification of the procedures described in McGinnis's own book as well as suggestions for adaptation of principles of the approach to individual instructional programs.

Haycock, G.S. The Teaching of Speech. Washington, D.C.: Volta Bureau, 1933.

This text, although extremely old, can provide insight into articulation problems with specific strategies for remediation. It has proved useful for generations of teachers of the deaf.

Ling, A. and Ling, D. Aural Habilitation. Washington, D.C.: A.G. Bell Association for the Deaf, 1978.

This readable introductory text focuses on the development of the hearing impaired child's spoken language. The book deals with habilitation, or development, rather than rehabilitation, or remediation, and hence stresses early identification of the hearing loss, and early intervention with speech and language programming. The Lings discuss communication through the effective use of suitable amplification and individualized instruction. They provide capsules of information for the parent, teacher/clinician, administrator involved with hearing impaired children, or the education, audiology or speech pathology student. The information emphasizes maximizing the child's residual hearing, speech assessment and teaching, language development and program designs. The book is pre-requisite reading for Speech and the Hearing-Impaired Child: Theory and Practice, and provides an excellent background to the speech curriculum.

Ling, D. Speech and the Hearing Impaired Child: Theory and Practice. Washington, D.C.: A.G. Bell Association for the Deaf, 1976.

McGinnis, Mildred A. Aphasic Children - Identification and Education by the Association Method. Washington, D.C.: A.G. Bell Association for the Deaf, 1963.

This book describes, predominantly through case studies, the Association Method which the author developed for both hearing and hearing impaired children, who exhibit extreme difficulty developing comprehension and use of speech and language.

Jorce, E. Teaching Speech to Deaf Children. Washington, D.C.: A.G. Bell Association for the Deaf, 1974.

This is a short, concise and easy-to-follow book that provides a developmental plan for teaching speech at the phonologic level. It also provides a list and description of games and equipment that may prove valuable in meeting the individual deaf child's needs.

6. Additional Speech Resources

Dawson, M. and Newman, G. Say and Hear - Oral Reading and Linguistics. Teacher's Edition. Westchester, Illinois: Benefic Press, 1969.

This book contains ideas for poetry, rhymes, riddles, stories, tongue twisters and short plays to encourage spontaneous speech. It focuses on specific sounds and sound groups and may be used with children of all ages.

Flowers, Ann M. The Big Book of Sounds. Danville, Illinois: The Interstate Printers and Publishers, Inc.

This is a compilation of word lists, sentences, verses and rhymes for speech work on consonants and consonant blends in different word positions. It is appropriate for elementary school children and may be used to provide additional practice in facilitating consistent use of the particular sound in spontaneous speech.

Hip Supporters Speech Packet. Dayton, Ohio: Patterson Kennedy School.

This is a packet of materials designed for use with the Ling speech method. The activities were developed by teachers of the deaf in the Dayton program.

Murphy, Harry J. and Schoenfield, Dianne Davis. Games Kids Like and More Games Kids Like (combined edition). Tucson, Arizona: Communication Skill Builders, Inc., 1975.

This is a booklet of over a hundred short games which can be used as extra practice or reinforcement for both speech and language skills. They are enjoyable for both home and school.

Parker, Jayne Hall. My Speech Workbook. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1972.

This is a series of workbooks containing materials and ideas for speech work on different consonant sounds. They include word lists, practice sentences, rhymes, riddles, poems, games, etc., and vary in difficulty from grade one to an intermediate primary level. The materials provide many practice exercises which may be used to involve parents and other individuals interested in improving the child's speech production.

Spirit Master Speech Therapy Workbooks. Kitchener, Ontario: Kahl's Incorporated, 1976.

Each of this series of spirit master workbooks contains a wide variety of highly motivating exercises on a particular consonant sound. They include hidden pictures, card games, picture puzzles, etc., which may be enjoyed by children of different ages and levels of speech acquisition. Some of the activities are open-ended and could be used in many ways by the creative speech teacher.

Systems O.N.E. Kit. Salt Lake City, Utah: Educational Media Center.

This kit is designed for teachers with hearing impaired children in their classrooms. The cassette tapes and filmstrips could also be valuable for people unfamiliar with hearing impairment who are involved with hearing impaired children in other educational settings.

This kit provides insight into the problems encountered by the hearing impaired child in processing and developing speech. It described the difficulties experienced by a child with a hearing loss and suggests techniques for encouraging speech.

It gives a clear explanation of the components, use and care of the hearing aid.

Information is provided on speechreading and auditory training for the hearing impaired child in a regular classroom.

THE LANGUAGE ARTS PROGRAM

TABLE OF CONTENTS

	<u>Page</u>
A. Introduction	48
B. Objectives	50
C. Language Needs of the Integrated Student	52
D. Strategies for Teaching Syntax	55
E. Vocabulary Development	59
F. Reading	60
G. Handwriting	69
H. Typing	69
I. Spelling	69
J. Drama	69
K. Evaluation	71
L. Selecting Dictionaries	73
M. Selecting Materials	76
N. Resources	77
Appendix A - Language Record Book	78
Appendix B - Standardized Language Tests	84

A. INTRODUCTION

The primary educational need of hearing impaired students is the development of language skills. Language is essential to emotional, social and cognitive growth and to the transmission of knowledge. All teachers of hearing impaired students are therefore teachers of language. Language dominates the curriculum and provides the techniques for searching out, recording and considering information.

By school age there are basically three groups of hearing impaired students:

1. Those whose language, although delayed, is following a developmental pattern similar to the language acquisition of students with normal hearing;
2. Those whose language is extremely limited and whose language utterances may be quite different in formation from normal early utterances;

Language sample of a deaf student:

Boy, age 10 years 8 months, severe to profound hearing impairment, pre-lingual onset, written sample (uncorrected);

'At Early morning family went to laked name is Pigeon Lake and have a picnic and family have a boat on the car and carried anything. family carried the boat to the lake and husband got rod and rode in the boat and fishing in the water and He got 35 fish and the boy carried the water in the pail and through out forest and poured the water out the pail and a little girl searched for the squirrel and found two quirrel and showed mother and mother cook anything to eat and and hit log and eat supper then went to sleep early and went in the tent and slept very fact. At Early morning family went home."

3. Those who have a well developed gesture or sign language which does not parallel English and who will therefore be learning English as a second language.

The needs of the three groups are therefore different: those in the first group will continue to develop language with a natural approach, whereas those in the second group require more structured teaching. Those in the third group should be accorded both the dignity and the cognitive advantage of continuing to use their language system until they develop usable knowledge of English. Included in this third group would also be students from non-English speaking homes.

The basic resources for teachers instructing students whose language is delayed, are the most recent Language Arts Curriculum Guides with suggested modifications discussed below.

For those teachers whose students require a more structured approach, the basic resource is:

Blackwell et al. Sentences and Other Systems, A Language and Learning Curriculum for Hearing-Impaired Children. Washington, D.C.: A.G. Bell Association for the Deaf, 1978.

Sentences and other systems begins with three overview chapters on:

1. language problems of the hearing impaired and theories of language acquisition;
2. cognitive and linguistic development; and
3. the process of curriculum design. It is essential that all teachers study these chapters before moving to the sections on methodology.

The framework for the language development program includes four basic, ordered steps: exposure; recognition, comprehension and production. In addition reading and writing are major components.

The approach to syntactical development is through consistent use of five basic sentence patterns:

- | | | |
|------------------------|---|---|
| Sentence Pattern One | - | The baby cries
NP + V |
| Sentence Pattern Two | - | The boy hit the ball
NP ₁ + V + NP ₂ |
| Sentence Pattern Three | - | The building is tall
NP + be + NP ₂ |
| Sentence Pattern Four | - | The man was a baker
NP ₁ + be + NP ₂ |
| Sentence Pattern Five | - | My house is on the hill
NP + be + Adv. |

Techniques of classroom use and development of the patterns into more complex sentences are described in detail. The final chapter deals with language assessment.

B. OBJECTIVES

General Language Arts Objectives for Grades 1 - 12

"Language is a social behavior. Therefore, the language arts program should provide opportunities for students to experience language in functional, artistic and pleasurable situations with the aim:

1. To develop awareness of and interest in how language works;
2. To develop an understanding and appreciation of a wide range of language use;
3. To develop flexibility in using language for a variety of purposes."

Elementary Language Arts Curriculum Guide (Alberta Education, 1982).

Specific Program Objective #1

ALL PROGRAMS SHOULD HAVE CLEARLY DELINEATED EVALUATION PROCEDURES WHICH ARE USED ON A REGULAR BASIS.

Initial assessment is basic to planning the language arts program (see K. Evaluation, page). Records from previous teachers and speech clinicians are therefore required. The results of initial evaluation will assist the teacher in determining the developmental language level of the student and the methods and materials needed.

Consistent monitoring of teaching strategies and student progress is essential and should be carried out on a systematic, regular basis.

Specific Program Objective #2

"A LANGUAGE ARTS PROGRAM WHICH PROVIDES FOR A BALANCED APPROACH MUST BE BASED ON THE INTEGRATIVE NATURE OF ALL ASPECTS OF RECEPTIVE AND EXPRESSIVE LANGUAGE SKILLS" (page 2, Elementary Language Arts Curriculum Guide, Alberta Education, 1982).

Components of the language program are:

Listening and Viewing	- Receptive
Reading and Viewing	
Speaking/Sign-Language	- Expressive
Writing	

"Language use reflects the interrelatedness of the process of listening, speaking, reading, writing and viewing" (page 3, Elementary Language Arts Curriculum Guide, Alberta Education, 1982).

Specific Program Objective #3

ALL PROGRAMS SHOULD PROVIDE FOR SEQUENTIAL DEVELOPMENT IN ALL SKILL AREAS.

Vocabulary

Typing

Language Structure

Spelling

Reading

Oral Expression

Handwriting

Written Expression

Specific Program Objective #4

ALL PROGRAMS SHOULD HAVE A SYSTEM OF RECORDING THEMES USED, CONTENT PRESENTED AND SKILL LEVELS ATTAINED.

The four major teaching steps are:

a. Exposure

c. Comprehension

b. Recognition

d. Production

Teachers of young children should list development of concepts such as color, shape and size. Teachers of older students should include vocabulary lists and syntactic structures. Note should also be made of whether there was simply exposure to these elements or whether the students progressed through recognition and comprehension to production. Weekly or monthly recording is recommended.

Specific Program Objective #5

PROGRAMS SHOULD PROVIDE EVIDENCE OF INTEGRATING LANGUAGE TEACHING IN ALL CLASSROOM ACTIVITIES.

Basic to all curricular planning in special education is the concept of integration of the activities in the classroom day rather than maintaining the traditional divisions of academic disciplines. Language teaching plays a unifying function. The thematic approach, as described in Sentences and Other Systems (Blackwell et al), provides the framework for this style of teaching.

Teachers should not feel constrained to use the themes suggested in the text. Rather they are encouraged to use topics from Alberta Education curricula for science and social studies, and the living and vocational skills section of this curriculum guide.

Current events, in particular, provide high interest themes. Elections, eclipses and international events such as the Olympic games are excellent motivators for language use.

Specific Program Objective #6

"TEACHERS IN ALL SUBJECTS MUST ASSUME RESPONSIBILITY FOR APPROPRIATE APPLICATION OF COMMUNICATION SKILLS AS THEY RELATE TO THEIR PARTICULAR AREAS" (page 3, Elementary Language Arts Curriculum Guide, Alberta Education, 1982).

At the elementary level it is easier to integrate subjects because one teacher usually has responsibility for teaching all subjects to her class. In the team-teaching situation, close liaison and joint planning are necessary to maintain consistency in expectations.

At the secondary level, the most commonly used system of organization is departmentalized teaching. In the integrated setting of a large system, the itinerant teacher provides a coordinating function and assists the hearing impaired student with the vocabulary and language structures for any course. Within a special program for hearing impaired students, staff members must have adequate time to plan together so that departmentalization does not fragment the program. Alternatively, the organization can be such that the teacher of language also teaches reading and a content subject so that the thematic approach can be implemented more easily.

Specific Program Objective #7

THE FUNCTIONAL USE OF LANGUAGE SHOULD BE STRESSED AT ALL LEVELS.

Throughout all phases of the language program, emphasis should be on the functional use of language. The purpose of all activities must be clear to students. In particular, the mechanics of grammatical structure should not become a ritualistic skill without relevance to self-expression.

There is a place for drill on certain aspects of grammar, e.g. possessives, substitution of pronouns for nouns, but teaching techniques of this type should be used with restraint. Success in programmed learning materials designed for mastery of technical aspects of grammar does not necessarily transfer to spontaneous generation of appropriate and correct sentences in writing or in comprehension of sentences in reading texts.

Sentences and Other Systems (Blackwell et al) advocates using tree diagramming at all levels in the teaching of language. This focuses on language syntax and may prove to be a difficult task for those students having a poor grasp of the semantics of language. Diagramming should therefore be used judiciously especially with younger students.

C. LANGUAGE NEEDS OF THE INTEGRATED STUDENT

(See also Special Education Handbook Section: "The Hearing Impaired Student in the Regular Classroom".)

The Language Arts Curriculum Guides, Alberta Education, provide the basic content in meeting the needs of the integrated student in the language arts program. The prescribed textbooks in language, reading and spelling, will, in most cases, be used by the student with a hearing loss who is participating in the regular classroom. In other words, the needs of the hearing impaired student will be assumed to be the same as hearing students. The teacher must, however, continue to be aware of the individual differences of each student in the language arts program. Consideration should be given to the degree of hearing loss, potential to learn, and ability to acquire language.

Most hearing impaired students will need tutorial services on a continuous basis throughout their school careers. Itinerant teachers, where available, provide assistance to the teacher in understanding the special needs of the student, and in providing supplementary instruction in specific areas of the curriculum. Following are some language areas in which hearing impaired students often encounter difficulty in the regular class:

1. Phonic Analysis
2. Structural Analysis

Problems with these tasks are directly related to the effects of hearing loss. Students with high frequency hearing losses do not hear the final "s" on words and therefore may not be aware of plural and possessive endings until they learn to read and see these structures in print. Similarly, the past tense ending as in "walk, walked", is also low intensity, high frequency and therefore is often omitted.

Depending on the severity of the hearing loss, listening for specific sounds may be impossible. The student in reading may be a visual learner who is learning language through reading in contrast to the normally hearing student who is decoding visually to match auditory knowledge of the language in which he is already fluent.

3. Vocabulary Development
4. Conversational Language

See section E. Vocabulary Development, page 59. The vocabulary of the playground may also have to be taught because the hearing impaired student may not pick up words incidentally. It is important for social reasons for students to know the current slang.

5. Complex Directions
6. Sequencing 3 - 4 Events

Because of limited language knowledge, students with hearing losses have difficulty in sorting out significant sections of either oral or written presentation and remembering the salient points in appropriate order. Reporting may be somewhat telegraphic and therefore lacking in clarity.

7. Location and Recall of Information

8. Organization of Information

Students who are struggling to comprehend the written word have difficulty zeroing in on the most important points in a passage and in presenting them in a logical manner. Students should be taught to ask themselves specific questions relating to the material.

9. Use of Context Clues

10. Inference and Prediction

Students whose language is limited have difficulty understanding new words from the context or realizing underlying meanings and points not clearly stated on the page.

11. Written Composition

12. Proof-Reading

Motivation for creative writing should not be spoiled by high expectations for technically correct writing. The red pencil should be spared and encouragement given on the basis of content. An analysis of errors can be passed on to the itinerant teacher who will work on specific topics such as verb tense, agreement of verb with subject, etc. Students should be trained to reread their written work seeking particular errors, e.g. verb agreement. They may need a list to assist them initially on this task.

13. Figurative Language

14. Abstract Literature

15. Appreciation of Literary Style

Students with limited work knowledge are easily confused by multiple meanings of words when the use of context is necessary. Idiomatic expressions such as, "It was raining cats and dogs", may completely confuse them. Fantasy writing can be difficult for such students. Appreciation of style is only possible when a reader is no longer struggling with the mechanics of abstracting the meaning.

D. STRATEGIES FOR TEACHING SYNTAX

Following are brief descriptions of several techniques for organizing language development activities:

1. News
2. Language Experience Charts
3. Home-School Notebooks
4. Conversation Bubbles
5. The Enactive Method
6. Listening - Reading - Speaking Method
7. Motivation for Expressive Language

1. News

Each school day might begin with a lively conversation by students exchanging their thoughts. Personal and impersonal items can be shared with the class. Students may talk about their new possessions, where they went, and what they did with their families and friends. The teacher's role consists of providing new vocabulary and new language concepts while reinforcing good sentence structure. The students are motivated to use meaningful language in oral and written form. They may illustrate their sentences and write them in composition books for future recall. Verb tenses and pronouns are changed by the individual student when necessary.

A sentence from the "News" may be selected and written on the "Calendar Chart" which can be used for thought-provoking calendar work, e.g. "How long-----?", "When-----?", "What happened-----?", "What did you do the day before yesterday?".

2. Language Experience Charts

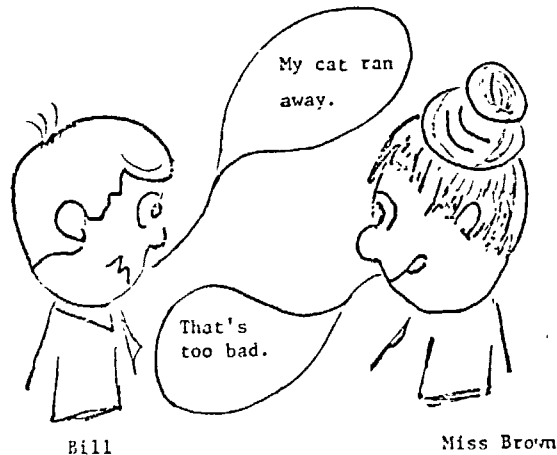
Experience charts are made at the time events take place. They should show the student's impressions, discoveries and reactions. The teacher should act as a recorder and elicit a sequential account of the events. Charts should be attractive, titled, well-manuscripted, and include student's drawings, actual photographs, or pictures cut from magazines to illustrate their experiences. Charts may accumulate during the year or may be bound into booklets and used for recall of events. Experience charts provide a natural motivating force for the student to use language originally and spontaneously, which leads to an expansion of vocabulary, an understanding of the structure of language, and an introduction to reading skills.

3. Home-School Notebooks

A reverse flow of news from school to home is a cooperative venture from which the student, parents and teacher will profit. Teachers are informed of interesting events taking place in the home, and the parents are daily made aware of highlights or difficulties at school. The sharing of the "Home-School Notebook" is an excellent incentive for language usage both at home and at school.

4. Conversation Bubbles

Conversation bubbles are a device used to record the student's language using his gestures or words depending on his communication skills. Dittoed school pictures or representations of the people involved are pasted or drawn on a chart and what has been said is recorded in the bubbles as in comic strips.



Bill said, "My cat ran away". "That's too bad", answered Miss Brown.

These charts are basically experience-language-reading charts which are useful in developing:

- a. use of pronouns
- b. direct and indirect discourse
- c. comprehension skills.

They can be expanded and adapted in many ways:

- a. the student can match the sentence to the correct bubble
- b. the student can fill in the bubble from a given text
- c. similarly, using comic strips, the conversation can be cut out and used as a matching exercise

- d. comic strips are useful in writing sentences from direct discourse to indirect discourse and in writing the episode in story form, following the sequence of events from the cartoons.

5. The Enactive Method

Stage I

This technique involves use of a restricted environment, e.g. a doll-house, to introduce vocabulary and sentence patterns in a meaningful text. The choice of theme is dependent on the student's interests and age (car racing, Batman, Hulk, etc.); the teacher plans the story including the linguistic structures that are being taught.

The teacher performs the action with the model and writes what she says and does. Conversations are written using the bubble method (see above) and the story line is written separately. Students are later expected to copy and illustrate the stories.

Stage II

Students manipulate the models and are assisted by the teacher to write their own stories.

Stage III

The student tells the teacher what is happening and then manipulates the model. At this level the language precedes the activity.

At all stages, stories can be used as the basis for reading and a system of keeping track of vocabulary for review purposes must be developed by the teacher.

6. The Listening/Reading/Speaking Method (L.R.S.)

An important method of language presentation is one which relies heavily on reading as a means of emphasizing the use of students' hearing. As each lesson develops, much oral discussion is also involved; visual aids, dramatization, writing and drawing all play useful roles. This approach involves the following steps:

- a. Using material which is appropriate to the reading level of the student (or the majority of the class if a group lesson is being given), the teacher reads the passage at a near-normal rate, pointing to each syllable on the page of blackboard as it is read.
- b. The student imitates the teacher phrase by phrase as each syllable is again pointed.

- c. When all the sentences have been read in this manner, the teacher can go back and pick phrases at random and the student can point them out by listening alone.
- d. The meaning of each phrase and the paragraph as a whole is then discussed orally and supplemented with visual aids, dramatization and the like as required.
- e. Written work involving questions and further reading is then begun at school and taken home.

These listening games can often be performed by profoundly deaf students after they have had regular practice.

7. Motivation for Expressive Language

When motivating a deaf student to write expressive language, it must be remembered that if written expression is to be generated the topic must be within his experience; also, he has to be sufficiently enthusiastic about the subject to begin writing. With this in mind a collection of pictures such as book jackets are given the hearing impaired student so that he will be able to find a picture that sparks his imagination.

Cartoons such as "Family Circus" and comics have been found to generate written expression; this approach helps the hearing impaired student with sequencing.

Another way to develop written expression is to provide a sequenced story and then supply lists of subjects, verbs, objects and adverbial phrases of time and place. As the student works through each picture for the story, he chooses appropriate subjects, verbs and so on to make sentences about each picture. Eventually he is able to choose his own inner language.

To generate expressive language and teach vocabulary films, filmstrips and stories are re-written by the students who may use individual filmstrips, projectors and filmstrips without their captions. As the student writes he will ask for the vocabulary needed to re-write a well known story. Cinderella, for example, needs such vocabulary as fairy godmother, pumpkin, coach and stepsister. This is not writing the story as a group project with all the class participating at the same time, but it is individual students writing their individual interpretation of the story.

Field trips which increase the student's experience serve to motivate written expression and develop vocabulary. Letters, holidays and his own personal experience all help to generate the student's internal language.

E. VOCABULARY DEVELOPMENT

Vocabulary development is a continuous process extending into adulthood for both hearing impaired and hearing persons. Refined and more specific vocabulary is expected as one advances in age. Teachers should implement a systematic approach to enrich and to increase word knowledge and use.

New vocabulary must be taught in meaningful situations. Rote memorization of lists of words and their definitions is discouraged.

The thematic approach which is the basis of the curriculum is the most effective way of presenting and practising use of new words. Words are more easily remembered when associated with other words related to the same topic. Teachers should try to interrelate academic subjects as much as possible. The vocabulary from social studies, science and other content areas needs rehearsal and conversely it is impossible to teach vocabulary divorced from content (see Calgary Board of Education Language Record Book, Appendix A, for specific suggestions of theme choice).

Situations and conversations should be arranged in such a way that students want to know the words necessary to comment, question or describe. Varied teaching strategies are necessary to motivate students to see language as a useful and enjoyable activity rather than a series of lessons on word manipulation. The greater the impact in presentation the more likely the student is to remember the new word and make it a part of his language repertoire.

Teachers of young children frequently choose topics such as:

- colors
- parts of the body
- farm animals
- foods
- clothing
- zoo animals
- furniture
- seasonal vocabulary
- toys
- vehicles.

Teachers of older students work on topics such as:

- occupations
- cosmetics
- diseases
- architecture
- emotions
- current events
- adolescence and maturity
- tools
- government
- sports
- hobbies
- inventions
- economics
- space.

Teachers must remember, however, that color words taught to a six year old would include approximately a dozen basic color words and would not include words such as turquoise, aqua, scarlet, crimson, wine, etc., which must therefore be taught later.

The following vocabulary lists are recommended for use by teachers. The lists are considered a core which can be expanded as subject matter and experiences dictate.

1. Basic Vocabulary and Language Thesaurus for Hearing Impaired Children, Ling, D., and Ling, Al. A.G. Bell Association, 1977.
2. Dolch, Edward W. Two Thousand Commonest Words. Champaign, Illinois: Garrard Pub. Co., 1955.
3. EDL Core Vocabulary Primer - Grade VII, EDL Research and Information, Bulletin t, March 1969.
4. Vocabulary Norms for Deaf Children, T. Silverman. Lexington School for the Deaf, 1972.

Growth in vocabulary occurs in four steps:

1. Exposure - the student is exposed to the use of the word in meaningful contexts.
2. Recognition - the student can match the word (spoken, finger spelled, signed or written) with the object, picture or action represented. Recognition is also involved when matching various forms of the word, e.g. spoken matched with written form, but such matchings do not necessarily involve understanding.
3. Comprehension - the student understands the word within appropriate contexts, with associated images or with other words and demonstrates knowledge of the parameters of meaning.
4. Production - the student uses the word appropriately.

Systematic, yet stimulating and varied review is necessary. Words which are used infrequently can be forgotten easily and therefore must be "over-learned" to ensure retention and automatic retrieval.

Strategies for keeping track of vocabulary development are essential for purposes of review. Teacher and student-made dictionaries, word-file boxes and checklists are three commonly used techniques.

F. READING

1. Introduction

This reading section of the curriculum guide is based on:

Teaching Reading to Deaf Children, Beatrice Ostern Hart.
A.G. Bell Association for the Deaf, 1963.

Although guides and manuals for the teaching of reading to normal hearing students are helpful in providing suggestions for teaching specific skills,

they are based on a premise which does not hold true for deaf or partially hearing students. The basic approach used is that students must merely learn to decode written symbols into the spoken symbols they already know. Young deaf children do not know the spoken symbols of language.

"The printed form represents the only medium of communication in which the deaf person meet intact language patterns in exactly the same form as anyone else. Therefore, reading would seem to be a lifeline of communication to the world of intellectual stimulation for the deaf. But the nature of the reading process is such, that despite the desire of the deaf child to master this most attractive avenue of communication, his road is fraught with difficulty.

Before he can learn to read, the child must have an understanding of language. Reading, or written language, is a derivative of spoken language. The written forms are symbols for spoken symbols. In order to derive meaning from the written symbols, one should have previous knowledge of the language patterns these written symbols represent. Deaf children, lacking this knowledge of auditory symbols, are at an extreme disadvantage in learning to read.

Reading is a process of getting thought from printed symbols by associating known meanings with these symbols. When the hearing child has learned to convert printed symbols into their oral counterparts, the words and meanings are usually readily available to him. But if his vocabulary and language patterns are limited, this will not be true. He may sound out the words, but will not understand their meaning.

The deaf child is at a double disadvantage. He cannot easily convert written symbols into oral symbols. And his language grows so slowly that many of the words he is struggling to identify in written form have no meaning to him in any form" (Hart, 1963).

2. Program

There are four major components of the program described by Hart:

- (1) developmental
- (2) functional
- (3) recreational
- (4) remedial.

The aims, goals and suggestions for materials and methods are then described in detail for Primary (Division I), Intermediate (Division II), and Advanced (Division III) Levels.

For day to day assistance with planning programs, teachers should make selective use of the guidebooks developed to accompany basal readers along with curriculum guides from Alberta Education and relevant sections of Sentences and Other Systems.

3. Sequence of Skills

Placement and rate of progress through the continuum of skills will depend not only on the individual student's needs and abilities but also on attitude and effort. It must be stressed that hearing impaired students need a great deal of repetition with variety at all stages if mastery of skills is to be established and self-confidence encouraged.

The list of skills to be developed is the same as for hearing students ranging from recognizing gross similarities and differences in kindergarten through separating facts from opinions at the advanced level. Auditory discrimination and auditory comprehension exercises may have to be omitted with severely deaf students and much more emphasis must be placed on semantic and syntactic comprehension.

4. Materials

Besides all materials useful within regular classrooms including basal readers, library books, newspapers, magazines, etc., captioned films for the deaf are useful as a component of the reading program.

5. Reading Resources

a. Elementary Reading Program Materials

- (1) Texts prescribed within the Alberta Elementary Language Arts Curriculum Guide are recommended:

Gage Strategies for Language Arts (Grades 4 - 6) - Gage Educational Publishing

Language Development Reading (Grades 1 - 6) - Thomas Nelson & Sons (Canada) Ltd.

Language Experience Reading Program (Grades 1 - 3) - Gage Educational Publishing

Sounds of Language (Grades 1 - 6) - Holt, Rinehart & Winston

Starting Points in Reading (Grades 4 - 6) - Ginn and Company

- (2) Further suggested texts are divided into three areas on the basis of their teaching approach to reading.

b. Texts with a Language Experience Approach

Breakthrough to Literacy (Kindergarten - Grade 2) - Bowmar Publishing Corporation.

Readiness through primary grades program, including story figures, sentence makers and word cards for group or individual use, and over ninety short readers. Emphasizes the integration of reading with other communication activities.

The Griffin Readers (Kindergarten - Grade 3+) - J.M. Dent & Sons
1958-1963.

Content of the readers focuses on the adventures of three pirates. Though the readability ranges from Kindergarten through to Grade 3+ the high interest level of the stories makes them viable suggestions for the older remedial student - six pre-readers and twelve basic readers are provided, with accompanying workbooks that present a range of supplementary comprehension activities. Enrichment readers may also be purchased at each level.

The Monster Series (Kindergarten - Grade 2) - Bowmar Publishing Corporation.

Two series of readers aimed to match the vocabulary and syntax of young children. Interesting stories, relevant to a child's life, with lively action sequences and colorful pictures. Manual offers suggestions for integrating reading with creative writing.

c. Texts with a Phonic - Linguistic Approach

Apple Tree

Miami Linguistic Readers (Grades 1 - 3) - D.C. Heath and Co.
Programme includes readers and accompanying workbooks. Includes a controlled vocabulary and controlled linguistic structure.

Programmed Reading (Kindergarten - Grade 3) - McGraw-Hill Book Company.

Provides a readiness through primary grades program, though the interest level of the materials may suggest its inclusion in remedial approaches for the older student. Includes programmed workbooks, supplementary readers, duplicating masters and achievement charts. Features controlled learning sequences of skills and controlled vocabulary: Materials are colorful and attractive.

d. Basal Texts offering an Eclectic Approach

The New Open Highways Program (Grades 1 - 6) - Gage Publishing Co.
Includes readiness materials, graded readers, supplementary workbooks and duplicating masters. Aimed at the average and below average reader at each grade level.

Series "r": The New MacMillan Reading Program (Kindergarten - Grade 6) - MacMillan Publishing Co.

Offers a choice of hard and soft cover readers, workbooks and duplicating masters. Workbooks are visually attractive. Includes pre-post assessment tests at each level.

(3) Suggested Resources for Teaching Comprehension Strategies

B.F.A. Comprehension Skills Laboratory (Grades 1 - 8) -
B.F.A. Educational Media.

Eight kits range from grades 1 through 8, providing considerable 'overlap' at each level, e.g. kit D = Grades 3, 4 and 5. Though the brief introductory tapes will have limited utility for the severely hearing impaired child, they may be useful for the teacher. Work cards provide exercises on information, organization, generalization, and evaluative comprehension strategies.

New Reading Skill Builder: Pegasus Edition (Grades 2 - 6) -
Readers Digest.

A colorful new series with well-illustrated stories. Comprehension questions focus on work analysis through utilization of story context, and comprehension strategies, e.g. making comparisons and using critical judgement.

Reading for Concepts (Grades 2 - 6) - McGraw-Hill Publishing Co.
Levels A - H (grades 2 - 6) present short stories on a wide range of topics. Comprehension questions aim for recall of factual details, inferencing and cause and effect analysis. Questions are presented in a multiple choice format.

Reading for Understanding (Grades 5 - 6) - Science Research
Associates.

Unfinished sentences and paragraphs are presented for completion (cloze), within a multiple choice response structure. Readability of the materials ranges from grade 3 - 12.

Skill Packs (Grades 2 - 6) - Croft Incorporated.

Two levels are presented: Primary (grades 2 - 3) and Intermediate (grades 4 - 6). Contain excellent practice booklets with exercises to improve facility in literal, interpretive and analytic reading. A new activity is presented on each page, focusing on important comprehension strategies, e.g. inferring the main idea.

Skillboosters (Grades 4 - 6) - Modern Curriculum Press Inc.

Levels D, E, F (grades 4 - 6) are suggested. All levels provide word games and exercises that give useful practice with vocabulary expansion and comprehension strategies, e.g. organizing information.

Specific Skills Series (Grades 1 - 6) - Barnell Lofts Ltd.

Provides practice with comprehension strategies, e.g. following directions, getting the main idea, using a short paragraph and multiple choice response format. Levels A - F range from grade 1 - 6.

(4) Suggested Resources for Teaching Word Identification Strategies

Though word analysis strategies should be incorporated within the regular basal, phonic-linguistic or language experience reading activities additional resources may include:

Programmed Reading, Kits 1 and 2 (Kindergarten - Grade 2) - Gage Educational Publishing Co.

Programmed phonics approach developed within game-like activities, for primary-aged students and for older children needing remedial assistance.

S.R.A. Schoolhouse: Word Attach Skills Kit (Kindergarten - Grade 3+) - Science Research Associates.

Provides carded exercises focusing on word analysis skills. Can be incorporated within basal series being used. The kit includes practice cards and answer keys, plastic overlays and markers, and individual progress sheets. Though recommended for grades 1 and 3, the format makes it quite suitable for older remedial students.

Structural Reading Programme (Kindergarten - Grade 3+) - Random House Inc.

A developmental linguistic approach to word analysis. The program is presented within visually attractive workbooks and supplementary readers. The Manual provides suggestions for follow-up activities and enrichment.

JUNIOR HIGH READING PROGRAMME MATERIALS

- (1) The learning resources from the Alberta Education Secondary Language Arts Handbook and Program of Studies for Junior High Schools (1978), including the literature texts and novel selections, are recommended. However, it is anticipated that some students may require age-appropriate reading materials with less complex vocabulary and syntax than presented in the recommended texts. Hence the following programs are suggested, as they focus on content appropriate to the life-world of the teenager, structure activities to develop word analysis and comprehension strategies, and offer balanced reading programs with appropriate readability levels for the adolescent remedial reader.

Double Action (Readability levels: Grades 3 - 5) - Scholastic Magazines Inc.

Consists of attractively illustrated readers with vocabulary expansion, word analysis and comprehension activities at the conclusion of each story. Supplementary short story books, plays and motivational posters may be purchased. The manual provides useful teaching suggestions, the readability level of each story and vocabulary lists to complement the stories.

The New Streamlined English Series - New Reader's Press.

A basic reading program for older students and adults, consist of five skill books and five correlated readers. Materials emphasize word identification activities, comprehensive and vocabulary development. Content features adult life situations within the world of family and work.

The Phoenix Reading Series (Readability levels: Grades 2 - 6) - Prentice Hall Inc.

Include five levels of readers illustrated with black and white photographs. Each reader is accompanied by a workbook which includes comprehension activities and exercises on word analysis and vocabulary expansion. Duplicating masters provide supplementary exercises. A comprehensive manual offers lesson plan suggestions and enrichment activities.

Turning Point (Readability levels. Grades 2 - 4) - McCormick-Mathers Pub. Co.

Consists of sixteen short novels within ten readers, all attractively illustrated. Program contains duplicating masters which focus on comprehension exercises related to the stories. The Teacher's Manual provides information on the readability levels of the stories and how to cluster the stories by skill objective.

- (2) The following series are also recommended. Although they do not offer comprehensive 'High Interest - Low Vocabulary' reading programs, as those listed previously, they do provide motivating materials suitable for teenagers.

The Dinosaur Machines (Readability levels: Grades 2 - 3) - J.M. Dent & Sons.

Four science fiction/fantasy books about three young people who are carried back in time to the dinosaur age.

Helicopter Adventure Series (Readability levels: Primer - Grade 3) - Benefic Press.

A series of six books featuring the adventures of Chopper Malone, a helicopter pilot.

Hockey Action Series (Readability levels: Grades 3 - 8, - Maclean-Hunter Learning Materials Co.

Mystery and adventure stories focusing on the world of hockey. Comprehension questions are included at the end of each book.

Hockey Hero Series (Readability levels: Grades 4 - 5) - E.M.C. Corporation.

Your biographies of famous hockey players.

The Jim Forest Readers (Readability levels: Primer - Grade 3) - Hart Wagner Publishing Co.

Six readers portraying the adventures of a forest ranger.

Pine Mountain Adventures (Readability levels: Grades 4 - 5) - Maclean-Hunter Learning Materials.

A contemporary Canadian series with a girl heroine. Eight short adventure novels set within a background of competitive skiing.

Reader's Digest Adult Readers (Readability levels: Grades 1 - 4) - Reader's Digest.

A series of brief readers containing accounts of courage and adventure. Comprehension questions are provided at the conclusion of each story.

Real Stories, Books 1 and 2 (Readability levels: Grades 1 - 3) - Globe Book Co. Inc.

Selections from news stories and articles, re-written on a controlled readability level. Multiple choice comprehension questions conclude each story.

Sports Close-Ups (Readability levels: Grades 3 - 4) - J.M. Dent & Sons.

Six sports biographies including black and white photographs.

The Spotlight Series (Readability levels: Grades 3 - 4) - J.M. Dent & Sons.

Six biographies of modern entertainers, e.g. Elton John.

(3) Suggested Resources for Teaching Comprehension Strategies

B.F.A. Comprehension Skills Laboratory (Readability levels: Grades 1 - 8) - B.F.A. Educational Media.

*See description in Elementary Section.

New Practice Readers (Readability levels: Grades 2.5 - 8) - McGraw-Hill Book Co.

Books A - G provide short stories and articles with accompanying comprehension questions and activities.

New Reading Skill Builder: Pegasus Edition (Readability levels: Grades 2 - 6) - Reader's Digest.

*See description in Elementary Section.

Points 31 (Readability levels: Grades 1 - 4) - Reader's Digest.

An attractively designed magazine reader with accompanying activity book, for the teenager. Three levels of magazines and workbooks.

Reading for Concepts (Readability levels: Grades 2 - 6) - McGraw-Hill Publishing Co.

*See description in Elementary Section.

Reading for Understanding (Readability levels: Grades 3 - 12) - McGraw-Hill Publishing Co.

Real Life Reading Skills (Elementary readability level) - Scholastic Book Services.

A workbook focusing on the comprehension of print in everyday living situations, e.g. ordering food in a restaurant.

Skillboosters (Readability levels: Grades 4 - 6) - Modern Curriculum Press Inc.

*See description in Elementary Section.

Skillpacks: Intermediate Level (Readability levels: Grades 4 - 6) - Croft Incorporated.

*See description in Elementary Section.

Specific Skills Series (Readability levels: Grades 1 - 6 and Advanced Level - Junior High) - Barnell Lofts Ltd.

*See description in Elementary Section.

Survival Reading Skills (Elementary readability level) - J. Weston, Walch.

Fifty duplicating masters featuring comprehension activities related to functional life situations, e.g. reading directions on a paint can.

(4) Suggested Resources for Teaching Word Identification Strategies

Building Word Power - Steck-Vaughn Company.

A workbook primarily constructed to teach the older student basic word identification strategies through a structural linguistic approach.

Glass-Analysis for Decoding Only - Easier to Learn Inc.

Teaches sound/symbol relationships and linguistic clusters, ranging from simple groups, e.g. 'ing' and 'at', to complex groups, e.g. 'ire' and 'atch'. Four kits, at graded levels, emphasize the process of structural word building. Kits include flashcards of 'target' clusters and follow-through practice books.

Points 31: Decode - Reader's Digest.

The "Decode" workbook can be used with the Points 31 magazine reader and activity book, or together with another reading series. "Decode" is designed for the teenage reader who needs remedial assistance with word analysis. A structural 'word family' approach is used and color coding highlights the targeted linguistic clusters.

Sign Language: A Survival Vocabulary - Janus Book Publishers.

A series of workbooks teaching functional sight vocabulary required in everyday life. e.g. 'emergency' and 'pharmacy'. Flashcards are provided, together with well illustrated activity booklets designed for the teenager and adult.

Steck-Vaughn Adult Reading: Essential Program - Steck-Vaughn Co.

Teaches a progression of essential reading skills. Emphasizes phonic and structural analysis skills, and then progresses to comprehension activities.

G. HANDWRITING

The teaching of handwriting to hearing impaired students is in no way different from teaching the skill to normally hearing youngsters (see pp. 57 - 71 of the Elementary Language Arts Curriculum Guide, Alberta Education, 1978). It should be remembered, however, that a firm legible handwriting style is important to an individual whose ability to speak is limited. In communicating with employers and fellow workers writing will be essential.

H. TYPING

Telephone communication for the deaf requires the ability to type in order to use the various adaptations of the telephone devised to provide a visual communication system. For this reason deaf students should be given correct instruction in touch typing at upper elementary age level to prevent self-teaching and the concurrent inappropriate fingering habits which are difficult to "unlearn".

Correct typing skills are also useful for the operation of computers and other electronic equipment.

I. SPELLING

For guidance in the teaching of spelling see pp. 71 - 75 of the Elementary Language Arts Curriculum Guide, Alberta Education, 1982. Hearing impaired students are more dependent on visual learning techniques than auditory approaches. Teachers should not omit vocal rehearsal, however, because it is a useful strategy for developing auditory/motor memory skills. In testing spelling it is important to remember that it is easier to speech-read if the words selected are from a limited set known to the students. Also, each word should be presented in a sentence so that the student learns to use context as a clue to word identification.

The most significant caution to teachers regarding spelling instruction is to ensure that the hearing impaired student understands the meaning of the words he is learning to spell and is not simply memorizing chains of letters to pass the weekly text.

The teaching of spelling must include a component in which learning activities are provided for the student to use the words in meaningful written material. Recommended spelling series (Alberta Education) should be used but teachers should also use vocabulary from the reading program, science, social studies etc. for spelling instruction.

J. DRAMA

There are two major reasons for the inclusion of drama in this language

section of the curriculum for hearing impaired students. These are:
(1) the use of drama as a technique or strategy for teaching language and
(2) drama as an art form, a means of expanding understanding of self and others through viewing, and a medium of self expression.

1. Drama as a Teaching Tool

Techniques:

- a. Motivation for the practice of the use of vocabulary and syntactic structures. Drama is used as a tool for the rehearsal of language and speech in which the students may be participants or spectators.
- b. Context setting for the introduction and explanation of new vocabulary and expanded comprehension of known vocabulary. Once again drama is used as a strategy for teaching language.
- c. Roleplaying and skits to develop coping skills in social situations, e.g. good and bad manners, introductions, job interviews, customer and client incidents, entertaining visitors, behavior at weddings and funerals, and other formal functions. Students must be given the opportunity to participate and rehearse roles.

Related to drama are other forms of interpersonal communication such as:

- conversation
- discussion
- debate
- interview
- club meeting procedure
- report
- personal anecdote.

2. Drama as an Art Form or Communication Medium

Techniques:

a. Receptive

- (1) to enhance the enjoyment and appreciation of literature
- (2) to develop an appreciation of variety in moods, emotions, personalities and the interplay of characters
- (3) to analyze the impact of context or situation on human behavior
- (4) to develop skills for creating plays, puppet shows, films, filmstrips and mime.

b. Expressive

- (1) to recognize the dignity, utility and significance of body language and facial expression

- (2) to develop control and appropriate use of body language and facial expression
- (3) to provide opportunity for imagination and self-expression
- (4) to develop skills for creating plays, puppet shows, films, filmstrips and mime.

(See Living/Vocational Skills section on Drama for more detail.)

K. EVALUATION

Evaluating the language skills of the student is a complex task. Presently, there appear to be three major strategies available: use of standardized language tests normed on a hearing population, use of standardized language tests normed on a hearing impaired population, and analysis of a language sample.

The mildly/moderately hearing impaired student is expected to develop language in the normal developmental sequence but to have some delay. It is therefore appropriate to use language tests which have been developed with reference to the normal hearing population to assess their progress.

For the severely/profoundly hearing impaired student, the use of any of the numerous language tests normed on a hearing population causes several difficulties. It is not appropriate to apply stringently standardized norms from a population different from the student, i.e. hearing vs hearing impaired. Secondly, some test items will not test the desired concept accurately when signed, because the sign indicates the required response. Despite these drawbacks, existing language tests can provide some useful information regarding the student's language skills when carefully selected, administered, and interpreted.

Recently, several language tests have been developed which overcome these drawbacks. They are suitable for a variety of ages, and norms are available for the hearing impaired. These include the Grammatical Analysis of Elicited Language, and the Test of Syntactic Abilities.

In addition to formal language testing, a teacher or clinician should also consider taking a language sample from the student, orally and/or in writing. Various methods are presently available for analyzing a complete sample (see Appendix B), which can provide the teacher with a clear picture of the student's language skills, and areas to begin programming for improvement. These types of formal language analysis require a large sample (fifty to one hundred utterances). It is also possible to take a smaller sample, although this must be treated with caution as a small sample may not be truly representative of the student's language skills. Rather than doing a complete analysis, it should simply be determined whether or not sentences are used, and if so what kinds, and with what degree of accuracy. This information could be compared to a developmental sequence of language to begin training in weak areas.

Before attempting any language sampling or testing, the examiner should refer to a standard source (see Resources) for information in language development and skills in taking and analyzing a language sample.

Appendix B contains a list in chart form of some tests which represent these three major strategies for evaluating the student's language skills. This is not a complete list of all language tests available; an attempt has been made to select those tests which are most useful over a variety of ages and aspects of language. They are listed in an approximate order of preference. The teacher or clinician must select the test most suitable for individual students and situations. It is essential that directions for the administration of standardized language tests are followed exactly.

•

Resources

Grammatical Analysis of Elicited Language (GAEL) - Central Institute for the Deaf

Test of Syntactic Abilities - Dormac

L. SELECTING DICTIONARIES

Note: Many of the considerations listed below are relevant not only to the selection of dictionaries, but to presentation of new vocabulary to hearing impaired students in teaching situations.

A suitable dictionary for the hearing impaired student needs to be up-to-date, providing clear and simply written definitions with numerous illustrations and example sentences. When evaluating dictionaries the teacher should consider the following questions:

1. Are definitions accurate, complete and simply expressed in terms of vocabulary suitable for the age level, emphasizing frequently encountered meanings?
2. Is the writing style clear, direct and stimulating?
3. Does the vocabulary reflect changing language by the inclusion of new words, idiomatic expressions and new meanings for words?
4. Is information included that may be of interest and value to students of varied social, cultural, educational backgrounds and abilities?
5. What system is used to indicate pronunciation? Is the system easy to use? Does the system transfer within a dictionary series or to other publisher's dictionaries?
6. Are numerous illustrative sentences provided, demonstrating the word precisely in various grammatical constructions or semantic contexts as defined?
7. What types of pictures are included and do they adequately and clearly illustrate the word defined?
8. To what depth is the word treated? Are the following indicated?
 - a. Syllabication and Hyphenation
 - b. Capitalization
 - c. Pronunciation
 - d. Variant Spellings
 - e. Parts and Speech
 - f. Verb Tenses
 - g. Slang, Dialect, Obsolete Forms
 - h. Etymological Studies
 - i. Synonyms, Antonyms and Homonyms
 - j. Compounding and Phrase Forming
9. Are size, shape, color and type of print and amount appropriate to the student's perceptual skill level?
10. Are supplementary materials given which assist in teaching dictionary skills?

On the basis of the above the following are suggested:

Preschool

Grosset Starter Picture Dictionary. Grosset and Dunlap Publishers, 1976.

Hefter, R. Strawberry Picture Dictionary. Strawberry Books Distributor, Larousse and Co., 1974.

Holl, A. My Weekly Reader Picture Word Book. Grosset and Dunlap, New York, 1975.

McNaught, H. 500 Words to Grow On. Random House, New York, 1973.

Monroe, M. My Dictionary. Scott Foresman and Co., Glenville, Illinois, 1975.

Scarry, R. Richard Scarry's Best Word Book Ever. Golden Press, New York, 1963.

Division I Grades 1 - 3

Greet, W.C. and Jenkins, W.A. My Second Picture Dictionary. Scott Foresman and Co., Glenville, Illinois, 1971.

Halsey, W.D. The Magic World of Words. Collier MacMillan Canada Ltd., 1977.

Holmes, M.Z. The Super Dictionary. Holt, Rhinehart and Winston of Canada, Ltd., Toronto, 1978.

Morris, W. The Weekly Reader Beginning Dictionary. Alternate Title: The Gin Beginning Dictionary. Grosset and Dunlap, New York, 1973.

Schulz, C. The Charlie Brown Dictionary. Scholastic Paperbacks, Richmond Hill, Ontario, 1973.

Whitman, Doris. Word Wonder Dictionary. Holt, Rhinehart and Winston of Canada, Ltd., Toronto, 1966.

Division II Grades 4 - 6

Avis, W.S., Gregg, R.J. and Scargill, M.H. Canadian Junior Dictionary. Gage Educational Publishing Limited, Agincourt, Ontario, 1977.

Halsey, W.D. and Morris, C.G. MacMillan Dictionary for Children. Alternate Title: MacMillan Beginning Dictionary. Collier MacMillan Canada Ltd., 1976.

Thorndike, E.L. and Barnhart, C.L. Scott Foresman Beginning Dictionary. Scott Foresman and Co., Glenville, Illinois, 1976.

Division III Junior High

Avis, W.S., Gregg, R.J., Neufeldt, V.E. and Scargill, M.H. Canadian Intermediate Dictionary. Gage Educational Publishing Limited, Agincourt, Ontario, 1977.

Barnhart, C.L. Thorndike-Barnhart Intermediate Dictionary. Scott Foresman and Co., Glenview, Illinois, 1974.

Halsey, W.D. MacMillan School Dictionary. Collier MacMillan Canada Ltd., 1974.

Division IV

Boatner, M.T. and Gates, J.E. A Dictionary of Idioms for the Deaf. American School for the Deaf, West Hartford, Connecticut, 1966.

M. SELECTING MATERIALS

Teachers should consider the following:

1. Does the material support the concepts being taught?; the language structures being practised?; the developmental sequence of skills in the curriculum? (A glossy workbook should not dictate the program.)
2. Are the language and vocabulary levels appropriate for the students?
3. Are the content, illustration and style age appropriate?
4. Is the material culturally appropriate in terms of content and dialect? (Over-representation of Lincoln, Washington and the 4th of July should be avoided; examples of uncommon vocabulary are lorries, prams and frocks.)
5. Does the material lead to spontaneous use of language skills?
6. Is the material motivating? Is it presented in a manner appropriate for visual learning?
7. Is the construction of the material gimmicky or pictures cluttered and distracting?
8. Are materials produced by the teacher, e.g. instant pictures, more appropriate to the specific needs of the students in their environment than published materials?
9. Are there enough applicable parts to justify the expense of a kit or programmed material?
10. Is the material versatile, meaningful, relevant, realistic?

N. RESOURCES

- Blackwell, P.M. et al. Sentences and Other Systems: A Language and Learning Curriculum for Hearing Impaired Children. The Alexander Graham Bell Association for the Deaf, Washington, D.C., 1978, pp. 151-178.
- Bloom, L. and Lahey, M. Language Development and Language Disorders. John Wiley and Sons, New York, 1978.
- Dale, D.M.C. Language Development in Deaf and Partially Hearing Children. Charles C. Thomas Publishers, 1974.
- EDL Research and Information. EDL Core Vocabulary Primer. Bulletin 5, 1969.
- Hart, Beatrice Ostern. Teaching Reading to Deaf Children. Alexander Graham Bell Association for the Deaf, 1963.
- Lee, L.L., Koenigskecht, R.A. and Mulheen, S.T. Interactive Language Development Teaching. Northwestern University Press, Evanston, Illinois, 1975.
- Lee, Laura. Developmental Sentence Analysis: A Grammatical Assessment Procedure for Speech and Language Clinicians. Northwestern University Press, Evanston, Illinois, 1974.
- Ling., D. and Ling. A. Basic Vocabulary and Language Thesaurus for Hearing Impaired Children. Alexander Graham Bell Association for the Deaf, Washington, D.C., 1977.
- Streng, Alich H., Kretchmer, Richard R. Jr. and Kretschmer, Laura. Language Learning and Deafness. New York, 1978.
- Sullivan, P.M. and Vernon, M. "Psychological Assessment of Hearing Impaired Children".
- Tyack, D. and Gottslben, R. Language Sampling Analysis and Training: A Handbook for Clinicians and Teachers. Consulting Psychologists Press, Palo Alto, 1974.

APPENDIX A
LANGUAGE RECORD BOOK
(CALGARY BOARD OF EDUCATION)

81

Language Record Book

Child's Name: _____

19__ - 19__ Teacher _____

19__ - 19__ Teacher _____

19__ - 19__ Teacher _____

19__ - 19__ Teacher _____

19__ - 19__ Teacher _____

19__ - 19__ Teacher _____

A. INTRODUCTION

Following is a language topic outline for hearing handicapped students aged 6 - 12. There are nine basic strands divided into suggested topics for the six years elementary school. Teachers are not limited to these topics, but should also choose themes from the Social Studies and Science curricula. A summary of chosen units can be included on the blank pages inserted at the end of each level of strand summaries.

Certain language topics occur annually and tend to be over-used. Teachers should guard against spending too much time on the following (particularly with upper elementary age groups).

fall	winter	spring
Halloween	Valentine	summer
November 11th	St. Patrick	birthdays
Christmas	Easter	weather

Many times the concepts or the vocabulary will be introduced incidentally ahead of the time that the topic appears on the outline. For example, teachers are not expected to ignore words for feelings until year five in the program. The rationale for this outline is simply to ensure that there is a focus of attention on each of the themes at some point in the child's school career and that there is opportunity for review.

Refer to the Elementary Language Arts Curriculum Guide (Alberta Education, 1982).

B. NOTES ON USE OF LANGUAGE RECORD BOOK

The use of the Language Record Book is as follows: A loose leaf binder for each student contains the pages which are reproduced as pages _____ to _____. Following these pages are recording sheets which are filled out by the teacher. A sheet is filled out for each student at the completion of each unit taught. The teacher records concepts presented, teaching techniques used, e.g. fieldtrips, filmstrips, vocabulary and language structures used and the level at which each student is functioning with the material: exposure, recognition, comprehension or production.

Reporting on syntactical development is done at regular intervals using the lists of skills from pp. 49 to 53 adapted from Blackwell et al; samples of the student's written language are included.

Finally, the teacher records on the appropriate page all text-books and work books which the student has used.

The binder accompanies the student throughout the 6 years of elementary schooling and is available at parent/teacher interviews.

Recording of this type provides specific information for subsequent teachers on topics which have been presented allowing for review and expansion but avoiding repetition.

STRAND I - SELF

1	2	3
Parts of the body. Hygiene words - e.g. wash, brush. Family names - variations in basic family unit.	Role of doctor, dentist, nurse, ambulance driver. Care of body. Care of hearing aid. Names for extended family.	Body structure, Respiratory system. Accident, illness, germs, disease.
4	5	6
Eye, ear - function and care Reasons for hearing loss, function of hearing aid. Digestive system (link with food strand).	Emotions, feelings, interpersonal interaction. Concern for feelings of others. Awareness of varying life-styles	Reproduction. Human growth and development. Review.

STRAND II - FOOD

1	2	3
81 Foods - eat, chew, drink, swallow, bite. Table manners.	Meals - foods grouped, vegetables, desserts, dishes, cutlery.	Cooking vocabulary, stir, etc. Discuss ways to cook e.g. barbecue, stove, hibachi.
4	5	6
Canada's food rules. Meats - vocabulary, pork, beef, chop, roast, fish.	Dairy products processing. Cereals - names of crops. (link with occupation strand) Preservation - refrigeration, canning.	Nutrition - what builds what (vitamins, drugs) Deficiency, disease. More specific vocabulary of fruits, vegetables.

STRAND III - CLOTHING

1	2	3
Clothes on, off, zippers, buttons. Care of clothes.	Types of shoes, clothes, seasonal, sports.	Parts of articles - sole, lace, sleeve, cuffs, collar.
4	5	6
Buying clothes. Names of stores. Lengthen, shorten sizes, turn-up, let down.	Materials made of leather, cotton, wool. Sew, needle, machine, knit.	Clothing trade factory, spin, weave, fashion, model, style.

STRAND IV - HOME AND FURNITURE

1	2	3
Furniture.	Rooms in house, furniture grouped.	Vocabulary of making, caring for furniture.
4	5	6
Plumbing system, electrical, wiring, furnace (link with occupation strand).	Materials made of wood - lumber, plastics (link with occupation strand).	Furniture trade, construction industry (link with occupation strand).

STRAND V - OCCUPATIONS

1	2	3
Work/play. Occupations of father, mother, other relatives. Teacher, bus driver, secretary.	Policemen, mailmen, fireman, Church workers. Farmers (link with animal strand).	Food industry, restaurants. Garbage collectors, cashier.
4	5	6
Plumber, electrician carpenter repairmen, garage workers	Forest industry, landscapers, park wardens, recreation industry (link with environment strand).	Oil industry, banking, construction workers.

STRAND VI - ANIMALS

1	2	3
Animal labels, pets (names) Classification - zoo, farm, pets.	Farm animals, (babies), Canadian wild life	Names of body parts - paws, hoofs, tail Veterinarian - care of animals.
4	5	6
Zoo animals. countries - come from natural climates.	Birds, nesting, feathers, fish, insects, reptiles, migration, hibernation.	Reproduction of different types of animals (fish, reptiles, birds, mammals).

STRAND VII - ENVIRONMENT

1	2	3
Weather words. Traffic rules, bike safety.	Land forms - hill, mountain, highway, street, intersection, lakes, river, park.	Growing - shoot, root, leaves, Weeding, fertilizer, watering.
4	5	6
Forest, deserts; oceans, rivers, canals, flood, tornado.	Names of flowers, trees Parks - National, Provincial Civic - role & use, camping.	Ecology, saving energy.

STRAND VIII - SOCIAL STUDIES

1	2	3
Own name, address, telephone Concept of first, second name Mr. Mrs. etc. Car, bus, airplane. vocabulary.	Comparison of own life-style with children in other lands, climates.	Calgary. Mapping skills.
4	5	6
Alberta.	Canadian geography.	Local government, provincial, national. Awareness of world geography.

STRAND IX - RECREATION

1	2	3
Library, swimming, skating, work/play.	Circus. ice-shows, T.V. shows, radio.	Leisure, hobbies, literature.
4	5	6
Arts/crafts, sports - rules of hockey. Sport industry.	Films, drama. Places of interest - museum, planetarium.	Music, literature.

APPENDIX B
STANDARDIZED LANGUAGE TESTS

TEST NAME	STANDARDIZED LANGUAGE TESTS		TYPE OF TEST	STIMULUS
	PUBLISHER	SETTING (norms for hearing) (impaired)		
The Test of Language Development (TOLD)	Empiric Press 333 Perry Brooks Building Austin, Texas 78701	individual	expressive and receptive language, auditory discrimination, articulation	pictures, verbal (could be simultaneously signed)
Preschool Language Scale (PLS)	Charles E. Merrill Publishing Co. A. Bell and Howell Company Columbus, Ohio 43216	individual	receptive and expressive language	verbal (could be simultaneously signed)
Assessment of Children's Language Comprehension (ACLC)	Consulting Psychologists Press 577 College Avenue, Palo Alto, California 94306	individual	receptive language	verbal (could be simultaneously signed)
Test of Auditory Comprehension of Language (TACL)	Teaching Resources Corporation 100 Boylston Street Boston, Massachusetts 02116	individual	receptive language	verbal syntactic structure (could be simultaneously signed)
Carrow Limited Language Inventory (CLI)	Teaching Resources Corporation	individual	receptive language	verbal sentence (could be simultaneously signed)
Picture Vocabulary Test (PVT)	American Guidance Service Canadian Distributor: Psycan Limited 243 Consumers Road Willowdale, Ontario M2J 4W8	individual	receptive language	verbal-single word (could be simultaneously signed) (continued next page)

(continuation)

	RESPONSE	AGE RANGE	NORMS	TIME REQUIRED	COMMENTS
The Test of Language Development (TOLD)	pointing, expressive descriptions, imitation	4 years to 9 years	hearing subjects	30 minutes	This test provides a useful overview of a broad range of language abilities. Some portions may be too complex for younger hearing impaired children. One definite advantage is that the word discrimination and articulation portions are supplementary and norms are provided for the results of the other principal sub-tests alone.
Preschool Language Scale (PLS)	pointing, manipulating materials, expressive	1 year to 7 years	hearing subjects	30 - 45 minutes	This is a useful tool for determining general areas of language weakness; with younger children. However as with the TACL some items may not truly test language skills when signed.
Assessment of Children's Language Comprehension (ACLC)	pointing to appropriate picture	3 years to 11 years	hearing subjects	10 minutes	This test is aimed at indicating particular limitations in language development.
Test of Auditory Comprehension of Language (TACL)	pointing to 1 of 3 pictures	3 years to 7 years	hearing subjects	20 minutes	This test investigates single words to more complex structures. It is restricted for use with the hearing impaired because some morphological structures may be unusually difficult if the test is only spoken. If sighted, some signs are so graphic that it is not really testing comprehension.
Carroll Elicited Language Inventory (CELI)	imitating examiner's utterance	3 years to 3 1/2 years	hearing subjects	20 - 30 minutes	This test is useful for the older hearing impaired child, but items may be too complex for a younger child.
Picture Picture Vocabulary Test (PPVT)	pointing to one of 4 pictures	2 years to 17 years	hearing subjects	15 - 20 minutes	This is a useful measure of basic vocabulary. However, it may have limited value for a hearing impaired population because of unfamiliar vocabulary and norms referenced on a hearing population.

STANDARDIZED LANGUAGE TESTS

(norms for hearing impaired)

TEST NAME	PUBLISHER	SETTING	TYPE OF TEST	STIMULUS
Grammatical Analysis of Elicited Language (GAEL)	Central Institute for the Deaf 818 South Euclid Avenue St. Louis, Missouri 63110	individual	expressive language	verbal (could be simultaneously signed) gestural
Test of Syntactic Abilities	Dornac, Inc. P. O. Box 752 Beaverton, Oregon 97005	individual/group	receptive language (syntax)	written
Stanford Achievement Test (adapted)	Office of Demographic Studies Gallaudet College Washington, D.C.	achievement	written	written

(continued next page)

(continuation)

TEST NAME	RESPONSE	AGE RANGE	NORMS	TIME REQUIRED	COMMENTS
Grammatical Analysis of Elicited Language (GAEL)	spontaneous and imitative utterance	5 years to 9 years	1) hearing subjects 2) hearing impaired subjects	45 - 60 minutes	Appropriate for use with hearing impaired children within the language level tested.
Test of Syntactic Abilities	selecting correct sentence from among 4 choices	10 years to 19 years	1) hearing subjects 2) hearing impaired subjects (also Canadian norms)	Screening 60 minutes. Individual sub-tests 30 minutes.	This test is a good measure of syntactic abilities for children with the age range.
Stanford Achievement Test (adapted)	marking picture that best depicts stimulus sentence	8 years and above	hearing impaired subjects		This test is considered "the best test" available for measuring academic achievement of hearing impaired youngsters. "(Sullivan and Vernon)".

*not for screening

STANDARDIZED LANGUAGE TESTS

(norms for hearing impaired)

TEST NAME	PUBLISHER	SETTING	TYPE OF TEST	STIMULUS
Language Sampling 1. Lee 2. Bloom and Labey 3. Tyack and Bottsleben.	see references	individual	expressive language	multiple (pictures, toys, books)

7

TEST NAME	RESPONSE	AGE RANGE	NORMS	TIME REQUIRED	COMMENTS
Language Sampling 1. Lee 2. Bloom and Labey 3. Tyack and Gottsleben.	expressive description of stimuli (examiner records verbatim)	1 year 6 months to 8 years (Lee)	hearing subjects	30 - 45 minutes	By analyzing the child's language sample with regard to the grids Lee provides one is able to establish the child's strengths and weaknesses.

06

101

102

MATHEMATICS

A. INTRODUCTION

Mathematics computation is generally the easiest skill for a hearing impaired student to master. It is frequently one of the first subjects into which a student can be integrated successfully with the hearing school population. There are, however, hearing handicapped students with a specific weakness in this area which requires individual attention from the teacher. For additional methods and techniques the Special Education Handbook section, "The Hearing Impaired Student in the Regular Classroom" should be consulted.

B. GOALS AND OBJECTIVES

The goals and objectives of a mathematics curriculum for the hearing impaired should be consistent with those of the Mathematics Program of Study as outlined by Alberta Education. The basic aims set down in these programs are valid for both hearing and hearing impaired students. However, research shows that with increasing deficits in hearing, levels of academic achievement among the hearing impaired falls below those of their non-handicapped peers. Adaptations in content, methods and aids may be necessary.

C. LANGUAGE MODIFICATION

Language is the key consideration in all areas of education for the hearing impaired; mathematics is no exception. The language deficit necessitates consideration in the area of textual instruction in computational situations as well as in the areas of word problems. Teachers must be prepared to provide additional assistance with mathematical vocabulary. Resource people may be called upon to assist the classroom teacher with this topic. Teachers should not feel pressured to cover all items in textbooks. There are some activities which are highly verbal and not essential to the sequential development of mathematical knowledge. Examples would be riddles and trick games which are inserted to motivate bright students and serve only to confuse and bewilder the students for whom language is difficult.

Overstressing the mechanical skills of arithmetic computation should be avoided. Meaningful number concepts must be taught through experience in problem solving situations.

D. MONITORING PROGRESS

The monitoring of progress is extremely important, particularly when students are on individualized programs. Teachers should have a systematic approach to keeping track of topics covered, materials and textbooks used, and assessment of the pupil performance on each topic. Mathematics profile sheets are recommended as one technique of recording information concisely.

E. PRESCHOOL

Hearing impaired preschoolers should be given the same opportunity and experiences to develop sound mathematical concepts as other children. The foundations of basic number concepts should be laid through direct experience and manipulation in concrete, practical ways.

F. ELEMENTARY

The Alberta Education Elementary Mathematics Curriculum Guide (1977) ~~is~~ endorsed as the basis for instruction in mathematics for hearing impaired students in elementary classes.

G. JUNIOR HIGH

By the time hearing impaired students are junior high age their functional level in mathematics demonstrates whether they require a modified program or whether they are capable of following the Junior High School Mathematics Curriculum Guide (Alberta Education, 1978). A modified program would have the following components with differing emphasis depending on the needs of the student:

1. maintenance and development of elementary mathematics skills as outlined in Alberta Education guides
2. prevocational mathematics
3. life-skills mathematics (see Living/Vocational Skills section).

H. SENIOR HIGH

At the senior high level students should follow the Mathematics Program of Studies for Senior High Schools (1978) at a level commensurate with the students' skills or continue with a modified program as described in the Junior High section above. The importance of functional mathematics which is applicable to everyday living and vocational use should receive increasing emphasis. Work-study programs offer excellent opportunities for this emphasis.

I. STRATEGIES

Assistance and materials may be obtained from Alberta Education Consultants for the Hearing Impaired in the regional offices in Edmonton and Calgary. It is strongly recommended that teachers in integrated classrooms refer to the Special Education Handbook section: "The Hearing Impaired Student in the Regular Classroom; E. Basic Strategies for Assisting Hearing Impaired Students in the Classroom".

Resources

Hart, Beatrice. Teaching Arithmetic to Deaf Children. New York: Lexington School for the Deaf, 1963.

SCIENCE

A. INTRODUCTION

The English language deficit of hearing impaired students may present problems in the teaching of science. Assistance may be necessary in presenting certain concepts by means of special arrangements, special techniques, adapted content and experience. Teachers should be prepared to delete or modify certain curriculum areas to make them more meaningful.

Most hearing impaired students who have good language skills should meet the expectations set for hearing students. Many of these students can cope with the whole science curriculum with help in language, others may only be able to cover the core areas as listed. When teachers are selecting topics they should consider:

1. the student's experiences, interests, etc.
2. the student's level of hearing loss
3. the student's ability to use the English language.

B. ELEMENTARY SCIENCE

The objective of the Elementary Science Curriculum Guide (Alberta Education, 1980) are appropriate for hearing impaired students. A solid foundation of scientific concepts and process skills is needed in the elementary years. Teachers should present material in a way that is meaningful to hearing impaired students. The monitoring of progress is extremely important to ensure that these concepts and skills are learned.

C. JUNIOR HIGH SCIENCE

The objectives of the Junior High School Curriculum Guide (Alberta Education, 1978) are appropriate for junior high school hearing impaired students.

The following points should be kept in mind:

1. the teacher must be prepared to provide additional assistance with scientific vocabulary, abstract ideas, idiomatic expressions, etc.
2. if the hearing impaired student has not obtained some necessary skills such as inferring, predicting, experimenting, etc., the teacher may find it necessary to review some of these elements as outlined in the Elementary Program of Studies.

D. HIGH SCHOOL SCIENCE

The objectives in the most recent Alberta Education Senior High School Guides for Physics, Chemistry and Biology are appropriate for senior high school hearing impaired students.

The following points should be kept in mind:

1. these levels are most heavily laden with the use of technical vocabulary. Special care needs to be taken to ensure that the teaching of science concepts and not language are of primary importance;
2. special concern needs to be shown to a student planning to continue with post secondary education. Core subject areas will need to be mastered by these students.

E. RESOURCE MATERIALS

The texts recommended by Alberta Education should be used as the teachers' primary resource. Teachers may have to modify activities to meet the needs of hearing impaired students. Study guides that list instructional objectives in a checklist format are a valuable resource for teachers of the hearing impaired.

Assistance and materials may be obtained from Alberta Education Consultants for the Hearing Impaired in the regional offices in Edmonton and Calgary. It is strongly recommended that teachers in integrated classrooms refer to the Special Education Handbook section: "The Hearing Impaired Student in the Regular Classroom; E. Basic Strategies for Assisting Hearing Impaired Students in the Classroom".

SOCIAL STUDIES

A. BASIC PROGRAM

The objectives of the Social Studies curriculum for hearing impaired students are consistent with those outlined for all students throughout the province by Alberta Education (1981). Teachers of hearing impaired students need to have available to them:

1. the most recent Social Studies Curriculum (Grades 1 - 12)
2. the learning resources as outlined by Alberta Education.

B. INTEGRATION OF CURRICULAR AREAS

Many of the sections which are outlined in the Living/Vocational Skills section of the curriculum for hearing impaired students have appropriate objectives for inclusion in the social studies area. "One quarter of the total class time allotted for social studies in any year is available for inquiry into issues that are selected by teachers, students and community" (p. 5, Alberta Education Social Studies Curriculum). It is recommended that teachers include topics from living and vocational skills during that time.

Teachers should note that the recommended model in the Social Studies curriculum for developing inquiry skills and participation skills is congruent with the teaching model recommended in the language curriculum (Blackwell). This enables teachers to combine their teaching plans using social studies topics to develop language principles and vocabulary along with skills of gathering and organizing data, interpreting ideas and participating in group decision making.

C. LANGUAGE MODIFICATION

The emphasis of the provincial curriculum is on the inter-relation of objectives in three areas: values, knowledge and skill. Teachers of those severely hearing impaired students who are limited in their receptive and expressive language may find that discussion in the values area is difficult. Many questions are abstract, hypothetical and based on comprehension of the concept "if". Teachers should continue to encourage their students to clarify and compare values, attitudes and behaviors. The vocabulary and language principles of comparison and choice, friendliness, concern for the well-being of others and self-reliance are essential to the initiation of such discussions and should be taught in the earliest grades (see Understanding Self and Getting Along With Others).

In order to achieve the objectives listed under knowledge, teachers of the hearing impaired should use direct experience, film, filmstrip and other non-verbal approaches to learning. However, unless symbolic labels

(spoken words, written words or signs) are attached to the appropriate objects, actions or concepts, the students will comprehend and retain only a chain of visual associations. The language of the topic is basic to further study in any area.

Skill objectives are a refinement and carefully directed extension of language skills in receiving, refining and communicating ideas and organizing facts.

D. AREAS OF EMPHASIS

1. An important part of providing an advantageous learning environment for hearing impaired students is to ensure peer group interaction. This may be facilitated by:
 - a. providing flexible seating to create optimum conditions for communicating
 - b. providing classroom activities that require group interaction
 - c. observing students closely to see that they are adjusting socially and are participating in group activities.
2. Hearing impaired students should be encouraged to take responsibility for some decision making, beginning at elementary age levels, and they should be required to accept the consequences of the decisions they make. This is essential in developing:
 - a. self confidence
 - b. the ability to think through two courses of action, and
 - c. the tolerance for the realities of negative consequences.
3. Much general knowledge is absorbed by hearing students through incidental learning. For example, current events as discussed on radio and television and certain social nuances are often missed by the hearing impaired. These matters which are usually learned incidentally by hearing students should therefore be taught formally to the hearing impaired.
4. The review and reinforcement of knowledge imparted informally is frequently available to hearing students. For example, a brief review of the geography of Canada is available nightly on the television weather report. Frequent review is necessary in formal ways for hearing impaired students. It may be necessary to review topics undertaken during elementary years at Junior and Senior High Levels, when students have greater command of language.
5. The social studies area may present particular problems for hearing impaired students at exam time. Teachers need to make sure that hearing impaired students understand the test questions.

E. STRATEGIES

Assistance and materials may be obtained from Alberta Education Consultants for the Hearing Impaired in the regional offices in Edmonton and Calgary. It is strongly recommended that teachers in integrated classrooms refer to the Special Education Handbook section: "The Hearing Impaired Student in the Regular Classroom; E. Basic Strategies for Assisting Hearing Impaired Students in the Classroom".

LIVING VOCATIONAL SKILLS SECTION

TABLE OF CONTENTS

INTRODUCTION	i
NOTE RE LEVEL 1	ii
 <u>LEVEL 2</u>	
UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS	
A. Knowledge of Self	1
B. Social Relationships	3
DEAF STUDIES	6
TRAVEL	
A. Ways to Travel	7
B. Travel Skills	8
HEALTH	
A. Nutrition	9
B. Personal Care	10
C. Community Health Services	11
SAFETY	
A. In the Home	12
B. In the School	13
C. In the Community	14
WORLD OF WORK	
A. Specific and Allied Work Skills	15
B. Career Planning and Exploration	17
C. Finding a Job	18
HOME MANAGEMENT	
A. Clothing	19
B. Food	20
C. Maintaining the Home	22
D. Child Care	23
MONEY MANAGEMENT	
A. Earning Money	24
B. Spending Money	25
C. Saving and Borrowing	26
CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY	
A. At Home	27
B. At School	28
C. In the Community	29
D. Current Events	30
E. Environmental Education	31
 <u>LEVEL 3</u>	
UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS	
A. Knowledge of Self	35
B. Social Relationships	38
DEAF STUDIES	42
TRAVEL	
A. Ways to Travel	44
B. Travel Skills	45

LEVEL 3 (CONT'D)

HEALTH	
A. Nutrition	46
B. Personal Care	47
C. Community Health Services	49
SAFETY	
A. In the Home	50
B. In the School	51
C. In the Community	52
WORLD OF WORK	
A. Specific and Allied Work Skills	53
B. Career Planning and Exploration	55
C. Finding a Job	57
E. Worker's Rights	58
HOME MANAGEMENT	
A. Clothing	59
B. Food	61
C. Maintaining the Home	63
D. Child Care	64
MONEY MANAGEMENT	
A. Earning Money	65
B. Spending Money	66
C. Saving and Borrowing	67
CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY	
A. At Home	68
B. At School	69
C. In the Community	70
D. Current Events	72
E. Environmental Education	73

LEVEL 4

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS	
A. Knowledge of Self	77
B. Social Relationships	80
DEAF STUDIES	84
TRAVEL	
A. Ways to Travel	86
B. Travel Skills	87
HEALTH	
A. Nutrition	88
B. Personal Care	89
SAFETY	
A. In the Home	92
B. In the School	93
C. In the Community	94
WORLD OF WORK	
A. Specific and Allied Work Skills	95
B. Career Planning and Exploration	97
C. Finding a Job	99
E. Worker's Rights	101

LEVEL 4 (CONT'D)

HOME MANAGEMENT

A. Clothing	102
B. Food	103
C. Maintaining the Home	105
D. Child Care	106

MONEY MANAGEMENT

A. Earning Money	107
B. Spending Money	108
C. Saving and Borrowing	109

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

A. At Home	110
B. At School	111
C. In the Community	112
D. Current Events	114
E. Environmental Education	115

LEVEL 5

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

A. Knowledge of Self	118
B. Social Relationships	120

DEAF STUDIES 125

TRAVEL

A. Ways to Travel	127
B. Travel Skills	128

SAFETY

A. In the Home	129
B. In the School	130
C. In the Community	131

WORLD OF WORK

A. Specific and Allied Work Skills	132
B. Career Planning and Exploration	134
C. Finding a Job	137
D. Keeping a Job	140
E. Worker's Rights	141

HOME MANAGEMENT

A. Clothing	142
B. Food	144
C. Maintaining the Home	146
D. Child Care	148

MONEY MANAGEMENT

A. Earning Money	149
B. Spending Money	150
C. Saving and Borrowing	152

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

A. At Home	153
B. At School	154
C. In the Community	155
D. Current Events	156
E. Environmental Education	157

LEVEL 6	
UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS	
A. Knowledge of Self	160
B. Social Relationships	162
DEAF STUDIES	166
TRAVEL	
A. Ways to Travel	168
B. Travel Skills	169
SAFETY	
A. In the Home	170
C. In the Community	171
WORLD OF WORK	
A. Specific and Allied Work Skills	172
B. Career Planning and Exploration	174
C. Finding a Job	176
E. Worker's Rights	180
HOME MANAGEMENT	
A. Clothing	181
B. Food	183
C. Maintaining the Home	185
D. Child Care	187
MONEY MANAGEMENT	
A. Earning Money	188
B. Spending Money	189
C. Saving and Borrowing	190
CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY	
A. At Home	191
B. At School	192
C. In the Community	193
E. Environmental Education	194
PHYSICAL EDUCATION	196
MUSIC	199
ART	201
DRAMA	202
APPENDIX A - Overview	204
APPENDIX B - Resource Materials	244

INTRODUCTION

This section of the Hearing Impaired Curriculum Guide focuses on Living/Vocational Skills to help hearing impaired students develop maximum independence and responsibility as adults. It may be utilized to meet the needs of hearing impaired students with varying degrees of hearing loss, in special classes or integrated settings. Included are objectives, strategies and materials for teaching various skills.

The division into levels applies to approximate ages as follows:

Level 1	0 - 3 years
Level 2	4 - 6 years
Level 3	7 - 9 years
Level 4	10 - 12 years
Level 5	13 - 15 years
Level 6	16 and over.

It should be noted that the functioning level of the student determines appropriate placement.

Teachers are urged to read the Special Education Handbook section "The Hearing Impaired Student in the Regular Classroom" before implementing the curriculum.

NOTE:

The Level 1 component of this Living/Vocational section of the Hearing Impaired Curriculum Guide is available upon request to those involved with very young children (0 - 3 years) from:

Alberta Education
1200 Rocky Mountain Plaza
615 Macleod Trail S.E.
Calgary, Alberta
T2G 4T8

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Personal Characteristics/ Self-Identification</u></p> <p>The child:</p> <p>Identifies self by name.</p> <p>Identifies family members.</p> <p>Identifies activities which he likes/dislikes.</p> <p>Recognizes similarities and differences among others, e.g. big, small.</p> <p>2. <u>Physical Self</u></p> <p>Identifies the five senses and indicates the body part involved.</p> <p>Demonstrates some understanding of growth.</p> <p>Recognizes that people are either male or female.</p> <p>Identifies some actions requiring privacy.</p> <p>3. <u>Emotional Self</u></p> <p>Identifies specific emotions in self and others.</p> <p>Recognizes the existence of a wide range of emotions and feelings.</p>	<p>Use doll house, dolls.</p> <p>Observe child during free play, noting child's preferences.</p> <p>Play games, having children close eyes and identify things by touch. Use feeling boards, jars with "smelly" substances. Play "I spy", etc.</p> <p>Make collages with pictures of boys/men and girls/women.</p> <p>Teach appropriate behavior, e.g. close bathroom door.</p> <p>Make stick puppets with happy and sad faces. Have children hold up appropriate puppet in response to story, picture.</p> <p>As model, discuss own feelings as they occur.</p>	<p>Free to Be ... You and Me. I Like Myself.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:..</p> <p>Recognizes that feelings can be expressed in appropriate or inappropriate ways.</p> <p>Indicates discomfort.</p> <p>Responds appropriately to feelings.</p>	<p>Provide situations where children learn to recognize different sights that indicate feelings, e.g. who is a sad/happy looking person?</p> <p>Practise saying nursery rhymes as if angry/sad/happy etc.</p> <p>Make collages with pictures of people displaying various emoticns.</p> <p>Role play situations involving emotion where gestures, facial expressions and posture are utilized.</p> <p>Have students look directly at the person to whom they are speaking or listening.</p> <p>Use role play.</p> <p>Encourage appropriate response, e.g. hug. Point out inappropriate response, e.g. laugh when someone is hurt.</p>	<p>/</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Needs and Motivations</u></p> <p>The child:</p> <p>Indicates some basic needs.</p> <p>2. <u>Factors Affecting Relationships</u></p> <p>Differentiates between familiar and unfamiliar people.</p> <p>Demonstrates respect, protection, cooperation, caring for other people.</p> <p>3. <u>Handling Social Interaction</u></p> <p>a) <u>Expressive Communication Skills</u></p> <p>Communicates in a variety of ways.</p> <p>b) <u>Receptive Communication Skills</u></p> <p>Follows simple directions.</p>	<p>Have children address the person spoken to by name and look directly at or face the person they are talking to or listening to.</p> <p>Role play different situations, verbal/non-verbal, using touch, gesture, facial expressions, posture.</p> <p>Have children play direction games, e.g. "Simon Says".</p> <p>Give directions, e.g. close door.</p> <p>3</p> <p>122</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

B. Social Relationships

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

c) Problem Solving and Decision Making

Makes simple choices.

Begins to participate in decision-making process.

Begins to recognize consequences of his choice.

4. Rules and Routines

Recognizes and predicts a routine sequence at home and school.

Follows most rules at home and school.

5. Social Roles

Identifies some roles associated with the family, e.g. mother, father.

Provide frequent and systematic opportunity for children to make choices, e.g. choosing between activity centres, toys.

Point out consequences. Use role play.

Have children participate in the development of classroom rules and accept them.

See Citizenship and Individual Responsibility.

Establish daily classroom routines; have children indicate the sequence of activities.

Have children cut out pictures from magazines. Use dolls.

Provide reinforcement (praise) for following rules.

Discuss various family groupings, e.g. nuclear family, single parent, and the roles each individual may assume. Use role play.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

B. Social Relationships

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

6. Values and Social Expectations

Demonstrates appropriate behavior at home and school.

Recognizes differences in cultures, e.g. costume, food, language.

Have children role play appropriate behavior, e.g. as a guest in a home.

Teach children about other cultures: their food, customs, through stories, cooking, crafts, dance.

DEAF STUDIES
Level 2

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Recognizes that he is deaf.</p> <p>Distinguishes between hearing impaired and hearing individuals.</p> <p>Recognizes ways in which he is like other people.</p> <p>With assistance, recognizes international symbol of deafness.</p> <p>Wears hearing aid consistently.</p>		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Identifies vehicles.</p> <p>Identifies some traffic signs.</p> <p>Travels in immediate neighborhood independently.</p>	<p>Provide classification exercises, e.g. with toy cars, trucks.</p> <p>Point out difference in toy vehicles during free time play.</p> <p>Read stories, show films.</p> <p>Make signs and display in class. When children are familiar, go on field trips in the community and point signs out.</p>	<p>A.M.A. Materials Police Department Materials.</p>

TRAVEL
Level 2
B. Travel Skills

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

- Follows simple directions.
- Recognizes basic traffic signs and symbols.
- Recognizes landmarks in school and neighborhood.
- Follows established routines for riding in vehicle.

Provide consistent routines for riding in vehicles and reinforce child for complying with procedure.

Emphasize importance of using seat belts.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Knowledge of Body</u></p> <p>The child:</p> <p>Identifies some basic body parts.</p> <p>Recognizes differences between boys and girls.</p> <p>2. <u>Care of Body</u></p> <p>Assumes initial responsibility for body hygiene, e.g. washes face, brushes teeth, toileting.</p> <p>Seeks help appropriately when sick or hurt.</p> <p>3. <u>Drugs</u></p> <p>Takes drugs only when administered by a responsible adult.</p>	<p>Play body part identification games, e.g. "Head, shoulders, knees and toes".</p> <p>Trace child's silhouette, dress in child's own clothes.</p> <p>Have child play with, change and bathe real live babies with the help and cooperation of an understanding parent. If not available, use appropriate models and pictures.</p> <p>Have a class discussion about reason and method of caring for own body. Provide practice, e.g. have child clean teeth after lunch. Use role play.</p> <p>Invite dental hygienist.</p> <p>Use role play and class discussion. Go on visit to school nurse, doctor's office, hospital emergency unit.</p> <p>Use class discussion and role play.</p> <p>Invite class visitor or go on field trip to St. John's V.O.N., pharmacist, stores.</p>	<p>Hap Palmer records.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Demonstrates knowledge about how community helpers help us.</p> <p>Demonstrates an understanding of places to go to for medical help.</p>	<p>Have a class discussion. Go on field trips. Read stories. Invite class speakers. Use role play.</p> <p>Go on field trip to doctor's office and hospitals. Invite guest speakers, e.g. nurse, ambulance driver.</p>	

SAFETY
Level 2
B. In the School

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Demonstrates awareness of common sources of danger within the school setting.

Demonstrates understanding of danger of fire in the school.

Have child tour own school room and the larger physical plant.

Discuss coping with dangers from various sources as listed under Safety, In the Home, plus boiler room, parking lot, etc.

Establish buddy system.
Practise fire drill.

SAFETY
Level 2
C. In the Community

OBJECTIVES

The child:

Demonstrates awareness of common sources of danger within the community.

TEACHING STRATEGIES

Tour selected areas of community and discuss coping with various dangers.

Discuss playground safety, danger in construction areas, etc.

MATERIALS

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Use of Tools and Equipment</u></p> <p>The child:</p> <p>Manipulates a variety of construction materials and tools.</p> <p>Follows simple rules of organization and care of tools and materials.</p> <p>With supervision, constructs simple projects.</p> <p>Demonstrates safe use of simple tools.</p>	<p>Demonstrate correct use of tools. Have child experiment with hammer, scissors, egg-beater, etc.</p> <p>Label storage areas.</p> <p>Discuss and demonstrate cleaning and storage, e.g. crayons in box, clean paint brushes.</p> <p>Use play centres, e.g. tool centres, art centres.</p> <p>Demonstrate steps to be followed.</p> <p>Assist child when necessary.</p>	<p>Workjobs I and II. Workjobs for Parents. I.P.A. Manual, 1980.</p>
<p>2. <u>Following Directions</u></p> <p>Follows simple directions.</p> <p>Responds to persons in authority.</p>	<p>Play "Simon Says" or other games using simple directions.</p> <p>Use role play, e.g. how to respond to principal, policeman.</p>	<p>Consumer Sequential Cards.</p>
<p>3. <u>Decision Making</u></p> <p>Chooses between two or more alternatives.</p>	<p>Provide a variety of materials for a project; have child choose one.</p>	

WORLD OF WORK

Level 2

A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>4. <u>Independence</u></p> <p>The child:</p> <p>Behaves appropriately in familiar situations, e.g. playground, school.</p>	<p>Have a class discussion about appropriate behaviors.</p> <p>Use puppets.</p>	<p>Magic Circle. 100 Ways to Enhance Self Concept in the Classroom.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Why Work?</u></p> <p>The child:</p> <p>Recognizes that most people work.</p> <p>Demonstrates understanding that work brings income, e.g. to parents.</p> <p>Demonstrates understanding that doing work well brings satisfaction.</p> <p>2. <u>Job Awareness</u></p> <p>Demonstrates understanding of work done by some community workers.</p> <p>3. <u>Job Demands</u></p> <p>Follows simple instructions.</p> <p>Completes tasks as assigned.</p>	<p>Go on field trips to visit workers.</p> <p>See Money Management section.</p> <p>Provide child with a variety of experiences in completing tasks well.</p> <p>Use class discussion and role play.</p> <p>Go on field trips; use slides.</p> <p>Provide child with various classroom responsibilities on which others depend: pet or plant care, snack serving, etc.</p> <p>Have a class discussion.</p> <p>Use role play of various situations in which children do and do not complete tasks.</p>	<p>Self Awareness/ Career Awareness. What Do People Do?</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Awareness of Personal Abilities and Interests</u></p> <p>The child:</p> <p>Recognizes that most adults work.</p> <p>Identifies activities he likes/dislikes.</p>	<p>Use role play; provide activity centres.</p>	

HOME MANAGEMENT

Level 2

A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Care</u></p> <p>The child</p> <p>Recognizes own clothing.</p> <p>Dresses self with minimal assistance.</p> <p>Accepts some responsibility for care of clothing.</p> <p>Uses hangers and storage areas.</p> <p>Demonstrates awareness of the difference between clean and soiled clothing.</p> <p>2. <u>Selection</u></p> <p>Demonstrates awareness that selection of clothing is dependent on weather and season.</p> <p>Demonstrates awareness of appropriateness of clothing for various occasions.</p> <p>Selects own clothing occasionally.</p> <p>3. <u>Construction</u></p> <p>Identifies and uses sewing tools.</p>	<p>Label each article of clothing so that the child recognizes his own.</p> <p>Begin with most easily donned pieces of clothing.</p> <p>Label hooks, drawers, cubby holes or lockers so the child can hang or place clothes.</p> <p>Provide each child with his own storage place and train him to use it.</p> <p>Have child put soiled clothes in the laundry hamper.</p> <p>Discuss when clothes should be washed.</p> <p>Use role play.</p> <p>Set up housekeeping corner with weather appropriate clothing.</p> <p>Use role play and appropriate children's stories.</p> <p>Elicit parental cooperation in allowing child to develop increased independence.</p> <p>Have child experiment.</p>	<p>Wabash Guide.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>4. <u>Serving</u></p> <p>The child:</p> <p>Assists in preparing table for meal.</p> <p>5. <u>Preserving</u></p> <p>Demonstrates understanding that refrigeration and freezers are used to preserve food.</p> <p>Demonstrates understanding that food must be handled with care and cleanliness.</p> <p>Demonstrates understanding of appropriate storage of food.</p>	<p>Teach child to fold napkin, place and count utensils, return soiled dishes to sink, push food scraps into garbage can.</p> <p>Bring food to classroom, e.g. cottage cheese, that should be refrigerated, and allow to spoil. Examine daily.</p> <p>Discuss importance of cleanliness associated with food.</p> <p>Go on field trip to purchase a variety of food which will then be stored appropriately.</p> <p>Teach child to put cans in cupboard, produce in refrigerator, etc.</p>	
<p>6. <u>Production</u></p> <p>Demonstrates knowledge that foods come from various sources.</p>	<p>Go on field trips to gardens, farms, dairies, poultry farms, lakes.</p> <p>Have child plant, tend and harvest a small garden, go fishing, gather eggs.</p> <p>Have various plants in class.</p>	<p>Kids' Garden Book.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Selection</u></p> <p>The child:</p> <p>Recognizes similarities and differences between his home and the homes of others.</p> <p>2. <u>Furniture and Furnishing</u></p> <p>Names and describes use of common home furniture and appliances.</p> <p>3. <u>Care and Maintenance</u></p> <p>Demonstrates ability to tidy his own area at home and at school.</p> <p>Performs simple household tasks, with supervision.</p>	<p>Go on field trips to apartment, trailer, duplex, etc.</p> <p>Have a class discussion.</p> <p>Set up dollhouse, activity centre, housekeeping corner.</p> <p>Go on field trip to furniture store, show homes.</p> <p>Establish classroom routine to encourage responsibilities, e.g. clean-up time.</p> <p>Set up housekeeping corner.</p> <p>Have child clean-up after snacks.</p>	<p>Housekeeping Corner Materials.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Recognizes that young children need care.</p> <p>Demonstrates ability to help care for younger brothers and sisters.</p>	<p>Provide opportunities for child to assist, e.g. get bottle, diaper.</p>	

MONEY MANAGEMENT
 Level 2
 A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Discriminates between coins and bills.</p> <p>Identifies coins.</p> <p>Demonstrates understanding that people work for money.</p>	<p>Provide tray with real coins and bills for the child to sort.</p> <p>Go on field trips to store where a familiar item is purchased several times using various pieces of money.</p> <p>Play sorting games. Use real coins.</p> <p>Have child sort coins for play store or find all of the quarters so that items can be bought.</p> <p>Encourage parents to pay child small sums for completing appropriate tasks.</p> <p>Go on field trips to observe a variety of working environments, including those similar to that of child's parent.</p> <p>Use role play.</p>	<p>Materials from Dept. of Consumer Affairs.</p> <p>Real coins.</p>

MONEY MANAGEMENT
Level 2
C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Demonstrates initial understanding that money can be saved and used at a later date.</p> <p>Demonstrates knowledge that items or money borrowed must be returned.</p>	<p>Have children do small chores for people whom they know, e.g. janitor, school secretary, principal. Hold coins received and help children plan what to do with them. First plan to spend after nap, tomorrow, then next week. Save money for very short time initially.</p> <p>Have child use piggy bank.</p> <p>Set up bank corner.</p>	<p>Piggy bank.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Demonstrates awareness that family members share privileges and responsibilities.</p> <p>Identifies what constitutes a family.</p> <p>Identifies family members.</p>	<p>Give child routine responsibility to perform a task for the family. Select a task within his capabilities so that he can be required to complete it responsibly.</p> <p>Have class discussion or make pictorial list of responsibilities which each family member assumes.</p> <p>Have class discussion of privileges and pleasures of family life.</p> <p>Ask child to bring pictures of family members.</p>	<p>Family Photo Albums. Red Riding Hood. Free to Be ... You and Me.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

B. At School

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Identifies classmates and staff members by name.

Identifies some rules.

Responds to authority in the classroom and school.

Identifies personal, private and public property.

Address student by name.
Encourage use of name/name sign.

See Understanding Self and Getting Along with Others.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 2
D. Current Events

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The child:

Recognizes that events occur
outside of home and school.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Ecology</u></p> <p>The child:</p> <p>Distinguishes between living and non-living things.</p> <p>Explains the difference between a member of the plant and of the animal kingdom.</p> <p>Identifies characteristics which are shared by other living things and himself.</p> <p>Demonstrates understanding that animals have feelings by handling or caring for them with empathy and consideration.</p> <p>Begins to assume responsibility for the care of a plant or pet.</p> <p>2. <u>Natural Phenomena</u></p> <p>Describes weather from outdoor conditions.</p> <p>Identifies some characteristics of each season.</p>	<p>Take the children on a walk around the school yard, stopping occasionally to touch either a plant or an insect or a stone, etc.</p> <p>Keep some living things of both kingdoms in the classroom, e.g. gerbils, fish, plants, canaries, to provide the opportunity for the children to care for living things.</p> <p>Discuss the need for food, water, air, and warmth; similar body parts.</p> <p>Bring a dog; cat, rabbit, etc. into the classroom and by example and instruction convey the importance of proper handling. Allow children to pet or hold the animal to demonstrate an understanding of this concept.</p> <p>Have classroom pets, plants.</p> <p>Use flannelboard.</p> <p>Use pictures; make collages; show slides.</p>	<p>I.P.A. Manual, 1980.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>3. <u>Energy</u></p> <p>The child:</p> <p>Identifies some sources of heat and light.</p> <p>4. <u>Pollution</u></p> <p>With assistance, identifies and disposes of litter.</p> <p>Demonstrates some knowledge of reasons for not littering.</p> <p>Recognizes clean air/water is necessary for good health.</p> <p>5. <u>Conservation</u></p> <p>Demonstrates some understanding of the recycling concept.</p>	<p>Make an automobile litter bag from a coat hanger and a plastic bag. Use this opportunity to stress the danger of plastic bags.</p> <p>Take the children onto the school grounds and have them pick up litter. Have them use their litter bags on this exercise. Stress the fact that they are doing other people a service.</p> <p>Discuss the activities of man that can make the air "dirty".</p> <p>Collect and discuss pictures or slides that illustrate this concept.</p> <p>Demonstrate the concept that water may be polluted or contain harmful substances and yet LOOK CLEAN. Mix salt into one glass and compare it to a glass of clean water; they look the same but certainly are not.</p> <p>Show examples of recycled products.</p> <p>Make "creations" from litter, e.g. collages.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Demonstrates responsibility for keeping immediate environment clean and free from refuse.</p> <p>Demonstrates awareness of dangers inherent in outdoor tools and chemicals.</p> <p>Follows water safety rules.</p> <p>Demonstrates some awareness of the danger and effect of fire.</p>	<p>Have children participate in Arbor Day activities to assist in developing an appreciation for plants in the "Web of Life". Provide a similar opportunity during spring clean-up to reinforce the concern for our environment at this level.</p> <p>Give child the job of classroom caretaker for a day. Have the class "caretaker" pick up litter and generally tidy up the classroom.</p> <p>Show the class tools that they are not allowed to use. Explain why these are not to be used by children.</p> <p>Explain and give examples of dangerous chemicals and talk about the importance of having a parent or other adult apply or use such things as sprays, fuels, knives and axes.</p> <p>Invite guest speaker: Red Cross Instructor.</p> <p>Have a discussion about dangers, e.g. never go swimming alone, never swim or float on an inner tube, etc. into water that is unfamiliar.</p> <p>Introduce "Smoky the Bear" or "Paddy the Beaver" and talk about forest fires.</p>	<p>Posters and pamphlets from Red Cross Society</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

E. Environmental Education.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The child:</p> <p>Recognizes various unsafe outdoor practices.</p>	<p>Get a glass of dirty snow in the classroom to show why one should not drink it.</p> <p>Collect and show some of the most common berries that the children might encounter and which they must avoid, e.g. dogwood, cottoneaster, honeysuckle. Stress that no berries, etc. should be eaten unless given by a responsible adult.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Personal Characteristics/</u> <u>Self-Identification</u></p> <p>The student:</p> <p>States/writes/signs name, age, address, telephone number.</p> <p>Identifies self as being a member of a family.</p> <p>Identifies some areas of strength and some areas of interest.</p> <p>Compares similarities and differences between people, e.g. eye color.</p>	<p>Use visual instruction and reinforcement.</p> <p>Place printed names on desk/belongings; have class directory, student I.D. cards; make figure outline of child with information below.</p> <p>Send home information sheet about student. List this information in a student book.</p> <p>Use discussion, show and tell, one-to-one talk.</p> <p>Provide positive reinforcement; use role playing, puppetry.</p> <p>Discuss similarities and differences, size, shape, weight, concepts.</p> <p>Provide auditory discrimination awareness training.</p>	<p>All About Me.</p> <p>Magic Circle.</p> <p>D.U.S.O.</p>
<p>2. <u>Physical Self</u></p> <p>Identifies the five senses and indicates body part involved.</p>	<p>Play "Simon Says", circle games, mystery box.</p>	<p>Peabody Language Development Kit. Listen and Think, Level B. Move It.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding that growth, physical development and maturation affect physical abilities.</p> <p>Identifies sex of self and others.</p> <p>Demonstrates understanding that people have physical differences.</p> <p>Demonstrates understanding of the need for privacy.</p>	<p>Have students contribute to a list of things which they could not do before they started school but which they can do now. Discuss the fact that both maturation and practise contribute to learning new skills.</p> <p>Have students note differences in hair, fingers, toes, arms, legs, hands, feet, voices, etc.</p>	
<p>3. <u>Emotional Self</u></p> <p>Identifies specific emotions by name in self and others.</p> <p>Identifies emotions from a wide range of stimuli.</p> <p>Recognizes that people affect one another's emotions by the things they say or do.</p>	<p>Use role playing; use television as a listening/teaching device.</p> <p>Discuss emotion in human interaction, e.g. feeling happy, sad, angry, fearful, left out, and expressions, etc. involved.</p> <p>Use pictures which have clear, uncluttered background.</p> <p>Use role play, stories, pantomime.</p>	<p>Schools Without Failure. D.U.S.O. Level 1. Love Is A Special Way of Feeling.</p> <p>Magic Circle.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Indicates when he is feeling uncomfortable.</p> <p>Demonstrates ability to relax.</p> <p>Responds appropriately to feelings.</p>	<p>Use stories about human situations, role playing, open-ended stories.</p> <p>Introduce students to relaxation techniques, e.g. yoga.</p> <p>Use discussion, open-ended stories.</p> <p>Use filmstrips and tape-recorded materials for role playing.</p> <p>Use open-ended stories and ask, "How do you feel?, What would you do?". Use stories about human situations.</p>	<p>How Do You Feel?</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Needs and Motivations</u></p> <p>The student:</p> <p>Demonstrates understanding that food, shelter and clothing are basic needs.</p> <p>Identifies those who provide basic needs for him.</p> <p>Identifies situations in which people need help or protection.</p> <p>2. <u>Factors Affecting Relationships</u></p> <p>Categorizes familiar and unfamiliar people in terms of age, role.</p> <p>Demonstrates respect, protection, cooperation, caring for other people.</p> <p>3. <u>Handling Social Interaction</u></p> <p>a) <u>Expressive Communication Skills</u></p> <p>Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions.</p> <p>Communicates with others in socially acceptable ways.</p>	<p>Have a discussion about stories read.</p> <p>Have on-going class discussion of family interactions, and family responsibilities.</p> <p>Discuss role of school nurse, the police, firefighter, doctor, dentist, etc.</p> <p>Role play situations, e.g. hurt lost, being ill.</p> <p>Discuss student's position in the family, e.g. younger, older members.</p> <p>Have "Show and Tell" during morning exercises.</p> <p>Have class discussion.</p> <p>Monitor classroom and playground interaction.</p> <p>Use role playing.</p>	<p>All About Me.</p> <p>D.U.S.O. Level 1. Magic Circle.</p> <p>D.U.S.O. Level 1: Rules for discussion. Magic Circle. Schools Without Failure.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>b) <u>Receptive Communication Skills</u></p> <p>The student:</p> <p>Follows directions.</p> <p>c) <u>Problem Solving and Decision Making</u></p> <p>Practises making personal decisions in the classroom.</p> <p>Participates in decision making process.</p> <p>Recognizes possible consequences of decisions.</p> <p>Identifies a problem situation and suggests a possible solution.</p> <p>Participates in appropriate conflict management strategies: taking turns, apologizing, soliciting, intervention, sharing.</p>	<p>Play "Simon Says".</p> <p>Provide frequent and systematic opportunity for students to make choices and learn to accept consequences.</p> <p>Use games, craft activities, role playing.</p> <p>Ask "What would happen if ...?", "What could happen?".</p> <p>Use role playing.</p> <p>Provide alternate endings for well known stories.</p>	<p>Peabody Language Development Kit.</p> <p>Values Clarification. Teacher Effectiveness Training.</p>
<p>4. <u>Rules and Routines</u></p> <p>Identifies basic school rules.</p>	<p>See Citizenship and Individual Responsibility.</p> <p>Use classroom discussion, role playing, show and tell.</p> <p>Discuss classroom rules, why we have to have rules.</p>	<p>Values Clarification. Teaching Social Behaviors to Young Children.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Follows most rules in the classroom and on the playground.</p> <p>Identifies and accepts consequences of breaking school rules.</p> <p>Identifies rules which cannot be changed and routines which can be modified.</p> <p>Demonstrates understanding that routines and rules made by the group may be modified, depending on the situation, e.g. rules for games.</p> <p>5. <u>Social Roles</u></p> <p>Identifies characteristics of family roles, e.g. sister, brother.</p> <p>Identifies leaders within the classroom or playground.</p> <p>Recognizes the authority and responsibilities associated with some adult roles.</p> <p>Identifies multiple role of familiar adults, e.g. father is also an employee.</p> <p>6. <u>Values and Social Expectations</u></p> <p>Demonstrates appropriate behavior in home, school and community.</p>	<p>Have a "Happy Face" and good citizen chart.</p> <p>Provide positive reinforcement for appropriate behavior.</p> <p>Discuss school rules, classroom rules and the need to have them.</p> <p>Use games that enable individual children to create the rules, e.g. rules governing free time.</p> <p>Have a discussion of a variety of family roles.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies differences in cultures, e.g. costume, food, language.</p> <p>Recognizes basic values, e.g. honesty, kindness.</p> <p>Recognizes need for social rules.</p> <p>States simple rules and recognizes when they are broken, e.g. golden rule, school or class rules, rules for games.</p>	<p>Have student learn about other student's holidays, foods, customs, through music stories, cooking, crafts.</p> <p>Use role playing.</p> <p>See Section 4, Rules and Routines.</p>	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of his handicap and its implications.</p> <p>Distinguishes between hearing impaired and hearing individuals.</p> <p>Recognizes ways in which he is like/unlike other people.</p> <p>Demonstrates knowledge of different modes of communication used by hearing impaired individuals.</p>	<p>Discuss degrees of hearing loss.</p> <p>Identify other deaf people with whom members of the class have contact.</p> <p>Identify family members as deaf or hearing.</p> <p>Have class discuss problems that are unique to the deaf and recognize that they share common problems and concerns with the hearing people.</p> <p>Discuss use of residual hearing, speech reading, oral and manual communication as they relate to various degrees of hearing loss, effectiveness in use, and problems which may be encountered.</p> <p>Have students identify situations when written communication or the use of interpreters may be required.</p>	
<p>Recognizes international symbol of deafness.</p> <p>Recognizes there are regional differences in sign language.</p>	<p>Explain to students that signs used for various words vary in different geographic areas and give some examples.</p> <p>Have class discuss regional differences in the use of English or other languages to illustrate the concept that all languages change and evolve.</p>	

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Demonstrates ability to take good care of hearing aid.

Have students demonstrate replacing batteries, cleaning ear molds.

Have students discuss dangers of unsafe practises, e.g. getting batteries wet.

TRAVEL
 Level 3
 A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies ways people can travel: walk, bicycle, school bus, private and public transportation.</p> <p>Identifies basic traffic signs.</p> <p>Recognizes school patrols and follows directions.</p> <p>Travels independently in neighborhood, e.g walking.</p>	<p>Make charts, cut out pictures of the various modes of travel.</p> <p>Make cardboard traffic signs and role play action for various signals.</p> <p>Have a class discussion about the purpose of school patrol. See Safety, School.</p> <p>Set up short trips to specific locations with the class in the school and immediate areas.</p>	<p>Survival Signs. Road Signs of the Times.</p>

TRAVEL
Level 3
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Follows written and verbal directions.</p> <p>Obeys traffic signs and symbols.</p> <p>Recognizes landmarks in wider community.</p> <p>Recognizes simple maps.</p> <p>Demonstrates appropriate behavior in various forms of travel.</p> <p>States where to go for help if lost.</p>	<p>Have student draw a simple map of desk, school.</p> <p>Invite guest speaker. Explain "Block Parent" program and sign.</p>	

HEALTH
 Level 3
 A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies a variety of foods and their sources.</p> <p>Classifies food into appropriate food group.</p> <p>Selects a balanced meal.</p> <p>Demonstrates knowledge of the rules of good nutrition.</p> <p>Demonstrates understanding of "junk food" to be avoided between meals.</p> <p>Recognizes the importance of hygiene practises in food preparation.</p>	<p>Go on field trip to neighborhood grocery store, dairy, bakery, etc.</p> <p>Make a "Grocery Store" corner.</p> <p>Read and discuss stories, poems.</p> <p>Have class discussion about nutrition.</p> <p>Discuss what food groups need to be combined to form a balanced meal.</p> <p>Serve nutritious snacks in class.</p> <p>Use class discussion and experience with nutritional snacks.</p> <p>Discuss advertisements of products directed at the child consumer, e.g. sugar coated cereal.</p> <p>Use consistent routines when preparing food.</p> <p>Invite health nurse to talk to class.</p>	<p>Peabody Song Kit, Level 1.</p> <p>Materials from Milk Foundation and Medical Associations.</p> <p>Canada Food Guide.</p> <p>General Foods Corporation Materials.</p> <p>Nutrition Communication.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Knowledge of Body</u></p> <p>The student:</p> <p>Identifies basic body parts.</p> <p>Recognizes and explains differences between boys and girls.</p>	<p>Use body image test to establish what student knows.</p> <p>Play "Simon Says".</p> <p>Have student locate body parts in musical games.</p> <p>Have a classroom pet.</p> <p>Teach student to develop correct vocabulary for body parts and functions in relation to himself and animals.</p>	<p>The Human Body.</p> <p>Peabody Language Development Kit.</p> <p>Growth: A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Health. The Spice Series.</p>
<p>2. <u>Care of the Body</u></p> <p>Demonstrates some independence in matters of personal hygiene.</p> <p>Assumes some responsibility for personal belongings, e.g. grooming articles.</p> <p>States reasons for taking good care of the body.</p> <p>Practises physical fitness program.</p>	<p>Have class discussion: "Why be clean?".</p> <p>Set up interest centers, e.g. dentist office, beauty parlor, equipped with real equipment whenever possible.</p> <p>Go on field trip to a health clinic.</p> <p>Have student practise during physical education class.</p>	<p>It's Fun to Be Healthy. Good Health Habits.</p> <p>Health and Safety for the Young Child.</p>

)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of what to do in case of minor illness.</p> <p>3. <u>Drugs and Alcohol</u></p> <p>Takes drugs only when administered by parents, guardians or medical personnel.</p> <p>Differentiates between vitamins and drugs.</p>	<p>Set up interest center, e.g. doctor's office with real equipment whenever possible.</p> <p>Invite guest speaker, e.g. school nurse.</p> <p>Discuss when drugs are administered, e.g. for illness. Stress the fact that medication should only be taken when administered by parents, guardians, medical personnel.</p> <p>Discuss purpose of taking vitamins as opposed to the purpose of taking drugs.</p>	<p>Medical Kit (toy).</p>

HEALTH
 Level 3
 C. Community Health Services

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies health helpers and their function.</p> <p>Demonstrates knowledge that these workers are there to help us.</p> <p>Identifies places to go to for medical help.</p> <p>Recognizes the importance of having a family doctor or dentist.</p>	<p>Invite guest speakers: health helpers, e.g. doctor, nurse.</p> <p>Set up interest center, e.g. doctor's office.</p> <p>Go on field trip, e.g. to hospital, clinic.</p> <p>Have a class discussion.</p> <p>Role play making appointments with doctor and dentists.</p>	

SAFETY
 Level 3
 A. In the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates awareness of common accidents which could occur in the home.</p> <p>Identifies dangers associated with various areas and items in the home.</p> <p>Follows adult instruction about fire drill in the home.</p>	<p>Discuss sources of danger, e.g. toys on stairs, dangers in kitchen area, care in the use of potentially dangerous substances.</p> <p>Describe or role play common causes of accidents and ways of preventing these.</p> <p>Demonstrate proper use of household tools, e.g. electrical appliances.</p> <p>Discuss various labels indicating poisonous or dangerous substances.</p> <p>Discuss and illustrate dangers associated with:</p> <ul style="list-style-type: none"> - sharp objects - electrical outlets - appliances - tools, machinery - animals - poison, etc. 	<p>How to Have an Accident at Work; How to Have an Accident in the Home; I'm No Fool Having Fun; I'm No Fool With Electricity (films). Home Safety Kit. Curriculum Guide for Elementary Health.</p>

SAFETY
Level 3
C. In the Community

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Demonstrates understanding of
different types of disasters.

WORLD OF WORK

Level 3

A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Use of Tools and Equipment</u></p> <p>The student:</p> <p>Identifies more tools and demonstrates greater proficiency in their use.</p> <p>Follows simple rules of organization and care of tools and materials.</p> <p>Constructs simple project independently.</p> <p>Follows safety procedures when using tools.</p> <p>2. <u>Follow Directions</u></p> <p>Follows a more complex set of directions.</p> <p>Identifies persons in authority in the school and immediate community.</p>	<p>Demonstrate correct usage of tools. Have student experiment with tools, e.g. hand saw.</p> <p>Label storage areas.</p> <p>Demonstrate and discuss correct storage. Have students store tools.</p> <p>Discuss possible hazards associated with the tools in use and how to avoid injuries.</p> <p>Provide clear and concise directions; when appropriate, pair with written directions.</p> <p>Praise student for successful completion of task.</p> <p>Make posters of people in authority. Have class discussion about these people's responsibilities and how and why students relate to them.</p> <p>Invite guest speakers; policeman, life guard, playground supervisor.</p>	<p>I.P.A. Manual, 1980 Workjobs I and II.</p> <p>Tool boards, cubby holes, wall charts.</p> <p>Attitude and Safety Posters.</p> <p>Deal Me In. Wall Charts.</p> <p>Our Helpers.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>3. <u>Decision Making</u></p> <p>The student:</p> <p>Chooses independently between two or more alternative activities.</p> <p>4. <u>Independence</u></p> <p>Behaves appropriately in unfamiliar situations.</p>	<p>Provide a variety of options in materials and activities and have student choose one, e.g. crayons or paints.</p> <p>Provide the student with opportunities to contact unfamiliar adults, e.g. seeking aid from janitor.</p> <p>Use role play.</p>	<p>Learning Centers.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Why Work?</u></p> <p>The student:</p> <p>Recognizes that people are paid for jobs.</p> <p>Recognizes that parents have different work and incomes.</p> <p>Demonstrates understanding that finishing tasks earns praise.</p> <p>2. <u>Job Awareness</u></p> <p>Demonstrates awareness that people do different jobs: in home, in school, in community.</p> <p>3. <u>Job Demands</u></p> <p>Demonstrates good work habits.</p> <p>Demonstrates positive attitude towards work.</p> <p>Follows more complex instructions.</p> <p>Completes selected tasks at school and home and begins to assume some responsibility for this.</p> <p>Recognizes some of own mistakes and corrects them.</p>	<p>Complete behavior management charts for each student to show work completed, working well with others, doing classroom jobs.</p> <p>Have a discussion, "Why help others?". Compile list and display, "Why people work?".</p> <p>Give student simple jobs in class.</p> <p>Increase number of directions.</p> <p>Select class monitor. Develop "Jobs for the Week" charts.</p> <p>Encourage students to criticize their own completed tasks or jobs.</p>	<p>Courtesy in the Community.</p> <p>A Good Worker.</p>

WORLD OF WORK
Level 3
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates good listening/attending habits.</p>	<p>Check student's work and get him to suggest ways that work or work habits can be improved.</p> <p>Develop comprehension skills.</p> <p>Read stories suitable for level and ask basic who, why, when, where type questions.</p>	<p>Unemployed Uglies.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Awareness of Personal Abilities and Interests</u></p> <p>The student:</p> <p>Identifies parents vocations.</p> <p>Identifies job/careers which may be of special interest to him.</p> <p>Describes abilities and limitations for a specific job.</p> <p>2. <u>Awareness of Process</u></p> <p>Demonstrates ability to take and leave messages.</p> <p>Recognizes that people must look for jobs.</p>	<p>Write list of job titles volunteered by class and discuss.</p> <p>Have students assist in conveying messages to school personnel.</p> <p>Discuss necessity of work. Discuss or examine help wanted section, notices, manpower vac. cy cards.</p>	<p>Sign-A-Mite. Career Cards. Career Awareness. Getting A Job. I Want To Be ... Books. Ladybird Books. Stories About Workers.</p>



OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Recognizes own self-worth and dignity.

Modern Workers for
Career Awareness.
D.U.S.O. Kit,
Level 1.

HOME MANAGEMENT

Level 3

A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Care</u></p> <p>The student:</p> <p>Identifies own clothing.</p> <p>Dresses self independently.</p> <p>Accepts increasing responsibility for care of clothing.</p> <p>Uses hangers and clothing storage areas appropriately.</p> <p>Assists adult with laundry.</p> <p>Recognizes when clothing needs repairs.</p>	<p>Provide each student with own clothes hook. Print color label on hook and clothing. Discuss what is special about one's own specific clothing.</p> <p>Have student use own clothing when learning to button, zip, lace and tie.</p> <p>Make housekeeping center including dress up doll, clothes, and student's own clothing.</p> <p>Play game: place individual article from each child into a pile and have student select his own article.</p> <p>Encourage parents to help student organize clothes closet, e.g. categorizing clothes into school clothes, play clothes, etc. Teach to keep clothing in the same place and in the same order.</p>	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>2. <u>Selection</u></p> <p>The student:</p> <p>Identifies and selects clothing appropriate for each season.</p> <p>Recognizes style appropriate for various uses.</p> <p>Chooses own clothing for everyday wear.</p> <p>Identifies various types of stores.</p> <p>3. <u>Construction</u></p> <p>Identifies and uses sewing tools.</p>	<p>Use open ended sentences, e.g. "When it's snowing, on my feet I wear ...".</p> <p>Use role playing in house-keeping center.</p> <p>Have class discussion on clothing worn for church, special occasions. Use open ended sentences, e.g. "In gym I wear ... on my feet".</p> <p>Go on field trips to a variety of stores, e.g. men's clothing, women's clothing, shoe store.</p> <p>Have student use tools, e.g. needles, scissors.</p> <p>Play games: "Mystery Box"; memory games: "In my sewing basket I will have scissors, ...".</p> <p>Do stitchery projects, e.g. lacing cards.</p>	<p>Sew It Yourself.</p>

HOME MANAGEMENT

Level 3

B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Shopping</u></p> <p>The student:</p> <p>Describes what a food store is.</p> <p>Assists in selecting articles on food shopping list.</p>	<p>Go on field trip to neighborhood grocery store.</p> <p>Have class discussion on different types of food stores.</p> <p>Set up interest center: grocery store (involve student in shopping for classroom store).</p> <p>Go on field trip to food store after compiling a grocery list.</p> <p>Discuss menu for which you are shopping and quantity of food needed.</p>	<p>Look and Cook. The Kids Cookbook.</p> <p>Lessons In Living.</p> <p>Learning About Fruits We Eat. Nutrition Communication.</p>
<p>2. <u>Eating</u></p> <p>Demonstrates appropriate etiquette in a variety of settings.</p> <p>Demonstrates ability to use and clean utensils and dishes.</p>	<p>Go on field trips to restaurant. Use role playing.</p> <p>Invite guests for snack.</p> <p>Prepare snacks in class. Make student responsible for preparation and cleaning.</p>	
<p>3. <u>Preparation</u></p> <p>Demonstrates understanding of measuring, counting, etc.</p> <p>Uses some kitchen tools, appliances and facilities.</p> <p>Prepares simple snacks.</p>	<p>Have students prepare snacks during class time and invite other classes for snacks.</p>	<p>Dishes and Utensils Instruction Lab. ABC Cookery Kids in the Kitchen.</p>

HOME MANAGEMENT

Level 3

B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>4. <u>Serving</u></p> <p>The student:</p> <p>Prepares table for meal.</p> <p>Serves simple foods.</p> <p>5. <u>Preserving</u></p> <p>Describes function of a refrigerator and freezer.</p> <p>Handles food with care and cleanliness.</p> <p>Demonstrates understanding of the concept of perishables.</p> <p>Stores food correctly (cupboard, refrigerator)</p>	<p>Have student practise during snack time.</p> <p>Invite other classes for a snack.</p> <p>Have student practise during snack time, e.g. serve crackers to other students.</p> <p>Demonstrate and discuss the function of each part of the refrigerator, e.g. vegetable crisper.</p> <p>Demonstrate and discuss what happens to food if it is not stored properly.</p> <p>Demonstrate and discuss where specific foods should be stored.</p>	<p>Dishes and Utensils.</p> <p>ABC Cookery.</p> <p>Kids in the Kitchen.</p>
<p>6. <u>Production</u></p> <p>Identifies food sources.</p>	<p>Plant a small class garden. Make student responsible for caring for the garden.</p> <p>Go on field trip to dairy, poultry farm, vegetable garden.</p>	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Selection</u></p> <p>The student:</p> <p>Recognizes different types of homes.</p> <p>2. <u>Furniture and Furnishings</u></p> <p>Recognizes what goes into a house.</p> <p>3. <u>Care and Maintenance</u></p> <p>With assistance, keeps own room clean.</p> <p>Performs simple household tasks.</p>	<p>Have a class discussion on types of homes, e.g. apartment, trailer, house, condominium.</p> <p>Go on field trips, e.g. to homes under construction.</p> <p>Have student build different kinds of homes with blocks.</p> <p>Display doll house. Set up a housekeeping center.</p> <p>Have a class discussion, "Where in house do things belong", e.g. furniture, curtains, lamps, dishes.</p> <p>Ask for a parent report.</p> <p>Ask for a parent report. Make a housekeeping center.</p> <p>Discusses various jobs, e.g. dishwashing, putting belongings away.</p>	

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Explains babysitting responsibilities.

Assists in caring for younger brothers and sisters.

Invite classroom guests: mother and baby.

Use stories, discussion and role playing.

Use stories, discussion and role playing.

Go on field trip to day care center.

MONEY MANAGEMENT
 Level 3
 A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies coins and paper money.</p> <p>Uses money vocabulary.</p> <p>Writes money amounts (1¢, 25¢, \$1.00).</p> <p>Lists sources of money (parents, job, hobby).</p> <p>Demonstrates knowledge that a job must be completed to earn money.</p>	<p>Use sorting and classifying games, matching games, counting games.</p> <p>Set up activity center; play store with real money.</p> <p>Go on a field trip to store, have students purchase items.</p> <p>Provide practice.</p> <p>Discuss pocket money, allowance, parents, work.</p> <p>Discuss jobs done in the house.</p>	<p>Money Makes Sense.</p> <p>Good Cents: Every Kids Guide to Making Money.</p>

18.

MONEY MANAGEMENT
 Level 3
 B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies places where goods can be bought.</p> <p>With assistance, buys items.</p> <p>Recognizes advertising on television, radio, etc.</p> <p>Demonstrates understanding that some things cost more than others.</p> <p>Describes essential elements in basic living needs (food, shelter, clothing).</p> <p>Demonstrates awareness of how his money is spent.</p>	<p>Go on field trips to local stores.</p> <p>Discuss advertising seen or heard at home.</p> <p>Discuss things we could do without. Have students indicate things needed and items not needed; include luxuries.</p> <p>Use role play for various situations, e.g. going camping.</p> <p>Have students keep weekly record of classroom expenditures.</p>	<p>Let's Go Shopping.</p>

MONEY MANAGEMENT
 Level 3
 C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding of saving money for future purposes.</p> <p>With assistance, opens a savings account.</p> <p>Demonstrates knowledge that people must repay money borrowed.</p>	<p>As a class project, have students earn money to achieve a goal.</p> <p>Discuss why it is important to save money.</p> <p>Role play situations, e.g. neighbor borrowing a tool, friend borrowing money.</p> <p>Discuss what would happen if these were not returned; discuss the consequences.</p> <p>Discuss circumstances requiring borrowing.</p>	<p>Games, e.g. Monopoly.</p> <p>One Penny, Two Penny.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Assumes responsibility for his own behavior.</p> <p>Identifies extended family members by name and relationship to him.</p> <p>Identifies own family members by role.</p> <p>Identifies ways in which immediate family is unique.</p> <p>Differentiates between personal, public and family property.</p>	<p>Enlist support of home to have student live with the consequences of his misbehavior.</p> <p>Have students discuss activities and responsibilities of various family members: father, mother, big sister, etc.</p> <p>Have students draw pictures showing family members at work.</p> <p>Have a class discussion.</p> <p>Have students construct "My Family Book".</p> <p>From displays of family snapshots discuss how families differ: number of members, number of parents, boys, girls, ages and sizes of children, etc.</p> <p>Define personal, family and public property.</p> <p>Discuss with parents the desirability of teaching respect for child's own possessions at home and at school and for the property of others. Have students draw pictures of family home, family car, family garden, family pets, etc.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3.

B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies classmates and significant staff members by role.</p> <p>Differentiates between personal, private and public property.</p> <p>Follows school rules.</p> <p>Participates in decision making in the classroom.</p> <p>Responds to authority in the school.</p> <p>Responds to delegated authority in the classroom.</p>	<p>Make a display of staff pictures with names attached. Make a game of questioning students on names.</p> <p>Encourage students to refer to classmates by name and staff members by name and role.</p> <p>Have students classify things as being personal, private or public.</p> <p>Have students help establish classroom rules. List and discuss school rules.</p> <p>Involve the students in making decisions about matters which directly affect them.</p> <p>Set up duty rosters; have students take turns to perform tasks and support them in carrying out duties which involve controlling or giving direction to others. Each student should have an opportunity to be a leader some times and required to follow at other times.</p>	



CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States the name of his community, town or city.</p> <p>Identifies the Canadian Flag.</p> <p>Demonstrates knowledge of the National Anthem.</p> <p>Identifies the role of common community helpers.</p> <p>Identifies facilities available in the community.</p> <p>States the function of city or town facilities.</p> <p>Demonstrates knowledge of community rules and routines.</p> <p>Participates in community activities.</p> <p>Demonstrates understanding of the concept of authority.</p>	<p>Have students pick out the Canadian flag from a display or pictures showing flags of various countries.</p> <p>Read stories to students about, discuss and visit the place of work of major community helpers, such as postal workers, police and firemen.</p> <p>Have students draw pictures of facilities especially after a visit to the facility. Label the pictures. View films or filmstrips showing the activities conducted in such places as hospitals, post office, airport terminals when actual visits are impractical.</p> <p>Have students make a list of rules which we must obey when we travel to and from school, stores, swimming pool, park, etc.</p> <p>Discuss with students the fact that they should obey their parents or grandparents, teachers, babysitters, etc.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

C. In the Community

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Describes some cultural differences in the community.

Invite parents or resource people from different ethnic backgrounds to make a presentation of ethnic food, dance, clothing and artifacts.

List differences between urban and rural life.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

D. Current Events

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States newsworthy events witnessed or heard.</p> <p>Recognizes that television, press and radio, help disseminate information.</p> <p>Recalls major news item.</p>	<p>See Social Studies Curriculum.</p> <p>Read current newspapers to class.</p> <p>Have students prepare chart of daily news and where they heard it.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Ecology</u></p> <p>The student:</p> <p>Classifies living organisms.</p> <p>Identifies basic requirements necessary for growth of living organisms.</p> <p>Identifies environments where plants and animals live.</p> <p>Identifies appropriate ways to behave with wild and domestic animals.</p> <p>Demonstrates some understanding that parks are conservation areas.</p>	<p>Have student plant and care for a garden. Ask the family to make a special event of using the produce grown by the student at a meal.</p> <p>Play the game of "Animal Imitations": "Look at me! I am a ... (spider, cow, bird, etc.)".</p> <p>Keep some living things in the classroom, e.g. gerbils, fish, plants, canaries. Provide the opportunity for students to care for living things.</p> <p>Using straw, string, twigs, have students make a nest for Easter eggs or for a toy bird; use pictures of nests and a sample nest.</p> <p>Have class make an ant-hill from clay, or a model beaver lodge from twigs.</p> <p>Bring a dog, cat, rabbit, etc. into the classroom and by example and instruction convey the importance of proper handling. Permit students to pet or hold animal to show an understanding of this concept.</p>	<p>Creative Science Experiences for the Young Child (activities).</p> <p>Take a Look at Nature (activities).</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States reasons for not littering.</p> <p>Recognizes that clean air/water is necessary for good health.</p> <p>Identifies places where noise control is required.</p> <p>5. <u>Conservation</u></p> <p>Demonstrates understanding of recycling concept.</p>	<p>Take the students onto the school grounds and have them pick up the litter that is found there. Have them use their litter bags on this exercise. Stress the fact that they are doing other people a service.</p> <p>Explain how many of the activities of man can make the air "dirty".</p> <p>Demonstrate the concept that water may be polluted or contain harmful substances and yet look clean. Mix salt into glass and compare it to a glass of clean water. They look the same but are not. Provide explicit descriptions.</p> <p>Have students list, e.g. hospital, library.</p> <p>Using litter found on the school grounds, have the students make a litter poster, mobile, statue, etc.</p> <p>Have the students bring a refundable container to school or have them find hidden containers on the playground. After these have been collected or found in the "treasure hunt" take the class to a friendly neighborhood store to convert them to money and buy a "goodie" with the returns.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes his responsibility to preserve the environment, e.g. not damaging trees.</p> <p>Demonstrates awareness of various ways to conserve energy.</p> <p>6. <u>Safety</u></p> <p>Demonstrates knowledge of the dangers inherent in outdoor tools and equipment.</p> <p>Demonstrates knowledge of water safety rules.</p> <p>Demonstrates awareness of the effect of fire.</p> <p>Demonstrates the knowledge of various unsafe outdoor practices.</p>	<p>Show examples of recycled products.</p> <p>Show the class the tools that they are not allowed to use.</p> <p>Explain why these are not to be used by children.</p> <p>Explain and give examples of dangerous chemicals and discuss the importance of having a parent or other adult apply or use such things as sprays, fuels, etc.</p> <p>Show a film about children and matches. Introduce "Smoky the Bear" or "Paddy the Beaver" and talk about forest fires. Provide explicit description.</p> <p>Make a glass of dirty snow in the classroom to show why one should not eat it.</p> <p>Collect and show some of the most common berries that the student might encounter and which they must avoid, e.g. dogwood, cottoneaster, honeysuckle, etc.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Personal Characteristics/ Self-Identification</u></p> <p>The student:</p> <p>States/writes/signs: locality, province, country, ethnic background, ages of family members, birthdate, class, room number.</p> <p>Identifies extended family relationships.</p> <p>Identifies and demonstrates or describes some interests or preferences, abilities or talents.</p> <p>Recognizes and accepts physical limitations.</p>	<p>Provide instruction and reinforcement.</p> <p>Have each student make personal information scrapbook.</p> <p>Have a class discussion.</p> <p>Have student write autobiography.</p> <p>Form classroom hobby clubs.</p>	<p>Magic Circle.</p> <p>Schools Without Failure.</p> <p>D.U.S.O. Level 2 All About You. Lisa and Her Soundless World.</p>
<p>2. <u>Physical Self</u></p> <p>Interprets and categorizes appropriate visual images, sounds, tastes, smells and tactile experiences.</p> <p>Recognizes concepts related to growth and development.</p>	<p>Make a list of terms related to the senses.</p> <p>Go on field trips.</p> <p>Practise in art classes.</p> <p>Play games, e.g. mystery box game, math and science games.</p> <p>Have a class discussion about age, height, weight, strength, increasing knowledge and skills.</p> <p>Make growth charts.</p> <p>During physical education practise related activities.</p>	<p>All About You.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies sex differences between males and females.</p> <p>Identifies physical differences and similarities between self and others.</p> <p>Respects the privacy of others.</p> <p>3. <u>Emotional Self</u></p> <p>Identifies an increasing number of emotions in self and others.</p> <p>Identifies emotions in pictorial and written form.</p> <p>Identifies causes of emotions.</p> <p>Identifies consequences of emotional reactions.</p> <p>Recognizes signs and causes of stress in self and others.</p> <p>Practises relaxation, with guidance.</p>	<p>Bring in appropriate guest speakers, e.g. school nurse.</p> <p>Have a class discussion, including appropriate identification of primary and secondary sexual characteristics.</p> <p>Discuss in health class.</p> <p>Discuss the meaning of privacy and the fact that certain things are usually performed in private. List activities which are usually done in private.</p> <p>Use class discussion and role modelling of various emotions, e.g. being excited, nervous, happy, sad, angry, fearful, left out.</p> <p>Have a class discussion.</p> <p>Use role playing.</p> <p>Teach students to verbalize stress responses (expression, posture, verbalization).</p> <p>Utilize relaxation exercises which are either scripted or on records.</p>	<p>Social Learning Curriculum. Primarily Me, Mostly Me.</p> <p>All About You. I Have Feelings.</p> <p>Interaction IV Series.</p> <p>Magic Circle. Toward Affective Development.</p> <p>Centering Book.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

A. Knowledge of Self

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Expresses emotions appropriately in a variety of situations.

Demonstrates understanding of assertiveness.

147

79

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Needs and Motivations</u></p> <p>The student:</p> <p>Distinguishes between needs and wants.</p> <p>Identifies needs of safety, belonging and adequacy.</p> <p>Identifies how basic needs can be provided for.</p> <p>Recognizes the relationship between behavior and needs or motives.</p> <p>Identifies an increasing number of situations in which people need help.</p>	<p>Have a class discussion about advertising influence on needs and wants.</p> <p>Have students tape record collection of favorite radio and television commercials to analyze.</p> <p>Use class discussion to show that individuals have different needs.</p> <p>Use role play, appropriate stories.</p> <p>Hold classroom meetings.</p>	<p>Magic Circle. Schools Without Failure.</p>
<p>2. <u>Factors Affecting Relationships</u></p> <p>Given a situation, indicates appropriate responses to persons in varying roles.</p> <p>Demonstrates respect, protection, cooperation, caring for other people.</p>	<p>Discuss/role play various responses, e.g. to siblings, classmates, strangers.</p> <p>Use role play, stories, modelling.</p>	<p>Focus on Self Development: Involvement.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>3. <u>Handling Social Interaction</u></p> <p>a) <u>Expressive Communication Skills</u></p> <p>The student:</p> <p>Communicates more effectively with others, e.g appropriate assertion for needs, direct messages.</p> <p>Communicates effectively with others in socially appropriate ways.</p> <p>Identifies and deals with some blocks to communication in self and others.</p> <p>b) <u>Receptive Communication Skills</u></p> <p>Follows complex directions.</p> <p>c) <u>Problem Solving and Decision Making</u></p> <p>Identifies what information is needed to make decisions.</p> <p>Given steps in problem solving, demonstrates understanding of the process.</p> <p>Recognizes that alternative choices may be made.</p>	<p>Use appropriate stories, class discussion, role playing.</p> <p>Teach appropriate ways to demonstrate caring for others, extending and receiving greetings, giving and accepting compliments, apologizing for breaches of social conduct.</p> <p>Discuss effects of interrupting, blaming, irrelevant comments, put-downs, domination.</p> <p>Use on-going classroom management.</p> <p>Use role playing and class discussion.</p>	<p>Schools Without Failure.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies factors which cause a problem.</p> <p>Identifies a conflict situation and applies conflict management strategies under direction of teacher.</p> <p>4. <u>Rules and Routines</u></p> <p>Identifies school rules and recognizes violations of these.</p> <p>Follows school rules without direct supervision.</p> <p>Identifies consequences of breaking rules in the community.</p> <p>Identifies the need for rules and routines, e.g. order, protection, equality.</p> <p>Identifies situations which require the establishment of rules or routines in school or on the playground.</p> <p>5. <u>Social Roles</u></p> <p>Identifies roles associated with the school and states some of the characteristics of these roles.</p>	<p>See Citizenship and Individual Responsibility.</p> <p>Use class discussion, role playing and appropriate materials.</p> <p>Use role playing and class discussion.</p>	

200

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Assumes leader roles in the classroom/playground with peers in structured situations, e.g. games, classroom activities</p> <p>Recognizes that roles involve rights and privileges, duties and obligations.</p> <p>Recognizes that people have multiple roles, e.g. teacher, friend, student, nurse.</p> <p><u>6. Values and Social Expectations</u></p> <p>Behaves appropriately in most social situations.</p> <p>Demonstrates awareness of differences in cultures existing in community and province.</p> <p>Recognizes basic societal values.</p> <p>Identifies the behavior which best illustrates a given value.</p> <p>Recognizes violation of basic societal values.</p> <p>Recognizes that most rules are for the protection of individuals.</p>	<p>Use appropriate on-going classroom management techniques.</p> <p>Have student talk to relatives and friends, report back to class.</p> <p>Arrange for appropriate classroom visitors.</p> <p>Have class discussion, guest speakers and field trips.</p> <p>Have a class discussion about loyalty, respect, acceptance, freedom, equality, responsibility, understanding, interdependence, individuality.</p> <p>Use role playing.</p> <p>Have a discussion about safety rules.</p>	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge about what causes his hearing impairment or deafness.</p> <p>Demonstrates ability to cope with limitations of deafness.</p> <p>Distinguishes between hearing impaired and hearing individuals.</p> <p>Demonstrates ability to deal with the reaction of hearing people when they meet for the first time.</p>	<p>Have class discuss implications such as: need to wear hearing aids; problems in communicating with hearing people; need to depend on visual information for safety in traffic, etc.</p> <p>Discuss the fact that deafness can result from a variety of factors and that it is not always possible to identify the cause.</p> <p>Role play various situations which may arise that could lead to frustration; purchasing items in a store; being ignored by the family during conversation; being made fun of by the public.</p> <p>Discuss methods of dealing with curiosity of the public re: hearing aids.</p> <p>Have students identify family members as deaf or hearing.</p> <p>Invite hearing impaired adults to visit the class.</p> <p>Bring in deaf and hearing speakers to explain some of their experiences.</p> <p>Have students discuss some of the reactions students may encounter from hearing people.</p> <p>Have student develop ways to indicate to others that he cannot hear.</p>	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies international symbol of deafness.</p> <p>Demonstrates knowledge of manual and oral communication.</p> <p>With assistance, demonstrates ability to use telephone communication devices.</p> <p>Performs routine maintenance of hearing aid.</p> <p>Demonstrates knowledge of availability and use of services and devices for the hearing impaired.</p> <p>Demonstrates pride in achievements.</p>	<p>Role play ways in which the student can control factors to assist in receiving visual information, e.g. placement in class, asking people to move from in front of the window, asking people to face the deaf when talking, and others.</p> <p>Explain manual communication, oral communication and communication techniques used by deaf-blind people.</p> <p>Have students practise using the Telephone Device for the Deaf appropriately.</p> <p>Demonstrate replacement of ear molds and other maintenance techniques; have students practise the skills.</p> <p>Have students discuss proper ear care and problems which may occur with hearing aids, including situations when they should be removed.</p> <p>Provide information to students regarding hearing aids, telephone communication devices.</p> <p>Use stories about deaf people to show that the deaf are successful.</p> <p>Invite deaf adults to speak to the class about their lives.</p>	<p>Communication With the Deaf: A Guide for Parents of Deaf Children.</p> <p>Helpful Hearing Aid Hints.</p> <p>I'm Deaf Too.</p>

TRAVEL
Level 4
A. Ways to Travel

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Identifies and demonstrates understanding of a broader range of safety and traffic rules.

Travels independently in community, e.g. walking, bus riding, bicycle riding.

States the advantages and disadvantages of various modes of travel: walking, bicycle, bus, train, plane.

Use role playing; discuss safety rules and rules of the road.

Set up longer trips to various points in the community.

Have students make charts, scrapbooks, picture stories.

Real Life Reading Skills.
Reading - Everyday
Survival Skills.

TRAVEL
 Level 4
 P. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Follows more complex set of directions.</p> <p>Identifies additional rules of safe travel, e.g. refusing rides from strangers.</p> <p>Uses simple maps.</p> <p>Identifies alternate routes to familiar destinations.</p> <p>Demonstrates appropriate behavior and knowledge of rules in a variety of settings.</p> <p>Locates help when required.</p>	<p>Make maps of the classroom, school and community.</p> <p>Make simple maps and have student locate alternate routes.</p>	<p>Survival Reading, Survival Words.</p>



OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies and classifies food into the four basic food groups.</p> <p>Demonstrates knowledge of a balanced diet.</p> <p>Demonstrates knowledge of the relationship between nutrition, growth and development.</p> <p>Demonstrates understanding of the lack of nutritional value in "junk food".</p> <p>Practises hygiene in food preparation.</p>	<p>Invite guest speaker, e.g. dietician, cafeteria manager.</p> <p>Go on field trip to super-market.</p> <p>Have student keep a diary for one week of food eaten.</p> <p>Discuss the four basic food groups and the combination food groups, e.g. stews, pizza.</p> <p>Have students compare what they ate as recorded in their diaries with Canada Food Guide and try to identify where improvements in diet could be made.</p> <p>Discuss the value and importance of following the Canada Food Guide, e.g. meat provides us with protein, iron, the B vitamins, vitamin A and fat; protein builds new tissue and repairs damaged tissue.</p> <p>Have student compare nutrient value of different forms of the same food, e.g. baked potato, french fries, potato chips.</p> <p>Discuss foods that have very little nutritional value, e.g. jam and candy.</p>	<p>Milk Foundation Materials.</p> <p>Canada's Food Guide and Teacher's Handbook.</p> <p>Food and Nutrition Cards. Food and Growth (filmstrip).</p>



OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Knowledge of Body</u></p> <p>The student:</p> <p>Identifies functions of body parts.</p> <p>Recognizes secondary physical and sexual changes.</p> <p>2. <u>Care of the Body</u></p> <p>Demonstrates independence in matters of body cleanliness.</p> <p>Assumes responsibility for care of personal belongings, e.g. grooming articles.</p> <p>Identifies methods of maintaining a strong healthy body.</p> <p>Practises physical fitness programs.</p> <p>Demonstrates knowledge of what to do in case of minor illness.</p>	<p>Introduce the anatomical characteristics of males and females using elementary and clearly defined terminology.</p> <p>Discuss and list the ways to care for body.</p> <p>Label hangers and lockers.</p> <p>Use on-going classroom responsibilities.</p> <p>Invite public health nurse as guest speaker.</p> <p>Have a class discussion on the importance of good food, plenty of exercise and sleep.</p> <p>See Health, A. Nutrition section.</p> <p>Have student practise during the physical education class.</p> <p>Invite guest speaker, e.g. school nurse.</p> <p>Go on field trip to a health clinic.</p>	<p>All About the Human Body.</p> <p>The Spice Series.</p> <p>Food and Growth (film).</p> <p>Growth: A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Health.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of how and when to administer first aid for minor accidents.</p> <p>3. <u>Drugs and Alcohol</u></p> <p>Recognizes that there is a difference between prescription and non-prescription drugs.</p> <p>Recognizes that drugs may have negative effects.</p> <p>Identifies medical personnel and their function.</p> <p>Identifies hygiene personnel and their function.</p> <p>Identifies mental health personnel and their function.</p>	<p>Invite guest speakers, e.g. nurse, ambulance attendants.</p> <p>Have students discuss personal experiences.</p> <p>Invite guest speaker from AADAC (Alberta Alcohol and Drug Abuse Commission), pharmacist.</p> <p>Invite guest speaker, e.g. doctor, nurse, dentist.</p> <p>Go on field trip to a health clinic.</p> <p>Have a class discussion about the duties and responsibilities of various hygiene personnel, e.g. garbage men, street cleaners.</p> <p>Have a class discussion about the duties and responsibilities of various mental health personnel, e.g. school psychologist, social worker.</p> <p>Invite guest speaker, e.g. school counsellor.</p>	<p>Films: Alcohol: The First Decision; Almost Everyone Does; Drugs: The First Decision; Easy Way Out; First Cigarette; Let's Discuss Smoking.</p> <p>About Drugs. Alcoholics Anonymous materials. Facts About Alcohol.</p>

HEALTH
Level 4
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to follow emergency procedures.</p> <p>States reasons for having a family doctor and dentist.</p>	<p>Have a class discussion about appropriate times to use emergency phone numbers.</p> <p>Invite guest speakers, e.g. operator from the emergency (911) phone line.</p> <p>Use role play.</p> <p>Have a class discussion.</p>	

SAFETY
Level 4
A. In the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates increased awareness of common accidents which could occur in the home.</p> <p>Demonstrates safe use of common kitchen tools, appliances, handtools, etc.</p> <p>Follows appropriate procedures for fire drill in the home.</p>	<p>Discuss potential danger situations in the home, e.g. poisons, drugs, firearms.</p> <p>Dramatize common causes of accidents, and ways of preventing them.</p> <p>Have students draw a floor plan of their home, noting hazardous area.</p> <p>Elicit parental cooperation to practise alternate fire routes in the home.</p>	<p>Safety in the Home (film).</p> <p>Curriculum Guide for Elementary Health.</p>

SAFETY
Level 4
B. In the School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates increased awareness of dangerous situations which could occur in the school.</p> <p>Follows appropriate procedures for fire drill in the school.</p>	<p>Demonstrate correct use of apparatus and tools and discuss dangers of misusing them.</p> <p>Tour school building, noting areas requiring caution.</p>	<p>Playground Safety (film).</p> <p>Curriculum Guide for Elementary Health.</p>

SAFETY
Level 4
C. In the Community

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Demonstrates understanding of
role of police and firemen
in case of disaster.

Invite guest speaker.

WORLD OF WORK

Level 4

A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Use of Tools and Equipment</u></p> <p>The student:</p> <p>Selects and uses appropriate tools for a simple project.</p> <p>Follows rules of organization and care of tools and equipment.</p> <p>With supervision, constructs more complex projects.</p> <p>Follows safety procedures when using tools.</p> <p>2. <u>Following Directions</u></p> <p>Follows more complex set of directions.</p>	<p>Go on field trip to hardware store to examine and select tools; to household department to examine and choose tools.</p> <p>Give a recipe and have students, working in groups, collect all utensils needed to prepare it.</p> <p>Choose a variety of projects within student's capabilities.</p> <p>Have student choose one and complete.</p> <p>Demonstrate and discuss storage of tools and equipment, e.g. vacuum cleaner, power tools.</p> <p>Label storage areas.</p> <p>Discuss possible hazards associated with tools in use and how to avoid injuries.</p> <p>Give clear and concise verbal and written directions.</p>	<p>Shop Safety.</p> <p>Films on use of tools.</p> <p>I.P.A. Manual, 1980.</p> <p>Young Homemakers' Series.</p> <p>Kids in the Kitchen.</p> <p>Cook and Learn.</p> <p>A Special Picture Cookbook.</p> <p>Deal Me In.</p> <p>Following Directions.</p>

WORLD OF WORK

Level 4

A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies person in authority in specific work situations.</p> <p>Accepts supervision in specific work situations.</p> <p>3. <u>Decision Making</u></p> <p>Demonstrates ability to make appropriate decisions in work situations.</p> <p>4. <u>Independence</u></p> <p>Demonstrates ability to perform satisfactorily in familiar work situations.</p>	<p>Discuss role and responsibility of foreman.</p> <p>Invite guest speaker, e.g. construction personnel.</p> <p>Do group projects: select one student to head group (foreman).</p> <p>Have each student take this position in turn.</p> <p>Have class discussion about acceptable work standards; have students judge samples of work and discuss ways to improve.</p> <p>Show and discuss films about decision making.</p> <p>Have student assist in library or school office.</p> <p>Explain tasks before student goes and assess performance afterwards.</p>	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Why Work?</u></p> <p>The student:</p> <p>Recognizes that people are paid for jobs.</p> <p>Recognizes that incomes vary.</p> <p>Recognizes that finishing something makes one feel good (self-worth).</p> <p>2. <u>Job Awareness</u></p> <p>Demonstrates awareness that people do different jobs: in home, in school, in community.</p> <p>3. <u>Job Demands</u></p> <p>Demonstrates good work habits.</p> <p>Demonstrates positive attitude towards work.</p> <p>Follows complex instructions.</p>	<p>Carry out money raising projects for class and school.</p> <p>Play game: "When I grow up I would like to be ...".</p> <p>Use role play of situations where good work habits are demanded.</p> <p>Use simple contracts and awards and suggest goal-setting procedures.</p> <p>Have students follow an increasing number of instructions.</p>	<p>At Least A Thousand Things To Do.</p> <p>Very Important People Series. Perhaps I'll Be ... Series. Kids Stuff, Children's Program, CTV Productions. Careers. Jobs A to Z.</p> <p>It's Positively Fun. Courtesy in the Community. A Good Worker. Unemployed Uglies.</p> <p>How to Get That Job. Making It On Your Own. Career Awareness Books.</p>

WORLD OF WORK

Level 4

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Completes selected tasks at school and home and assumes some responsibility for this.</p> <p>Recognizes own mistakes and corrects them.</p> <p>Demonstrates good listening/attending habits.</p> <p>Communicates effectively with peers.</p> <p>Assumes some responsibility for maintaining own belongings.</p> <p>Follows school routines.</p> <p>Travels to school independently.</p>	<p>Play games unfamiliar to student; provide written instructions.</p> <p>Have student complete simple tasks without close supervision.</p> <p>Select class monitors.</p> <p>Make a "Jobs for the Week" chart.</p> <p>Encourage students to criticize their own completed tasks or jobs.</p> <p>Check student's work and get him to suggest ways that work or work habits can be improved.</p> <p>Develop oral comprehension skills. Read story suitable for level and ask basic who, why, when, where, type of questions.</p>	<p>Stories About Workers. How to Hold Your Job. Job Attitudes.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Awareness of Personal Abilities and Interests</u></p> <p>The student:</p> <p>Recognizes that many vocations exist.</p> <p>Distinguishes between fantasy and reality with regard to aspirations, planning for the future.</p> <p>Identifies jobs/careers which may be of special interest to him.</p> <p>Describes own abilities and limitations for a specific job.</p>	<p>Compile an occupational picture file from magazines, etc.</p> <p>Ask students to list and discuss jobs and careers.</p> <p>Have a class discussion.</p>	<p>Sign-A-Mite. Occupational Alphabet Career Lotto. Perhaps I'll Be ... Series.</p> <p>Career Exploration - Activity Cards for Fun. Canadian Classification and Dictionary of Occupations.</p>
<p>2. <u>Awareness of Process</u></p> <p>Demonstrates ability to use telephone directory to obtain information.</p> <p>Demonstrates ability to take and leave messages.</p>	<p>Use role play of various problems and social situations.</p> <p>Have student convey messages to school personnel.</p> <p>Have student deliver notes and newsletters home properly.</p>	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Develops awareness that people look for jobs.</p>	<p>Discuss where students might get part-time jobs.</p> <p>Compile list of part-time jobs.</p> <p>Discuss classified section of newspaper and the purpose of want ads.</p>	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding of the concept of personal self-worth and dignity.</p> <p>Demonstrates understanding all people have rights.</p>	<p>See Understanding Self and Getting Along With Others.</p>	<p>100 Ways to Enhance Self-Concept.</p>

HOME MANAGEMENT

Level 4

A. Clothing

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

1. Care

The student:

Identifies and labels own clothing.

Organizes closet and drawer space appropriately.

Utilizes laundry facilities appropriately.

Identifies clothing agents and techniques for various types of materials.

Assists adult to make repairs.

2. Selection

Discusses and analyzes reasons for choosing clothing.

Chooses clothing suitable for work or leisure.

Demonstrates awareness of appropriate style, color, and design.

Identifies the appropriate store in which various items can be purchased.

3. Construction

Demonstrates ability to use sewing tools.

Sews simple items.

Have a class discussion about comfort and quality of clothing.

Have a class discussion about dress standards.

Discuss suitability of newest fashions.

Go on field trips to shopping centers. Seek cooperation of parents in providing a wide variety of experiences.

Provide student with classroom experience with tools, stitchery projects and other craft work.

Sew It Yourself.

HOME MANAGEMENT

Level 4

B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Shopping</u></p> <p>The student:</p> <p>Prepares a shopping list.</p> <p>With assistance, compares items for price and quality.</p> <p>Demonstrates knowledge of brands advertised on television.</p> <p>2. <u>Eating</u></p> <p>Demonstrates appropriate etiquette in a variety of settings.</p> <p>Demonstrates ability to clean kitchen area and utensils.</p> <p>3. <u>Preparation</u></p> <p>Uses kitchen tools, appliances and facilities.</p>	<p>Discuss menu for which students are shopping and quantity of food needed. Go on a field trip to store after compiling a grocery list.</p> <p>Discuss contents, weight, metric measures. Provide empty containers of various products for comparison.</p> <p>Demonstrates knowledge of weights and measures used in stores.</p> <p>Discuss brand names and the effects of advertising on the consumer. Have student relate personal experiences.</p> <p>Provide experience in actual meal preparation, and eating; entertain other students and teachers in school.</p> <p>Go on a field trip to a restaurant.</p> <p>Provide student with practise.</p> <p>Provide student with practise through cooking, eating, cleaning.</p> <p>Cooperate with the home to establish daily routine.</p>	<p>Look and Cook Series.</p> <p>Food Products and Their Uses.</p> <p>Lessons in Living.</p>

HOME MANAGEMENT

Level 4

B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Prepares own lunch and cleans up.</p> <p>4. <u>Serving</u></p> <p>Serves family.</p> <p>5. <u>Preserving</u></p> <p>Demonstrates understanding of concept of perishables.</p> <p>Stores food correctly.</p> <p>6. <u>Production</u></p> <p>Demonstrates some understanding of food production, processing and distribution.</p>	<p>Provide actual cooking experiences.</p> <p>Cooperate with the home to establish daily routine.</p> <p>Provide experiments with perishable and non-perishable food storage. Chart results of experiments.</p> <p>Demonstrate and discuss where specific foods should be stored.</p> <p>Go on field trip to dairy, poultry farm, vegetable garden. Discuss production techniques for different types of food.</p>	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Selection</u></p> <p>The student:</p> <p>Explains what is available in housing.</p> <p>2. <u>Furniture and Furnishings</u></p> <p>Explains function of various furnishings.</p> <p>3. <u>Care and Maintenance</u></p> <p>Demonstrates ability to keep own room clean.</p> <p>Performs household tasks.</p> <p>Identifies daily and weekly cleaning routines.</p> <p>Makes simple repairs.</p>	<p>Go on field trips.</p> <p>Have a class discussion on single homes, condominiums, room and board, etc.</p> <p>Have student evaluate his own reaction to various types of housing.</p> <p>Go on field trip to furniture store. Have a discussion about unique furniture in student's home.</p> <p>Have student assess home maintenance skills, and decide which skills he needs to learn to increase independence.</p> <p>Have a discussion about on-going classroom responsibilities.</p>	

HOME MANAGEMENT
Level 4
D. Child Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Assumes babysitting responsibilities for short period of time.</p> <p>With assistance, cares for young children.</p> <p>Demonstrates knowledge of emergency contacts.</p> <p>Demonstrates ability to show love, warmth and respect for children and infants.</p>	<p>Have a class discussion on safety needs and care of children.</p> <p>Invite guest speaker with young child to visit classroom.</p> <p>Go on field trip to a day care center.</p>	<p>Babysitting Course.</p> <p>Materials from Y.M.C.A. and Police Department.</p>

MONEY MANAGEMENT
 Level 4
 A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Counts money, using coins and bills.</p> <p>Writes money amounts of increasing complexity.</p> <p>Transmits money amounts to calculator.</p> <p>Recognizes that different amounts of money are paid for different jobs.</p> <p>Recognizes that jobs must be completed to earn money.</p> <p>Demonstrates understanding that the value of money changes over time.</p>	<p>Use role playing: "Give me change for this \$5.00".</p> <p>Have students count actual money, spend according to classroom goals.</p> <p>Give students problem to solve.</p> <p>Have students sort and classify jobs: indoor/outdoor jobs, travel/non-travel, etc. "Jobs I like and jobs I dislike".</p> <p>Have a discussion about community volunteers, "Why volunteer?".</p> <p>List and discuss jobs done in class. Discuss why.</p> <p>Obtain cooperation of parents have allowance contingent upon completion of chores.</p> <p>Compile a grocery list and have students note price changes over a period of time.</p>	<p>Money Makes Sense. Money Matters.</p> <p>Good Cents, Every Kid's Guide to Making Money.</p> <p>Pacemaker Practical Arithmetic Series.</p> <p>Department store materials. Working Makes Sense.</p>

MONEY MANAGEMENT
 Level 4
 B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies different types of stores where goods or services can be bought.</p> <p>Buys items independently.</p> <p>Recognizes advertising techniques.</p> <p>Demonstrates understanding that prices for familiar items vary from time to time.</p> <p>Demonstrates understanding that services can be purchased.</p> <p>Develops and utilizes a simple budget.</p> <p>Recognizes that there are different methods of payment.</p> <p>Establishes a bank account.</p>	<p>Go on field trips to local stores, garage, bank, dry cleaners, department store, shopping mall.</p> <p>Play game, "Where would you buy a battery, shirt, etc."</p> <p>Shop for materials and check receipt (for class projects).</p> <p>Elicit parent support to encourage student to earn and budget money.</p> <p>Use role play: travel agent, store clerk, customer; play using cash, cheque, C.O.D. or charge account.</p>	<p>Budget (game). The Shopping Game.</p> <p>The Money Series. Using Dollars and Cents.</p> <p>Cosmic Coinship.</p>

MONEY MANAGEMENT

Level 4


C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding of saving money for future purchases.</p> <p>Deposits money in savings account.</p> <p>Recognizes that people borrow money for specific purposes.</p> <p>Demonstrates understanding that borrowing may or may not be appropriate.</p>	<p>Have a class discussion.</p> <p>Have students set a goal, earn and save for it using class bank account.</p> <p>Have a discussion about circumstances requiring borrowing.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Assumes responsibility for own behavior.</p> <p>Identifies how roles and responsibilities change with age.</p> <p>Recognizes that families change because of separation, birth, death, etc.</p>	<p>Through class newsletters, parent-teacher interviews, group meetings, etc., discuss behavioral expectations for this group of students and how home and school both contribute to the development of appropriate behavior.</p> <p>Have students discuss jobs at home and school. Have them do the same for other members of their immediate families, including vocational responsibilities and volunteer work. Discuss why responsibilities vary from member to member.</p>	<p>Home and Family. Man and His Families.</p> 

200

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Differentiates between personal, private and public property.</p> <p>Recognizes reasons for maintaining school rules.</p> <p>Participates in decision making in the classroom.</p> <p>Responds to authority in the school.</p> <p>Responds to elected authority within the school.</p>	<p>Have students make lists of items which fall within the three categories. Discuss the fact that some possessions are unique to one category, whereas others may appear in two or more.</p> <p>Have students make a list of generalizations pertaining to the use of each kind of property.</p> <p>Discuss with students the basic rules of the school; ask them to suggest why each rule was instituted.</p> <p>Involve students in planning for field trips, parties, sports days and other activities in which student input is desirable.</p> <p>Have students discuss lines of authority in school, authority limits and the responsibilities of each person who acts as leader within the school.</p> <p>Have students elect their team leaders in sports, their school patrol leaders, officers of clubs, etc.</p>	<p>Man and His Family.</p>

220



CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States the name of his town or city, province, community, country and continent.</p> <p>Identifies immediate neighboring continents.</p> <p>Identifies and explains the symbolism of the Canadian flag.</p> <p>Sings the National Anthem.</p> <p>Identifies the role of common community helpers.</p> <p>Identifies common city or town facilities.</p> <p>States the function of city or town facilities.</p>	<p>Have students use maps and globes. Use the address on a letter or label to indicate how one's location is determined.</p> <p>Display a Canadian flag in the classroom.</p> <p>Have students discuss why countries have flags and what our Canadian flag means to Canadians. Practice the salute to the flag and discuss its meaning.</p> <p>Have students sing or sign the words of <u>O Canada</u> on appropriate occasions and practise the anthem in music classes.</p> <p>Discuss with students the meaning of the words and when it is appropriate to sing <u>O Canada</u>. Note that people stand at attention during the singing or playing of <u>O Canada</u>.</p> <p>Have students choose from a list of community helpers and then present reports on the work done by these helpers.</p> <p>Go on field trip to a local recreation facility.</p> <p>Have class visit hospitals, town hall, libraries, etc. Follow up by discussions or written reports on the importance of these facilities.</p>	<p>Man and His Communities. Social Studies for Community Living.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes that there are city or town rules.</p> <p>Participates in community activities.</p> <p>Recognizes that authority may be gained by being elected, earned, delegated or assumed.</p> <p>Describes cultural and ethnic differences.</p> <p>Demonstrates awareness of other countries.</p>	<p>Have students discuss that there are by-laws pertaining to bicycles, pets, etc.</p> <p>Discuss with students the role of elections in delegating authority; how appointments to authority are frequently earned and how authority is assumed in cases of emergency.</p>	<p>Canadian Communities.</p> <p>My World. Hello World! It's Nice to Know You. Why Should I Care.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

D. Current Events

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to select a major radio, television newscast or press report.</p> <p>Identifies major news stories.</p>	<p>See Social Studies curriculum.</p> <p>Have guided discussion of major news stories.</p> <p>Simulate the function of the media (class or school newspaper).</p> <p>Have students plan a field trip to a local newspaper.</p> <p>Simulate newspaper functions with class reporters, editors.</p> <p>Discuss how to write a news story.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Ecology</u></p> <p>The student:</p> <p>Classifies related species.</p> <p>Classifies plant material on two or more dimensions.</p> <p>Identifies basic requirements necessary for growth of living organisms.</p> <p>Demonstrates some knowledge of laws dealing with animal care, e.g. pet licensing.</p> <p>Demonstrates increasing awareness that parks are conservation areas.</p> <p>Recognizes the positive / negative effects of man's intervention in nature.</p> <p>Assumes responsibility for the care of a plant or pet.</p> <p>2. <u>Natural Phenomena</u></p> <p>Predicts weather from sky conditions/descriptions.</p> <p>States characteristics of each season.</p> <p>States how weather affects the life of others, e.g. farmers.</p> <p>3. <u>Energy</u></p> <p>Demonstrates knowledge of alternate energy sources, e.g. wood burning fireplaces, solar heating.</p>	<p>Discuss that as fuel and other forms of energy become scarce the cost goes up.</p>	<p>S.E.E.D.S. Poster Pack.</p> <p>Exploring Ecology.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates awareness that the energy used to heat his home and provide other utilities costs money.</p> <p>4. <u>Pollution</u></p> <p>Demonstrates awareness of a variety of environmental considerations.</p> <p>Recognizes importance of pollution control laws, including noise pollution.</p> <p>Recognizes factors contributing to environmental safety.</p>	<p>Ask students to discuss the cost of electricity and other utilities with their parents.</p> <p>Have student prepare a list of environmental features to watch for on his next car ride (pollution bingo). Include: - litter barrel - no loitering sign - a very noisy truck or car - a campground garbage can, etc.</p> <p>Have a class picnic at a nearby park or roadside campground. While at the site teach student the basics of good use of the facilities, e.g. leave the ground uncluttered, replace the wood supply, no cutting of wicker sticks, proper toilet practices.</p> <p>Go on field trip to airport and discuss pollution resulting from air travel.</p> <p>Discuss that, in a city, the removal of man's waste materials is carried out by special people and special equipment or systems.</p>	<p>Energy Conservation Cut-outs. Utility and Gas Bills.</p> <p>Stop Polluting - Start Preserving.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies sources of excessive noise within the environment.</p> <p>5. <u>Conservation</u></p> <p>Saves recyclable materials and returns to appropriate place.</p> <p>Demonstrates knowledge of reasons for conservation, e.g. cost.</p> <p>6. <u>Safety</u></p> <p>Demonstrates safe use of outdoor tools and chemicals.</p> <p>States, discusses and follows water safety rules.</p> <p>Demonstrates knowledge of fire prevention methods.</p> <p>Practises safety rules that apply to the outdoors.</p> <p>Recognizes people in positions of authority in parks, etc.</p> <p>Demonstrates ability to go to appropriate locations if caught in inclement or potentially dangerous weather.</p>	<p>Have student make a small poster to remind people at home to turn out the lights when leaving a room.</p> <p>At home, have the student monitor the thermostat to ensure that it is turned lower at night when the family sleeps.</p> <p>Have students assemble pocket survival kit.</p> <p>Invite a park warden, life-guard, etc. to tell the class about his job and show various uniforms.</p> <p>Show student what to do if caught in bad weather; show the "Block Parent" sign and program.</p>	<p>Living Well in Times of Scarcity.</p> <p>Out in the Wilds.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Personal Characteristics/ Self-Identification</u></p> <p>The student:</p> <p>Identifies the need and function of self-identifying information, e.g. I.D. number.</p> <p>Identifies and describes an increasing number of interests or preferences, abilities or talents.</p> <p>Recognizes and accepts physical limitations and the range of differences between people.</p> <p>2. <u>Physical Self</u></p> <p>Interprets and categorizes sensory input.</p> <p>Identifies physical sex changes and feelings arising from awareness of sexuality.</p> <p>Recognizes that physical differences affect occupational and personal choices.</p> <p>Demonstrates appropriate behavior in public.</p> <p>3. <u>Emotional Self</u></p> <p>Recognizes mixed emotions/ changing emotions.</p>	<p>Expose students to a wide variety of experiences, and people with whom to discuss interests.</p> <p>Bring in guest speaker.</p> <p>Have students list sights and smells that warn people to be careful.</p> <p>Bring in appropriate guest speaker, e.g. public health nurse.</p> <p>Discuss appropriate books.</p> <p>Have class discussion.</p> <p>Use role playing and class discussion.</p>	<p>All About You. Understanding Yourself.</p> <p>All About You.</p> <p>Lifeline.</p> <p>Love and Sex in Plain Language.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates increasing awareness of causes of emotions and consequences of emotional reactions.</p> <p>Recognizes the relationship between emotion and behavior.</p> <p>Recognizes and categorizes the causes of stress in self and others.</p> <p>Identifies appropriate ways of dealing with stress.</p> <p>Expresses emotions appropriately with regard to situation, intensity, relationship.</p> <p>Demonstrates understanding of the difference between being assertive and being aggressive.</p>	<p>Have students share situations in which they wanted to do two or three things at the same time but could only do one, and try to explain how they felt on such occasions.</p> <p>Have students suggest possible reasons why a hockey player threw his arms around another player's neck; a baseball fan groaned; Mary slammed the door, etc.</p> <p>Have group develop two lists of situations; one in which stress helped to bring about desirable results, the other in which misfortunes occurred.</p> <p>Have students list ways in which they have observed their peers or adults satisfying their social needs; share their observations with the class.</p> <p>Use role play, including handling positive and negative feelings, handling ambivalent feelings.</p>	<p>Looking Ahead to Marriage.</p> <p>All About You.</p> <p>Today's Teen Series. Innerchange Units 28 and 30.</p> <p>Innerchange Units 2, 17, 25 and 29.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Needs and Motivations</u></p> <p>The student:</p> <p>Identifies human needs which are physical and those which are emotional.</p> <p>Identifies needs of safety, belonging and adequacy.</p> <p>Identifies how needs can be provided for.</p> <p>Recognizes the relationship between behavior and needs or motives.</p> <p>Identifies an increasing number of situations in which people need help.</p> <p>2. <u>Factors Affecting Relationships</u></p> <p>Recognizes how age and status affect the ways in which people relate to one another.</p>	<p>Have class discussion about advertising influence on needs and wants.</p> <p>Have students tape record collection of favorite radio and television commercials to analyze.</p> <p>Have class discussion to show that individuals have different needs.</p> <p>Use role play, appropriate stories.</p> <p>Hold classroom meeting.</p>	<p>Values Clarification.</p> <p>Innerchange Schools Without Failure.</p> <p>How to Get Along with Others.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>3. <u>Handling Social Interaction</u></p> <p>a) <u>Expressive Communication Skills</u></p> <p>The student:</p> <p>Demonstrates increased skill in communicating with others.</p> <p>Communicates effectively with others in socially appropriate ways.</p> <p>Identifies and deals with blocks to communication in self and others.</p> <p>b) <u>Receptive Communication Skills</u></p> <p>Demonstrates increasing comprehension skills.</p> <p>c) <u>Problem Solving and Decision Making</u></p> <p>Demonstrates understanding of the terms: problems, decision, consequences, solution.</p> <p>Applies the steps of problem solving to personal experiences with minimal supervision.</p> <p>Demonstrates ability to evaluate most appropriate solution.</p>	<p>Use role play, class discussion, books, films.</p> <p>Discuss the effects of the following blocks: put downs, dominations, judgement, interruptions, blaming, irrelevant comments.</p> <p>Give guidelines, number of directions.</p> <p>Use appropriate stories leading to class discussion.</p> <p>Use role play.</p>	<p>Innerchange.</p> <p>Getting Along With Others.</p> <p>Activities for Developing Self Awareness.</p> <p>Lifeline.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates awareness of how problems are caused.</p> <p>Demonstrates ability to apply constructive conflict management techniques with increasing independence.</p> <p>4. <u>Rules and Routines</u></p> <p>Identifies rules of behavior in a variety of familiar situations.</p> <p>Follows rules of appropriate behavior in a variety of unfamiliar settings.</p> <p>Identifies consequences of breaking rules in a variety of familiar situations.</p> <p>Formulates routines/rules for familiar situations and identifies consequences.</p> <p>Identifies ways in which rules made by others may be modified, e.g. voting.</p>	<p>Discuss cause and effect relationship.</p> <p>Use incomplete stories. Discuss compromising, threat free explanation, distracting, abandoning, exaggerating, humor.</p> <p>Have a class discussion about behavior during field trips, parties, sports activities, etc.</p> <p>Have students choose class executive; form a mini society with own rules to be established by democratic process.</p>	<p>Parent Effectiveness Training. Teacher Effectiveness Training.</p> <p>Getting Along with Others. How to Get Along with Others.</p> <p>Emily Post Book of Etiquette for Young People.</p> <p>Schools Without Failure.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>5. <u>Social Roles</u></p> <p>The student:</p> <p>Identifies roles associated with the community and states some of the characteristics of these roles.</p> <p>Recognizes the difference between official and unofficial roles, e.g. friend vs. president.</p> <p>Recognizes the privileges and obligations associated with a variety of roles.</p> <p>Recognizes that a person may assume several roles at the same time.</p>	<p>Go on field trips into community.</p> <p>Bring in appropriate classroom visitors.</p> <p>Have a class discussion about various roles, e.g. adult, child, girlfriend, customer, various work related roles.</p> <p>Have student list and compare privileges, e.g. parent/child, student/teacher.</p> <p>Have student talk to relatives and friend and report back to class.</p>	<p>Getting Along with Parents. How to Get Along with Others.</p>
<p>6. <u>Values and Social Expectations</u></p> <p>Behaves appropriately in all social situations.</p> <p>Demonstrates understanding of the relationship between social customs and values.</p> <p>Relates personal values to those of society.</p>	<p>Invite guest speaker.</p> <p>Have a class discussion.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 5

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates increasing awareness of personal values by stating what to do in a given situation and why.</p> <p>Recognizes some alternative behaviors which others might engage in in the same situation.</p> <p>Demonstrates understanding of the relationship between moral values and laws.</p> <p>Demonstrates understanding of need for protection of self and property.</p>	<p>Use current events as reported in news media as basis for class discussion.</p>	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies factors which can cause deafness.</p> <p>Recognizes that hearing impairment places some restrictions on occupational choices.</p> <p>Demonstrates knowledge of educational programs for deaf students.</p> <p>Demonstrates knowledge that the hearing impaired are much the same as the hearing people.</p> <p>Demonstrates knowledge about various methods of communication and the advantages and limitations of each method.</p>	<p>Have students discuss factors which cause deafness, terminology related to various causes, genetic factors in hereditary cases.</p> <p>Have students discuss occupational (appropriate and inappropriate) choices for hearing impaired individuals. Compare the number of occupations identified with the number of choices that it is possible to enter.</p> <p>Have students identify other programs which exist in the province and across the country.</p> <p>Provide students access to information about post-secondary educational programs for the hearing impaired in Canada and the U.S.A.</p> <p>Have class discuss problems that are unique to the deaf and recognize that they share common problems and concerns with the hearing people.</p> <p>Have students discuss similarities of problems between the hearing and the deaf.</p> <p>Discuss use of residual hearing, speech reading, oral and manual communication as they relate to various degrees of hearing loss, effectiveness in use, and problems which may be encountered.</p>	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of the meaning of the international symbol of deafness.</p> <p>Demonstrates increasing ability to use telephone communication devices.</p> <p>Demonstrates knowledge about availability and use of services and devices for the hearing impaired.</p> <p>Demonstrates knowledge of sources of information about services and devices.</p> <p>Demonstrates knowledge about lives of successful deaf people.</p>	<p>Have students identify situations when written communication or the use of interpreters may be required.</p> <p>Have students obtain information regarding: hearing aids, speech and audiology services; captioned films; interpreter services (manual and oral); telephone communication devices; smoke detectors, door bell devices, alarms, etc.</p> <p>Invite a number of deaf adults to speak to the class regarding their success in occupational, social and family life situations, problems encountered and how these were dealt with.</p> <p>Have students study lives of successful deaf people.</p>	<p>I'm Deaf Too. Successful Deaf Americans. Notable Deaf Persons. Interesting Deaf Americans. Courageous Deaf Adults.</p>

TRAVEL
 Level 5
 A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States the advantages and disadvantages of a broad range of modes of travel.</p> <p>Identifies and demonstrates understanding of an increased range of safety and traffic laws, including highway and civic laws for vehicles.</p> <p>Travels independently beyond the community. ✓</p>	<p>Have students list and compare walking, cycling, public transportation, etc.</p> <p>Obtain copies of local and provincial codes.</p> <p>Set up city wide trips, using transit or bus facilities, with as much student independence as possible.</p>	<p>International Traffic Signs.</p> <p>Motorcycle Safety.</p>

SAFETY
 Level 5
 A. In the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates awareness of the causes and types of common accidents which could occur in the home.</p> <p>Demonstrates safe use of kitchen tools, appliances, handtools, etc.</p> <p>Demonstrates knowledge of fire prevention and fire safety.</p>	<p>Have student research and report on the incidence and causes of home accidents, the losses involved, and effective methods of controlling or avoiding home hazards.</p> <p>Using the most recent available statistics have students report on the number of accidents that occur at each age level.</p> <p>Through group discussion prepare a set of standards which will aid in the prevention of home accidents.</p> <p>Discuss reasons some people seem more accident prone than others, e.g. nervous tension, carelessness.</p> <p>Discuss great cost and loss of time due to accidents.</p> <p>Discuss common causes of fire.</p> <p>Discuss the procedure that should be followed in the event of fire in the home.</p> <p>List useful fire fighting equipment that should be kept in the home.</p> <p>Bring in guest speaker, e.g. from fire department.</p>	<p>Your Family's Safety. Keep Them Safe, Safety in the Home (films).</p> <p>Curriculum Guide for Junior High School Health.</p> <p>Fire Safety is Your Problem (film).</p>

SAFETY
Level 5
B. In the School

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Demonstrates knowledge of common accidents which could occur in the school.

Demonstrates knowledge of fire prevention and fire safety.

Have a class discussion about the chief causes of accidents in the school grounds.

Have students research and report the proportion of accidents that occur at school, at home and on the way to and from school.

Discuss what the students can do to control the hazards involved.

Have student groups plan a study of school accidents to determine their location, the type of activity and the causes.

Curriculum Guide for Junior High School Health.

Films:
Play it Safe;
Safety Adventures
out of Doors;
Water Safety.

SAFETY
Level 5
C. In the Community

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Demonstrates understanding
of how to cooperate with
authorities in case of dis-
aster.

WORLD OF WORK

Level 5

A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Use of Tools and Equipment</u></p> <p>The student:</p> <p>Selects and uses appropriate tools and equipment for a specific project.</p> <p>Organizes and cares for tools and equipment.</p> <p>Constructs more complex projects.</p> <p>Follows safety procedures when using tools and equipment.</p> <p>2. <u>Following Directions</u></p> <p>Follows complex set of directions.</p>	<p>Have a class discussion and demonstrate the use of unfamiliar tools and equipment.</p> <p>Explain storage procedures.</p> <p>Have each student use equipment while monitoring his proficiency.</p> <p>Assign projects which require the use of more complex equipment.</p> <p>Discuss the necessity of safety shields when using power driven tools and equipment.</p> <p>Discuss absolute necessity for listening carefully to the directions; concentrating on the task at hand, when using power driven tools and equipment.</p> <p>Invite guest speaker: industrial safety.</p> <p>Develop group projects involving complex set of directions.</p>	<p>Manufacturer's Use and Care Manuals.</p>

WORLD OF WORK

Level 5

A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies person in authority in a variety of work situations.</p> <p>Accepts supervision in specific work situations.</p> <p>3. <u>Decision Making</u></p> <p>Demonstrates ability to make appropriate decisions in work situations.</p> <p>4. <u>Independence</u></p> <p>Demonstrates ability to perform satisfactorily in unfamiliar work situations.</p>	<p>Have different students act as foreman. Evaluate project when complete.</p> <p>Display samples of work of differing quality and have class discuss, evaluate and decide how to improve.</p> <p>Provide opportunities for student to work in a variety of situations. Monitor and evaluate performance. Discuss with student.</p>	<p>From Classroom to Career, Parts 1 and 2.</p>

WORLD OF WORK

Level 5

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Why Work?</u></p> <p>The student:</p> <p>Demonstrates awareness that working for a salary brings independence.</p> <p>Demonstrates awareness that satisfaction results from task/job completion.</p> <p>2. <u>Job Awareness</u></p> <p>Develops knowledge of variety of jobs/careers.</p>	<p>Discuss current costs of food, clothing, shelter.</p> <p>Suggest that students develop a monthly budget. See Money Management section.</p> <p>Invite guest speakers: architect, engineer, seamstress, author, carpenter.</p> <p>Invite guest speakers from businesses, industries, unions and Chamber of Commerce.</p> <p>Compile lists of jobs in various classifications: service and non-service jobs, part-time/full-time, jobs that interest me/jobs that do not interest me, jobs available locally.</p> <p>Have student research and report: Jobs I Would Like To Do.</p>	<p>You and Your Pay.</p> <p>Occupations 2.</p> <p>Occupations L.</p> <p>Picture Interest Inventory.</p> <p>Jobs A to Z.</p> <p>Work for Everyone.</p> <p>The Job Box Vocational Resource Module F.</p> <p>Career Search.</p> <p>I'm Going to Work.</p> <p>The Long Hair Men (film).</p> <p>The Turner Career Guidance Series, 1 - 6.</p> <p>Canadian Classification and Dictionary of Occupations.</p> <p>S.R.A. Guidance Series.</p> <p>Exploring the World of Jobs.</p>

WORLD OF WORK

Level 5

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of job demands, routines and qualifications.</p> <p>Explores careers through practical experience.</p> <p>Demonstrates knowledge of some special training programs and institutions.</p> <p>3. <u>Job Demands</u></p> <p>Demonstrates good work habits.</p> <p>Demonstrates positive attitudes towards work.</p> <p>Completes all tasks assigned in all areas at school and on the job.</p> <p>Demonstrates good listening/attending habits.</p>	<p>Discuss jobs classified as skilled, semi-skilled, and education, training required for jobs.</p> <p>Use work experience program.</p> <p>Have a discussion about part-time jobs, e.g. babysitting.</p> <p>Supply up-to-date information on training programs that may be of interest to the students.</p> <p>Use work experience program.</p> <p>Discuss the importance of correct attitudes, e.g. willingness to work, dependability, initiative.</p> <p>Discuss work experience with individual students.</p> <p>Check individual student's work to see that instructions are followed.</p>	<p>Scope Job Skills Series. Getting a Job. Me and Jobs. The Job Box Vocations Resource Module F. Me and Others. You and Your World. Service Occupations. Stories About Workers. Career Awareness Program. Work Experience Manual.</p> <p>Good Work Habits.</p> <p>Work Experience Manual. So You Want a Job, Eh? The Nature of Work.</p> <p>A Good Worker. Getting Ahead of Your Job.</p> <p>Perceptual Communication Skills; Developing Auditory Awareness, Level C.</p>

WORLD OF WORK

Level 5

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to communicate effectively with people at school and on the job.</p> <p>Maintains personal and other belongings in neat fashion in school and at work.</p> <p>Develops awareness of job routines.</p> <p>Travels to work stations independently.</p> <p>Demonstrates awareness of time as it relates to job.</p> <p>Recognizes the need for balance between work and leisure.</p>	<p>Role play various situations.</p> <p>Discuss differences between advice, orders and requests.</p> <p>Discuss reasons for neat storage of belongings particularly in work experience site, industrial education laboratory.</p> <p>Have student study jobs and routines.</p> <p>Discuss the importance of punctuality and job completion within a specified time.</p> <p>Have students discuss the kinds of satisfactions obtained from each. Develop plans for use of time, then chart daily activities for a week.</p>	<p>The Job Box.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

1. Awareness of Personal Attributes and Interests

The student:

Identifies educational and personal characteristics required for a variety of vocations.

Identifies vocations for which he has appropriate skills and abilities.

Identifies jobs/careers which may be of special interest to him.

Demonstrates knowledge of personal strengths and weaknesses that are important in the world of work.

2. Awareness of Process

Demonstrates ability to use telephone directory to obtain information.

Have students prepare interest inventory.

Have a class discussion on important personal characteristics.

Have students compare duties, qualifications and physical limitations of jobs.

Have student use the directory for various kinds of information. Select specific products or services and have students list local businesses where they can be obtained.

Job in Your Future.
 You Gotta Know Yourself.
 Janus Job Planner.
 Girls and Their Futures.
 Career Awareness; The Alternative.
 Service Occupations.
 Work for Everyone.
 Very Important People Series.
 Becoming Myself.
 Here I Am.
 I'm Not Alone.

Help!
 Application Forms.
 Basic Skills on the Job.
 How to Get That Job.
 Finding and Getting a Job.
 All About Jobs.
 Using the Want Ads.
 Getting That Job.
 Work Experience Manual.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of how to use newspaper "Help Wanted" columns to find a job.</p> <p>Recognizes that jobs can be obtained through a variety of means.</p> <p>Identifies and locates community and government agencies that assist in job placement.</p> <p>3. <u>Personal Contact</u></p> <p>Names person(s) who can provide assistance in finding a job.</p> <p>States ways in which personal contact will assist in finding a job.</p>	<p>Have student read and interpret all information in want ads including abbreviations, select a job from newspaper want ads and apply for it.</p> <p>Have students discuss and compare the various methods of looking for a job, e.g. personal ads, personal contacts, employment agencies.</p> <p>Invite high school students who have jobs to describe how they got their jobs.</p> <p>Invite guest speaker from Canada Manpower Office, Provincial Employment Office, City Employment Office.</p> <p>Have a class discussion and make a list of services offered by community and government agencies.</p> <p>Discuss ways to find part-time work, e.g. want ads, visit to work place, personal contact. Compile list of persons who could help to choose or get a job (friend, relative, teacher).</p> <p>Discuss types of personal contact (persons, visit to work place or use of public employment services).</p> <p>Discuss importance of job interview.</p> <p>Role play interview situation.</p>	<p>Janus Job Interview Guide.</p> <p>My Job Application.</p> <p>How to Get That Job. Finding and Holding a Job. Getting a Job. How Teenagers Can Get Good Jobs: Applications for Positions.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Health and Safety</u></p> <p>The student:</p> <p>Practises safety rules while on the job.</p> <p>2. <u>Knowledge of Work Habits</u></p> <p>Demonstrates knowledge of responsible work habits.</p> <p>3. <u>Interpersonal Relationships</u></p> <p>Demonstrates ability to get along with people in a variety of situations.</p> <p>Demonstrates knowledge, awareness, and acceptance of individual differences.</p>	<p>Obtain report from work experience placement.</p> <p>Discuss care of equipment, materials and self on the job.</p> <p>Have a class discussion about punctuality.</p>	<p>Keeping That Job. Attitude and Safety Posters.</p> <p>A Good Worker. Don't Get Fired - 13 Ways to Hold Your Job. Good Work Habits.</p> <p>Learn to Earn.</p> <p>PATH - Positive Attitudes Towards the Handicapped (kit).</p>



OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding of the worth and dignity of others.</p> <p>Recognizes the rights of others.</p> <p>Recognizes that there is Human Rights Legislation.</p> <p>Recognizes that both workers and employers have established rights.</p> <p>Applies for social insurance number.</p>	<p>Use businesses or industries with which the students are familiar to illustrate the rights and expectations of both employees and employers. Indicate which of these apply to other work situations and which are unique.</p>	

HOME MANAGEMENT

Level 5

A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Care</u></p> <p>The student:</p> <p>Assumes some responsibility for the care of own wardrobe.</p> <p>Utilizes laundry facilities independently.</p> <p>Uses cleaning agents and techniques for various types of materials.</p> <p>Makes simple repairs.</p> <p>2. <u>Selection</u></p> <p>Demonstrates understanding of the size systems used for clothing.</p> <p>Chooses clothing suitable for various activities.</p> <p>Chooses appropriate style, color, and design.</p> <p>Demonstrates ability to choose appropriate accessories.</p> <p>Shops for clothing.</p>	<p>Discuss proper storage of personal clothing, care required for specific items and the procedures used in doing laundry.</p> <p>Have a classroom discussion.</p> <p>Elicit parent cooperation to follow through at home.</p> <p>Have classroom discussion about dress standards.</p> <p>Discuss suitability of newest fashion.</p> <p>Go on field trips to department stores, speciality shops.</p> <p>Compare various fabrics to examine the differences in fabric construction. Discuss how this is related to use.</p> <p>Collaborate with parents.</p>	<p>Lessons in Living.</p> <p>Snip, Clip and Stitch.</p> <p>How You Look and Dress. Teen Guide to Homemaking.</p> <p>All About Clothes. Homemaking for Teenagers.</p>

HOME MANAGEMENT

Level 5

A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding of guarantees and warranties.</p> <p>Demonstrates knowledge of what to do with sub-standard goods and services.</p> <p>Demonstrates understanding of variation of quality, quantity and price in the market place.</p> <p>Demonstrates awareness of pricing variations.</p> <p>Estimates the cost of various items in his wardrobe.</p>	<p>Have a classroom discussion.</p> <p>Invite guest speakers with consumer expertise.</p> <p>Have students plan major field trips, e.g. cross-country skiing, camping.</p> <p>Have them assume responsibility for earning money, budgeting, purchasing supplies, arranging transportation, etc.</p> <p>Have students check variations in quality and price.</p>	
<p>3. <u>Construction</u></p> <p>Demonstrates ability to use sewing tools and machines.</p> <p>Sews and repairs articles.</p> <p>Selects appropriate patterns, materials and accessories.</p> <p>Identifies and carries out various methods of construction.</p>	<p>Provide classroom experience with machines and tools.</p> <p>Teach the names and uses of tools and equipment. Provide the opportunity for students to practise simple repairs, alterations and garment construction.</p>	

HOME MANAGEMENT

Level 5

B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Shopping</u></p> <p>The student:</p> <p>Demonstrates ability to budget, including sales and seasonal items.</p> <p>Compares items for price and quality.</p> <p>Demonstrates knowledge of weights and measures used in stores.</p> <p>Distinguishes between convenience stores and supermarket.</p> <p>Explains purpose and use of advertising.</p>	<p>Invite guest speaker, e.g. home economist.</p> <p>Go on field trips to shop for groceries to prepare for cooking.</p> <p>Provide practical experience in store.</p> <p>Go shopping and have students compare prices.</p> <p>Have student tape record examples of advertisements heard on the media, and evaluate same.</p>	<p>Food Buymanship.</p> <p>Food and You.</p> <p>Guides to Modern Meals.</p> <p>Materials from General Food Corporation.</p>
<p>2. <u>Eating</u></p> <p>Demonstrates ability to clean kitchen area and utensils.</p>	<p>Elicit cooperation with the home to establish meal preparation, entertaining and clean-up routines.</p>	
<p>3. <u>Preparation</u></p> <p>Uses kitchen tools, facilities, appliances.</p> <p>Prepares simple meals.</p> <p>Plans menu, e.g. breakfast, lunch, dinner, snack.</p> <p>Demonstrates ability to use recipes.</p>	<p>Provide on-going experience in Home Economics class.</p>	<p>How You Plan and Prepare Meals.</p> <p>Around the World in 80 Dishes.</p> <p>Betty Crocker's Cookbook.</p>

HOME MANAGEMENT

Level 5

B. Food

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

4. Serving

Serves family and guests.

5. Preserving

Demonstrates knowledge of how to package for short and long term storage, including advantages and disadvantages.

6. Production

Explains/describes production, processing and distribution of:
- garden products
- dairy products
- grain products
- fishing products.

Have student plan and prepare a lunch at school and invite another class as guests.

Go on a field trip to food packaging company.

Have class discussion on freezing, canning, pickling.

Have student plan, shop and preserve food.

Go on field trip to commercial food processing plant, supermarket.

Discuss complete processing of food.

Better Homes and Gardens Cookbook (series).

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Selection</u></p> <p>The student:</p> <p>Investigates various types of accommodation.</p> <p>Recognizes responsibilities related to neighbors, landlords, community.</p>	<p>Have a class discussion.</p> <p>Go on field trips based on want ads.</p> <p>Invite guest speakers: construction, realty.</p> <p>Invite guest speaker from Landlord/Tenant Association.</p> <p>See Citizenship and Individual Responsibility section.</p>	
<p>2. <u>Furniture and Furnishings</u></p> <p>Explains what should be considered when furnishing a home, e.g. need, quality, price.</p>	<p>Have student create model home, then price furnishings to arrive at a realistic approximation of cost for his project.</p>	<p>Teen Guide to Homemaking.</p>
<p>3. <u>Care and Maintenance</u></p> <p>Performs household tasks using appropriate equipment.</p>	<p>Invite resource person.</p> <p>Work with Home Economics teacher to organize materials and prepare for safe, productive use of equipment.</p>	

HOME MANAGEMENT
Level 5
C. Maintaining the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies household repairs necessary for safety.</p> <p>Demonstrates ability to do basic repairs and maintenance.</p> <p>Recognizes when repairman is necessary.</p>	<p>Go on field trips to plumber, electrician, etc. on site.</p> <p>Provide classroom practice.</p> <p>Visit appliance repair shop.</p>	<p>The Home, Its Furnishings and Equipment.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Babysits, assuming complete responsibility.</p> <p>Demonstrates ability to dress, change, feed infant or child.</p> <p>Demonstrates ability to make decisions about bedtime and snacks for children.</p> <p>Demonstrates knowledge of what to do in an emergency.</p> <p>Demonstrates ability to show love, warmth and respect for children and infants.</p>	<p>Have class discussion.</p> <p>Invite guest speaker, e.g. St. John's Ambulance instructor.</p> <p>Encourage students to take babysitting course, first aid course.</p> <p>Elicit cooperation from parents to allow student to assume whatever responsibilities he can manage in caring for young children.</p> <p>See Safety section.</p> <p>Discuss procedures to be followed in the event of injury, fire, theft.</p>	<p>Community League Babysitting Course.</p> <p>Babysitters Training Course.</p> <p>Caring for Kids.</p> <p>Homemaking for Teenagers. Babysitters Handbook.</p>

MONEY MANAGEMENT
 Level 5
 A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Counts money, using coins and bills.</p> <p>Writes complex money amounts.</p> <p>Transmits money amounts to calculator.</p> <p>Demonstrates some knowledge of sources of income other than wages.</p> <p>Identifies factors that affect wages, e.g. training, time, danger, seasonal work.</p> <p>Calculates money earned:</p> <ul style="list-style-type: none"> - gross/net pay - regular/overtime - hourly, weekly, monthly - double time, time and a half - holiday pay. <p>Reads and interprets cheque stubs.</p> <p>Demonstrates understanding that the value of money changes over time.</p>	<p>Have student participate in school sales where money changes hands.</p> <p>Provide information about welfare payments, unemployment insurance, assured income, etc.</p> <p>Discuss desirability of various jobs, factors affecting job satisfaction, wages paid, time flexibility.</p> <p>Have a class discussion: Why Volunteer? Who should be paid more?</p> <p>Have students examine and discuss salary stubs.</p> <p>Compare different cheque salary stubs to see similarities, differences. Discuss meaning of these terms.</p> <p>Have students examine different types of salary cheque stubs. Discuss the meaning of terms.</p> <p>Compile a grocery list and note price changes over a period of time.</p>	<p>Money Makes Sense (Canadian edition).</p> <p>Pacemaker Practical Arithmetic Series.</p> <p>Sample pay cheques. Getting Ready for Payday.</p> <p>Sample cheque stubs. Working Makes Sense.</p> <p>You and Your Pay.</p>

MONEY MANAGEMENT
 Level 5
 B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Chooses most appropriate places to buy goods and services, e.g. wholesale, retail, basic producer of goods.</p> <p>Identifies factual information presented in advertisements.</p> <p>Recognizes best time to shop.</p> <p>Differentiates between essential and luxury items.</p> <p>Develops personal budget for purchase of clothing, entertainment, gifts, etc.</p> <p>Describes different methods of payment and explains the advantages and disadvantages of each.</p> <p>Lists goods and services that can be bought on credit.</p> <p>Demonstrates understanding of the cost of using credit.</p>	<p>Have a class discussion and go on field trips.</p> <p>Discuss advantages/disadvantages of shopping when items are on sale.</p> <p>Discuss essential and non-essential items for basic living needs.</p> <p>Use role play, "Pretend you are going camping; what do you really need?".</p> <p>Have students prepare monthly, yearly budget.</p> <p>Discuss credit rating.</p> <p>Discuss use of credit, advantages and disadvantages of credit, misuses of credit, easy credit.</p>	<p>Homemaking for Teenagers. Budget (game). Let's Go Shopping.</p> <p>Money You Spend. Supershopper. Money and the Kids: How to Earn It, Save It and Spend It. The Money Series. Cosmic Coinship.</p> <p>Materials from Dept. of Consumer and Corporate Affairs.</p>

MONEY MANAGEMENT
Level 5
B. Spending Money

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Demonstrates awareness of
consumer protection groups.

Demonstrates ability to use
banking forms correctly.

Role play banking activities.
Have students use chequing
vocabulary such as account,
deposit, cheque, withdrawal
signature.

MONEY MANAGEMENT

Level 5

C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States in own words the importance of saving money.</p> <p>Lists different types of banking services, e.g. savings, chequing, loans.</p> <p>Explains how to choose an appropriate banking service.</p> <p>Names sources for borrowing money.</p> <p>Describes circumstances when borrowing is appropriate.</p>	<p>Have students collect samples of paid bills of essential services, e.g. rent, utilities; calculate total cost; calculate interest on savings.</p> <p>Visit banks in locality.</p> <p>Discuss: why it would be unwise to store money at home.</p> <p>Ask resource person to explain bank services.</p> <p>Have student visit the bank nearest home, talk to the manager.</p> <p>Go on field trips to banks, loan services, credit unions.</p> <p>Discuss borrowing services.</p> <p>Use role play with the lender using terms such as borrowing, financial responsibility.</p> <p>Discuss when to borrow. Relate to individual situation. Relate to monthly statement, financial responsibility.</p>	<p>Bank Account.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 5

A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Assumes responsibility for his own behavior.</p> <p>Assumes responsibilities within the family.</p> <p>Identifies strategies for coping with family changes.</p> <p>Demonstrates respect for personal, public and family property.</p>	<p>Role play situations depicting various kinds of misbehavior. Have students discuss how these behaviors affect others and the responsibility a person has to modify his own behavior or take the consequences.</p> <p>Have students list behavior problems which have occurred at the school and how the participants ultimately handled the situations. Discuss suggestions for improvement in behaviors.</p> <p>Have students describe their present roles and responsibilities regarding the care of the home, family car, yards, younger children, etc. Discuss the roles in class.</p> <p>Use personal experiences of students and teacher or visuals to stimulate discussions on how people must learn to cope with change, e.g. a move, divorce, death.</p> <p>Make a list of various kinds of changes which may occur; have students choose one or more of the changes and suggest ways in which family members may try to cope.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 5

B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates respect for personal, private and public property.</p> <p>Participates in decisions regarding rules.</p> <p>Participates in decision making in the classroom.</p> <p>Responds to authority in the school.</p> <p>Demonstrates understanding of the function and role of a student government.</p>	<p>Set aside a time each week for class meeting when concerns of the students are responsibly voiced and discussed.</p> <p>Invite principal for a discussion of school rules and regulations to acquaint class with reasons behind rules.</p> <p>Involve students in making decisions regarding field trips, class parties, special activities, classroom management, etc.</p> <p>Have students participate in the student government at the school level if possible; if not, form a class club and operate it democratically.</p>	<p>Schools Without Failure.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 5

C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies the role of frequently used provincial service agencies.</p> <p>Identifies common provincial facilities such as parks, highways.</p> <p>States the purpose of familiar federal facilities and agencies, e.g. employment agencies and federal parks.</p> <p>Demonstrates understanding of how laws are made.</p> <p>Demonstrates a basic understanding of elections, voting, political parties.</p> <p>Recognizes the cultural and ethnic diversity which exists among the people of Canada.</p> <p>Demonstrates awareness of world community, e.g. responsibility towards developing countries.</p>	<p>Utilize guest speakers: Provincial Park Warden, representatives from Departments of Health, Agriculture and Labor.</p> <p>Discuss roles of agencies such as: Departments of Social Services, Agriculture, Highways, Education.</p> <p>Go on field trip to Parliament Building.</p> <p>Have a class discussion on differences in provincial legislation.</p> <p>Have students diagram the current legislative assembly, identifying political parties and the cabinet. Outline how elections are won; the purpose of the cabinet and how it is chosen, how bills become laws.</p> <p>Use student government or a class club to illustrate and practice elections.</p> <p>Have students develop by-laws for clubs or students' union.</p> <p>Refer to topic C of Alberta Grade 7, Social Studies Curriculum.</p>	<p>Hello World! It's Nice to Know You. Why Should I Care.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 5

D. Current Events

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies major news stories: local, provincial, national, international.</p>	<p>See Social Studies Curriculum.</p> <p>Set up debate, e.g. political issues.</p> <p>Set up class/school newspaper.</p> <p>Go on field trip to local newspaper, television station.</p> <p>Utilize guest speakers from media, e.g. newspaper reporter, weather announcer.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 5

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Ecology</u></p> <p>The student:</p> <p>States some laws dealing with animal care.</p> <p>Demonstrates knowledge of reason why fees are charged, e.g. park fees, license fees.</p> <p>Identifies the positive/negative effects of man's intervention in nature.</p>	<p>Teach student to recognize that feeding birds may seem to be a charitable thing to do, but the practice builds a dependency that can kill the birds fed.</p> <p>Show a film on the "Balance of Nature". Provide explicit description.</p> <p>Have a class discussion about the effect of hunting as a "sport" upon populations.</p> <p>Play game where students guess the "endangered species" from a description.</p>	<p>S.E.E.D.3. Poster Pack. Garbage Book. Science in Action. Exploring Ecology. Science Experiments You Can Eat. Hinterland Who's Who Series. Parks and Wildlife materials.</p> <p>National Geographic Outdoor Teaching Units: Wildlife Alert, etc. Ecology Puzzles.</p>
<p>2. <u>Natural Phenomena</u></p> <p>Demonstrates some understanding of natural disasters.</p> <p>States effects of seasonal change.</p> <p>Demonstrates knowledge of long term effects of weather, e.g. dry summer - poor crop.</p>	<p>Discuss earthquakes, etc. as they happen. Have student collect newspaper articles about disasters.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 5

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>3. <u>Energy</u></p> <p>The student:</p> <p>Demonstrates knowledge of alternate energy sources, e.g. coal, windmill.</p> <p>Demonstrates ability to make responsible energy choices in daily life.</p> <p>4. <u>Pollution</u></p> <p>Demonstrates awareness of environmental considerations.</p> <p>States fines that can be levied for littering, illegal dumping, improper weed control, etc.</p> <p>Identifies methods of showing disapproval of environmentally damaging practices.</p>	<p>Teach student to turn down thermostat, turn off lights, etc.</p> <p>Make a list of good practices stated by the class in discussion.</p> <p>Point out that detergents are effective in removing grease in less than hot water, and the use of a bleach as a final rinse will kill most bacteria remaining on dishes after washing.</p> <p>Teach that the correct method of disposing of wash water is the use of a small sump pit; water that contains soap, bleach, etc. should not be thrown into a lake or stream since it will kill the aquatic life.</p> <p>Teach students to ask others not to smoke. Have them suggest polite and considerate techniques to foster cooperation and learn to avoid confrontation and insult.</p> <p>Have class invent skits to illustrate the above.</p>	<p>Pollution Solution. Living Well in Times of Scarcity.</p> <p>Energy Management for the Future.</p> <p>Government Environmental Resource Materials Guide. Stop Polluting - Start Preserving.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 5

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates awareness of the dangers of prolonged exposure to excessive noise.</p> <p>5. <u>Conservation</u></p> <p>Saves recyclable materials and returns to appropriate place.</p> <p>Demonstrates understanding of the concept of renewable/non-renewal resources.</p> <p>6. <u>Safety</u></p> <p>Practises water safety.</p> <p>Practises fire prevention methods.</p> <p>Practises safety rules that apply to outdoors.</p> <p>Demonstrates some knowledge of survival methods.</p> <p>Accepts direction from persons in authority in parks, etc.</p> <p>Recognizes risks involved in travelling on frozen lakes or rivers.</p>	<p>Use the Red Cross Water-Safety and Small Craft Course in a spring camp at a nearby lake.</p> <p>Arrange swimming classes at a nearby pool with qualified instructors to teach the students.</p> <p>Collaborate with parents to go ice fishing.</p>	<p>Earth, Science and Ecology.</p> <p>Materials from Red Cross Society.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 6

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Personal Characteristics/ Self-Identification</u></p> <p>The student:</p> <p>Identifies the need and function of self-identifying information, e.g. I.D. card, social insurance number.</p> <p>Relates personal interests, abilities, limitations to vocational and other activities.</p> <p>Recognizes and Accepts areas where an individual effort can improve physical performance and those where it can not.</p> <p>2. <u>Physical Self</u></p> <p>Demonstrates ability to cope with physical changes.</p> <p>Demonstrates understanding of intercourse, pregnancy, birth, venereal disease, birth control.</p> <p>Identifies the effect of physical handicaps or disorders on self and others.</p> <p>3. <u>Emotional Self</u></p> <p>Identifies mixed or changing emotions in self and others.</p>	<p>Have class discussion, field trips, guest speaker, and work experience.</p> <p>Have a class discussion.</p> <p>Invite guest speaker, e.g. community resource people: public health nurse, doctor.</p> <p>Have class discussions.</p> <p>Use role play.</p>	<p>Canadian Classification and Dictionary of Occupations.</p> <p>How To Be Your Own Best Friend.</p> <p>Perspectives for Living.</p> <p>Family Planning.</p> <p>Girls and Sex.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 6

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Predicts emotional reaction of self and others given a situation.</p> <p>Recognizes that emotional states vary with the individual and circumstances.</p> <p>Demonstrates ability to cope with stress.</p> <p>Identifies appropriate/ inappropriate ways of dealing with stress.</p> <p>Identifies ways in which some stress is beneficial rather than harmful, e.g. pressure to complete a task.</p> <p>Expresses and controls emotions in a variety of settings.</p> <p>Demonstrates appropriate assertiveness skills.</p>	<p>Discuss effects of drugs, alcohol, etc.</p>	<p>Innerchange, Unit 28. How To Be Your Own Best Friend. The Search for Self-Respect.</p> <p>Materials from Canadian Mental Health Association.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 6

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Communicates effectively with others in socially appropriate ways.</p> <p>Deals effectively with blocks to communication in self and others.</p> <p>b) <u>Receptive Communication Skills</u></p> <p>Demonstrates extensive comprehension skills.</p> <p>Detects bias, prejudice, or propaganda.</p> <p>c) <u>Problem Solving and Decision Making</u></p> <p>Applies steps in problem solving to new and personal experiences or situations.</p> <p>Demonstrates awareness of how potential problem situations can be avoided.</p> <p>Uses conflict management strategies in new and personal experiences and situations.</p> <p>4. <u>Rules and Routines</u></p> <p>Identifies probable rules in a number of unfamiliar situations.</p>	<p>Establish home/school contact, to work together to increase the student's number of areas for independent action.</p> <p>Use role play of appropriate simulated situations.</p> <p>Have a classroom discussion.</p> <p>Go on field trips.</p>	<p>I'm O.K., You're O.K.</p> <p>Relationships.</p> <p>Lifeline.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 6

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies consequences of breaking rules in a variety of unfamiliar situations.</p> <p>Formulates rules for unfamiliar situations, and identifies consequences.</p> <p>Recognizes the need to abide by rules even when not agreeing with them.</p> <p>5. <u>Social Roles</u></p> <p>Identifies roles in unfamiliar situations and ascribes probable characteristics to these roles, e.g. boss/employee.</p> <p>Recognizes that conflict may arise when people behave in ways not consistent with role expectations, e.g. police officers who break the law.</p> <p>Recognizes that a person assumes different roles at different times in his life.</p> <p>6. <u>Values and Social Expectations</u></p> <p>Recognizes that values and social customs vary with the culture and that a custom or value appropriate in one setting may not be so in another, e.g. Hutterites.</p>	<p>Use classroom discussion, books, field trips into community.</p> <p>Have student talk to relatives and friends and report back to class.</p> <p>Have a class discussion.</p> <p>Use books, films and news reports.</p> <p>Invite guest speakers.</p>	<p>Relationships.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 6

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Determines a person's values from his goals, interests, attitudes, etc.</p> <p>Demonstrates understanding of how group opinion affects personal value system.</p> <p>Recognizes when personal and social values come in conflict, and attempts to resolve the conflict.</p> <p>Demonstrates understanding of the concepts of human rights, e.g. dignity and equality.</p> <p>Demonstrates understanding of legal and moral responsibility for self and others.</p>		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies factors which can cause deafness.</p> <p>Evaluates the effect of hearing loss on career choices.</p> <p>Demonstrates knowledge of availability and use of services and devices for the hearing impaired.</p> <p>Demonstrates knowledge about organizations for the deaf and their purposes.</p>	<p>Have students discuss factors which cause deafness and the terminology related to various cases; discuss the genetic factors in heredity cases.</p> <p>Have students report to the class on their career choices; discuss what implications hearing loss has on these choices and what special factors related to hearing loss the students may encounter in a particular occupation.</p> <p>Have students discuss what careers they feel they might have chosen had they not been hearing impaired.</p> <p>See World of Work.</p> <p>Have students research and do written report on the services and devices.</p> <p>Have students locate information regarding: hearing aids; speech and audiology services; interpreter services (oral and manual); telephone communication devices; smoke detectors, door bell devices and so on.</p> <p>Have students discuss the difference between organizations of the deaf and for the deaf.</p> <p>List organizations available and their aims and purposes, names of contact people, sources of information.</p>	<p>Communication for the Hearing Handicapped, p. 116 - 123.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge about the structure of organizations.</p> <p>Demonstrates understanding that he has a right to an interpreter in legal situations.</p>	<p>Have students discuss structure common to most organizations, how organizations function and how business is conducted:</p> <ul style="list-style-type: none">- Board of Directors- Officers- Executive- Motion- Amendments and others. <p>Go on field trips so students can attend meetings of some of the local organizations.</p> <p>Invite guest speakers in to talk about rights, e.g. they do not have to sign anything when arrested and that the law must provide interpreters.</p> <p>Have a lawyer speak to class and emphasize that deaf persons have the right to a lawyer and interpreter before they sign anything.</p> <p>Emphasize: DO NOT SIGN YOUR NAME TO ANYTHING YOU DO NOT UNDERSTAND.</p>	

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Demonstrates understanding of a full range of regular safety and traffic rules, laws.

Participates in driver training (where appropriate)

Have a class discussion about local traffic by-laws.

A.M.A. materials.

TRAVEL
 Level 6
 B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Reads and uses a variety of transportation schedules.</p> <p>Travels independently beyond community/town, e.g. arranges accommodation, transportation, meals.</p> <p>Demonstrates ability to use agencies that help travellers, e.g. A.M.A., R.C.N.P.</p> <p>Performs basic maintenance for vehicles, including automobile.</p>	<p>Arrange actual trips.</p> <p>Use long range trip simulations.</p> <p>Take simulated trip to student designated destination.</p> <p>Provide information brochures.</p>	<p>International Traffic Signs.</p> <p>Real Life Reading.</p> <p>Motorcycle Safety. How to Read a Map. How to Read a Schedule.</p>

SAFETY
Level 6
A. In the Home

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Demonstrates independence
and reliability in coping
with dangers and accidents.

Bring in guest speakers,
e.g. police, firefighters,
physician, hospital emergency
worker.

SAFETY
Level 6
C. In the Community

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Identifies available sources
of help in case of community
disaster.

Provide information.

WORLD OF WORK

Level 6

A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Use of Tools and Equipment</u></p> <p>The student:</p> <p>Selects and uses all power-driven tools and equipment in the shop.</p> <p>Organizes and cares for tools and equipment.</p> <p>Constructs complex projects.</p> <p>Follows safety procedures when using tools and equipment.</p> <p>2. <u>Following Directions</u></p> <p>Follows all types of directions independently and accurately.</p>	<p>Have student choose and complete project</p> <p>Have student organize and care for tools and equipment independently.</p> <p>Have student complete assigned project which requires the use of more complex tools and equipment.</p> <p>Discuss the necessity of safety shields when using power-driven tools and equipment.</p> <p>Discuss the necessity of listening carefully to the directions; and concentrating on the task at hand when using power-driven tools and equipment.</p> <p>Invite guest speaker from Industrial Safety.</p> <p>Develop individual projects involving complex sets of directions.</p> <p>Monitor and evaluate students' progress.</p>	<p>Manufacturer's use and care manuals.</p> <p>Worker's Compensation Board, printed materials.</p>

WORLD OF WORK

Level 6

A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates awareness of whom to consult should problems arise.</p> <p>Accepts supervision in work situations.</p> <p>3. <u>Decision Making</u></p> <p>Demonstrates ability to make appropriate decisions in work situations.</p> <p>4. <u>Independence</u></p> <p>Demonstrates ability to perform satisfactorily in familiar and unfamiliar work situations.</p>	<p>Create situation where student is forced to seek assistance.</p> <p>Have a class discussion.</p> <p>Have a class discussion about what decisions will be required when one is a member of the work force.</p> <p>Invite guest speaker, e.g. from Chamber of Commerce, local businessman.</p> <p>Provide opportunities for student to work in a variety of situations.</p> <p>Monitor and evaluate performance; discuss with student.</p>	

WORLD OF WORK

Level 6

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Why Work?</u></p> <p>The student:</p> <p>Demonstrates financial independence through working.</p> <p>2. <u>Job Awareness</u></p> <p>Develops knowledge of variety of jobs and careers available.</p> <p>Demonstrates knowledge of requirements for practical jobs/careers.</p> <p>Demonstrates knowledge of special training programs and institutions.</p> <p>Recognizes how certain disabilities or limitations affect vocational choices.</p> <p>Recognizes that personal likes and dislikes, hobbies, and out of school activities should be considered when making career choices.</p>	<p>Use work experience program.</p> <p>Bring in guest speakers from businesses, industries, unions and Chamber of Commerce.</p> <p>Discuss experience on part-time work.</p> <p>Go on work experience program field trips in coordination with Work Experience Program.</p> <p>Provide information about future education, post secondary institutions, evening classes, etc.</p> <p>Have students discuss how limitations in skills, experience, education, physical size, sex, or disability affect choices available.</p> <p>Have students specify jobs which require specific kinds of skills, e.g. math, reading.</p>	<p>Canadian Classification and Dictionary of Occupations.</p> <p>Career Awareness. Occupations 2. Occupations L. Program Scope Job Skills Series. S.R.A. Guidance Series. Careers Comparison Kit. A Job Search Guide. Careers Search. Jobs From 'A to Z'. Canadian Classification and Dictionary of Occupations.</p> <p>A Job Search Guide. Getting Applications Right.</p> <p>Career Crosswords.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Develops a plan to implement personal career goals.</p> <p>3. <u>Job Demands</u></p> <p>Demonstrates good work habits.</p> <p>Demonstrates positive attitude towards work.</p> <p>Assumes complete responsibility for task.</p> <p>Demonstrates ability to relate to personnel at school and on the job.</p> <p>Maintains personal and other belongings in neat fashion in school and at work.</p> <p>Demonstrates punctuality.</p> <p>Recognizes the importance of balance between work and leisure time for personal satisfaction and well being.</p>	<p>Have students outline how they can go about pursuing career choices after high school. Have students construct a life chart showing the steps to be followed.</p> <p>Have a class discussion.</p> <p>Role play various situations.</p> <p>In work experience setting, emphasize proper care, use, and storage of tools and equipment.</p>	<p>Good Work Habits. Job Attitudes.</p>

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

1. Awareness of Personal Abilities and Interests

The student:

Identifies a number of vocations for which he is/ is not suited.

Selects two or more areas for work study/experience which are consistent with interests, abilities, limitations.

Identifies jobs/careers which may be of interest to him.

Provide job descriptions involving: full time/part time, day/night shift, working with people/machines.

Measure student's interest in career fields with an interest inventory.

Janus Job Planner.
 Me and Others.
 Me and Jobs.
 Service Occupations.
 Looking Into The Future.
 Work Experience Manual.
 Social and Pre-Vocational Information Battery.
 Girls and Their Future.
 Canadian Classification Dictionary of Occupations.

2. Awareness of Process

Demonstrates use of telephone directory to obtain information.

Have student locate various agencies, etc., both in white and yellow pages Teach categories, synonyms, etc.

How to Get That Job.
 Work Experience Manual.
 Finding Part-time Jobs.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of how to use newspaper "Help Wanted" columns to find a job.</p> <p>Recognizes that jobs can be obtained through a variety of means.</p> <p>Demonstrates ability to use community and government agencies when looking for a job.</p> <p>3. <u>Personal Contact</u></p> <p>Names person(s) who can provide assistance in finding a job.</p> <p>Develops file of useful contacts.</p>	<p>Using several different newspapers, have students collect, locate and display jobs in home town, in another geographical location.</p> <p>Compile a file on part-time jobs available locally using want ads.</p> <p>Demonstrate procedures used in answering want ad.</p> <p>Discuss when to use the want ads; include the advantages and disadvantages and compare by phoning or visiting personnel office.</p> <p>Discuss use of want ads, personal contacts, employment agencies.</p> <p>Discuss ways to find part-time work, e.g. want ads, visits to work place, personal contact.</p> <p>Have student discuss job availability with school counsellor.</p>	<p>Using the Want Ads. Basic Skills on the Job.</p> <p>Guide to the Community. Variety of newspapers.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to write different types of letters, e.g. letters of application.</p> <p>Practises safety rules while on the job.</p> <p>2. <u>Knowledge of Work Habits</u></p> <p>Practises responsible work habits on the job.</p> <p>3. <u>Interpersonal Relationships</u></p> <p>Demonstrates ability to get along with people in a variety of situations.</p> <p>Demonstrates knowledge, awareness and acceptance of individual differences.</p>	<p>Have students write letters requesting information.</p> <p>Have students examine various types of letters to compare style, content and layout.</p> <p>Discuss care of equipment, materials and self on the job.</p> <p>Obtain report from work experience program.</p> <p>Discuss examples of safety/health regulations applied to specific jobs.</p> <p>Review questions about compensation benefits.</p> <p>Have student participate in work experience program.</p> <p>List and discuss the difference in expectations between school and the world of work, e.g. working without supervision.</p> <p>Have a class discussion.</p>	<p>40 Letters to Write.</p> <p>How Do I Fill Out a Form?</p> <p>Occupational Health and Safety Regulations.</p> <p>Questions About Compensation Benefits Answered.</p> <p>Attitude Safety Posters.</p> <p>Don't Get Fired: 13 Ways to Hold Your Job. How to Hold Your Job.</p> <p>Sign Survival Poster Program.</p> <p>PATH - Positive Attitudes Toward the Handicapped (Kit).</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Respects the rights of others.</p> <p>Demonstrates understanding of special rights under protective legislation, e.g. Dependent Adults Act.</p> <p>Demonstrates understanding of work legislation, e.g. social insurance, unemployment insurance, minimum wage, workers' compensation.</p> <p>Demonstrates ability to utilize community services related to workers' rights.</p> <p>Demonstrates understanding of unions and their functions.</p> <p>Demonstrates an understanding of the terms sick leave, deductions, income tax, and dental plan.</p> <p>Demonstrates understanding of shift-work, part-time work, over-time, temporary staff, seasonal work.</p> <p>Demonstrates understanding of the requirements and provisions related to social insurance number, unemployment insurance, minimum wage, workers' compensation, etc.</p> <p>Demonstrates knowledge of Alberta Labor Act.</p>	<p>Invite guest speakers from Services for the Handicapped and the office of the Public Trustee.</p> <p>Have a class discussion.</p> <p>Invite guest speakers from Unemployment Insurance Commission, Board of Industrial Relations.</p> <p>Invite guest speakers from local unions.</p> <p>Have students study vocabulary.</p> <p>Discuss rights outlines.</p> <p>Have students discuss appropriate times and ways these rights can be used, and the role of the employee and employer in each situation.</p>	<p>Legislation Pamphlets.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Care</u></p> <p>The student:</p> <p>Assumes responsibility for care of own wardrobe.</p> <p>Repairs own clothing.</p> <p>2. <u>Selection</u></p> <p>Chooses appropriate style, color and design.</p> <p>Chooses appropriate accessories.</p> <p>Independently shops for a personal wardrobe.</p> <p>Demonstrates understanding of guarantees and warranties.</p> <p>Demonstrates knowledge of what to do with sub-standard goods and services.</p> <p>Demonstrates understanding of variation of quality, quantity and price in the market place.</p>	<p>Make student responsible for organizing and maintaining classroom space, and for making minor repairs.</p> <p>Go on field trip to shop.</p> <p>Discuss suitability of newest fashions.</p> <p>Go on field trips to department stores, speciality shops.</p>	<p>Lessons in Living.</p> <p>Materials from Dept. of Consumer and Corporate Affairs.</p> <p>Teen Guide to Homemaking.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes and compares regular and sale prices.</p> <p>Plans a coordinated wardrobe within a budget.</p> <p><u>3. Construction</u></p> <p>Demonstrates ability to use sewing tools and machines.</p> <p>Sews more complex garments.</p> <p>Selects appropriate patterns, materials and accessories.</p> <p>Identifies and carries out various methods of construction.</p>	<p>Have a classroom discussion.</p> <p>Go on field trips to shop and compare.</p> <p>Select a realistic budget figure and have students plan a wardrobe that will meet their needs within that budget limitation.</p> <p>Discuss factors which influence the family clothing budget and develop sample plans as a class project. Include the question of sale purchases and the use of credit in the discussion.</p> <p>Provide classroom experience with machines and tools.</p> <p>Invite guest speakers to discuss use of machinery with students.</p> <p>Provide on-going experiences in Home Economics class.</p>	<p>Sew It Yourself.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Shopping</u></p> <p>The student:</p> <p>Demonstrates ability to prepare a shopping list and compare prices.</p> <p>Demonstrates knowledge of weights and measures used in stores.</p> <p>Explains use and purpose of advertising.</p> <p>Identifies false advertising.</p> <p>3. <u>Preparation</u></p> <p>Prepares meals including special dishes.</p> <p>Plans and prepares menu for formal occasion.</p> <p>Demonstrates ability to follow complex recipes.</p>	<p>As a class project have students plan a gourmet meal. Make students responsible for preparing shopping list and purchasing food within a set budget.</p> <p>Provide practical experience in store.</p> <p>Have student record examples of advertisements they hear on the media, and evaluate same.</p> <p>Invite guest speakers with consumer expertise.</p> <p>Have student plan and prepare a meal for guests, using home economics facilities.</p> <p>Have a class discussion on variety and selection of food.</p> <p>Go on field trip to restaurant kitchen.</p>	<p>Calgary Milk Foundation Materials. Alberta Milk Foundation Materials. Nutrition Communication.</p> <p>Guide to Modern Meals. Food and You.</p> <p>How You Plan and Prepare Meals. Simple Cooking for the Epicure. Gardens Cookbook Series. Betty Crocker's Cookbook. Microwave Cookbook. The Cook's Companion. The Teenagers Menu Cookbook.</p>

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Selection</u></p> <p>The student:</p> <p>Identifies various types of accommodation.</p> <p>Demonstrates understanding of responsibilities related to neighbors, landlords, community.</p> <p>Demonstrates ability to use newspapers and other advertising to locate housing.</p> <p>2. <u>Furniture and Furnishing</u></p> <p>Chooses furnishings for cost, style and durability.</p> <p>Identifies "harmony" in color, texture, style.</p>	<p>Invite guest speakers from tax department, real estate, interior design, hearing impaired person who lives successfully in his own apartment.</p> <p>Discuss advantages/disadvantages of various types of housing.</p> <p>Invite guest speaker from Landlord and Tenant Association.</p> <p>See Citizenship and Individual Responsibility section.</p> <p>Have student use media.</p> <p>Have student create model home, then price furnishings to arrive at a realistic approximation of cost for his project.</p>	<p>Teen Guide to Home-making.</p> <p>The Home, It's Furnishings and Equipment.</p>

HOME MANAGEMENT

Level 1

C. Maintaining the Home

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

3. Care and Maintenance

The student:

Demonstrates efficient methods of performing household tasks.

Demonstrates knowledge of cost of household repairs and need to get estimates.

Elicit cooperation with family to encourage increased independence at home.

Contact resource persons: plumber, electrician, welder, etc.

I Hate to Housekeep Book.
How Does It Work?
Popular Mechanics.
How to Repair Electrical Appliances.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Babysits, assuming complete responsibility.</p> <p>Demonstrates ability to dress, change, feed infant or child.</p> <p>Demonstrates ability to make decisions about bedtime or snacks for children.</p> <p>Identifies what to do in an emergency, e.g. injury, fire, theft.</p> <p>Demonstrates knowledge of the development (physical and emotional) of the young child.</p> <p>Recognizes emotional and physical needs of children.</p>	<p>Provide practice on dolls brought in from St. John's Ambulance Courses, Fire Department.</p> <p>Go on field trips to carefully selected day care and Mothers Day Out and Early Childhood Services Centers.</p> <p>Have a class discussion on nutritious snacks.</p> <p>Discuss procedures to be followed in the event of injury, fire, theft.</p> <p>Contact resource persons, e.g. policeman, fireman, St. John's Ambulance Personnel.</p> <p>Invite appropriate guest speakers to discuss development of young children.</p>	<p>Babysitting Course. Caring for Kids. Baby-sitters Handbook.</p>

MONEY MANAGEMENT
 Level 6
 A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of sources of income other than wages.</p> <p>Identifies factors that affect wages, e.g. training, time, danger, seasonal.</p> <p>Calculates money earned:</p> <ul style="list-style-type: none"> - gross/net pay - regular/overtime - hourly, weekly, monthly, annually - double time, time and a half, holiday pay. <p>Reads, interprets and demonstrates understanding of terms and figures on cheque stub, e.g. union dues, unemployment insurance, C.P.P.</p> <p>Demonstrates understanding that the value of money changes over time.</p> <p>Demonstrates knowledge of taxes, e.g. income tax.</p>	<p>Invite guest speaker from Unemployment Insurance Commission, Social Services.</p> <p>Bring in guest speakers from Manpower personnel, business manager, etc.</p> <p>Have students examine and discuss salary stubs. Compare different cheque salary stubs to see similarities, differences. Discuss the meaning of these terms.</p> <p>Provide forms and have student fill in.</p>	<p>Mathematics for Citizenship.</p> <p>Mathematics for Everyday Living.</p> <p>Mathematics for the Worker.</p> <p>Mathematics for Employment.</p> <p>Getting Ready for Payday.</p> <p>Money Management.</p>

MONEY MANAGEMENT
 Level 6
 B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Compares and contrasts buying through different outlets, e.g. retail, mail order, wholesale.</p> <p>Describes examples of misleading advertising on television, radio, newspaper.</p> <p>Demonstrates understanding of comparative shopping (goods and services).</p> <p>Differentiates between essential and luxury items.</p> <p>Develops budget for household management, e.g. groceries, clothing, utilities.</p> <p>Calculates personal budgets for different family sizes and over varying time periods for:</p> <ul style="list-style-type: none"> - casual worker - full time worker - unemployed worker. <p>Explains what a credit purchase is.</p> <p>Lists goods and services that can be bought on credit.</p>	<p>Invite guest speakers, e.g. retailer, wholesaler.</p> <p>Use T.V., radio and printed advertisements to detect examples of misleading advertising. Examine recent copies of Canadian Consumer.</p> <p>Discuss budgets developed by students.</p> <p>Provide budgets and cost data so that student can make appropriate decision as to what to buy.</p> <p>Use role playing.</p> <p>Have family discuss needed cut-backs in personal spending after layoffs.</p> <p>Work out budgets (week, month, year) with items clearly indicated.</p>	<p>Gyps and Frauds. Case Study Booklet 2. The Advertisement Book.</p> <p>Let's Go Shopping. Mathematics for Adult Living.</p>

MONEY MANAGEMENT
 Level 6
 B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Calculates cost of credit.</p> <p>Calculates the cost of different methods of payment.</p> <p>Demonstrates understanding of the responsibility associated with credit buying.</p> <p>Utilizes Better Business Bureau and Consumer Protection groups.</p> <p>Demonstrates ability to utilize banking services.</p> <p>Names institutions where savings can be kept: banks, credit unions, trust companies, treasury branches, life insurance companies.</p>	<p>Discuss examples of borrowing in the family and effects of borrowing on family members.</p> <p>Have student calculate payments due on a given loan period and equate this to given wages or find out how to get this information.</p> <p>Invite guest speaker from Better Business Bureau.</p> <p>Take field trips to bank. Request information from banks.</p> <p>Bring in resource person, e.g. bank manager, manager of credit union to discuss services offered.</p> <p>Visit banks to determine if all banks give the same type of service.</p>	<p>Dollars and Sense. A Guide to Family Money Management. Math for Employment, Parts 1 and 2. Math for the Worker. Math for Banking. Math for Adult Living.</p> <p>Business and Consumer Mathematics.</p> <p>Bank Account. The Bank Book.</p>
<p><u>C. Saving and Borrowing</u></p> <p>Describes circumstances where borrowing is/is not appropriate.</p>	<p>Provide sample case studies where the student decides if borrowing would be appropriate.</p>	<p>Mathematics for Adult Living.</p>

300

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 6

A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding of roles and responsibilities associated with being an independent adult.</p> <p>Makes independent decisions about how family responsibilities could be shared in various situations.</p>	<p>Develop and have students respond to questions on a checklist which assesses the degree of responsibility assumed for purchase of clothing, provision of food, use of vehicles, earning money, etc.</p> <p>View films or videotapes depicting late or young adult behavior. Have class discuss and evaluate them.</p> <p>Have students describe, in writing, their present roles in the family and what they feel should be their responsibilities for the smooth running of their families.</p> <p>Have students discuss in groups how family responsibilities are or could be shared in a variety of real or hypothetical situations.</p>	<p>Parenting. Marooned. Family Life.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 6

B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates respect for personal, private and public property.</p> <p>Participates in decisions regarding school rules and class activities.</p> <p>Accepts responsibility as a leader or committee member.</p>	<p>Discuss how inappropriate use of personal or private property can encroach upon the rights of others, e.g. loud parties or other noisy activities late at night or early morning, use of recreational vehicles, inappropriate use of public facilities.</p> <p>Through student government, class clubs, or in planning class activities provide opportunities for students to be involved in decision making. Evaluate the decision making process.</p> <p>Provide opportunities for all members of the class to assume responsibility for planning or conducting some aspect of an activity for the school or class.</p>	



CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 6

C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to utilize service agencies.</p> <p>Identifies national facilities.</p> <p>Demonstrates understanding of the meaning and role of civic pride, patriotism, national pride.</p> <p>Demonstrates understanding of the responsibilities involved in holding an elected office.</p> <p>Demonstrates knowledge about ideological and government differences throughout the world.</p> <p>Identifies implications of major news stories: local, provincial, national, international.</p> <p>Demonstrates awareness of "world community", e.g. responsibility towards developing countries.</p>	<p>Have students discuss how these factors influence people's behavior on a day to day basis and in times of conflict.</p> <p>Have students discuss the qualifications needed for various elected offices and nomination procedures. Outline the duties and responsibilities of executive officers and members of an organization.</p> <p>Set up debat, e.g. political issues.</p> <p>Set up class, school newspaper.</p> <p>Go on field trip to local newspaper, television station.</p> <p>Invite guest speaker from media: newspaper reporter, meteorologist.</p>	<p>Hello World! It's Nice to Know You. Why Should I Care.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 6

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Ecology</u></p> <p>The student:</p> <p>Practises responsibility with regards to the natural environment.</p> <p>2. <u>Natural Phenomena</u></p> <p>Demonstrates understanding of natural disasters.</p> <p>Demonstrates knowledge of economic and social effects of world's weather patterns.</p> <p>3. <u>Energy</u></p> <p>States advantages/disadvantages of various energy sources.</p> <p>Demonstrates responsibility in making energy-consumption decisions.</p> <p>4. <u>Pollution</u></p> <p>Demonstrates correct environmental care.</p>	<p>Have students set up a model NO TRACE camp in a nearby park, complete with tent, cooking, equipment, etc.</p> <p>Have them dismantle the site without a trace of their having been there at all (no cut branches, no fire marks, no litter, no tent peg holes, etc.).</p> <p>Prepare a "checklist" of do's and don'ts for a family holiday trip. Discuss.</p> <p>Have a class discussion about advantages of carpools, public transit, etc.</p> <p>Arrange a camping trip of an overnight duration to practise many of these principles. Involve a few parents.</p>	<p>Town or City By-Laws. Government Environmental Resource Materials Guide.</p> <p>Flora and Fauna of Alberta. Travel Alberta Information. Ecology Puzzles. Investigations in Biology.</p> <p>Stop Polluting - Start Preserving.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 6

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of the regulations in existence to protect the environment.</p> <p>Utilizes his right to speak out against environmental offences.</p> <p>Demonstrates awareness of the dangers of industrial noise, and an understanding of preventative measures.</p> <p>5. <u>Conservation</u></p> <p>Practises various methods of conservation.</p> <p>6. <u>Safety</u></p> <p>Practises water safety.</p> <p>Demonstrates competency and safety in the performance of several out-of-doors activities.</p> <p>Demonstrates ability to practise survival method.</p> <p>Demonstrates responsible behavior in parks, etc.</p> <p>Demonstrates knowledge of possible dangers of various terrains.</p>	<p>Have students examine city by-laws governing noise, weed control, waste disposal and apply to his specific life situation.</p> <p>Discuss recycling concept, choosing products with few negative environmental effects, energy conservation, etc.</p> <p>During industrial education program have student practise small engine repair and maintenance.</p> <p>Invite the school caretaker to instruct the students in proper use of the lawnmower.</p> <p>Have a discussion about risks involved in travel on frozen lakes, icy roads, etc.</p>	<p>World Sources of Energy. Conserving the Earth's Resources. Competition for Land.</p>

PHYSICAL EDUCATION

A. INTRODUCTION

Physical development through formal physical education is widely accepted as a high priority function of education programs for our youth. The need for physical activity and the value of training for improvement of physical activity and physical functioning, and the associated satisfaction and sense of well being usually is not adversely affected by the status of one's hearing. In fact, with many hearing impaired students there may be a greater need for self-expression through physical activity than there is with hearing people.

Activities and programs which are appropriate for hearing students are also suitable for those who have hearing impairments. It is recommended that the regular Alberta Curriculum for physical education be used with hearing impaired students. The teaching of the language associated with physical education activities must be done carefully and, as with any group, provision must be made for individual differences.

B. SPECIAL CONSIDERATIONS

There are some special considerations which must receive attention when planning and conducting physical activities for hearing impaired students. The more important ones are presented here and all teachers charged with the responsibility for providing such instruction are urged to review them periodically so they will not be overlooked. It cannot be overstressed that in some cases dangerous situations and possible additional auditory impairment can result from ignoring these considerations.

A hearing impaired student may be inclined to be overly shy and lacking in confidence which may make it difficult for him to participate readily in activities or to respond to stimuli in times of potential danger. Likewise, there are hearing impaired students who are impulsive in their actions which can lead to danger to others as well as themselves. The teacher must be on guard for both types. Until the teacher is well acquainted with the students, it is wise to plan and utilize more easily controlled activities and those which are likely to impose minimal threat to those students who lack confidence. Both shyness and impulsive behavior may result as much from a lack of appropriate social play experience or a lack of understanding or neurological impairment associated with the hearing deficiencies.

In actual teaching, reliance upon verbal instruction, lengthy explanations, and detailed analysis of movements should be avoided. These students learn visually and can be much better served by visual aids and by teacher or student demonstrations.

It is essential to avoid the frequent changing of rules. Often the rules of the game are learned only through a great deal of effort and to learn about changes can be frustrating if not confusing.

A useful technique is to provide each hearing impaired student with a partner. In an integrated situation, where each hearing impaired student can be paired with a hearing student, the hearing impaired students are likely to participate more readily.

For some students there are serious inherent dangers associated with participating in vigorous physical activities. Therefore, it is important to find out what each student's limitations are, if any. An otological report from a reputable doctor should be available to teachers planning physical education programs for hearing impaired students.

Such activities as boxing, wrestling, diving and sub-surface swimming should be avoided by some students because of the danger of further damage to their hearing. All swimming is unwise for students with ear drum perforations, recent fenestration operations, and certain other middle ear involvements.

Damage to the semi-circular canals is sometimes associated with deafness. In these cases, balance is affected and climbing on apparatus or attempting to perform at levels above the floor may be hazardous. Students with semi-circular canal involvement will often experience dizziness and nausea especially when attempting to use a trampoline or when participating in tumbling.

If students have hearing aids they should be worn when practical to do so. Certain vigorous activities, including swimming, necessitate the removal of aids to prevent damage from blows or falls, or from excessive moisture entering the aids. When aids are removed they must be placed in a safe place to protect them from damage. Dampness should be avoided so aids should never be placed on wet grass or other wet surfaces.

Those who have had fenestration operations or other damage to the tympanic membrane should be fitted with ear plugs to be worn outdoors in windy weather.

C. THE LANGUAGE OF PHYSICAL EDUCATION

Sports and other physical education activities have a language which is unique to each particular activity. The words and expressions must be carefully taught to hearing impaired students. For some integrated students, interpreter services may be required. Hand signals may be learned readily but whistles and starting guns may have to give way to, or be used in conjunction with, visible signals when profoundly deaf participants are involved.

Language is the one area which requires considerable special attention when hearing impaired students are included in a program. In some cases written tests will present language problems and may not accurately reflect low verbal students' level of understanding of rules and other physical education concepts.

D. PHYSICAL FITNESS

Hearing impaired students of all ages need to be given an opportunity to develop and maintain an adequate level of physical fitness. For elementary school age students, this can be encouraged by offering regularly scheduled classes which offer a broad range of physical activity. Junior and senior high school age students should have the opportunity to obtain instruction not only in team sports and exercise programs, but also in sports such as skiing, curling, bowling, tennis, golf, swimming, raquetball, etc. which can form the basis for recreational and fitness activities after schooling is completed.

E. REFERENCES

Birch, Jack W. Hearing Impaired Children in the Mainstream. Minneapolis, Minnesota: Leadership Training Institute/Special Education, University of Minnesota, 1975.

Curriculum Guides for Physical Education - Alberta Education.

Newman, Judy. Swimming for Children with Physical and Sensory Impairments: Methods and Techniques for Therapy and Recreation. Springfield, Illinois: Charles C. Thomas, 1976.

Physical Education, Recreation and Sports for Individuals with Hearing Impairments; Physical Education and Recreation for the Handicapped. Washington, D.C.: Information and Research Utilization Centre (IRVC).

Wisher, Peter R. The Role of Physical Education and Athletics for the Deaf in the Hearing World. Reston, Virginia: C.E.C. Information Services, 1966.

MUSIC

A. INTRODUCTION

The objective for including music in the program for hearing impaired students is to use music as a tool to develop certain skills in auditory training, speech, and language. This objective differs markedly from the objective of regular music programs. Hearing impaired students, even the profoundly deaf, gain some sensory input from music (even if it is only vibration) and enjoy the rhythmic quality of sound.

Music can be used as a motivator for learning. Hearing impaired students are required to concentrate hard from a very young age on speech, language and other lessons. They need short breaks throughout the day and rhythmic song breaks provide a useful yet enjoyable activity for those breaks.

Older students are aware of the role of music in social activities. They are interested in the names of pop stars and lyrics of the latest songs. They also want to know how to do the latest dance steps. This spontaneous interest can be tapped for use in language lessons and physical education activities.

B. GENERAL OBJECTIVES

1. Enjoyment;
2. Social skills: Group participation in folk dancing, square dancing and rhythm band activities develops cooperation, self-confidence and appropriate social behavior (memory and sequencing are also involved in these activities);
3. Auditory training: Many activities which train the students to use their residual hearing can be included in the music period;
4. Rhythmic control: Through movement to music, students learn control of their bodies in response to an auditory or vibratory stimulus. This is basic to rhythmic speech;
5. Vocal quality: Through signing simple songs students practise pitch variation, intensity control and other suprasegmental aspects of speech;
6. Speech and language development:
 - a. through songs,
 - b. through instruction on musical topics, e.g. instruments.

A music lesson is successful if the students:

- enjoy the experience,
- participate cooperatively,
- can cope confidently with the demands made upon them,
- develop skills relevant to the objectives of the music program as stated above.

It must be remembered that the quality of participation will vary greatly depending on the amount of residual hearing and other individual differences. Each student's progress must be considered in relation to his previous performance. Comparisons between students should not be made.

C. INTEGRATED STUDENTS

The student who is integrated in a regular school program should be encouraged to participate in music classes until the skills and quality of performance expected are beyond his capability. The deciding factor should be the enjoyment and participation of the student. If the class is a strain for him he should be given the option of extra language work or some other alternative use of his time which would be more helpful to him. The alternative should be presented carefully so that it is not perceived as a punishment or rejection.

D. MUSIC IN THE SPECIAL CLASS

Teachers should plan their music program to include rehearsal of specific targets from the speech program and should select songs in relation to the language themes being taught.

Some Carl Orff instruments are helpful, particularly the low frequency metallophones and xylophones and the tambour. The techniques of Orff can also be adapted very successfully.

Music textbooks for young children are good sources of songs. Nursery rhyme songs, action and game related songs, and songs used for special occasions or holidays should be taught to young deaf students.

E. RESOURCES

Birkenshaw, Lois. Music for Fun, Music for Learning, (second edition). Toronto, Ontario: Holt, Rinehart and Winston, 1977.

Robbins, Carol and Clive Robbins. Music for the Hearing Impaired. Resource Manual and Curriculum Guide, Magnamusic - Barton, 1980.

ART

Art is a very important subject area for hearing impaired students. It is an ideal subject area for both inverse integration and integration into regular classes. Art can be used very successfully in self-contained classrooms as a subject area motivator, for stimulating language and for expression of ideas and feelings.

Art is an area where hearing impaired students can achieve successfully on a par with the hearing population. Care should be taken that the stimulation for art activities be realistic to the student's sensory limitations.

The provincial curriculum for art should be used with hearing impaired students; care should be taken that progression be according to age rather than grade level. Teachers should be aware that the vocabulary used in art needs to be specifically taught as does the vocabulary in all other subject areas.

Suggestions for monitoring progress may be found in the Alberta Education Curriculum.

DRAMA

A. INTRODUCTION

Core concepts in drama as outlined in the Alberta curriculum apply to the hearing impaired student in much the same way as to the student with normal hearing. Drama activities should be part of the program in the education of elementary school age hearing impaired students. At junior and senior high school levels students should be able to choose drama as an elective.

There are two major reasons for the inclusion of drama in the curriculum for hearing impaired students. These are (1) the use of drama as a technique or strategy for teaching language, and (2) drama as an art form, a means of expanding understanding of self and others through viewing and a medium of self-expression.

For information on the use of drama as a tool in teaching language refer to the language arts curriculum.

B. DRAMA AS AN ART FORM OR COMMUNICATION MEDIUM

Objectives:

1. Receptive
 - a. to enhance the enjoyment and appreciation of literature
 - b. to develop an appreciation of variety in moods, emotions, personalities and the interplay of characters
 - c. to analyze the impact of context or situation on human behavior
 - d. to develop critical skills in viewing plays, puppetry, films, film strips and mime;
2. Expressive
 - a. to recognize the dignity, utility and significance of body language and facial expression
 - b. to develop control and appropriate use of body language and facial expression
 - c. to provide opportunity for imagination and self-expression
 - d. to develop skills for creating plays, puppet shows, films, film strips and mime;
3. Technical
 - a. to develop an understanding of stage lighting techniques and their appropriate use in productions
 - b. to recognize the value of effective costuming in a production and demonstrate the ability to create or assemble costumes appropriate for various roles

- c. to provide practice in the application of stage make-up for basic use and special effects
- d. to provide opportunities for creating stage settings and practice in coordination and management of stage properties
- e. to provide opportunities for the use of sound systems, sound effects, etc. in such a way as to enhance the activities
- f. to analyze and implement the modifications necessitated by the need for facing the audience, the method of communication used (mime, speech, manual communication), or the provision of interpreters (manual and reverse)
- g. to provide opportunities for the promotional and financial activities related to dramatic productions.

In teaching drama to hearing impaired students some modifications in teaching strategies will need to be made. However, most strategies used with students with normal hearing can be used successfully with hearing impaired students. Where modifications are necessary they will be primarily related to changes in staging to accommodate the communication needs of hearing impaired students.

APPENDIX A

OVERVIEW

MI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Demonstrates some understanding of growth. p. 1</p>	<p>Demonstrates understanding that growth, physical development and maturation affect physical abilities. p. 36</p>	<p>Recognizes concepts related to growth and development. p. 77</p>	<p>Identifies physical changes resulting from growth and development. p. 118</p>	<p>Demonstrates ability to cope with physical changes. p. 160</p>
<p>Recognizes that people are either male or female. p. 1</p>	<p>Identifies sex of self and others. p. 36</p>	<p>Identifies sex differences between males and females. p. 78</p>	<p>Identifies physical sex changes and feelings arising from awareness of sexuality. p. 118</p>	<p>Demonstrates understanding of intercourse, pregnancy, birth, venereal disease, birth control. p. 160</p>
<p>Identifies some actions requiring privacy. p. 1</p>	<p>Demonstrates understanding that people have physical differences. p. 36</p>	<p>Identifies physical differences and similarities between self and others. p. 78</p>	<p>Recognizes that physical differences affect occupational and personal choices. p. 118</p>	<p>Identifies the effect of physical handicaps or disorders on self and others. p. 160</p>
<p>3. <u>Emotional Self</u></p>	<p>Demonstrates understanding of the need for privacy. p. 36</p>	<p>Respects the privacy of others. p. 78</p>	<p>Demonstrates appropriate behavior in public. p. 118</p>	
<p>Identifies specific emotions in self and others. p. 1</p>	<p>Identifies specific emotions by name in self and others. p. 36</p>	<p>Identifies an increasing number of emotions in self and others. p. 78</p>		
<p>Recognizes the existence of a wide range of emotions and feelings. p. 1</p>	<p>Identifies emotions from a wide range of stimuli. p. 36</p>	<p>Identifies emotions in pictorial and written form. p. 78</p>	<p>Recognizes mixed emotions/ changing emotions. p. 118</p>	<p>Identifies mixed or changing emotions in self and others. p. 160</p>
<p>Recognizes that feelings can be expressed in appropriate and inappropriate ways. p. 2</p>	<p>Recognizes that people affect one another's emotions by the things they say or do. p. 36</p>	<p>Identifies causes of emotions. p. 78</p>	<p>Demonstrates increasing awareness of causes of emotions and consequences of emotional reactions. p. 119</p>	<p>Predicts emotional reaction of self and others in a given situation. p. 161</p>

206

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Indicates discomfort. p. 2</p> <p>Responds appropriately to feelings. p. 2</p> <p>B. <u>Social Relationships</u></p> <p>1. <u>Needs and Motivations</u></p> <p>Indicates some basic needs. p. 3</p>	<p>Indicates when he is feeling uncomfortable. p. 37</p> <p>Demonstrates ability to relax. p. 37</p> <p>Responds appropriately to feelings. p. 37</p> <p>Demonstrates understanding that food, shelter and clothing are basic needs. p. 38</p>	<p>Identifies consequences of emotional reactions. p. 78</p> <p>Recognizes signs and causes of stress in self and others. p. 78</p> <p>Practises relaxation, with guidance. p. 78</p> <p>Expresses emotions appropriately in a variety of situations. p. 79</p> <p>Demonstrates understanding of assertiveness. p. 79</p> <p>Distinguishes between needs and wants. p. 80</p>	<p>Recognizes the relationship between emotion and behavior. p. 119</p> <p>Recognizes and categorizes the causes of stress in self and others. p. 119</p> <p>Identifies appropriate ways of dealing with stress. p. 119</p> <p>Expresses emotions appropriately with regard to situation, intensity, relationship p. 119</p> <p>Demonstrates understanding of the difference between being assertive and being aggressive. p. 119</p> <p>Identifies human needs which are physical and those which are emotional. p. 120</p>	<p>Recognizes that emotional states vary with the individual and circumstances. p. 161</p> <p>Demonstrates ability to cope with stress. p. 161</p> <p>Identifies appropriate/inappropriate ways of dealing with stress. p. 161</p> <p>Identifies ways in which some stress is beneficial rather than harmful, e.g. pressure to complete a task. p. 161</p> <p>Expresses and controls emotions in a variety of settings. p. 161</p> <p>Demonstrates appropriate assertiveness skills. p. 161</p> <p>Identifies personal needs which may exist in the future, or in unfamiliar situations. p. 162</p>

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>208</p> <p>2. <u>Factors Affecting Relationships</u></p> <p>Differentiates between familiar and unfamiliar people. p. 3</p> <p>Demonstrates respect, protection, cooperation, caring for other people. p. 3</p>	<p>Identifies those who provide basic needs for him. p. 38</p> <p>Identifies situations in which people need help or protection. p. 38</p> <p>Categorizes familiar and unfamiliar people with respect to age, role. p. 38</p> <p>Demonstrates respect, protection, cooperation, caring for other people. p. 38</p>	<p>Identifies needs of safety, belonging and adequacy. p. 80</p> <p>Identifies how basic needs can be provided for. p. 80</p> <p>Recognizes the relationship between behavior and needs or motives. p. 80</p> <p>Identifies an increasing number of situations in which people need help. p. 80</p> <p>Given a situation, indicates appropriate responses to persons in varying roles. p. 80</p> <p>Demonstrates respect, protection, cooperation, caring for other people. p. 80</p>	<p>Identifies needs of safety, belonging and adequacy. p. 120</p> <p>Identifies how needs can be provided for. p. 120</p> <p>Recognizes the relationship between behavior and needs or motives. p. 120</p> <p>Identifies an increasing number of situations in which people need help. p. 120</p> <p>Recognizes how age and status affect the ways in which people relate to one another. p. 120</p>	<p>Categorizes needs by immediacy and importance. p. 162</p> <p>Identifies how predicted needs can be met by himself or others. p. 162</p> <p>Identifies situations in which satisfaction of personal needs must be delayed or foregone because of needs of others. p. 162</p> <p>Identifies when two personal needs may be in conflict and suggests appropriate resolution of the conflict. p. 162</p> <p>Recognizes that roles can change from time to time and in situations even when the people involved remain the same. p. 162</p>

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS</p>				
<p>A. <u>Knowledge of Self</u></p>				
<p>1. <u>Personal Characteristics/ Self Identification</u></p>				
<p>Identifies self by name. p. 1</p>	<p>States/writes/signs: name, age, address, telephone number. p. 35</p>	<p>States/writes/signs: locality, province, country, ethnic background, ages of family members, birthdate, class, room number. p. 77</p>	<p>Identifies the need and function of self-identifying information, e.g. I.D. number. p. 118</p>	<p>Identifies the need and function of self-identifying information, e.g. I.D. card, social insurance number. p. 160</p>
<p>Identifies family members. p. 1</p>	<p>Identifies self as being a member of a family. p. 35</p>	<p>Identifies extended family relationships. p. 77</p>		
<p>Identifies activities which he likes/dislikes. p. 1</p>	<p>Identifies some areas of strength and some areas of interest. p. 35</p>	<p>Identifies and demonstrates or describes some interests or preferences, abilities or talents. p. 77</p>	<p>Identifies and describes an increasing number of interests or preferences, abilities or talents. p. 118</p>	<p>Relates personal interests, abilities, limitations to vocational and other activities. p. 160</p>
<p>Recognizes similarities and differences between others, e.g. big, small. p. 1</p>	<p>Compares similarities and differences between people, e.g. eye color. p. 35</p>	<p>Recognizes and accepts physical limitations. p. 77</p>	<p>Recognizes and accepts physical limitations and the range of differences between people. p. 118</p>	<p>Recognizes and accepts areas where individual effort can improve physical performance and where it can not. p. 160</p>
<p>2. <u>Physical Self</u></p>				
<p>Identifies the five senses and indicates the body part involved. p. 1</p>	<p>Identifies the five senses and indicates the body part involved. p. 35</p>	<p>Interprets and categorizes appropriate visual images, sounds, tastes, smells and tactile images. p. 77</p>	<p>Interprets and categorizes sensory input. p. 118</p>	

205

330

330

HI LIVING VOCATIONAL SKILLS OVERVIEW

209

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>3. <u>Handling Social Interaction</u></p> <p>a) <u>Expressive Communication Skills</u></p> <p>Communicates in a variety of ways. p. 3</p>	<p>Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions. p. 38</p> <p>Communicates with others in socially acceptable ways. p. 38</p>	<p>Communicates more effectively with others, e.g. appropriate assertion of needs, direct messages. p. 81</p> <p>Communicates effectively with others in socially appropriate ways. p. 81</p> <p>Identifies and deals with some blocks to communication in self and others. p. 81</p>	<p>Demonstrates increased skill in communicating with others. p. 121</p> <p>Communicates effectively with others in socially appropriate ways. p. 121</p> <p>Identifies and deals with some blocks to communication in self and others. p. 121</p>	<p>Demonstrates increased skill in communicating with others. p. 162</p> <p>Communicates effectively with others in socially appropriate ways. p. 163</p> <p>Deals effectively with blocks to communication in self and others. p. 163</p>
<p>b) <u>Receptive Communication Skills</u></p> <p>Follows simple directions. p. 3</p>	<p>Follows directions. p. 39</p>	<p>Follows complex directions. p. 81</p>	<p>Demonstrates increasing comprehension skills. p. 121</p>	<p>Demonstrates increasing comprehension skills. p. 163</p> <p>Detects bias, prejudice or propaganda. p. 163</p>
<p>c) <u>Problem Solving and Decision Making</u></p> <p>Makes simple choices. p. 4</p> <p>Begins to participate in the decision making process. p. 4</p>	<p>Practises making personal decisions in the classroom. p. 39</p> <p>Participates in decision making process. p. 39</p>	<p>Identifies what information is needed to make decisions. p. 81</p> <p>Given steps in problem solving, demonstrates understanding of the process. p. 81</p>	<p>Demonstrates understanding of the terms: problems, decision, consequences, solution. p. 121</p> <p>Applies the steps of problem solving to personal experiences with minimal supervision. p. 121</p>	<p>Applies steps in problem solving to new and personal experiences or situations. p. 163</p>

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Begins to recognize consequences of his choice. p. 4</p> <p>4. <u>Rules and Routines</u></p> <p>Recognizes and predicts a routine sequence at home and school. p. 4</p> <p>Follows most rules at home and school. p. 4</p>	<p>Recognizes possible consequences of decisions. p. 39</p> <p>Identifies a problem situation and suggests a possible solution p. 39</p> <p>Participates in appropriate conflict management strategies: taking turns, apologizing, soliciting, intervention, sharing. p. 39</p> <p>Identifies basic school rules. p. 39</p> <p>Follows most rules in the classroom and on the playground. p. 40</p> <p>Identifies and accepts consequences or breaking school rules. p. 40</p> <p>Identifies rules which cannot be changed and routines which can be modified. p. 40</p> <p>Demonstrates understanding that routines and rules made by the group may be modified, depending on the situation, e.g. rules for games. p. 40</p>	<p>Recognizes that alternative choices may be made. p. 81</p> <p>Identifies factors which cause a problem. p. 82</p> <p>Identifies a conflict situation and applies conflict management strategies under direction of teacher. p. 82</p> <p>Identifies school rules and recognizes violations of these. p. 82</p> <p>Follows school rules without direct supervision. p. 82</p> <p>Identifies consequences of breaking rules in the community. p. 82</p> <p>Identifies the need for routines and rules, e.g. order, protection, equality. p. 82</p> <p>Identifies situations which require the establishment of routines or rules in school or on the playground. p. 82</p>	<p>Demonstrates ability to evaluate most appropriate solution. p. 121</p> <p>Demonstrates awareness of how problems are caused. p. 122</p> <p>Demonstrates ability to apply constructive conflict management techniques with increasing independence. p. 122</p> <p>Identifies rules of behavior in a variety of familiar situations. p. 122</p> <p>Follows rules of appropriate behavior in a variety of unfamiliar situations. p. 122</p> <p>Identifies consequences of breaking rules in a variety of familiar situations. p. 122</p> <p>Formulates routines/rules for familiar situations and identifies consequences. p. 122</p> <p>Identifies ways in which rules made by others may be modified, e.g. voting. p. 122</p>	<p>Demonstrates awareness of how problem situations can be avoided. p. 163</p> <p>Uses conflict management strategies in new and personal experiences and situations. p. 163</p> <p>Identifies probable rules in a number of unfamiliar situations. p. 163</p> <p>Identifies consequences of breaking rules in a variety of unfamiliar situations. p. 164</p> <p>Formulates rules for unfamiliar situations and identifies consequences. p. 164</p> <p>Recognizes the need to abide by rules even when not agreeing with them. p. 164</p>

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>5. <u>Social Roles</u></p> <p>Identifies some roles associated with the family, e.g. mother, father. p. 4</p>	<p>Identifies characteristics of family roles, e.g. sister, brother. p. 40</p> <p>Identifies leaders within the classroom or playground. p. 40</p> <p>Recognizes the authority and responsibilities associated with some adult roles. p. 40</p> <p>Identifies multiple role of familiar adults, e.g. father is also employee. p. 40</p>	<p>Identifies roles associated with the school and states some of the characteristics of these roles. p. 82</p> <p>Assumes leader roles in the classroom/playground with peers in structured situations, e.g. games, classroom activities. p. 83</p> <p>Recognizes that roles involve rights and privileges, duties and obligations. p. 83</p> <p>Recognizes that adults have multiple roles, e.g. teacher, friend, student, nurse. p. 83</p>	<p>Identifies roles associated with the community and states some of the characteristics of these roles. p. 123</p> <p>Recognizes the difference between official and unofficial roles, e.g. friend vs. president. p. 123</p> <p>Recognizes the privileges and obligations associated with a variety of roles. p. 123</p> <p>Recognizes that a person may assume several roles at the same time. p. 123</p>	<p>Identifies roles in unfamiliar situations and ascribes probable characteristics to these roles, e.g. boss/employee. p. 164</p> <p>Recognizes that conflict may arise when people behave in ways not consistent with role expectations, e.g. police officers who break the law. p. 164</p> <p>Recognizes that a person assumes different roles at different times in his life. p. 164</p>
<p>6. <u>Values and Social Expectations</u></p> <p>Demonstrates appropriate behavior at home and school. p. 5</p> <p>Recognizes differences in cultures, e.g. costume, food, language. p. 5</p>	<p>Demonstrates appropriate behavior in home, school and community. p. 40</p> <p>Identifies differences in cultures, e.g. costume, food, language. p. 41</p>	<p>Behaves appropriately in most social situations. p. 83</p> <p>Demonstrates awareness of differences in cultures existing in community and province. p. 83</p>	<p>Behaves appropriately in all social situations. p. 123</p> <p>Demonstrates understanding of the relationship between social customs and values. p. 123</p>	<p>Recognizes that values and social customs vary with the culture and that a custom or value appropriate in one setting may not be so in another, e.g. Hutterites. p. 164</p>

211

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>212</p> <p>DEAF STUDIES</p> <p>Recognizes that he is deaf. p. 6</p>	<p>Recognizes basic values, e.g. honesty, kindness. p. 41</p> <p>Recognizes need for social rules. p. 41</p> <p>States simple rules and recognizes when they are broken, e.g. golden rule, school or class rules, rules for games. p. 41</p> <p>Demonstrates knowledge of his handicap and its implications. p. 42</p>	<p>Recognizes basic societal values. p. p. 83</p> <p>Identifies the behavior which best illustrates a given value. p. 83</p> <p>Recognizes violation of basic societal values. p. 83</p> <p>Recognizes that most rules are for the protection of individuals. p. 83</p> <p>Demonstrates knowledge about what causes his hearing impairment or deafness. p. 84</p> <p>Demonstrates ability to cope with limitations of deafness. p. 84</p>	<p>Relates personal values to those of society. p. 123</p> <p>Demonstrates increasing awareness of personal values by stating what to do in a given situation and why. p. 124</p> <p>Recognizes some alternative behaviors which others might engage in in the same situation. p. 124</p> <p>Demonstrates understanding of the relationship between moral values and laws. p. 124</p> <p>Demonstrates understanding of need for protection of self and property. p. 124</p> <p>Identifies factors which can cause deafness. p. 125</p> <p>Recognizes that hearing impairment places some restrictions on occupational choices. p. 125</p> <p>Demonstrates knowledge of educational programs for deaf students. p. 125</p>	<p>Determines a person's values from his goals, interests, attitudes. p. 164</p> <p>Demonstrates understanding of how group opinion affects personal value system. p. 165</p> <p>Recognizes when personal and social values come in conflict, and attempts to resolve the conflict. p. 165</p> <p>Demonstrates understanding of the concepts of human rights, e.g. dignity and equality. p. 165</p> <p>Demonstrates understanding of legal and moral responsibility for self and others. p. 165</p> <p>Identifies factors which can cause deafness. p. 166</p> <p>Evaluates the effect of hearing loss on career choices. p. 166</p>

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Distinguishes between hearing impaired and hearing individuals. p. 6	Distinguishes between hearing impaired and hearing individuals. p. 42	Distinguishes between hearing impaired and hearing individuals. p. 84	Demonstrates knowledge that the hearing impaired are much the same as hearing people. p. 125	
Recognizes ways in which he is like other people. p. 6	Recognizes ways in which he is like/unlike other people. p. 42	Demonstrates ability to deal with the reaction of hearing people when they meet for the first time. p. 84		
Recognizes that there are regional differences in sign language. p. 6	Demonstrates knowledge of different modes of communication used by hearing impaired individuals. p. 42	Demonstrates knowledge of manual and oral communication. p. 85	Demonstrates knowledge about various methods of communication and the advantages and limitations of each method. p. 125	
With assistance, recognizes international symbol of deafness. p. 6	Demonstrates knowledge of availability and use of services and devices for the hearing impaired. p. 42	Demonstrates knowledge of availability and use of services and devices for the hearing impaired. p. 85	Demonstrates knowledge of availability and use of services and devices for the hearing impaired. p. 126	
Wears hearing aid consistently. p. 6	Recognizes international symbol of deafness. p. 42	Identifies international symbol of deafness. p. 85	Demonstrates knowledge of meaning of international symbol of deafness. p. 126	
	With assistance, demonstrates ability to use telephone communication devices. p. 85	With assistance, demonstrates ability to use telephone communication devices. p. 85	Demonstrates increasing ability to use telephone communication devices. p. 126	
	Demonstrates ability to take good care of hearing aid. p. 43	Performs routine maintenance of hearing aid. p. 85	Demonstrates knowledge of sources of information about services and devices. p. 126	Demonstrates knowledge about organizations for the deaf and their purposes. p. 166
				Demonstrates knowledge about the structure of organizations. p. 167

213

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>TRAVEL</p> <p>A. <u>Ways to Travel</u></p> <p>Identifies vehicles. p. 7</p> <p>Identifies some traffic signs. p. 7</p> <p>Travels in immediate neighborhood independently. p. 7</p> <p>B. <u>Travel Skills</u></p> <p>Follows simple directions. p. 8</p> <p>Recognizes basic traffic signs and symbols. p. 8</p>	<p>Identifies ways people can travel: walk, bicycle, school bus, private and public transportation. p. 44</p> <p>Identifies basic traffic signs. p. 44</p> <p>Travels independently in neighborhood, e.g. walking. p. 44</p> <p>Follows written and verbal directions. p. 44</p> <p>Obeys traffic signs and rules. p. 44</p>	<p>Demonstrates pride in achievements. p. 85</p> <p>States the advantages and disadvantages of various modes of travel: walking, bicycle, bus, train, plane. p. 86</p> <p>Identifies and demonstrates understanding of a broader range of safety and traffic rules. p.</p> <p>Travels independently in community, e.g. walking, bus, bicycle riding. p. 86</p> <p>Follows more complex set of directions. p. 87</p> <p>Identifies additional rules of safe travel, e.g. refusing rides from strangers. p. 87</p>	<p>Demonstrates knowledge about lives of successful deaf people. p. 126</p> <p>States the advantages and disadvantages of a broad range of modes of travel. p. 127</p> <p>Identifies and demonstrates understanding of an increased range of safety and traffic laws, including highway and civic laws for vehicles. p. 127</p> <p>Travels independently beyond the community. p. 127</p>	<p>Demonstrates understanding that he has a right to an interpreter in legal situations. p. 167</p> <p>Demonstrates understanding of a full range of regular safety and traffic rules, laws. p. 168</p> <p>Participates in driver training (where appropriate). p. 168</p>

214

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Recognizes landmarks in school and neighborhood. p. 8</p>	<p>Recognizes landmarks in wider community. p. 45</p> <p>Recognizes simple maps. p. 45</p>	<p>Uses simple maps. p. 87</p> <p>Identifies alternate routes to familiar destinations. p. 87</p>	<p>Demonstrates ability to use a variety of maps. p. 128</p> <p>Demonstrates knowledge of map symbols. p. 128</p> <p>Identifies alternate routes to unfamiliar destinations. p. 128</p> <p>Reads and uses a variety of transportation schedules. p. 128</p> <p>Plans trip itinerary. p. 128</p>	<p>Reads and uses a variety of transportation schedules. p. 169</p> <p>Travels independently beyond community, e.g. arranges accommodation, transportation, meals. p. 169</p>
<p>Follows established routines for riding in vehicle. p. 8</p>	<p>Demonstrates appropriate behavior in various forms of travel. p. 45</p> <p>States where to go for help if lost. p. 45</p>	<p>Demonstrates appropriate behavior and knowledge of rules in a variety of settings. p. 87</p> <p>Locates help when required. p. 87</p>	<p>Demonstrates appropriate behavior and knowledge of rules. p. 128</p> <p>Identifies agencies that help travellers, e.g. A.M.A., R.C.M.P., local police. p. 128</p> <p>Identifies basic maintenance procedures for vehicles: tire pressure, tire changes, grease and oil. p. 128</p>	<p>Demonstrates ability to use agencies that help travellers, e.g. A.M.A., R.C.M.P. p. 169</p> <p>Performs basic maintenance for vehicles, including automobile. p. 169</p>

215

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
HEALTH				
A. <u>Nutrition</u>				
Identifies a variety of foods. p. 9	Identifies a variety of foods and their sources. p. 46			<p><u>Note:</u> It is expected that hearing impaired students will be integrated into a regular classroom at Levels 5 and 6. Teachers are advised to use the Health Curriculum (Alberta Education, 1982) as applicable within their jurisdiction.</p>
	Classifies food into appropriate food group. p. 46	Identifies and classifies food into the four basic food groups. p. 88		
Identifies nutritious food. p. 9	Selects a balanced meal. p. 46	Demonstrates knowledge of a balanced diet. p. 88		
	Demonstrates knowledge of the rules of good nutrition. p. 45	Demonstrates knowledge of the relationship between nutrition growth and development. p. 88		
Identifies some "junk-food". p. 9	Demonstrates understanding of "junk-food" to be avoided between meals. p. 46	Demonstrates understanding of the lack of nutritional value in "junk-food". p. 88		
	Recognizes the importance of hygiene practices in food preparation. p. 46	Practises hygiene in food preparation. p. 88		
B. <u>Personal Care</u>				
1. <u>Knowledge of Body</u>				
Identifies some basic body parts. p. 10	Identifies basic body parts. p. 47	Identifies functions of body parts. p. 89		
Recognizes differences between boys and girls. p. 10	Recognizes and explains differences between boys and girls. p. 47	Recognizes secondary physical and sexual changes. p. 89		

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>2. <u>Care of Body</u></p> <p>Assumes initial responsibility for body hygiene, e.g. washes face, brushes teeth, toileting. p. 10</p> <p>217</p> <p>Seeks help appropriately when sick or hurt. p. 10</p> <p>3. <u>Drugs and Alcohol</u></p> <p>Takes drugs only when administered by a responsible adult. p. 10</p>	<p>Demonstrates some independence in matters of personal hygiene. p. 47</p> <p>Assumes some responsibility for personal belongings, e.g. grooming articles. p. 47</p> <p>States reasons for taking good care of the body. p. 47</p> <p>Practises physical fitness program. p. 47</p> <p>Demonstrates knowledge of what to do in case of minor illness. p. 48</p> <p>Takes drugs only when administered by parents, guardians or medical personnel. p. 48</p> <p>Differentiates between vitamins and drugs. p. 48</p>	<p>Demonstrates independence in matters of body cleanliness. p. 89</p> <p>Assumes responsibility for care of personal belongings, e.g. grooming articles p. 89</p> <p>Identifies methods of maintaining a strong healthy body. p. 89</p> <p>Practises physical fitness program. p. 89</p> <p>Demonstrates knowledge of what to do in case of minor illness. p. 89</p> <p>Demonstrates knowledge of how and when to administer first aid for minor accidents. p. 90</p> <p>Recognizes that there is a difference between prescription and non-prescription drugs. p. 90</p> <p>Recognizes that drugs may have negative effects. p. 90</p>		

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p><u>C. Community Health Services</u></p> <p>Demonstrates knowledge about how community helpers help us. p. 11</p> <p>Demonstrates understanding of places to go to for medical help. p. 11</p> <p>218</p> <p>SAFETY</p> <p><u>A. In the Home</u></p> <p>Demonstrates awareness of common sources of danger within the home. p. 12</p> <p>Demonstrates understanding of danger of fire in the home. p. 12</p>	<p>Identifies health helpers and their function. p. 49</p> <p>Demonstrates knowledge that workers are there to help us. p. 49</p> <p>Identifies places to go to for medical help. p. 49</p> <p>Recognizes the importance of having a family doctor or dentist. p. 49</p> <p>Demonstrates awareness of common accidents which could occur in the home. p. 50</p> <p>Identifies dangers associated with various areas and items in the home. p. 50</p> <p>Follows adult instruction about fire drill in home. p. 51</p>	<p>Identifies medical personnel and their functions. p. 90</p> <p>Identifies hygiene personnel and their function. p. 90</p> <p>Identifies mental health personnel and their function. p. 90</p> <p>Demonstrates ability to follow emergency procedures. p. 90</p> <p>States reasons for having a family doctor and dentist. p. 91</p> <p>Demonstrates increased awareness of common accidents which could occur in the home. p. 92</p> <p>Demonstrates safe use of common kitchen tools, appliances, handtools, etc. p. 92</p> <p>Follows appropriate procedures for fire drill in the home. p. 92</p>	<p>Demonstrates awareness of the causes and types of common accidents which could occur in the home. p. 129</p> <p>Demonstrates safe use of kitchen tools, appliances, handtools, etc. p. 129</p> <p>Demonstrates knowledge of fire prevention and fire safety. p. 129</p>	<p>Demonstrates independence and reliability in coping with dangers and accidents. p. 170</p>

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p><u>B. In the School</u></p> <p>Demonstrates awareness of common sources of danger within the school setting. p. 13</p> <p>Demonstrates understanding of danger of fire in the school. p. 13</p>	<p>Demonstrates awareness of dangerous situations which could occur in the school. p. 51</p> <p>Follows adult instruction about fire drill in school. p. 51</p>	<p>Demonstrates increased awareness of dangerous situations which could occur in the school. p. 93</p> <p>Follows appropriate procedures for fire drill in the school. p. 93</p>	<p>Demonstrates knowledge of common accidents which could occur in the school. p. 130</p> <p>Demonstrates knowledge of fire prevention and fire safety. p. 130</p>	
<p><u>C. In the Community</u></p> <p>Demonstrates awareness of common sources of danger within the community. p. 14</p>	<p>Demonstrates understanding of different types of disasters. p. 52</p>	<p>Demonstrates understanding of role of police and firemen in case of disaster. p. 94</p>	<p>Demonstrates understanding of how to cooperate with authorities in case of disaster. p. 134</p>	<p>Identifies sources of help available in case of community disaster. p. 171</p>
<p>WORLD OF WORK</p> <p><u>A. Specific and Allied Work Skills</u></p> <p><u>1. Use of Tools and Equipment</u></p> <p>Manipulates a variety of construction materials and tools. p. 15</p> <p>Follows simple rules of organization and care of tools and materials. p. 15</p> <p>With supervision, constructs simple projects. p. 15</p>	<p>Identifies more tools and demonstrates greater proficiency in their use. p. 53</p> <p>Follows simple rules of organization and care of tools and materials. p. 53</p> <p>Constructs simple project independently. p. 53</p>	<p>Selects and uses appropriate tools for a simple project. p. 95</p> <p>Follows the rules of organization and care of tools and equipment. p. 95</p> <p>With supervision, constructs more complex projects. p. 95</p>	<p>Selects and uses appropriate tools and equipment for a specific project. p. 132</p> <p>Organizes and cares for tools and equipment. p. 132</p> <p>Constructs more complex projects. p. 132</p>	<p>Selects and uses all power-driven tools and equipment in the shop. p. 172</p> <p>Organizes and cares for tools and equipment. p. 172</p> <p>Constructs complex projects. p. 172</p>

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Demonstrates safe use of simple tools. p. 15</p> <p>2. <u>Following Directions</u></p> <p>Follows simple directions. p. 15</p> <p>Responds to persons in authority. p. 15</p> <p>3. <u>Decision Making</u></p> <p>Chooses between two or more alternatives. p. 15</p> <p>4. <u>Independence</u></p> <p>Behaves appropriately in familiar situations. p. 15</p> <p>B. <u>Career Planning and Exploration</u></p> <p>1. <u>Why Work?</u></p> <p>Recognizes that most people work. p. 17</p>	<p>Follows safety procedures when using tools. p. 53</p> <p>Follows a more complex set of directions. p. 53</p> <p>Identifies persons in authority in the school and immediate community. p. 53</p> <p>Chooses independently between two or more alternative activities. p. 54</p> <p>Behaves appropriately in unfamiliar situations. p. 54</p> <p>Recognizes that people are paid for jobs. p. 55</p>	<p>Follows safety procedures when using tools. p. 95</p> <p>Follows more complex set of directions. p. 95</p> <p>Identifies person in authority in specific work situations. p. 96</p> <p>Accepts supervision in specific work situations. p. 96</p> <p>Demonstrates ability to make appropriate decisions in work situations. p. 96</p> <p>Demonstrates ability to perform satisfactorily in familiar work situations. p. 96</p> <p>Recognizes that people are paid for jobs. p. 97</p>	<p>Follows safety procedures when using tools and equipment. p. 132</p> <p>Follows complex set of directions. p. 132</p> <p>Identifies person in authority in a variety of work situations. p. 133</p> <p>Accepts supervision in specific work situations. p. 133</p> <p>Demonstrates ability to make appropriate decisions in work situations. p. 133</p> <p>Demonstrates ability to perform satisfactorily in unfamiliar work situations. p. 133</p>	<p>Follows safety procedures when using tools and equipment. p. 172</p> <p>Follows all types of directions independently and accurately. p. 172</p> <p>Demonstrates awareness of whom to consult should problems arise. p. 173</p> <p>Accepts supervision in work situations. p. 173</p> <p>Demonstrates ability to make appropriate decisions in work situations. p. 173</p> <p>Demonstrates ability to perform satisfactorily in familiar and unfamiliar work situations. p. 173</p>

220

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Demonstrates understanding that work brings income to parents. p. 17</p>	<p>Recognizes that parents have different work and incomes. p. 55</p>	<p>Recognizes that incomes vary. p. 97</p>	<p>Demonstrates awareness that working for a salary brings independence. p. 134</p>	<p>Demonstrates financial independence through working. p. 174</p>
<p>Demonstrates understanding that doing work well brings satisfaction. p. 17</p>	<p>Demonstrates understanding that finishing tasks earns praise. p. 55</p>	<p>Recognizes that finishing something makes one feel good (self-worth). p. 97</p>	<p>Demonstrates awareness that satisfaction results from task/job completion. p. 134</p>	
<p>2. <u>Job Awareness</u></p>				
<p>Demonstrates understanding of work done by some community workers. p. 17</p>	<p>Demonstrates awareness that people do different jobs: in home, in school, in community. p. 55</p>	<p>Demonstrates awareness that people do different jobs: in home, in school, in community. p. 97</p>	<p>Develops knowledge of variety of jobs/careers. p. 134</p>	<p>Develops knowledge of variety of jobs and careers available. p. 174</p>
			<p>Demonstrates knowledge of job demands, routines and qualifications. p. 135</p>	<p>Demonstrates knowledge of requirements for practical jobs/careers. p. 174</p>
			<p>Explores careers through practical experience. p. 135</p>	<p>Explores careers through practical experience. p. 174</p>
			<p>Demonstrates knowledge of some special training programs and institutions. p. 135</p>	<p>Demonstrates knowledge of special training programs and institutions. p. 174</p>
				<p>Recognizes how certain disabilities or limitations can affect a vocational choice. p. 174</p>
				<p>Recognizes that personal likes and dislikes, hobbies and out of school activities should be considered when making career choices. p. 174</p>
				<p>Develops a plan to implement personal career goals. p. 175</p>

H1 LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>3. <u>Job Demands</u></p> <p>Follows simple instructions. p. 17</p> <p>Completes tasks as assigned. p. 17</p>	<p>Demonstrates good work habits. p. 55</p> <p>Demonstrates positive attitude towards work. p. 55</p> <p>Follows more complex instructions. p. 55</p> <p>Completes selected tasks at school and home and begins to assume some responsibility for this. p. 55</p> <p>Recognizes some of own mistakes and corrects them. p. 55</p> <p>Demonstrates good listening/attending habits. p. 56</p>	<p>Demonstrates good work habits. p. 97</p> <p>Demonstrates positive attitudes towards work. p. 97</p> <p>Follows complex instructions. p. 55</p> <p>Completes selected tasks at school and home and assumes some responsibility for this. p. 98</p> <p>Recognizes own mistakes and corrects them. p. 95</p> <p>Demonstrates good listening/attending habits. p. 98</p> <p>Communicates effectively with peers. p. 98</p> <p>Assumes some responsibility for maintaining own belongings. p. 98</p> <p>Follows school routines. p. 98</p> <p>Travels to school independently. p. 98</p>	<p>Demonstrates good work habits. p. 135</p> <p>Demonstrates positive attitudes towards work. p. 135</p> <p>Completes all tasks assigned in all areas at school and on the job. p. 135</p> <p>Demonstrates good listening/attending habits. p. 135</p> <p>Demonstrates ability to communicate effectively with people at school and on the job. p. 136</p> <p>Maintains personal and other belongings in neat fashion in school and at work. p. 136</p> <p>Develops awareness of job routines. p. 136</p> <p>Travels to work stations independently. p. 136</p>	<p>Demonstrates good work habits. p. 175</p> <p>Demonstrates positive attitudes towards work. p. 175</p> <p>Assumes complete responsibility for task. p. 175</p> <p>Demonstrates ability to relate to personnel at school and on the job. p. 175</p> <p>Maintains personal and other belongings in neat fashion in school and at work. p. 175</p>

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>C. <u>Finding a Job</u></p> <p>1. <u>Awareness of Personal Abilities and Interests</u></p> <p>Recognizes that most adults work. p. 18</p> <p>Identifies activities he likes/dislikes. p. 18</p> <p>2. <u>Awareness of Process</u></p>	<p>Identifies parents' vocations. p. 57</p> <p>Identifies jobs/careers which may be of special interest to him. p. 57</p> <p>Describes abilities and limitations for a specific job. p. 57</p>	<p>Recognizes that many vocations exist. p. 99</p> <p>Distinguishes between fantasy and reality with regard to aspirations, planning for the future. p. 99</p> <p>Identifies jobs/careers which may be of special interest to him. p. 99</p> <p>Describes own abilities and limitations for a specific job. p. 99</p> <p>Demonstrates ability to use telephone directory to obtain information. p. 99</p>	<p>Demonstrates awareness of time as it relates to job. p. 136</p> <p>Recognizes the need for balance between work and leisure. p. 136</p> <p>Identifies educational and personal characteristics required for a variety of vocations. p. 137</p> <p>Identifies vocations for which he has appropriate skills and abilities. p. 137</p> <p>Identifies jobs/careers which may be of special interest to him. p. 137</p> <p>Demonstrates knowledge of personal strengths and weaknesses that are important in the world of work. p. 137</p> <p>Demonstrates ability to use telephone directory to obtain information. p. 137</p>	<p>Demonstrates punctuality. p. 175</p> <p>Recognizes the importance of balance between work and leisure time for personal satisfaction and well being. p. 175</p> <p>Identifies a number of vocations for which he is/is not suited. p. 176</p> <p>Selects two or more areas for work study/experience which are consistent with interests, abilities, limitations. p. 176</p> <p>Identifies jobs/careers which may be of special interest to him. p. 176</p> <p>Demonstrates use of telephone directory to obtain information. p. 176</p>

223

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>3. <u>Personal Contact</u></p>	<p>Demonstrates ability to take and leave messages. p. 57</p> <p>Recognizes that people must look for jobs. p. 57</p>	<p>Demonstrates ability to take and leave messages. p. 99</p> <p>Develops awareness that people look for jobs. p. 100</p>	<p>Demonstrates knowledge of how to use newspaper "Help Wanted" columns to find a job. p. 138</p> <p>Recognizes that jobs can be obtained through a variety of means. p. 138</p> <p>Identifies and locates community and government agencies that assist in job placement. p. 138</p> <p>Names person(s) who can provide assistance in finding a job. p. 138</p> <p>States ways in which personal contact will assist in choice of job. p. 138</p> <p>Demonstrates skills necessary for the job interview process. p. 139</p> <p>Demonstrates ability to fill in application form. p. 139</p> <p>Writes letters of inquiry, personal resume and "thank-you" letters. p. 139</p>	<p>Demonstrates knowledge of how to use newspaper "Help Wanted" columns to find a job. p. 177</p> <p>Recognizes that jobs can be obtained through a variety of means. p. 177</p> <p>Demonstrates ability to use community and government agencies when looking for a job. p. 177</p> <p>Names person(s) who can provide assistance in finding a job. p. 177</p> <p>Develops file of useful contacts. p. 177</p> <p>Demonstrates ability to be interviewed for job placement. p. 178</p> <p>Fills in application form correctly. p. 178</p> <p>Demonstrates ability to write different types of letters, e.g. letters of application. p. 179</p>

224

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>D. <u>Keeping a Job</u></p> <p>1. <u>Health and Safety</u></p> <p>2. <u>Knowledge of Work Habits</u></p> <p>3. <u>Healthy Personal Relationships</u></p> <p>E. <u>Workers' Rights</u></p>	<p>Note. See Understanding Self and Getting Along With Others.</p> <p>Recognizes own self-worth and dignity. p. 58</p>	<p>Demonstrates understanding of the concept of personal self-worth and dignity. p. 101</p> <p>Demonstrates understanding all people have rights. p. 101</p>	<p>Practises safety rules while on the job. p. 140</p> <p>Demonstrates knowledge of responsible work habits. p. 140</p> <p>Demonstrates ability to get along with people in a variety of situations. p. 140</p> <p>Demonstrates knowledge, awareness, and acceptance of individual differences. p. 140</p> <p>Demonstrates understanding of the worth and dignity of others. p. 141</p> <p>Recognizes the rights of others. p. 141</p> <p>Recognizes that there is Human Rights legislation. p. 141</p>	<p>Practises safety rules while on the job. p. 179</p> <p>Practises responsible work habits on the job. p. 179</p> <p>Demonstrates ability to get along with people in a variety of situations. p. 179</p> <p>Demonstrates knowledge, awareness, and acceptance of individual differences. p. 179</p> <p>Respects the rights of others p. 180</p> <p>Demonstrates understanding of special rights under protective legislation, e.g. Dependent Adults Act p. 180</p>

225

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
HOME MANAGEMENT				
A. <u>Clothing</u>				
1. <u>Care</u>				
Recognizes own clothing. p. 19	Identifies own clothing. p. 59	Identifies and labels own clothing. p. 102		
Dresses self with minimal assistance. p. 19	Dresses self independently. p. 59			
Accepts some responsibility for care of clothing. p. 19	Accepts increasing responsibility for care of clothing. p. 59			
Uses hangers and storage areas. p. 19	Uses hangers and clothing storage areas appropriately. p. 59	Organizes closet and drawer space appropriately. p. 102	Assumes some responsibility for the care of own wardrobe. p. 142	Assumes responsibility for care of own wardrobe. p. 181
Demonstrates awareness of the difference between clean and soiled clothing. p. 19	Assists adult with laundry. p. 59	Assists adult with laundry. p. 102	Utilizes laundry facilities independently. p. 142	
		Identifies cleaning agents and techniques for various types of materials. p. 102	Uses cleaning agents and techniques for various types of materials. p. 142	
	Recognizes when clothing needs repairs. p. 59	Assists adult to make repairs. p. 102	Makes simple repairs. p. 142	Repairs own clothing. p. 181
2. <u>Selection</u>				
Demonstrates awareness that selection of clothing is dependent on weather and season. p. 19	Identifies and selects clothing appropriate for each season. p. 60	Discusses and analyzes reasons for choosing clothing. p. 102	Demonstrates understanding of the size systems used for clothing. p. 142	

HOMELIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Selects own clothing occasionally. p. 19</p>	<p>Recognizes style appropriate for various uses. p. 60</p> <p>Chooses own clothing for everyday wear. p. 60</p>	<p>Chooses clothing suitable for work or leisure. p. 102</p> <p>Demonstrates awareness of appropriate design, style and color. p. 102</p>	<p>Chooses clothing suitable for various activities. p. 142</p> <p>Chooses appropriate style, design and color. p. 142</p> <p>Demonstrates ability to choose appropriate accessories. p. 142</p>	<p>Chooses appropriate late style, color and design. p. 181</p> <p>Chooses appropriate style, color and design. p. 181</p> <p>Chooses appropriate accessories. p. 181</p>
	<p>Identifies various types of stores. p. 60</p>	<p>Identifies the appropriate store in which various items can be purchased. p. 102</p>	<p>Shops for clothing. p. 142</p> <p>Demonstrates understanding of guarantees and warranties. p. 143</p> <p>Demonstrates knowledge of what to do with sub-standard goods and services. p. 143</p> <p>Demonstrates understanding of variation and quality, quantity and price in the market place. p. 143</p> <p>Demonstrates awareness of pricing variations. p. 143</p> <p>Estimates the cost of various items in his wardrobe. p. 143</p>	<p>Independently shops for a personal wardrobe. p. 181</p> <p>Demonstrates understanding of guarantees and warranties. p. 181</p> <p>Demonstrates knowledge of what to do with sub-standard goods and services. p. 181</p> <p>Demonstrates understanding of variation of quality, quantity and price in the market place. p. 181</p> <p>Recognizes and compares regular and sale prices. p. 182</p> <p>Plans a coordinated wardrobe within a budget. p. 182</p>

228

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>3. <u>Construction</u></p> <p>Identifies and uses sewing tools. p. 19</p>	<p>Identifies and uses sewing tools. p. 60</p>	<p>Demonstrates ability to use sewing tools. p. 102</p> <p>Sews simple items. p. 102</p>	<p>Demonstrates ability to use sewing tools and machines. p. 143</p> <p>Sews and repairs articles. p. 143</p> <p>Selects appropriate patterns, materials and accessories. p. 143</p> <p>Identifies and carries out various methods of construction. p. 143</p>	<p>Demonstrates ability to use sewing tools and machines. p. 182</p> <p>Sews more complex garments. p. 182</p> <p>Selects appropriate patterns, materials and accessories. p. 182</p> <p>Identifies and carries out various methods of construction. p. 182</p>
<p>259 B. <u>Food</u></p> <p>1. <u>Shopping</u></p> <p>Demonstrates awareness that food can be purchased in stores. p. 20</p> <p>Makes simple purchases. p. 20</p>	<p>Describes what a food store is. p. 61</p> <p>Assists in selecting articles on food shopping list. p. 61</p>	<p>Prepares a shopping list. p. 103</p> <p>With assistance, compares items for price and quality. p. 103</p> <p>Demonstrates knowledge of brands advertised on television. p. 103</p>	<p>Demonstrates ability to budget, including sales and seasonal items. p. 144</p> <p>Compares items for price and quality. p. 144</p> <p>Demonstrates knowledge of weights and measures used in stores. p. 144</p> <p>Distinguishes between convenience stores and supermarkets. p. 144</p> <p>Explains purpose and use of advertising. p. 144</p>	<p>Demonstrates ability to prepare a shopping list and compare prices. p. 183</p> <p>Demonstrates knowledge of weights and measures used in stores. p. 183</p> <p>Differentiates between wholesale and retail. p. 183</p> <p>Identifies false advertising. p. 183</p>

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>2. <u>Eating</u></p> <p>Behaves appropriately at meal times. p. 20</p> <p>With assistance, cleans kitchen utensils and dishes. p. 20</p>	<p>Demonstrates appropriate etiquette in a variety of settings. p. 61</p> <p>Demonstrates ability to use and clean utensils and dishes. p. 61</p>	<p>Demonstrates appropriate etiquette in a variety of settings. p. 103</p> <p>Demonstrates ability to clean kitchen area and utensils. p. 103</p>	<p>Demonstrates ability to clean kitchen area and utensils. p. 144</p>	
<p>3. <u>Preparation</u></p> <p>Demonstrates some understanding of measuring, counting, etc. p. 20</p> <p>Recognizes basic kitchen tools and appliances and their uses. p. 20</p> <p>Demonstrates knowledge of basic steps in preparing foods. p. 20</p>	<p>Demonstrates understanding of measuring, counting, etc. p. 61</p> <p>Uses some kitchen tools, appliances and facilities. p. 61</p> <p>Prepares simple snacks. p. 61</p>	<p>Uses kitchen tools, appliances and facilities. p. 103</p> <p>Prepares own lunch and cleans up. p. 104</p>	<p>Uses kitchen tools, appliances and facilities. p. 144</p> <p>Prepares simple meals. p. 144</p> <p>Plans menu, e.g. breakfast, lunch, dinner, snack. p. 144</p> <p>Demonstrates ability to use recipes. p. 144</p>	<p>Prepares meals including special dishes. p. 183</p> <p>Plans and prepares menu for formal occasion. p. 183</p> <p>Demonstrates ability to follow complex recipes. p. 183</p>
<p>4. <u>Serving</u></p> <p>Assists in preparing table for meal. p. 21</p>	<p>Prepares table for meal. p. 62</p> <p>Serves simple foods. p. 62</p>	<p>Serves family. p. 104</p>	<p>Serves family and guests. p. 145</p>	

313

371

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>5. <u>Preserving</u></p> <p>Demonstrates understanding that refrigeration and freezers are used to preserve food. p. 21</p> <p>Demonstrates understanding that food must be handled with care and cleanliness. p. 21</p> <p>Demonstrates understanding of appropriate storage of food. p. 21</p>	<p>Describes function of a refrigerator and freezer. p. 62</p> <p>Handles food with care and cleanliness. p. 62</p> <p>Demonstrates understanding of the concept of perishables. p. 62</p> <p>Stores food correctly (cupboard, refrigerator). p. 62</p>	<p>Demonstrates understanding of the concept of perishables. p. 104</p> <p>Stores food correctly. p. 104</p> <p>Demonstrates some understanding of food production, processing and distribution. p. 104</p>	<p>Demonstrates knowledge of how to package for short and long term storage, including advantages and disadvantages. p. 145</p> <p>Explains/describes production, processing and distribution of: garden products, dairy products, grain products, fishing products. p. 145</p>	<p>Describes short and long term storage methods. p. 184</p> <p>Explains/describes production, processing and distribution of: garden products, dairy products, grain products, fishing products. p. 184</p>
<p>6. <u>Production</u></p> <p>Demonstrates knowledge that foods come from various sources. p. 21</p>	<p>Identifies food sources. p. 62</p>	<p>Demonstrates some understanding of food production, processing and distribution. p. 104</p>	<p>Explains/describes production, processing and distribution of: garden products, dairy products, grain products, fishing products. p. 145</p>	<p>Explains/describes production, processing and distribution of: garden products, dairy products, grain products, fishing products. p. 184</p>
<p>C. <u>Maintaining the Home</u></p> <p>1. <u>Selection</u></p> <p>Recognizes similarities and differences between his home and the homes of others. p. 22</p>	<p>Recognizes different types of homes. p. 63</p>	<p>Explains what is available in housing. p. 105</p>	<p>Investigates various types of accommodation. p. 146</p>	<p>Investigates various types of accommodation. p. 185</p>

231

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>2. <u>Furniture and Furnishings</u></p> <p>Names and describes use of common home furniture and appliances. p. 22</p> <p>3. <u>Care and Maintenance</u></p> <p>Demonstrates ability to tidy his own area at home and at school. p. 22</p> <p>Performs simple household tasks with supervision. p. 22</p>	<p>Recognizes what goes into a house. p. 63</p> <p>With assistance, keeps own room clean. p. 63</p> <p>Performs simple household tasks. p. 63</p>	<p>Explains function of various furnishings. p. 105</p> <p>Demonstrates ability to keep own room clean. p. 105</p> <p>Performs household tasks. p. 105</p> <p>Identifies daily and weekly cleaning routines. p. 105</p> <p>Makes simple repairs. p. 105</p>	<p>Recognizes responsibilities related to neighbors, landlords, community. p. 146</p> <p>Explains what should be considered when furnishing a home, e.g. need, quality, price. p. 146</p> <p>Performs household tasks using appropriate equipment. p. 146</p> <p>Identifies household repairs necessary for safety. p. 147</p> <p>Demonstrates ability to do basic repairs and maintenance. p. 147</p> <p>Recognizes when repairman is necessary. p. 147</p>	<p>Demonstrates understanding of responsibilities related to neighbors, landlords, community. p. 185</p> <p>Demonstrates ability to use newspapers and other advertising to locate housing. p. 185</p> <p>Chooses furnishings for cost, style and durability. p. 185</p> <p>Identifies "harmony" in color, texture, style. p. 185</p> <p>Demonstrates efficient methods of performing household tasks. p. 185</p> <p>Demonstrates knowledge of cost of household repairs and need to get estimates. p. 186</p>

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Demonstrates understanding that people work for money. p. 24</p>	<p>Uses money vocabulary. p. 65</p> <p>Writes money amounts (1¢, 25¢, \$1.00). p. 65</p> <p>Lists sources of money (job, parents, hobby). p. 65</p> <p>Demonstrates knowledge that a job must be completed to earn money. p. 65</p>	<p>Writes money amounts of increasing complexity. p. 107</p> <p>Transmits money amounts to calculator. p. 107</p> <p>Recognizes that different amounts of money are paid for different jobs. p. 107</p> <p>Recognizes that jobs must be completed to earn money. p. 107</p> <p>Demonstrates understanding that the value of money changes over time. p. 107</p>	<p>Writes complex money amounts. p. 149</p> <p>Transmits money amounts to calculator. p. 149</p> <p>Recognizes that different amounts of money are paid for different jobs. p. 149</p> <p>Identifies factors that affect wages, e.g. training, time, danger, seasonal work. p. 149</p> <p>Calculates money earned: gross/net pay; regular/overtime; hourly, weekly, monthly; double time, time and a half; holiday pay. p. 149</p> <p>Reads and interprets cheque stubs. p. 149</p> <p>Demonstrates understanding that the value of money changes over time. p. 149</p>	<p>Demonstrates knowledge of sources of income other than wages. p. 188</p> <p>Identifies factors that affect wages, e.g. training, time, danger, seasonal work. p. 188</p> <p>Calculates money earned: gross/net pay; regular/overtime; hourly, weekly, monthly; double time, time and a half; holiday pay. p. 188</p> <p>Reads, interprets and demonstrates understanding of terms and figures on cheque stubs, e.g. union dues, unemployment insurance, C.P.P. p. 188</p> <p>Demonstrates understanding that the value of money changes over time. p. 188</p> <p>Demonstrates knowledge of taxes, e.g. income tax. p. 188</p>

234

III LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p><u>B. Spending Money</u></p> <p>Demonstrates understanding that money purchases goods. p. 25</p> <p>Demonstrates understanding that some things cost more than others. p. 25</p>	<p>Identifies places where goods can be bought. p. 66</p> <p>With assistance, buys items. p. 66</p> <p>Recognizes advertising on television, radio, etc. p. 66</p> <p>Demonstrates understanding that some things cost more than others. p. 66</p> <p>Describes essential elements in basic living needs (food, shelter, clothing). p. 66</p> <p>Demonstrates awareness of how his money is spent. p. 66</p>	<p>Identifies different types of stores where goods or services can be bought. p. 103</p> <p>Buys items independently. p. 108</p> <p>Recognizes advertising techniques. p. 108</p> <p>Demonstrates understanding that prices for familiar items vary from time to time. p. 108</p> <p>Demonstrates understanding that services can be purchased. p. 108</p> <p>Develops and utilizes a simple budget. p. 108</p>	<p>Chooses most appropriate places to buy goods and services, e.g. wholesale, retail, basic producer of goods. p. 150</p> <p>Identifies factual information presented in advertisements. p. 150</p> <p>Recognizes best time to shop. p. 150</p> <p>Differentiates between essential and luxury items. p. 150</p> <p>Develops personal budget for purchase of clothing, entertainment, gifts, etc. p. 150</p>	<p>Compares and contrasts buying through different outlets, e.g. retail, wholesale, mail order. p. 189</p> <p>Describes examples of misleading advertising on television, radio, newspaper. p. 189</p> <p>Demonstrates understanding of comparative shopping (goods and services). p. 189</p> <p>Differentiates between essential and luxury items. p. 189</p> <p>Develops budget for household management, e.g. groceries, clothing, utilities. p. 189</p> <p>Calculates personal budgets for different family sizes and over varying time periods for: casual worker; full time worker; unemployed worker. p. 189</p>

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>C. <u>Saving and Borrowing</u></p> <p>Demonstrates initial understanding that money can be saved and used at a later date. p. 26</p>	<p>Demonstrates understanding of saving money for future purchases. p. 67</p> <p>With assistance, opens a savings account. p. 67</p>	<p>Recognizes that there are different methods of payment. p. 108</p> <p>Establishes a bank account. p. 108</p> <p>Demonstrates understanding of saving money for future purchases. p. 109</p> <p>Deposits money in savings account. p. 109</p>	<p>Describes different methods of payment and explains the advantages and disadvantages of each. p. 150</p> <p>Lists goods and services that can be bought on credit. p. 150</p> <p>Demonstrates understanding of the cost of using credit. p. 150</p> <p>Demonstrates awareness of consumer protection groups. p. 151</p> <p>Demonstrates ability to use banking forms correctly. p. 151</p> <p>States in own words the importance of saving money. p. 152</p> <p>Lists different types of banking services, e.g. chequing, savings, loans. p. 152</p> <p>Explains how to choose an appropriate banking service. p. 152</p>	<p>Explains what a credit purchase is. p. 189</p> <p>Lists goods and services that can be bought on credit. p. 189</p> <p>Calculates cost of using credit. p. 190</p> <p>Calculates the cost of different methods of payment. p. 190</p> <p>Demonstrates understanding of the responsibility associated with credit buying. p. 190</p> <p>Utilizes Better Business Bureau and consumer protection groups. p. 190</p> <p>Demonstrates ability to utilize banking services. p. 190</p>

236

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Demonstrates knowledge that items or money borrowed must be returned. p. 26</p> <p>CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY</p> <p>A. <u>At Home</u></p> <p>Demonstrates awareness that family members share privileges and responsibilities. p. 27</p> <p>Identifies what constitutes a family. p. 27</p> <p>Identifies own family members by role. p. 27</p>	<p>Demonstrates knowledge that people must repay money borrowed. p. 67</p> <p>Assumes responsibility for his own behavior. p. 68</p> <p>Identifies extended family members by name and relationship to him. p. 68</p> <p>Identifies family members. p. 68</p> <p>Identifies ways in which immediate family is unique. p. 68</p> <p>Differentiates between personal, public and family property. p. 68</p>	<p>Recognizes that people borrow money for specific purposes. p. 109</p> <p>Demonstrates understanding that borrowing may or may not be appropriate. p. 109</p> <p>Assumes responsibility for his own behavior. p. 110</p> <p>Identifies how roles and responsibilities change with age. p. 110</p> <p>Recognizes that families change because of separation, birth, death, etc. p. 110</p> <p>Differentiates between personal, public and family property. p. 153</p>	<p>Names sources for borrowing money. p. 152</p> <p>Describes circumstances when borrowing is appropriate. p. 152</p> <p>Assumes responsibility for his own behavior. p. 153</p> <p>Assumes responsibilities within the family. p. 153</p> <p>Identifies strategies for coping with family changes. p. 132</p> <p>Demonstrates respect for personal, public and family property. p. 153</p>	<p>Describes circumstances when borrowing is/is not appropriate. p. 191</p> <p>Demonstrates understanding of roles and responsibilities associated with being an independent adult. p. 191</p> <p>Makes independent decisions about how family responsibilities could be shared in various situations. p. 191</p>

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p><u>B. At School</u></p> <p>Identifies classmates and staff members by name. p. 28</p> <p>Identifies personal, private and public property. p. 28</p> <p>Identifies some rules. p. 28</p> <p>Responds to authority in the classroom and school. p. 28</p>	<p>Identifies classmates and significant staff members by role. p. 69</p> <p>Differentiates between personal, private and public property. p. 69</p> <p>Follows school rules. p. 69</p> <p>Participates in decision making in the classroom. p. 69</p> <p>Responds to authority in the school. p. 69</p> <p>Responds to delegated authority in the classroom. p. 69</p>	<p>Differentiates between personal, private and public property. p. 111</p> <p>Recognizes reasons for maintaining school rules. p. 111</p> <p>Participates in decision making in the classroom. p. 111</p> <p>Responds to authority in the school. p. 111</p> <p>Responds to elected authority within the school. p. 111</p>	<p>Demonstrates respect for personal, private and public property. p. 153</p> <p>Participates in decisions regarding rules. p. 154</p> <p>Participates in decision making in the classroom. p. 154</p> <p>Responds to authority in the school. p. 154</p> <p>Demonstrates understanding of the function and role of student government. p. 154</p>	<p>Demonstrates respect for personal, private and public property. p. 192</p> <p>Participates in decisions regarding school rules and class activities. p. 192</p> <p>Accepts responsibility as a leader or committee member. p. 192</p>
<p><u>C. In the Community</u></p> <p>Demonstrates initial understanding of what constitutes a community. p. 70</p>	<p>States the name of his community, town or city. p. 70</p> <p>Identifies the Canadian flag. p. 70</p>	<p>States the name of his town or city, province, community, country and continent. p. 112</p> <p>Identifies immediate neighboring continents. p. 112</p> <p>Identifies and explains the symbolism of the Canadian flag. p. 112</p>		

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Identifies common neighborhood facilities. p. 29</p> <p>Participates in some community activities. p. 29</p> <p>Demonstrates understanding that community members with various responsibilities have areas of authority. p. 29</p> <p>Recognizes cultural differences in the community. p. 29</p>	<p>Demonstrates knowledge of the National Anthem. p. 70</p> <p>Identifies the role of some common community helpers. p. 70</p> <p>Identifies facilities available in the community. p. 70</p> <p>Demonstrates knowledge of community rules and routines. p. 70</p> <p>Participates in community activities. p. 70</p> <p>Demonstrates understanding of the concept of authority. p. 70</p> <p>Describes some cultural differences in the community. p. 71</p>	<p>Sings the National Anthem. p. 112</p> <p>Identifies the role of common community helpers. p. 112</p> <p>Identifies common city or town facilities. p. 112</p> <p>Recognizes that there are city or town rules. p. 113</p> <p>Participates in community activities. p. 113</p> <p>Recognizes that authority may be gained by being elected, earned, delegated or assumed. p. 113</p> <p>Describes cultural and ethnic differences. p. 113</p> <p>Demonstrates awareness of other countries. p. 114</p>	<p>Identifies the role of frequently used service agencies. p. 155</p> <p>Identifies common provincial facilities, e.g. parks, highways. p. 155</p> <p>Demonstrates understanding of how laws are made. p. 155</p> <p>Demonstrates a basic understanding of elections, voting, political parties. p. 155</p> <p>Recognizes the cultural and ethnic diversity which exists among the people of Canada. p. 155</p> <p>Demonstrates awareness of world community, e.g. responsibility towards developing countries. p. 155</p>	<p>Demonstrates ability to utilize service agencies. p. 193</p> <p>Identifies national facilities. p. 193</p> <p>Demonstrates understanding of the meaning and role of civic pride, patriotism, national pride. p. 193</p> <p>Demonstrates understanding of the responsibilities involved in holding an elected office. p. 193</p> <p>Demonstrates knowledge about ideological and government differences throughout the world. p. 193</p> <p>Demonstrates awareness of world community, e.g. responsibility towards developing countries. p. 193</p>

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p><u>D. Current Events</u></p> <p>Recognizes that event occur outside of home and school. p. 30</p>	<p>States newsworthy events witnessed or heard. p. 72</p> <p>Recognizes that television, press and radio, help disseminate information. p. 72</p> <p>Recalls major news items. p. 72</p>	<p>Demonstrates ability to select a major radio, television newscast or press report. p. 114</p> <p>Identifies major news stories. p. 114</p>	<p>Identifies major news stories: local, provincial, national, international. p. 156</p>	<p>Identifies implications of major news stories: local, provincial, national, international. p. 194</p>
<p><u>E. Environmental Education</u></p> <p><u>1. Ecology</u></p> <p>Distinguishes between living and non-living things. p. 31</p> <p>Explains the difference between a member of the plant and of the animal kingdom. p. 31</p> <p>Identifies characteristics which are shared by other living things and himself. p. 31</p>	<p>Classifies living organisms. p. 73</p> <p>Identifies basic requirements necessary for growth of living organisms. p. 73</p> <p>Identifies environments where plants and animals live. p. 73</p>	<p>Classifies related species. p. 115</p> <p>Classifies plant material on two or more dimensions. p. 115</p> <p>Identifies basic requirements necessary for growth of living organisms. p. 115</p>		

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>Demonstrates understanding that animals have feelings by handling or caring for them with empathy and consideration. p. 31</p>	<p>Identifies appropriate ways to behave with wild and domestic animals. p. 73</p>	<p>Demonstrates some knowledge of laws dealing with animal care, e.g. pet licensing. p. 115</p>	<p>States some laws dealing with animal care. p. 157</p>	
	<p>Demonstrates some understanding that parks are conservation areas. p. 73</p>	<p>Demonstrates increasing awareness that parks are conservation areas. p. 115</p>	<p>Demonstrates knowledge of reasons why fees are charged, e.g. park fees, license fees. p. 157</p>	
	<p>Recognizes and appreciates man as a builder of the world of nature. p. 74</p>	<p>Recognizes the positive/negative effects of man's intervention in nature. p. 115</p>	<p>Identifies the positive/negative effects of man's intervention in nature. p. 157</p>	<p>Practises responsibility with regards to the natural environment. p. 194</p>
<p>Begins to assume responsibility for the care of a plant or pet. p. 31</p>	<p>Assumes some responsibility for the care of a plant or pet. p. 74</p>	<p>Assumes responsibility for the care of a plant or pet. p. 115</p>		
<p>2. <u>Natural Phenomena</u></p>				
<p>Describes weather from outdoor conditions. p. 31</p>	<p>Describes weather from outdoor conditions. p. 74</p>	<p>Predicts weather from sky conditions/descriptions. p. 115</p>	<p>Demonstrates some understanding of natural disasters. p. 157</p>	<p>Demonstrates understanding of natural disasters. p. 194</p>
<p>Identifies some characteristics of each season. p. 31</p>	<p>Identifies characteristics of each season. p. 74</p>	<p>States characteristics of each season. p. 115</p>	<p>States effect of seasonal change. p. 157</p>	
	<p>States how weather affects daily life. p. 74</p>	<p>States how weather affects the life of others, e.g. farmers. p. 115</p>	<p>Demonstrates knowledge of long term effects of weather, e.g. dry summer - poor crop. p. 157</p>	<p>Demonstrates knowledge of economic and social effects of world's weather patterns. p. 194</p>
<p>3. <u>Energy</u></p>				
<p>Identifies some sources of heat and light. p. 32</p>	<p>Identifies sources of heat and light. p. 74</p>	<p>Demonstrates knowledge of alternate energy sources, e.g. wood burning fire-places, solar heating. p. 115</p>	<p>Demonstrates knowledge of alternate energy sources, e.g. coal, windmill. p. 158</p>	<p>States advantages/disadvantages of various energy sources. p. 194</p>

241

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>4. <u>Pollution</u></p> <p>With assistance, identifies and disposes of litter. p. 32</p> <p>Demonstrates some knowledge of reasons for not littering. p. 32</p> <p>Recognizes clean air/water is necessary for good health. p. 32</p>	<p>Recognizes the need to modify climate by such techniques as heating houses or clothing. p. 74</p> <p>Identifies and disposes of litter. p. 74</p> <p>States reasons for not littering. p. 75</p> <p>Recognizes that clean air/water is necessary for good health. p. 75</p> <p>Identifies places where noise control is required. p. 75</p>	<p>Demonstrates awareness of the energy used at his home and provide other utilities costs money. p. 116</p> <p>Demonstrates awareness of a variety of environmental considerations. p. 116</p> <p>Recognizes importance of pollution control laws, including noise pollution p. 116</p> <p>Recognizes factors contributing to environmental safety. p. 116</p> <p>Identifies sources of excessive noise within the environment. p. 117</p>	<p>Demonstrates ability to make responsible energy choices in daily life. p. 158</p> <p>Demonstrates awareness of environmental considerations. p. 158</p> <p>States fines that can be levied for littering, illegal dumping, improper weed control etc. p. 158</p> <p>Identifies means of showing disapproval of environmentally damaging practices. p. 158</p> <p>Demonstrates an awareness of the dangers of prolonged exposure to excessive noise. p. 159</p>	<p>Demonstrates responsibility in making energy-consumption decisions. p. 194</p> <p>Demonstrates correct disposal methods, e.g. napkins, dish water. p. 194</p> <p>Demonstrates knowledge of the regulations in existence to protect the environment. p. 195</p> <p>Utilizes his right to speak out against environmental offences. p. 195</p> <p>Demonstrates awareness of the dangers of industrial noise, and an understanding of preventative measures. p. 195</p>
<p>5. <u>Conservation</u></p> <p>Demonstrates some understanding of the recycling concept. p. 32</p> <p>Demonstrates responsibility for keeping immediate environment clean and free from refuse. p. 33</p>	<p>Demonstrates understanding of recycling concept. p. 75</p> <p>Recognizes his responsibility to preserve the environment, e.g. not damaging trees. p. 76</p> <p>Demonstrates awareness of various ways to conserve energy. p. 76</p>	<p>Saves recyclable materials and returns to appropriate place. p. 117</p> <p>Demonstrates knowledge of reasons for conservation, e.g. cost. p. 117</p>	<p>Saves recyclable materials and returns to appropriate place. p. 159</p> <p>Demonstrates understanding of the concept of renewable/non-renewable resources. p. 159</p>	<p>Practises various methods of conservation. p. 195</p>

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<p>6. <u>Safety</u></p> <p>Demonstrates awareness of the dangers inherent in outdoor tools and chemicals. p. 33</p> <p>Follows water safety rules. p. 33</p> <p>Demonstrates some awareness of the danger and effect of fire. p. 33</p> <p>Recognizes various unsafe outdoor practices. p. 34</p>	<p>Demonstrates knowledge of the dangers inherent in outdoor tools and chemicals. p. 76</p> <p>Demonstrates knowledge of water safety rules. p. 76</p> <p>Demonstrates awareness of the danger and effect of fire. p. 76</p> <p>Demonstrates the knowledge of various unsafe outdoor practices. p. 76</p>	<p>Demonstrates safe use of outdoor tools and chemicals. p. 117</p> <p>States, discusses and follows water safety rules. p. 117</p> <p>Demonstrates knowledge of fire prevention methods. p. 117</p> <p>Practises safety rules that apply to the outdoors. p. 117</p> <p>Recognizes people in positions of authority in parks, etc. p. 117</p> <p>Demonstrates ability to go to appropriate locations if caught in inclement or potentially dangerous weather. p. 117</p>	<p>Practises water safety. p. 159</p> <p>Practises fire prevention methods. p. 159</p> <p>Practises safety rules that apply to the outdoors. p. 159</p> <p>Demonstrates some knowledge of survival methods. p. 159</p> <p>Accepts direction from persons in authority in parks, etc. p. 159</p> <p>Recognizes risks involved in traveling on frozen lakes or rivers. p. 159</p>	<p>Practises water safety. p. 195</p> <p>Demonstrates competency and safety in the performance of several out-of-doors activities about the home. p. 195</p> <p>Demonstrates ability to practise survival methods. p. 195</p> <p>Demonstrates responsible behavior in parks, etc. p. 195</p> <p>Demonstrates knowledge of possible dangers of various terrains. p. 195</p>

243

APPENDIX B
RESOURCE MATERIALS
HEARING IMPAIRED
LIVING/VOCATIONAL SKILLS

LEVEL 2

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Free To Be ... You and Me - McGraw-Hill Publishers

I Like Myself - N.E.L.P.

TRAVEL

Materials from Alberta Motor Association

HEALTH

Canada Food Guide - Department of Public Health

Cool Cooking for Kids - Fearon Pitman Publishers

Hap Palmer Records - J.M. Dent and Sons

Materials from Department of Agriculture

SAFETY

Early Bird Series - Random Publishers

Home Safe Home - Department of Consumer and Corporate Affairs

Materials from Alberta Safety Council

Stories About Safety - Comet Instructional Media

WORLD OF WORK

Consumer Sequential Cards - Developmental Learning Materials

I.P.A. (Integrated Practical Activities) Manual - Alberta Education

Magic Circle - Human Development Training Institute

100 Ways to Enhance the Self Concept in the Classroom - Prentice Hall Inc.

Self Awareness/Career Awareness - Scholar's Choice

What Do People Do - Troll Associates

Workjobs I and II - Addison Wesley

Workjobs for Parents - Addison Wesley

HOME MANAGEMENT

Canada Food Guide - Department of Public Health

The Kids' Cookbook - Nitty Gritty Productions

The Kids' Garden Book - Nitty Gritty Productions

Kids in the Kitchen - Penninsula Publishing Co.

Materials from the Department of Agriculture

Wabash Guide to Early Development Training - University of Washington

MONEY MANAGEMENT

Materials from the Department of Consumer and Corporate Affairs

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Free To Be ... You and Me - McGraw-Hill Publishers

I.P.A. (Integrated Practical Activities) Manual - Regional Resource Services
(Alberta Education)

Materials from Red Cross Society

Red Riding Hood - Judy Co.

LEVEL 3

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

All About Me - Frank Schaffer Publications

D.U.S.O. - Psycan

How Do You Feel - Child's World Inc.

Love is a Special Way of Feeling - Harcourt, Brace and World, Inc.

Magic Circle - Human Development Training Institute

Move It - National Education Association

Peabody Language Development Kit - Psycan

Schools Without Failure - Harper and Row Pubs., Inc.

Teacher Effectiveness Training - McKay Pub.

Teaching Social Behavior to Young Children - Research Press

Values Clarification - Hart Publication Co.

TRAVEL

Survival Signs - Ideal School Supply Co.

Road Signs of the Times - Ideal School Supply Co.

HEALTH

Canada Food Guide - Department of Public Health

Good Health Habits - Mafex Associates

Growth: A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Health - Educational Services Inc.

Health and Safety for the Young Child - Fearon Pitman Publishers

The Human Body - New American Library

It's Fun to be Healthy - Pretzel Press

Materials from Alberta Medical Association, Alberta Milk Foundation and General Foods Corporation

HEALTH (cont'd.)

Nutrition Communication - Ontario Milk Marketing Board

Peabody Language Development Kit - Psycan

Peabody Song Kit - Psycan

The Spice Series - Educational Performance Association

SAFETY

Curriculum Guide for Elementary Health - Alberta Education

Dangerous Playground (film) - McGraw-Hill Publishers

The Fall Down, Break a Bone, Skin Your Knee Book - Walker and Co.

Health and Safety for the Young Child - Fearon Pitman Publishers

Home Safety Kit - Alberta Safety Council

How to Have an Accident at Work/in the Home (films) - Magic Lantern

I'm No Fool Having Fun/with Electricity (films) - Magic Lantern

Let's Find Out About Safety - Harper and Row, Pubs., Inc.

The New Elmer the Safety Elephant - Alberta Safety Council

Playground Safety (film) - McGraw-Hill Publishers

Safety After School (film) - McGraw-Hill Publishers

WORLD OF WORK

Attitude and Safety Posters - Workers Compensation Board

Career Awareness - Scholar's Choice

Career Cards - Milton Bradley

Courtesy in the Community - Children's Press Inc.

Deal Me In - J. Norton Publishers

D.U.S.O. - Psycan

Getting a Job - Fearon Publishers

A Good Worker - Mafex Associates

WORLD OF WORK (cont'd.)

I.P.A. (Integrated Practical Activities) Manual - Alberta Education

I Want To Be ... Books - Children's Press Inc.

Ladybird Books - Scholar's Choice

Modern Workers for Career Awareness - Scholar's Choice

Our Helpers - Milton Bradley

Sign-A-Mite - Mafex Associates

Stories About Workers - Frank E. Richards Pubs. Co., Inc.

Unemployed Uglies - Frank E. Richards Pubs. Co., Inc.

Workjobs I and II - Addison Wesley

HOME MANAGEMENT

ABC Cookery - Argus Communications

Dishes and Utensils - Scholar's Choice

The Kids' Cookbook - Nitty Gritty Productions

Kids in the Kitchen - Penninsula Publications

Learning About Fruits We Eat (captioned film) - Media Services

Lessons in Living - Ginn and Company

Look and Cook - Chrome Yellow Films Inc.

Nutrition Communication - Ontario Milk Marketing Board

Sew It Yourself - Gage Educational Pub.

MONEY MANAGEMENT

Good Cents: Every Kid's Guide to Making Money - Houghton-Mifflin Co.

Let's Go Shopping - CTES Audio Visual Resource

Money Makes Sense - Copp Clark

One Penny, Two Penny - Southerland Pub. Co.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Creative Science Experiences for the Young Child - Incentive Publications

Let's Find the Pollution Solution - January Productions

Pollution Solutions Mobile - Thomas Haye and Assoc.

Take a Look at Nature - Creative Teaching Press

LEVEL 4

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

All About You - Science Research Associates

Centering Book - Prentice Hall Inc.

D.U.S.O. - Psycan

Focus on Self Development - Science Research Associates

I Have Feelings - Behavioral Publications

Interaction IV Series - Raintree Publishers Ltd.

Lisa and Her Soundless World - Human Science Press

Magic Circle - Human Development Training Institute

Primarily Me, Mostly Me - Good Apple Inc.

Schools Without Failure - Harper and Row Pubs., Inc.

Social Learning Curriculum - Charles E. Merrill

Toward Affective Development - Psycan

DEAF STUDIES

Communication with the Deaf: A Guide for Parents of Deaf Children - University Park Press

Helpful Hearing Aid Hints - Alexander Graham Bell Assoc.

I'm Deaf Too - National Association for the Deaf

TRAVEL

Reading - Everyday Survival Skills - Scholastic Book Services

Real Life Reading Skills - Scholastic Book Services

Survival Reading - Survival Words - Hamden Pub.

HEALTH

About Drugs - Fearon-Pitman Publishers

Alcohol: The First Decision (film) - Kahl's Inc.

HEALTH (cont'd.)

All About the Human Body - Random House
Almost Everyone Does (film) - Wombat Productions
Canada Food Guide - Department of Public Health
Drugs: The First Decision (film) - Kahl's Inc.
Easy Way Out (film) - Film Media Services
Facts About Alcohol (film) - Globe Book Co.
Food and Growth (filmstrip) - Library Sound Services
Food and Nutrition Cards - Media Services
Growth: A Handbook of Classroom Ideas - Educational Services Inc.
Materials from Alcoholics Anonymous
The Spice Series - Educational Performance Associates
What You Should Know About Drugs - Harcourt, Brace and Jovanovitch

SAFETY

Curriculum Guide for Elementary Health - Alberta Education
Playground Safety (film) - McGraw-Hill Publishers
Safety in the Home (film) - McGraw-Hill Publishers

WORLD OF WORK

At Least a Thousand Things To Do - Incentive Publications
Canadian Classification and Dictionary of Occupations - Department of Manpower and Immigration
Career Awareness - Scholar's Choice
Career Exploration Activity Cards for Fun - Mafex Associates
Career Lotto - Western Educational Activities
Careers (game) - Parker Brothers
Cook and Learn - Bowmar
Courtesy in the Community - Children's Press Inc.

WORLD OF WORK .(cont'd.)

Deal Me In - J. Norton Publishers

Following Directions - Barnell Loft

A Good Worker - Mafex Associates

How to Get That Job - Mafex Associates

How to Hold Your Job - Mafex Associates

I.P.A. (Integrated Practical Activities) Manual - Alberta Education

It's Positively Fun - Spirit Master

Job Attitudes - Mafex Associates

Jobs A to Z - Frank E. Richards Pubs. Co., Inc.

Kids in the Kitchen - Penninsula Publications

Making It On Your Own - Mafex Associates

Manners - Frank E. Richards Pubs. Co., Inc.

Occupational Alphabet - Western Educational Activities

100 Ways to Enhance the Self Concept - Prentice-Hall

Perhaps I'll Be Series - Aladin Books

Shop Safety (films) - Coronet Instructional Media

Sign-A-Mite - Mafex Associates

A Special Picture Cookbook - H & H Enterprises

Stories About Workers - Frank E. Richards Pubs. Co., Inc.

Unemployed Uglies - Frank E. Richards Pubs. Co., Inc.

Very Important People Series - Elk Grove Books

Young Homemakers Series - Fearon Pitman Pub.

HOME MANAGEMENT

Lessons in Living - Ginn and Company

Look and Cook Series - Chrome Yellow Films Inc.

Sew It Yourself - Gage Educational Pub. Ltd.

Materials from Y.W.C.A. and Police Department

MONEY MANAGEMENT

Budget (game) - Viking Press

Cosmic Coinship I: Learning to Make Allowances - Alberta Consumer and Corporate Affairs

Good Cents - Every Kids' Guide to Making Money - Houghton-Mifflin

Money Makes Sense - Fearon Pitman Pub.

Money Matters - Creative Publications

The Money Series - Mafex Associates

Pacemaker Practical Arithmetic Series - Fearon Pitman Pub.

The Shopping Game - Developmental Learning Materials

Using Dollars and Cents - Frank E. Richards Pubs. Co., Inc.

Working Makes Sense - Fearon Pitman Pub.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Canadian Communities - Ginn and Company

Energy Conservation Cutouts - Burbank

Exploring Ecology - MacDonald Educational Ltd.

Hello World! It's Nice to Know You - Sterling

Home and Family - Cemrel Inc.

Living Well in Times of Scarcity - Pollution Probe and Consumers Association

Man and his Families/Communities - Benefic Press

S.E.E.D.S. Poster Pack (Society Environment and Energy Development Studies - S.R.A.)

Social Studies for Community Living - Hayes School Pub.

Stop Polluting - Start Preserving - McCraw-Hill Publishers

Why Should I Care - Canadian Unicef Committee

LEVEL 5

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

All About You - Bowmar-Noble Publishing Co.

Emily Post Book of Etiquette for Young People - Funk and Wagnalls

Getting Along with Others - Frank E. Richards Pubs. Co., Inc.

Innerchange - Human Development Trainers Institute

Lifeline - Developmental Living Materials

Looking Ahead to Marriage - Daughters of St. Paul

Love and Sex in Plain Language - Bantam Book Inc.

Parent Effectiveness Training - David McKay Co.

Schools Without Failure - Harper and Row Pubs., Inc.

Teacher Effectiveness Training - David McKay Co.

Today's Teen Series - Charles E. Bennett

Understanding Yourself - Benziger inc.

Values Clarification - Hart Publishing Co. Inc.

DEAF STUDIES

Courageous Deaf Adults - Gallaudet College

I'm Deaf Too - National Association for the Deaf

Interesting Deaf Americans - Gallaudet College

Notable Deaf Persons - Gallaudet College

Successful Deaf Americans - Dormac Inc.

TRAVEL

How to Read a Map - Interpretive Education

How to Read Schedules - Interpretive Education

International Traffic Signs - Kahl's Inc.

Motorcycle Safety - Interpretive Education

SAFETY

Curriculum Guide for Junior High School Health - Alberta Education
Fire Safety is Your Problem (film) - Centron Educational Films
Keep Them Safe (film) - Marshfilm Enterprises
Play It Safe (film) - Learning Tree Filmstrips
Safety Adventures Out of Doors (film) - Encyclopedia Britannica Ed. Corp.
Safety in the Home (film) - Media Services
Water Safety (film) - National Film Board

WORLD OF WORK

All About Jobs - Mafex Associates
Application Forms - Frank E. Richards Pubs. Co., Inc.
Attitude and Safety Posters - Workers Compensation Board
Basic Skills on the Job - Ceba Standard Pub.
Becoming Myself - Dimensions of Personality Series - Pflaum Standard
Canadian Classification and Dictionary of Occupations - Department of
Manpower and Immigration
Career Awareness/The Alternative - K.S.P.
Career Search - Scholastic Book Services
Don't Get Fired - 13 Ways to Hold Your Job - Janus Publications
Exploring the World of Jobs - Science Research Associates
Finding and Holding a Job - Western Educational Activities
From Classroom to Career - Marion Melugh Pub.
Getting Applications Right - Scholastic Book Services
Getting That Job - Fearon-Pitman Pub.
Girls and Their Futures - Science Research Associates
A Good Worker - Mafex Associates

WORLD OF WORK (cont'd.)

Good Work Habits - Mafex Associates

Help! - Mafex Associates

Here I Am - Dimensions of Personality Series - Cebco Standard Publishing

How Teenagers Can Get Good Jobs - Rosen Printers

How to Get That Job - Mafex Associates

I'm Going to Work - Mafex Associates

I'm Not Alone - Pflaum Standard

Janus Job Interview Guide/Job Planner - Janus Book Pub.

The Job Box - Fearon Publishers Inc.

The Jobs Book - Scholastic Book Services

Jobs from A to Z - Frank E. Richards Pubs. Co., Inc.

Jobs in Your Future - Science Research Associates

Keeping That Job - Follett Pub. Co.

Learn to Earn - Mafex Associates

The Long Hair Man (film) - National Film Board

Me and Others/Jobs - Educational Design

My Job Application - Janus Book Pub.

The Nature of Work (film) - National Film Board

Occupations 2/L - New Readers Press

P.A.T.H. (Positive Attitudes Toward the Handicapped) - Regional Resource Service
(Alberta Education)

Perceptual Communication Skills - Instructional Materials and Equipment Distributors

Preparing for a Job Interview - Frank E. Richards Pubs. Co., Inc.

Picture Interest Inventory - McGraw-Hill Publishers

Resumes That Get Jobs - Arco Pub. Co.

Scope Job Skills Series - Harper and Row Pubs., Inc.

WORLD OF WORK (cont'd.)

Service Occupations - Frank E. Richards Pubs. Co., Inc.
So You Want a Job, Eh? - Canadian Broadcasting Corp.
S.R.A. Guidance Series - Science Research Associates
Stories About Workers - Frank E. Richards Pubs. Co., Inc.
The Turner Career Guidance Series - Follett Pub. Co.
Using the Want Ads - Janus Book Pub.
Very Important People Series - Elk Grove Books
Work Experience Manual - Alberta Education
Work for Everyone - Frank E. Richards Pubs. Co., Inc.
The Work Series - Educational Design Inc.
You and Your Pay/World - Scholastic Book Services
You Gotta Know Yourself - Saskatchewan Education

HOME MANAGEMENT

All About Clothes - McGraw-Hill Publishers
Around the World in 80 Dishes - Scroll Pr.
Babysitters Handbook - Kahl's Inc.
Better Homes and Gardens Cookbook - Better Homes and Gardens
Betty Crocker's Cookbook - Bantam Books
Caring for Kids - McGraw-Hill Publishers
Cooking for Two - G.K. Hall Pub.
Food and You - McGraw-Hill Publishers
Food Buymanship - Consumer Association of Canada
Guide to Modern Meals - McGraw-Hill Publishers
The Home, It's Furnishings and Equipment - McGraw-Hill Publishers
Homemaking for Teenagers - Bennett Pub. Co.
How You Look and Dress - McGraw-Hill Publishers

HOME MANAGEMENT (cont'd.)

How to Plan and Prepare Meals - McGraw-Hill Publishers

Lessons in Living - Ginn and Company

Materials from General Foods Corporation

Snip, Clip and Stitch - Follett Pub.

Teen Guide to Homemaking - McGraw-Hill Publishers

The Teenagers Menu Cookbook - Dood Mead and Co.

MONEY MANAGEMENT

Bank Account - Western Educational Activities

Budget (game) - Tribune Press

Cosmic Coinship - Alberta Consumer and Corporate Affairs

Getting Ready for Payday - Frank E. Richards Pubs. Co., Inc.

Homemaking for Teenagers - Bennett Pub. Co.

Let's Go Shopping - Frank E. Richards Pubs. Co., Inc.

Materials from Consumer and Corporate Affairs

Money Makes Sense - Copp Clark

The Money Series - Mafex Associates

Pacemaker Practical Arithmetic Series - Fearon-Pitman Pub.

Supershopper - McDougal Littell

Working Makes Sense - Fearon-Pitman Pub.

You and Your Pay - Follett Pub. Co.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Earth, Science and Ecology - Hayes School Pub.

Ecology Puzzles - Hayes School Pub.

Energy Management for the Future - Department of Energy, Mines and Resources

Exploring Ecology - MacDonald Educational Ltd.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY (cont'd.)

- The Garbage Book - Department of Energy, Mines and Resources
- Government Environmental Resource Materials Guide - Alberta Education
- Hello World! It's Nice to Know You - Canadian Red Cross Society
- Hinterland Who's Who - Canadian Wildlife Association
- Living Well in Times of Scarcity - Pollution Probe and Consumer Association
- Materials from Department of Parks and Wildlife
- Materials from Red Cross Society
- Outdoor Teaching Units - National Geographic Society
- Pollution Solution - Burbank
- Schools Without Failure - Harper and Row, Pubs.
- Science Experiments You Can Eat - J.B. Lippincott
- Science in Action - British Book Center
- S.E.E.D.S. Poster Pack - Society Environment and Energy Development Studies -
Science Research Associates
- Stop Polluting - Start Preserving - McGraw-Hill Publishers
- Why Should I Care - Canadian Unicef Committee

LEVEL 6

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Canadian Classification and Dictionary of Occupations - Department of Manpower and Immigration

Family Planning - Follett Pub. Co.

Getting Along with Others - Frank E. Richards Pubs. Co., Inc.

Girls and Sex - Dell Pub. Co.

How to Be Your Own Best Friend - Ballantine Books

I'm O.K., You're O.K. - Human Development Institute

Innerchange - Human Development Training Institute

Lifeline - Benefic Press

A Marriage Manual - Simon and Schuster Inc.

Materials from the Canadian Mental Health Association

Perspectives for Living - Edmonton Public School Board

Relationships - Hawthorne Pub.

The Search for Self Respect - Bantam Books

Values Clarification - Hart Pub. Co.

DEAF STUDIES

Communication for the Hearing Handicapped - University Park Press

TRAVEL

Materials from the Alberta Motor Association

International Traffic Signs - Kahl's Inc.

Real Life Reading - Scholastic Book Services

Motorcycle Safety - Interpretive Education

How to Read a Map/Schedule - Interpretive Education

WORLD OF WORK

- Accent on the World of Work - Follett Pub. Co.
- Application Forms - Frank E. Richards Pubs. Co., Inc.
- Attitude and Safety Posters - Workers Compensation Board
- Basic Skills on the Job - Cebco Standard Pub. Co.
- Canadian Classifications and Dictionary of Occupations - Department of Manpower and Immigration
- Career Awareness - K.S.P.
- Career Comparison Kit - Mafex Associates
- Career Crosswords - Developmental Learning Materials
- Career Search - Scholastic Book Co..
- Don't Get Fired: 13 Ways to Hold Your Job - Janus Pub.
- Finding Part-time Jobs - Science Research Associates
- Forms in Your Life - Globe Press
- Forms in Your Future - Learning Trends Pub.
- 40 Letters to Write - Halston Educational Pub.
- Getting Applications Right - Scholastic Book Services
- Girls and Their Futures - Science Research Associates
- Good Work Habits - Mafex Associates
- Guide to the Community - Elwyn Institute
- How Do I Fill Out a Form - Ideal Supply Co.
- How to Get That Job - Science Research Associates
- How to Hold Your Job - Services for Professional Educators
- I Want a Job - Frank E. Richards Pubs. Co., Inc.
- Janus Job Planner/Interview Guide - Janus Book Pub.
- Job Attitudes - Mafex Associates
- Jobs From A to Z - Frank E. Richards Pubs. Co., Inc.

WORLD OF WORK (cont'd.)

A Job Search Guide - Ministry of Supply and Services
Legislation Pamphlets from Alberta Labor
Looking into the Future - Frank E. Richards Pubs. Co., Inc.
Me and Others/Jobs - Educational Design
My Job Application File - Janus Book Pub.
Occupational Health in Safety Regulations - Alberta Labor
Occupations 2/L - New Readers Press
On the Job - Frank E. Richards Pubs. Co., Inc.
P.A.T.H. (Positive Attitudes Towards the Handicapped) - Regional Resource Service
(Alberta Education)
Program Scope Job Skills Series - Harper and Rowe Pub.
Questions About Compensation Benefits - Workers Compensation Board
Reference Manual for Office Personnel - South-Western Pub. Co.
Resumes That Get Jobs: How to Write Your Best Resume - Arco Pub. Co.
S.R.A. Guidance Series - Science Research Associates
Service Occupations - Frank E. Richards Pubs. Co., Inc.
Social and Prevocational Information Battery - V.R.R.I.
Work Experience Handbook - Alberta Education

HOME MANAGEMENT

Babysitters Handbook - Kahl's Inc.
Better Homes and Gardens Cookbook - Better Homes and Gardens
Betty Crocker's Cookbook - Bantam Books
Caring for Kids - McGraw-Hill Publishers
Cooking for Two - G.K. Hall Pub.
Food and You - McGraw-Hill Publishers

HOME MANAGEMENT (cont'd.)

- Guide to Modern Meals - McGraw-Hill Publishers
- The Home - Its Furnishings and Equipment - McGraw-Hill Publishers
- How Does It Work - Doubleday
- How to Plan and Prepare Meals - McGraw-Hill Publishers
- How to Repair Electrical Appliances - Reston
- I Hate to Housekeep Book - Fawcett
- Lessons in Living - Ginn and Company
- Materials from Alberta/Calgary Milk Foundation
- Materials from Consumer and Corporate Affairs
- Microwave Cookbook - Harcourt, Brace, Jovanovich Inc.
- Nutrition Communication - Ontario Milk Marketing Board
- Sew It Yourself - Gage Educational Pub.
- Simple Cooking for the Epicure - Watts
- The Teenagers Menu Cookbook - Dodd Mead and Co.
- Teen Guide to Homemaking - McGraw-Hill Publishers

MONEY MANAGEMENT

- The Advertisement Book - Doubleday
- Bank Account - Western Educational Activities
- The Bank Book - Frank E. Richards Pubs. Co., Inc.
- Business and Consumer Mathematics - Addison Wesley Inc.
- Dollars and Sense - McGraw-Hill Publishers
- Family Life - Frank E. Richards Pubs. Co., Inc.
- Getting Ready for Payday - Frank E. Richards Pubs. Co., Inc.
- Gyps and Frauds - Changing Times Educational Service
- Let's Go Shopping - C.T.E.S. Audio-Visual Resource
- Marooned - Frank E. Richards Pubs. Co., Inc.

MONEY MANAGEMENT (cont'd.)

Mathematics for Adult Living - Mafex Associates
Mathematics for Banking - Mafex Associates
Mathematics for Citizenship - Mafex Associates
Mathematics for Employment - Mafex Associates
Mathematics for Everyday Living - Mafex Associates
Mathematics for the Worker - Mafex Associates
Money Management - Copp Clark
Parenting - N.E.A.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Competition for Land - MacDonald Educational
Conserving the Earth's Resources - MacDonald Educational
Ecology Puzzles - Hayes School Pub.
Flora and Fauna of Alberta (Alberta Education/Alberta Heritage Resources Project)
Government Environmental Resource Materials Guide - Alberta Environment
Hello World! It's Nice to Know You - Canadian Red Cross Society
Investigations in Biology - Addison Wesley Inc.
Materials from Travel Alberta
Stop Polluting - Start Preserving - McGraw-Hill Publishers
Why Should I Care - Canadian Unicef Committee

QUESTIONNAIRE

HEARING IMPAIRED CURRICULUM GUIDE

The interim edition of the Hearing Impaired Curriculum Guide includes objectives, strategies and recommended materials from grade 1 through grade 12.

Please check (✓) your reactions to each of the following sections of this questionnaire. You are asked to consider the appropriateness and the practicality of the objectives, strategies and materials for the various levels and their relevance for hearing impaired students. Additional strategies and materials would be very much appreciated. When suggesting such, please list page number of the guide and objective to which they apply, as well as publisher/distributor for materials.

Your feedback and contributions are essential in facilitating further revision. When indicating inadequacies please ensure that you make recommendations for improvement that are specific. If space is inadequate, please use the reverse side of the page or attach additional pages.

The Curriculum Committee for the Hearing Impaired appreciates your efforts in completing this questionnaire. Someone may contact you requesting further expansions or clarification of the concerns or recommendations you suggest.

Please return this questionnaire before June 30, 1983 to:

Alberta Education
1200 Rocky Mountain Plaza
615 Macleod Trail, S.E.
CALGARY, Alberta
T2T 4T8
(403-261-6353)

Name _____

Home phone number _____

School _____

School phone number _____

ACADEMIC SECTION

Excellent Very Good Good Fair Inadequate

I. INTRODUCTION

Comments and suggestions:

II. PRESCHOOL SECTION

Comments and suggestions:

III. COMMUNICATION MODES

Comments and suggestions:

IV. THE LANGUAGE ARTS PROGRAM

Comments and suggestions:

Excellent Very Good Good Fair Inadequate

V. MATHEMATICS

Comments and suggestions:

VI. SCIENCE

Comments and suggestions:

VII. SOCIAL STUDIES

Comments and suggestions:

LIVING/VOCATIONAL SKILLS SECTION

I. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

A) Knowledge of Self:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

B) Social Relationships:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

II. DEAF STUDIES

	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

III. TRAVEL

A) Ways to Travel:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

B) Travel Skills:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

IV. HEALTH

A) Nutrition:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

B) Personal Care:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

C) Community Health Services:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

V. SAFETY

A) In the Home:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					
B) In the School:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					
C) In the Community:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

VI. WORLD OF WORK

A) Specific and Allied Work Skills:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

B) Career Planning and Exploration:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

C) Finding a Job:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

D) Keeping a Job:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

VII. HOME MANAGEMENT

A) Clothing:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

B) Food:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

C) Maintaining the Home:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

D) Child Care:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

VIII. MONEY MANAGEMENT

A) Earning Money:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

B) Spending Money:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

C) Saving and Borrowing:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

IX. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

A) At Home:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

B) At School:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					

	Excellent	Very Good	Good	Fair	Inadequate
C) In the Community:					
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					
D) Current Events:					
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					
E) Environmental Education:					
Objectives	_____	_____	_____	_____	_____
Strategies	_____	_____	_____	_____	_____
Materials	_____	_____	_____	_____	_____
Comments and Suggestions:					
X. PHYSICAL EDUCATION					
	_____	_____	_____	_____	_____
Comments and Suggestions:					
XI. MUSIC					
	_____	_____	_____	_____	_____
Comments and Suggestions:					

XII. ART

Excellent Very Good Good Fair Inadequate

Comments and Suggestions:

XIII. DRAMA

Excellent Very Good Good Fair Inadequate

Comments and Suggestions: