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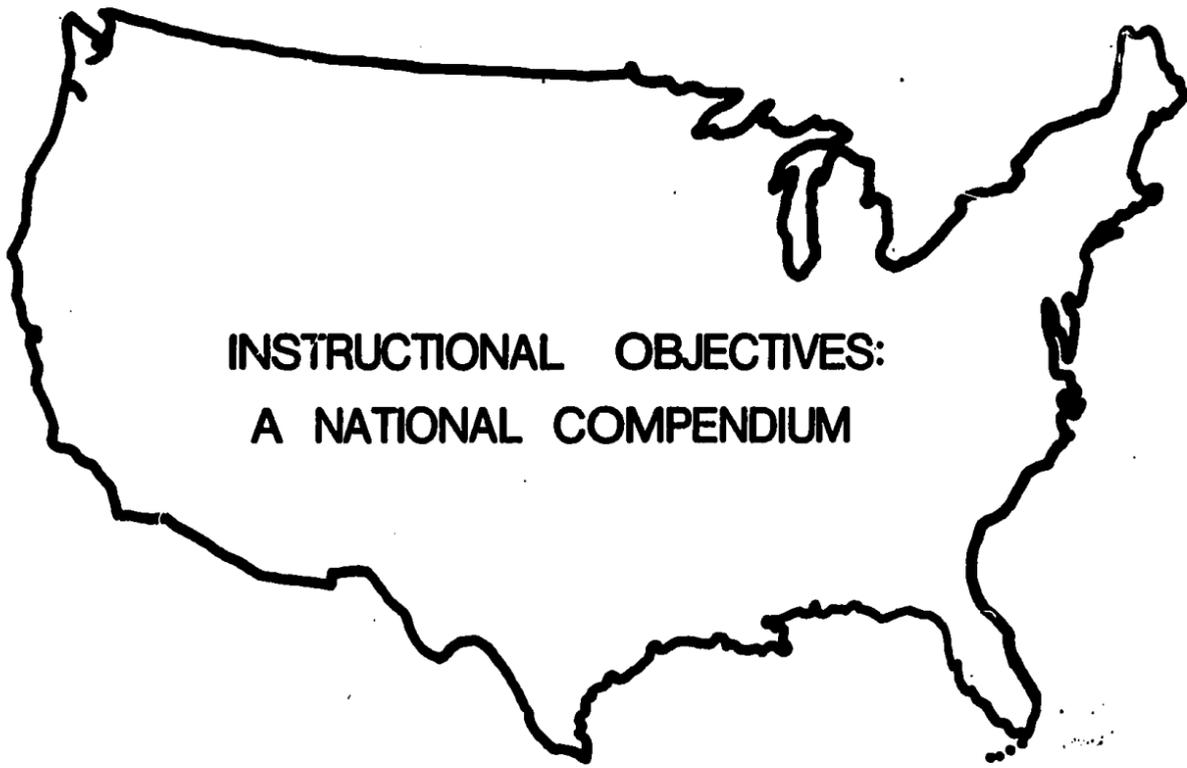
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ABSTRACT

The compendium is an annotated bibliography of materials containing instructional objectives and of objectives-based materials collected from institutions, school systems, state departments of education, and commercial producers of educational materials. Organization of listings is by topic, grade range, and alphabetical order. A listing of macro-collections, compilations which contain objectives in a number of different areas and many objectives per area, is followed by a listing of micro-collections, which contain objectives in at least three different areas. Other sections list materials containing educational objectives for specific curriculum areas: early childhood, creative arts, language, mathematics, reading, science, social studies, and vocational-technical education. Final sections list sources (bibliographies and reports) containing objectives or references concerning objectives, materials dealing with development and use of objectives, and teacher training materials which consist of or contain instructional objectives. Information given for each entry includes title, grade range, publisher, price, brief description of material, and a list of topics covered in the material. (KW)

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**INSTRUCTIONAL OBJECTIVES:
A NATIONAL COMPENDIUM**

EC 041 993 E



**DIVISION OF ELEMENTARY & SECONDARY EDUCATION
DEPARTMENT OF EDUCATION • TALLAHASSEE / FLORIDA • FLOYD T. CHRISTIAN COMMISSIONER**

INSTRUCTIONAL OBJECTIVES:
A NATIONAL COMPENDIUM

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STATE OF FLORIDA
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May, 1972

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FOREWORD

The utilization of instructional objectives is rapidly becoming as common an educational practice as taking attendance. The accountability movement has amplified the need for precise statements of expected student behaviors and the development of techniques for assessing the presence or absence of these behaviors. In response to these needs, educators at all levels are increasingly basing their instruction on pre-specified instructional objectives. Commercial producers have responded to the resulting educational market demands by developing objectives-based instructional materials. The combined efforts of education and industry have yielded a plethora of carefully stated objectives in a wide variety of instructional areas.

A major thrust in Florida is increased accountability for educational programs. The new state strategy includes the clarifying of goals and objectives, and the analysis and evaluation of educational programs. Florida's Educational Research and Development Program is currently funding projects to develop assessment instruments in a number of curriculum areas. The products from these projects will be used in state assessment, independent program assessment, and classroom instruction. The Board of Governors for the Educational Research and Development Program has recommended, however, that pupil assessment instruments be developed only when other suitable instruments and techniques cannot be obtained more economically.

Primarily in response to Florida's need, but also in recognition that similar situations exist in other states, the Florida Board of Regents, under the auspices of the Florida Educational Research and Development Program, conducted a nationwide survey. Primarily through the use of questionnaires and letters, sent to a wide variety of persons and institutions, information was collected on a myriad of instructional objectives and objectives-based materials.

This document presents the findings of the survey as of May, 1972. It is anticipated that the summary will serve as a reference source for educators contemplating development or implementation of objectives-based education. It is also hoped that other developers, who were not identified for contact, will be prompted to contribute information on their endeavors so that a more comprehensive document may be compiled at a later date.

The authors wish to express sincere appreciation to the Florida Department of Education personnel who provided considerable assistance in the development of this document, especially Mr. John Healy - Coordinator for Assessment, Educational Research and Development Program, Mr. Philip Doughty - Acting Coordinator for Independent Program Assessment, and Dr. Fred W. Vorce - Music Consultant. Appreciation is also due Thelma Varner for her invaluable assistance in the production of the Compendium. Especial gratitude is extended to all contributors who took the time and energy to share their efforts.

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INTRODUCTION

The critical step in conducting this survey was the identification of sources of instructional objectives. Within the state of Florida the task was somewhat simplified in that key sources were readily identifiable; the task was somewhat more difficult outside the State. It was determined that the most logical initial contacts would be with the state directors of curriculum, instruction, and evaluation. It was correctly assumed that they would supply information on at least the most outstanding efforts in their states. The next major step was the identification of public school systems, universities, regional educational research and development laboratories, and national organizations either known to be involved in the development of instructional objectives, known to be engaged in related activities, or potentially involved in such endeavors because of their size or progressive philosophy. Lastly, an intensive effort was made to identify and contact all major commercial producers of educational materials.

The response to our request for information and materials was gratifyingly high. The response rates for the categories of institutions contacted ranged from 62% to 94%; nearly every state department of education sent information on state efforts. Several comprehensive collections of objectives were identified and obtained, as well as a large number of subject-matter-specific compilations. In addition, documents were received which either dealt with the utilization of objectives or described sources of information on objectives. Lastly, teacher education materials were obtained, most of which contained objectives embedded in a modular format.

The Compendium is organized by topic, grade range and alphabetical order. Collections have been divided into MACRO-COLLECTIONS and MICRO-COLLECTIONS. MACRO-COLLECTIONS contains descriptions of compilations (arranged alphabetically) which contain objectives in a number of different areas and which contain many objectives per area. MICRO-COLLECTIONS contains descriptions of collections which contain objectives in at least three different areas. These are arranged alphabetically within intended grade range. Descriptions of objectives in the curriculum areas, e.g. MATHEMATICS, are also arranged alphabetically within grade range, with the exception of VOCATIONAL-TECHNICAL EDUCATION; descriptions in this category are ordered alphabetically by vocational area. SOURCES OF SOURCES contains descriptions of bibliographies and reports which contain either objectives or references concerning objectives; these are arranged alphabetically by title. UTILIZATION OF OBJECTIVES contains descriptions of materials which deal with the development and utilization of instructional objectives; these are also arranged alphabetically by title. Finally, the TEACHER EDUCATION section contains annotations of available teacher training materials which consist of, or contain, instructional objectives. These are arranged alphabetically, by topic, and by title within topic. SOURCES OF SOURCES, UTILIZATION OF OBJECTIVES, and TEACHER EDUCATION were not originally intended to be sections in the Compendium. However the number

of unsolicited entries received warranted their inclusion. Consequently, in contrast to other sections of the Compendium, these three sections are in no way to be considered comprehensive.

Descriptions of materials are presented in the words of the developer whenever possible. Annotations include the title of the materials, the intended grade range (K = kindergarten, P = primary, I = intermediate, JH = junior high, SH = senior high, A = adult, or, post-secondary), name and location of the publisher, and the price of the materials when known. Since it would be impossible to relate all important aspects of each reported effort, this summary presents a brief description of the materials and a listing of the topics included. Using this approach, interested persons may examine the annotations in the area or areas of their choice and identify sources of objectives relevant to their needs.

To enhance the usability of this document, the name and address of the contact person for each entry in the Compendium are presented on the page opposite the page on which the entry originates. Although many more persons were contacted, they either did not respond, did not have materials to contribute, had materials which are not yet available, or responded after the Compendium had been compiled. Late arrivals will be integrated into a revised version at a later date.

Additional copies of this document are available upon request.

INSTRUCTIONAL OBJECTIVES:
A NATIONAL COMPENDIUM

SOURCE REFERENCE

1. Edina Public Schools
4660 West 77th Street
Edina, Minnesota 55435

MACRO-COLLECTIONS

1. Curriculum Objectives and Materials (K-SH) - Edina Public Schools, Edina, Minnesota

Description: A series of documents (guides, units, topic outlines, course outlines, scope and sequence, objectives, learning packets, and teaching packets) developed in a wide variety of curriculum areas. Books of objectives also include sample items, test items, answer keys, and resources keyed to specific objectives. Learning packets contain terminal objectives and specific objectives.

Topics Included:

	<u>Elementary</u>	
Art (I)		\$ 5.00
*Kindergarten Performance Objectives (K)		5.50
Literature		3.00
*Mathematics Performance Objectives (K-I)		35.00
Music (I)		4.00
Physical Education (P)		4.00
Physical Education (Scope & Sequence)		2.00
*Reading Performance Objectives (P)		15.00
*Reading Performance Objectives (I)		21.00
Science Units (I)		
Forces which Govern Universal Bodies		3.00
Chemistry		2.00
	<u>Secondary</u>	
<u>Language Arts</u>		
Composition-Outline (JH)		3.00
Composition at the Typewriter (JH)		3.00
Creative Dramatics (JH)		3.00
Creative Writing (JH)		1.00
*Exploring in Multi-Dimension (Learning Packet)		1.00
Expository Writing (JH)		1.00
History of Language (JH)		3.00
Humor - Teaching Packet (JH)		3.00
Introduction to Language-Unit (JH)		3.00
Introduction to Poetry-Unit (JH)		3.00
Literature-Outline (JH)		1.00
Man Future-Unit (JH)		2.00
Modern Grammar-Unit (JH)		1.00
*Nouns-Learning Packet		3.00
Language Arts Semester Outline (SH)		10.00
Humanities (SH)		1.00

*Definitely includes objectives (materials not so marked may or may not contain specific objectives).

Foreign Languages

French I & II.	6.00
German I & II.	6.00
Latin III.	3.00

Social Studies

*April Morning - Learning Packet (JH)	3.00
*The Light in the Forest - Teaching Packet (JH)	3.00
Conflict in Culture (JH)	3.00
The Colonial Period (JH)	3.00
The Constitution (JH).	3.00
The American Revolution (JH)	3.00
Minorities (JH).	3.00
American Government (JH)	3.00
Industrialization: Movement Toward a Mass Society (SH).	1.00
Political-Diplomatic History	1.00
United States Diplomacy: From Isolation to Involvement (SH).	1.00
United States History Unit: Protest & Reform in America (SH)	1.00
World History Unit: Latin America (SH)	1.00
World History Unit: Sub Sahara with Supplement (SH)	2.00
*Asian Studies (SH)	3.00

Mathematics

Consumer Mathematics (SH).	1.00
Computer Programming (SH).	5.00
Introductory Algebra I & II (JH-SH).	4.00
*Mathematics Performance Objectives & Learning Activity Units (SH)	15.00
Modern Geometry (SH)	3.00
Refresher Mathematics.	1.00

Home Economics

Clothing Construction Sequence (JH).	1.00
Foods & Nutrition (JH)	1.00
Foods & Nutrition (SH)	1.00
General Clothing & Related Units (SH).	2.00
Intermediate Clothing (SH)	1.50

Science

Junior High Science (JH)	4.00
Physics Manual (SH).	3.00

Reading

Developmental Reading (JH)	3.00
*Elements of Verbal Development - Objectives- Based Units (JH-SH)	3.00

SOURCE REFERENCE

2. Institute for Educational Research
1400 West Maple Avenue
Downers Grove, Illinois 60515

Other

Bay's Physical Education	4.00
Introductory Unit for Multi-Disciplinary Team Teaching (JH).	1.00
Modern Art	1.00
Music Appreciation (JH).	1.00
Business Systems	1.00
Environment Study-Ecology-Based Science Outline	2.00
Man's Future (Science Fiction) - Language Arts (JH)	2.00
Critical Thinking - A Teaching Packet - Language Arts (JH).	3.00

2. Evaluation for Individualized Instruction (K-SH) - Institute for Educational Research, Downers Grove, Illinois (\$110.00/complete set)

Description: An objective-item bank covering sixteen sectors of four subject areas in each of four grade ranges. Nearly 5,000 behavioral objectives and over 27,000 test items are included. The bank contains cognitive and affective objectives and items for Language Arts, Mathematics, Social Studies and Science. The package also includes an "Operational Guide for Teacher Workshops" (on behavioral objectives and item writing) and "A Report on the Evaluation Workshop in the Affective Domain" both of which are objectives-based.

Topics Included:

LANGUAGE ARTS

<u>Primary</u>	<u>Intermediate</u>
Grammar & Usage	Communications
Phonics	Critical Thinking
Mechanics	Etiquette
Alphabet	Grammar & Usage
Reference Sources	Literature
Vocabulary	Word Study
Reading Skills	
Critical Thinking	
Creative Writing Through Literature	
<u>Junior High</u>	<u>Senior High</u>
Communications	Literary Periods
Critical Thinking	Literary Techniques & Devices
Etiquette	Literary Works & Authors
Grammar	Critical Thinking
History of Language	Rhetoric
How to Study Literature	Reference
Mechanics	Grammar
Use of References	Mechanics
Word Study	Letters

MATHEMATICS

Primary

Numbers & Numeration	Multiplication & Division of Whole Numbers
Counting	Multiplication
Place Holders & Value	Multiplication & Division
Order	Measurement
Comparison	Length
Fewest, Most	Size
Pairs	Liquid
Roman	Time
Properties	Bills & Coins
Fractions	Geometry
Mathematical Symbols	Shapes
Addition & Subtraction of Whole Numbers	Symmetry
Addition	Patterns
Subtraction	Sets
Addition & Subtraction	Empty
	One
	Equal-Equivalent

Intermediate

Numbers & Numeration	Addition & Subtraction
Names	Whole Number Addition
Place Holders & Value	Whole Number Subtraction
Expanded Notation	Whole Number Addition & Subtraction
Rounding	Simplification of Fractions
Number Line	Addition of Fractions
Inequalities	Addition & Subtraction of Fractions
Exponential Notation	Addition & Subtraction of Decimals
Fractions	Sets
Decimals	Introduction
Bases	Cardinal Number
Roman Numerals	Empty
Primes & Factors	Equal Equivalent
Multiplication & Division	Subsets & Supersets
Whole Number Multiplication	Operations
Whole Number Division	Venn Diagrams
Whole Number Multiplication & Division	Logarithms & Exponentials
Multiplication & Division of Fractions	Graphing
Percent	Functions
Arithmetic Applications	Inference
Applications of Whole Numbers	Measurement
Applications of Fractions	Length, Area & Volume
Number Systems	Maps
Finite-Infinite	Bills & Coins
Properties	Statistics
Rational-Irrational	

Junior High

Definitions & Rules	Functions & Relations
Sets	Measurement
Numbers	Polygons
Arithmetic Operations	Polynomials
Modular Arithmetic & Bases	Exponents
Fractions, Decimals & Proportions	Graphs & Charts
Word Problems	Sequences
Simplification & Substitution	Angles & Trigonometry
Equations	Probability, Combinations & Permutations
Inequalities	Spatial Perceptions

Senior High

Angles	Polygons
Computers & Data Processing	Polynomials
Conics	Primes & Factors
Construction	Probability, Combinations & Permutations
Definitions	Radicals
Distance Formulas	Proofs, Logic, Theorems & Axioms
Equations	Sequences, Progression & Series
Exponents	Sets
Fractions, Decimals & Exponents	Simplification
Functions & Relations	Slope-Intercept
Graphing	Trigonometry
Inequalities	Vectors
Measurement	Word Problems
Numbers	
Points, Lines & Planes	

SOCIAL STUDIES

Primary

Social Studies Terminology	Map Reading
Principles of Geography	Living in Communities
Transportation & Communication	Safety Rules

Intermediate

General Social Sciences	History
Procedures & Processes	Early Man
Terminology	Ancient Civilizations
Map Reading	Middle Ages
Critical Thinking	American History
Geography	
General Principles	
Countries	

Secondary School

Introduction
 Locating the Central Issue
 Distinguishing Fact from Opinion
 Determining Difficulty of Proof
 Distinguishing Between Biased & Non-Biased Sources
 Detecting Bias
 Evaluating Sources of Information
 Evaluating the Potential Validity of Sources
 Recognizing Emotional Words
 Drawing Inferences
 Evaluating the Certainty of Statements
 Determining Relevancy
 Recognizing Stated & Unstated Assumptions
 Distinguishing Between Selected Terms
 Interpreting & Applying the Provisions of a Document
 Selecting Probable Outcomes
 Identifying Factors Leading to Significant Historical Events
 Identifying Selected People, Places, Regions, or Events
 Comparing & Contrasting Our Culture with Others

SCIENCE

Primary

Digestive System	Circulatory System
Skin & Senses System	Brain & Nervous System
Respiration System	Skeletal System
Characteristics of Animals	Plants
Earth Science	Mechanics & Heat

Intermediate

Characteristics of Body Systems	Nature of Matter
Digestive System	Color
Respiratory System	Earth Science
Circulatory System	Weather
Nervous System	Machines
Skeletal System	Electricity
Reproduction	Planets & Space Travel
Health	Mechanics & Heat
Characteristics of Animals	Light
Insects	Critical Thinking
Characteristics of Plants	Measurement

Junior High

Respiratory System	Circulatory System
Excretory System	Digestive System
Animal Cells	Nervous System
Skeletal System	Geology
Oceanography	Laws of Motion
Space Travel	Weather
Matter	Properties of 4 Gases
Energy	Tools & Techniques
Measurement	Drugs
Critical Thinking	

SOURCE REFERENCE

3. Dr. W. James Popham
Instructional Objectives Exchange
The Center for the Study of Evaluation
Box 24095
Los Angeles, California 90024

Senior High

Physical Sciences

Measurement	Models & Problem Solving
Charts & Graphs	Mechanics
Energy	Atomic Structure
Heat	Waves
Light	Electricity & Magnetism
Gases	Moles
Structures, Formulas & Bonding	Solutions & Solubility
Equations & Equilibrium	Acids & Bases
Reactions & Rates	Oxidation-Reduction
Electrochemical Cell	Electrolysis
	Qualitative Analysis

Life Sciences

Capillarity	Diffusion & Osmosis
Electron Transport System	Enzymes
Genetics	Microscope
Organic Compounds	Photosynthesis
Plant Function & Structure	Plasmolysis
Reproduction	Problem Solving
	Drugs

3. Instructional Objective Exchange - IOX (K-12) - University of California,
Los Angeles, California (\$8.00/topic)

Description: A comprehensive compilation of objectives and criterion-references test items. Many of the topic areas include multiple items per objective. Also available is a user's guide which discusses the selection of objectives, instruction and evaluation.

Topics Included:

<p><u>Language Arts: Decoding Skills (K-SH)</u></p> <ul style="list-style-type: none"> Discrimination Recognition of Letters by Name Pronunciation of Letter Combinations & Words Sight Vocabulary Recognition, Reproduction of Sounds and Their Association with Letters <p><u>Language Arts: Structural Analysis (K-SH)</u></p> <ul style="list-style-type: none"> Individual Word Forms Multiple Word Forms Division of the Form History of the Form 	<p><u>Language Arts: Comprehension Skills (K-SH)</u></p> <ul style="list-style-type: none"> Literal Comprehension Interpretation Vocabulary & Word Meaning Comprehension of Non-Written Materials <p><u>Language Arts: Composition Skills (K-SH)</u></p> <ul style="list-style-type: none"> Basic Composition Story Writing Letters Figurative & Descriptive Language Poetry Writing Paragraph Form & Development Expository Paragraph Form Paragraph Development
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Language Arts: Listening,
Oral Expression, &
Journalism (K-SH)

Listening
Affective Listening
Comprehension &
Interpretation
Analytical Listening
Oral Expression
Speech
Oral Presentation
Journalism
Journalistic Techniques
Journalistic Forms

Language Arts: Mechanics
& Usage (K-SH)

Mechanics
Capitalization
Punctuation
Integrated Practice
Usage
Sentence Sense
Sentence Precision

English Skills (SH)

Speech
Mass Media
Composition

Mathematics (P)

Sets
Numbers, Numerals,
Numeration Systems
Operations & Their
Properties
Measurement
Geometry
Relations, Functions
& Graphs
Probability & Statistics
Application--Problem
Solving
Mathematical Sentences--
Order, Logic

Language Arts: Study &
Reference Skills (K-SH)

Reference Skills -
Use of Data Sources
Study Skills

Language Arts: Traditional
Grammar (K-SH)

Parts of Speech
Sentence Analysis

Language Arts: Transforma-
tional Grammar (K-SH)

Sentence Components
Transformations

English Literature (JH)

The Novel
Poetry

English Skills (JH)

Composition
Mechanics & Conventions
Diction & Tone
Speech
Mass Media
Reference Skills
Study Skills

English Grammar (JH-SH)

Parts of Speech
Syntax
Morphology
Phonology

Mathematics (I)

Sets
Numbers, Numerals,
Numeration Systems
Operations & Their
Properties
Measurement
Geometry
Relations, Functions
& Graphs
Probability & Statistics
Application--Problem
Solving
Mathematical Sentences--
Order, Logic

Mathematics (JH)

Sets
 Numbers, Numerals,
 Numeration Systems
 Operations & Their
 Properties
 Measurement
 Geometry
 Relations, Functions
 & Graphs
 Probability & Statistics
 Application--Problem
 Solving
 Mathematical Sentences--
 Order, Logic

Business Law (SH)

Foundations of Law
 Law of Contracts
 Law of Property
 Law of Negotiable
 Instruments
 Law of Business Relations
 & Business Organizations

General Business (SH)

Vocabulary
 Money & Banking Services
 Checking Accounts
 Cost of Living & Taxes
 Kinds of Business Ownership
 Sales
 Marketing Functions
 Insurance & Pensions
 Consumer Services
 Communications
 Employment Application
 & Interview
 Business Math
 Glossary

Home Economics (SH)

Child Development
 Clothing & Textiles
 Consumer Practices
 Design Principles
 Health Services
 Home Management &
 Family Economics
 Housing
 Pregnancy

General Math (SH)

Sets
 Numbers, Numerals,
 Numeration Systems
 Operations & Their
 Properties
 Measurement
 Percents
 Geometry
 Probability
 Logic
 Applications, Problem
 Solving

Business Education-
Bookkeeping (SH)

Ten Bookkeeping Processes
 Banking Transactions
 Cash Transactions
 Payroll Records
 Depreciation
 Accrual & Deferred
 Expense
 Vocabulary Skills

Business Education -
Secretarial Skills (SH)

Typing
 Shorthand
 Office Machines
 Office Practice
 Business English &
 Communication

Home Economics (JH)

Child Development
 Clothing & Textiles
 Consumer Practices
 Foods & Nutrition
 Home Management &
 Family Economics

Health (Nutrition) (P-I)

Daily Food Choices
 Nutrients from Food
 Food Processing
 Consumer Education
 Food in Man's Environment

Auto Mechanics (SH)

Automotive Tune-up &
Repair

General Metals (JH-SH)

Property of Metals
Operations & Functions
Cutting & Shearing
Filing
Cutting Holes
Grinding
Forming & Bending Metals
Metal Spinning
Threaded Fasteners
Soldering
Riveting
Sheet Metal Seams
Polishing & Buffing
Decorating Metal

Mechanical Drawing (JH-SH)

Basic Drafting Skills
Beginning Lettering
Making the Drawings
Orthographic Projections
Dimensioning
Scale Drawing
Pictorial Drawing
Section Drawing
Auxiliary Views
Productions Notations
Thread Conventions &
Symbols
Assembly & Detail
Drawings
Reference Symbols

Music (P-I)

Melody
Harmony
Melody & Harmony
Rhythm
Musical Form
Musical Sound
Performance
Band Instruments
Wind Instruments
String Instruments

Spanish (JH-SH)Electronics (JH-SH)

Fundamentals
Block Diagrams
Direct-Current Circuits
Primary & Secondary
Batteries
Magnetism
Electromagnetic Induction
Direct-Current Generators
Direct-Current Motors
& Controls
Alternating Current
Single-Phase Circuits
Operations & Maintenance
Glossary

Woodworking (JH-SH)

Tools
Reading a Working Drawing
Stock Billing
Distances & Lines
Clamping Stock
Crosscutting & Ripping
Stock
Getting Out Rough Stock
Irregular Surfaces
Planning Stock
Chamfering
Laying-Out Patterns
Boring Holes
Sawing Curves
Making Joints
Fastening Joints
Sanding
Bleaching
Finishing
Hanging Doors
Mounting Locks
Correcting Defects
Gluing Upstock
Removing Finishes

Physical Education (P)

Locomotor Skills
Sensory Motor Skills
Balance
Total Body Skills
Eye-Hand Skills
Eye-Foot Skills

SOURCE REFERENCE

4. Mr. Larry Conaway
Assistant to the Director
1860 Lincoln, Suite 300
Denver, Colorado 80203

American History (JH-SH)

Historical Figures
 Historical Inferences
 Analysis of Data
 Historical Speeches
 Historical Documents
 British Colonial Acts
 Values & Goals
 Political Philosophies
 Military Conflict
 Political Influence
 Society & Culture
 Supreme Court Cases
 Constitutional Rights
 Legislation
 Territorial Expansion
 Geography
 United Nations
 Testing Hypotheses
 Political Protest

Attitudes Related to
Tolerance (SH)

List of Objectives
 Paper & Pencil Instruments
 (Direct Self-Report)
 General
 Ethnic
 Paper & Pencil Instruments
 (Inferential)
 General
 Ethnic

Sociology (I-JH)

The Method of Sociology
 Social Organization
 Social Processes &
 Social Change

Measures of Self Concept

(K-SH)
 Objectives by Grade
 Ranges
 Self-Concept Measures
 Direct Self Report
 Inferential Self Report
 Observational Indicators

Attitude Toward School

(K-SH)
 Objectives by Grade Ranges
 Attitude Toward School
 Measures
 Direct Measures
 Inferential Measures
 Observational Indicators

Judgment: Deductive Logic
& Assumption Recognition

(JH-SH)
 List of Objectives
 Measures

Anthropology (I)

Man as a Unique Animal
 Fossil Man & Prehistory
 The Record of Culture
 The Nature of Culture
 Genetics, Evolution
 & Race

Early Childhood Education

Achieving in the Arts
 Language Arts
 Math & Arithmetic Skills
 Promoting Physical Growth
 Science
 Satisfying Social &
 Personal Needs

4. National Assessment of Educational Progress (P-SH) - National Assessment
 Project, Denver Colorado (\$1.00/curriculum area)

Description:

Booklets of objectives in a variety of curriculum areas. For each area objectives are listed which are appropriate to ages 9, 13, 17 and young adults. Also available are demonstration packages which indicate items used for assessment at each of the age levels in each of the assessed areas. The objectives and the assessment instruments cover a wide range of difficulty levels.

Topics Included:

Mathematics

Number & Numeration Concepts	Properties of Numbers & Operations
Arithmetic Computation	Sets
Estimation & Measurement	Exponents & Logarithms
Algebraic Expressions	Equations & Inequalities
Functions	Probability & Statistics
Geometry	Trigonometry
Mathematical Proof	Logic
Business & Consumer Math	Attitude & Interest
Miscellaneous	

Social Studies

Have Curiosity about Human Affairs
 Use Analytic-Scientific Procedures Effectively
 Are Sensitive to Creative-Intuitive Methods of Explaining
 the Human Condition
 Have Knowledge Relevant to the Major Ideas & Concerns
 of Social Scientists
 Have a Reasoned Commitment to the Values that Sustain
 a Free Society

Science

Know Fundamental Facts & Principles of Science
 Possess the Abilities & Skills Needed to Engage in the
 Processes of Science
 Understand the Investigative Nature of Science
 Have Attitudes about & Appreciations of Scientists,
 Science, & the Consequences of Science that Stem from
 Adequate Understandings

Reading

Comprehend What is Read
 Analyze What is Read
 Use What is Read
 Reason Logically from What is Read
 Make Judgments Concerning What is Read
 Have Attitudes about & an Interest in Reading

Writing

Write to Communicate Adequately in a Social Situation
 Write to Communicate Adequately in a Business or
 Vocational Situation
 Write to Communicate Adequately in a Scholastic Situation
 Appreciate the Value of Writing

Literature

Read Literature of Excellence
 Become Engaged In, Find Meanings In, and Evaluate A
 Work of Literature
 Develop a Continuing Interest & Participation in
 Literature and the Literary Experience

Art

Perceive & Respond to Aspects of Art
 Value Art as an Important Realm of Human Experience
 Produce Works of Art
 Know About Art
 Make & Justify Judgements about the Aesthetic Merit &
 Quality of Works of Art

Music

Perform a Piece of Music
 Read Standard Musical Notation
 Listen to Music with Understanding
 Be Knowledgeable about some Musical Instruments, Some
 of the Terminology of Music, Methods of Performance
 & Forms, Some of the Standard Literature of Music,
 & Some Aspects of the History of Music
 Know about the Musical Resources of the Community &
 Seek Musical Experiences by Performing Music
 Make Judgments about Music, & Value the Personal Worth
 of Music

Career & Occupational Development

Prepare for Making Career Decisions
 Improve Career & Occupational Capabilities
 Possess Skills that are Generally Useful in the
 World of Work
 Practice Effective Work Habits
 Have Positive Attitudes Toward Work

Citizenship

Show Concern for the Welfare & Dignity of Others
 Support Rights & Freedoms of All Individuals
 Help Maintain Law & Order
 Know the Main Structure & Functions of Our Government
 Seek Community Improvement through Active Democratic
 Participation
 Understand Problems of International Relations
 Support Rationality in Communication, Thought & Action
 on Social Problems
 Take Responsibility for Own Personal Development &
 Obligations
 Help & Respect Their Own Families
 Nurture the Development of Their Children as Future
 Citizens

Other topics will be available.

SOURCE REFERENCE

5. Mrs. Wanda Perry
PLAN
Westinghouse Learning Corporation
2680 Hanover Street
Palo Alto, California 94304

5. PLAN: Master Objectives (K-SH) - Westinghouse Learning Corporation, Palo Alto, California

Description: A program of individualized education in Reading, Language Arts, Mathematics, Science, and Social Studies which can be adapted to each pupil's needs, abilities, interests and goals. The major components of the program are a set of instructional objectives, a variety of study plans to achieve these objectives, and a computer support system to help plan student learning and monitor student progress. Objectives for the Guidance program are also included.

Topics Included:

	<u>Primary Objectives</u>	
Language Arts	Orientation to PLAN	Mathematics
	Readiness	Numerals
	Language Arts Skills	Place Value to 9999
	Reading Skills	Roman Numerals
	Writing	Addition of 4-digit Numbers
		Subtraction of 4-digit Numbers
Social Studies		Multiplication Facts
History		Division with 1-digit Numbers
Sociology		Addition of Like Fractions
Geography		Patterns of Objects
Economics		Functions of a Graph
Science		Geometric Figures
Biology		Value of Coins
Psychology		Time to the Minute
Physics		Linear Measure to 1/4 Inch
Chemistry		Temperature Readings
Geology		Elements of a Set
Meteorology		Set Notation
Inquiry Development - Observing/Perceiving		Number Sentences
Inquiry Development - Taxonomic/Classifying		Word Problems
Inquiry Development - Experimenting		

Intermediate Objectives

	Language Arts
History & Dialectology	Listening
Speaking	Reading-Study Skills
Reading-Phonetic Analysis & Structural Analysis	Reading-Organizational Skills
Reading-Critical Reading Skills	Reading-Interpretation Skills
Reading-Literature & Literary Form	Writing-Form & Analysis
Writing-Correspondence Skills	Writing-Creative Writing
	Writing-Structure
	Writing-Mechanics
	Writing-Study Skills
	Non-Verbal Communication

Science

Life Science
 Psychology
 Physical Sciences
 Earth & Space Science
 Inquiry Process Development - Observing/
 Perceiving
 Inquiry Process Development - Taxonomic/
 Classifying
 Inquiry Process Development - Experimenting
 Humanizing

Mathematics

Analysis of Number &
 System
 Operations: Numerical
 & Algebraic
 Operations: Graphics
 Geometry
 Measure & Probability
 Sets & Logic
 Problem Solving

Social Studies

History
 Sociology/Anthropology
 Psychology/Philosophy
 Political Science
 Geography
 Economics
 Social Studies Research

Secondary Objectives

Language Arts

History & Dialectology
 Listening
 Speaking
 Reading-Critical Reading
 Skills
 Writing-Form & Analysis
 Writing-Creative Writing
 Writing-Structure &
 Mechanics
 Writing-Study Skills

Mathematics

Analysis of Number
 & System
 Operations: Numerical
 & Algebraic
 Calculus
 Operations: Graphics
 Geometry
 Measure & Probability

Social Studies

History
 Sociology/Anthropology
 Psychology/Philosophy
 Political Science
 Geography
 Economics
 Social Studies Research

Science

Life Sciences
 Life Science-Ecology
 Life Science-Psychology
 Physical Science-Physics
 Physical Science-Chemistry
 Earth Science-Geology
 Earth Science-Meteorology
 Earth Science-Astronomy
 Inquiry Process Development-Observing/Perceiving
 Inquiry Process Development-Questioning/
 Problem Formulation
 Inquiry Process Development-Taxonomic/
 Classifying
 Inquiry Process Development-Formulating Hypotheses
 Biology-Inquiry Development
 Inquiry Process Development-Experimenting
 Inquiry Process Development-Inferring/Applying

SOURCE REFERENCE

6. Dr. Dale Wiezenecker
Assistant Superintendent for Instruction
Behavioral Objectives Project Report
Brevard County Schools
P. O. Box 5
Titusville, Florida

7. Mr. George A. Koopman, Vice-President
Edcodyne Corporation
One City Boulevard West, Suite 935
Orange, California 92668

MICRO-COLLECTIONS

6. Brevard County Behavioral Objectives Project (K-I) - Brevard County Schools, Titusville, Florida

Description: A collection of objectives for all areas of the elementary school curriculum. Also included are pre-school objectives classified by subject matter area.

Topics Included: Reading, Language Arts, Mathematics, Health, & Safety Objectives for these categories are arranged by grade level.

Science

Observing
Classifying
Space-Time Relations
Measuring
Predicting
Formulating Hypotheses
Controlling Variables
Defining Operationally
Interpreting Data

Social Studies

Man & Society
Geographical Environment
Culture Structure & Behavior
Self-Government
Economic Needs & Wants
Societal Behavior
Skills
Values & Attitudes

Kindergarten & Nursey

Language Arts
Mathematical Relationships
Health, Physical Development & Safety
Art-Crafts
Music
Science
Social Studies

Music

Creativity
Verbalization
Music Reading
Discrimination & Skill
Comprehension
Value Judgements
Perception
Conceptualization
Attitudes
Application

Art

Visual Relationships
Production
Criticism

Physical Education

Physical Fitness
Rhythm & Movement Skills
Team Activities & Sports

7. Assessment Program of Early Learning Levels - APELL (K-P) - Edcodyne Corporation, Orange, California (\$320.00/first year/class - \$35.00 each additional year/class).

Description: The APELL is an instructional management system for use at the preschool, kindergarten, and first grade levels. It diagnoses skill levels based on specific measurable objectives and suggests instructional activities and materials for the child's individual needs.

SOURCE REFERENCE

8. Mr. Joe Carico
Educational Progress Corporation
2250 Monaghan Drive
Tallahassee, Florida 32303

9. Dr. Robert O'Reilly, Chief
Bureau of School and Cultural Research
State Education Department
Albany, New York 12224

Topics Included:	<u>Pre-Reading</u>	<u>Language</u>
	Visual Discrimination	Nouns
	Similarities	Pronouns
	Differences	Verbs
	Auditory Association	Adjectives
	Beginning Sounds	Plurals
	Word Beginnings	Prepositions
	Letter Names	
	<u>Pre-Math</u>	
	Discrimination of Attributes	Number Facts
	Position, Size	Addition
	Quantity, Shape	Subtraction
	Number Concepts	
	Counting	
	Number Identification	
	Set Relationships	

8. Multimedia Programs (K-JH) - Educational Progress Corporation, Tulsa, Oklahoma

- *Description: A collection of multimedia programs which contain objectives embedded within the materials.
- Program Titles:
- Human Growth & Development (c \$130.00 to \$360.00)
 - Continuous Progress Laboratory (c \$100.00)
 - Audio Reading Progress Laboratory (c \$80.00 to \$340.00)

9. System for Pupil and Program Evaluation and Development (SPPED) (K-SH) -
New York State Education Department, Albany, New York

- *Description: SPPED is a comprehensive computer-based system for monitoring student progress and for aiding in program development. The technical support system contains the following:
- BOIR - Bank of Instructional Objectives, Items and Instructional Resources
 - CAM - Comprehensive Achievement Monitoring
 - MAST-T - Mastery Testing
 - Test scheduling and test construction programs
 - Training for teachers
 - Paper Bank - Objectives and items for several areas.
- SPPED was developed to aid teachers in designing instructional programs, in adjusting and refining instruction on a continuous basis, in monitoring student progress, and in managing student progress on a day to day basis.

*This annotation is based on a description of the materials; the actual materials were not forwarded for inspection.

SOURCE REFERENCE

10. Mrs. Margaret DuMars, Principal
Rosewood Elementary School
Vero Beach, Florida

11. Dr. Glenn Fletcher
Houston Independent School District
Houston, Texas 77002

It also aids the administrator in evaluating, monitoring and managing instructional programs. Students benefit from detailed feedback on their learning. The objectives contained in the program are from three sources: IOX, Downers Grove and the state of New York. (The IOX and Downers Grove objectives are described previously - see MACRO-COLLECTIONS.)

10. Behavioral Objectives Syllabus (P-I) - Rosewood Elementary School, Vero Beach, Florida

Description: A collection of cognitive and affective objectives for administrators, teachers, support personnel and students.

Topics Included:	Administration	School Plant & Facilities	Mathematics
	Guidance	Art	Music
	Media Center	Health	Physical Education
	Textbooks	Health & Safety	Safety
	Food Service	Language Arts	Science
	Transportation		Social Studies

11. Objectives for Elementary Subject Areas (P-I) - Houston Independent School District, Houston, Texas

Description: An outline of terminal objectives in a number of areas which indicates performances expected of students upon the completion of the third grade and upon completion of the sixth grade.

Topics Included:	<u>Handwriting</u>	<u>Mathematics</u>
	<u>Language</u>	Mathematics1 Strands
	Appreciation: Observing & Listening	Concept Skills
	Oral Language	Operations, Sentences, Properties
	Written Composition	Competency Strands
	Form & Mechanics	Computation
	Syntax	
	<u>Reading</u>	<u>Social Studies</u>
	Word Analysis & Study Skills	Acquisition of Knowledge
	Comprehension & Study Skills	Development of Skills
		Development & Establishment of Values
	<u>Science</u>	<u>Spelling</u>
	<u>Inquiry</u>	<u>Study Habits</u>
	Scientific Attitudes	<u>Affective and Interpersonal Goals</u>
	Scientific Thinking	
	Concepts	

SOURCE REFERENCE

12. Mr. Norman E. Harris
Field Manager
Southeastern Region
Silver Burdett Company
3272 Peachtree Road, N. E.
Atlanta, Georgia 30305
13. Mr. John Patrick
Room 506 Knott Building
State Department of Education
Tallahassee, Florida 32304
14. Evaluation Center
Hopkins Schools
1001 Highway 7
Hopkins, Minnesota 55343
15. Mr. O. D. Roberts, Director
Program Planning
Leon County Public Schools
925 Miccosukee Road
Tallahassee, Florida 32303

12. Objectives for Spelling, Social Studies and Mathematics (P-JH) - Silver Burdett Company, Atlanta, Georgia (\$2.00 each)

Description: Includes three booklets: Performance Objectives for "Spell Correctly"; Performance Objectives for "Contemporary Social Science Curriculum"; and A Nongraded Program for "Modern Mathematics through Discovery". Objectives are organized by levels. The resources upon which the spelling and mathematics objectives are based contain procedures for evaluation.

13. Elementary and Secondary Accreditation Standards (P-SH) - Department of Education, Tallahassee, Florida

Description: Guides for writing performance objectives in the visual arts, mathematics, and English language arts. Each guide includes goal statements and objectives for instruction, materials and equipment, and facilities.

14. Evaluation Center Collection (P-SH) - Hopkins Evaluation Center, Hopkins, Minnesota

*Description: Materials written and collected by teachers for use in their own classrooms. They are reviewed annually by the teachers who utilize item analysis data in order to improve the collection.

Topics Included:	Algebra	American History
	Biology	Mathematics
	English	Social Studies
	Geometry	World Studies

15. Objectives Based on State Accreditation Standards (P-SH) - Leon County School System, Tallahassee, Florida

Description: A collection of process and product objectives based on Florida's Accreditation Standards. Includes objectives for students, instructional personnel, and the school.

SOURCE REFERENCE

16. Dr. Raymond Bernabei
Intermediate Unit #22
Administration Building - 7th Floor
Bucks County Public Schools
Doylestown, Pennsylvania 18901

17. Mr. David W. Lloyd
Thurston Intermediate School
700 Park Avenue
Laguna Beach, California 92615

Topics Included: <u>Vocational-Technical</u> Industrial Arts (SH) Technical Education (SH) Distributive Education (SH) Home Economics (JH)	<u>Exceptional Children</u> Educable Mentally Retarded Visually Handicapped Learning Disabilities Speech Correction
<u>School Health & Safety</u> Service (P-I) Art (P-SH) Physical Education (P-I) Guidance Services (P-SH)	<u>Pre-School</u> Music (P-I) Foreign Language (SH) Media (P-SH)

16. Quality Education Program Study (P-SH) - Bucks County Public Schools, Doylestown, Pennsylvania (\$12.00)

Description: A series of booklets which describe objectives and evaluation for ten major goals of quality education. Each goal has two reports. The first is a Description which contains behavioral statements of effective and ineffective student behaviors related to the goal, a rationale for the areas of effective student behavior, and related teacher strategies. The second is related to the Needs Assessment of that goal and contains instructions, the general needs assessment instrument, and an analysis of instruments.

Topics Included:

GOAL ONE	-	Self Understanding
GOAL TWO	-	Understanding Others
GOAL THREE	-	Basic Skills
GOAL FOUR	-	Interest in School & Learning
GOAL FIVE	-	Good Citizenship
GOAL SIX	-	Good Health Habits
GOAL SEVEN	-	Creativity
GOAL EIGHT	-	Vocational Development
GOAL NINE	-	Understanding Human Accomplishment
GOAL TEN	-	Preparation for a Changing World

17. Objectives for the Intermediate School (JH) - Thurston Intermediate School, Laguna Beach, California (\$2.00/topic area)

Description: Continua of objectives for academic, non-academic and vocational areas. Also available are job descriptions for personnel described in performance terms.

Topics Included:	<u>Science</u> Tools of Science Chemical Laws of Nature Magnetism and Electricity Structure of Life Movement Receptors Digestion Circulation Reproduction Ecology Personal Health	<u>Social Studies Continuum</u> <u>Social Studies Skills</u> Anthrolopogy Civilization The Age of Democratic Revolution Politics and the United States Constitution The Constitution and Individual Rights Geography
	<u>Mathematics</u> Sets Numbers & Numerals Mathematical Operations Number Sentences Number Theory Measurement Geometry Statistics & Probability Logic Functions	<u>Music Appreciation</u> <u>Instrumentation</u> Baroque & Classical Periods (1700-1820) Romantic Period & Twentieth Century (1820-present) Wind Instruments Percussion Instruments Stringed Instruments Choral Music
	<u>English</u> Basic Study Skills Language Study Written Communication Literature Reading Skills	<u>Typing</u> <u>Shop</u> Woodworking Metal Working Industrial Drawing
	<u>Physical Education</u> Aerobics Balance Basketball Creative Dance Soccer Speedway Stunts & Tumbling Swimming Tennis Track & Field Folk Dance Volleyball Wrestling Football Health	<u>Arts</u> Art Crafts <u>Foreign Language - Spanish & French</u> Pronunciation Vocabulary Grammar Culture Oral Communication Reading Writing

SOURCE REFERENCE

18. Mr. Samuel Sharrow
Dunbar Community High School
500 N. Caroline Street
Baltimore, Maryland 21205

18. Instructional/Curriculum Materials - Learning Activity Packages (JH-SH) -
 Dunbar Community High School, Baltimore, Maryland (\$1.00/Learning
 Activity Package)

Description: A collection of instructional modules each containing objectives, a pretest, activities and resources for each objective, and evaluation procedures.

<p>Topics Included: <u>Social Studies</u> Let Freedom Ring American Medicine & Health A Lap on Maps Melting Pot Immigration</p> <p><u>Data Processing</u> Card Punch Machine Operations (5 LAPS)</p> <p><u>Science</u> Basic Laboratory Techniques & Safety Precautions Measuring Devices: Measurement of volume, weight, & temperature Solutions & How to Prepare Them The Microscope Cells, the Basic Units of Life DNA: The Molecule of Life Life from Life: Reproduction & Development Acquiring & Transporting Materials Techniques in Culturing Micro-organisms Microbiology: Part I Introduction Microbiology: Part II Bacteriology Microbes Other than Bacteria</p>	<p><u>Mathematics</u> Natural Numbers (5 LAPS) Decimals (5 LAPS) Fractions (8 LAPS) Percents (5 LAPS) Metric System (3 LAPS) Program 101 (5 LAPS) Coordinate Geometry (5 LAPS) Sets (5 LAPS)</p> <p><u>English</u> Kernel Structure Eliminates Wordiness Who, What, & What's Happening Adjectives & Adverbs Coloring Your Ideas Add a Little Spice Focusing on Phrases & Clauses Let's Make it a Howling Success Come to the Point Kernel Structure Avoid Wordiness Wrapping it All Up Following Directions on Tests & Assessment of Skills From Sentences to a Paragraph Non-Verbal Communication A LAP on LAP's</p>
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SOURCE REFERENCE

19. Dr. Donald T. Tosti
Vice-President
Individual Learning Systems, Inc.
P. O. Box 3388
San Rafael, California 94902

19. Individualized College Level Courses: Criterion-Referenced Tests (A) -
Individual Learning Systems, Inc., San Rafael, California

Description: For each topic, a test set includes alternate forms of criterion-referenced unit tests, criterion-referenced course post-tests, and answer keys.

Topics Included: Behavior Technology: Motivation and Contingency Management
Introductory Sociology
Precalculus: Algebraic & Trigonometric Functions
An Individualized History of the United States
(Volumes I and II)

Other courses are currently available.

SOURCE REFERENCE

20. Dr. Raymond Bernabei
Intermediate Unit #22
Administration Building - 7th Floor
Bucks County Public Schools
Doylestown, Pennsylvania 18901

21. Dr. Donald Wood, Coordinator
Curriculum and Supervision
State Department of Education
140 Cordell Hull Building
Nashville, Tennessee 37219

22. Ms. Anita Brewer, Director
Information and Communications
Southwest Educational Development Laboratory
800 Brazos Street
Austin, Texas 78701

EARLY CHILDHOOD

20. Behavioral Objectives Curriculum Guide: A Transitional Pre-First Grade Program (K) - Bucks County Public Schools, Doylestown, Pennsylvania (\$3.50)

Description: An individualized program of sequential, developmental learning experiences leading to readiness for first grade. Designed for children who have completed kindergarten who have indicated a need for an extended readiness period. Includes an outline of objectives and suggested pupil learning experiences for each objective.

Topics Included:

<u>Visual Motor Triordination</u>	<u>Visual Perception</u>
Body in Space Perception	Visual Memory
Eye-Hand Coordination	Visual Discrimination
<u>Auditory Perception</u>	<u>Language Use</u>
Auditory Discrimination	Speech
Auditory Motor Sequential	Oral Language Facility
Auditory Memory	& Comprehension
	Reading Comprehension

21. A Curriculum Guide for Kindergarten Children (K) - Lake County, Nashville, Tennessee

Description: A curriculum guide which contains objectives and instructional activities for eight basic learning skills areas. Also contains suggested equipment and materials, suggested instruments for evaluation, and a basic book list.

Topics Included:

Visual Perception &	Mathematics
Auditory Perception	Socialization
Motivation	Esthetic Development
Classroom Skills	Physical Development
Language Development	

22. Early Childhood System for Economically Disadvantaged and Culturally Different Children (Pre K-K) - Southwest Educational Development Laboratory, Austin, Texas

***Description:** The system emphasizes teaching of sensory - perceptual, cognitive and language skills.

SOURCE REFERENCE

23. Dr. Charles L. Bertram
Appalachia Educational Laboratory, Inc.
P. O. Box 1348
Charleston, West Virginia 25325

The system is offered in four variations:

A three-year sequential bilingual program for children ages three to five

A two-year sequential bilingual program for children ages four and five

Bilingual Kindergarten

Kindergarten English Speakers

Each variation employs four basic components - instructional material, staff development, parent education, and learning ecology. Lesson plans contain objectives, materials, precautions and special instructions.

23. The Initial Phase of a Preschool Curriculum Development Project (Pre - P) - West Virginia University, Morgantown, West Virginia

Description: Objectives for a compensatory preschool program for Appalachian children. Objectives are divided into major categories of motor activities, language skills, and cognition, and deal with the three methods of intervention - home visitation, mobile facilities, and television programming.

Topics Included: Orienting and Attending Skills
(e.g. persistence)

Motor Activity
(gross, fine, creative)

Language
Language Construction
(phonology & sentence production)
Descriptive Language
(describing objects & events & dramatic expression)

Cognition
Sensory Discrimination
(auditory, perceptual, tactile)
Higher Order Cognitive Acts
(e.g. memory, seriation, problem solving)

SOURCE REFERENCE

24. Miss Frankie MacDonald
Supervisor, Art Education
2418 Hatton Street
Sarasota, Florida 33577

25. Mr. Edmund W. Schaefer
Music Contact Person
Bay County School Board
1855 Liddon Road
Panama City, Florida 32401

THE CREATIVE ARTS

Art

24. Behavioral Objectives Based on State Accreditation Standards (P-SH) - Sarasota Public School System, Sarasota, Florida

Description: A listing of objectives for art, P-SH, based on the Proposed Accreditation Standards for Florida Schools, 1969-70, designed to provide a basis for a total art program.

Topics Included:

	<u>Elementary</u>	
Cognitive Approach		Unity
Pre-Cognitive Approach		Shape
Invisible Symbols & Ideas		Emphasis
Sculpture		Volume
Collages & Mosaics		Contrast
Fabrics & Textiles		Line
Architecture & Home Furnishings		Repetition
Ceramics, Pottery & Jewelry		Color
Printing & Graphics		Transition
Severing, Joining & Forming		Texture
New Media or Hardware		Tension
Value, Intensity, Texture		Space
Objects, Style, Composition		Drawing
Lines, Figures, Interpretation		Painting
Justification of Negative		Displaying
Response		Colors
Focus-Closure		Attributes
Symbols		Meanings
Response		Quality
Changes		Feelings

Secondary

Arrangements & Principles	Characteristics
Forming & Constructing	Arrangement
Potentials & Limitations	Reaction
Qualitative	Comparative
	Value

Music

25. Bay County Music Guide (K-I) - Bay County Public Schools, Panama City, Florida

Description: A comprehensive music guide for elementary grades including goals, student objectives, suggested related activities, materials, equipment, textbooks and recordings. Also includes a basic song list, filmstrip titles, resource units and sources of materials and supplies.

SOURCE REFERENCE

26. Mr. Phil E. Suiter
Director of Teacher Preparation
State Department of Education
Charleston, West Virginia 25305
27. Mrs. Dorothy Land
Elementary Music Supervisor
Palm Beach County Schools
Box 2469
West Palm Beach, Florida 33402
28. Mr. T. James Edison
Supervisor, Elementary Music
707 E. Columbus Drive
Tampa, Florida 33602

Topics Included:	Rhythm	Listening
	Melody	Playing
	Harmony	Reading
	Form	Creativity
	Singing	

26. West Virginia Music Program (K-A) - West Virginia State Department of Education, Charleston, West Virginia

Description: A series of booklets and handbooks describing the music program for the State of West Virginia from K through A. Includes expected measurable outcomes for students and statements of teacher objectives for the music program. Program reflects a spiral approach.

Topics Included:	Band	Music Reading
	Vocal Music	Music History
	Listening	Self-expression
	Musical Experience	Music Structure
	Relationships Between Music & Other Arts	

27. Assessment of the Behavioral Curriculum in Music (P-I): Appendix E, Objectives of the Elementary Music Curriculum - Palm Beach County Schools, West Palm Beach, Florida

Description: A behavioral curriculum in elementary music with objectives sequenced according to logical development, student growth and development and convenience and tradition.

Topics Included:	Melody	Rhythm
	Form	Harmony
	Expressive Qualities	

28. Behavioral Objectives for Music (P-I) - Hillsborough County Public Schools, Tampa, Florida

Description: A collection of cognitive and affective music goals and objectives for elementary school students.

SOURCE REFERENCE

29. Mr. O. D. Roberts
Instructional Services
925 Miccosukee Road
Tallahassee, Florida 32303

30. Mr. William E. George
Assistant Superintendent for Instruction
Indian River County School Board
P. O. Box 2648
Vero Beach, Florida 32960

31. Dr. D. C. Anderson, Director
Division of Elementary and Secondary Education
Kentucky Department of Education
Frankfort, Kentucky 40601

Topics Included:	Creativity	Value Judgements
	Singing	Perception
	Verbalization	Conceptualization
	Music Reading	Attitude
	Discrimination & Skill	Application
	Comprehension	

29. Elementary School Music Curriculum Guide (P-I) - Leon County School System, Tallahassee, Florida

Description: An elementary music curriculum guide composed of goals and objectives for singing, moving, listening, playing, creating and reading for grades 1-5. Also included are scope and sequence objectives for music reading and recommended music textbooks.

30. Indian River County Music Guide, 1970 (P-I) - Indian River County, Vero Beach, Florida

Description: An elementary music curriculum guide composed of skill, literature and concept objectives for grades 1-6.

Topics Included:	Melody	Rhythm
	Harmony	Form Expression & Style

31. Music Education (P-SH) - Kentucky Department of Education, Frankfort, Kentucky

Description: Definitions of basic concepts and practices essential to the development of a music program. Outlines desirable goals for the various areas and grade levels.

Topics Included: Foundations of Music Education
Musical Values and Education
Program Planning and Development
Special Areas
Experiences Contributing to the Music Program

SOURCE REFERENCE

32. Mr. Lloyd Schmidt
Music Consultant
Connecticut State Department of Education
Bureau of Elementary and Secondary Education
Hartford, Connecticut

33. Mr. Robert Lampi
Florida Bandmasters Association
Box 666
Pahokee, Florida 33476

32. A Taxonomy for Behavioral Objectives in Music (P-SH) - Connecticut State Department of Education, Hartford, Connecticut

Description: A general taxonomy for objectives in music which includes goals, classification of behavior, classification of sub-topics for general musicianship, activities, parameters and conditions. Instrumentation of the taxonomy is outlined for cognitive behavior, affective behavior, psychomotor behavior, and creativity. A glossary of terms is provided.

33. Florida Bandmasters Association State Accreditation Committee Report: Instructional Objectives (JH-SH) - Florida Bandmasters Association, Pahokee, Florida

Description: Cognitive and affective objectives for students participating in band, based upon state of Florida Accreditation Standards.

Topics Included:	Expression	Evaluation
	Listening	Sensitivity
	Verbalization	Creation
	Performance	Respect
	Skill Development	Attention
	Perception	Valuing
	Post-School Participation	Interest
	Recognition	Implementation
	Analysis	Growth

SOURCE REFERENCE

34. Dr. L. C. Leach
Specialist in English Language Arts
State Department of Education
State Education Building
Little Rock, Arkansas 72142

LANGUAGE

English

34. Behavioral Objectives, Language and Literature (K-SII) - Arkansas State Department of Education, Little Rock, Arkansas

Description: A series of objectives in the cognitive and affective domains for courses in language and literature in grades K-12.

Topics Included:

Objectives in Language

The Nature of Language	Phonology
History of Language	Sentence Patterns
Old English Period	Form Classes
Middle English	Syntax
Early Modern English	Noun Phrase
Modern English	Verb Phrase
Dialect	Single-Base Transformations
Semantics	Double-Base Transformations
Morphology	

Objectives in Literature

Children's Literature	Short Story
Literary Structure & Form	The Nature of the Short Story
Folk Tales	Setting
Adventure Stories	Point of View
Fanciful Tales	Character Development
Animal Stories	Plot Structure
Myths	Style & Tone
Fables	Theme
Stories of Other Lands & People	Novel
Biography	The Nature of the Novel
Historical Fiction	Setting
Poetry	Point of View
Essays	Character Development
Poetry	Plot Structure
The Nature of Poetry	Style & Tone
Tone & Diction	Theme
Sound, Rhythm, & Meter	Drama
Figurative Language	The Nature of Drama
The Poet & His Poetry	Tragedy
Characterization in Poetry	Comedy
Theme in Poetry	Setting
Values in Poetry	Plot
Analysis & Evaluation of Poetry	Point of View
Appreciation for Poetry	Character Development
Critical Approaches to Literature	Style
Traditional Approaches	Appreciation for Drama
Formalistic Approach	Psychological Approach
Exponential Approaches	Mythical & Archetypal Approaches

SOURCE REFERENCE

35. Malcolm Price Laboratory School
State College of Iowa
Cedar Falls, Iowa
36. Mr. George M. Gibbs, Coordinator
Division of Curriculum Services
Fairfax County Public Schools
10700 Page Avenue
Fairfax, Virginia 22030
37. Mr. Jack Allen
Director of Curriculum
Multnomah County Intermediate Education
District
P. O. Box 16657
Portland, Oregon 97216

35. The English Language Arts Program (K-SH) - Malcolm Price Laboratory School, Cedar Falls, Iowa (\$1.00)

Description: A guide for instruction which provides an overview of the concepts to be dealt with in the area of language arts. Desirable outcomes are listed at four levels for each of seven topic areas reflecting a spiral approach. Also included is a bibliography.

Topics Included:	Listening	Language
	Reading	Spelling
	Speaking	Use of the Library
	Writing	

36. Reporting to Parents: English Language Arts (K-JH) - Fairfax County Public Schools, Fairfax, Virginia

Description: A booklet listing objectives in English Language Arts to be completed by each student at each grade level. A space is provided for indicating the date on which the student attained the objective. The form is used as a reporting vehicle to the parents.

Topics Included: Recognize and Use Words Effectively
 Comprehend and Interpret Written Material
 Use Accepted Mechanics of Writing
 Use Basic Study Skills
 Write for Informational Purposes
 Write for Creative Expression
 Use Oral and Dramatic Expression Effectively
 Analyze and Evaluate Multimedia Communication
 Establish Personal Tastes and Values

37. Tri-County Area Course Goal Collection in Language Arts (K-SH) - Multnomah County Intermediate Education District, Portland, Oregon

Description: A collection of goal statements arranged in a hierarchical manner to reflect the need for greater specificity as one progresses from the district level, through the program level, down to the course level. A fourth level of goal statements is the teacher made goal statement. Goals at this level, however, are not specified by the district.

SOURCE REFERENCE

38. Mr. George T. Gabriel, Director
Office of Educational Research
Board of Education of Baltimore County
Towson, Maryland 21204

39. Mr. Tom Gann
Jefferson County Schools
1810 25 Court 800th
Homewood, Alabama 35209

40. Mr. Normand Robitaille
Project Director
Mascenic Bilingual Program, ESEA, Title VII
Sacred Heart School
Greenville, New Hampshire 03048

38. English Language Diagnostic Test: First Level (P) - Board of Education of Baltimore County, Towson, Maryland

Description: A test designed to measure acquisition of specific language concepts and skills included in grades 1-3 of the GUIDE TO THE STUDY OF THE ENGLISH LANGUAGE, K-6, a publication of the Board of Education of Baltimore County. Parallel forms are available.

Topics Included:	Word Order	Nouns
	Punctuation	Verbs
	Syntax	Pronouns
	Kinds of Sentences	Coordination

39. Language Arts Units (P-JH) - Jefferson County Schools, Birmingham, Alabama

Description: A series of units, for grade three or grade seven, designed to give every child a degree of success with his English program. Each third grade unit contains an overview, resources, a teacher plan, behavioral objectives, bulletin board suggestions, a student lesson directional sheet, a student individual work sheet or exercise sheet, a post-test, and an answer key. Each seventh grade unit contains an overview, behavioral objectives, a teacher's unit, evaluation, and students' units. In all units, objectives are classified according to Bloom's Taxonomy.

Topics Included:	<u>Grade 3</u>	<u>Grade 7</u>
	Playacting Stories	Nouns
	Building Good Sentences	Pronouns
	Friendly Letters	Verbs
	Learning About Verbs	Adjectives
	Writing Paragraphs	Adverbs
	Nouns	Connectives
	Telling Stories	Punctuation
	Helpful Units in Speech	Understanding Words
	Improving Sentences	Letter Writing
	Finding Facts	Library

French

40. Behavioral Objectives for French (K-P) - Sacred Heart School, Greenville, New Hampshire

Description: A listing of French objectives for kindergarten, first grade, and second grade. In addition, for each objective suggested materials and processes are included.

SOURCE REFERENCE

41. Mr. J. W. Knight
Center for Individualized Instructional
Systems
P. O. Box 11343
Durham, North Carolina 27703

42. Dr. Dale Wiezenecker
Assistant Superintendent for Instruction
Brevard Mathematics Continuum
Brevard County Schools
P. O. Box 5
Titusville, Florida

43. Mr. D. L. Bundren
Clark County School District
2832 East Flamingo Road
Las Vegas, Nevada 89109

MATHEMATICS

41. Behavioral Objectives for the Individualized Mathematics System, Levels I-IX
(K-I) - Regional Education Laboratory for the Carolinas and Virginia,
Durham, North Carolina

Description: Presentation of ten topics in elementary mathematics at each of nine levels. For any given topic and level, the number of objectives ranges from one to eleven.

Topics Included:

Numeration	Fractions
Addition	Mixed Operations
Subtraction	Money
Multiplication	Time
Division	Measurement
Geometry-to be completed	

42. Mathematics Continuum (K-I) - Brevard County Schools, Titusville, Florida

Description: A sequence of elementary mathematics objectives listed in order of difficulty within a topic. Includes resources, and criterion-referenced tests.

Topics Included:

<u>Mainstream Topics</u>	<u>Floating Topics</u>
Numeration	Geometry
Sets	Metric
Number Theory	Non-metric
Number Sentences	Time
Place Value	Money
Addition & Subtraction	Special Topics
Multiplication & Division	
Fractions	
Decimals	
Integers	

43. Mathematics Curriculum Guide (K-I) - Clark County School District, Las Vegas, Nevada

Description: A guide of essential math concepts necessary to build a sequential program through the elementary school. Concepts are arranged in a continuous pattern. The curriculum guide is accompanied by criterion-referenced tests for each grade level. Tests are machine scorable and alternate forms are available.

SOURCE REFERENCE

44. Ms. Hattilu M. Moore, Principal
Prairie View Elementary School
1801 S. E. 32nd Place
Gainesville, Florida 32601

45. Moreland School
Snake River District #52
Moreland, Idaho

Topics Included:	<u>Number</u> Sets Whole Numbers (Cardinals) Rational Numbers Integers Irrational Numbers Ordinal Numbers	<u>Numeration</u> A Number has many Names Whole Numbers Rational Numbers Integers (Notation) Irrational Numbers Other Notation
	<u>Operations</u> Whole Numbers Rational Numbers Integers	<u>Measurement</u> Concepts of Measurement Measurement of Physical Properties (Standard Units) Renaming Measures Computations with Measures
	<u>Geometry</u> Geometric Figures Properties Constructions	

44. Mathematics Levels Program (K-I) - Prairie View Elementary School, Gainesville, Florida

Description: A detailed mathematics guide for the elementary school. A spiral approach is used with the same topics occurring in each grade and at increasingly more difficult levels. It includes suggested materials and equipment, activities and games, evaluation procedures, and an in-depth discussion of the first grade program.

Topics Included: Number and the Study of Sets
Numbers and Systems of Numeration
Mathematical Operation I - Whole Numbers
Mathematical Operation II - Fractions
Geometry
Graphing

45. Individualized Nongraded K-3 Math Program (K-P) - Moreland School, Snake River District No. 52, Moreland, Idaho

Description: Description of an individualized mathematics program which includes scope and sequence charts, behavioral objectives and evaluation instruments.

SOURCE REFERENCE

46. Publications c/o Mrs. Mary Starr
State Department of Education
State Office Building
Boise, Idaho 83707

<p>Topics Included:</p> <p><u>Number & Operations</u> The Natural Numbers -Counting & Numeration The Natural Numbers -Add, Sub, Mult, Div The Rational Numbers The Rational Numbers -Add, Sub, Mult, Div The Integers The Irrational Numbers</p> <p><u>Geometry</u> Non-metric Geometry Metric Geometry</p>	<p><u>Sets, Functions, Relations, Systems, and Logic</u> Sets Relations & Functions Mathematical Sentences Systems & Logic</p> <p><u>Measurements & Estimation</u> Concept of Measurement Measurable Quantities Renaming Measures Computations with Measure</p>
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46. Idaho Curriculum Guide in Mathematics (K-JH) - State of Idaho Department of Education, Boise, Idaho

Description: A comprehensive guide for the teaching of mathematics arranged by grade level. The organization of topics reflects a consistent spiral approach throughout the guide. It includes major topics, objectives, and teaching aids. In addition there are supplementary materials, tables, and problems listed in the appendix.

<p>Topics Included:</p> <p><u>Number & Operations</u> Natural Numbers - Counting & Numeration Natural Numbers - Add, Sub, Mult, Div Rational Numbers Rational Numbers - Add, Sub, Mult, Div Integers Irrational Numbers</p> <p><u>Sets, Functions, Relations, Systems & Logic</u> Sets Relations & Functions Mathematical Sentences Systems & Logic</p> <p><u>Geometry</u> Non-metric Geometry Metric Geometry</p>	<p><u>Measurements & Estimation</u> Concept of Measurement Measurable Quantities Renaming Measures Computations with Measure</p>
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SOURCE REFERENCE

47. Mr. Clyde E. Stevens
Superintendent of Schools
District School Board of Lake County
201 W. Burleigh Boulevard
Tavares, Florida 32778

48. Mr. George M. Gibbs, Coordinator
Division of Curriculum Services
Fairfax County Public Schools
10700 Page Avenue
Fairfax, Virginia 22030

49. Dr. John A. Dow
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pennsylvania 19103

47. Lake County Mathematics Continuum and Resource Guide (K-JH) - Lake County School System, Tavares, Florida

Description: A sequential program of concepts and skills in mathematics. The guide is organized by topic; each topic consists of a continuum of skills for levels A-I (K-JH). Includes objectives, examples and related resources for each objective. Objectives only are available in a separate document entitled 'Mathematics Continuum'. Two additional documents related to the Continuum are also available: 'Mathematics Placement Tests' and 'Mathematics Mastery Tests'.

Topics Included:

Numeration	Non-metric Geometry
Addition & Subtraction	Metric Geometry
Multiplication & Division	Geometry
Fractions	Time
Rational Numbers	Money
Decimals	Special Topics
Integers	

48. Reporting to Parents: Mathematics (K-JH) - Fairfax County Public Schools, Fairfax, Virginia

Description: A booklet listing objectives in mathematics to be completed by each student at each grade level. A space is provided for indicating the date on which the student attained the objective. The form is used as a reporting vehicle to the parents.

Topics Included:

Numeration	Enrichment
Whole Numbers & Operations	Measurement
Fractions & Operations	Money & Time
Mixed Operations	Integers & Operations
Equations, Inequalities, Graphs; Proportions & Percent	Rational Numbers & Operations
	Geometry

49. Math Levels A-G (P-I) - Research for Better Schools, Inc., Philadelphia, Pennsylvania

Description: An outline of objectives in elementary mathematics, listed by topic within a level. Levels indicate objectives of greater or lesser complexity for any given topic.

SOURCE REFERENCE

50. Office of the Superintendent
Greece Central School District #1
Rochester, New York

51. Mrs. Mary D. Gibb
Director of Staff Development
Monroe County School System
Key West, Florida 33040

52. Mr. Otis E. Williams, Jr.
Product Manager BLM
425 North Michigan Avenue
Chicago, Illinois 60611

Topics Included:	Numeration	Fractions
	Place Value	Money
	Addition	Time
	Subtraction	Systems of Measurement
	Multiplication	Geometry
	Division	Applications
	Combination of Processes	Special Topics

50. Mathematics Assessment Program (P-I) - Greece, New York

*Description: The Mathematics Assessment Program (MAP) is a computer-based system for monitoring the progress of students in mathematics. Contained within the package are objectives for assessing mastery and for diagnosis of specific learning difficulties. The tests are criterion-referenced to aid the teacher in determining the effectiveness of his or her teaching.

51. Mathematics Objectives (P-I) - Monroe County School System, Key West, Florida

Description: Presents elementary mathematics objectives within twelve levels, with given topics recurring at several levels.

Topics Included:	Readiness	Multiplication & Its Inverse
	Sets	Solving Verbal Problems
	Addition & Its Inverse	History of Mathematics
	Measurement & Units	Early Number Systems
	of Measurement	Statistics & Probability
	Geometry	Place Value

52. The "Telling Time" Audio-Tutorial Program (P-I) - Encyclopaedia Britannica Educational Corporation, Chicago, Illinois

Description: The telling time audio-tutorial program consists of four 15-minute lessons designed to teach key concepts and skills. The materials are complete teaching units, utilizing audio instruction and manipulative materials. Each lesson states prerequisite skills necessary to complete the lesson and objectives for the lesson.

SOURCE REFERENCE

53. Dr. Barbara S. Prentice
Director of Research
Tucson Public Schools
P. O. Box 4040
Tucson, Arizona 85717

54. Mr. Don Boehmer
Director, Special Education
Barnes County Courthouse
Vailey City, North Dakota 58072

53. Sequence of Whole Numbers, Sequence of Measurement and Measurement: Time
(P-JH) - Tuscon Public School District, Tuscon, Arizona

Description: Three documents, each containing a sequence of behavioral objectives for a different area. Each reflects a spiral approach.

Topics Included:

	<u>Sequence of Whole Numbers</u>	
	One-to-one Correspondence	Symbols
	Concept of Zero	Commutative Property
	Number System	Associative Property
	Sets	Distributive Property
	Basic Operations	Relations
	Power & Roots	Base Systems
	Coordinates	Prime & Composite Numbers
	Ratio & Proportion	Modulo Arithmetic
	 <u>Sequence of Measurement</u>	 <u>Measurement Sequence: Time</u>
	Beginning Measuring	Telling Time
	Arbitrary Units	Reading Notation
	Unit Changes	Writing Notation
	Standard Units	Naming Days & Months
	Precision	Oral Reading of "to the hour"
	Relative Error	
	Multiplying & Dividing Measurements	

54. Guideposts Along the Way: An Arithmetic Guide for the Educable Mentally
Handicapped Students in Special Classes (P-SH) - Barnes County, Valley
City, North Dakota

Description: A mathematics curriculum for educable mentally handicapped students. Includes goals, specific objectives, suggested resources, and work sheets. Within a topic, objectives are classified as P, I, JH or SH.

Topics Included:

Spatial Awareness	Number Symbol Sequence
Rote Counting	Writing & Spelling
Geometric Form - Size Comparisons	Number Symbols
Number Symbol Recognition	Place Value
One-to-one Relationships	Calendar
Money	Clock
Measurement	Fractions
Addition	Roman Numerals
Subtraction	Multiplication
Grouping by 2's, 5's, & 10's	Division
Meters, Graphs, Schedules & Maps	Decimals
	Percentages

SOURCE REFERENCE

55. Mr. Donald Holquist
Mineola High School
Garden City Park, New York 11040

56. Ms. Jane J. Leonard
University School
Florida State University
Tallahassee, Florida 32306

55. Mathematics Objectives (P-SH) - Mineola High School, Garden City Park,
New York

Description: A sequential listing of objectives, by unit, for a total mathematics curriculum, grades one to twelve. Each of the 67 topical units includes a listing of sub-topics, definitions, and specific objectives for each sub-topic.

Topics Included:

Whole Numbers	Decimals
Sets	Ratio & Proportion
Properties of Numbers	Percents
Primes & Composites	Measurement
Integers	Geometry
Fractions	Probability
Statistics	Flowcharts
Rational Numbers	Programma
Scientific Notation	Business Tables
Squares & Square Roots	Algebra
Real Numbers	Trigonometry
Precision & Accuracy	Slide Rule

56. Intermediate Math Continuum (I) - University School, Florida State University,
Tallahassee, Florida

Description: A compilation of mathematics objectives which includes tasks, specific objectives, and sample test items.

Topics Included:

<u>Grade 4</u>	<u>Grade 6</u>
Sets	Place Value
Numbers	Whole Number Systems
Place Value	Computing
Addition	Number Theory
Subtraction	Fractions
Multiplication	Ratio
Division	Decimals
Estimating	Set Theory
Fractions	Numeration Systems
Decimals	Clock Arithmetic
Measurement	Logic
Geometry	
Number Theory	
<u>Grade 5</u> not available as of March, 1972	

SOURCE REFERENCE

57. Mr. Jerry Sullivan
Associate Regional Manager
CTB/McGraw-Hill
1375 Peachtree Street, N. E.
Atlanta, Georgia 30309

58. Dr. Raymond Bernabei
Intermediate Unit #22
Administration Building - 7th Floor
Bucks County Public Schools
Doylestown, Pennsylvania 18901

57. Prescriptive Mathematics Inventory - PMI (I-JH) - CTB/McGraw-Hill, Atlanta, Georgia (Specimen Set - \$4.00)

Description: The PMI is designed to provide diagnostic and prescriptive information concerning specific objectives. The PMI is divided into three levels: Level A - grades 4 & 5, Level B - grades 5-7, Level C - grades 7 & 8. The items sample various levels of difficulty in each of the content categories represented. The Teacher's Guide gives a listing of the objectives upon which the PMI is based. Different levels have different numbers of items for any given objective.

Topics Included:

Operations on the Number Line	Number Sequences
Whole Numbers	Missing Addends & Factors
-Add, Sub, Mult, Div	Number Theory
Positive Fractions	Mathematical Sentences
-Add, Sub, Mult, Div	Measurement
Decimal Numbers	Place Value
-Add, Sub, Mult, Div	Numeration Systems
Negative Integers	Non-Metric Geometry
Negative Fractions	Percent
Rounded Numbers	Sets
Commutative Property	Functions & Graphs
Associative Property	Statistics
Distributive Property	Probability
Identity Element	Trigonometry
Inverse Relation	Reasoning
Closure	

58. Behavioral Objectives Curriculum Guide: Mathematics Grade Seven (JH) - Bucks County Public Schools, Doylestown, Pennsylvania (\$3.00)

Description: Three manuals of objectives for mathematics: grade seven - below average, grade seven - average, and grade seven, above average. Concepts presented are part of the whole program and not unique to any subdivision. For each objective the guide contains: estimated time for student accomplishment, behavioral conditions, behavioral indicators, performance level outcomes, and suggested performance assessment.

Topics Included: Sets
Non-Metric Geometry
Numbers & Numerals
Measurement & Geometry
Equations

SOURCE REFERENCE

59. Educational and Industrial Testing Service
Box 7234
San Diego, California 92107

59. Individualized Mathematics Program - IMP: Individually Prescribed Instruction Based on Performance Objectives (JH) - Educational and Industrial Testing Service, San Diego, California (\$98.00/class).

Description: The IMP provides for a continual assessment of student progress, diagnosis of learning difficulty, and prescription of instruction. The IMP contains preassessment instruments - Tests of Achievement in Basic Skills (TABS-IMP), Checklists of objectives, lesson units correlated with the objectives, and post assessment instruments (TAP-IMP).

Topics Included: Arithmetic Skills
 Whole Numbers (Basic Operations)
 Integers (Basic Operations)
 Fractions
 Basic Operations
 Reduction
 Proper
 Improper
 Mixed Numbers
 Rational Numbers (Definitions)
 Decimals (Basic Operations)
 Percent
 Irrational Numbers (Definitions)
 Literal Number
 Combination
 Multiplication
 Division

Geometry - Measurement & Application
Geometric Figures
 Perimeter
 Area
 Pythagorean Theorem
 Time Measurement
 Linear Measurement
 Volume Measurement
 Application of Measurement
 Proportion

Modern Concepts
 Prediction of Sequences
 Ordered Pairs - Linear Functions
 Intersection and Union of Sets
 Expanded Notation
 Other Number Bases
 Base Two Operations
 Inequalities
 Number Properties
 Divisibility Rules
 Primes

SOURCE REFERENCE

60. Dr. John A. Dow
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pennsylvania 19103
61. Mr. Reeves Gandy
Senior Editor - Listen Look Learn
Educational Development Laboratories, Inc.
Huntington, New York 11743
62. Dr. Margaret Houlihan
Division of Evaluation and Research
St. Louis Public Schools
St. Louis, Missouri

READING

60. Individually Prescribed Instruction - Reading Objectives (K-I) - Research for Better Schools, Philadelphia, Pennsylvania

Description: A working paper listing student skills for eleven levels, with multiple skills listed within each major topic. Also included are sample test items for each skill.

Topics Included:	Visual Discrimination	Related Reading
	Auditory Discrimination	Vocabulary Development
	Literal Comprehension	Reference Skills
	Interpretive Comprehension	Structural Analysis
	Evaluative Comprehension	Organizational Skills
	Library Skills	

61. Performance Objectives for Listen Look Learn Cycles R-100: A Multi-Media Communication Skills System (K-I) - Educational Developmental Laboratories, A Division of McGraw-Hill Book Company, Huntington, New York

Description: A bulletin which identifies the specific goals of the Listen Look Learn system in areas related to visual and auditory perception, vocabulary development, and reading fluency. Listen Look Learn is a non-graded multi-media, communications skills system emphasizing basic reading and related language arts skills.

62. Reading Comprehension: Primary and Middle Grades (K-I) - St. Louis Public Schools, St. Louis, Missouri

Description: A two volume set containing objectives adapted from the Instructional Objectives Exchange at U.C.L.A. Also included are sample test items, possible answers to the items, and references to sources of supplementary materials.

Topics Included:	<u>Primary</u>	
	Determining Story Facts	Personal Traits & Emotional
	Sequence	Reaction of Story Characters
	Locating Specific Information	Comparing & Contrasting
	Main Idea	Predicting Outcomes
		Fact & Fantasy

SOURCE REFERENCE

63. Dr. Jeannette Jarecke
Director of Reading K-12
School Board of Broward County
1320 Southwest Fourth Street
Fort Lauderdale, Florida 33312

64. Dr. Dale Wiezenecker
Assistant Superintendent for Instruction
Reading Skills Reference Guide
Brevard County Schools
P. O. Box 5
Titusville, Florida

Middle Grades

Charts	Drawing Conclusions
Locating Specific Information	Interpretation of Facts
Reading for Details	Predicting Outcomes
Main Idea	Making Inferences
Organizing to Show Sequence	Using Context
Seeing Relationships	Figurative Language
Recognizing Emotional Attitudes	Distinguishing Fact & Fancy
Observing Characterization	Distinguishing Fact & Opinion
	Comparing & Contrasting

63. Reading Probes (K-I) - Broward County Public Schools, Ft. Lauderdale, Florida

Description: A skills booklet for elementary school reading; objectives, oral directions and pupil response sheets are included.

Topics Included: Multisensory Readiness Decoding Skills
Vocabulary Skills Comprehension Skills
Study Skills

64. Reading Skills Reference Guides - Primary and Intermediate (K-I) - Brevard County Schools, Titusville, Florida

Description: Each guide is a sequential presentation of skills (objectives) in the Scott Foresman Reading Series and developmental patterns of organization for using appropriate supportive materials. The zones of learning in the Guide are based upon the sequential development of skills as presented in the Scott Foresman Series. Each zone introduces new learnings appropriate to that level, and reinforces skills and understandings that have been introduced in previous zones. Each guide has a Basic program and an In-depth program.

Topics Included:

<u>Primary</u>	<u>Intermediate</u>
Sentence Meaning	Word & Phrase Meaning
Sensory Images	Sentence & Paragraph Meaning
Emotional Reactions	Main Idea
Motives	Relationships
Relationships	Critical Reading
Visual Perception	Locating Information
Auditory Perception	Word Analysis
Scrutiny Context	Dictionary
Phonetic Analysis	
Structural Analysis	
Dictionary Skills	

SOURCE REFERENCE

65. Dr. Mark Shedd
Superintendent of Schools
School District of Philadelphia
Philadelphia, Pennsylvania 19103

66. Mr. Michael Fratella, Principal
Lake Forest Elementary School
427 Southeast 43rd Street
Gainesville, Florida

65. System for Reading Improvement for the 70's (K-I) - School District of Philadelphia, Philadelphia, Pennsylvania

Description: A progress report providing a description of the program, the philosophy, and the plan of operation for the system. An appendix contains an outline of reading competencies, with both pupil and teacher objectives stated. Five topics are dealt with at nine levels of difficulty, reflecting a spiral approach.

Topics Included: Mechanics of Handling Books
Word Recognition Skills
Comprehension
Study Skills
Appreciation of Literature

66. Systematic Study for Improving Reading Skills of Lake Forest Students (K-I) - Lake Forest Elementary School, Gainesville, Florida

Description: A two document set, the first of which contains an overall description of the program, including the philosophy, the student population, review of research, current methods, survey of current programs, survey of resources, and the student objectives and needs. The second contains activities, resources, and evaluation strategies for the student objectives.

Topics Included: Developing Reading Readiness
Physical Development
Emotional and Social Development
Educational Development

Develop Sight Vocabulary

Develops Phonic Analysis
Visual & Auditory Symbols

Develops Structural Analysis of Words
Compound Words
Prefixes, Suffixes & Roots
Syllabication
Accentuation

Learns to Use Context Clues to Recognize
& Obtain Word Meanings

Vocabulary

Developing Skills in Comprehension
Information Skills
Study Skills
Interpretive Skills
Creative Skills

Learns Effective Use of the Dictionary
As an Aid to Pronunciation

SOURCE REFERENCE

67. Dr. Richard E. Schutz
Executive Director
Southwest Regional Laboratory
11300 LaCienga Boulevard
Inglewood, California 90304

68. Mr. Hilton F. Jones, Sr.
Superintendent of Schools
Dixie County Schools
Cross City, Florida

69. Dr. Fred Phillips
Assistant Superintendent
Curriculum and Instruction
Birmingham Board of Education
P. O. Drawer 10007
Birmingham, Alabama 35202

70. School Division
The MacMillan Company
255 Ottley Drive, N. E.
Atlanta, Georgia 30324

67. The Learning Mastery System (K-P) - Southwest Regional Laboratory of Educational Research and Development, Inglewood, California

*Description: A computer-based management system designed to facilitate the identification, reporting, and individual guidance of pupil progress with respect to specific instructional outcomes. It contains a Teachers Manual, Criterion Exercises, Practice Exercises, and Class Record sheets.

68. A Learning Design for Reading (K-SH) - Dixie County Schools, Cross City, Florida

Description: A document containing student objectives, suggested learning tasks, and instructional resources. Tasks and resources are given for each objective. An appendix contains sources of instructional materials.

Topics Included: Pre-Reading Background Experience
 Beginning Reading
 Vocabulary Development
 Word Recognition Skills
 Understanding Comprehension, & Critical Reading Skill
 Personal Development Through Reading
 Interpretation of Literary Content & Merit
 Reading Interest & Appreciations
 Work Study Skills
 Approaches to Outcomes of Reading

69. A Program Description (K-SH) - Birmingham Public Schools, Birmingham, Alabama

Description: Program objectives and assessment techniques for Title I children at four levels: Kindergarten, Early Elementary (1-3), Later Elementary (4-6), and Secondary (7-12).

70. Behavioral Objectives - The MacMillan Reading Program (P) - The MacMillan Company, Atlanta, Georgia

Description: The program includes objectives, mastery tests, workbook exercises, practice exercises and provisions for individual differences.

SOURCE REFERENCE

71. Mr. Charles Smyth, Vice-President
Random House
School Department
201 East 50th Street
New York, New York 10022

Topics Included: Reading Readiness
 Basic Behavioral Skills
 General Language Skills
 Visual Discrimination
 Auditory Discrimination

Comprehension
 Words, Phrases, Sentences
 & Paragraphs
 Literal Comprehension
 Inferential Comprehension

General Reading Skills
Using Printed Material
 Appropriately
 Silent Reading
 Oral Reading

Attitudes, Interests, & Appreciation
 Develops Interest in Reading
 Improves & Refines Reading Interests

Word Identification
 Using Phoneme-Grapheme Relationships
 Using Context Clues to Identify Words
 Using Minimal Variation
 Knowing & Applying Phonic Generalizations
 Using Kinesthetic Procedure to Reinforce Perception, Identification, & Recall
 Practicing Good Word-Preception Habits
 Using Self-Help Cues, Dictionary, or Glossary to Discover Pronunciation of New Words
 Recognizing Learned Words Without Benefit of Context
 Demonstrating a Growing Sight Vocabulary

Morphemic Analysis & Graphic Cues
 Phonemic & Meaning Implications of Inflectional Endings
 Compound Words in Which Components are Known Words
 Phonemic & Meaning Implications of Affixes
 Root Word in a Word with Prefixes and/or Suffixes
 Combining Cues in Identifying Words
 Meaning Implications of Graphic Clues

Study Skills
 Self-Help Picture & Sentence Cues
 Dictionary Identification of Words, Pronunciation & Meanings
 Locating Needed Reading Material
 Outlining & Summarizing Material Read

71. Criterion Reading System (P-I) - Random House, New York, New York

Description: Identifies 488 intellectual skills arranged from the most simple to the complex. Within the performance-based, criterion-referenced system six areas of expected competencies are identified and sequenced in five levels of complexity. The identification of both outcome and process skills provides the basis for diagnosis, reading instruction, and student mastery.

SOURCE REFERENCE

72. Dr. Hazen Curtis
Department of Educational Research
Florida State University
Tallahassee, Florida 32306

Topics Included: Sensorimotor Skills Phonology Skills Syntax Skills	Structural Analysis Skills Verbal Information Skills Comprehension Skills
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72. Florida Agricultural Migrant Right-to-Read Program: A Suggested Set of Objectives (P-I) - Florida State Department of Education, Tallahassee, Florida

Description: A set of suggested behavioral objectives, and examples, for the Florida Migrant Right-to-Read Program. Objectives are presented in outline form by topic and by level (12) within topic.

Topics Included: Oral-Aural Skills
 Listening
 Speaking
 Oral Interpretation
 Oral Language Structure

Vocabulary Development
 Sight Vocabulary
 Word Meaning

Word Analysis
 Phonetic Recognition
 Structural Recognition
 Context

Comprehension
 Main Ideas
 Specific Information
 Critical Reading

Attitudes & Appreciation
 Attitudes
 Children's Literature

Study Skills
 Alphabet Usage
 Outlining
 Read From Maps, Tables & Graphs
 Dictionary Skills
 Library Skills
 Abbreviations
 Parts of Books
 Reading Rate

Applications
 Vocabulary
 Oral-Aural Skills
 Word Analysis
 Comprehension
 Study Skills

SOURCE REFERENCE

73. Mr. Jerry Sullivan
Associate Regional Manager
CTB/McGraw-Hill
1375 Peachtree Street, N.E.
Atlanta, Georgia 30309

74. Dr. Wayne Otto
Wisconsin Research and Development
Center for Cognitive Learning
The University of Wisconsin
Madison, Wisconsin

75. Mrs. Lois Tjaden
Supervisor of Reading and Elementary
Language Arts
Sarasota County School District
2418 Hatton Street
Sarasota, Florida 33577

73. Prescriptive Reading Inventory - PRI (P-I) - CTB/McGraw-Hill, Atlanta, Georgia

Description: The PRI is designed to provide diagnostic and prescriptive information concerning specific objectives and is divided into levels. The items sample various levels of difficulty in each of the content categories represented. The Teacher's Guide gives a listing of the objectives upon which the PRI is based. Different levels have different numbers of items for any given objective.

The PRI is still under development. More specific information as to topics is not yet available.

74. The Wisconsin Design for Reading Skill Development (WDRSD) (P-I) - The University of Wisconsin, Madison, Wisconsin (\$700.00)

***Description:** WDRSD focuses on the skill development aspect of reading instruction in the elementary school. Explicit objectives are stated for the areas of word attack, comprehension, and study skills. Skills in Self-Directed Reading, Interpretive Reading, and Creative Reading are accompanied by general guidelines or "open" objectives. WDRSD is based on a collection of reading skills believed to be essential for competence in reading. The purpose of WDRSD is to expedite individually guided education in reading by providing the teachers with: means for assessing individual pupil's skill development with reference to criterion behavior, a comprehensive management system to guide grouping for, and planning of, skill development instructions, and a plan for monitoring each pupil's progress in the development of specific reading skills.

75. Sarasota County Objectives in Reading and English, SCORE (P-SH) - The School Board of Sarasota County, Sarasota, Florida

Description: A continuous hierarchy of goals and objectives for basic tasks and skills, ranging from simple pre-requisite skills to advanced complex skills. Also includes evaluation and feedback procedures.

Topics Included:

Motor Development &	Comprehension Skills
Motor Integration	Study Skills
Perceptual-Motor	Creative Application
Symbolic Development	Personal & Individual Reading
Word Recognition Skills	Life Skills

SOURCE REFERENCE

76. Research Press Company
P. O. Box 3177
Champaign, Illinois 61820

76. Pass Packet (I) - Research Press Company, Champaign, Illinois

Description: A systematic program for skill maintenance in 4th, 5th and 6th grade reading, math, and language arts through a series of 80 curriculum-centered sets of work materials for each grade.

Topics Included:* Read & Think Skills

Sequence & Specific Information
 Interpreting Details and Main Ideas
 Relationships
 Identify Reasons for Writing
 Distinguishing Fact from Fiction
 Seeing Literary Style
 Predicting Outcomes

Sentence Sense

Recognizing Sentences
 Sentence Structure
 Capitalization
 Adjectives
 Alphabetical Order
 Contractions
 Punctuation
 Possessives

Word Attack

Root Words, Prefixes & Suffixes
 Syllabication
 Antonyms & Synonyms & Compound
 Contractions
 Word in Context Clues
 Word in Glossaries

Math

Reading Numbers
 Add
 Subtract
 Multiply
 Divide

Sight & Sound

Consonants & Consonant Combinations
 Vowels & Vowel Combinations

Using English

Noun Forms
 Irregular Verbs
 Pronoun Forms
 Homonyms
 Difficult Adverbs

*4th grade topics only - 5th and 6th grade not reviewed

SOURCE REFERENCE

77. Xerox Education Division
600 Madison Avenue
New York, New York 10022

78. Mr. Jack Allen
Director of Curriculum
Multnomah County Intermediate
Education District
P. O. Box 16657
Portland, Oregon 97216

79. Dr. George T. Gabriel, Director
Office of Educational Research
Board of Education of Baltimore County
Towson, Maryland 21204

SCIENCE

77. Science - A Process Approach (K-I) - Xerox Corporation, Carlstadt, New Jersey

Description: The AAAS, Science - A Process Approach, is a comprehensive program for teaching science in the elementary school. Each exercise is organized under a general topic heading and includes objectives, sequence, rationale, vocabulary, materials, instructional procedure, generalizing experience, appraisal, and competency measures. The objectives for the primary grades are classified as basic processes, while those for the intermediate grades are classified as integrated processes requiring the combination of two or more basic ones.

Topics Included:	<u>Primary</u> Observing Using Space/Time Relationships Classifying Using Numbers Measuring Communicating Predicting Inferring	<u>Intermediate</u> Controlling Variables Interpreting Data Formulating Hypotheses Defining Operationally Experimenting
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78. Tri-County Area Course Goal Collection in Biological and Physical Science (K-SH) - Multnomah County Intermediate Education District, Portland, Oregon

***Description:** A collection of goal statements arranged in a hierarchial manner to reflect the need for greater specificity as one progresses from the district level, through the program level, down to the course level. A fourth level of goal statement is the teacher made goal statement. Goals at this level, however, are not specified by the district.

79. Summary Report of NSSA - Workshops on Behavioral Objectives - Science (P-SH) - Board of Education of Baltimore County, Towson, Maryland

Description: An outline of affective objectives for science. Also included are a list of behavioral verbs and examples of related behavior.

SOURCE REFERENCE

80. Mr. Lloyd Otterman
General Manager
Box 11607
Santa Ana, California 92705

81. Mr. Charles R. Davis, Jr.
Assistant Supervisor of Science
State Department of Education
Richmond, Virginia 23216

Topics Included:

<u>Awareness of Conditions</u>	
Relates to Science	People of Science
The Interaction of Science & Technology	Science Grows
The Interaction of Science & The Arts	Science Advances
Limitations of Science	Mankind
	Inquiry
	Scientific Climate

<u>Acceptance of Values</u>	
Superstition	Considered Response
Weighing Evidence	Science as a Basic Part of Modern Living

<u>Preference for Values</u>	
Curiosity	Patience
Persistence	Open-Mindedness
Confidence in Scientific-Method	Intellectual Satisfaction
Enjoyment from Science	Creativity

80. Independent Learning Program (I) - Doubleday Multimedia, Santa Ana, California

Description: Multimedia packages containing filmloops, records and written materials. Objectives are embedded within total learning package which also includes pre and post tests, learning activities, quest study activities and references. Five major topics are dealt with in this series. For each topic, four physical characteristics (color, body structure, locomotion, sense) and four behavior patterns (getting food and water, protection, reproduction, caring for young) are dealt with.

Topics Included: Animals Without Backbones Fish
 Reptiles Birds
 Mammals

81. Earth and Space Science (JH) - Virginia State Department of Education, Richmond, Virginia

Description: A curriculum guide outlined by significant ideas in earth and space science. The guide includes goals, specific objectives, suggested student investigation, activity references and reading references.

SOURCE REFERENCE

82. Mr. Charles R. Davis, Jr.
Assistant Supervisor of Science
State Department of Education
Richmond, Virginia 23216

SOURCE REFERENCE

83. Mid-Continent Regional Laboratory
104 East Independence Avenue
Kansas City, Missouri 64106

83. Inquiry Objectives in the Teaching of Biology (JH-SH) - Mid-Continent Regional Educational Laboratory, Kansas City, Missouri (\$1.50)

Description: A categorization of behavioral objectives, emphasizing inquiry processes as exemplified by content. There are representative examples of behaviors involving both inquiry processes and biological content. For each major topic there are inquiry factors and acceptable student performance.

Topics Included: Recognition & Differentiation
 Taxonomic Principle
 Antecedent - Consequent Principle
 Structure - Function Principle
 Regulation & Homeostasis Principle
 Self-Regulatory System Principle

Skills in Carrying out Principles of Inquiry
 Activities Characteristic of the Taxonomic Mode
 Activities Characteristic of the Antecedent -
 Consequent Mode
 Activities Characteristic of the Structure -
 Function Mode
 Activities Characteristic of the Regulation -
 Homeostasis Mode
 Activities Characteristic of the Self-Regulatory Mode
 A Biological Problem Stated in Terms of the Five
 Guiding Principles

Major Factors in Inquiry

Formulating a Problem	Formulating Hypotheses
Designing a Study	Executing the Plan of
Interpreting the Data or	Investigation
Findings	Synthesizing Knowledge
	Gained from Investigation

Additional Specificity for Inquiry Factors

Formulating a Problem	Formulating Hypotheses
Designing a Study	Executing the Plan of
Interpreting the Data or	Investigation
Findings	Synthesizing Knowledge
	Gained from Investigation

Samples of Instructional Strategies to Bring About
Desired Behaviors

Formulating a Problem	Formulating Hypotheses
Designing a Study	Executing the Plan of
Interpreting the Data or	Investigation
Findings	Synthesizing Knowledge
	Gained from Investigation

SOURCE REFERENCE

84. Mr. Timothy J. Westbrook
Vice-President
Ward's Natural Science Establishment, Inc.
P. O. Box 1712
Rochester, New York 14603

Affective or Attitudinal Qualities of Inquiry Behaviors

Curiosity	Confidence
Openness	Perserverance
Reality Orientation	Satisfaction
Risk-taking	Respect for Theoretical
Precision	Structures
Responsibility	Concensus & Collaboration

Inquiry into Inquiry

Analyzing Research for its Basic Parts
 Analyzing Relationships Among Basic Parts
 Evaluating a Research Report
 Comparing Scientific Papers
 Applying Skills Gained from Analyzing Scientific
 Papers to Other Reports

84. Solo-Learn System (SH) - Ward's Natural Science Establishment, Inc.,
 Monterey, California (\$27.00/unit)

Description: A self-contained, individualized, multi-media system utilizing visual and audio aids, employing active participation by students. Each topical unit contains instructions, learning objectives, an audio cassette, a filmstrip, a package of 25 four-day student review sheets, and answer keys.

Topics Included:

Biological Measurements	Photosynthesis
Diffusion & Osmosis	Photosynthesis Details I
The Animal Cell	Photosynthesis Details II
Carbohydrates	Fats
Carbohydrate Structure & the Glycosidic Link	Amino Acids
Amino Acid Structure & the Peptide Link	Mutations & Chromosomal Modifications
Proteins & Deamination	Ecology
Biological Oxidation & ATP	Homeostasis
Oxidations: Fundamental Types	The Energy Cycle & Trophic Levels
The KREBS Cycle	The Water Cycle
Mitosis	The Carbon Cycle
Meiosis	The Nitrogen Cycle
Gametogenesis	Malaria
Probability	Schistosomiasis
Sex Determination & Sex-Linkage	Mendelian Inheritance
DNA	Linkage, Crossing-Over & Chromosome Maps
	The Nucleotides

SOURCE REFERENCE

85. Mr. Ron Caselli
Coordinator of Ethnic Studies
Sonoma County Office of Education
2555 Mindocino Avenue
Santa Rosa, California 95401

86. McGraw-Hill Book Company
330 West 42nd Street
New York, New York 10036

SOCIAL STUDIES

85. An Instructional Plan for Teaching Black History (P-A) - Sonoma County of Education, Santa Rosa, California

Description: Instructional objectives for Black History designed primarily for secondary social studies. Also includes a basic reading list and a basic film list.

Topics Included: Inferential Purposes of the Black History Program
Basic Historical Content of the Black History Program
Development of Skills Within the Black History Program

86. History of Man Film Guide (SH-A) - McGraw-Hill Films, New York, New York

Description: Descriptions of content of films intended primarily for use in world history, world cultures, and European history courses. For each film, student objectives are listed as well as suggestions for discussion.

Topics Included: How Man Adapts to his Physical Environment
How Man Discovers His Past
Despite Man's Differences.....
Man as Hunter and Food Gatherer
The Agricultural Revolution: Man as Food Producer
Man and the Rise of Civilization
European Expansion: Its Influence on Man
Man and the Industrial Revolution
Man and the "Second" Industrial Revolution

SOURCE REFERENCE

87. Dr. William E. Drake
Professor and Chairman,
Agricultural and Occupational Education
Department of Education
Stone Hall
Ithaca, New York 14850
88. Mr. Z. J. Hamlett
Automotive Staff
Daytona Beach Community College
P. O. Box 1111
Daytona Beach, Florida 32015
89. Mr. Z. J. Hamlett
Automotive Staff
Daytona Beach Community College
P. O. Box 1111
Daytona Beach, Florida 32015

VOCATIONAL-TECHNICAL EDUCATION

87. Performance Goals for Occupational Education in Agriculture (JH-A) - State Education Department, Albany, New York

Description: Several hundred instructional modules, each containing specific objectives, content, teaching method, student application activities, evaluative procedures and resource materials.

Topics Included: Agricultural Production Agricultural Resources
 Agricultural Supplies/ Forests
 Services Agriculture, Other
 Agricultural Mechanics Ornamental Horticulture

Each topic encompasses a number of modules on specific topics.

88. Automotive Engines and Related Systems: Behavioral Objectives (JH-A) - Daytona Beach Community College, Daytona Beach, Florida

Description: A course outline which contains goals, general objectives, specific objectives, and evaluation procedures for both affective and performance objectives.

Topics Included: The Engine Electrical System
 Lubrication System Cranking Motors
 Cooling System Charging System
 Fuel System Ignition System

89. Power Train and Chassis: Behavioral Objectives (JH-A) - Daytona Beach Community College, Daytona Beach, Florida

Description: A course outline which contains goals, general objectives, specific objectives, and evaluation procedures for both affective and performance objectives.

Topics Included: Clutch Assembly Brake System
 Three-Speed Transmission Front Suspension & Steering
 Propeller, Shaft, Universal Wheel Alignment & Adjust-
 Joints & Rear Suspension ment Procedures
 Rear Axle Assembly

SOURCE REFERENCE

90. Dr. Robert E. Collard
Consultant, Industrial Education
Division of Vocational, Technical
and Adult Education
State Department of Education
Tallahassee, Florida 32304

91. Dr. Robert E. Collard
Consultant, Industrial Education
Division of Vocational, Technical
and Adult Education
State Department of Education
Tallahassee, Florida 32304

92. Dr. Carl W. Proehl, Director
State Department of Education
Division of Vocational, Technical
and Adult Education
State Department of Education
Tallahassee, Florida 32304

SOURCE REFERENCE

93. Ms. Ruth Vaes, Editorial Manager
Published Products, Building 235-2N
3M Company
3M Center
St. Paul, Minnesota 55101

94. Mr. Joseph L. Boyd, Jr.
Educational Testing Service
Princeton, New Jersey 08540

95. Mrs. Marcia B. Garman
Research Analyst
San Mateo County Office of Education
Education Resources Center
590 Hamilton Street
Redwood City, California 94063

93. Units on Management (JH-A) - 3M Company, St. Paul, Minnesota

*Description: A series of units on management, e.g., "Evaluating Advertising", each of which contains objectives, suggestions for the teacher, and a bibliography. Each topic in a unit is keyed to media produced by 3M.

94. Handbook of Performance Testing (SH-A) - Educational Testing Service, Princeton, New Jersey

Description: An extensive document offering a rationale for the use of performance tests, ways to plan for their use, and guidelines for the preparation and grading of such tests. It also contains an appendix of performance tests in the thirteen areas listed below.

Topics Included: Bench Woodwork
 Operation of IBM 083 Sorter
 Fabrication of a Rigid Tube Assembly
 Fabrics Repair
 Joining Ferrous & Nonferrous Metals
 Metal Body Repair
 Dental Hygiene
 Offset Press Operation
 Machinist
 Automatic Clothes Washer Simulator
 Transistor Receiver
 Cosmetology
 Plymouth Troubleshooting Contest

95. Vocational-Technical Education Programs (SH) - San Mateo County Office of Education, Redwood City, California

Description: Terminal performance objectives for several programs in the area of vocational-technical education. For each objective in each program there are explicit statements of the terminal performance, the expected student performance, the conditions under which the student will perform, and the extent to which the student will perform. All materials are available in microfiche format only.

SOURCE REFERENCE

96. Mr. Donald Gilman
Alaska Skill Center
P. O. Box 615
Seward, Alaska 99664

Topics Included: Terminal Performance Objectives for a Phased Typing Program in Business Education (\$.75)
 Calculating Machines I, Terminal Performance Objectives (\$.25)
 Occupational Competence Unit Series "Teachers' Resource Guides for Occupational Competence" (\$1.25)
 Calculating Machines 2 (\$.25)
 Terminal Performance Objectives for Selected Programs in: Business Education, Distributive Education, Work Experience Education, Career Guidance (\$.50)
 Terminal Performance Objectives for a Phased Shorthand Program in Business Education (\$.75)

96. Vocational-Technical Training Programs (SH-A) - Alaska Skill Center, Seward, Alaska

Description: A compilation of objectives for trainees enrolled in various job-entry level training programs. A Trainee Progress Chart is provided for each skill area which lists tasks and subtasks (objectives) necessary for successful completion of the program. Evaluation is based upon instructor ratings of the student's capability.

<p>Topics Included: <u>Clerical Cluster</u> Office Safety Delivery Services Typing Principles Business English & Communication Business Mathematics Record Keeping Accounting Shorthand Office Procedures & Machines</p> <p><u>Cooking Cluster</u> Cook's Helper Bull Cook Short Order Cook Mess Cook Cook (Hotel & Restaurant) Baker's Helper Pie Maker</p>	<p><u>Mechanical Cluster</u> Mechanic Fundamentals Gasoline Engine Repairman Marine Diesel Mechanic Helper Automotive Mechanic Helper Heavy Equipment Mechanic Helper</p> <p><u>Power Plant Generation Fundamentals</u></p> <p><u>Maintenance Cluster</u> Porter I Porter II Janitor Maintenance Man Helper Building Maintenance Man I Building Maintenance Man II</p>
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SOURCE REFERENCE

97. Mr. Donald F. Averill, Coordinator
Work Experience Education
Whittier Union High School District
12102 East Washington Boulevard
Whittier, California 90606

97. Work Experience Program: A Preliminary Workbook (SH-A) - California State Department of Education, Whittier, California

Description: A document which contains goals, selected program objectives, specific objectives, terminal objectives and evaluative criteria for students enrolled in California State programs of work experience education.

Topics Included: Exploratory Work Experience
General Work Experience
Vocational Work Experience

For each topic, objectives related to:

Relevancy
Self-development
Self-evaluation
Acculturation
Human Relations

SOURCE REFERENCE

98. Lockheed Educational Systems
P. O. Box 504
Sunnyvale, California 94088

99. Dr. B. Elgit Blanton
Office of Reading and Language Studies
207 Pine Hall
School of Education
Indiana University
Bloomington, Indiana 47401

100. Dr. Raymond Bernabei
Bucks County Public Schools
Curriculum Resources Center
80 East Court Street
Doylestown, Pennsylvania 18901

101. Ms. Holly Smith
Assistant to the Director
National Clearinghouse on the
Teaching of English
1171 Kenyon Road
Urbana, Illinois 61801

SOURCES OF SOURCES

98. The American Government Information Unit: Curriculum Alternatives for Secondary Schools - Lockheed Educational Systems, Sunnyvale, California

Description: Reports on nine new programs in American government which offer new approaches. Each report describes program goals and objectives, content and materials, classroom strategy, student and teacher prerequisites, implementation requirements and costs, program development and evaluation, and project history.

99. Behavioral Objectives - Office of Reading and Language Studies, Indiana University

Description: An annotated bibliography containing sources of behavioral objectives, articles about projects using objectives, and books on the use of objectives in instruction.

100. Behavioral Objectives: An Annotated Resource File - Raymond Bernabei, Bucks County Public Schools, Doylestown, Pennsylvania (\$2.00)

Description: An annotated resource file which contains research studies, conference papers, and other documents on behavioral objectives.

101. Bibliographies on Behavioral Objectives - National Clearinghouse on the Teaching of English, Urbana, Illinois

Description: Two documents containing lists of books, articles, and reports on the writing of objectives, the potential uses of objectives, and projects which have developed or are utilizing objectives in the area of English and language arts.

Documents:

An NCTE/ERIC Bibliography on Behavioral Objectives
A Current Bibliography on Accountability, Performance Contracts, Behavioral Objectives and Assessment of Student Performance in Language Arts

SOURCE REFERENCE

102. Ms. Grace Patterson
Office of the Superintendent
Buffalo Public Schools
Buffalo, New York 14202

103. Dr. Bruce Joyce
Teachers College
Columbia University
New York, New York

104. Mr. John F. Reynolds
Director, Performance Objectives Program
Amherst-Pelham Schools
Amherst, Massachusetts 01002

102. Blueprint for Progress - Buffalo Public Schools, Buffalo, New York

Description: Reports on federal and state funded educational programs in the city of Buffalo. For each program listed there is included a general description of the project, project objectives, project activities, pupils served by the project, facilities to be used, the personnel participating, the evaluation design, and the total proposed budget.

103. Materials for Modules: A Classification of Competency-Oriented Tools for Teacher Education - Teachers College, Columbia University, New York, New York

Description: A book containing a collection, classification and analysis of sources of competency-oriented teacher programs and materials.

Topics Included: Basic Interactive Teaching Skills
Instructional Planning & Design Skills
Teaching Strategies
Analysis of Classroom Activity
Instructional Decision-Making
Student Diagnosis & Evaluation
Foundations of Education
Content Areas
Media & Instructional Technology
Educational Staffing & Instructional Organization
Staff Development

104. Sources of Information on Performance Objectives, POP Mini-paper #4 - Amherst-Pelham Schools, Amherst, Massachusetts

Description: An annotated bibliography containing sources of behavioral objectives, articles about projects using objectives, and books on the use of objectives in instruction.

SOURCE REFERENCE

105. Ms. Fay F. Davis
Product Information
Southwest Cooperative Educational Laboratory
117 Richmond Drive, N. E.
Albuquerque, New Mexico 87106

106. Mr. James B. Andrews
Music Supervisor
Department of Education
Charleston, West Virginia 25305

107. Dr. E. Wayne Roberson
EPIC Diversified Systems, Corp.
P. O. Box 13052
Tucson, Arizona 85711

UTILIZATION OF OBJECTIVES

105. Behavioral Objectives Package - Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico

*Description: An instructional package containing slide-tape presentations, and a workbook which consists of six lessons and the related pre and post tests. Also included in the workbook are an outline of goals and objectives, the instructional program, the three domains (cognitive, affective, and psychomotor), entering behaviors, components of a behavioral objective, and how to write a behavioral objective.

106. The CEP "Primer" for Writing Objectives (A) - West Virginia Department of Education, Charleston, West Virginia

Description: Pamphlet produced for use in workshops designed to teach instructional personnel the rationale for the production and utilization of objectives.

Topics Included:	Glossary	Levels of Objectives
	Rudiments of Objective Writing	Policy Objective
	Curriculum Objective	Program Objective
	Ideas for Implementation	Instructional Objective

107. Evaluative Skills Materials for Accountability - Educational Innovators Press, Tucson, Arizona

Description: A series of publications designed to assist educators in developing skills for evaluating educational programs by utilizing goals and objectives in specifying learning outcomes.

Topics Included: A Scheme for Evaluation & Organizational Structure Variables
 Developing & Writing Behavioral Objectives
 Evaluation Design
 Coding & Writing Test Items
 Case Studies
 Proposal Guidelines
 Performance & Process Objectives
 Needs Assessment

SOURCE REFERENCE

108. Mr. John F. Reynolds
Director, Performance Objectives Program
Amherst-Pelham Schools
Amherst, Massachusetts 01002

109. Ms. Fay F. Davis
Product Information
Southwestern Cooperative Educational Laboratory
117 Richmond Drive, N. E.
Albuquerque, New Mexico 87106

110. Dr. J. Marvin Cook
Associate Professor of Education
University of Maryland
Baltimore, Maryland 21228

Basic Teaching Skills Development Packet
 A Format for Monitoring the Teaching-Learning Process
 Developing Observation Systems
 Hierarchy for Goals & Objectives
 Educational Program Audit, Credibility of Education
 A Sourcebook for Implementing Accountability
 Viewpoints on Accountability

108. Performance Objective Program (POP) - Amherst - Pelham Schools, Amherst,
 Massachusetts

Description: POP is a system of managing instructional programs for effective individualization of learning. The project has produced an ILP entitled "How to Prepare Behavioral Objectives" which includes objectives, pre-assessment, instruction, and evaluation. The project has also produced a number of papers concerning the production and evaluation of performance objectives.

109. Systems Approach to Lesson Planning - Southwestern Cooperative Educational
 Laboratory, Albuquerque, New Mexico

*Description: A package containing a workbook with six behaviorally defined lessons keyed to be used with an accompanying slide/tape presentation. Included is a pre-test to determine teacher entry level. Other specific activities in the package include: utilization of terminology, and definition of parts, of a teaching systems matrix, identification of probable sources of teaching problems, and practice in the use of the matrix as a teaching tool.

110. Teaching with Behavioral Objectives (Books 1-5) - University of Maryland,
 Baltimore, Maryland

Description: Manuals for in-service workshops, seminars, college and university courses, and conferences.
 The books are entitled:
 Constructing Behavioral Objectives
 Constructing Learning Hierarchies
 Examples of Learning Hierarchies in Language Arts/Reading,
 Social Studies, Science, Mathematics & Literature
 Evaluation with Behavioral Objectives
 Classroom Management with Behavioral Objectives

SOURCE REFERENCE

111. Dr. George E. Parsons
704 Teachers College
School of Education
University of Cincinnati
Cincinnati, Ohio

112. Dr. Robert A. Roth, Coordinator
Performance Evaluation Project
Rutgers University
222 Van Dyck Hall
New Brunswick, New Jersey 08903

113. Dr. Stanley Delidow
College of Human Resources and Education
West Virginia University
Morgantown, West Virginia 26506

TEACHER EDUCATION

Counseling

111. Course Descriptions (Counseling) - University of Cincinnati, Cincinnati, Ohio

Description: Two courses in the area of counseling are described. Each includes an introduction, course outline, evaluation procedures, and student objectives.
 Course titles are:
 Group Counseling
 Counseling & Urban Problems

Curriculum Areas

112. Performance Evaluation Project: Task Force Reports - New Jersey State Department of Education, Trenton, New Jersey

Description: A collection of cognitive and affective performance goal statements for teachers.

Topics Included: Art Health Education
 Math Home Economics
 Vocational Teaching Industrial Arts
 Business & Distributive Music
 Education Nursery School Education
 Elementary Science
 Foreign Language Physical Education
 Exceptional Children Social Studies

Educational Psychology

113. Educational Psychology 105 - Individualized Teacher Training Modules - West Virginia University, Morgantown, Virginia

Description: Nine individualized units on topics in Educational Psychology. Each module contains instructions to participants, pretests, objectives, a study guide, and posttests.

Topics Included: Teaching As Changing Behavior Designing Instructional Sequences
 How We Learn Motivation & Discipline
 Generalization, Discrimination, & Concept Formation Punishment
 Behavioral Objectives Individualizing Mass Education
 Measurement

SOURCE REFERENCE

114. Dr. John E. Rhettts
Psychological Foundations of Education
330 Burton Hall
University of Minnesota
Minneapolis, Minnesota

115. Dr. N. M. McMillan, Director
College of Education
Shaw University
Raleigh, North Carolina

116. Mrs. Carolyn Anderson
Center for the Teaching Professions
2000 Sheridan Road
Northwestern University
Evanston, Illinois 60201

114. Substantive Domains for Educational Psychological Performance by Undergraduate Teachers-in-Training - University of Minnesota, Minneapolis, Minnesota

Description: A compilation of objectives, for an undergraduate teacher training program. Nine training modules have been developed based on the objectives.

Topics Included: Communications Skills & Group Process
Value Clarification
Self-Management & Goal Setting
Risk-Taking & Scientific Method
Evaluation, Measurement, & Testing
Precision Teaching
Inquiry & Other Teaching Strategies
Organizational Development & Institutional Change
Human Relations, Especially Racism

Elementary Education

115. A Model for a Performance-Based Elementary Teacher Education Program at Shaw University - Shaw University, Raleigh, North Carolina

Description: A final report on a project to improve teacher education at Shaw University. A committee reviewed the programs of nine other universities and from the data designed a model for the program at Shaw. Included in the model are a rationale for the use of objectives, a procedure for writing objectives and illustrative objectives in six areas.

Topics Included:	Elementary Science	Physical Education
	Language Arts	Mathematics
	Health Education	Social Studies

Evaluation & Research

116. Self-Instructional Units on Evaluation & Research - Northwestern University, Evanston, Illinois

Description: Eleven self-instructional units, on evaluation and research, each containing objectives, an overview, instruction, a mastery test, and test feedback.

SOURCE REFERENCE

117. Mr. Gilbert F. Shearron
427 Aderhold Hall
University of Georgia
Athens, Georgia 30601

Topics Included: Overview
 Experiments & Testing Statistical Hypotheses
 Avoiding Common Errors in Evaluation & Research
 Questionnaire Construction
 Selecting & Using Standardized Tests
 Technical Issues in Testing
 Data Collection by Interview
 Data Presentation Techniques
 A Layman's Introduction to Computer Applications
 Hints for Project Evaluators
 Specifying Behavioral Objectives

Generic Skills

117. Competency-Based Teacher Education Modules - The University of Georgia, Athens, Georgia (\$25.00/complete set)

Description: A series of competency-based teacher education modules for major curriculum areas. Modules contain objectives, activities, and evaluation procedures. Bulletins, summaries and research and development reports are also available.

<p>Topics Included: <u>Reading</u> Word Recognition Skills Word Recognition: Phonetics Comprehension Skills Teaching A Directed Reading Lesson Classroom Management for Reading Instruction</p> <p><u>Mathematics</u> Teacher Concepts of Fractional Numbers Teaching Multiplication & Division of Fractional Numbers Teaching Additions & Subtraction of Fractional Numbers Using Drill Activities</p> <p><u>Language Arts</u> Listening Spelling Creative Dramatics</p>	<p><u>Child Development</u> ...With Implications for Working With Disadvantaged Children & Their Families</p> <p><u>Physical Education</u></p> <p><u>Science Education</u> Elementary Science Methods Utilization of Science Equipment</p> <p><u>Classroom Management</u> Planning to Avoid Individual & Classroom Management Problems Coping With Individual & Classroom Management Problems</p>
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SOURCE REFERENCE

118. Dr. L. W. Dean
318 Erickson Hall
Michigan State University
East Lansing, Michigan

119. Mr. Lester Kitching
Panhandle Area Educational Cooperative
P. O. Drawer 190
Chipley, Florida 32428

118. Education 200 Handbook: Individual and the School, Michigan State University, East Lansing, Michigan

Description: Four units designed to foster the development of skills and competencies in diagnosing and responding to student concerns. Each unit includes an introductory description, student teacher objectives, presentation of concepts, practice exercises, and carrel booklets to be used in conjunction with tapes and slides.

Topics Included:	Assessment Strategies	Objectives Evaluation
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119. Florida Teacher Education Modules - Panhandle Area Educational Cooperative, Chipley, Florida

Description: Clusters of individualized instructional modules for preservice and inservice teacher education. Each module contains general objectives, specific objectives, instructions to participants, instructions for administering the module, pre-assessment, an overview, materials and equipment, activities for each objective, and evaluation.

Topics Included: Teacher Aide Training
 Defining the Role of the Teacher Aide
 Recognizing How Children Develop
 Promoting Appropriate Language Patterns
 Utilizing Phonics & Word Attack Skills
 Demonstrating Legible Handwriting
 Developing Map & Globe Skills
 Using the Library
 Constructing a Resource File
 Preparing the Physical Environment for Learning
 Completing State & County Forms

Planning Skills for Teachers
 Using Behavioral Objectives
 Designing a Learning Activity
 Selecting an Instructional Mode
 Planning Creative Activities for Independent Learning
 Selecting Commercial Materials
 Compiling & Using Instructional Games
 Developing an Instructional Package
 Organizing Learning Stations for the Language Arts

Presentation Skills for TeachersUsing Examples & Illustrations

Using Lecture Techniques to Present Information

Using Planned Repetition

Establishing Appropriate Frames of Reference

Increasing Participation

Feedback

Nonverbal Behavior

Stimulus Variations

Classroom ProceduresMini-Pak for Making Assignments

Monitoring In-Class Assignments

Achieving Classroom Transitions

Achieving Closure

Reinforcement

Classroom Management

Recognizing & Obtaining Attending Behavior

Set Induction

Questioning Skills

Question Upgrading Improvement Package

Using High Order Questions

Inducing Student-Initiated Questions

Inquiry Techniques: Using Probing Questions

Pre-Cueing

AssessmentEvaluating Learning & Instruction

Diagnosing Arithmetic Skills

Using Informal Diagnostic Tests of Reading Skills

Special SkillsDeveloping an Art Activities File

Teaching Songs & Rhythms

Fostering Creativity

Utilizing the Comprehensive Readiness Program

Methods of Introducing & Summarizing a Unit

Developing Listening Skills

Utilizing Field Trips for Learning

Assessing Educational PersonnelIntroduction to Diagnosis Prescription System for Staff Development

Diagnosis Prescription System for Staff Development

Building a Diagnosis Prescription System for Staff Development

SOURCE REFERENCE

120. Dr. Robert L. Arends
Program Development Specialist
The Center for the Study of Teaching
117 Bacon Hall
1300 Elmwood Avenue
Buffalo, New York 14222

120. Objectives for Teacher Education - State University College at Buffalo,
Buffalo, New York

- Description:** A collection of objectives and post-assessment criteria abstracted from teacher education module clusters developed and implemented at State University College at Buffalo. Also available is a cluster of modules on "The Concept of a Competency-Based Teacher Education Program".
- Topics Included:** Content & Concepts of Elementary School Mathematics
Strategies/Approaches in Teaching Elementary Mathematics
Management Essentials in Mathematics
Terminology & Laws of Mathematics
Diagnosing in Mathematics
Approach to Teaching Mathematics
Social Studies Content
Evaluation Techniques (Mathematics & Social Studies)
Behavioral Objectives in Math/Science
New Curriculum Projects in Math/Science
Methods of Delivery (Science)
Science/Math Workshops
Diagnosis & Evaluation
Supervision
Systematic Observation & Analysis of Teaching Behavior
Personal Communications
Learning Models
Concept Formation & Maintenance
Prejudice
Education & Race
Poverty & Education
Heredity & Environment
Teacher Expectations
Sociology of the Inner City
Sociology of the Urban Community
The School System as an Institution
Race, Ethnicity, Poverty & Urban School
Statistics
Reference Format & Style
Research Instruments
Types of Studies
Oral Language
Teaching Language Arts Phases I & II
Understanding the Reading Process as Precursor to Analysis of Reading Ability
Identification of the Symptoms & Causality of Reading Difficulty & Failure
Diagnosing Reading Ability
Language & Culture Phonology
Aspectual Linguistic Analysis
Differentiated Staffing

SOURCE REFERENCE

121. Dr. William Engel
Teacher Education Committee
College of Education
University of South Florida
Tampa, Florida 33620

122. Dr. Dwight W. Allen
Dean, College of Education
University of Massachusetts
Amherst, Massachusetts

or

Dr. Frank Sobol
College of Education
Florida International University
Tamiami Trail
Miami, Florida

121. Performance-Based Teacher Education Modules - University of South Florida,
Tampa, Florida

Description: A series of Individualized Teacher Education Modules. The modules contain an introduction, general directions, prerequisites, preassessment, primary objectives, secondary objectives, activities, evaluation procedures, resources, and references.

Topics Included:

Approaches to Teaching	Piaget in Science
Planning for Teaching	Periodicals for Teachers
Teaching	of Science in the
Curriculum Projects	Elementary School
Primary Processes	Ecology
The Nature of Science	Science for the Child
Educational Psychology	Responsibilities of Class-
The Teaching of Pre-	room Teachers in Relation
Secondary School	to Total School Health
Geometry	Program
Designing an Experiment	

122. A Task Analysis of Educational Positions - University of Massachusetts,
Amherst, Massachusetts

Description: A listing of over 9,000 objectives developed for implementation of differentiated staffing. Objectives are coded to indicate the type of personnel and the situation for which they are intended.

Topics Included:

	<u>Personnel</u>	
Master Teacher	Research Teacher	Media Specialist
Senior Teacher	Team Leader	Graphic Specialist
Staff Teacher	Team Teacher	Source Aide
Associate Teacher	Teaching Assistant	Librarian
Lecturer	Instructional Aide	Technician
Intern	Department Head	Secretary
Extern	Administrator	Clerical Aide
Student Teacher	Curriculum Developer	Community Resource
Resource Teacher	Counselor	Volunteer
Parent	Student	Principal
Vice Principal	Superintendent	Superivsor
Instructor	School Board	Consultant
Advisor		

SOURCE REFERENCE

123. Dr. Elizabeth Taylor
Assistant Professor of Education
School of Education
Teacher Corps
University of Louisville
Louisville, Kentucky 40208

124. Dr. Carey Southall
215 Hill Hall
University of Missouri
Columbia, Missouri 65201

	<u>Situations</u>
Learning Management	Teaching Teachers
Large Group Instruction	Department & Committee
Small Group Instruction	Meetings
Lecture	School Governance
Tutoring	Research
Independent Study	Curricular Change or
Planning & Preparation	Innovation
Student Diagnosis	Continued Education
Student Remediation	Community Relations
Counseling	Professional Service
Extra-Curricular & Clubs	Material Resources
Parent Conferences	Review
Presentation	Student Presentation

Interning

123. Intern Evaluation - University of Louisville, Louisville, Kentucky

Description: Objectives, criteria and methods for evaluation of intern performance prior to, and during, student teaching.

124. Student Teaching: General Guidelines; Tri-Level Student Teacher Competencies - University of Missouri, Columbia, Missouri

Description: Objectives for cooperating teachers and for student teachers. Student teacher objectives are classified by levels, level three denoting that time when the student teacher takes complete charge of a teaching situation.

Topics Included: Cooperating Teachers
Student Teacher Assignment
 Relationship to the College Supervisor
 Orientation
 Introduction of the Student
 Observation, Participation & Teaching
 Delegation of Instructional Responsibilities
 Noninstructional Arrangements
 Evaluation

Student Teachers
 Level I - Orientation & Observation
 Level II - Assumption of Routine Duties
 Level III - Assumption of Complete Responsibility
 for Teaching Class

SOURCE REFERENCE

125. Dr. Morris A. Shirts, Dean
School of Education
Southern Utah State College
Cedar City, Utah 84720

126. Mr. William H. Kendrick
Vice President Educational Services
Croft Educational Services, Inc.
100 Garfield Avenue
New London, Connecticut 06320

127. Dr. Carson W. Bryan
Wheeling College
Wheeling, West, Virginia 26003

Media

125. Behavioral Objectives for Education 316 (Media Preparation) - Southern Utah State College, Cedar City, Utah

Description: A listing of objectives for the preparation of various types of media for use in the elementary or secondary school classroom.

Topics Included: Overhead Transparencies Matting
Lamination Duplication
Drawing Commercial Production

Reading

126. Inservice Programs for Teachers (Reading) - Croft Educational Services, Inc., New London, Connecticut (\$250.00-300.00/15 teachers)

Description: Inservice Reading Program: A Systems Approach to Word-Attack Skills - A program designed to train teachers in building student skills using a phonics or linguistic based system.

Reading Comprehension Skills: A Systems Approach - Materials designed to help a school staff organize inservice workshops to improve the methods of teaching comprehension skills. Closely parallels the Inservice Reading Program.

Specific objectives in reading form the basis for workshop sessions in both programs.

Secondary Education

127. Secondary Teacher Preparation at Wheeling College: A Model Based Upon Person, Performance and Partnership - Wheeling College, Wheeling, West Virginia

Description: A description of the philosophy of the program, student-teacher goals, student-teacher activities and evaluation techniques.

SOURCE REFERENCE

128. Dr. James L. Hoerner, Supervisor
Vocational Teacher Education Service
Division of Vocational, Technical
and Adult Education
Dade County Public Schools
1410 Northeast Second Avenue
Miami, Florida 33132

Vocational Education

128. Vocational Teacher Education - Dade County Public Schools, Miami, Florida

Description: A listing of 25 cognitive and affective objectives for a performance-based vocational teacher education program.