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## ABSTRACT

Outlined for teachers in scope and sequence charts is a basic curriculum for educable mentally retarded pupils in grades 1-12. Listed in scope and sequence charts for k-6 are the following subject skills to be covered in preprimary, primary, intermediate, and upper levels: communication skills of oral language, written language, reading, handwriting, and spelling; computational skills of mathematics such as number readiness and daily use of mathematics; creative arts such as art appreciation and music experiences such as singing and performing on instruments; motor skills involving physical education activities such as developing physical fitness; science attitudes in areas of science such as mechanical energy and prevention of disease; and social science concepts such as acceptance of self, group responsibility, and safety. Listed in scope and sequence charts for grades 7-12; communication skills such as listening, speaking, reading, and practicing written English, for employment; mathematics skills such as basic processes and processes for vocational needs and daily life; social studies skills in areas such as geography and culture, citizenship, and American institutions; science skills in areas such as the human body, weather, and energy/matter; and guidance and vocational training skills in areas such as understanding self, educational opportunities, and developing maturity. (MC)

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EXPERIMENTAL

# PROGRAM FOR EMR PUPILS

## SCOPE AND SEQUENCE CHARTS

Elementary Schools and Junior and Senior High Schools

LOS ANGELES CITY SCHOOLS  
Division of Planning, Research, and Development  
Instructional Planning Branch  
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## FOREWORD

This publication outlines the basic curriculum for educable mentally retarded pupils in grades one through twelve. The Scope and Sequence Charts provide teachers with suggested directions, based on state guidelines, of the school program at the elementary, junior high, and senior high levels.

Long term planning of an adequate instructional program is most important in teaching educable mentally retarded children. It is also important to provide teachers with an overview of the pupils total K-12 curriculum in order to assist them in selecting and adapting an instructional course in accordance with the needs of each individual child.

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SCOPE AND SEQUENCE FOR  
COMMUNICATION SKILLS  
Grades K-6

<p>ORAL LANGUAGE</p> <p><u>Pre-Primary</u></p> <p>I DEVELOPING FUNDAMENTAL SKILLS IN ORAL LANGUAGE</p> <p>Listening and thinking skills Speaking skills</p> <p><u>Primary</u></p> <p>II DEVELOPING FUNDAMENTAL SKILLS IN ORAL LANGUAGE</p> <p>Listening and thinking skills Speaking skills</p> <p><u>Intermediate</u></p> <p>III DEVELOPING FUNDAMENTAL SKILLS IN ORAL LANGUAGE</p> <p>Listening and thinking skills Speaking skills</p> <p><u>Upper</u></p> <p>IV DEVELOPING FUNDAMENTAL SKILLS IN ORAL LANGUAGE</p> <p>Listening and thinking skills Speaking skills</p>	<p>WRITTEN LANGUAGE</p> <p><u>Pre-Primary</u></p> <p>V DEVELOPING WRITTEN LANGUAGE SKILLS</p> <p>Readiness Vocabulary building</p> <p><u>Primary</u></p> <p>VI DEVELOPING WRITTEN LANGUAGE SKILLS</p> <p>Readiness Vocabulary building Organization</p> <p><u>Intermediate</u></p> <p>VII DEVELOPING WRITTEN LANGUAGE SKILLS</p> <p>Vocabulary building Sentences Capitals Punctuation Organization</p> <p><u>Upper</u></p> <p>VIII DEVELOPING WRITTEN LANGUAGE SKILLS</p> <p>Vocabulary building Sentences Capitals Punctuation</p>	<p>VIII DEVELOPING WRITTEN LANGUAGE SKILLS (cont.)</p> <p>Abbreviations Paragraphs Organization</p> <p>READING</p> <p><u>Pre-Primary</u></p> <p>IX DEVELOPING READING READINESS SKILLS</p> <p>Perceptual and motor coordination Body image Body parts Visual perception Figure-ground perception Visual discrimination Visual memory Auditory discrimination Auditory memory Language usage Vocabulary building Organizational skills Comprehension skills Appreciation for books</p> <p><u>Primary</u></p> <p>X DEVELOPING READING READINESS SKILLS</p> <p>Perceptual and motor coordination Body image Body parts</p>
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SCOPE AND SEQUENCE FOR COMMUNICATION SKILLS

READING (cont.)	XIV DEVELOPING AN APPRECIATION FOR BOOKS	<u>Primary</u>
<u>Primary</u> (cont.)		XX DEVELOPING SPELLING SKILLS
X DEVELOPING READING READINESS SKILLS (cont.)	Attitudes toward reading Self-expression	Readiness Vocabulary Functional spelling
Visual perception Figure-ground perception	HANDWRITING	
Visual discrimination	<u>Pre-Primary</u>	<u>Intermediate</u>
Visual memory	XV DEVELOPING HANDWRITING SKILLS	XXI DEVELOPING SPELLING SKILLS
Auditory discrimination	Readiness	Phonetic analysis Structural analysis Vocabulary Functional spelling
Auditory memory	<u>Primary</u>	
Language usage	XVI DEVELOPING HANDWRITING SKILLS	<u>Upper</u>
Vocabulary building	Manuscript writing	XXII DEVELOPING SPELLING SKILLS
Organizational skills	<u>Intermediate</u>	Phonetic analysis Structural analysis Vocabulary Functional spelling
Comprehension skills	XVII DEVELOPING HANDWRITING SKILLS	
Appreciation for books	Readiness for cursive writing Cursive writing	
<u>Intermediate</u>	<u>Upper</u>	
XI DEVELOPING READING SKILLS	XVIII DEVELOPING HANDWRITING SKILLS	
Word attack skills	Cursive writing	
Vocabulary skills		
Comprehension skills		
Oral reading		
Location skills		
XII DEVELOPING AN APPRECIATION FOR BOOKS		
Attitudes toward reading		
Self-expression		
<u>Upper</u>	SPELLING	
XIII DEVELOPING READING SKILLS	<u>Pre-Primary</u>	
Word attack skills	XIX DEVELOPING SPELLING SKILLS	
Vocabulary skills	Readiness	
Comprehension skills		
Oral reading		
Location skills		

SCOPE AND SEQUENCE FOR  
COMPUTATIONAL SKILLS  
Grades K-6

MATHEMATICS

	<u>Intermediate</u>	<u>Upper</u>
<p><u>Pre-Primary</u></p> <p>I DEVELOPING NUMBER READINESS</p> <p>Spatial relationships Quantity Form discrimination Size differences Temperature Time Numbers Money Sets</p>	<p>IV UNDERSTANDING NUMBER - NUMERAL RELATIONSHIP</p> <p>Numbers 10 to 50 Numbers 50 to 100</p> <p>V DEVELOPING AN UNDERSTANDING OF ADDITION</p> <p>Set union Operation with whole numbers</p>	<p>IX UNDERSTANDING NUMBER - NUMERAL RELATIONSHIP</p> <p>Numbers 10 to 50 Numbers 50 to 100</p> <p>X DEVELOPING AN UNDERSTANDING OF ADDITION</p> <p>Set union Operation with whole numbers</p>
<p><u>Primary</u></p> <p>II DEVELOPING NUMBER READINESS</p> <p>Spatial relationships Quantity Form discrimination Size differences Temperature Time Numbers Money Sets</p>	<p>VI DEVELOPING AN UNDERSTANDING OF SUBTRACTION</p> <p>Set separation Operation with whole numbers</p> <p>VII DEVELOPING AN UNDERSTANDING OF MULTIPLICATION</p> <p>Joining of sets Operation with whole numbers</p>	<p>XI DEVELOPING AN UNDERSTANDING OF SUBTRACTION</p> <p>Set separation Operation with whole numbers</p> <p>XII DEVELOPING AN UNDERSTANDING OF MULTIPLICATION</p> <p>Joining of sets Operation with whole numbers</p>
<p>III UNDERSTANDING NUMBER - NUMERAL RELATIONSHIP</p> <p>Numbers 1 to 10</p>	<p>VIII DEVELOPING AN UNDERSTANDING OF DAY - TO - DAY USE OF MATHEMATICS</p> <p>Money and its uses Temperature Linear Quantity Weight Time</p>	<p>XIII DEVELOPING AN UNDERSTANDING OF DIVISION</p> <p>Set separation Operation with whole numbers</p>

# SCOPE AND SEQUENCE FOR COMPUTATIONAL SKILLS

## MATHEMATICS (cont.)

### Upper (cont.)

#### XIV DEVELOPING AN UNDERSTANDING OF DAY-TO-DAY USE OF MATHEMATICS

Money and its uses

Temperature

Linear

Quantity

Weight

Time



SCOPE AND SEQUENCE FOR  
CREATIVE ARTS  
Grades K-6

<p>ART</p> <p><u>Pre-Primary</u></p> <p>I EXPLORING THE ELEMENTS OF ART</p> <p>Color Line Texture</p> <p>II ACQUIRING ART EXPERIENCES</p> <p>Media Experiences</p> <p>III RESPECTING AND APPRECIATING THE ART WORK OF OTHERS</p> <p>Appreciation</p> <p><u>Primary</u></p> <p>IV EXPLORING THE ELEMENTS OF ART</p> <p>Color Line Form and space Texture</p> <p>V ACQUIRING ART EXPERIENCES</p> <p>Media Experiences</p>	<p>VI RESPECTING AND APPRECIATING THE ART WORK OF OTHERS</p> <p>Appreciation</p> <p><u>Intermediate</u></p> <p>VII EXPLORING THE ELEMENTS OF ART</p> <p>Color Line Form and space Texture</p> <p>VIII ACQUIRING ART EXPERIENCES</p> <p>Media Experiences</p> <p>IX RESPECTING AND APPRECIATING THE ART WORK OF OTHERS</p> <p>Art principles Appreciation</p> <p><u>Upper</u></p> <p>X EXPLORING THE ELEMENTS OF ART</p> <p>Color Line Form and space Texture</p>	<p>XI ACQUIRING ART EXPERIENCES</p> <p>Media Experiences</p> <p>XII RESPECTING AND APPRECIATING THE ART WORK OF OTHERS</p> <p>Art principles Appreciation</p> <p>MUSIC</p> <p><u>Pre-Primary</u></p> <p>XIII DEVELOPING AN AURAL AWARENESS NECESSARY FOR LISTENING SKILLS</p> <p>Sounds</p> <p>XIV DISCOVERING THE SINGING VOICE AND USING IT TO CREATE MUSIC</p> <p>Voices</p> <p>XV DEVELOPING A SENSE OF RHYTHM AND LEARNING TO MOVE CREATIVELY AND EFFECTIVELY TO MUSIC</p> <p>Ways of moving Moving to music</p>
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SCOPE AND SEQUENCE FOR CREATIVE ART

MUSIC (cont.)	XXI	DEVELOPING AURAL AWARENESS NECESSARY FOR EFFECTIVE PERFORMANCE SKILLS ON RHYTHM AND TONAL INSTRUMENTS	XXVI	DEVELOPING AURAL AWARENESS NECESSARY FOR EFFECTIVE PERFORMANCE SKILLS ON RHYTHM AND TONAL INSTRUMENTS
<u>Pre-Primary</u> (cont.)				
XVI DEVELOPING AURAL AWARENESS NECESSARY FOR EFFECTIVE PERFORMANCE SKILLS ON RHYTHM AND TONAL INSTRUMENTS		Listening to rhythm and tonal instruments Performance with rhythm and tonal instruments		Listening to rhythm and tonal instruments Performance with rhythm and tonal instruments
Listening to rhythm and tonal instruments Performance with rhythm and tonal instruments				<u>Upper</u>
		<u>Intermediate</u>	XXVII	DEVELOPING AN AURAL AWARENESS NECESSARY FOR LISTENING SKILLS
<u>Primary</u>	XXII	DEVELOPING AN AURAL AWARENESS NECESSARY FOR LISTENING SKILLS		Listening to music
XVII DEVELOPING AN AURAL AWARENESS NECESSARY FOR LISTENING SKILLS		Listening to music		
Elements of music Listening to music	XXIII	DISCOVERING THE SINGING VOICE AND USING IT TO CREATE MUSIC	XXVIII	DISCOVERING THE SINGING VOICE AND USING IT TO CREATE MUSIC
		Tone quality		Rhythm and phrasing
XVIII DISCOVERING THE SINGING VOICE AND USING IT TO CREATE MUSIC	XXIV	DEVELOPING AN UNDERSTANDING OF MUSICAL NOTATION	XXIX	DEVELOPING AN UNDERSTANDING OF MUSICAL NOTATION
Pitch		Notation on staff		Musical notation
XIX DEVELOPING AN UNDERSTANDING OF MUSICAL NOTATION	XXV	DEVELOPING A SENSE OF RHYTHM AND LEARNING TO MOVE CREATIVELY AND EFFECTIVELY TO MUSIC	XXX	DEVELOPING A SENSE OF RHYTHM AND LEARNING TO MOVE CREATIVELY AND EFFECTIVELY TO MUSIC
Blank notation				
XX DEVELOPING A SENSE OF RHYTHM AND LEARNING TO MOVE CREATIVELY AND EFFECTIVELY TO MUSIC		Basic dances		Basic dances

Ways of moving  
Moving to Music

# SCOPE AND SEQUENCE FOR CREATIVE ART

## MUSIC (cont.)

### Upper (cont.)

XXXI DEVELOPING AURAL  
AWARENESS NECES-  
SARY FOR EFFECTIVE  
PERFORMANCE  
SKILLS ON RHYTHM  
AND TONAL  
INSTRUMENTS

Listening to rhythm  
and tonal  
instruments  
Performance with  
rhythm and tonal  
instruments

SCOPE AND SEQUENCE FOR  
MOTOR SKILLS  
Grades K-6

PHYSICAL EDUCATION

Pre-Primary

I DEVELOPING CREATIVE BODY MOVEMENTS THROUGH MIMETICS

Interpreting subjects  
Interpreting activities  
Interpreting stories

II GAINING AN UNDERSTANDING OF THE BODY'S PARTS, AND SURFACES

Discovering and observing self  
Balance

III DEVELOPING THE ABILITY TO MOVE FROM PLACE TO PLACE IN A VARIETY OF WAYS

Locomotor skills  
Objects and equipment  
Axial skills  
Jump rope  
Apparatus skills  
Stunt skills

IV DEVELOPING BODY CONTROL, EXPRESSIVENESS, AND CREATIVITY THROUGH RHYTHMIC ACTIVITIES

Creative movement  
Basic steps and dances

V DEVELOPING PROFICIENCY AND SKILLS IN GAME ACTIVITIES

Standards  
Games

Primary

VI DEVELOPING CREATIVE BODY MOVEMENTS THROUGH MIMETICS

Interpreting subjects  
Interpreting activities  
Interpreting stories

VII GAINING AN UNDERSTANDING OF THE BODY'S PARTS, AND SURFACES

Discovering and observing self  
Balance

VIII DEVELOPING THE ABILITY TO MOVE FROM PLACE TO PLACE IN A VARIETY OF WAYS

Locomotor skills  
Objects and equipment  
Axial skills  
Jump ropes  
Apparatus skills  
Stunt skills

IX DEVELOPING BODY CONTROL, EXPRESSIVENESS, AND CREATIVITY THROUGH RHYTHMIC ACTIVITIES

Creative movements  
Basic steps and dances

X DEVELOPING PROFICIENCY AND SKILLS IN GAME ACTIVITIES

Standards  
Games

Intermediate

XI DEVELOPING BODY CONTROL, EXPRESSIVENESS, AND CREATIVITY THROUGH RHYTHMIC ACTIVITIES

Creative movement  
Basic steps and dances

# SCOPE AND SEQUENCE FOR MOTOR SKILLS

## PHYSICAL EDUCATION

(cont.)

Intermediate (cont.)

### XII DEVELOPING PROFICIENCY AND SKILLS IN GAME ACTIVITIES

Standards  
Games

### XVI DEVELOPING PHYSICAL FITNESS

Strength and power  
Agility, coordination,  
speed, and balance  
Conditioning  
exercises

### XIII DEVELOPING PHYSICAL FITNESS

Strength and power  
Agility, coordination,  
speed, and balance  
Conditioning  
exercises

Upper

### XIV DEVELOPING BODY CONTROL, EXPRES- SIVENESS, AND CREATIVITY THROUGH RHYTHMIC ACTIVITIES

Creative movement  
Basic steps and dances

### XV DEVELOPING PRO- FICIENCY AND SKILLS IN GAME ACTIVITIES

Standards  
Games

SCOPE AND SEQUENCE FOR  
SCIENCE ATTITUDES  
Grades K-6

<p>SCIENCE</p> <p><u>Pre-Primary</u></p> <p>I DEVELOPING AN UNDERSTANDING OF MATTER AND ENERGY</p> <p>Properties</p> <p>II DEVELOPING AN UNDERSTANDING OF LIVING THINGS</p> <p>Living things Non-living things</p> <p>III DEVELOPING AN UNDERSTANDING OF THE EARTH</p> <p>Earth</p> <p>IV DEVELOPING AN UNDERSTANDING OF SPACE BEYOND THE EARTH</p> <p>Sun</p> <p>V DEVELOPING AN UNDERSTANDING OF THE HUMAN BODY</p> <p>Senses</p> <p><u>Primary</u></p> <p>VI DEVELOPING AN UNDERSTANDING OF MATTER AND ENERGY</p> <p>Matter and heat energy Sound energy</p>	<p>VII DEVELOPING AN UNDERSTANDING OF LIVING THINGS</p> <p>Needs of living things</p> <p>VIII DEVELOPING AN UNDERSTANDING OF THE EARTH</p> <p>Air</p> <p>IX DEVELOPING AN UNDERSTANDING OF SPACE BEYOND THE EARTH</p> <p>Sun</p> <p>X DEVELOPING AN UNDERSTANDING OF THE HUMAN BODY</p> <p>Major parts</p> <p><u>Intermediate</u></p> <p>XI DEVELOPING AN UNDERSTANDING OF MATTER AND ENERGY</p> <p>Magnetic and electrical energy</p> <p>XII DEVELOPING AN UNDERSTANDING OF LIVING THINGS</p> <p>Kinds of plants and animals</p>	<p>XIII DEVELOPING AN UNDERSTANDING OF THE EARTH</p> <p>Rocks and soil</p> <p>XIV DEVELOPING AN UNDERSTANDING OF SPACE BEYOND THE EARTH</p> <p>Sky</p> <p>XV DEVELOPING AN UNDERSTANDING OF THE HUMAN BODY</p> <p>Growth</p> <p><u>Upper</u></p> <p>XVI DEVELOPING AN UNDERSTANDING OF MATTER AND ENERGY</p> <p>Mechanical energy</p> <p>XVII DEVELOPING AN UNDERSTANDING OF LIVING THINGS</p> <p>Classification of living things</p> <p>XVIII DEVELOPING AN UNDERSTANDING OF THE EARTH</p> <p>Water and weather</p>
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SCOPE AND SEQUENCE FOR SCIENCE ATTITUDES

SCIENCE (cont.)

Intermediate

Upper (cont.)

XXIII DEVELOPING BASIC PRACTICES FOR THE PREVENTION AND CONTROL OF DISEASE

XIX DEVELOPING AN UNDERSTANDING OF SPACE BEYOND THE EARTH

Cleanliness and eating habits

Outer-space

Causes and control of illness

XX DEVELOPING AN UNDERSTANDING OF THE HUMAN BODY

School health services

Upper

Systems

XXIV UNDERSTANDING PHYSICAL, MENTAL, EMOTIONAL, AND SOCIAL CHANGES THAT ARE A PART OF GROWTH AND DEVELOPMENT

HEALTH

Pre-Primary

XXI DEVELOPING DESIRABLE PERSONAL HEALTH PRACTICES

Signs of growth  
Factors essential to proper growth  
Factors necessary for a healthy personality

Personal cleanliness  
Good grooming  
Dental care  
Care of ears, eyes, and nose

XXV DEVELOPING AN AWARENESS OF HEALTH AS IT AFFECTS THE HOME, THE SCHOOL, AND THE COMMUNITY

Primary

XXII APPLYING BASIC PRINCIPLES OF NUTRITION IN DAILY LIVING

The home  
The school  
The community  
Community health services  
Medicines, drugs, alcohol, tobacco

Food needs of the body  
Balanced meals  
Good habits of eating and drinking  
Table manners

SCOPE AND SEQUENCE FOR  
SOCIAL STUDIES CONCEPTS  
Grades K-6

SOCIAL STUDIES

	<u>Intermediate</u>	<u>Upper</u>
<p><u>Pre-Primary</u></p> <p>I DEVELOPING AN UNDERSTANDING AND ACCEPTANCE OF ONESELF</p> <p>All about me Living with others</p> <p>II DEVELOPING AN AWARENESS OF OUR HISTORICAL AND CULTURAL HERITAGE</p> <p>Days of observance Contributions of outstanding Americans</p> <p><u>Primary</u></p> <p>III DEVELOPING VALUES AND RESPONSIBILITIES AS A MEMBER OF GROUP</p> <p>The family and the home Living together in the home Living together at school Living together in the neighborhood</p> <p>IV DEVELOPING AN AWARENESS OF OUR HISTORICAL AND CULTURAL HERITAGE</p> <p>Days of observance Contributions of outstanding Americans</p>	<p>V DEVELOP AN UNDERSTANDING OF THE RELATIONSHIP BETWEEN THE HOME AND THE COMMUNITY</p> <p>Relationship of neighborhood and community Families and family life Meeting needs of the family Differences in homes and people Friends</p> <p>VI BECOMING AWARE OF SERVICES IN THE COMMUNITY</p> <p>Transportation and communication Facilities and services Interrelationship of many aspects of the community</p> <p>VII DEVELOPING AN AWARENESS OF OUR HISTORICAL AND CULTURAL HERITAGE</p> <p>Days of observance Contributions of outstanding Americans</p>	<p>VIII DEVELOPING AN UNDERSTANDING OF THE CITY OF LOS ANGELES</p> <p>Environment Interrelationships within the city Living and working in Los Angeles</p> <p>IX DEVELOPING AN UNDERSTANDING OF OUR HERITAGE</p> <p>Heritage of class members American heritage</p> <p>SAFETY</p> <p><u>Pre-Primary</u></p> <p>X UNDERSTANDING DISCOVERING AND PRACTICING SAFETY HABITS IN THE HOME</p> <p>Dangers within the home Dangers around the home Safety practices in the home</p> <p>XI UNDERSTANDING AND PRACTICING SAFETY HABITS TO AND FROM SCHOOL</p> <p>School pedestrian safety rules School bus safety rules</p>



SCOPE AND SEQUENCE FOR SOCIAL STUDIES CONCEPTS

SAFETY (cont.)

Pre-Primary (cont.)

XII UNDERSTANDING AND PRACTICING SAFETY HABITS AT SCHOOL

Safety practices in the classroom

Safety practices on the playground

Safety practices in other parts of the school

Primary

XIII UNDERSTANDING AND PRACTICING SAFETY HABITS IN THE HOME

Dangers within the home

Dangers around the home

Safety practices in the home

XIV UNDERSTANDING AND PRACTICING SAFETY HABITS TO AND FROM SCHOOL

School pedestrian safety rules

School bus safety rules

Safety helpers

XV UNDERSTANDING AND PRACTICING SAFETY HABITS AT SCHOOL

Safety practices in the Classroom

Safety practices on the playground

Safety practices in other parts of the school

Intermediate

XVI UNDERSTANDING AND PRACTICING SAFETY HABITS IN THE HOME

Dangers around the home  
Safety practices in the home

XVII UNDERSTANDING AND PRACTICING SAFETY HABITS TO AND FROM SCHOOL

School pedestrian safety rules

School bus safety rules

Safety on a bicycle

Safety helpers

XVIII UNDERSTANDING AND PRACTICING SAFETY HABITS AT SCHOOL

Safety practices on the playground

Safety practices in other parts of the school

Upper

XIX UNDERSTANDING AND PRACTICING SAFETY HABITS IN THE HOME

Dangers around the home  
Safety practices in the home

XX UNDERSTANDING AND PRACTICING SAFETY HABITS TO AND FROM SCHOOL

School pedestrian safety rules

School bus safety rules

Safety on a bicycle

Safety helpers

XXI UNDERSTANDING AND PRACTICING SAFETY HABITS AT SCHOOL

Safety practices on the playground

Safety practices in other parts of the school

SCOPE AND SEQUENCE FOR  
COMMUNICATION SKILLS  
Grades 7-12

<p><u>Grade 7</u></p> <p>I ACQUIRING LISTENING AND THINKING SKILLS</p> <p>Acquisition of information Following directions Appreciation of stories, music, and poetry Distinction of fact from fantasy</p>	<p>V PRACTICING WRITTEN ENGLISH</p> <p>Handwriting Letterwriting Creative writing Sentences Capitalization Punctuation Alphabetization Dictionary Organizing</p> <p><u>Grade 8</u></p>	<p>VIII CONTINUING TO DEVELOP SKILLS IN WRITTEN ENGLISH</p> <p>Letterwriting Creative writing Handwriting Sentences Paragraphs Capitalization Punctuation Alphabetizing Dictionary Name, action, and descriptive words</p>
<p>II ESTABLISHING CORRECT SPEECH HABITS</p> <p>Pronunciation Use of voice Manner of presentation Speech awareness Oral Communication</p>	<p>VI BECOMING MORE SKILLFUL IN LISTENING, THINKING, AND LANGUAGE USAGE</p> <p>Listening for enjoyment Conversation Use of new words Speech awareness</p>	<p><u>Grade 9</u></p> <p>IX CONTINUING TO DEVELOP SKILLS IN ORAL ENGLISH</p> <p>Social courtesies Messages Announcements Directions Explanations Audience awareness</p>
<p>III GAINING SKILL IN SPELLING</p> <p>Vocabulary Functional Spelling Phonetical analysis</p>	<p>VII BECOMING PROFICIENT IN READING</p> <p>Oral reading Word study Vocabulary Dictionary Comprehension Enjoyment Silent reading</p>	<p>X BECOMING MORE PROFICIENT IN READING</p> <p>Word study Comprehension skills Vocational vocabulary Leisure-time reading</p>
<p>IV DEVELOPING READING SKILLS</p> <p>Comprehension Word attack Protection Information Pleasure Care of books</p>		<p>XI CONTINUING TO DEVELOP SKILLS IN WRITTEN ENGLISH</p> <p>Communication Forms</p>

# SCOPE AND SEQUENCE FOR COMMUNICATION SKILLS

- Grade 10
- XII BROADENING EXPERIENCES IN ORAL COMMUNICATION AND SOCIAL GROWTH
- Communication with other persons
- XVI DEVELOPING AN APPRECIATION FOR READING
- Poetry  
Libraries  
Selection of Stories  
Comparison of stories with personal experiences  
Comprehension
- XX EXTENDING KNOWLEDGE OF WRITTEN ENGLISH TO USE IN SECURING AND MAINTAINING EMPLOYMENT
- Job applications  
Forms  
Personal data sheets  
Communication
- XIII REVIEWING FACTS IN READING
- Word study  
Comprehension  
Appreciation  
Reading for job preparation  
Schedules  
Laws and regulations in work
- XVII MAKING USE OF WRITTEN ENGLISH SKILLS IN EVERY-DAY LIFE
- Letterwriting  
Telephone messages  
Job applications and forms
- Grade 12
- XIV IMPROVING SKILLS IN SPELLING, HANDWRITING, AND WRITTEN ENGLISH
- Vocational vocabulary  
Handwriting  
Job applications  
Forms  
Writing paragraphs
- XVIII APPLYING SKILLS OF ORAL LANGUAGE TO WORKSTUDY EXPERIENCES
- Social courtesies  
Messages  
Announcements  
Directions  
Explanations  
Interviews
- Grade 11
- XV EXPANDING SKILLS IN ORAL ENGLISH
- Listening  
Conversing  
Discussion  
Reporting
- XIX EXPLORING READING FOR USE IN LEISURE TIME
- Viewing television  
Attending movies  
Participating in sports of all kinds  
Developing hobbies  
Enjoying nature  
Maintaining friendships  
Engaging in cooking, sewing, and home maintenance

SCOPE AND SEQUENCE  
FOR MATHEMATICS SKILLS  
Grades 7-12

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|---|---|---|
| <p><u>Grade 7</u></p> <p>I LEARNING BASIC MATHEMATICAL SKILLS NEEDED TO MEET LIFE SITUATIONS</p> <p>Use of discrimination, approximations, estimations</p> <p>Concrete counting activities</p> <p>Oral and written use of numbers</p> <p>Order and comparison</p> <p>Meaningful mathematical vocabulary</p> <p>Tables and graphs</p>  | <p>III DEVELOPING THE BASIC MATHEMATICAL PROCESSES IN SUBTRACTION</p> <p>Set separation</p> <p>A comparison of sets</p> <p>Subtraction as inverse of addition</p> <p>Subtraction with mathematical sentences</p> <p>Regrouping or borrowing</p> <p>Use of the number line</p> <p>Subtraction of two-place numbers, three-place, and so forth</p> <p>Subtraction from a series of zeros</p> <p>Subtraction of easy fractions and decimals</p> <p>Subtraction problems in life situations</p> | <p>IV DEVELOPING THE BASIC MATHEMATICAL PROCESSES IN MULTIPLICATION (cont.)</p> <p>Multiplication with one-place, two-place, and three-place numbers</p> <p>Multiplication of easy decimals and denominate numbers</p> <p>Applying multiplication facts to word problems</p> <p>Applying multiplication facts to life situations</p>  |
| <p>II DEVELOPING THE BASIC MATHEMATICAL PROCESSES IN ADDITION</p> <p>Set union</p> <p>Use of the number line</p> <p>Addition combinations</p> <p>Commutative property</p> <p>Associative property</p> <p>Addition with two-place numbers, three-place, and so forth</p> <p>Carrying</p> <p>Columnar addition</p> <p>Addition of denominate numbers</p> <p>Addition of easy fractions and decimals</p> <p>Applying addition facts to word problems</p> <p>Addition problems in life situations</p> | <p>IV DEVELOPING THE BASIC MATHEMATICAL PROCESSES IN MULTIPLICATION</p> <p>Multiplication as repeated addition</p> <p>Multiplication combination</p> <p>Multiplication algorithm</p> <p>Use of number line in multiplication</p> <p>Property of 0 and of 1 as multipliers</p> <p>Multiplication by 10's and 100's</p>   | <p>V DEVELOPING THE BASIC MATHEMATICAL PROCESSES IN DIVISION</p> <p>Division as repeat subtraction</p> <p>Division as set participation</p> <p>Division as inverse of multiplication</p> <p>Use of the number line in division</p> <p>Property of one as a divisor</p> <p>Impossibility of dividing by zero</p> <p>New method of division with one-place and two-place divisors</p> <p>Remainders</p> |



# SCOPE AND SEQUENCE FOR MATHEMATICS SKILLS

<p><u>Grade 7 (cont.)</u></p> <p>V DEVELOPING THE BASIC MATHEMATICAL PROCESS IN DIVISION (cont.)</p>	<p>VIII MEETING MATHEMATICAL NEEDS IN THE HOME, IN THE SCHOOL, AND IN THE COMMUNITY</p>	<p>XI GAINING A PRACTICAL KNOWLEDGE OF BANKING</p>
<p>Applying division facts to word problems</p> <p>Applying division facts to life situations</p>	<p>Everyday experiences with numbers</p> <p>Mathematical communication</p> <p>Mathematics in school living</p>	<p>Money management</p> <p>Purposes of banking</p> <p>Savings accounts</p> <p>Checking accounts</p> <p>Safe deposit boxes</p> <p>Travelers' checks</p> <p>Loans</p>
<p>VI MAKING PRACTICAL APPLICATIONS OF QUANTITATIVE ABILITIES</p>	<p>Mathematics in family living</p> <p>Mathematics in community living</p>	<p><u>Grade 10</u></p> <p>XII REVIEWING MATHEMATICAL SKILLS</p>
<p>Awareness of time</p> <p>Recognition of money</p> <p>Use of linear measurement</p> <p>Recognition of liquid and dry measure</p> <p>Use of weight in life situations</p> <p>Speed in life situations</p> <p>Recognition of geometric shapes</p> <p>Reading temperature</p> <p>Problem-solving devices</p>	<p><u>Grade 9</u></p> <p>IX EXTENDING MATHEMATICAL CONCEPTS AND SKILLS</p> <p>Reviewing mathematical processes</p> <p>Solving money problems</p> <p>Solving word problems</p> <p>Communicating in mathematical terms</p> <p>Taking temperatures</p> <p>Reviewing measurements</p>	<p>Mathematical skills needed to meet life situations</p> <p>Review of mathematical processes</p> <p>Practical applications of quantitative abilities</p>
<p><u>Grade 8</u></p> <p>VII REVIEWING THE BASIC MATHEMATICAL PROCESSES</p>	<p>X APPLYING MATHEMATICAL PROCESSES TO VOCATIONAL NEEDS AND WISE USE OF LEISURE TIME</p>	<p>XIII PRACTICING MATHEMATICAL SKILLS NEEDED IN DAILY LIFE</p>
<p>Number lines, number terms, and number concepts</p> <p>Addition and subtraction</p> <p>Multiplication and division</p> <p>Easy fractions, decimals, and percentages</p> <p>Dollars and cents</p> <p>Word problems in life situations</p>	<p>Monetary aspects of a job</p> <p>Computational skills and the world of work</p> <p>Mathematics in leisure time activities</p>	<p>Keeping a daily schedule</p> <p>Buying food and clothing</p> <p>Buying, owning, and operating a car</p> <p>Renting a house and buying furniture</p> <p>Looking for a job</p> <p>XIV ASSESSING COMPUTATIONAL SKILLS FOR JOB ANALYSIS</p> <p>Wages</p> <p>Deductions</p> <p>Cost of a job</p> <p>Benefits</p> <p>Insurance</p> <p>Income tax</p> <p>Forms</p>

# SCOPE AND SEQUENCE FOR MATHEMATICS SKILLS

<p><u>Grade 11</u></p> <p>XV REVIEWING, EXPANDING, AND UTILIZING COMPUTATIONAL KNOWLEDGE AND SKILLS</p> <p>Review of fundamentals Knowledge of concepts and vocabulary of mathematics Principles of measurement Principles of time Principles of money</p> <p>XVI RELATING MATHEMATICAL KNOWLEDGE TO INDEPENDENT ADULT LIVING</p> <p>Reading and reporting information in figures Management of money Purchasing Banking Investment of money Interest</p> <p><u>Grade 12</u></p> <p>XVII DEVELOPING AN UNDERSTANDING OF FINANCIAL PROBLEMS INVOLVED IN EARNING A LIVING FOR SELF AND FAMILY</p> <p>Family expenses Household operations Home improvements Automobile ownership Vacations</p>	<p>XVIII USING MATHEMATICAL SKILLS CONTRIBUTING TO SOCIAL GROWTH</p> <p>Senior activities Spending on dates Leisure-time Personal expenses</p> <p>XIX SOLVING PRACTICAL PROBLEMS</p> <p>Cash purchases Sales and discounts Money orders, savings, and checking accounts Loans</p> <p>XX GAINING IN VOCATIONAL COMPETENCE</p> <p>Income Deductions Budgets Personal allowances Investments Income tax Insurance Income dispersions Social Security Pensions Retirements Forms</p>
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SCOPE AND SEQUENCE FOR  
SOCIAL STUDIES SKILLS  
Grades 7-12

<u>Grade 7</u>		<u>Grade 8</u>	<u>Grade 9</u>
I DEVELOPING SELF- REALIZATION	IV UNDERSTANDING HOW GEOGRAPHY AFFECTS OUR CULTURE (cont.)		VIII LEARNING ABOUT AND UNDERSTANDING THE WAY OF LIFE OR PEOPLE OF OTHER NATIONS
Self-knowledge	environment in which they live		The world beyond the range of vision
Self-respect	Effect of travel and transportation on people		An individual's problems in relation to the world's setting
Relationships with others	Interdependence		A study of the people of other lands who have contributed to the growth of Los Angeles
Code of values			
II UNDERSTANDING AND ADJUSTING TO THE CONTEMPORARY SCENE	V BECOMING A RESPON- SIBLE CITIZEN		IX GETTING ACQUAINTED WITH OCCUPATIONAL OPPORTUNITIES AND DEVELOPING ECONO- MIC EFFICIENCY
School environment	A good citizen and his school		Planning a future
School procedures	A good citizen and his community		Self-evaluation in the world of work
School personnel	A good citizen and his country		Workers in the neighborhood
III RECOGNIZING THE VALUE, FUNCTION, AND RESPONSIBILITY OF THE FAMILY IN RELATIONSHIPS WITH SCHOOL, CHURCH, COMMUNITY, STATE, AND NATION	VI BECOMING AWARE OF HISTORICAL EVENTS AND APPRE- CIATING THE AMERICAN WAY OF LIFE		
The family	Knowledge, acceptance and support of our forebears' great ideas and goals		X MAKING WISE USE OF LEISURE TIME
Appreciation of family	Democracy as a way of life today		Use of leisure time
Family and school			The individual and leisure time
Church or temple			
Community			
State			
Nation			
IV UNDERSTANDING HOW GEOGRAPHY AFFECTS OUR CULTURE	VII APPRECIATING MAN'S NEED FOR SECURITY AND PEACE; UNDER- STANDING THE ROLE OF THE UNITED NATIONS		
Importance of geography	Interdependence of individuals		
People and their relationships to the	Interdependence of nations		
	The United Nations		

# SCOPE AND SEQUENCE FOR SOCIAL STUDIES SKILLS

## Grade 10

- XI UNDERSTANDING THAT MAN IS THE MASTER OF HIS HOME, THE EARTH

The constantly moving earth  
 Measurement of time day and night  
 The four seasons  
 Conservation and regulation of nature  
 The "tools" of geography  
 The earth's surface  
 The earth's resources

- XII APPRECIATING THE MANY GROUPS THAT ATTEMPT TO DEVELOP A BETTER WORLD FOR MAN

All men are divided into racial groups  
 Every American traces his origin to a foreign shore  
 Man's religious groups  
 Ignorance and fear breed intolerance groups  
 Voluntary citizenship and membership groups

- XIII RECOGNIZING THAT EACH MAN PERSONALLY SEEKS A BETTER LIFE

Development of financial security  
 Development of a social life

## Grade 11

- XIV BECOMING AWARE OF HOW MAN'S CURIOSITY STIMULATES PROGRESS

Discovery and cooperation  
 Exploration leads to today  
 Machinery and the better life  
 Modernization through electricity  
 Man's use of the engine  
 Air and space flight and the future  
 The infancy of science technology

- XV RECOGNIZING AMERICAN CHARACTERISTICS AND CUSTOMS AND HOW THEY DEVELOPED AS MEN SOUGHT BETTER LIVING CONDITIONS

Colonial origins of the American tradition  
 American customs from our forefathers  
 The developing Americans  
 Growth in nation's size and heritage  
 The developing American tradition  
 Founding of Los Angeles by Mexican Americans  
 Problems of the growing West

- XVI LEARNING HOW AMERICA HAS GROWN STRONGER BY ITS ATTEMPTS TO SETTLE DIFFERENCES OF OPINION THROUGH GOVERNMENT AND LAW

Revolutionary overthrow of English colonial government  
 Our continuing weaknesses  
 Survival of American life

## Grade 12

- XVII RECOGNIZING THAT AMERICANS WORK TOWARD A BETTER LIFE, USING LEISURE-TIME ENTERTAINMENT

Education for daily living  
 Profitable use of leisure-time

- XVIII RECOGNIZING HOW MEN'S LIVES ARE INFLUENCED BY RULES AND REGULATIONS WRITTEN IN AN EFFORT TO CREATE PEACEFUL LIFE

Juvenile laws  
 Business laws  
 Personal liability  
 Public safety laws  
 Criminal laws  
 Our court system



# SCOPE AND SEQUENCE FOR SOCIAL STUDIES SKILLS

## Grade 12 (cont.)

### XIX UNDERSTANDING THAT EACH MEMBER OF THE FAMILY UNIT HAS AN OBLIGATION TO SAVE AND TO EXPEND FAMILY FINANCES

Establishing a "stand-  
ard of living"

Budgeting for neces-  
sary expenditures,  
emergencies, and  
future needs

Credit ratings

Money's purchasing  
power

A variety of savings  
devices

### XX DEVELOPING AN APPRECIATION FOR MAN'S EFFORTS TO ADJUST TO SOCIAL LIFE

Dating

Mutual agreements  
prior to marriage

Marriage: a legal  
contract

Marital problems and  
compromise solutions

Family health and  
safety

SCOPE AND SEQUENCE FOR  
SCIENCE SKILLS  
Grades 7-12

<p><u>Grade 7</u></p> <p>I HOW DOES SCIENCE DO IT?</p> <p>Science and you Science and the knowledge bank Science tools and measure</p>	<p>V HOW DOES NATURE SUPPORT LIVING THINGS?</p> <p>The earth's crust Adaptation to environment Balance in nature and conservation</p>	<p>VIII WHAT IS LIFE? (cont.)</p> <p>Harmful effects of some things on the human body Continuation of living things by reproduction</p>
<p>II WHAT'S SO WONDERFUL ABOUT THE HUMAN BODY?</p> <p>Our body and how it works Food, nutrition, and digestion Growing and maturing</p>	<p>VI WHERE DOES THE EARTH BELONG IN NATURE'S SCHEME OF THINGS?</p> <p>Our place in the solar system How we learn about stars and constellations Artificial satellites and space travel</p>	<p><u>Grade 11</u></p> <p>IX WHAT DO LIVING THINGS NEED?</p> <p>Need of living things for each other in order to survive Combatting of disease First aid and safety</p>
<p>III WHO KNOWS WHAT'S HEALTHY FOR ME?</p> <p>Achieving personal health Harmful and habit-forming substances Community health services</p>	<p>VII WHY DOES THE WEATHER CHANGE?</p> <p>Our atmosphere Causes and predictions of weather changes Seasons and climate</p>	<p>X WHAT IS THE PHYSICAL WORLD LIKE?</p> <p>Changes in the weather Control of heat Effects of sound Effects of light Effects of electricity Usefulness of machines The earth and other heavenly bodies Chemistry in the home</p>
<p><u>Grade 8</u></p> <p>IV WHAT ARE LIVING THINGS?</p> <p>What it means to be alive Plants and animals Living things not easily seen</p>	<p><u>Grade 10</u></p> <p>VIII WHAT IS LIFE?</p> <p>What it means to be alive How living things stay Reaction of living things around them</p>	<p>XI WHAT ARE MATTER AND ENERGY</p> <p>Kinds and forms of energy The atom and chemical energy The atom and atomic energy</p>

# SCOPE AND SEQUENCE FOR SCIENCE SKILLS

Grade 11 (cont.)

XII HOW CAN I PLAY  
SAFE?

Home safety  
Safety away from  
home  
First aid

SCOPE AND SEQUENCE FOR  
GUIDANCE AND VOCATIONAL TRAINING SKILLS  
Grades 7-12

<p><u>Grade 7</u></p> <p><b>I UNDERSTANDING SELF AND OTHERS</b></p> <p>Identifying individual interests and abilities Participating in group activities Making new friends Developing leisure-time skills</p> <p><b>II DEVELOPING CHARACTER AND MATURITY</b></p> <p>Learning about the organization of the school Building effective work habits Responding favorably to school rules Improving the basic skills of learning Learning respect for others</p> <p><b>III UNDERSTANDING EDUCATIONAL OPPORTUNITIES</b></p> <p>Exploring new activities through the fine art or practical art electives Defining educational opportunities in junior high school Looking ahead to Grade 8 Relating subject learning to development of job skills</p>	<p><b>IV UNDERSTANDING VOCATIONAL OPPORTUNITIES</b></p> <p>Becoming acquainted with the types of jobs performed in the school by students and adults Recognizing jobs performed in the home Performing a regular work assignment in the home Learning safety regulation related to the school and home</p> <p><u>Grade 9</u></p> <p><b>V UNDERSTANDING SELF AND OTHERS</b></p> <p>Broadening personal interests Improving interpersonal skills and relationships Evaluating friendships Reviewing accomplishments to date</p> <p><b>VI DEVELOPING CHARACTER AND MATURITY</b></p> <p>Budgeting time wisely for work and play Observing rules of the community Applying the basic learning skills to on-campus job performance Developing independence and self direction; showing respect for others</p>	<p><b>VII UNDERSTANDING EDUCATIONAL OPPORTUNITIES</b></p> <p>Evaluating achievement in required courses and exploratory electives Planning for senior high school: setting tentative educational and vocational goals Looking ahead to Grade 10 Using classroom learning in an on-campus job situation</p> <p><b>VIII UNDERSTANDING VOCATIONAL OPPORTUNITIES</b></p> <p>Developing job readiness Examining nature of on-campus jobs for students; learning about occupational families in the community, and so forth Becoming acquainted with job application procedures</p> <p>Serving as a trainee in an on-campus job Observing safety regulations on the job</p> <p><u>Grade 10</u></p> <p><b>IX UNDERSTANDING SELF AND OTHERS</b></p> <p>Evaluating interests, aptitudes, goals Engaging in and contributing to group activities Making friends, being a friend, keeping friends</p>
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SCOPE AND SEQUENCE FOR GUIDANCE AND VOCATIONAL TRAINING SKILLS

<u>Grade 10</u> (cont.)	XII UNDERSTANDING VOCATIONAL OPPORTUNITIES (cont.)	XIV DEVELOPING CHAR- ACTER AND MATURITY (cont.)
X DEVELOPING CHAR- ACTER AND MATUR- ITY	Comparing on-campus and off-campus jobs Developing employable skills through occupa- tional training in an on-campus job Learning about job qualifications Making yourself accept- able for employment Experiencing the re- wards of work Reinforcing the use of safety regulations on the job Reviewing job appli- cation procedures Role-playing the job interview	Continuing service to community and family Contrasting the roles community and family leader and follower
Distinguishing between junior high school and senior high school Reinforcing effective work habits Developing rules for self-direction Applying the basic learning skills to on- campus job performance Becoming a more positive individual-- growing in self assurance Serving family and friends		XV UNDERSTANDING VOCATIONAL OPPORTUNITIES  Relating past performance to future prospects Continuing to investigate opportunities for learning beyond high school
XI UNDERSTANDING EDUCATIONAL OPPORTUNITIES	<u>Grade 12</u>	XVI UNDERSTANDING VOCATIONAL OPPORTUNITIES
Reviewing educational progress and accom- plishments to date Reappraising tentative educational and vocational goals Looking ahead to im- proving subject skills related to on-campus job	XIII UNDERSTANDING SELF AND OTHERS  Reappraising personal interests, strengths, goals, temperament Developing successful employee-employer relations Strengthening one or more leisure-time skills Reviewing the high school record	Surveying opportunities for full-time employment Locating possible jobs in business and industry Obtaining placement in a part-time off-campus job; reinforcing job skills Bargaining collective- ly through labor unions Applying for a job Keeping the job; getting ahead on the job; changing jobs Interpreting the pay check
XII UNDERSTANDING VOCATIONAL OPPORTUNITIES	XIV DEVELOPING CHAR- ACTER AND MATURITY	
Finding out about industries and businesses and jobs in the commu- nity	Relating school learning to job performance Examining growth in social maturity	