Presented are two curriculum guides written and field tested by teachers for junior and senior high school educable retarded students. In each guide behavioral objectives are set forth for basic skills (listening, speaking, reading, arithmetic, writing, environmental awareness, and consumerism), vocational competencies (attitudes, choosing a job, and job skills), social competencies (concerning self, family, school, and community), and physical skills (leisure time, body use and function, and health and safety). Entries usually contain information about age level, learning area, specific and interim objectives as well as teaching activities. Included in 12 appendices are a list of functional words and vocationally related words, and descriptions of games and activities. (CL)
Junior High Writing - 3 - Learns to spell essential words encountered in all curriculum areas.

JW3.1 When beginning a written assignment, the student will correctly spell all words required in heading his paper (e.g. subject name, his first and last name, the date, the instructor's name, grade or period, etc.) without error.

JW3.2 The student will correctly spell and write 50% of his sight vocabulary words which may include words from his curriculum areas and unit activities.

Junior High Writing - 4 - Uses phonetic and structural skills in spelling

JW4.1 When encountering a word he does not know how to spell, the student will use phonetic skills in attempting to spell the word 80% of the time. (e.g. initial and final consonants, blends, diagraphs, long and short vowels, diphthongs, silent letters, etc. See Intermediate Reading -4- and Junior High Reading 2)
Copies of this Curriculum Guide may be obtained on loan from FLRS, Exceptional Child Education, Department of Education, Tallahassee, Florida 32304

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This curriculum guide is the product of an ESEA Title VI-B grant awarded to Baker, Bradford, and Union Counties Florida for a three year period from July 1971 to June 1974. The three years corresponded roughly to the three main phases of the project.

The first involved conducting a needs assessment. The educational and occupational needs and resources of the three counties were surveyed. One of the conclusions was the need for a functional, sequential curriculum. For more information on this phase see A Systems Approach Procedure Manual For Conducting A Needs Assessment and A Summary Of Findings And Recommendations For Curriculum Development: Needs Assessment Of The Educable Mentally Retarded In Baker, Bradford And Union Counties.

During the second year; the objectives of the curriculum were written. The Curriculum Model consisted of four areas: Basic Skills, Vocational Skills, Social Competencies, and Physical Skills and four levels: Primary (CA 6-9), Intermediate (CA 10-12), Junior High (CA 13-15) and Senior High (CA 16 and older). For each area, a terminal objective was written and within each area and level several interim objectives were written. Finally, a team of teachers from the three counties, whose classes ranged from primary through secondary EMR, revised the terminal and interim objectives. These objectives were revised throughout the writing phase by the writing team and the EMR Curriculum Specialist. These objectives were published in four books (one for each level): Field Test Draft: Student Objectives for the Educable Mentally Retarded.

The third phase, which was the first year but expanded during the second year, involved field testing the objectives. A total of 38 teachers of EMR in Bradford, Columbia, and Union Counties participate in the field test. These teachers were asked to make recommendations regarding the accomplishment of the objectives for their level, meaningfulness, restate the objectives within the class, and suggest specific objectives within the class. The teachers were asked to suggest 10 objectives for each level.

(a) A daily log kept by teachers of participating students, objectives, and completion toward the objectives.

(b) A workbook in which teachers were asked to record likes, dislikes, activities, materials, and reinforcement and comments regarding the objectives.

(c) A random sample of the students to determine the objectives.

(d) The EMR Curriculum Model was used in groups and individual activities, materials, and restate the objectives for this document.
The third phase, which was begun during the second year but expanded during the third year, was field testing. A total of 38 teachers of EMR students in Alachua, Baker, Bradford, Columbia, and Union Counties were asked to participate in the field testing and 27 did participate. These teachers were asked to work with the objectives making recommendations regarding clarity, appropriateness for their level, meaningfulness, and the placement of the specific objectives within the total curriculum. Second, teachers were asked to suggest activities and materials for the accomplishment of the objectives. Feedback from the teachers was obtained through:

(a) A daily log kept by the teachers showing the objectives to be taught or evaluated, the participating students, the time spent on the objectives, and comments regarding teaching toward the objectives.

(b) A workbook in which teachers wrote the activities, materials, and resources used for each objective and comments regarding the objectives.

(c) A random sample of test items was given to some of the students to determine appropriateness of the objectives.

(d) The EMR Curriculum Specialist met with teachers in groups and individually to discuss the objectives.

On the basis of the information thus obtained, objectives were revised again, re-sequenced, added, or omitted. The activities, materials, and resources were added to the objectives for this document.
USING THE CURRICULUM GUIDE

Levels

The objectives were divided into the four levels of Primary, Intermediate, Junior and Senior High partly as a convenience to the teacher and partly as an initial step in developing a system of accountability. Much more extensive investigation and field testing would need to be conducted for the latter purpose, but the guide might serve in the meantime as an approximation of student expectation. However, as in any good testing, the student needs to be taken from where he is to as far as he can go, and recognition must be given to the different achievement levels within the student as well as within the class. Thus the teacher must not feel restricted to just one level of the curriculum guide.

Numbering of Objectives

The first letter refers to the level

- P = Primary
- I = Intermediate
- J = Junior High
- S = Senior High

The second letter or group of letters refers to a general area of learning:

- L = Listening
- Sp = Speaking
- R = Reading
- W = Writing
- A = Arithmetic, Facts and Processes
- A(M) = Arithmetic, Money
- Qt.(T) = Arithmetic, Time
- Qt.(Ms) = Arithmetic, Measurement
- E = Environmental Awareness
- V = Vocational
- S = Social

The number preceding the objective within each of these levels refers to the specific objective within that category, and the final number refers to the specific objective within each of the interim objectives. Thus PA5.4 is the fourth of the fifth interim objective (Arithmetic, Facts and Processes).

Using the Objectives

In an attempt to provide behavioral objectives, the behaviors rarely occur in isolation. Most often one activity can test more than one objective. Thus it is recommended that objective item first -- a pre-test -- or test passed the item, then activities toward that objective.

Using Activities, Materials

Field test teachers wrote and resources they used to Specific Objective. The Speech each Interim Objective for activities and materials.
were divided into the four levels of elementary, junior and senior high partly as an initial teacher and partly as an initial system of accountability. Much investigation and field testing would be for the latter purpose; but the time as an approximation. However, as in any good teacher, recognition must be taken from where we can go, and recognition must be taken from where achievement levels within the class. Thus the must be restricted to just one level of achievement levels within the class. Thus the

The number preceding the decimal refers to the interim objective within each of the general areas above.

The final number, following the decimal point, refers to the specific objective within each interim objective.

Thus PA5.4 is the fourth specific behavioral objective of the fifth interim objective of Primary Arithmetic (Facts and Processes).

Using the Objectives

In an attempt to present sequential curriculum, the behavioral objectives are fairly specific. Such specific behaviors rarely occur in isolation nor should they be taught in isolation. Most objectives can be correlated with other objectives through careful planning and selection of activities. The more familiar the user becomes with the objectives, the easier it will be to combine them.

Originally, sample test items for each objective were going to be included in the guide. These were omitted due to space and because it was the opinion of the field test teachers and Specialists that the wording of the objectives practically provide test items. Furthermore, often one activity can test several objectives. Generally, it is recommended that objectives be presented as a test item first--a pre-test--and if the student has not passed the item, then activities be conducted to instruct toward that objective.

Using Activities, Materials, and Resources

Field test teachers wrote the activities, materials, and resources they used to help students accomplish each specific objective. The Specialists combined these within each interim objective for ease of use and added additional activities and materials.
The activities vary from very specific to general suggestions depending upon the objective itself and the response of the field test teachers. Room has been provided for the user to add other activities, materials, and resources. As mentioned above, behaviors do not occur in isolation and therefore the activities suggested are generally appropriate for general objectives. The selection of activities will depend upon the needs of individual students. For example, many objectives suggest making bulletin board displays, posters, or booklets. If the student needs to develop social skills of working together and age skills of communicating with peers, a group project would be more appropriate; if he needs to develop vocational skills of working independently, a booklet would be more appropriate. If he needs to develop eye-hand coordination perhaps he should cut pictures out of magazines for the project; if he needs to develop skills in manipulating art materials and/or self-expression, he should probably draw or paint the pictures, etc. (See Appendix B - Sorting Tray for specific examples of several objectives being covered with one activity).

The commercial materials suggested are not necessarily recommended per se. They are listed only to give an idea of the type materials that can be used and similar materials produced by other companies would generally be as appropriate. In a few cases, materials regularly used by teachers were crossed-references (e.g. Steck-Vaughn: Working with Numbers at the Primary level, Be Informed Series at the Senior High level).

Recording Student

Teachers in the particular to develop a system of recording student. Eventually it is important to develop a system of recording. A small booklet listing each checking system (e.g. complete record keeping system) would be used by all teachers. Another card for each level or a for each level on the four sides square with the four goals of a student needing to develop eye-hand coordination perhaps he should cut pictures out of magazines for the project; if he needs to develop skills in manipulating art materials and/or self-expression, he should probably draw or paint the pictures, etc. (See Appendix B - Sorting Tray for specific examples of several objectives being covered with one activity).

Regardless of the system of the student's accomplishments, reinforcement will be necessary for the student to have a better understanding of what they are not ready to do.
Recording Student Accomplishments

Teachers in the participating counties are being asked to develop a system of recording objectives achieved by the student. Eventually it is anticipated that the same system would be used by all teachers. One suggestion has been a small booklet listing each objective and a three point checking system (e.g. complete acquisition of objective, occasional demonstration of skill, no success with objective yet or no exposure). Another suggestion has been a sing card for each level or a file folder with objectives for each level on the four sides. These might be arranged in a square with the four goal areas on each side and the inter and specific objectives listed under each goal area (see Individualized Reading Instruction by Frank D. Taylor et al., Love Publishing Company, Denver, Colorado, 80222, page 1 for an example of this type arrangement).

Regardless of the system used a record should be kept of the student's accomplishment of the objectives in order to avoid duplication or omission. Selected review and reinforcement will be necessary of course, but careful record keeping will eliminate the time wasting practice of having students "learning" what they already know or what they are not ready to learn.
BASIC SKILLS
Upon completion of the EMR program, the learner shall demonstrate an ability to use the basic writing, spelling, and arithmetic skills to successfully compete in the world of work. He shall also develop an awareness of his environment.

**TERMINAL OBJECTIVE**

The EMR student will exhibit proficiency in receptive and expressive language skills.

**Listening**

**GOAL**

Junior High Listening - 1 - Can listen and follow a sequence of oral directions

**JL1.1** Given a series of at least 5 oral directions, the student will follow the directions with no more than 1 incomplete or incorrect series in 5 attempts. E.g. 1) Read your recipe; 2) get out your utensils and ingredients; 3) grease your pans; 4) turn on the oven; 5) proceed with the directions on the recipe.

Junior High Listening - 2 - Can attend to orally read or spoken material for up to 30 min

**JL2.1** The student will listen to a 30 minute school program, film, orally read story, etc., without interrupting to the teacher's satisfaction.

**JL2.2** After hearing a 30 minute presentation, the student will indicate he has listened by participating in a discussion and/or by answering specific questions regarding the presentation, to the teacher's satisfaction.

Observe students during a series of activities in such a way that a series of directions be prepared students ahead of content of presentation, ask questions at the end, be able to answer questions.
EMR program the learner shall demonstrate an ability to use the basic language skills (reading, arithmetic skills) to successfully compete in the world of work. He shall also demonstrate proficiency in receptive and expressive language skills.

GOAL

TERMINAL OBJECTIVE

Listening

1. Can listen and follow a sequence of oral directions of at least 5 oral directions, the directions with no more than 1 incorrect series in 5 attempts. e.g. 1) get out your utensils and ingredients 2) turn on the oven; 5) proceed with recipe.

2. Can attend to orally read or spoken material for up to 30 minutes.

Observe students during activities such as cooking, sewing, woodworking, art projects, etc. Structure activities in such a way that students will be given a series of directions before starting.

Prepare students ahead of time by discussing general content of presentation. Inform them that you will ask questions at the end. Give a reward for being able to answer questions.

3. Can listen to a 30 minute school program, etc., without interrupting to the teacher.

A 30 minute presentation, the student by participating in a discussion specific questions regarding the teacher's satisfaction.
Junior High Listening - 3 - Can critically listen to a speech or report.

JL3.1 Following an oral presentation (e.g. book report reading, film strip, unit presentation), the student will answer four out of five questions about the presentation.

JL3.2 Following an oral presentation, the student will state at least one positive quality relevant to the presentation to the satisfaction of the teacher.

JL3.3 Following an oral presentation, the student will state at least one negative quality relevant to the presentation to the satisfaction of the teacher.

JL3.4 After listening to a presentation, the student will state whether or not he liked the presentation and why to the satisfaction of the teacher.

JL3.5 After listening to an oral presentation that is factual or which expresses an opinion, the student will state whether he has heard a presentation of fact or opinion with no more than 1 error in 3 attempts.

Discuss "opinions" per se. entitled to an opinion, we not everyone likes the same.

Give "speeches" to the class. For example: "The city sno dogs". Children should be during unit work in subject materials are factual. Di material. Front page of n Discuss T.V. programs. Ha true and which are just st
- 3 - Can critically listen to a speech or report.

If a presentation (e.g., book report or unit presentation), the student will be expected to answer questions about the presentation.

If a presentation, the student will state quality relevant to the presentation to the teacher.

If a presentation, the student will state quality relevant to the presentation to the teacher.

If to a presentation, the student will like the presentation and why to the teacher.

If to an oral presentation that is factual, the student will state whether the presentation is fact or opinion with no more attempts.

If to an oral presentation that includes an opinion, the student will state whether the presentation is fact or opinion with no more attempts.

Discuss "opinions" per se with the class. Everyone is entitled to an opinion, we often have different opinions, not everyone likes the same things, etc.

Give "speeches" to the class that are obviously opinion. For example: "The city should feed and take care of all dogs," "Children should be fed only candy," etc.

During unit work in subject areas, emphasize that these materials are factual. Discuss sources of factual material. Front page of newspaper vs. Editorial section.

Discuss T.V. programs. Have students decide which are true and which are just stories.
JI.3.7 After watching a film, T.V. show, or listening to a speaker, the student will explain whether the presentation was fact or fiction with no more than 1 error in 3 attempts.

Junior High Listening - 4 - Demonstrates, through daily behavior, courtesy in speaking and social interaction, and telephone conversation.

JI.4.1 The student will conduct himself in an appropriate manner while speaking and listening in school related situations as observed by and to the satisfaction of the teacher.

JI.4.2 During simulated telephone conversations, the student will use correct telephone procedures in answering, responding, and hanging up, to the teacher's satisfaction. (See JS7)

JI.4.3 The student will use the correct procedures in making a call using a real or simulated pay telephone to the teacher's satisfaction.

Make a bulletin board display. Note the 3 steps; 1) put dial tone 3) dial your number 4) coins until party answers. Discuss where pay phones are located.

While taking slides of real pictures of different styles, Educational Design Inc., Getting a Job Tape #1 an...
film, T.V. show, or listening to a
1. explain whether the presentation
no more than 1 error in 3 attempts.

4. Demonstrates, through daily behavior, courtesy in speaking and listening needed in daily
social interaction, and telephone conversation.

Conduct himself in an appropriate
listening in school related
and to the satisfaction of the

telephone conversations, the student
procedures in answering, re-
to the teacher's satisfaction.

Make a bulletin board display of a pay telephone.
Note the 3 steps: 1) put in dime 2) listen for
dial tone 3) dial your number. "Do not deposit
coins until party answers"

Discuss where pay phones are found in community.

While taking slides of road signs, etc., take
pictures of different styles of pay phones.

Educational Design Inc., The World of Work 2:
Getting a Job Tape #1 and Discussion Tape A
Junior High Speaking - 1 - Relates orally in front of a group

JSp1.1 After many experiences in "public speaking" in front of his classmates, the student will select and relate a story or topic of information with an acceptable degree of poise to the satisfaction of the teacher.

JSp1.2 After many experiences in "public speaking" in front of his classmates, the student will relate a story or topic of information including a definite introduction, body, and conclusion, to the satisfaction of the teacher.

JSp1.3 When presenting a talk to his classmates, the student will speak clearly with appropriate speed and volume to the satisfaction of the teacher.

Do a unit on public speaking.

3 parts. Discuss why a broker gets the audience's attention.

Discuss the topic is. Discuss that the information to be put summarizes the main idea and is finished.

Let each student give a "speech" on topics under first aid practices, etc.

During other curriculum areas, "speeches" on topics under first aid practices, etc.

Discuss volume and speed of speech.
SPEAKING

- Relates orally in front of a group

Do a unit on public speaking. Discuss that speeches have 3 parts. Discuss why a brief introduction is important to get the audience's attention and to let them know what the topic is. Discuss that the body of the speech contains the information to be put across. The conclusion summarizes the main idea and lets the audience know you finished.

Let each student give a "How To" speech.

During other curriculum areas, let individual students give "speeches" on topics under discussion - famous people, first aid practices, etc.

Discuss volume and speed of presentation.
Junior High Speaking - 2 - Uses increased and broadened vocabulary with understanding

JSp2.1 The student will have a speaking vocabulary to enable him to function in his various subject areas as observed by and to the satisfaction of the teacher.

JSp2.2 The student will have a speaking vocabulary to enable him to communicate with his peers as observed by and to the satisfaction of the teacher.

JSp2.3 The student will have a speaking vocabulary to enable him to use a telephone, ask for information, etc. to the satisfaction of the teacher.

JSp2.4 The student will have included in his speaking vocabulary at least 75 vocationally related words as indicated by using these words in sentences to the teacher’s satisfaction.
Uses increased and broadened vocabulary with understanding

I have a speaking vocabulary to enable various subject areas as observed by the teacher.

As the need arises discuss specific vocabulary deficits. Vocationally related words can be taught through content areas as they arise. Use crossword puzzles, word hunts, alphabetizing, writing sentences, etc.

Educational Design, Inc. World of Work 2: Getting a Job Tape #1 and Discussion Tape A
Junior High Speaking - 3 - Can give more complicated directions

Jsp 3.1 The student will give directions to his own house from the school clearly and sufficiently enough that the teacher could find the house using those directions.

Use giving directions as (See JSp1) "Demonstrating As student gives directions the teacher can draw a simple diagram the student explains. Is there a problem? Is not the directions are correct?"

Jsp3.2 The student will give directions from one point in the community to another (e.g. school to bank, Post Office to supermarket, etc.) clearly and sufficiently enough that another student or the teacher can follow the directions.

While working with vocational others, let students who are

Jsp3.3 The student will give multi-step directions to complete a task clearly and sufficiently enough for another student or the teacher to complete the task with those directions (See JSp1).
3 - Can give more complicated directions

II give directions to his own house and sufficiently enough that the house using those directions.

I give directions from one point in (e.g. school to bank, Post Office) clearly and sufficiently enough that teacher can follow the directions.

I give multi-step directions to and sufficiently enough for another to complete the task with those.

Use giving directions as a "public speaking" exercise. (See JSpl) "Demonstration Speeches"

As student gives directions to specific places, the teacher can draw a simple map on the board showing what the student explains. Let the class discuss whether or not the directions are correct and clear.

While working with vocational skills in the shop, kitchen etc., let students who are familiar with tasks instruct others.
Junior High Speaking - 4 - Uses acceptable English forms when speaking

JSp4.1 Presented orally with the singular form of a word which forms its plural in a regular form, the student will say the plural of that word with no more than 1 error in 10 attempts. (e.g. boy - boys; car - cars; lady - ladies; family - families, etc. Note: Some words form irregular plural when written but not when spoken e.g. lady - ladies.)

JSp4.2 Presented orally with the singular form of a word which forms its plural in an irregular manner, the student will say the plural of that word with no more than 1 error in 5 attempts. (e.g. man - men; woman - women; goose - geese; mouse - mice; person - people; deer - deer; sheep - sheep; fish - fish; calf - calves; wolf - wolves; half - halves; knife - knives; wife - wives; life - lives; etc.)

JSp4.3 Presented orally with 10 sentences, some using plurals correctly and some using them incorrectly, the student will state which are correct and which are incorrect with no more than 1 error.

JSp4.4 Orally given 10 pairs of sentences in which one member of each pair is an example of correct subject-verb agreement and one member is an example of incorrect usage, the student will state which is correct and which is incorrect with no more than 2 errors. (e.g. He drive the car. He drives the car; He ran downtown. He run downtown; I play the guitar. I play the guitar; etc.)
4. Uses acceptable English forms when speaking

- With the singular form of a word in a regular form, the student will use the word with no more than one error in boy - boys; car - cars; lady - ladies, etc. Note: Some words form the singular but not when spoken e.g.

- With the singular form of a word in an irregular manner, the student will use that word with no more than one error in man - men; woman - women; goose - geese; person - people; deer - deer; fish - fishes; calf - calves; wolf - wolves; knife - knives; wife - wives.

- With 10 sentences, some using plurals but pronouncing them incorrectly, the student will act and which are incorrect with no more

These exercises should be conducted orally. Tape recorded lessons in which students listen to pairs of sentences and write either "Yes" or "No" depending on the correctness of the statement.

Discuss grammar informally as the opportunity arises in daily activities.

A guitar; etc.)
JSp4.5 Present orally with 10 singular or plural pronouns and the present tense of a verb whose past tense is formed regularly by adding "ed", the student will say the pronoun along with the correct past tense of the verb with no more than 1 error. (e.g. Given: "I walk", Response: "I walked"; Given "They dance", Response: "They danced", etc.)

JSp4.6 Present orally with 10 singular or plural pronouns and the present tense of a verb whose past tense is formed irregularly, the student will say the pronoun along with the correct past tense of the verb with no more than 2 errors. (e.g. "We are" - "We were"; "He drives" - "He drove"; etc.)

JSp4.7 Orally given 10 sentences which indicate possession but do not use the 's form (e.g. "Those shoes belong to Sharon"), the student will change the form of the sentence to employ the 's form (e.g. "Those are Sharon's shoes") with no more than 2 incorrect responses.

JSp4.8 Orally given 10 pairs of sentences, in which one member of each pair is an example of correct pronoun usage and one member is an example of incorrect usage, the student will state which is correct and which is incorrect with no more than 2 errors. (e.g. "Look at them"/"Look at they"; "There he goes"/"There him goes"; etc.)

JSp4.9 During class discussion, the student will use acceptable English grammar, to the satisfaction of the teacher.
1. With 10 singular or plural pronouns of a verb whose past tense is formed "ed", the student will say the pronoun along with the past tense of the verb with no more than 2 errors. Given: "I walk", Response: "I walked"; Response: "He danced", etc.

2. 10 sentences which indicate possession form (e.g. "Those shoes belong to them"). Will change the form of the subject (e.g. "Those are Sharon's shoes") incorrect responses.

3. 10 pairs of sentences, in which one is an example or correct pronoun usage. Example of incorrect usage, the student correct and which is incorrect with no e.g. "Look at them". "Look at they", "him goes"; etc.)

Discussion, the student will use an and the satisfaction of the
Junior High Speaking - 5 - Makes introductions

JSp5.1 Given simulated situations (Mary will be Sue's mother etc.), the student will make proper introductions, boys to girls, students to older people, students to teacher's etc. to the teacher's satisfaction.

JSp5.2 The student will introduce visitors or new students to boys and girls during class, on school grounds, etc. and demonstrate how to properly acknowledge introductions to the teacher's satisfaction.

Junior High Speaking - 6 - Engages in social conversations and discussions

JSp6.1 The student will, to the teacher's satisfaction, engage in social conversations and discussions by participating in informal classroom conversations, showing courtesy to others by not interrupting or adding derogatory remarks, and talking in turn with discretion.

JSp6.2 The student will participate in more formal classroom conversations and discussions demonstrating poise, ease and politeness to the satisfaction of the teacher. These conversations should reflect the following standards: think before speaking, have something in mind to say, look at the person to whom you are speaking, take turns, and listen to others.
5 - Makes introductions

introduce visitors or new students in class, on school grounds, etc. and properly acknowledge introductions to the

Since this objective is included in the Intermediate level, pretest the class before covering the objective. See intermediate level for suggested activities.

Role play introduction situations. Discuss why introductions are important and when they are appropriate.

6 - Engages in social conversations and discussions

Discuss the necessity for courtesy in conversation. Role play situations in which some people are being rude. Observe students during social interactions, calling students aside for informal talk if they seem to exhibit inappropriate behavior.

Participate in more formal classroom discussions demonstrating poise, ease and faction of the teacher. These connect the following standards: think before anything in mind to say, look at the speaking, take turns, and listen to
JSp6.3 Given actual or simulated social situations, such as dances, parties, gatherings in snack shops, etc., the student will voluntarily participate in conversations to the teacher's satisfaction.
al or simulated social situations, gatherings in snack shops, etc., interactively participate in conversations.
### Junior High Reading - 1
Uses context clues to independently attack unknown words.

**01.** Given a passage to read containing one unknown word which can be identified through context (i.e., through definition, synonyms, comparison, experience, tone, or familiar expression) the student will independently identify the unknown word or supply an equally appropriate word 80% of the time. (Refer to the Intermediate Level for more detailed objectives.)

### Junior High Reading - 2
Uses phonetic skills to independently attack new words.

**02.1** Given passages to read containing unknown words the student will use phonetic word attack skills to attack new words 90% of the time. (e.g., sound blending, common word endings, initial and final consonants, word blends, diphthongs, long and short vowels, silent letters, etc. See Intermediate Reading 4.)

**02.2** Given consonants having hard and soft sounds (e.g., c and g) the student will name at least two words beginning with each sound, e.g., call and cat, cent and gin.

**02.3** Given written words containing a silent K before r, b after m, one at the end of one syllable words containing another vowel, the student will identify 80% of the silent letters.

---

As the teacher observes an evaluation of their, they could work together, try using recorded lessons, and as a result their speaking skills. If there are several students, assign them different activities such as the Intermediate Level for more practice.
It is important to develop proficiency in reading skills that will provide a basis for future learning. Students need to develop their ability to independently attack new words. They should be encouraged to use context clues to figure out unknown words.

As students read in everyday assignments, encouraging a comparison between words and context clues will help them identify unknown words more independently. To the Intermediate Level for more specific objectives and activities, see the Intermediate Level. For specific deficits in word attack skills at this level, students should be evaluated. If there are several students with similar problems, they could work together in a small group.

Scholastic Book Services, Action Kit, Word Attack Skills, Barnet-Loft-Using the Context, Levels B and C.
JR3.1 Given passages to read containing unknown words, the student will use structural analysis to attack new words 90% of the time. (e.g. plurals, compound words, prefixes and suffixes, past tenses, possessives, contractions, syllabication, etc. See Intermediate Reading - 5.

JR3.2 The student will independently write a word in the past tense by adding d or ed without changing the word with 90% accuracy. See JSp4.5

JR3.3 The student will form the past tense of 10 words which require changing y to i or f to v before adding ed with 70% accuracy.

JR3.4 The student will form the plural of 10 words which require changing y to i before adding es or changing f to v before adding es with 70% accuracy. See JSp4.2

JR3.5 The student will double the final consonant of 10 words before adding an ending with 80% accuracy.

JR3.6 The student will count the number of syllables in 10 spoken multi-syllable words with 90% accuracy.
3 - Uses structural analysis to independently attack new words

- To read containing unknown words, structural analysis to attack new e. (e.g., plurals, compound words, s: past tenses, possessives, ication, etc. See Intermediate

- Independently write a word ending d or ed without changing the cy. See JSp4.5

- Form the past tense of 10 words ng y to i or f to v before adding

- Form the plural of 10 words which are adding es or changing f accuracy. See JSp4.2

Individual recorded lessons with accompanying work sheets.

Small group work with those students having the same problem.

Prefixes, suffixes, multi-syllabic words, etc. Divide group into two teams for a relay. Give each student a dictionary. Instruct the class to look for words with specific characteristics such as: 3-syllable words, with particular prefixes or suffixes, etc. The team with the most words in a time limit wins.

Discuss the meanings of specific prefixes.

Bulletin board using a train to illustrate suffixes.

For irregular plurals and word endings do oral exercises for students to hear the differences. Let them guess at the spelling. Then show the spelling and discuss the rule.

Call out words to students. Let them guess the number of syllables. Write the words on the board on a ditto. Tell students what their guesses were and give them opportunity to change their mind. Then let them try
JR3.7 The student will identify the accented syllable of 10 spoken multi-syllable words with 80% accuracy.

JR3.8 The student will divide 10 written two-syllable words between double consonants or before a single consonant between two vowels with 70% accuracy.

JR3.9 The student will use structural clues to independently read two-syllable words which conform to the structural kills thus far acquired, with 75% accuracy.

JR3.10 The student will independently use contractions in reading and writing with 90% accuracy. (See Intermediate Reading - IR5.14, IR5.15).
I identify the accented syllable words with 80% accuracy.

I divide 10 written two syllable consonants or before a single vowel with 70% accuracy.

I use structural clues to syllable words which conform to the Far acquired, with 75% accuracy.

I independently use contractions with 90% accuracy. (See IR5.14, IR5.15).
Junior High Reading - 4 - Reads with comprehension on a level commensurate with his age (by his mental age)

<table>
<thead>
<tr>
<th>JR4.1</th>
<th>Given three paragraphs on his instructional level, the student will skim each paragraph to find a specific idea in 4 out of 5 attempts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>JR4.2</td>
<td>Given a selection of material on his instructional reading level, the student will correctly answer 8 out of 10 questions regarding specific details.</td>
</tr>
<tr>
<td>JR4.3</td>
<td>Provided with a short story on his instructional reading level, the student will arrange 5 statements of the story in sequence with no more than 1 incorrect sequence in 5 attempts.</td>
</tr>
<tr>
<td>JR4.4</td>
<td>Provided with a short story or non-fictional material on his instructional reading level, the student will correctly answer questions regarding the main idea 80% of the time.</td>
</tr>
<tr>
<td>JR4.5</td>
<td>Given a short or non-fictional material on his instructional reading level, the student will summarize the content to the satisfaction of the teacher 80% of the time.</td>
</tr>
<tr>
<td>JR4.6</td>
<td>Given two non-fictional books on his instructional reading level, the student will make comparisons between the two books to the teacher's satisfaction.</td>
</tr>
</tbody>
</table>

During reading in class with students by discussing in groups, have them skim paragraphs in a contest.

In sequencing, give students material at first. Talk about real news articles and newspaper headlines.

Discuss the main idea of the text and real news articles. An example headline should be: "Barnell-Loft, Getting the Facts."
4 - Reads with comprehension on a level commensurate with his ability (as approximately determined by his mental age). 

- Reads with comprehension on a level commensurate with his ability (as approximately determined by his mental age).

- Each paragraph to find a specific attempt.

- Each paragraph to find a specific attempt.

- During reading in content areas, preview reading material first.

- Have them skin paragraphs for specific information. 

<table>
<thead>
<tr>
<th>Instructional Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each paragraph to find a specific attempt.</td>
</tr>
<tr>
<td>During reading in content areas, preview reading material first.</td>
</tr>
<tr>
<td>Have them skin paragraphs for specific information.</td>
</tr>
</tbody>
</table>

- Regarding material on his instructional level, the student will correctly answer questions regarding specific details.

- In sequencing, give students sentences verbatim from material at first. Then move to summary statements.

- Discuss the main idea in terms of newspaper headlines or real news articles and let students guess what the headline should be. Then compare to original as presented.

- a short story or non-fictional reading level, the student will arrange 5 statements of a short story on his instructional level, with no more than 1 incorrect.

- a short story on his instructional level, the student will arrange 5 statements of a short story or non-fictional material on his instructional level, with no more than 1 incorrect.

- Barnell-Lofft, Getting the Main Idea, Locating the Facts. 

- I books on his instructional level, the student will summarize satisfaction of the teacher 80% of the time.

- I books on his instructional level, the student will make comparisons to the teacher's satisfaction.
Junior High Reading - 5 - Learns alphabetizing as it pertains to dictionary and telephone book.

JR5.1  Given a set of at least 10 words with initial letters different, the student will alphabetize them with 90% accuracy.

JR5.2  Given a set of at least 10 - 15 words with the initial letter the same, the student will alphabetize them with 80% accuracy.

JR5.3  The student will locate 10 sight words in the dictionary, with 90% accuracy.

JR5.4  The student will locate in a simple dictionary and read the meaning of 10 words selected from the Dolch list.

JR5.5  The student will indicate understanding of 5 words located in the dictionary by using those words in a sentence with 80% accuracy.
5. Learns alphabetizing as it pertains to dictionary and telephone directory use.

- If at least 10 words with initial will alphabetize them with
- If at least 10 - 15 words with the, the student will alphabetize
- Will locate 10 sight words in the accuracy.
- Will locate in a simple dictionary of 10 words selected from the Dolch
- Will indicate understanding of 5 words onary by using those words in a accuracy.

Chalkboard Relays: Divide class or group into teams.
Give each student a dictionary. The task is to write alphabetical order, one word for each letter of the alphabet. Variation: Teacher chooses a letter such Students must alphabetize by the second letter. Team has the most "a" words in alphabetical order within limit wins.

Telephone Book and Dictionary Drills.

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Lowe Publishing Company, Individualized Reading Instructional Games and Activities

Frank Richards, Jobs from "A" to "Z"
JR5.6 Given a local telephone directory, the student will locate the number of the following agencies: hospital, police department, fire station, grocery store, without error.

JR5.7 Given a list of at least 10 names of friends or relatives listed in the local directory, the student will locate the correct numbers with 90% accuracy.
telephone directory, the student of the following agencies:
tment, fire station, grocery store,

If at least 10 names of friends or the local directory, the student willbers with 90% accuracy.
JR6.1 The student will read with comprehension at least 50 words or phrases relating to protection and direction (see Functional Words in Appendix A).

JR6.2 Given written instructions for completion of a class assignment on his independent reading level, the student will complete the assignment following the correct procedure 90% of the time.

JR6.3 Given labels for clothing, food containers, household or garden chemicals, etc., the student will identify the label and state what it means to the teacher's satisfaction.

JR6.4 Given a set of directions on his independent reading level (e.g. for a recipe, constructing a model, sewing a dress, repairing a simple machine), the student will follow the correct procedures for the completion of the task to the satisfaction of the teacher.

Take slides of common words or phrases relating to protection and direction.

Make bulletin board classified ads, etc.

Make flash cards usable for word study.

Let students pick it up and use it.

Observe students with difficulty in this area.

Give more support and instruction for this area.

Make instructions for experiments. Some necessary.

Make crossword puzzles.
Reads for protection and direction

| 6. | Take slides of community signs |
| 7. | Make bulletin boards using common labels, words for classified ads, etc. |
| 8. | Make flash cards using more difficult words. |
| 9. | Let students pick a phrase from cards and tell where it would be found, what it means, why it is important. |
| 10. | Observe students while reading and following instructions. Give more support and instruction to those who have difficulty in this area. Find or write easier instructions for them to start with. |
| 11. | Make instructions sheets for craft project science "experiments." Simplify instructions for recipes if necessary. |
| 12. | Make crossword puzzles and word hunts. |

Barnell-Loft, Following Directions
JR7.1 The student will read at least 50 words or phrases relating to vocations in the areas of auto repair, food service, domestic service, child care, farm service, wood working, plumbing, and other general vocationally related words (See Vocationally Related Words in Appendix A).

JR8.1 Following discussion of the purpose of newspapers and magazines the student will locate and read news items, sporting events, weather, television schedules, entertainment want ads, etc., to the satisfaction of the teacher.

JR8.2 Provided with a variety of newspapers and magazines, the student will demonstrate ability to use magazines and newspapers as a resource for reading arithmetic, social studies, sports, ideas for stories, etc., to the satisfaction of the teacher.

JR8.3 The student will demonstrate to the teacher's satisfaction his ability to read menus by placing food orders in simulated or real situations.
7 - Has a vocational sight vocabulary

- Read at least 50 words or phrases in the areas of auto-repair, food service, child care, farm service, wood and other general vocationally related.

While studying specific vocational areas, make vocabulary lessons as the need arises. This objective should be used in conjunction with other vocationally related objectives. (See JR6).

8 - Reads a variety of materials for living (See JV13)

Provide newspaper magazines for students to browse during "free" time. Discuss the kinds of information that can be found in newspapers. Have newspaper drills.

- Catalogs - Discuss why catalogs are convenient.

- Chalkboard Relays - Divide class into two teams. Give each team a catalog. Have them list as many different kinds of things as they can. Variation: See which team can find the most expensive item within a time limit.

- Give students the task of spending $100.00 for camping equipment, school clothes, etc.

- Let students make menus

JR8.4 The student will read catalogs and fill in order blanks including size, price, tax, and postage for imaginary ordering (such as clothing or Christmas presents) to the satisfaction of the teacher.
will read catalogs and fill in order
e, price, tax, and postage for
such as clothing or Christmas
satisfaction of the teacher.
Junior High Reading - 9 - Reads a variety of materials for enjoyment

JR9.1 In a "free time" situation, the student will choose some reading material such as books or magazines twice in a six-week period.

JR9.2 After independent reading either at home or at school, the student will voluntarily share something he has read with the teacher, class or classmate once in a six-weeks period.

Junior Reading - 10 - Can express an opinion concerning written material

JR10.1 After reading a selection of material at his independent reading level, either of his own choosing or the teacher's, the student will express either a positive or negative opinion and explain why he feels the way he does to the satisfaction of the teacher.

Set up a shelf or a section for low level reading material.

When students are finished reading section as one activity rest of the period.

Provide a time when students can share with the class.

Xerox, Pals Paperbacks, Pacemaker Story Books, Scholastic Book Services.

See JL3 and JR9

Scholastic Book Services.
9 - Reads a variety of materials for enjoyment

In this situation, the student will read material such as books or magazines during an assigned period.

Entire reading either at home or at school voluntarily share something with the teacher, class or classmate once

Set up a shelf or a section of the room with interesting low level reading materials, magazines and newspapers.

When students are finished with their homework or assigned reading section as one activity they may choose for the rest of the period.

Provide a time when students can share what they've read with the class.

Xerox: Pals Paperbacks, Know Your World - Fearon Publishers, Pacemaker Story Books, Classics, and True Adventures
Scholastic Book Services: Action Libraries

10 - Can express an opinion concerning written material

A selection of material at his own level, either of his own choosing or assigned will express either an opinion and explain why he feels satisfaction of the teacher.

See JL3 and JR9

Scholastic Book Services: Action Kit - Unit Workbooks
Junior High Writing - 1 - Writes, in a clear, legible cursive writing

JW1.1 The student will write cursive in all assigned tasks unless otherwise specified.

JW1.2 The student will write legibly enough that the teacher and at least two others (other teachers, principal, students, etc.) can read his writing without difficulty.

Observe students writing some students have a part of the Intermediate level for
WRITING

1. Writes in a clear, legible cursive writing

11 write cursive in all assigned specified.

11 write legibly enough that the two others (other teachers, c.) can read his writing without

Observe students writing in everyday exercises. If some students have a particular deficit in this skill the Intermediate level for more specific objectives.
Junior High Writing - 2 - Uses adequate punctuation, capitalization, and common abbreviations.

JW2.1 When writing sentences, the student will place proper punctuation marks at the end of the sentences with 90% accuracy.

JW2.2 When writing dates, series of names or words, names of cities, and states, the student will place the commas in the proper positions with 80% accuracy. (See JV19.3)

JW2.3 The student will begin each sentence with a capital letter with 90% accuracy.

JW2.4 When presented with a paragraph with capitalization omitted from names, and titles, months, days of week, city, state, the student will correct it with 80% accuracy.

JW2.5 The student will use the proper abbreviations when writing the months, days of the week, familiar states, and United States of America with 90% accuracy. (See JA(T), JV19)
2 - Uses adequate punctuation, capitalization, and common abbreviations for his needs

End Punctuation: Observe students writing in everyday work noting punctuation at the ends of sentences. If students have a deficit in this area see the Intermediate level.

Commas and Capitalization: Give students paragraphs from newspapers (News For You, You and your world, know your etc.) Instruct them to circle commas or capital letters. Discuss why either was used in each case. Make recorded lessons.

Abbreviations: At the same time the spelling of these are taught, teach the abbreviations as spelling words. matching exercises like concentration. Make recorded Have students "decode" abbreviations used in classified ads. Have a chalkboard relay in which students write many abbreviations as they can within a time limit.

Love Publication Company, Individualized Reading Instruction - Games & Activities

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Junior High Writing - 3 - Learns to spell essential words encountered in all curriculum areas.

JW3.1 When beginning a written assignment, the student will correctly spell all words required in heading his paper (e.g. subject name, his first and last name, the date, the instructor's name, grade or period, etc.) without error.

JW3.2 The student will correctly spell and write 50% of his sight vocabulary words which may include words from his curriculum areas and unit activities.

Junior High Writing - 4 - Uses phonetic and structural skills in spelling.

JW4.1 When encountering a word he does not know how to spell, the student will use phonetic skills in attempting to spell the word 80% of the time. (e.g. initial and final consonants, blends, digraphs, long and short vowels, diaphongs, silent letters, etc. See Intermediate Reading -4- and Junior High Reading 2)

Use crossword puzzles, word games, teaching sight vocabulary.
<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Junior High Language: Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learns to spell essential words encountered in all curriculum areas and unit activities.</td>
<td></td>
</tr>
<tr>
<td>Learn to spell essential words encountered in all curriculum areas and unit activities.</td>
<td></td>
</tr>
<tr>
<td>Use crossword puzzles, word hunts, etc. See activities teaching sight vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Correctly spell and write 50% of words which may include words from unit activities.</td>
<td></td>
</tr>
<tr>
<td>Uses phonetic and structural skills in spelling.</td>
<td></td>
</tr>
<tr>
<td>Give students spelling lessons that emphasize these particular skills. Make recorded lessons for skills that majority of the students lack.</td>
<td></td>
</tr>
<tr>
<td>Give students spelling lessons that emphasize these particular skills. Make recorded lessons for skills that majority of the students lack.</td>
<td></td>
</tr>
</tbody>
</table>

| 62 | 63 |

-29-
JW4.2 When encountering a word he does not know how to spell, the student will use structural analysis to spell the word 80% of the time. (e.g. plurals, compound words, prefixes and suffixes, past tenses, possessives, contractions, syllabication, etc. See Intermediate Reading - 5 - and Junior High Reading - 3)

Junior High Writing - 5 - Understands the meaning and use of words he writes

JW5.1 Given words from his basic vocabulary the student will state their meaning and use them correctly in a sentence, 90% of the time.

JW5.2 Given an incomplete story, the student will provide the ending, spelling words correctly and showing proper meaning of the words in his solution, to the teacher's satisfaction.
ing a word he does not know how will use structural analysis to the time. (e.g. plurals, compound affixes, past tenses, possessives, ation, etc. See Intermediate or High Reading - 3)

5 - Understands the meaning and use of words he writes

From his basic vocabulary the student and use them correctly in a time.

If the teacher observes students misusing basic vocabulary words, these should be pointed out and discussed.

Complete story, the student will provide words correctly and showing proper his solution, to the teacher's
Junior High Writing - 6 - Can write a paragraph

JW6.1 The student will state the meaning of "paragraph" to the satisfaction of the teacher.

JW6.2 Given a topic sentence, the student will correctly write a paragraph containing three to five sentences to the teacher's satisfaction.

Junior High Writing - 7 - Uses writing as a form of response

JW7.1 Given a written test involving completions, true and false, essay, and multiple-choice items, the student will respond correctly to the appropriate item with 90% accuracy.

JW7.2 After reading a story or a poem, the student will write a brief summary of that story or poem to the teacher's satisfaction.

Discuss the meaning and provide students examples of good. Good. Give students two run together. Let them do. Teach paragraph writing to sentences such as: Every job interview: It is important that plants are poisonous to t

Observe students while they seem to understand a part and discuss the problem. Make it a point to give's during testing situations. See JW6
Can write a paragraph

- **State the meaning of "paragraph"**
  - The teacher.
  - The sentence, the student will correctly writing three to five sentences action.

- **Discuss the meaning and purpose of a paragraph.**
  - (Give students examples of good paragraphs and discuss why they are good.)
  - Give students two distinct paragraphs that have run together.
  - Let them decide where the division should be.

- **Teach paragraph writing through content areas.**
  - Give students sentences such as: Everyone should know how to dress for a job interview, it is important to learn to be on time; plants are poisonous to touch; etc.

- **Uses writing as a form of response.**
  - Test involving completions, true multiple choice items, the student to the appropriate item with 90%.

  - Story or a poem, the student will that story or poem to the teacher's

| 66 | 67 |
Junior High Writing - 8 - Writes a simple, business letter. (See Intermediate Writing - JW8.1)

JW8.1 The student will address 3 envelopes for friendly and/or business letters with no more than 1 error per envelope.

JW8.2 The student will write one each of the following business letters using proper form in punctuation, and spelling: 1) Complaint, 2) for information, 3) to order.

Have the students order from magazines and comic books situations that would require a complaint. (See JW8)
- Writes a simple business letter. (See Intermediate Writing - 8 - Writes a simple friendly letter)

address 3 envelopes for friendly with no more than 1 error per

write one each of the following proper form in punctuation, and 2) for information, 3) to

Have the students order free or inexpensive items advertised in magazines and comic books. Give the students simulated situations that would require writing for information or complaint. (See IW8)
Terminal Objective

The E.R. Learner will demonstrate functional arithmetic skills necessary for practical industry.

Junior High Arithmetic (Facts) - 1 - Has a vocationally related arithmetic sight vocabulary.

JH.1.1 The student will correctly read and explain the meaning of at least 5 of the following words:

<table>
<thead>
<tr>
<th>add</th>
<th>deposit</th>
<th>more</th>
<th>signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>average</td>
<td>divide</td>
<td>multiply</td>
<td>statement</td>
</tr>
<tr>
<td>balance</td>
<td>endorsement</td>
<td>number</td>
<td>subtotal</td>
</tr>
<tr>
<td>borrow</td>
<td>expenses</td>
<td>o'clock</td>
<td>sum</td>
</tr>
<tr>
<td>check</td>
<td>finance</td>
<td>per</td>
<td>tablespoon</td>
</tr>
<tr>
<td>checking</td>
<td>foot</td>
<td>percent</td>
<td>tax</td>
</tr>
<tr>
<td>coins</td>
<td>gallon</td>
<td>price</td>
<td>teaspoon</td>
</tr>
<tr>
<td>cost</td>
<td>inch</td>
<td>quantity</td>
<td>total</td>
</tr>
<tr>
<td>credit</td>
<td>income</td>
<td>quart</td>
<td>unit</td>
</tr>
<tr>
<td>cup</td>
<td>interest</td>
<td>rate</td>
<td>withdrawal</td>
</tr>
<tr>
<td>currency</td>
<td>less</td>
<td>savings</td>
<td></td>
</tr>
<tr>
<td>debit</td>
<td>loan</td>
<td>service charge</td>
<td></td>
</tr>
<tr>
<td>meter</td>
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</tr>
</tbody>
</table>

These words are not intended as an isolated lesson. They are used in conjunction with other lessons throughout the year. Employ techniques used for vocabulary and spelling such as Word Puzzles and Word Hunts.

Junior High Arithmetic (Facts) - 2 - Writes number words (See JW3)

JH.2.1 The student will write any number word one through one hundred with 90% accuracy.

Make crossword puzzles with students, make their own and scramble them.

Give numbers scrambled and scramble them.

Spelling bees with number words...
APRITICAL

Terminal Objective

demonstrate functional arithmetic skills necessary for practical independent living in society

ic (Facts) - 1 - Has a vocationally related arithmetic sight vocabulary

ill correctly read and explain the 25 of the following words:

- more
- multiply
- number
- o'clock
- per
- percent
- price
- quantity
- quart
- rate
- savings
- service charge
- signature
- statement
- subtotal
- sum
- tablespoon
- tax
- teaspoon
- total
- unit
- withdrawal

These words are not intended to be taught as an isolated lesson. They are meant to be covered in conjunction with other lessons and checked off throughout the year.

Employ techniques used for teaching sight vocabulary and spelling such as crossword puzzles and Word Puns.

ic (Facts) - 2 - Writes number words (See JW3)

ill write any number word one through accuracy.

- Make crossword puzzles with number words. Let the students make their own and trade with each other.
- Give numbers scrambled and have the students unscramble them.
- Spelling bees with number words.

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Practice spelling words by having each student give one letter of a number word. Spell the numbers consecutively. First student says "0", next says "N" next says "E", next says "T", next says "W", next says "O", etc. If a person misses he is out. Divide class into two teams. The first team with three out loses.

Number Scrabble-- Place small paper squares with numbers on them in a box or can, etc. Students draw out four numbers each. Then in turn they spell their numbers on a blank grid following Scrabble rules. For scoring, assign a numerical value for each letter of the alphabet and have students add up their scores at the end of each turn.

JA3.1 Given items representing thousands, hundreds, tens, and units, and given any 10 numbers from one to one thousand, the student will manipulate the items to show the stated number with 90% accuracy.

JA3.2 Given items representing a thousand, hundreds, tens and units, and given a number of units, tens, and hundreds orally, the student will write the number thus represented with 90% accuracy.

JA3.3 Given any number orally from 1 - 1,000, the student will write the number correctly 90% of the time.

JA3.4 Given any written number 1 - 1,000, the student will read the number correctly 90% of the time.

For items to represent thousands and units, use strips of paper that are four shades of one color: white for units, light blue for tens, blue for hundreds, and dark blue for the higher numbers. Write numbers on each strip.

Divide the class into two teams and give each team a set of strips or sticks as follows: Give each member of each team a strip for ones, a set of strips for the higher numbers, and thin strips for ones and tens. Write words on each strip.

The first team to have their number represented in terms of place value wins.

If a student has difficulty, cover all but the units place. Continue revealing one place at a time until the problem area is isolated.
(Facts) - 3 - Knows number place value and can read and write numbers to one thousand.

Presenting thousands, hundreds, tens, and units, use strips of paper or popsicle sticks that are four shades of one color—use white for units, light blue for tens, medium blue for hundreds, and dark blue for thousands. (This could be a lesson in mixing colors.) Another suggestion is use thin strips for ones and widen the strips for the higher numbers. Write the appropriate words on each strip.

Divide the class into two teams. Give each team a set of strips or sticks as described above. Give each member of each team a number on a card. The first team to have their numbers correctly represented in terms of place value wins.

If a student has difficulty reading a large number, cover all but the units place and ask him to name it. Continue revealing one place at a time until the problem area is isolated and can be explained.
Junior High Arithmetic (Facts) - 4 - Expands addition and subtraction skills

JA4.1 Given 10 addition problems consisting of 3 or more 3-digit addends requiring carrying, the student will solve at least 8 of the problems.

JA4.2 Given 10 subtraction problems using numbers with 3 more digits requiring borrowing at least once in each problem, the student will solve at least 8 of the 10 problems.

JA4.3 Given 10 addition or subtraction problems involving money, the student will place decimals and dollar signs without error.

Use place value concepts to explain that there are two rules: 1) you can not put a number higher than 9 in any place, and 2) you can put only 1 number in each place.

Use pennies and dimes to explain that when the number is greater than the one on the bottom, you must borrow.

Give students several subtraction problems without actually working the problems to determine whether or not borrowing is necessary for each subtraction problem.

In all addition and subtraction problems with decimals and money, continually emphasize the proper use of addition and subtraction symbols. The practice of having students work both addition and subtraction problems beside each subtraction problem to determine whether or not borrowing is necessary.

Use chalkboard relays and relay races.

Arithmetic Squares, Arithmetic Dominoes, Concentration, etc.

Love Pub. Co., Individualized
(Facts) - 4 - Expands addition and subtraction skills

- Expand addition and subtraction skills on problems consisting of 3 or more numbers involving carrying, the student will solve at least 8 of the 10 problems.

- Solve at least 8 of the 10 addition problems using numbers with 3 digits borrowing at least once in each problem.

- Complete addition or subtraction problems involving 1 place decimals and dollar signs.

Use place value concepts to explain carrying.

- Explain that there are 2 rules: 1) You can't put a number higher than 9 in any column and 2) you can put only 1 number in each column.

- Use pennies and dimes to explain borrowing.

- Explain that when the number on top is smaller than the one on the bottom, you must borrow.

- Give students several subtraction problems and without actually working them, the students are to determine whether or not borrowing will be involved. It is a good idea to continue the practice of having students write "yes" or "no" beside each subtraction problem to indicate the necessity for borrowing.

- In all addition and subtraction drills include problems with decimals and dollar signs.

- Continually emphasize the practical application of addition and subtraction. Drill in isolation of this should be kept to a minimum. (See JC7)

- Use chalkboard relays and races for drill.

- Arithmetic Squares, Arithmetic Circles, Arithmetic Dominoes, Concentration, etc. (See Appendix B)

Love Pub. Co., Individualized Arithmetic Instruction
JA5.1 The student will multiply with the help of manipulative materials, any two numbers up to $10 \times 10$ with 90% accuracy.

JA5.2 With the help of manipulative materials, the student will divide any number up to 90 by any number up to 10 when the quotient is a single digit number, with 80% accuracy.

JA5.3 The student will multiply by rote any two numbers up to $10 \times 10$ with 90% accuracy.

JA5.4 The student will divide by rote any number up to 90 by any number up to 10 when the quotient is a single digit number, with 80% accuracy.

JA5.5 Given ten multiplication problems involving a two or more digit times a one digit number and requiring carrying, the student will correctly multiply at least eight of the problems.

JA5.6 The student will divide any 10 two or three digit number by any one digit number when the quotient is a whole number, with 80% accuracy.

JA5.7 Given ten division problems with divisors to 10 and involving a remainder, the student will correctly divide eight of the problems.
(Facts) - 5 - Expands multiplication and division skills.

| Multiply with the help of manipulatives up to 10 x 10 with 90% accuracy. |
| Manivalative materials, the student multiply by rote any two numbers up to 100. |
| Multiply by rote any two numbers up to 100. |
| Divide by rote any number up to 90 by any number up to 10 when the quotient is a single digit number. |

Play a card game in the style of Go Fish. To make pairs, the student must match a card with a multiplication fact with its answer. To make a rummy game in which 3 or 4 cards can be matched, add the answer spelled out, or another multiplication fact that yields the same answer. For example: 2 x 6, 3 x 4, 12, or 3 x 4, 12, twelve, etc.

Multiplication Squares, Arithmetic Circles, Arithmetic Squares, Arithmetic Codes, Arithmetic Dominoes, Concentration, etc. (See Appendix B)

Love Pub. Co., Individualized Arithmetic Instruction
Arithmetic Drill Sheets
Junior High Arithmetic (Facts) - 6 - Uses functional arithmetic in other curriculum areas.

JA6.1 Given word problems in other curriculum areas (e.g., figuring the number of days between two holidays, the number of baseball teams in four classes, the number of pages left in a chapter of a book, etc.), the student will use the correct process 80% of the time.

Whenever possible, include actual or simulated situations involving word problems in other curriculum areas. For example, figuring cost, figuring lengths of fabric, wood, pipe, or other materials for more than one project, figuring the number of acres needed for a given yield, etc.

JA6.2 Given actual or simulated situations involving word problems in two or more of the following vocational areas: cooking, sewing, carpentry, farming, plumbing, maintenance, gas station attendant, waiting, or domestic services, the student will solve the problem correctly 75% of the time. For example: figuring cost, figuring lengths of fabric, wood, pipe, or other materials for more than one project, figuring the number of acres needed for a given yield, etc.
BASIC SKILLS
JUNIOR HIGH
ARITHMETIC: FACTS AND PROCESSES

(Facts) - 6 - Uses functional arithmetic in other curriculum and vocational areas.

Whenever possible, include arithmetic problems in other curriculum areas. Also coordinate current studies in the math curriculum.
Junior High Arithmetic (Facts) - 5 - Expands multiplication and division skills.

JA5.1 The student will multiply with the help of manipulative materials, any two numbers up to $10 \times 10$ with 90% accuracy.

JA5.2 With the help of manipulative materials, the student will divide any number up to 90 by any number up to 10 when the quotient is a single digit number, with 80% accuracy.

JA5.3 The student will multiply by rote any two numbers up to $10 \times 10$ with 90% accuracy.

JA5.4 The student will divide by rote any number up to 90 by any number up to 10 when the quotient is a single digit number, with 80% accuracy.

JA5.5 Given ten multiplication problems involving a two or more digit times a one digit number and requiring carrying, the student will correctly multiply at least eight of the problems.

JA5.6 The student will divide any 10 two or three digit number by any one digit number when the quotient is a whole number, with 80% accuracy.

JA5.7 Given ten division problems with divisors to 10 and involving a remainder, the student will correctly divide eight of the problems.

Play a card game in the school to make pairs, the student makes a multiplication fact with a rummy game in which 3 or more matched, add the answer to a multiplication fact that is twelve, etc.

Multiplication Squares, Arithmetic Squares, Dominoes, Concentration,

Facts) - 5 - Expands multiplication and division skills.

1. Multiply with the help of manipulative materials up to 10 x 10 with 90% accuracy.

2. If manipulative materials, the student up to 90 by any number up to 10 when the digit number, with 80% accuracy.

3. Multiply by rote any two numbers up to 10.

4. Divide by rote any number up to 90 by any number up to 10 when the quotient is a single digit number.

5. Multiply at least eight of the problems.

6. Divide any 10 two or three digit number when the quotient is a whole number.

7. On problems with divisors to 10 and in student will correctly divide eight of

Play a card game in the style of Go Fish. To make pairs, the student must match a card with a multiplication fact with its answer. To make a rummy game in which 3 or 4 cards can be matched, add the answer spelled out, or another multiplication fact that yields the same answer. For example: 2 x 6, 3 x 4, 12, or 3 x 4, 12, twelve, etc.

Multiplication Squares, Arithmetic Circles, Arithmetic Squares, Arithmetic Codes, Arithmetic Dominoes, Concentration, etc. (See Appendix B)

Love Pub. Co., Individualized Arithmetic Instruction
Arithmetic Drill Sheets
Junior High Arithmetic (Facts).—Uses functional arithmetic in other curriculum areas and

JA6.1 Given word problems in other curriculum areas (e.g., figuring the number of days between two holidays, the number of baseball teams in four classes, the number of pages left in a chapter of a book, etc.), the student will use the correct process 80% of the time.

JA6.2 Given actual or simulated situations involving word problems in two or more of the following vocational areas: cooking, sewing, carpentry, farming, plumbing, maintenance, gas station attendant, waiting, or domestic services, the student will solve the problem correctly 75% of the time. (e.g., figuring cost, figuring lengths of fabric, wood, pipe or other materials for more than one project, figuring the number of acres needed for a given yield, etc.)
BASIC SKILLS
JUNIOR HIGH
ARITHMETIC: FACTS AND PROCESSES

(Facts) - 6 - Uses functional arithmetic in other curriculum and vocational areas.

Whenever possible, include arithmetic problems in other curriculum areas. Also coordinate current studies in the math curriculum.

Simulated situations involving word problems in the following vocational areas: entry, farming, plumbing, maintenance, waiting, or domestic services, the problem correctly 75% of the time. Figuring lengths of fabric, wood, etc. for more than one project, figuring needed for a given yield, etc.
Junior High Arithmetic (Money) - 1 - Counts money and makes change

JA(M)1.1 Present with a group of bills (ones, tens, fives, and twenties), the student will count out a specified amount of dollars (not to exceed $50.00) with 90% accuracy.

JA(A)1.2 Given objects arbitrarily labeled with prices up to $50.00, and given the necessary bills and coins, the student will buy at least 10 items with exact change for each item with 90% accuracy.

JA(M)1.3 Given one, five, and ten dollar bills, and given any dollar amount up to $20.00, the student will make change from $20.00 with 90% accuracy.

JA(A)1.4 Given the necessary coins and bills and given any amount up to $20.00, the student will count change from $20.00 with 90% accuracy. Let students pick items from what they would like to buy and have them count out the correct amount of money for the total.

Use the grocery section of this book, Have students pick out 10 items and give the change from $50.00.

Use subtraction only as a means of answers. Students should not use subtraction for making change.

Beginning skills in making change at the Intermediate level -- IA(M)
Money - 1 - Counts money and makes change

- Counts money and makes change with 90% accuracy.
- With a group of bills (ones, tens, and twenties) and given bills and coins, the student will count out a specified amount of money for those items, with the student making change for $20.00, the student will make change with 90% accuracy.

- With the necessary bills and coins, the student will make change for at least 10 items with exact change for accuracy.

- If arbitrarily labeled with prices, the student will count out a specified amount of money for those items.

Use the grocery section of the newspaper. Have students pick out 10 items and tell the change from $50.00. Use subtraction only as a means to check answers. Students should not depend on subtraction for making change.

Beginning skills in making change are found in the Intermediate level -- IA(M)4.3 and IA(M)4.4.

Le students pick items from catalogs they would like to buy and have them count out the correct amount of money for those items.

Use the grocery section of the newspaper. Have students pick out 10 items and tell the change from $50.00. Use subtraction only as a means to check answers. Students should not depend on subtraction for making change.

DLM - Shopping Lists Games, Coin Puzzles, Money Games, Coin and Bills, and Coin Stamps.
Junior High Arithmetic (Money) - 2 - Is aware of services banks render

JA(M)2.1 Following discussion on services that the bank renders, the student will state three services of a bank.

JA(M)2.2 The student will explain the primary difference between a bank and a savings and loan association. (e.g. bank offers checking, savings and loans whereas savings and loan offers only savings and loan.)

JA(M)2.3 When asked why savings accounts are needed, the student will state one reason to the teacher's satisfaction.

JA(M)2.4 The student will explain 2 advantages and 2 disadvantages of checking accounts. (e.g. Advantage: cancelled checks provide receipts, cash is more likely to be stolen than checks, if a check book is lost or stolen payment can be stopped on all checks that might be written illegally. Disadvantages: Mistakes in arithmetic can cause trouble, not everyone accepts checks, when you're out of town it particularly is difficult to use checks, service charges.)

JA(M)2.5 When asked where a person can go to borrow money, the student will state three places such as loan company, savings and loan, credit union, friends and relatives.

List on the board services a responses form students

Make up paragraphs on people money for various reasons.

Have students determine whether checking or savings account

Discuss differences between a and loan institution. Visit

Discuss what students would like money for. Write their ideas

Determine long and short range would require savings. Ultimate savings accounts are for. Have think of emergencies for which savings accounts.

Have students do a series of checks them and checks errors happen if these errors were made account.

Loans--List on the board items between $250.00 and 4-5 thousand students tell where they would. Discuss their decisions in terms availability of credit.

Invite someone from a lending credit ratings and cost of credit.

Students fill out an application
Is aware of services banks render

Discussion on services that the bank will state three services

- Checking
- Savings
- Loans

will explain the primary difference between checking, savings and loans whereas only savings and loan.

- Savings accounts are needed, the reason to the teacher's

will explain 2 advantages and 2 disadvantages for savings accounts. (e.g. Advantage: Everyone accepts checks, when particularly is difficult to use cash. Disadvantage: Mistakes in arithmetic can be hard to trace.)

Here a person can go to borrow money, three places such as loan company, credit union, friends and relatives.

List on the board services a bank renders from responses from students

Make up paragraphs on people who want to deposit money for various reasons.

Have students determine whether they would use a checking or savings account

Discuss differences between a bank and savings and loan institution. Visit each.

Discuss what students would like to spend their money for. Write their ideas on the board. Determine long and short range goals and which would require savings. Ultimately getting to what savings accounts are for. Have students try to think of emergencies for which they would need savings accounts.

Have students do a series of 5 checks. Teacher checks them and checks errors. Discuss what would happen if these errors were made in a real checking account.

Loans--List on the board items what would cost between $250.00 and 4-5 thousand dollars. Have students tell where they would go for the money. Discuss their decisions in terms of cost and availability of credit.

Invite someone from a lending institution to discuss credit ratings and cost of credit with class. Let students fill out an application for a loan and
JA(M)2.6 The student will give one advantage and one disadvantage of borrowing from: (1) a loan company rather than a bank (2) a bank rather than friends (3) a credit union rather than a bank.

JA(M)2.7 The student will define the term "loan shark" and explain how they operate and how and why he should avoid them to the satisfaction of the teacher.

JA(M)2.8 In a role playing situation, the student will apply for a loan from a bank to the teacher's satisfaction.
it will give one advantage and one disadvantage from: (1) a loan company rather than a bank, (2) a bank rather than friends (3) a credit company. The student will define the term "loan shark" and how it operate and how and why he should have the visitor choose one to interview for a loan.

Junior High Arithmetic (Money) - 3 - Can maintain checking and savings accounts

JA(M)3.1 The student will define terms involved in checking and savings as they are presented to the satisfaction of the teacher. (e.g. deposit, currency, coin, check, check stub, balance, signature, endorsement, interest, service charge, statement, withdrawal, etc. See JA1.1)

JA(M)3.2 The student will identify and complete checks, check stubs, deposit slips, and signature cards to the satisfaction of the teacher. (See JA1, JA2 and JA3)

JA(M)3.3 Given all the necessary information, the student will maintain a checkbook of at least 5 checks and 2 deposits to the satisfaction of the teacher.

JA(M)3.4 The student will define "endorsement" and explain when it is necessary and in a simulated situation endorse a check to the satisfaction of the teacher.

JA(M)3.5 The student will explain the caution to be used concerning an endorsed check to the satisfaction of the teacher. (e.g. once endorsed anyone can cash it.)

JA(M)3.6 The student will explain the use of "For Deposit Only" as part of an endorsement to the satisfaction of the teacher.
### BASIC SKILLS

#### JUNIOR HIGH

#### ARITHMETIC: MONEY

- **Can maintain checking and savings accounts**
  - **Will define terms involved in** as they are presented to the teacher. (e.g. deposit, currency, **currency**, balance, signature, endorsement, charge, statement, withdrawal, etc.)
  - **Will identify and complete checks, slips, and signature cards to the teacher.** (See JA1, JA2 and JA3)
  - After several have been discussed, open the class daily with oral drill on the meanings. Make matching drills with terms and definitions.
  - **Make a banking packet for each student.** Have him fill out all forms involved in a checking account. (See JA(M)2)
  - Discuss what endorsement means and what would happen if you lost an endorsed check.
  - Discuss service charges. Make out a statement with only checks and service charges. Later when students are confident, add an error to the statement.
  - **Provide reconciliation sheets for students to balance their statements.** See JA(M)3 for other savings account activities.

**FR** - *Getting Ready For Pay Day, Part I and II*  
JA(M)3.7 Given a simulated bank statement in which there is an error, and accompanying cancelled checks, the student will balance the statement to the satisfaction of the teacher.

JA(M)3.8 The student will complete all forms necessary for a savings account to the satisfaction of the teacher. (e.g. deposit slip, withdrawal, etc.)

JA(M)3.9 The student will explain the difference between a checking and a savings account to the satisfaction of the teacher. (See JC16.1)

JA(M)3.10 The student will define interest as it relates to a savings account to the satisfaction of the teacher.
ulated bank statement in which there accompany cancelled checks, the student itemment to the satisfaction of the

t will complete all forms necessary to the satisfaction of the teacher. withdrawal, etc.)

will explain the difference between accounts to the satisfaction of the

nt will define interest as it relates to the satisfaction of the teacher.
Junior High Arithmetic (Money) - 4 - Can compute sales tax

JA(M)4.1 Following discussions on sales tax, the student will orally describe sales tax and tell how it affects one's purchase to the teacher's satisfaction. (e.g. sales tax is a fixed percent of the retail price of whatever is purchased. It is not included in retail price but added to that price and itemized separately on your bill or sales check, thus adding to the actual cost of an item.)

JA(M)4.2 Given a sales check the student will identify the sales tax with 100% accuracy.

JA(M)4.3 Given 10 problems involving the purchasing of an item and a sales tax chart, the student will compute a 4% sales tax for items ranging in price from 10 cents to $20.00, with 90% accuracy.

JA(M)4.4 The student will name 10 items on which one pays the 4% Florida sales tax.

Discuss what sales tax is and purpose is.

Make a sheet of several sales checks. Have students circle the sales tax.

Set up a store situation using a sales check. Make a sheet of several sales checks. Have students circle the sales tax. The student gets to be cashier unless the one who stumped the other student gets to be cashier. Have students make a poster of which items are taxable and which are not.

<table>
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<th>BASIC SKILLS</th>
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<tr>
<td>JUNIOR HIGH</td>
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<td>ARITHMETIC: MONEY</td>
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- Can compute sales tax

Discuss what sales tax is and what its purpose is.

Make a sheet of several sales slips. Have students circle the sales tax.

Set up a store situation using play money. A student gets to be cashier until he makes a mistake. The one who stumped him becomes the cashier.

Have students make a poster or bulletin board display of which items are taxable and which are not.


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**Arithmetic: Money**

- Discussions on sales tax, the student sales tax and tell how it affects teacher's satisfaction. (e.g. sales tax included in retail price but itemized separately on your bill adding to the actual cost of an item). The student will identify 9% accuracy.

- Problems involving the purchasing of an item, the student will compute a 4% change in price from 10 cents to 9 cents.

- Will name 10 items on which one sales tax.

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Junior High Arithmetic (Money) - 5 - Understands per cent

JA(M)5.1 The student will equate 100% to all of something 50% to half, 25% to fourth, 75% to three-fourths, without error.

Discuss with the class that percent means "how many out of 100".

Compare it to money. 50% means 1/2 of 100 which is like 50¢ out of 100 or 1/2 dollar. 25% is like a quarter which is 25¢.

Also compare converting a $ to money. 50% is like 50¢ that is written .50.

JA(M)5.2 The student will convert % to a decimal and a decimal to % with 90% accuracy.

Also compare converting a $ to money. 50% is like 50¢ that is written .50.

JA(M)5.3 Given 10 word problems involving simple percent, the student will solve at least 7 without error. (e.g. 1) I have $10.00 and I gave 50% of it away. How much did I give away? 2) You owe $100.00. The bank wants you to give them 10%. How much is that?)

Give simple problems that involve numbers until students get the idea.

Mention % in everyday classwork and how it can be related to money. 50% is 50¢ out of 10. That's 50¢.
Discussion with the class that per cent means "how many out of 100".

Compare it to money. 50% means 50 out of 100 which is like 50¢ out of a dollar. 50¢ is 1/2 dollar. 25% is like a quarter, etc.

Also compare converting a % to a decimal to money. 50% is like 50¢ that can also be written .50.

Give simple problems that involve even numbers, until students get the idea.

Mention % in everyday classwork. John got 5 out of 10. That's 50%.

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FR -- Arithmetic That We Need, Chapter 5
Junior High Arithmetic (Money) - 6 - Budgets money in simulated situation on the basis of JC16, and JS20

JA(M)6.1 The student will define budget as a plan for spending money to the teacher's satisfaction.

JA(M)6.2 Given a simulated situation, the student will make and keep records of a personal or family budget to the teacher's satisfaction.

JA(M)6.3 Given a budget which is more than available funds by no more than 10%, the student will reduce items in the budget in order to make it balance, with 90% accuracy.

Discuss what a budget is and important. Discuss what can happen if a person or a family doesn't plan their spending.

List the items that should appear in a budget.

Have students find out from how much their utilities, personal needs, food, etc., cost.

Make up budgeting problems. Have students find out how much they need to spend in order to make it balance, with 90% accuracy. Make up budgeting problems for individuals or families. Include a weekly salary. Describe two situations available within the budget. One of them should be the salary described, the other undesirable for any number of choices of food and describe the cost per person at several different levels. Follow a similar procedure for the items. Conduct these problems at first. Then let them individually.


FR---Getting Ready For Payday
Junior High Arithmetic (Time) - 1 - Reads Roman numerals on clock and watch faces

JA(T)1.1 Given a set of Roman and Arabic numerals representing the numbers 1 - 12, the student will match the corresponding numbers without error.

JA(T)1.2 Given two clock faces, the student will place Roman numerals I - XII and Arabic numbers 1 - 12 in their proper places on each clock without error.

JA(T)1.3 Given a set of clocks with Roman and Arabic numerals and hands indicating a time for each, the student will state the time for each clock commensurate with his ability to tell time.

Give students arithmetic Roman numerals from I - XII.

IX = 9
+III = 3
XII = 12

Use matching exercises.

Have students illustrate clock faces showing both numerals.

Finney. Help Yourself To FR--Arithmetic That We Need FR--Learning About Time.
TIME

1. BASIC SKILLS
   JUNIOR HIGH
   ARITHMETIC: TIME

   TIME (Time) - 1 - Reads Roman numerals on clock and watch faces.

   A set of Roman and Arabic numerals 1 - 12, the student will match numbers without error.

   A set of clock faces, the student will place XII and Arabic numbers 1 - 12 in on each clock without error.

   A set of clocks with Roman and Arabic indicating a time for each, the time for each clock commensurate to tell time.

   Give students arithmetic problems using Roman numerals from 1 - 12 instead of Arabic. For example:

   \[ \begin{align*}
   \text{IX} & = 9 \\
   \text{III} & = 3 \\
   \text{XII} & = 12 
   \end{align*} \]

   Use matching exercises.

   Have students illustrate a given time on clock faces showing both Roman and Arabic numerals.

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   Finney: Help Yourself To a Job, Part I pp. 55-57
   FR--Arithmetic That We Need --pp. 15-20, 33
   FR--Learning About Time --pp. 34-36
Junior High Arithmetic (Time) - 2 - Identifies time written in A.M. and P.M.

JA(T)2.1 The student will state, when asked, that the first time the hands go around the clock from 12 midnight to twelve noon is called the A.M. and the second time around from 12 noon to 12 midnight is called P.M.

JA(T)2.2 Given two sets of time (2:00 p.m. and 9:00 a.m.), the student will state the time that is earlier in at least 9 out of 10 cases.

JA(T)2.3 Given four terms: night, morning, afternoon and evening, and a time (e.g. 7:30 p.m.), the student will state at which time it occurs according to the four terms with no more than 1 error in 10 cases.

JA(T)2.4 Given two sets of times (e.g. 3:00 a.m. and 4:00 p.m.), the student will state how many hours are involved between the two times with no more than 1 error in 10 cases.

Orally give students a time 8 o'clock in the morning. 8:00 a.m.

When counting hours between make a check mark for each hour, etc. Then students' count clocks.

FR--Arithmetic That We Need
FR--Learning About Time
FR--Getting Along Series--Mathematics and Budgets
will state, when asked, that the go around the clock from '12 midnight led the A.M. and the second time at 12 midnight is called P.M.

sets of time (2:00 p.m. and 9:00 a.m.), be the time that is earlier in at

terms: night, morning, afternoon e (e.g. 7:30 p.m.), the student me it occurs according to the four in 1 error in 10 cases.

sets of times (e.g. 3:00 a.m. and 2:00 a.m.) it will state how many hours are two times with no more than 1

Orally, give students a time to write such as 8 o'clock in the morning. Students must write 8:00 a.m.

When counting hours between times, have students make a check mark for each hour—3 to 4, 4 to 5, etc. Then students count check marks.

FR—Arithmetic That We Need pp. 35-40
FR—Learning About Time chapter 3 p. 8
FR—Getting Along Series—Money in the Pocket ch. 1
Junior High Arithmetic (Time) - 3 - Reads time tables and schedules

JA(T)3.1 Given three time tables (e.g. school subjects, a bus timetable, and one listing a series of basketball games), the student will demonstrate his comprehension of each by answering teacher selected questions concerning the events with 90% accuracy.

Post school and class schedules on the board. As they are posted, see if the students can follow. Give each student a copy of specific questions to determine if they can read it.

Junior High Arithmetic (Time) - 4 - Adds and subtracts hours and minutes

JA(T)4.1 The student will correctly solve 9 out of 10 addition problems involving whole hours.

Give students word problems, adding and subtracting hours. Problems concerning work schedules, etc., lend themselves to activity.

JA(T)4.2 The student will correctly solve 9 out of 10 subtraction problems involving whole hours.

JA(T)4.3 The student will convert minutes to hours and hours to minutes with 80% accuracy.

JA(T)4.4 The student will solve 8 out of 10 addition or subtraction problems involving hours and minutes.

105-
BASIC SKILLS
JUNIOR HIGH
ARITHMETIC: TIME

1. Reads time tables and schedules

Post school and class schedules on a bulletin board. As they are posted, discuss them and see if the students can follow them.

Give each student a copy of a schedule. Ask specific questions to determine if students can read it.

2. Adds and subtracts hours and minutes

Give students word problems that involve adding and subtracting hours and conversion. Problems concerning work schedules, bus schedules, etc., lend themselves to this activity.
Junior High Arithmetic (Time) - 5 - Writes the days of the week and months of the year (Se

JA(T)5.1. The student will write the days of the week in sequence without error.

JA(T)5.2. The student will write the abbreviation of the days of the week in order without error.

JA(T)5.3. The student will write the months of the year in sequence with no more than 2 errors in spelling.

JA(T)5.4. The student will write the abbreviations of the months of the year in order with no more than 2 errors.

Use activities like crossword word hunts for spelling drill orally practice reciting this as well as spelling them. Spelling and the order of the months for students to unscr

Fast Thinking Exercises - How write in 20 seconds. May all or abbreviations of them.

Chalkboard Relays - Team that months (days) in order without errors wins. Or have student abbreviations.
ARITHMETIC: TIME

(Time) - 5 - Writes the days of the week and months of the year (See JW2)

- Will write the days of the week in
- Will write the abbreviation of the order without error.
- Will write the months of the year more than 2 errors in spelling.
- Will write the abbreviations of the order with no more than 2 errors.

Use activities like crossword puzzles, and word hunts for spelling drill. Let students orally practice reciting the days and months as well as spelling them. Scramble the spelling and the order of the days, and months for students to unscramble.

Fast Thinking Exercises--How many days can you write in 20 seconds. May also use the months or abbreviations of them.

Chalkboard Relays- Team that writes all the months (days) in order without spelling errors wins. Or have students write the abbreviations.

FR--Learning About Time , pp 37, 43
Junior High Arithmetic (Time) - 6 - Understands the relationship of time, work and wages.  
JA(T)4, JV10

JA(T)6.1 Given the number of hours worked on a job and an hourly rate, the student will determine his earnings with no more than 1 error in 10 attempts.

JA(T)6.2 Given the weekly working schedule for a job and an hourly rate, the student will determine daily, weekly, and monthly wages with 90% accuracy.

JA(T)6.3 The student will state to the teacher's satisfaction that wages are usually paid by the hour and if his work day exceeds 8 hours he receives time and 1/2 for overtime.

JA(T)6.4 The student will compute overtime (time and a half) for given hourly rate with 80% accuracy.

Make up word problems involving relationships between time, work and wages.

There are many excellent commercial programs on the market to provide ideas for activities to develop students' understanding of the above objective. (See below)

If students in the class are interested in working on their schedules and wages for jobs they could visit the Pruett Publishing Co., 4000 Daily, New York, N.Y., 10018. They offer many educational activities, including "Getting Along Series," "Math and Wages and Budgets," and "The Job." -- lesson 9
JUNIOR HIGH
ARITHMETIC: TIME

(Time) - 6 - Understands the relationship of time, work and wages. (See JA(T)2, JA(T)3, JA(T)4, JV10)

Member of hours worked on a job and an employee will determine his earnings within 10 attempts.

Weekly working schedule for a job will determine daily wages with 90% accuracy.

If students in the class are working, use their schedules and wages for examples.

Make up word problems involving the relationships between time worked and wages. There are many excellent commercial materials on the market to provide ideas for the development of activities to meet this objective. (See below)

Wages
Pruett Co., Mathematics in Living, Book 2, Wages
FR--Arithmetic That We Need
FR--Getting Along Series, Money in the Pocket
Educational Design Inc., The World of Work 1: "On the Job"--Lesson 9
Juni. High Arithmetic (Measurement) - 1 - Identifies and draws the fractional parts of one-third, one-fifth and one-eighth on geometric shapes.

JA(Ms)1.1 Given manipulative halves, thirds, fourths, fifths, and eighths, of 4 different geometric shapes, the student will put together the appropriate fractional parts to make a whole and tell how many parts it takes to make the whole with 100% accuracy.

Discuss fractional parts with such as money (half, linear measure, dry and liquid).

Let students fold tag boards along the folds to make fractional parts of each shape is 1/4. Develop counting and illustrate fractional concepts.

Use objects of adult interest. For example, a Stop sign, a thirty-five, a yield sign inte...
# Basic Skills

## Junior High

### Arithmetic: Measurement

- **Measurement**

<table>
<thead>
<tr>
<th>NUMERICAL AID</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification and drawing of fractional parts of one-half, one-fourth, one-third, one-fifth, and one-eighth on geometric shapes.</td>
<td>Discuss fractional parts students are familiar with, such as money (half dollars, quarters, etc.), linear measure, dry and liquid measure, etc.</td>
</tr>
<tr>
<td>Manipulative halves, thirds, fourths, of 4 different geometric shapes, together the appropriate fractional parts, and tell how many parts it takes with 100% accuracy.</td>
<td>Let students fold tag board into 4 strips and cut along the folds to make flash cards. Discuss that each is 1/4. Develop craft projects that illustrate fractional concepts.</td>
</tr>
<tr>
<td>With drawn shapes divided into halves, thirds, and fifths, the student will identify the fractional parts of the shapes.</td>
<td>Use objects of adult interest to illustrate concepts. For example, a stop sign can easily be divided into eighths, a yield sign into thirds, etc.</td>
</tr>
<tr>
<td>Drawings of 5 geometric shapes, the student will divide the drawings into halves, thirds, fifths, with 90% accuracy.</td>
<td></td>
</tr>
</tbody>
</table>

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Junior High Arithmetic (Measurement) - 2 - Measures accurately using all ordinary measuring devices, ruler, scale, thermometer.

JA(Ms)2.1 Given 10 concrete objects such as lines, string, and sticks, the student will use a ruler in determining the length of each to within 1/8" in at least 8 cases.

JA(Ms)2.2 Given 10 objects 30 centimeters or less in length and ruler marked in centimeters, the student will state length of at least 8 of the objects to the nearest centimeter.

JA(Ms)2.3 Given 10 objects of 5 or more pounds to weigh (one of which may be himself) and a scale weighing to the pound, the student will correctly weigh 9 of the 10 objects to the nearest pound.

JA(Ms)2.4 Given 10 objects weighing 5 pounds or less and a scale which weighs to the ounce, the student will give the exact weight in pounds and ounces for 3 of the objects.

JA(Ms)2.5 Given a thermometer marked to the degree, the student will give the temperature to the nearest degree 80% of the time. (See JE1 and JE2)

Make packets with measuring devices. Each packet should emphasize whole numbers and then move to quarter and half numbers. Include practice in drawing and measuring them. Make picture charts to measure the lines. (Follow centimeters.)

Provide bathroom scales and the ounce. Put several objects to weigh. Give them a record of the weights. Let students do the weighing. When all have completed, discuss the findings. In case of disagreement, measure the object and try to reach an agreement.

Place a thermometer outside. Take the temperature daily and record it. (See JE1 and JE2)

Fearon, Measure Up
FR, Learning About Measurement, see pp. 54-55)
(Measurement) - 2 - Measures accurately using all ordinary measuring devices such as ruler, scale, thermometer.

Concrete objects such as lines, string, will use a ruler in determining the in 1/8" in at least 8 cases.

Objects 30 centimeters or less in centimeters, the student will list 8 of the objects to the nearest

Objects of 5 or more pounds to weigh himself) and a scale weighing to will correctly weigh 9 of the 10 pound.

Objects weighing 5 pounds or less and to the ounce, the student will give pounds and ounces for 3 of the objects.

Thermometer marked to the degree, the temperature to the nearest degree (JE1 and JE2)

Make packets with measuring tasks. The first packet should emphasize whole and half inches, then move to quarter and later eighth inch exercises. Include practice in drawing lines as well as measuring them. Make pictures and have students measure the lines. (Follow similar procedure for centimeters.)

Devise arts and crafts projects in which students must measure.

Provide bathroom scales and scales that weigh to the ounce. Put several objects out for students to weigh. Give them a record sheet to write down the weights. Let students do their's individually. When all have completed, discuss as a group and compare findings. In case of a discrepancy, weigh the object and try to reach an agreement.

Place a thermometer outside. Have students check the temperature daily and record on a chart. (See IE1 and JE2)

Fearon, Measure Up FR, Learning About Measurement (For a good pretest see pp. 54-55)
Junior high Arithmetic (Measurement) - 3 - Understands and uses all ordinary units of measurement: foot, pint, quart, ounce, pound, plus the usual 'these units of measure.

JA(Ms)3.1 Given tasks to perform involving dry, liquid, and linear measure, the student will complete the tasks using the appropriate instrument 90% of the time.

JA(Ms)3.2 The student will read the words associated with measure such as ounce, pound, quart, pint, gallon, inch, foot, yard, meter, mile, peck, bushel, with 90% accuracy.

JA(Ms)3.3 When shown the following abbreviations, the student will orally give the terms with 90% accuracy: in.,", ft.,", qt., lb.

JA(Ms)3.4 The student will spell the abbreviations of the measurement terms with 90% accuracy.

Develop "experiments" in which they use appropriate instruments.

Observe students while working in the shop, in arts and crafts.

Describe several tasks and what measuring tools would be needed.

Make a bulletin board of measurement and add to it as each new area is taught.

Teach measurement terms and sight vocabulary with flash puzzles, word hunts, etc.

FR--Learning About Measurement.
(Measurement) - 3 - Understands and uses all ordinary units of measure, such as inch, foot, pint, quart, ounce, pound, plus the usual abbreviations of these units of measure

Develop "experiments" in which students use measuring tools. Observe students to see if they use appropriate instruments.

Observe students while working in the kitchen, the shop, in arts and crafts projects, etc.

Describe several tasks and ask students what measuring tools would be needed.

Make a bulletin board of measuring devices and add to it as each new area is studied.

Teach measurement terms and abbreviations as sight vocabulary with flash cards, crossword puzzles, word hunts, etc.

will spell the abbreviations of the following units of measure:

will read the words associated with the units of measure:

will perform involving dry, liquid, and linear measurement.

The student will complete the tasks.

instrument 90% of the time.

The student will perform involving dry, liquid, and linear measurement.

3. The student will complete the tasks.
JA(Ms)4.1 Given appropriate measuring instruments and devices, the student will convert liquid measurements from little to big by actual demonstration with 100% accuracy. (example: pouring 16 tablespoons into one cup, 4 cups into one quart, two pints into one quart, four quarts into one gallon.)

JA(Ms)4.2 Given appropriate measuring instruments, the student will convert liquid measurements from big to little by actual demonstrations with 100% accuracy. (example: one quart into two pints, four cups, one gallon into 4 quarts, etc.)

JA(Ms)4.3 Given inch, foot, and yard measures, the student will convert little to big and big to little with 100% accuracy (e.g. feet to inches or yards, inches to feet, etc.).

JA(Ms)4.4 Following actual demonstration of measurements, the student will state that when converting from big to little we need more units of measure (multiplication or adding) and when converting from little to big we need less units of measure (division or subtraction).

JA(Ms)4.5 The student will solve a variety of measurement conversion problems involving all ordinary units of measure with 90% accuracy. (See JA(Ms)4.3)

Develop "lab experiments" for practice measurement skills. Record their results. Discuss and clear up any discrepancies.

Make a wall chart showing conversions. Let students fill in the information. Discover the answers through discussion.

FR—Arithmetic That We Need
Converting measure from small to large and vice versa

- Develop "lab experiments" for students to practice measurement skills. Have students record their results. Discuss as a group and clear up any discrepancies among the reports.

- Make a wall chart showing conversion tables. Let students fill in the information as they discover the answers through experimentation.

- Actual demonstration of measurements.

  - When converting from big to little units of measure (multiplication or division), converting from little to big we need (division or subtraction).

  - Will solve a variety of measurement involving all ordinary units of measure (see JA/T4.3)
Junior High Arithmetic (Measurement) - 5 - Can estimate size

JA(Ms)5.1 Following instruction in precise measuring and estimating, the student will name at least one situation in which estimating size would be more convenient or practical than precise measuring.

JA(Ms)5.2 The student will demonstrate the use of linear measurement estimates to the teacher's satisfaction, example: thumb from joint to end equals roughly one inch, arm length equals roughly one yard, one foot placed directly in front of the other, heel to toe, equals roughly one foot (used for stepping off distance).

JA(Ms)5.3 Given 10 objects of varying lengths, the student will use thumb, arm, and/or foot to estimate with 75% accuracy.

JA(Ms)5.4 Following discussion of distance in the community the student will estimate, with 70% accuracy, the number of blocks, miles, or fraction of miles he lives from school or from home to church, store, etc.

JA(Ms)5.5 The student will name at least one place that is about a mile from school, a community about five miles away, and a city about 25 miles away.

Discuss what it means to estimate. People sometimes do this instead of measuring exactly.

Make a bulletin board showing the use of thumb, arm, and feet to estimate lengths.

Give students specific objects and have them estimate their thumbs, arms, and feet. Discuss and compare results.

Discuss distances between places that the students are familiar with. Make a mileage chart. Have the students simple word problems to compute mileage. For example: Starke, his car registered 21,042 miles. His first stop, his mileage was 23,460.2 miles. What city do you think he went to?

FR -- Learning About Measurement
Discuss what it means to estimate and why people sometimes do this instead of measuring exactly.

Make a bulletin board showing the use of the thumb, arm, and feet to estimate length.

Give students specific objects to measure with their thumbs, arms, and feet. Let students discuss and compare results.

Discuss distances between points most students are familiar with. Make a mileage chart. Give the students simple word problems in which they compute mileage. For example: When John left Starke, his car registered 270 miles. At his first stop his mileage was 277 miles. What city do you think he went to?

Discussion of distance in the community, with 70% accuracy, the number of miles he lives from school store, etc.

Will name at least one place that he, a community about five miles away.

Will name at least one situation where would be more convenient or measuring.

Will demonstrate the use of linear to the teacher's satisfaction, one inch, one yard, one foot placed heel to toe, equals or "stepping off" distance).

Projects of varying lengths, the student a foot to estimate with 75%

Discussion of distance in the community, with 70% accuracy, the number of miles he lives from school store, etc.

Will name at least one place that is five miles away.
TERMINAL OBJECTIVE

The EMR learner will exhibit skills in environmental awareness and understanding as the

Junior High Environmental Awareness - 1 - Understands more about weather conditions and

JE1.1 The student will state and/or demonstrate how clouds, water vapor, wind, the sun, air produce rain
to the satisfaction of the teacher.

JE1.2 The student will state that fog and dew result from changes in water and air temperature to the satisfaction of
the teacher.

JE1.3 Upon observing or becoming aware of an on-coming storm the student will state what weather conditions will result.

Depending on the interest basically what causes rain to understand what causes winter rains. Make charts or bulletin boards.

If there is an impending storm from a distance, ask students like when it arrives. If discuss the kind of weather precautions that must be taken.

Grosset and Dunlap, How are They Made?
TERMINAL OBJECTIVE

I exhibit skills in environmental awareness and understanding as they relate to his independent learning.

1. Understands more about weather conditions and their causes and effects.

1. State and/or demonstrate how wind, the sun, and air produce rain.

2. State that fog and dew result from temperature to the satisfaction of the teacher.

3. Describe becoming aware of an on-coming storm and what weather conditions will result.

Depending on the interest and level of students, discuss basically what causes rain. Some students may be able to understand what causes most summer rain storms and what causes winter rains - convective vs. frontal. Make charts or bulletin boards showing the difference.

If there is an impending thunderstorm that is observable from a distance, ask students what the weather will be like when it arrives. If there is a hurricane approach, discuss the kind of weather that can be expected and precautions that must be taken. (See JE2).

Grosset and Dunlap, How and Why Wonder Books, The Science Library
Junior High Environmental Awareness - 2 - Knows how to make plans contingent upon weather.

JE2.1 The student will name at least two sources of weather reports, e.g. newspapers, radio, T.V.

JE2.2 After listening to or reading a weather report, the student will describe the predicted weather in terms of temperature and precipitation to the teacher's satisfaction.

JE2.3 The student will name at least one suitable or one unsuitable activity for five weather conditions e.g. sunny and hot; warm and windy; cold and clear; sunny and cool; etc.

JE2.4 Given hypothetical planned activities, the student will listen to the weather forecast and state to the teacher's satisfaction whether or not a planned activity is appropriate for the predicted weather, 90% of the time.

JE2.5 The student will name at least two precautions to take for each of the following weather predictions: hurricane, tornado, severe thunderstorm.
Awareness - 2 - Knows how to make plans contingent upon weather (See JR8 and JA(Ms)1.5)

- Name at least two sources of newspapers, radio, T.V.

- Or reading a weather report, predict the weather in terms of station to the teacher's aide.

- Name at least one suitable or one of five weather conditions e.g. sunny cold and clear; sunny and cool.

- Planned activities, the student or forecast and state to the teacher or not a planned activity predicted weather, 90% of the time.

- Name at least two precautions to following weather predictions: avoid thunderstorm.

Have students listen to the radio, T.V., or read the newspaper and report on the weather to the class. Keep a record of daily temperature throughout the year. See Intermediate Level - IE1 for further ideas.

Make a chart of pictures of suitable and unsuitable activities for various weather conditions.
JE3.1 Given situations involving approaching harmless and harmful animals, the student will state which animals should be avoided with 90% accuracy.

JE3.2 The student will state at least two things to do in case of encountering a dangerous animal, e.g. try to remain calm to avoid frightening the animal, walk slowly away, contact nearest authority, etc.

JE3.3 The student will state to the teacher's satisfaction at least one consequence of teasing an animal.

JE3.4 The student will state to the teacher's satisfaction at least two precautionary measures for avoiding contracting poison ivy, oak, or sumac, e.g. wear protective clothing, recognize and avoid plants, wash immediately after exposure.

JE3.5 When asked why one should not eat unknown plants or "wild mushrooms", the student will state to the teacher's satisfaction that they may get sick from eating these.
Awareness - 3 - Makes judgments concerning behavior around dangerous plants and animals.

- Discuss why animal bites are dangerous besides the fact that they hurt. List animals that are poisonous - kinds of snakes, spiders, and insects. Try to find clear color pictures of these. Have students make "reports" on the habits of various dangerous animals. Discuss what to do in case of an animal bite. Take pictures of poisonous plants. Discuss which are poisonous to the skin or poisonous to eat. Keep an eye out for these plants on picnics and other field trips to point out to the students. If samples can be found, make a terrarium of poisonous plants.

- USDA, Farmers Bulletin #1972, Poison Ivy, Poison Oak, and Poison Sumac
- Maxwell, Lewis S., Florida's Poisonous Plants, Snakes, and Insects.
- Trend House, Plants Poisonous to People (Book & Charts)

- State at least two things to do in dangerous animal. e.g., try to remain calm, walk slowly away, etc.

- State to the teacher's satisfaction of teasing an animal.

- State to the teacher's satisfaction of measures for avoiding contracting disease, e.g., wear protective clothing, etc., wash immediately after exposure.

- We should not eat unknown plants or flowers; student will state to the teacher's satisfaction they may get sick from eating these.
Junior High Environmental Awareness - 4 - Understands earth science necessary for agriculture

JE4.1 When asked to name three parts of the earth, the student will state land, air, and water.

JE4.2 The student will state at least one effect of land, one of water, and one of air (or wind) on agriculture, e.g., some things grow better in sandy soil, plants need different amounts of water, air temperature affects plant growth, wind aids pollination, etc.

JE4.3 The student will explain to the teacher's satisfaction what is meant by the length of the day and how it affects agriculture, e.g., it means how many hours of daylight influences plant growth.

JE4.4 The student will state to the teacher's satisfaction, two effects of location on agriculture, e.g., type of plants grown, length of growing season.

JE4.5 The student will give an example, to the teacher's satisfaction, of the relationship between types of plants grown in an area and kinds of animals raised, e.g., cattle is more easily raised where grass is plentiful than in a desert.
Awareness - 4 - Understands earth science necessary for agricultural jobs in the community.

Discuss different kinds of soil. Have students bring in samples. The teacher might try to bring in some types that students don't have access to. Discuss what makes soil and what factors contribute to the fertility of the soil. Plant the same kind of seed in each type of soil brought in. Provide the same growing conditions. Compare the growth of the plants. Invite someone in an agriculture field (agriculture extension agent, nursery worker, etc.) to discuss soil, water, and light needs of various plants. Ask him to bring several examples. Plan a visit to a nursery and discuss the variety of needs of the different plants. List the kinds of plants grown in the area and why they in particular are suitable. List some plants not grown in the area and discuss why they would not be suitable.

Stress the importance of agriculture and agricultural jobs. Without agriculture there would be no food, clothing, or shelter—discuss why this is so.

JE4.6  The student will describe to the teacher's satisfaction how cultivation helps man meet the following needs: food, shelter, clothing, recreation.
describe to the teacher's satisfaction how one can meet the following needs: recreation.
Junior High Environmental Awareness - 5 - Accepts responsibility in conserving natural resources.

JE5.1 The student will illustrate or describe natural resources, to the teacher's satisfaction.

JE5.2 The student will state at least two ways he can presently conserve water.

JE5.3 The student will state at least two ways he can presently help conserve trees. e.g. forest fire prevention, reusing paper, collecting paper.

JE5.4 The student will state at least one other natural resource he can presently help conserve and how he can conserve it.

JE5.5 The student will state at least three realistic ways he, as an adult, can help his community establish and/or maintain conservation projects.

Discuss that natural resources by nature that man uses to live on such as: animals, water, soil, sun, minerals, and air. List common uses and ask students what natural resources they can think of and the ways they are used. Invite students to discuss the uses of trees and products made from trees such as paper, etc.
Awareness - 5 - Accepts responsibility in conserving natural resources

Illustrate or describe 4 natural resources.

State at least two ways he can help conserve and how he can

State at least two ways he can use trees. e.g. forest fire collecting paper.

State at least one other natural resource that he can help conserve and how he can

State at least three realistic ways he can help his community establish on projects.

Discuss that natural resources are materials provided by nature that man uses to live. List as many as the students can think of and then put them in categories such as: animals, water, soil, sunlight, forest (plants), minerals, and air. List common things that are used everyday and ask students what natural resources were used in their manufacture. Invite someone in forestry to discuss uses of trees and products made from trees. Discuss conservation of forests such as planting forests, recycling paper, etc.

MacDonald's Ecology Action Pack
Junior High Environmental Awareness - 6 - Understands the causes and effects of pollution and
responsible in preventing pollution

JE6.1 The student will state to the teacher's satisfaction
3 causes of air pollution and 3 cases of water pollution

JE6.2 The student will state to the teacher's satisfaction
at least one effect of air pollution on: human health,
agriculture, and animal life.

JE6.3 The student will state to the teacher's satisfaction
at least one effect of water pollution on: human health,
agriculture, and animal life.

JE6.4 The student will state to the teacher's satisfaction
at least 3 things he can personally do to
prevent pollution.

JE6.5 The student will state to the teacher's satisfaction
at least 5 things he can do as an adult either individually or
or as a part of the community, to prevent pollution.

Have students bring in sample water, lake water, ditch water
each sample. Let them sit un
Discuss the difference in res
water cycle. Discuss where e
water cycle and explain its 1
To show natural purification,
in the bottom. Plug the hole
sand and charcoal. Pour mud
the pot in a glass jar to col
that nature used to be able t
but there's too much polluti
aturally. Make murals on a
poster contest. Discuss lu
from air pollution.

MacDonalds Ecology Action Pac
Awareness - 6 - Understands the causes and effects of pollution and accepts individual responsibility in preventing pollution.

Have students bring in samples of water—rain water, spring water, lake water, ditch water, drinking water. Label each sample. Let them sit undisturbed for several days. Discuss the difference in residue. Make a chart of the water cycle. Discuss where each sample appeared in the water cycle and explain its level of natural purification. To show natural purification, get a clay pot with a hole in the bottom. Plug the hole with cotton. Add layers of sand and charcoal. Pour muddy water in the pot and set the pot in a glass jar to collect filtered water. Discuss that nature used to be able to filter water in this way but there's too much pollution now for this to happen naturally. Make murals on air and water pollution. Have a poster contest. Discuss lung and eye diseases caused from air pollution.

MacDonalds Ecology Action Pack
Junior High Consumerism - 1 - Can correctly use all coin-operated equipment

JC1.1 Given a detailed picture or actual example of a coin-operated newspaper vendor, the student will state how much the daily paper costs and how much the Sunday paper costs with 100% accuracy.

JC1.2 Given a detailed picture or actual example of a coin-operated newspaper vendor, the student will point to the appropriate slot to indicate where he would put certain coins for a daily or Sunday paper 90% of the time. (e.g. two nickles for a daily, one dime for a daily, one quarter for Sunday.)

JC1.3 Given detailed pictures or actual examples of coin-operated equipment containing the following words or phrases, the student will read these words and explain their meaning with 90% accuracy: out of order, use correct change, make another selection, change, turn, pull, push.

JC1.4 Given a picture or actual example of a coin-operated vendor containing articles of different prices, the student will tell how much given objects cost with 90% accuracy.
Consumption - I. Can correctly use all coin-operated equipment

1. Take slides of several vending machines including newspaper vendors, sandwich, drink, and candy machines. Discuss terms on the machines and teach them as sight words. Discuss some of the things that can go wrong and what should be done in each case.

For evaluation show a series of slides and ask for specific information. For example: "How much does orange juice cost?" "What coins could you use to buy it?"

2. Pictures or actual examples of coin containing the following words or will read these words and explain accuracy: out of order, use correct selection, change, turn, pull, push.

3. More or actual example of a coin containing articles of different prices, how much given objects cost with...
Junior High Consumerism - 2 - Can compare values and prices when shopping by comparing unit prices.

JC2.1. After computing the unit price of several items with the help of the teacher, the student will state to the teacher's satisfaction the meaning of the "unit price".

JC2.2 Given 10 sets of unit price labels, each set containing two or three labels for the same generic item, the student will give the name of the items, the quantity for each item, the market prices for each, the unit prices, and state which of the set is less expensive, with 90% accuracy. E.g. Brand A Coffee, 12 oz., $1.80, 15¢/oz.; Brand B Coffee, 10 oz., $1.70, 17¢/oz.; Brand A is less expensive.

Junior High Consumerism - 3 - Recognizes real versus apparent bargains.

JC3.1 Given 5 sets of items, half of the sets consisting of two similar items of approximately equal value but different prices, and the rest consisting of two similar items of different quality and prices, the student will state which sets represent real bargains and which sets represent apparent bargains with 80% accuracy.

Ask the manager of a grocery store to show the student dated unit cost labels (they are displayed on the shelf for ready reference) and discuss what they mean. Try to get a selection from several similar items (toothpaste, coffee, etc.).

Grovler - Modern Consumer Ed. and Shelter

Use examples such as metal 3M mending tape, hairbrush, Comb etc. (purse, wallet, shoes, etc.)

Bring in sale papers and discount bags. (See JC2)
2 - Can compare values and prices when shopping by comparing unit prices

Ask the manager of a grocery store for outdated unit cost labels (the plastic ones that are displayed on the shelf containing merchandise). Show them to the class and discuss what they mean. Try to get the labels from several similar items of different brands—toothpaste, coffee, etc. Compare the unit cost.

- 3 - Recognizes real versus apparent bargains

Use examples such as cellophane tape and magic mending tape—mark them the same price as cellophane tape to represent a real bargain. Use a cheap hair brush and a high quality hair brush that are priced accordingly. The cheap brush would be an apparent bargain. Leather vs plastic products (purse, wallet, shoes, etc.)

Bring in sale papers and discuss items in terms of bargains. (See JC2)
Junior High Consumerism - 4 - Know advantages and disadvantages of quantity buying

JC4.1 Given the quantities, total prices, and unit prices of several items which are less expensive when purchased in quantity, and asked one advantage of quantity buying, the student will state to the teacher's satisfaction that quantity buying is sometimes less expensive.

JC4.2 Given several examples of cases in which quantity buying is not less expensive and asked how to determine whether or not quantity buying is less expensive, the student will state to the teacher's satisfaction that the unit prices should be compared.

JC4.3 Given 10 examples of quantity buying, half of which indicate real economy and half of which do not, due to higher or equal unit price, lack of storage space, or inability to consume before deterioration, the student will indicate which cases actually represent economical quantity buying.

JC4.4 The student will state two advantages of quantity buying (e.g., usually more economical, need to buy less frequently), and two disadvantages (may waste some, need more money at time of purchase).

Show pictures of items like cereal, etc., that come in a within the same brand. Compare and determine which is the most economical.

Bring in a sales paper and discuss items that can be bought in quantities. (See JC2)

Discuss items that usually are bought in quantities unless you intend to use them such as fresh vegetable lettuce and most citrus fruit or canned.

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m - 4 - Knows advantages and disadvantages of quantity buying

- Total prices and unit prices are less expensive when purchased in quantity. One advantage of quantity buying is that the teacher can be satisfied with the unit price being less expensive.

Examples of cases in which quantity buying is expensive and asked how to determine if it is cheaper, the teacher can be satisfied that it is the most economical.

Examples of quantity buying, half of which and half of which do not, due to price, lack of storage space, or before deterioration, the student actually represents economical.

1. State two advantages of quantity buying more economical, need to buy less and disadvantages (may waste some, need purchase).

Show pictures of items like dry milk, shampoo, cereal, etc., that come in a variety of sizes within the same brand. Compute the unit price and determine which is the most economical.

Bring in a sales paper and discuss which items can be bought in quantities while on sale. (See JC2)

Discuss items that usually are not bought in quantities unless you intend to freeze or can them such as fresh vegetables. Discuss that lettuce and most citrus fruits are not frozen or canned.
Junior High Consumerism - 5 - Can determine worth of items he might buy, sell, or trade

JC5.1 Given pictures or actual examples of 10 items he is likely to have and 10 reasonable prices, the student will match the prices to the objects, assuming the objects are new, with no more than one reversal of prices.

Take students on a shopping trip prepared list of items. Notice brands and price of different stores to price. (See Intermediate Consumerism)

Provide catalogs and have as many things as they can price ranges—$5.00—$15.00

After students have become prices, begin to play "The

(See Appendix B for directions)

Take students on a shopping trip prepared list of items. Notice brands and price of different stores to price. (See Intermediate Consumerism)

Provide catalogs and have as many things as they can price ranges—$5.00—$15.00

After students have become prices, begin to play "The

(See Appendix B for directions)

JC5.2 Given at least 10 pairs of objects he is likely to have, half of the pairs having approximately equal value, the student will select those pairs having approximately equal values with 90% accuracy.

JC5.3 Given pictures or actual examples of at least 10 items he is likely to have, the student will give a price for each article which is within 25% of what the teacher believes a reasonable price, 90% of the time.

Junior High Consumerism - 6 - Recognizes there is a depreciation of goods

JC6.1 The student will state two reasons to the teacher's satisfaction why an article is not of full value after being used. (e.g. damaged, older, expired warranty, etc.)

Discuss the meaning of de

List items on the board discussed in terms of depreciation. (homes, boats, appliances, etc.)

Discuss places one might at a depreciated price.
CONSUMERISM - 5 - Can determine worth of items he might buy, sell, or trade.

Take students on a shopping trip. Give them a prepared list of items to price. Have them notice brands and price differences. Visit different stores to price the same items. (See Intermediate Consumerism 1)

Provide catalogs and have students look for as many things as they can find in particular price ranges—$5.00—$10.00, over $100.00, etc.

After students have become somewhat aware of prices, begin to play "The Price is Right." (See Appendix B for directions.)

CONSUMERISM - 6 - Recognizes there is a depreciation of goods

Discuss the meaning of depreciation.

List items on the board that are commonly discussed in terms of depreciation—cars, mobile-homes, boats, appliances, furniture, etc.

Discuss places one might go to purchase something at a depreciated price.
Junior High Consumerism - 7 - Understands the worth of a "trade-in" article in a purchase.

JC7.1 Given a price on an item to be purchased and the trade-in of a like item, the student will compute the cost of the item with a trade-in with 90% accuracy.

Discuss what types of articles considered for trade-in. Make concerning trade-in. (See JA6)

Discuss that an individual would sell his "trade-in" article and trade it in.

Junior High Consumerism - 8 - Knows how to read advertisements for goods and services per switch, referral selling, free gimmicks, fear selling.

JC8.1 Given an advertisement containing a free gimmick, the fair market value of the free item, and the regular or sale price of the purchased article as advertised elsewhere, the student will determine which is a more economical purchase. e.g. regular price vs. regular price plus free gimmick; or $5.00 off regular price vs. regular price plus free gimmick valued at $2.00.

Make up 2 sale papers. Show several items being sold at the other, show items being with a "free gift" attached determine the value of "free" decide which is the best buy.

Discuss how a person might doesn't really need just to actually price an item off and compare it to the regular free gift.

Role play a "bait and switch"

JC8.2 The student will state two disadvantages of buying an item with a second free item. e.g. may be less expensive to buy the item without the free gimmick, the free item may be of little value, the free item may not be needed, etc.

JC8.3 The student will describe, to the teacher's satisfaction, bait and switch advertisements.

Role play a "bait and switch" students write scripts and that are misleading. Have ad uses a scare tactic, ("d blood"), sex appeal, etc.
m - 7 - Understands the worth of a "trade in" article in a purchase

Discuss what types of articles are usually considered for trade-in. Make up word problems concerning trade-in. (See JA6)

Discuss that an individual might be better off to sell his "trade-in" article himself rather than trade it in.

m - 8 - Knows how to read advertisements for goods and services perceptively (bait and switch, referral selling, free gimmicks, fear selling)

Make up 2 sale papers. Show on one sale paper several items being sold at reduced prices. On the other, show items being sold at regular prices with a "free gift" attached. Have students determine the value of "free gifts" and then decide which is the best bargain.

Discuss how a person might buy something he doesn't really need just to get the "free gift". Actually price an item offering a "free gift" and compare it to the regular price without the free gift.

Role play a "bait and switch" situation. Let students write scripts and act out commercials that are misleading. Have students tell if the ad uses a scare tactic, ("do you have iron poor blood?"), sex appeal, etc.
JC8.4 Given advertisements which include misleading implications, the student will identify the implications and state how they are misleading 90% of the time. e.g. You will have more dates using White Toothpaste.

Junior High Consumerism - 9 Knows how to refuse to buy unwanted merchandise from salesmen.

JC9.1 In a simulated situation, the student will refuse unwanted merchandise from a salesman stating two reasons for refusal to the teacher's satisfaction.

Role play several situations door to door salesmen, department personnel, telephone salesperson.

Junior High Consumerism - 10 - Recognizes intent of unordered merchandise (record clubs, magazines, mail-delivered).

JC10.1 The student will state one reason for not sending for free mail-delivered merchandise (example: may have to buy further merchandise after accepting the first free one).

Bring in magazines that contain free merchandise. Read the intent of the ad.

JC10.2 The student will state, when asked, that unordered merchandise received in the mail does not have to be paid for.
ments which include misleading
sent will identify the implications
misleading 90% of the time.
cre dates using White Toothpaste.

m - 9 - Knows how to refuse to buy unwanted merchandise from salesmen

situation, the student will refuse
from a salesman stating two reasons
cher's satisfaction.

Role play several situations involving
doors to door salesmen, department store
personel, telephone sales pitches, etc.

m - 10 - Recognizes intent of unordered merchandise (record clubs, magazine subscriptions)

all state one reason for not sending
and merchandise (example: may have to
after accepting the first free one).

Bring in magazines that contain ads for
free merchandise. Read the ads and discuss
the intent of the ad.

state, when asked, that unordered
the mail does not have to be paid

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Junior High Consumerism - 11 - Is aware of "hidden" charges made by companies (installation fees)

JC11.1 In a simulated situation, the student will ask about installation fees or other charges in addition to purchasing price.

Make lists on the board of items usually associated with a contract. (Rent - damage deposits, appliance)

JC11.2 The student will state two examples of a hidden charge. e.g. washer-installations, electrical hook-up, car-tags and inspection sticker.

Junior High Consumerism - 12 - Understands that contracts are involved with renting and buying.

JC12.1 When asked to explain what a contract is and assuming he knows the term "legal", the student will state to the teacher's satisfaction that a contract explains what each person must do to fulfill an agreement and that he is legally bound to do this.

Make contracts for grades or discussion in what situations a contract is signed.
- 11 - Is aware of "hidden" charges made by companies (installation fees, delivery charges, etc.).

In this situation, the student will be able to recognize fees or other charges in addition to the price.

Make lists on the board of items that hidden charges are usually associated with. Write the kind of charges by the item.

(Rent - damage deposits; appliances - hookup or installation fees, etc.)

- 12 - Understands that contracts are involved with renting and buying goods and services.

Explain what a contract is and the term "legal," the student will be able to identify when a contract is needed and what actions must be taken to fulfill it. The student will understand that a contract is a legally binding agreement.

Make contracts for grades or privileges with the student.

Discuss in what situations a person might be required to sign a contract.
Junior High Consumerism  - 13. Is aware of credit practices

JC13.1 When asked to explain what credit is, the student will state to the satisfaction of the teacher that it means "buy now pay later" or borrowing for a purchase.

JC13.2 When asked to give two disadvantages of using credit, the student will state to the satisfaction of the teacher that it costs extra to buy on credit and that people often buy more than they can afford to pay.

JC13.3 When asked what the cost of credit is called, the student will state "interest" with 100% accuracy.

Ask students to name things for which they do not have on the board. Discuss different things - credit cards, installment loans.

Make a bulletin board showing credit.

Discuss advantages and disadvantages of using them on the board.

Discuss what "interest" and "principal" mean.

-19- Is aware of credit practices

Explain what credit is, the satisfaction of the teacher's later" or borrowing for a

Give two disadvantages of using state to the satisfaction costs extra to buy on credit more than they can afford to

The cost of credit is called, interest with 100% accuracy.

Ask students to name things they would like to buy but for which they do not have available funds. List these on the board. Discuss different methods of buying these things - credit cards, installment buying, and loans.

Make a bulletin board showing different sources of credit.

Discuss advantages and disadvantages of credit and write them on the board.

Discuss what "interest" and "finance charges" are.

Institute of Life Insurance, A Date With Your Future, Pruett Pub. Co., Mathematics In Living, Book 4 Credit, Loans and Taxes.
Junior High Consumerism - 14 - Is aware of the procedure of installment buying

JC14.1 The student will define to the teacher's satisfaction, installment buying as paying for an item at regular intervals, after the item has been received.

JC14.2 Presented with a problem in which the total cost and down payment are given, the student will use the correct procedure to compute the balance with 90% accuracy.

JC14.3 Presented with a problem in which the down payment, and monthly installment are given, the student will use the correct procedures to compute the total cost of the items.

JC14.4 Given the total cost of an item purchased on installment and the cash price of the item, the student will compute the difference with 90% accuracy.

JC14.5 The student will state to the teacher's satisfaction, one advantage of installment buying (do not need as much money when item or service is wanted or needed) and one disadvantage (cost more, reduce income over longer period of time.)
14. Is aware of the procedure of installment buying

- Define to the teacher's class buying-as paying for an item when the item has been received.

- Problem in which the total cost is given, the student will use the balance with 90% accuracy.

- Problem in which the downpayment is given, the student will use to compute the total cost of cost of an item based on price of the item, the student with 90% accuracy.

- State to the teacher's class how installment buying works when item or service is disadvantage (cost more, for period of time).

Show pictures or actual items students might want to buy - radio's, cassette tape recorders, record players, clothes, T.V., etc. Play the role of a store manager. Set up an installment payment schedule for each student including a downpayment. Let students do the necessary computations to meet the objectives.

Institute of Life Insurance, A Date With Your Future
Pruett Pub. Co., Mathematics In Living, Book 1 Buying
Junior High Consumerism - 15 - Is aware of "truth-in-lending" laws

JC15.1 The student will state to the teacher's satisfaction the purpose of the "truth-in-lending" laws.

Discuss with students that the purpose of the "truth-in-lending" laws is to inform the customer of the dollar cost of credit and the actual amount of interest.

Discuss what this means and several examples with the class. For instance, credit cards charge 1 1/2% per month on a rate of 18%. The dollar cost of interest in one year is calculated as follows: $100 x (1 + 0.015)^{12} - 100 = 1015 - 100 = 86.48$.

Institute of Life Insurance;
Discuss with students that this law says a creditor must inform the customer of 2 things: he must tell the dollar cost of credit and the true annual interest rate.

Discuss what this means and why it is important. Compute several examples with the class. For example: Credit Cards charge $1 1/2 \%$ per month. That is an annual interest rate of 18\%. The dollar cost of credit would be the actual amount of interest in dollars and cents.
Junior high Consumerism - 16 - Understands the importance of saving and insurance as protection of the future (See JA(M)3, JA(M)7)

JC16.1 Given the task of preparing a budget with a given amount of money, the student will allot a reasonable amount for savings and insurance to the satisfaction of the teacher.

JC16.2 The student will state two reasons for having savings account. e.g. down payment for home, car, job loss, illness, etc.

JC16.3 The student will state three kinds of insurance e.g. auto liability, fire, life, hospitalization.

JC16.4 The student will describe to the teacher's satisfaction, a case in which it would be helpful to have each of the following types of insurance: life, fire, auto, hospitalization.
- Understands the importance of saving and insurance as protection against the uncertainties of the future (See JA(M)3, JA(M)7)

Of preparing a budget with the student will allot savings and insurance to the other.

State two reasons for having your own payment for home, car,

State three kinds of insurance: life, hospitalization.

Describe to the teacher's which it would be helpful to having types of insurance:

See activities for budgeting: JA(M)6, JS20, checking and savings accounts JA(M)3. Talk with students about what insurance is for. Ask students to try to think of things that might happen to them or their families that they couldn't afford to pay for. List the different kinds of insurance on the board. Make an insurance relate crossword puzzle or word hunt.

Institute of Life Insurance, A Date With Your Future CH.4
Junior High Consumerism - 17 - Is aware of insurance premiums and benefits

JC17.1 Asked what insurance premiums are, the student will state "payment on insurance policy" to the teacher's satisfaction.

JC17.2 The student will state two factors which influence the amount of premiums, e.g. how often paid health or age on life or hospitalization, driving record and age on auto, type of house and nearness of fire department on fire, etc.

Junior High Consumerism - 18 - Distinguishes between various kinds of bills and receipts: cancelled check (See JS19.5)

JC18.1 Given a bill and a receipt, the student will indicate which needs to be paid and which has been paid with 100% accuracy.

JC18.2 Given a variety of receipts, the student will identify a sales slip, cash register slip, cancelled checks, rent receipts, and medical receipts.

 Invite an insurance agent to talk with him ahead of time explaining what you are concerned with. Give the questions they should listen to and the answers during the talk, if possible. (See JL2.)

Institute of Life Insurance,
17 - Is aware of insurance premiums and benefits

Invite an insurance agent to talk to the class. Talk with him ahead of time explain the type of information you are concerned with. Give the students specific questions they should listen for. If they do not hear the answers during the talk, they should ask at the end of presentation. (See JL2, SL1)

Institute of Life Insurance, A Date With Your Future, CH4.

18 - Distinguishes between various kinds of bills and receipts: sales slip, cash register, cancelled check (See JS19.5)

Bring in some of your own monthly bills and make copies for students to look at. For example: Save all your master charge receipts for a month, bring in the months bill and have students determine which are included in the bill and which are not. Bring in a variety of receipts for students to look at. Discuss what receipts are and why it is important to keep them.
Given itemized bills or receipts and lists of purchases, the student will compare them and state whether or not the bills or receipts are correct, with 90% accuracy.
bills or receipts and lists of
till compare them and state
s or receipts are correct, with
Junior High Consumerism - 19 - Is aware of cost of utilities

JC19.1 Given an actual telephone bill, the student will indicate the amount of: the regular monthly charge, the long distance charges, and the tax with 100% accuracy.

JC19.2 The student will name two things which influence the regular monthly charge (number of extensions, number of people on line, in some places the color or type telephone).

JC19.3 The student will state 4 things which influence the cost of a long distance call (time of day, type of call, distance, length of time of call).

JC19.4 Given an actual telephone bill containing long distance calls, the student will state the date on which the calls were made, the type calls, the class of calls, the places and numbers called, and the amount of the calls with 90% accuracy.

JC19.5 The student will keep records of at least 5 imaginary long distance calls and compare these with a teacher made bill, stating with 90% accuracy whether each call or the bill is correctly noted.
telephone bill, the student will state the date on which the bill was sent, the type calls, the class numbers called, and the tax. with 100% accuracy.

name two things which influence charge (number of extensions, in some places the color or state 4 things which influence a call (time of day, type of time of call).

Telephone bill containing long

telephone bill containing long

telephone bill containing long

telephone bill containing long

Keep records of at least 5 calls and compare these with a graph with 90% accuracy whether each exactly noted.

- Is aware of cost of utilities

Bring in actual telephone bills. Make a copy for each student if possible. Discuss the different kinds of information found on the bill itself. Call the phone company for information concerning items in JC19.2. Relate this to the students and have them compute costs for specific arrangements. Let a student call the local utilities department to find out the cost of items mentioned in JC19.6. Invite the Home Economics Extension agent to talk to the class on conservation of electricity.
JC19.6 The student will state the kinds and cost of public utilities in his community with 90% accuracy. e.g., garbage collection @ $2.00/month; sewage @ $2.00/month; water based on meter with minimum of $2.00/month.

JC19.7 The student will read an electric, water, or gas meter on two occasions and compute how much was used with 90% accuracy.

JC19.8 The student will describe how electric and gas bills are determined in his community (electric on basis of meter, gas by meter or by tank for liquid gas).

JC19.9 The student will state to the teacher's satisfaction two realistic ways to keep utility costs down.
11. State the kinds and cost of services in his community with 90% accuracy. Electric $2.00/month; sewage $2.00/month with minimum of $2.00/month.

11. Read an electric, water, or gas meter and compute how much accuracy.

11. Describe how electric and water are used in his community (electric by meter or by tank for liquid.

11. State to the teacher's satisfaction how to keep utility costs down.
VOCATIONAL COMPETENCIES
VOCATIONAL COMPETENCIES

GOAL

Vocational Competencies - Upon completion of the EMR program the learner will exhibit vocational behaviors as determined by adequate social, physical, basic, and occupational skills development, enabling the learner to be successful in living by maintaining a job.

Terminal Objective

The EMR learner will be aware of the contrality of work in his life, the rewards and disadvantages, the rights and responsibilities of the worker. He will also demonstrate appropriate work habits and responsibilities.

Junior High Vocational Competencies - 1 - Understands tangible and intangible rewards for work

JVI.1 The student will state at least three expenses of living such as food, clothing, shelter, medical expenses, transportation, etc. to the teacher's satisfaction. (See JC2, 5, 17, 19)

JVI.2 Asked how one pays expenses of living, the student will respond "by working".

JVI.3 The student will correctly state two positive reasons for working: money, pride in work, making a contribution to society, etc.

Discuss with students what you would do if you were out of school for two weeks. Ask them if they ever get bored. Discuss that work always have something to do. Discuss that you can make friends. Of course you will make friends. Discuss the same time. Discuss that people ask you when you can hold down a job to make living, and take care of yourself. Discuss that you think it would be a good idea to do this. Of course you want to do this. Get into a discussion of work habits and responsibilities.

Finney, Help Yourself to a Future
VOCATIONAL COMPETENCIES

GOAL

Upon completion of the EMR program the learner will exhibit vocational competency adequate social, physical, basic, and occupational skills development, such that he is by maintaining a job.

Terminal Objective

be aware of the contrality of work in his life, the rewards and dignity of work, and responsibilities of the worker. He will also demonstrate appropriate work habits to meet es.

al Competencies - 1 - Understands tangible and intangible rewards for working

will state at least three expenses food, clothing, shelter, medical ition, etc. to the teacher's (C2, 5, 17, 19)

meets expenses of living, the d "by working".

will correctly state two posit money, pride in work, making a iety, etc.

Discuss with students what they do when they are out of school for long periods of time. Ask them if they ever get bored or miss their friends. Discuss that working is a way to always have something to do and its a way to make friends. Of course you earn money at the same time. Discuss that people are proud of you when you can hold down a job, earn a living, and take care of yourself. Ask students what they think it would take to support themselves.

Get into a discussion of what they want out of life.

Finney, Help Yourself to a Job, Part I
Junior High Vocational Competencies - 2 - Knows most of the responsibilities to employer.

JV2.1 The student will state at least three responsibilities to his employer such as punctuality, quality of work, care of property, initiative, cooperation, etc. to the teacher's satisfaction.

JV2.2 The student will state to the teacher's satisfaction at least three responsibilities to fellow workers. e.g. cooperation, doing their share of the work, sharing in "office expenses" (coffee break, office party, flowers, birthday gifts, farewell gifts), etc.

Have students name the third thing, list them on the board. Ask: does he have a right to expect this?

Make up simulated situations. Ask students who is right, etc. Discuss with other workers can affect the relationship with the employer.

Educational Design, Inc. "The Job"
Finney, Help Yourself To a Follett, Accent/World of Work Lessons 1-2

Junior High Vocational Competencies - 3 - Recognizes that there are lines of communication in any job.

JV3.1 Given a list or chart of the lines of authority in five real organizations (school system, government, actual local employers, etc.), the student will name the superior for any given name on the list with 90% accuracy.

JV3.2 Given an actual local employment organization, the student will state his immediate superior.

Discuss lines of communication. Make up sample problems at school and discuss them using proper lines of this to jobs. Make up a chart of proper lines of students problems that might explain the proper use of.

Educational Design Inc. "The Job, Tape 2"
1 Competencies - 2 - Knows most of the responsibilities to employers and fellow employees

- State at least three employer responsibilities such as punctuality, of property, initiative, cooperation, satisfaction.

- State to the teacher's responsibilities to fellow workers. Their share of the work, sharing coffee breaks, office parties, flowers, all gifts, etc.

Have students name the things a boss expects and list them on the board. Ask them why they think he has a right to expect these things.

Make up simulated situations showing co-worker relationships. Ask students what they would do, who is right, etc. Discuss how relationships with other workers can affect the whole job and the relationship with the boss.

Educational Design, Inc. The World of Work I "On the Job"
Finney, Help Yourself To a Job, Part I
Follett, Accent/Wor(d) of Work - Keeping that Job
Lessons 1-2

1 Competencies - 3 - Recognizes that there are lines of communication and authority in any job

- Draw a chart of the lines of authority (school system, government, etc.), the student will name given name on the list with the

- Local employer organization, his immediate superior.

Discuss lines of communication in school. Make a chart. Make up sample problems that may arise at school and discuss the procedure for solving them using proper lines of communication. Relate this to jobs. Make up a job situation including a chart of proper lines of communication. Give students problems that might arise and have them explain the proper use of lines of communication.

Educational Design, Inc., World of Work I "On The Job, Tape 2"
Junior High Vocational Competencies - 4 - Can judge accurately the amount of time required

JV4.1 Given a specific task which he has completed previously, the student will state the amount of time required to complete the task to within 25% of the time required.

JV4.2 Given a specific task similar to but not identical to a previously accomplished task, the student will estimate the amount of time required to complete the job to the teacher's satisfaction.

Make up a ditto with the ho
day written to the minute, all on one sheet with as much
beside each time.

<table>
<thead>
<tr>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>8:30</td>
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<tr>
<td>8:31</td>
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<tr>
<td>8:32</td>
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<tr>
<td>8:33</td>
</tr>
</tbody>
</table>

Write the word "start" when the task and "finish" when
system has a variety of pos
chart as a reference, discu
amount of time required for
various tasks.

FR-On The Job

Junior High Vocational Competencies - 5 - Budgets time so that job can be completed, taking on-task and necessary non-task oriented behaviors into account.

JV5.1 Given a specific task, the student will state needed preparation for task and the approximate time needed for preparation to the teacher's satisfaction.

Use the system mentioned in plan and stick to schedules.

Set up a reward system for schedule. (See SA(M)2)

JV5. Given two or more specific tasks to complete within a given amount of time, the student will budget his time to complete all tasks within the given amount of time.
JUNIOR HIGH
VOCATIONAL COMPETENCIES
JOB ATTITUDES

1. Competencies - 4 - Can judge accurately the amount of time required to complete a task.

Make up a ditto with the hours of the school day written to the minute. This should be all on one sheet with as much space as possible beside each time.

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:30</td>
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<td>8:32</td>
<td>12:02</td>
</tr>
<tr>
<td>8:33</td>
<td>12:03</td>
</tr>
</tbody>
</table>

Write the word "start" when the student starts the task and "finish" when he completes it. This system has a variety of possible uses. Using the chart as a reference, discuss or point out the amount of time required for the completion of various tasks.

2. Competencies - 5 - Budgets time so that job can be completed, taking into consideration on-task and necessary non-task oriented behavior.

Use the system mentioned in JV4 to help students plan and stick to schedules.

Set up a reward system for students who stay on schedule. (See SA(M)2)
Junior High Vocational Competencies - 6 - Begins to correlate his time schedule to routines.

JV6.1 Given a simulated situation, the student will work at the same pace as other workers to the satisfaction of the teacher.

JV6.2 Given a number of tasks to do, the student will schedule them in such a way as to not interfere with the routine of others, to the teacher's satisfaction.

Junior High Vocational Competencies - 7 - Can sequence activities for the most efficient completion of the task, and maintain on-task behavior without supervision.

JV7.1 Given specific activities which he has previously accomplished, the student will state the correct sequence of activities to efficiently complete the task.

JV7.2 Given a specific task similar but not identical to a previously accomplished task, the student will sequence the activities to efficiently complete the task.

JV7.3 After stating the sequence of activities, the student will correctly complete the tasks maintaining on-task behavior without supervision, 80% of the time.
<table>
<thead>
<tr>
<th>Vocational Competencies - 6</th>
<th>Begins to correlate his time schedule to routine of others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inside situation, the student will</td>
<td>Observe students while working on craft</td>
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<td>projects and vocational activities. Talk</td>
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<td>with students individually who are having</td>
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<td>Number of tasks to do, the student will</td>
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<td>choose a way as to not interfere with</td>
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<td>others, to the teacher's satisfaction.</td>
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<td>Vocational Competencies - 7</td>
<td>Can sequence activities for the most efficient completion of</td>
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<td>the task, and maintain on-task behavior without supervision</td>
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<td>Task similar but not identical</td>
<td>Using the time chart described in JV4, have</td>
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<td>students sequence activities involved in</td>
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<td>various tasks. See Appendix B for Prescription</td>
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<td>to the sequence of activities, the student will efficiently complete the task.</td>
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Junior High Vocational Competencies - 8 - Can analyze his own task performance and determine one major reason for the poor quality.

JV6.1 After completing an assigned task of unsatisfactory or poor quality, the student will state one major reason for the poor quality, to the teacher's satisfaction.

JV8.2 After completing an assigned task, the student will state one major way it could have been improved to the satisfaction of the teacher.

Junior High Vocational Competencies - 9 - Knows most of the rights and benefits that are involved in employment.

JV9.1 The student will state at least three of the rights and benefits as a job holder. e.g. minimum wage, lunch hours, maximum hours, overtime pay, coffee break, advancement, equal opportunity, etc. to the teacher's satisfaction.

JV9.2 The student will state at least two financial benefits ("fringe benefits") which may accompany a job in addition to wages. e.g. life insurance, hospitalization insurance, parking, discounts, etc. (See JV15.3)
JUNIOR HIGH
VOCATIONAL COMPETENCIES
JOB ATTITUDES

1. Can analyze his own task performance and determine ways to improve it.

When an assigned task is unsatisfactory, the student will state one poor quality, to the teacher's

Either discuss the evaluation of classwork
and vocational or craft projects with each
student or write an evaluation. Attach it
to the work or give it to the student.

2. Knows most of the rights and benefits that are involved in assuming a job.

When studying specific jobs, keep a notebook of the rights and benefits of each job. Discuss the likeness and differences among jobs.

All students will state at least three of the rights 

Finney, Help Yourself to a Job, Part II

All students will state at least two financial needs which may accompany a job. e.g. life insurance, hospitalization
costs, etc. (See JV15.3)
Junior High Vocational Competencies - 10 - Understands relationship between wages and how payroll deductions. (See JA(T)6)

JV10.1 The student will state to the teacher's satisfaction that when working he must arrive on the job on time and leave at a specific times as determined by the employer.

JV10.2 The student will state to the teacher's satisfaction that his wages are determined by the amount of time he is on the job.

JV10.3 After computing gross pay, the student will list the two most common deductions such as income tax, social security, retirement workers compensation, insurance, union dues, credit union, etc.

JV10.4 After computing gross pay and given specific deductions, the student will figure net pay with 90% accuracy.

Make up paragraphs about personal situations including wages and payroll deductions.

Discuss the different types and why they are taken out.


Junior High Vocational Competencies - 11 - Knows to ask for further explanation and help.

JV11.1 Given a situation in which it is improbable that the student will be able to complete the assignment, the student will ask the teacher for help whenever necessary to the teacher's satisfaction.

Purposely give students tasks which they will have to ask for help. Do not volunteer or help. Do not volunteer or help.
nal Competencies - 10 - Understands relationship between wages and hours worked, noting payroll deductions. (See JA(T)6)

will state to the teacher's then working he must arrive on leave at a specific times as employer.

will state to the teacher's this wages are determined by the is on the job.

iting gross pay, the student will list deductions such as income tax, social at workers compensation, insurance, union, etc.

iting gross pay and given specific de- dent will figure net pay with 90% accuracy.

nal Competencies - 11 - Knows to ask for further explanation and help when in doubt

ation in which it is improbable that able to complete the assignment, the e teacher for help whenever necessary isfaction.

Make up paragraphs about particular job situations including wages, hours, and payroll deductions.

Discuss the different types of deductions and why they are taken out.


Purposely give students tasks to do for which they will have to ask for information or help. Do not volunteer help-student must request it.
TERMINAL OBJECTIVE

The student having explored many jobs, will use public and private sources to locate jobs, evaluate jobs in terms of qualifications and advantages, and will make a realistic selection of availability of jobs in the community and on his own strengths and weaknesses.

Junior High Vocational Competences - 12 - Knows some public and private sources of job information

JVL2.1 The student will name at least three (3) public sources of job information (state employment agency, radio, television, newspaper, chamber of commerce, etc.) with 100% accuracy.

JVL2.2 When asked to name at least three private sources for job information, the student will state these to the satisfaction of the teacher, (friends, teachers, guidance counselors, parents, or employers in their immediate environment).

Make a bulletin board of information both public and private.

List these on the board and to use each and the kind each gives.

TERMINAL OBJECTIVE

I explored many jobs, will use public and private sources to locate job information, will terms of qualifications and advantages, and will make a realistic selection of jobs based of jobs in the community and on his own strengths and weaknesses.

National Competences - 12 - Knows some public and private sources of job information (See JR8)

It will name at least three (3) public formation (state employment agency, newspaper, chamber of commerce, etc.).

Make a bulletin board of sources of job information both public and private. List these on the board and discuss how to use each and the kind of information each gives.

I to name at least three private sources in, the student will state these to the teacher, (friends, teachers, guidance, or employers in their immediate

Firney, Help Yourself to a Job, Part I, III Love Pub. C., Individualized Reading Instruction Games and Activities pp 91-93 Follet-Accent/The World of Work, Getting that Job, Lesson I
Vocational Competencies - 13 - Uses newspapers to locate jobs and job qualifications.

1. If an asked where to find jobs and job qualifications in the newspaper, the student will state in the classified ads section or want ads with 100% accuracy.

2. Given a newspaper or want ads, the student will locate the classified ads section with 100% accuracy.

3. Upon reading jobs and job qualifications in classified ads sections, the student will list the qualifications for the advertised careers.

Have students cut out jobs for someday or ones that sound good to them. The ads on a sheet of paper and qualifications necessary, on the paper. Include this as mentioned in JV9.

Give the students copies of the jobs. Describe a person in terms of experience, interests, etc. and find a job suitable for him.

Finney, Help Yourself to a Job, Love Pub., Individualized Games and Activities, pp.

Vocational Competencies - 14 - Can describe jobs in terms of tasks and qualifications.

1. Given a list of 10 community jobs, the student will state at least three job tasks for each.

2. Given a list of 10 community jobs, the student will state 3 personal requirements for each.

Make a job notebook. Visit job sites as possible. Be sure students a list of specific of about the job. Put them in book (See JV9, 12, 13)

Finney, Help Yourself to a Job.
VOCATIONAL COMPETENCIES

CHOOSING A JOB

13. Uses newspapers to locate jobs and job qualifications (see JP 9).

- Where to find jobs in the newspaper, the student will state in section or want ads with 100% accuracy.

- Have students cut out jobs they might want someday or ones that sound interesting. Tape the ads on a sheet of paper and write the qualifications necessary, person to call, etc. on the paper. Include this in a job notebook as mentioned in JVI.

- Give the students copies of classified sections. Describe a person in terms of age, sex, work experience, interests, etc. The first person to find a job suitable for him wins a point.

- Finney, Help Yourself to a Job, Part I, II

- Love Pub., Individualized Reading Instruction Games and Activities pp 91-93.

14. Can describe jobs in terms of tasks and qualifications.

- Of 10 community jobs, the student will list the three job tasks for each.

- Of 10 community jobs, the student will list the requirements for each:

  - Shovel, following cautions
  - Cash register helper
  - Personal appearance

- Make a job notebook. Visit as many community job sites as possible. Before going, give the students a list of specific information to find out about the job. Put this information in the book. See JVI, 12, 13.

- Finney, Help Yourself to a Job, Part II and III.
Given a list of 10 jobs, the student will describe to the teacher's satisfaction, how each contributes to society.

Given a list of 10 jobs, the student will state to the teacher's satisfaction possible fringe benefits of each. (See JVo.2)

Given a list of 10 jobs, the student will describe each to the teacher's satisfaction in terms of working conditions, e.g., indoors, physically active or sedentary, consistent work pressure or rush hours, working alone or with people, etc.

Given a list of at least 20 jobs, the student will select those available in his community or nearby with 100% accuracy.

The student will name at least 10 occupations and their related skills with accuracy.
Junior High Vocational Curriculum
Choosing a Job

Final activities: 15- Can describe jobs in terms of their advantages
See JVO, 12, 13, 14

of 15, the student will describe satisfaction, working hours for each.
Finney, Finding Your Job

of 15 jobs, the student will state satisfaction, how each contributes to

of 15 jobs, the student will state satisfaction possible fringe
See JVO, 2

of 15 jobs, the student will state teacher's satisfaction in terms of:
1. Indoors, physically consistent work pressure or rush or with people, etc.

all career choices - if can name jobs available in the community (See JVO)

of at least 20 jobs, the student will be in community or nearby with Geo

will need least 1 preparations
full career accuracy.
In this job notebook, have given a list of jobs, the student will
state to the teacher's satisfaction why he would
or would not like each.

Finney, Help Yourself to a...
Finney, Finding Your Job
In this job notebook, have students include an evaluation of the job in terms of his own ability to perform it.

Finney, Help Yourself to a Job Part I and III
Finney, Finding Your Job
Following on-site visits of selected community jobs and after a list of general job qualifications, the student will select 10 of the skills required for each job. (See 1.1.1.)

Following on-site visits of selected community jobs, the student will be able to select one or two of those jobs for which he would most qualify to the teacher's satisfaction.

Following on-site visits of at least five jobs, the student will be able to look at the jobs and select and which should not be selected and give reasons for this choice to the teacher's satisfaction. Reasons given should indicate evidence of the general qualifications, his interests, and his priorities in terms of the advantages and disadvantages. (See 1.1.1.)
on-site visits of selected community jobs and personal job qualifications, the student will write of the skills required.

Observation of selected jobs, the student is for which one could most qualify to the job.

His list of at least five jobs, the which he has chosen and the reasons for his choices to fact, his cover should indicate his personal qualifications, his priorities in terms of advantages (See Unit 3)
TERMINAL OBJECTIVE

The learner shall have the necessary skills to apply for, obtain, retain, and make adjustments to jobs commensurate with his abilities.

Junior Vocational Activities - 18 - knows personal and vital statistics and can communicate.

1.1 The student will verbally give with 100% accuracy the following personal information: full name; sex; address (mailing and/or residence) including city, state and zip code; phone number; and; birthdate in full; place of birth; place of school; parent's name (including mother's maiden name), parent's address, place where parents work, and brothers and sisters name.

When calling roll have student particular part of personal data. Require student date in both forms on daily.

Teach abbreviations as sight.

Provide a variety of job applications to practice filling out. Teach filling them out as spelling.

TECHNICAL OBJECTIVE

I have the necessary skills to apply for, obtain, retain, and make advancement in jobs.

Additional Objectives - In grows personal and vital statistics and can complete an application.

Will verbally give with 100% accuracy all information: full name; sex; address (including city, state and zip code); birth date in full; place of birth; parents' names (including mother's maiden name). 

When calling roll have students answer with a particular part of personal data required for personal data. Require students to write the date in both forms on daily assignments.

Teach abbreviations as sight vocabulary (See VR 7).

Provide a variety of job applications for students to practice filling out. Teach words used in filling them out as spelling words.

Finney, Help Yourself to a Job Part III Educational Design, Inc., The World of Work 2: Getting a Job Tape 4

Follett, Accent World of Work, Getting That Job Love Pub. Co. Individualized Reading Instruction Games and Activities
JUL 19. Given an application form the student will fill in with 100% accuracy the blanks pertaining to his own vital statistics including: full name, phone number, address, age, sex, birthdate, parents' names and address, school and place of employment.

JUL 19. Given an application asking for references, the student will ask the references for permission to use their names and will write the names and addresses of the references without error.

Junior High Vocational Competencies - 2" Can effectively respond to interview situations.

JUL 20. Given a real or simulated job interview, the student will exhibit appropriate courtesies to the teacher's or interviewer's satisfaction, e.g., appropriate greeting and handshake, attentive listening, polite responses, appropriate attitude, etc.

JUL 21. In a real or simulated job interview, the student will answer all questions directly, honestly, and completely and state why an answer is not best to the teacher's or interviewer's satisfaction.

JUL 22. Given a real or simulated job interview, the student will ask appropriate questions to the teacher's or interviewer's satisfaction, depending upon the specific job and information already supplied, e.g., 'wages, hours, fringe benefits, exact nature of work, responsibilities, 'press, vacation and sick leave, etc.'
Application for the student to fill in their own vital information, including name, phone number, address, parents' name and address, school and date of birth.

- **Junior High Competencies**
  - *Getting a Job*
  - *Getting Work*
  - *Getting Work*
Junior High Vocational Competencies - 21 - Becomes more proficient in the use of hand tools.

J21.1. The student will identify and demonstrate his ability to use 10 common hand tools to the satisfaction of the teacher. (hammer, screwdriver, pliers, wrench, hand saw, jack, rake, shovel, hoe, edger, clippers, file, plane, level, trowel, wheelbarrow, paint brush, paint roller, broom, etc.)

J21.2. Given a task and a selection of tools with which to perform the task, the student will choose an appropriate tool with 90% accuracy.

Junior High Vocational Competencies - 22 - Begins to use power equipment and appliances

J22.1. Given proper instruction and supervision, the student will properly use 5 power tools to the satisfaction of the teacher (e.g. jig saw, sander, table saw, drill, lathe, etc.).

J22.2. Given a task and a selection of power tools to choose from, the student will choose an appropriate tool to complete the task with 90% accuracy.

J22.3. Given proper instruction and supervision, the student will properly use 5 of the following appliances to the satisfaction of the teacher: iron, vacuum cleaner, floor scrubber, mixer, toaster, electric can opener, garbage disposal, washing machine, dryer, dishwasher.

Most any beginning woodworking experience with hand tools. Extension agent should have projects available. Sears or stores have books with simple industrial arts teacher should provide some advice and suggestions.

Unless the EMR teacher is with power tools, a resource probably be necessary to provide necessary instruction and

The section on appliances EMR teacher if the appliance. Special arrangements might the custodial staff to
1 Competencies - 21 - Becomes more proficient in the use of hand tools

Most any beginning woodworking projects provide experience with hand tools. The agricultural extension agent should have 4-H woodworking projects available. Sears or most hardware stores have books with simple projects. The industrial arts teacher should be able to provide some advice and suggestions in this area.

and a selection of tools with which the student will choose an appropriate tool.

1 Competencies - 22 - Begins to use power equipment and appliances

Unless the E&R teacher is qualified to work with power tools, a resource person will probably be necessary to provide students with necessary instruction and supervision.

and a selection of power tools to the satisfaction of the student will choose an appropriate tool with 90% accuracy.

The section on appliances can be taught by the E&R teacher if the appliances are available. Special arrangements might be made with the Home Economics department, school cafeteria, and the custodial staff to use their facilities.

and a selection of tools with which the student will choose an appropriate tool with 90% accuracy.

instruction and supervision, the use of the following appliances:

- iron, vacuum cleaner, toaster, electric can opener, refrigerator, dryer, dishwasher.

- screwdriver, pliers, wrench, shovel, hoe, edger, clippers, file, level, paintbrush, paint

- instruction and supervision, the student will choose an appropriate tool with 90% accuracy.
JV22.4 Given a task and a selection of appliances to choose from, the student will choose an appropriate appliance to complete the task with 90% accuracy.

Junior High Vocational Competencies - 23 - Is capable of determining a variety of solution problem

JV23.1 Given a task to perform in which there is more than one obvious solution, the student will explain 2 different approaches to the satisfaction of the teacher.

During participation in carpentry, etc., purposely present more than one way to skin a cat; there's more than one way to chop nuts (with a knife or a stick) joints with wood, etc.

Junior High Vocational Competencies - 24 - Reinforces previously learned job skills by supplying on-campus jobs.

JV24.1 After placement on an on-campus job and given a check-list of skills involved in the job, the student will perform 95% of the skills on the list to the satisfaction of the teacher.

The most common on-campus job is the school cafeteria, the office. The teacher takes a list of the tasks required to perform for each student before they assume these skills is through on-campus experience.

Junior High Vocational Competencies - 25 - Begins to learn specific job skills necessary

JV25.1 The student will exhibit proficiency, as determined by the teacher, in 50% of the activities listed in Appendix D "Activities Common to "Any Jobs"
sk and a selection of appliances to
the task with 90% accuracy.

The student will choose an appropriate

technique to perform in which there is more than

one way to skin a cat. For example, there's more than one way to put in a zipper, to

chop nuts (with a knife or a blender), to make joints with wood, etc.

During participation in crafts, cooking, sewing, woodwork, etc., purposely point out to students

when the occasion presents itself that there is

more than one way to skin a cat. For example,

there's more than one way to put in a zipper, to

chop nuts (with a knife or a blender), to make

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During participation in crafts, cooking, sewing, woodwork, etc., purposely point out to students

when the occasion presents itself that there is

more than one way to skin a cat. For example,
SOCIAL COMPETENCIES
SOCIAL COMPÉTENCIRES

GOAL

Social Competencies - Upon completion of the EMR program the learner will demonstrate social skills in self care, discipline, and understanding, and by being proficient in interacting and communicating to others respecting rights of others and exhibiting responsible behavior and in the community.

TERMINAL OBJECTIVE

The EMR learner will demonstrate proficiency in physical and psychological self-discipline appropriate and realistic goals for himself.

Self and Personal Development

Junior High Social - Practices good personal cleanliness, health habits, and grooming.

JS1.1 The student will exemplify good personal cleanliness (clean clothing, clean body parts, etc.) as observed by and to the satisfaction of the teacher.

JS1.2 The student maintains good grooming habits in dress and care of body parts (free from obnoxious odors, clean skin, clean teeth, well groomed hair, etc.) as observed by and to the satisfaction of the teacher.

Discuss the importance of cleanliness and grooming - regular, deodorant (several brands of deodorant to be used). Let students make a bulletin board of different brands of cleansers. Continually remind students to use deodorant. If someone says something like "Did you shower this morning?" If hints indicate an offender aside and personal odors.

FR - On The Job
SOCIAL COMPETENCIES

GOAL

- Upon completion of the EMR program the learner will demonstrate social competency by exhibiting discipline, understanding, and by being proficient in interacting with people by relating to others respecting rights of others, and exhibiting responsible behavior to other people on the job.

TERMINAL OBJECTIVE

1. Demonstrate proficiency in physical and psychological self-discipline, and an ability to set realistic goals for himself.

Self and Personal Development

1. Practices good personal cleanliness, health habits, and grooming.

Discuss the importance of cleanliness and good grooming with the students. Bring in several items used for cleanliness and grooming - soap, shampoo, deodorant, regular), shaving supplies, comb, brush, etc. Discuss how and how often each should be used. Let students make advertisements in the form of posters or make a bulletin board. Discuss the prices of different brands of cleanliness and grooming items.

Maintains good grooming habits in dress (free from obnoxious odors, clean well groomed hair, etc.) as observed by and of the teacher.

Continually remind students of the necessity of washing using deodorant. Remind them that dirty clothes also carry odors. If there is someone in class with an offensive odor, say something like, "Did everyone remember their deodorant this morning?" If hints like this don't work, call the offender aside and personally remind them.

FR: On The Job
Junior High Social - 2 - Knows how health practices (nutrition, cleanliness, rest) contribute

JS2.1 The student will state at least 3 basic health rules relating to nutrition, cleanliness, and/or rest such as: eating a well balanced diet, getting the proper amount of rest, caring for his body (bathing, caring for teeth, etc.)

JS2.2 The student will state to the teacher's satisfaction two ways in which diet effects physical appearance. e.g. certain foods are needed for attractive teeth, skin, hair, nails, and for bone development, excess of certain foods contribute to less attractive teeth and skin, diet plays a vital role in physique, etc.

JS2.3 The student will describe to the teacher's satisfaction three clothing conditions which can enhance one's personal appearance. e.g. clean, properly mended, well fitting suitable for the individual, and suitable for the occasion.

JS2.4 The student will state to the teacher's satisfaction at least three reasons why he or she should practice cleanliness habits.

Make a slide series of dos and don'ts of health practices. Let's "Eat a well balanced diet" setting at a table with either "Stay away from junk" - Draw or paste little "pimple" on him eating a candy bar. the rule being represented.

Make charts of the Basic 4 menu at school in terms of

FR - On the Job
Follett - Accent Personality
2. Knows how health practices (nutrition, cleanliness, rest) contribute to personal appearance.

- State at least 3 basic health rules, cleanliness, and/or rest such as: diet, getting the proper amount of body (bathing, caring for teeth, etc.).

- State to the teacher's satisfaction effects physical appearance, e.g. for attractive teeth, skin, hair, development, excess of certain foods. Diet plays an effective role.

- Describe to the teacher's satisfaction conditions which can enhance appearance, e.g. clean, properly mended, for the individual, and suitable.

- State to the teacher's satisfaction why he or she should practice:

Make a slide series of do's and don't's in the way of health practices. Let students role play situations like:

- "Eat a well balanced diet" - take a picture of a student setting at a table with either real or simulated food.
- "Stay away from junk" - dress a student up to be fat, or paste little "pimple" on his face and take a picture of him eating a candy bar. Show the slides and discuss the rule being represented. (See JS1)

- Make charts of the Basic 4 food groups. Discuss the daily menu at school in terms of the Basic 4.
Junior High Social - 3 - Knows his own clothing sizes

JS3.1 Provided with a box of clothing, the student will choose clothing of his approximate size to the teacher's satisfaction.

JS3.2 Given various types of clothing labelled with the size, the student will select proper individual articles of clothing needed for himself to the teacher's satisfaction.

JS3.3 The student will state the size of 5 of the following that are appropriate to him: shoes, socks, stockings, underwear, pants, shirt, blouse, dress, belt, etc.

Try to arrange a trip to a clothing store of students to determine the size card for each student with school colors on write his clothing sizes.

Discuss that sizes vary from person to person, it is a good idea to try things on, before making a purchase. The importance of being clean and tidy is very important. Wear something neat, try on clothing they have at home. If a trip to a store is impossible, ask students to fill in and ask others to bring something from home that has a size label on it. Others may try on.
Try to arrange a trip to a clothing store for small groups of students to determine their clothing sizes. Make up a card for each student with spaces provided for him to write his clothing sizes.

Discuss that sizes vary from brand to brand so it's a good idea to try things on before buying them. Discuss the importance of being clean and free from odor when trying on clothing. Wear socks or stockings to try on shoes. If a trip to a store is impossible, give the students the card to fill in and ask them to look for sizes in clothing they have at home. Ask students to bring in something from home that has the size marked in it that others may try on.
Junior High Social - 4 - Selects appropriate apparel (See JS21)

JS4.1 The student will select from samples of clothing, or will describe clothing, appropriate for the following situations: school, church, job interview, and three different social situations such as picnic, prom, informal party, roller skating, etc. to the teacher's satisfaction.

JS4.2 Given a written or oral invitation to a party in which dress is specified, the student will describe clothing he could wear to that party to the teacher's satisfaction.

JS4.3 Given pictures of various styles of clothing and given pictures of people with different body builds, the student will select appropriate clothing for the different figures with 90% accuracy.

JS4.4 The student will describe his own body build including good and poor features to the satisfaction of the teacher.

Arrange a trip to a clothing group. Have the group pick out different types of clothing. When the student discusses it, let the group discuss the choices.

FR - Oh! The job
SOCIAL COMPETENCIES
JUNIOR HIGH
SELF AND PERSONAL DEVELOPMENT

4 - Selects appropriate apparel (See JS21)

ill select from samples of clothing, things, appropriate for the following: church, job interview, and three situations such as picnic, prom, informal, etc. to the teacher's satisfaction.

en or oral invitation to a party specified, the student will describe his or her own body build and features to the satisfaction of the teacher.

s of various styles of clothing and people with different body builds, the appropriate clothing for the student, to the teacher with 90% accuracy.

ill describe his or her own body build and features to the satisfaction of the teacher.

Arrange a trip to a clothing store for a small group. Have the group sit down and give each person the task of picking out an outfit for a specific occasion. When the student returns with his choice, discuss it with the group.

Have students choose outfits for particular body build, let one student pick out the clothing for another student, discuss the choices:

FR - On The Job
Junior High Social - 5 - Is able to plan simple, well-balanced meals.

JS5.1 Given a chart of the four basic foods (breads, cereals, and other grains; meat, and meat substitutes; milk and milk products; and fruits and vegetables) and a list of 30 food items, the student will list the foods under the appropriate group with 90% accuracy.

JS5.2 Given a chart of the four basic food groups and given daily menus which lack foods from one of the groups, the student will identify which group is lacking from each menu with 90% accuracy.

Junior High Social - 6 - Can order a well balanced meal at a restaurant.

JS6.1 Presented with role playing situation and a menu, the student will order a well balanced meal, as observed by the teacher.

JS6.2 Presented with an actual experience, in a restaurant, the student will order from a menu a well balanced meal, as observed by the teacher.

Make a menu on a ditto. Have the students order his order. Beside each item, make him list the group it belongs to.

Plan to eat at a restaurant. Remind students that you are going to eat at a restaurant.

Write the names of food items on separate cards. Have the students write the names of food items on separate cards. In relay - make two teams, and have each team put all its cards in the center. Fast Thinking exercise - Write the names of food items on separate cards. Have the students list the cards under the proper food group. (See JS2) (See Appendix B)
5 - Is able to plan simple, well-balanced meals

of the four basic foods (breads, grains; meat and meat substitutes; and fruits and vegetables) and the student will list the foods group with 90% accuracy.

Write the names of food items on cards. Give each student several cards. Instruct each one to tack his cards under the proper food group. This could be a relay - make two teams and distribute card. First team to put all its cards in the proper place wins.

Fast Thinking exercise - Write all the foods you can think of in a particular food group in 30 seconds. (See JS2) (See Appendix B)

6 - Can order a well balanced meal at a restaurant

A role playing situation and a menu, or a well balanced meal, as observed an actual experience, in a restaurant, or from a menu a well balanced meal.

Make a menu on a ditto. Have each student write down his order. Beside each item have him indicate the food group it belongs to.

Plan to eat at a restaurant on one of your field trips. Remind students that you are watching to see who orders well balanced meals.
Junior High Social - 7 - Can take simple telephone messages and knows emergency procedure for secure help (See JL4.2, ISp10, ISp11)

JS7.1 Placed in a role playing situation involving the use of the telephone, the student will receive and record a simple message, to the teacher's satisfaction.

JS7.2 When asked to name 4 local agencies that aid in emergencies, the student will cite the fire department, the police department, the hospital, and local funeral homes, etc. with 100% accuracy.

JS7.3 In a role playing situation, the student will correctly dial and report an emergency for a fire, an accident, a robbery, and medical emergency to the teacher's satisfaction.

JS7.4 In a role playing situation, the student will dial 0 for operator, when the number of concern is not readily available, with 100% accuracy.

If there is a telephone in the office call your number to give each student a message to simulate a phone call to each student. He got the message.

Before simulating emergency to the class and would call in each case. (Dial 911 and the streets) Simulate calls to the various emergency numbers in the local area.

Discuss the emergency telephone numbers in the local area. (Dial 911 and the streets).

Simulate emergency calls to local agencies and discuss. (Dial 911 and the streets.)
7. Can take simple telephone messages and knows emergency procedure for the telephone operation to secure help (See JL4.2, ISp10, ISp11)

Playing situation involving the use of a telephone, the student will receive and record a message under teacher's satisfaction.

Name 4 local agencies that aid in emergencies. The student will cite the fire department, the hospital, and local funeral home. Accuracy.

In this situation, the student will report an emergency for a fire, an accident, and medical emergency to the operator.

When the number of concern is not 100% accuracy:

If there is a telephone in your building, have someone at the office call your number. Arrange for this person to give each student a message. If this is not possible, simulate a phone call to each student. Check to see if he got the message.

Before simulating emergency phone calls, describe an emergency to the class and have students tell who they would call in each case. Let students look up these emergency numbers in the local telephone directory.

Simulate calls to the various agencies having students report an imaginary emergency.

Discuss the emergency telephone system if your community has one. (Dial 911 and the Emergency telephone on the streets).

Simulate emergency calls to the operator.

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Junior High Social - 8 - Recognizes feelings, impulses, drives, and emotions and learns to

JS8.1 Shown pictures or given verbal descriptions of people under various situations, the student will name an appropriate feeling, emotion, drive, etc. being experienced by that person, e.g. happiness, joy, sorrow, loneliness, affection, anger, love, hate, sympathy, etc.

JS8.2 The student will name 3 needs (other than material ones) shared by all people: e.g. love, affection, attention, belonging.

JS8.3 Given the needs of love, affection, and belonging, the student will state to the teacher's satisfaction, an appropriate way to obtain these needs.

JS8.4 The student will state, as a situation occurs involving happiness, sadness, sympathy, the emotion he feels, to the teacher's satisfaction.

JS8.5 The student will demonstrate an emotion he feels (anger, empathy, impatience), with adequate control of himself to the teacher's satisfaction.

Have students find pictures seem to be experiencing part of collage of these pictures and

Pick out particular picture have ever felt like the person to share the experience.

Include pictures that show

When an emotional situation discuss the feeling and act.

This may not be possible un for a day or two.

FR - You
DLM - Faces Of Youth Poster
Follett - Accent/Personality
Recognizes feelings, impulses, drives, and emotions and learns to cope with them.

Have students find pictures in magazines of people who seem to be experiencing particular emotions. Make a collage of these pictures and give it a title.

Pick out particular pictures and ask students if they have ever felt like the person in the picture. Ask them to share the experience.

Include pictures that show boy-girl relationships.

When an emotional situation occurs in the classroom, discuss the feeling and actions of people involved. This may not be possible until emotions have cooled for a day or two.

FR - You
DLM - Faces Of Youth Posters
Follett - Accent/Personality, You And Your Needs, Lessons 2 and 3
JS8.6 The student will exhibit appropriate behavior during emotional situations involving other people to the teacher's satisfaction.

JS8.7 When asked how one feels romantically towards the opposite sex, the student will state that the feeling of love and protection and physical attractions are some of the feelings involved, to the teacher's satisfaction.

Junior High Social - 9 - Develops acceptable boy-girl relationships and knows acceptable behaviors.

JS9.1 The student will state 3 socially acceptable behaviors expected of a boy, to the teacher's satisfaction e.g. manner of dress and grooming, manner of speaking conduct among others.

JS9.2 The student will state 3 socially acceptable behaviors expected of a girl, to the teacher's satisfaction e.g. manner of dress, and grooming, manner of speaking, conduct among others.

JS9.3 During conversation and role playing situations, the students will display acceptable behavior, and attitudes towards the concept of a good boy-girl relationship to the teacher's satisfaction.

During daily activities, if for boys and girls. For example, difficulty moving something one of the boys to help her open doors and pull out chair expected to allow a gentle barging through doors before open it.

Role play asking for a date, meeting parents, etc.

FR - You
All exhibit appropriate behavior situations involving other people satisfaction.

One feels romantically towards the teen will state that the feeling of and physical attractions are some of to the teacher's satisfaction.

9 Develops acceptable boy-girl relationships and knows acceptable dating procedures.

All state 3 socially acceptable a boy, to the teacher's satisfaction and grooming, manner of speaking

All state 3 socially acceptable a girl, to the teacher's manner of dress, and grooming, manner among others.

During daily activities, discuss appropriate behaviors for boys and girls. For example: If a girl is having difficulty moving something heavy, suggest that she ask one of the boys to help her. Boys are expected to open doors and pull out chairs for girls. Girls are expected to allow a gentleman to be a gentleman by not barging through doors before the boy has a chance to open it.

Role play asking for a date, picking up a date at home, meeting parents, etc.

FR - You.
JS9.4 The student will demonstrate his knowledge of acceptable dating procedures by stating or acting out to the teacher's satisfaction, how one asks for and accepts or declines a date including: 1. Introduce oneself (boy only) 2. Have planned social event in mind 3. Let girl know the type of event (or occasion) 4. Should be aware of proper attire for the event or occasion (girl or boy) 5. Accepting or politely declining the date.

JS9.5 The student will demonstrate his knowledge of acceptable dating procedures by stating or acting out to the teacher's satisfaction, how one leaves for a date including: 1. Arrive on time 2. Initiate a pleasant conversation 3. Meet parents (optional); 4. Be dressed appropriately 5. Let someone know where you are going and what time to expect your return 6. Have emergency funds (for fare home).

Junior High Social - 10. Accepts and profits from constructive criticism

JS10.1 When being criticized, the student will display neutral and non-hostile behavior, 90% of the time.  

A great deal of tact and understanding must be reinforced by the teacher. It must be explained to the student.

JS10.2 After receiving constructive criticism concerning a task and given an opportunity to repeat the task, the student will make the necessary corrections 90% of the time.
11 demonstrate his knowledge of procedures by stating or acting out satisfaction, how one asks for and accepts including:

1. Introduce oneself

planned social event in mind

3. Let event (or occasion) 4. Should be for the event or occasion (girl or

11 demonstrate his knowledge of procedures by stating or acting out satisfaction, how one leaves for a date:

2. Initiate a pleasant

parents (optional) 4. Be dressed

someone know where you are going

ct your return

6. Have emergency

10 - Accepts and profits from constructive criticism

anized, the student will display behavior, 90% of the time.

A great deal of tact and understanding must be exhibited by the teacher. It must be explained and continually reinforced that criticism is necessary and beneficial to the student.

ng constructive criticism concerning opportunity to repeat the task, the necessary corrections 90% of the time.
Junior High Social - 11 - Knows and practices care of all property, both personal and public.

<table>
<thead>
<tr>
<th>JS11.1</th>
<th>When asked where specific items of his personal property should be stored, the student will answer correctly to the teacher's satisfaction. (Clothes-in closets, underwear in drawers, brush-bathroom, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JS11.2</td>
<td>The student will demonstrate adequate care, storage and use of his personal property in school to the teacher's satisfaction.</td>
</tr>
<tr>
<td>JS11.3</td>
<td>The student will state 6 ways to use and/or misuse all school property, while indoors or outdoors, to the teacher's satisfaction.</td>
</tr>
<tr>
<td>JS11.4</td>
<td>The student will name six types of public facilities that should be treated with the proper care, to the teacher's satisfaction. (e.g. public parks, public transportation, sidewalks and lawns, highways, recreation centers, movies, etc.)</td>
</tr>
</tbody>
</table>

Discuss with students that a closet will get less wrinkles in a drawer. Discuss reasons for care of personal property on field trips. Emphasize professional property.
1. Knows and practices care of all property, both personal and public.

<table>
<thead>
<tr>
<th>1.</th>
<th>Discuss with students that clothing that hangs in a closet will get less wrinkled than things kept in a drawer. Discuss reasons for care of public property. When going on field trips emphasize proper behavior toward public property.</th>
</tr>
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<tbody>
<tr>
<td>2.</td>
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</table>
JS11.5 The student will exhibit proper care of and handling of all public property and facilities as observed by and to the satisfaction of the teacher.

JS11.6 The student will state 3 reasons why one should respect the property of others and public property to the teacher's satisfaction.

Junior High Social - 12 - Assumes personal responsibilities and is trustworthy.

JS12.1 The student will adjust to and accept changes in regular classroom procedures or routines to the teacher's satisfaction.

JS12.2 The student will display responsible behavior by completing and turning in class assignments and projects on time and appearing for appointments and class with promptness to the teacher's satisfaction.

JS12.3 The student will state three responsibilities of a class member, family member and an employee, to the teacher's satisfaction.
ill exhibit proper care of and property and facilities as satisfaction of the teacher.

ill state 3 reasons why one should of others and public property to the m.

12 - Assumes personal responsibilities and is trustworthy

ill adjust to and accept changes procedures or routines to the teacher's

ill display responsible behavior

 Discuss the meaning of the word "responsibility." Write a list of responsibilities on the board and have students categorize them as responsibilities to family, school, or job. Discuss what happens when one fails to meet responsibilities.
TERMINAL OBJECTIVE

The EMR learner will demonstrate an understanding of the responsibilities of family members and compromise with others in the family, and knowledge of household management skills.

Self and the Family

Junior High Social - 13 - Understands the roles of family members and their responsibilities

JS13.1 The student will state three responsibilities of families such as: provide financial support of children, provide for education and training of children, provide a comfortable home for the family members, provide emotional support and some of the non-material needs of family members (love, affection, attention, belonging, etc.)

JS13.2 The student will state to the teacher's satisfaction three responsibilities all family members have for each other, e.g. respect for privacy, compromising when necessary, sharing in work around the house, listening to each other, helping each other, trusting and being trustworthy, etc.

JS13.3 The student will state to the teacher's satisfaction four special responsibilities of parents, e.g. providing economic support of children, seeing that children get medical care, providing for education, training, and socialization of children, providing for safety of children, helping children develop feelings of self-worth and independence, etc.

Make a list of family responsibilities and indicate for which family member.

Discuss why it is important part.

Encourage students to relate it to their own family of the future.

Ask students to suggest the help they can take some of the responsibilities.

FR - Foundations of Citizenship
Fearon, The young American
McGraw-Hill Filmsstrips, Ch
TERMINAL OBJECTIVE

demonstrate an understanding of the responsibilities of family members, an ability to cooperate
others in the family, and knowledge of household management skills.

Self and the Family

13 - Understands the roles of family members and their responsibilities

will state three responsibilities
provide financial support of children
and training of children, provide a
the family members, provide
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g each other, trusting and being

will state to the teacher's satisfaction
of parents. e.g. providing
children, seeing that children get
order for education, training, and

Encourage students to relate to the
their own family situation
If these are unpleasant encourage students to try to make
their own family of the future better.

Ask students to suggest things they could do at home to
help take some of the responsibility off their parents.

FR - Foundations of Citizenships, Book One
Fearon, The young American Series, In Your Family
McGraw-Hill Filmstrips, Child Care and Development
JS13.4 Presented with a simulated family situation, the student will pick out what family member is fulfilling which role with 80% accuracy.

JS13.5 Presented with a simulated family situation which is in story form in which one member is not fulfilling his responsibilities, the student will project one possible outcome to the satisfaction of the teacher.

Junior High Social - 14 - Knows the roles of family members in the community

JS14.1 The student will describe to the teacher's satisfaction one way a family is like a small community e.g. work toward common goals, line of authority, each member has contribution to make, etc.

JS14.2 Given a real or hypothetical community problem (e.g. getting people to the polls, providing a place for children to play, understaffed hospital, etc.), the student will state at least one way his family could help.

JS14.3 The student will name at least one organization for children or teenagers and one for adults which carry on community service project. e.g. Scouts, FFA and FHA, Church groups, Rotary, Jacees, Lyons, etc.

FR - Foundations of Citizen Fearon, The Young American Community
SOCIAL COMPETENCIES
JUNIOR HIGH
SELF AND FAMILY

In a simulated family situation, out what family member is fulfilling accuracy.

- Knows the roles of family members in the community

11 describe to the teacher's family is like a small community on goals, line of authority, etc.

For hypothetical community problem or the polls, providing a place for rstaffed hospital, etc., the least one way his family could

ill name at least one organization e.g. Scouts, FFA and tary, Jacees, Lyons, etc.

Expand the concept of the family as a community to the neighborhood as a community to the community as a whole.

Discuss responsibilities that individuals have to the community and what can happen if these are not met.

Start a project or work on a project in conjunction with a community group with which the student can identify.

FR - Foundations of Citizenships, Book One, Ch. 3 Fearon, The Young American Series, In Your Family, In Your Community
JS14.4 Given the opportunity to participate in a community service project, the student will participate in at least one such project. e.g. baby-sitting while people vote, picking up litter, planting trees and shrubs, visiting the elderly, collecting for UNICEF, collecting paper and aluminum etc.

Junior High Social - 15 - Demonstrates pride in family life

JS15.1 In private talks or class discussion, the student will respond in a positive manner (a smile, positive comment, etc.) when reference is made to his family 75% of the time.

JS15.2 In private talks or class discussions, the student will spontaneously contribute positive information about his family and their activities three times during the school year.

Junior High Social - 16 - Achieves understanding of his position and contribution to the home

JS16.1 The student will state to the satisfaction of the teacher, two things he does or can do at home to make things operate more smoothly and explain what happens if he does not fulfill his responsibility.

JS16.2 Given a simulated situation in which there is a conflict between parent or guardian and the child, the student will be able to state the legal relations (See JS13)

Encourage students to appreciate "Family Appreciation Week". Ask them to do something special for parents. Invite parents to school for this week.
opportunities to participate in a project; the student will participate in a project, e.g. babysitting while cleaning up litter, planting trees and shrubs, collecting for UNICEF, collecting c.

15 - Demonstrates pride in family life

In discussions, the student positively contributes to his family's pride and contributes positively to his family 75%

Encourage students to appreciate their families. Have "Family Appreciation Week". Encourage students to do special things for parents. Make gifts for parents. Invite parents to school for refreshments.

16 - Achieves understanding of his position and contribution to the home

Students can describe what they can do at home to make their family's life better and explain what happens as a result of their responsibility.

Discuss the legal relationship between parent and child (See JS13)
JS17.1 Provided with the opportunity of working in a kitchen (or where facilities are unavailable, given pictures or models of a kitchen), the student will list all the things in the kitchen which must be cleaned, how often they must be done, and equipment and supplies needed for these chores.

JS17.2 Provided with the opportunity of working in a bathroom (or where facilities are unavailable, given pictures or models of a bathroom), the student will list all of the things in the bathroom which must be cleaned, how often they must be done, and equipment and supplies needed.

JS17.3 Provided with the opportunity of working in a living room (or where facilities are unavailable, given pictures or models of living room), the student will list all of the things in the living room which must be cleaned, how often they must be done, and equipment and supplies needed.

JS17.4 Provided with the opportunity of working in a bedroom (or where facilities are unavailable, given pictures or models of bedrooms), the student will list all of the things in the bedroom which must be cleaned, how often they must be done, and equipment and supplies needed.

Ask students to name the different things in each room. Write the names on the board and have them describe procedures for common types of cleaning age the labels and discuss. (See Fearon Young American Series)
Ask students to name the different rooms in most homes and describe the furniture or other facilities usually found in each room. Write the name of a room on the board. Have students name as many chores as they can think of that must be done there. Have them name the kinds of cleaning products and describe procedures for using them. Bring some of the common types of cleaning agents and tools to class. Read the labels and discuss. (See Appendix F)

Fearon Young American Series, In Your Family
JS17.5 The student will demonstrate the ability to properly complete at least 50% of the household chores in Appendix F to the satisfaction of the teacher. (Note: If facilities are unavailable at the school the student may complete the tasks at a private home with results being reported to teacher.).

Junior High Social 18 - Understands home utilities and maintenance (See JC19)

JS18.1 The student will state the sources of water in his home (i.e., well or city water) with 100% accuracy.

JS18.2 Given a circuit breaker box or fuse box, the student will demonstrate to the teacher's satisfaction how to turn on a circuit or change a fuse.

JS18.3 The student will describe one circumstance under which the electricity, gas, and water should be turned off to the teacher's satisfaction.

JS18.4 The student will describe or demonstrate to the teacher's satisfaction how to turn off one of the following: the electricity, the gas, or the water.
will demonstrate the ability to least 50% of the household chores satisfaction of the teacher. (Note: If ilable at the school the student ks at a private home with results acher.)

18 - Understands home utilities and maintenance (See JC19)

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will describe one circumstance under y, gas, and water should be turned off isfaction.

will describe or demonstrate to the on how to turn off one of the ity, the gas, or the water.

If students don't know the source of their water have the ask at home and report back. Take a trip to the city utilities plant or sewer plant.

Show the students circuit breaker boxes or fuse boxes at school.

Have students find out where and how to turn off the water and electricity in their homes. Discuss when this would be necessary.
The student will demonstrate to the teacher's satisfaction how to change a light bulb.

Given a choice of tools for yard maintenance, the student will select the appropriate tools for three different tasks. e.g. mowing grass, raking, trimming shrubbery.

Junior High - 19 - Knows about repair services

The student will name two home repair services a homeowner might need. e.g. roofing, plumbing, electrical.

The student will name three major appliances which may need repair. e.g. washing machine, T.V., refrigerator, oven, etc.

Given a real or hypothetical situation in which a major appliance needs repair, the student will locate contact and get an estimate from a repair service to the teacher's satisfaction.

Given an estimate for repair of a major or small appliance not under warranty and given the cost of a new appliance, the student will compute the difference and determine whether the repair is economically worthwhile to the teacher's satisfaction.
demonstrate to the teacher's aide a light bulb.

of tools for yard maintenance, the appropriate tools for three mowing grass, raking, trimming.

about repair services

name two home repair services a e.g. roofing, plumbing, electrical.

name three major appliances e.g. washing machine, T.V.,

hypothetical situation in which a repair, the student will locate a repair service to the

for repair of a major or small appliance and given the cost of a guarantee and given the cost of a repair is economically worthwhile to.

Discuss with the students the kinds of things around a home that might need repair. Encourage them to share personal experiences along this line. Discuss the importance of buying appliances that require repair services from a company that furnishes these services.

Show pictures of items and make up situations concerning them - JS19.3 and JS19.4.

Make up repair bills or bring in real ones for students to analyze.
JS19.5 Given a repair bill, the student will indicate the cost of parts, labor, tax, and the total cost with 100% accuracy.

Junior High Social - 20 - Is aware of the necessity for family budgeting and knows role of money (See JA(M)6)

JS20.1 The student will state to the teacher's satisfaction why family budgeting is necessary.

JS20.2 The student will name the person or persons in the household normally responsible for budgeting family income, to the teacher's satisfaction.

JS20.3 The student will list at least six items that should appear on a budget. e.g. food, shelter (or housing, rent, etc.); medical expenses, utilities, incidental household items, transportation, savings, employment expenses, extra spending or miscellaneous.
<table>
<thead>
<tr>
<th>SOCIAL COMPETENCIES</th>
<th>JUNIOR HIGH SELF AND FAMILY</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>20 - Is aware of the necessity for family budgeting and knows role of parents in wise budgeting of money (See JA(M)6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 state to the teacher's satisfaction that the student will indicate the bill, the tax, and the total cost with 100% accuracy.</td>
</tr>
<tr>
<td>See JA(M)6 for activities and resources concerning budgeting.</td>
</tr>
<tr>
<td>11 name the person or persons in the family who are responsible for budgeting family's satisfaction.</td>
</tr>
<tr>
<td>11 list at least six items that are budgeted for, e.g., food, shelter, medical expenses, utilities, entertainment, transportation, savings, extra spending or miscellaneous.</td>
</tr>
</tbody>
</table>
Junior High Social - 21 - Selects and cares for family clothing (See JS4)

JS21.1 Given a catalog or pictures of clothing, the student will list or make a chart of realistic clothing needs for a woman, a man, a boy, a girl, and a baby living in a given location, to the teacher's satisfaction.

JS21.2 Given two or more similar articles of clothing, the student will describe to the teacher's satisfaction, the difference (if any) between the articles as relating to eight of the following: (1) size, (2) style and color, (3) quality of materials or workmanship, (4) price, (5) needed care, (6) appropriateness for different occasions, (7) appropriateness to individual, (8) appropriateness to weather, (9) comfort, (10) predicted length of wearability.

JS21.3 Given a real or simulated situation in which a new article of clothing is needed for oneself or another family member, and given at least three examples of that article, the student will select one and explain to the teacher why he selected that one above the others.

JS21.4 Given labels from clothing describing laundering or cleaning instructions, the student will read the label and describe what the instructions mean to the teacher's satisfaction.

McGraw Hill Filmstrips, Ch Clothing Needs of Children
Selects and cares for family clothing (See JS4)

Give out catalogs and instruct students to find clothing suitable for a given reason like work shoes, dress jacket etc. First student to find an appropriate item wins a point.

Bring in several common washing labels or draw some examples on ditto masters and discuss the terms used. Ask students to bring something from home that has such a label. Discuss why these labels are important. Share experiences of ruining articles because of incorrect washing procedures.

Encourage students to bring clothing that is in need of repair.

Have each student make an apron.

McGraw Hill Filmstrips, Child Care and Development: Clothing Needs of Children
JS21.5 Given a washable article of clothing which may bleed, the student will test it for colorfastness and determine whether it must be washed separately, to the teacher's satisfaction.

JS21.6 In a school laundering center, a private home, or a laundromat, the student will correctly use an automatic washing machine to the teacher's or supervisor's satisfaction including: not overloading the machine, using appropriate amounts of detergent and other laundry aids, and correctly operating the machine.

JS21.7 The student will demonstrate to the teacher's satisfaction how to make 3 of the following sewing repairs including selecting appropriate materials, using equipment correctly, using appropriate stitches and technique: sew a button on a shirt or blouse, sew a button on a coat, repair a split seam (by hand), repair a hem.

JS21.8 Given help from the teacher with measuring and pinning a hem, the girl student will lengthen or shorten a skirt or dress selecting and using appropriate materials and stitches to the satisfaction.

JS21.9 The girl student will sew a straight seam using a sewing machine, to the teacher's satisfaction.
ble article of clothing which may need to be washed separately, to test it for colorfastness and prevent color transfer.

In a home or a laundry center, a student will correctly use a washing machine to the teacher's or supervisor's specifications: not overloading the machine, using the correct detergent and other laundry aids, and loading the machine properly.

The student will demonstrate to the teacher's satisfaction on 3 of the following sewing techniques: selecting appropriate materials, using appropriate stitches and appropriate sewing techniques, hemming, making an appropriately-made buttonhole, sewing a button, splitting a seam (by hand), repairing a hem, and fitting a garment with measuring and tailoring techniques.

The student will lengthen or shorten garments with teacher's satisfaction. The student will sew a straight seam using the teacher's satisfaction.
Junior High Social - 22 - Knows the importance of proper care of infants

JS22.1 The student will explain to the teacher's satisfaction the meaning of the term "prenatal care".

JS22.2 The student will explain to the teacher's satisfaction why sufficient prenatal care is necessary.

JS22.3 The student will name three infant needs which must be provided by parents. e.g. food, clothing, shelter, protection, love.

JS22.4 The student will state one consequence of an infant lacking each of the following: food, clothing, shelter, protection, love.

JS22.5 The student will name the two ways of feeding an infant, i.e., breast or bottle feeding.

JS22.6 Given 4 different circumstances, the student will list appropriate infant clothing, for those circumstances (e.g. asleep on a warm evening, outdoors, on a cool day, etc.)

Invite a nurse or doctor to prenatal care.

Bring in some basic baby care the use of each. If possible baby. Take slides and have to go along with each slide

McGraw Hill Filmstrips, Inf 1 and 2.
22 - Knows the importance of proper care of infants

- Will explain to the teacher's meaning of the term "prenatal care".

- Will explain to the teacher's efficient prenatal care is necessary.

- Will name three infant needs which parents, e.g. food, clothing, shelter,

- Will state one consequence of one of the following: food, clothing, love.

- Will name the two ways of feeding an infant, or bottle feeding.

- In different circumstances, the student will want clothing, for those circumstances, e.g., evening, outdoors, on a cool day,

Invite a nurse or doctor to talk with students about prenatal care.

Bring in some basic baby care items if possible. Discuss the use of each. If possible have someone bring in a real baby. Take slides and have students write a narrative to go along with each slide.

McGraw Hill Filmstrips, Infant Care and Development, Sets 1 and 2.
JS22.7 Given an infant size doll, the student will demonstrate to the teacher's satisfaction the proper way to hold an infant for feeding and bathing.
ant size doll, the student will
teacher's satisfaction the proper way
feeding and bathing.

SOCIAL COMPETENCIES
JUNIOR HIGH
SELF AND FAMILY
TERMINAL OBJECTIVE

The EMR learner will demonstrate respect for the rights and property of others and the respect for citizenship. He will have sufficient knowledge of community services such that he can live productively in society.

Junior High Social - 23 - Achieves proper conduct in classroom, restroom, hall, and auditorium

JS23.1 The student will conduct himself properly in classroom, restroom, halls, auditorium, etc. to the teacher's satisfaction 80% of the time.

Give special privileges to going to lunch early (if acceptable), going to the store, doing a crafts project, etc.

Junior High Social - 24 - Achieves satisfactory relationships with all school personnel

JS24.1 During daily school activities, the student will show proper respect towards all school personnel to the satisfaction of the teacher.

Discuss the expected attitude. Involve as many school personnel in the program.

Junior High Social - 25 - Knows and practices proper care of all property, both personal and school property

JS25.1 The student shows proper care of personal property such as clothing, supplies (example: Pencil, pocket money, notebook) to the teacher's satisfaction.

Instill the idea that it is important, they are more likely to do so.

ERIC
# Terminal Objective

demonstrate respect for the rights and property of others and the responsibilities of good

1. have sufficient knowledge of community services such that he can live independently

<table>
<thead>
<tr>
<th><strong>23 - Achieves proper conduct in classroom, restroom, hall, and auditorium</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Will conduct himself properly in halls, auditorium, etc. to the on 80% of the time.</td>
</tr>
<tr>
<td>Give special privileges to those who have been good like going to lunch early (if acceptable according to school rules), going to the store to buy supplies for projects, doing a crafts project, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>24 - Achieves satisfactory relationships with all school personnel</strong></th>
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</thead>
<tbody>
<tr>
<td>School activities, the student will towards all school personnel to the teacher.</td>
</tr>
<tr>
<td>Discuss the expected attitude toward school personnel. Involve as many school personnel as possible in the program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>25 - Knows and practices proper care of all property, both personal and public and encourages others to do</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows proper care of personal property (example: Pencil, pocket the teacher's satisfaction.</td>
</tr>
<tr>
<td>Instill the idea that it is important to take care of personal and school property by continually emphasizing it daily. If the students know the teacher thinks it is important, they are more likely to respond accordingly.</td>
</tr>
</tbody>
</table>
JS25.2 The student will show proper care of school property such as tables, desks, walls, floors, restrooms, etc. to the teacher's satisfaction.

JS25.3 Given a mock situation in which another student is about to deface or destroy property, the student will attempt to convince the other student not to do so, to the teacher's satisfaction.

Junior High Social - 26 - Practices emergency procedures for fire and storms (See JS. 7, JPI)

JS26.1 Upon hearing a fire alarm, the student will demonstrate correct evacuation procedures to the teacher's satisfaction.

JS26.2 Given an actual or simulated storm watch, the student will state 2 precautions he can take to the teacher's satisfaction.

Practice the fire alarm procedure and can perform satisfactorily in fire situations. Make positive precautions: Unplug electrical items in the yard, etc.
I show proper care of school desks, walls, floors, teacher's satisfaction.

In a situation in which another student destroys property, the student will persuade the other student not to do so, to prevention.

6. Practices emergency procedures for fire and storms (See JS 7, JP 14)

- In the event of a fire alarm, the student will practice fire alarm procedures to the satisfaction of the teacher.
- In the event of a simulated storm watch, the student will practice storm watch precautions: unplug electrical appliances, bring in loose items in the yard, etc.

Practice these procedures until the student can perform satisfactorily during fire drills or actual fire situations. Make posters showing storm watch precautions: unplug electrical appliances, bring in loose items in the yard, etc.
Junior High Social - 27 - Knows various procedures for civil defense, farm accidents, and
(See JS27, JP15, JP16)

JS27.1 After listening to a radio civil defense broadcast test, the student will state to the teacher's satisfaction, what he would do in a real civil defense emergency.

JS27.2 The student will state at least one building in the community designated for civil defense.

JS27.3 Presented with situations involving farm accidents, the student will state the proper emergency procedures to the satisfaction of the teacher.

JS27.4 Presented with situations involving construction accidents, the student will state the proper emergency procedures to the satisfaction of the teacher.

Contact your local civil defense information. See publication

Invite the agriculture teacher, to talk about farm accidents that are common.

U.S. Government Printing Office

In Time of Emergency
27 - Knows various procedures for civil defense, farm accidents, and construction accidents
(See JS7, JP15, JP16)

According to a radio civil defense broadcast, state to the teacher's what would do in a real civil defense
will state at least one building in the for civil defense:

- situations involving farm accidents, state the proper emergency procedures to the teacher.
- situations involving construction will state the proper emergency dissatisfaction of the teacher.

Contact your local civil defense office for this information. See publication below.

Invite the agriculture teacher, or agricultural extension agent, to talk about farm safety and the types of accidents that are common.

**Junior High Social - 28 - Practices group participation**

<table>
<thead>
<tr>
<th>JS28.1</th>
<th>The student will participate in group situations such as reading group, team sports, class projects, field trips, etc. to the satisfaction of the teacher.</th>
</tr>
</thead>
</table>

| Try to create a cooperative environment. Give students many opportunities to participate. |

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**Junior High Social - 29 - Recognizes the contribution of group activities**

<table>
<thead>
<tr>
<th>JS29.1</th>
<th>Following a group activity, the student will describe the contribution made by each member to the teacher's satisfaction.</th>
</tr>
</thead>
</table>

| After the completion of group activities, the student and the teacher will evaluate the activity. Each student will rate each other secretly on a scale of 1-5. |

<table>
<thead>
<tr>
<th>JS29.2</th>
<th>Following the successful completion of a group activity, the student will describe to the teacher's satisfaction 2 alternate consequences which might have occurred had one member not contributed (e.g. activity might not have occurred had one member not contributed; activity might not have been successful; other members would have had to contribute more).</th>
</tr>
</thead>
</table>
28 - Practices group participation

Try to create a cooperative atmosphere among students. Give students many opportunities to work together in groups.

29 - Recognizes the contribution of group activities

After the completion of group projects, take time to discuss and evaluate the activity. If appropriate, let students rate each other secretly on their performance.

The successful completion of a group project will describe to the teacher's satisfaction of the teacher.

Give students many opportunities to work together in groups.
Junior High Social - 30 - Participates in preparation for meeting new situations - social

JS30.1 The student will state appropriate actions if a new student or teacher joins the class, if another student gets ill or dies, if he is falsely accused by another, etc. to the teacher's satisfaction.

Discuss the importance of a new student or teacher joining the class. Role play situations. As a new student or teacher joins the class, discuss appropriate actions. If another student gets ill or dies, discuss proper conduct. If a student is falsely accused by another, discuss how to react appropriately.

JS30.2 Given a situation in which he is a new member of a group, (e.g. moving to a new home, beginning a new job, etc.), the student will name two things he can do to become part of the group, to the teacher's satisfaction.

JS30.3 Given an example of being placed in a new situation such as a formal dinner, a different church, etc., the student will describe to the teacher's satisfaction one way he can adjust to this situation.

JS30.4 Presented with a situation such as being shortchanged, trying to purchase an item without enough money, etc., the student will state possible correct procedures to these situations to the satisfaction of the teacher.
30 - Participates in preparation for meeting new situations - social and economic

will state appropriate actions if a new member of the class, if another student
he is falsely accused by another, is satisfied.

Discuss the importance of adjusting to new situations. Role play situations. As new situations arise in the classroom discuss proper conduct.

- In a situation in which he is a new member of the class, to a new home, beginning a new job, he will name two things he can do to become to the teacher's satisfaction.

a situation in which he is a new member of the class. When the teacher asks him what he can do to adjust, he will describe to the teacher's satisfaction what he can adjust to this situation.

- In a situation such as being short of money, purchase an item without enough money, he will state possible correct procedures to the satisfaction of the teacher.
Junior High Social - 31 - Knows characteristics of good leadership and good follower-ship

JS31.1 The student will state 3 characteristics of good leadership to the teacher's satisfaction.

JC31.2 The student will state three characteristics that make a good follower.

JS31.3 Placed in a leadership role, the student will exhibit at least one good leadership quality as observed by and determined by the teacher.

JS31.4 Placed in a situation in which he is a follower, the student will exhibit at least one good quality of a follower, as observed by and determined by the teacher.

Discuss qualities like: Lead ahead, be sure everyone has communicate clearly, etc. follow direction, don't try...
31 - Knows characteristics of good leadership and good follower-ship.

Discuss qualities like: Leader: don't be bossy, plan ahead, be sure everyone has something to do, speak and communicate clearly, etc. Follower: Pay attention, follow direction, don't try to be boss, etc.

ILL state three characteristics of good leader's satisfaction.

ILL state three characteristics of good follower.

In a leadership role, the student will good leadership quality as observed by the teacher.

In a situation in which he is a follower, the student will at least one good quality of a follower determined by the teacher.
Junior High Social - 32 - Understands the consequences of choosing company unwisely

JS32.1 The student will describe to the teacher's satisfaction what is meant by "good" company and "poor" company.

Talk with students about the satisfaction with that person, poor company, etc.

JS32.2 The student will state three possible consequences resulting from choosing "poor" company to the teacher's satisfaction.

Junior High Social - 33 - Is able to resolve conflicts in nonaggressive ways and can make

JS33.1 In a situation of conflict, the student will state a nonaggressive way to resolve this conflict to the teacher's satisfaction.

Role play conflict situations and have each student brainstorm: Give a conflict and suggest any ideas they have without regard to worth or more suggestions are made, decide which are most likely

JS33.2 In an actual situation of conflict, the student will attempt to solve the conflict in a nonaggressive way as observed by and to the satisfaction of the teacher.
32 - Understands the consequences of choosing company unwisely.

will describe to the teacher's

Talk with students about the possible consequences of

will state three possible consequences

people will associate you

ing "poor" company to the teacher's

with that person, poor company may get you in trouble,

-

33 - Is able to resolve conflicts in nonaggressive ways and can make and accept apologies graciously.

ion of conflict, the student will state
to resolve this conflict to the

Role play conflict situations. Describe a conflict

situation and have each student write a possible solution.

Read these anonymously to the class and discuss.

Brainstorming: Give a conflict situation. Have students

suggest any ideas they have and list all on the board

without regard to worth or appropriateness. When no

more suggestions are made, discuss all the ideas and
decide which are most likely to help the situation.
### Junior High Social - 34 - Accepts with courtesy other classmates and their contributions

**JS34.1** The student will demonstrate daily courtesy toward classmates, schoolmates, teachers, etc. as observed by and to the satisfaction of the teacher.

**JS34.2** The student will acknowledge the contributions and help of his classmates with an appropriate word or gesture ("Thanks", and nod and a smile, etc.) 80% of the time observed by the teacher.

Encourage courtesy at all times and students to be polite. Set a "Courtesy Award of the Week".

### Junior High Social - 35 - Can identify the family service personnel and knows when each would be needed (doctor, dentist, druggist)

**JS35.1** In situations requiring a doctor or dentist, the student will state "We need a doctor; Call Dr. (Name)."

**JS35.2** In a situation requiring aid, charity, or benevolence (Example burnt-out home, theft), the student will state "We should call Rev. (Name)."

**JS35.3** In a situation in which medicine is needed, the student will state he would go to the druggist.

Make a list of some of the doctors and clergymen.

Make up a simulated situation to write the name and profession of the person to call.
34 - Accepts with courtesy other classmates and their contributions.

Encourage courtesy at all times. Continually remind students to be polite. Set a good example. Have a "Courteous Award of the Week." Let students vote.

will demonstrate daily courtesy toward mates, teachers, etc. as observed by

ion of the teacher.

will acknowledge the contributions
mates with an appropriate word or
nd nod and a smile, etc.) 80% of the

teacher.

35 - Can identify the family service personnel and knows when each would be needed (doctor, clergymen, dentist, druggist)

s requiring a doctor or dentist, the
We need a doctor; Call Dr. (Name).

on requiring aid, charity, or
(burnt-out home, theft), the student
call Rev. (Name).

on in which medicine is needed, the
would go to the druggist.

Make a list of some of the local doctors, dentists, and clergymen.

Make up a simulated situation and instruct students to write the name and profession of an appropriate person to call.
Junior High Social - 36 - Knows about various services (telephone, telegraph, electricity; transportation services, hospital and health services, emergency services, fire rescue squad)

JS36.1 Given a list of services, the student will name those available in his community with 90% accuracy.

Write a list of services on books have students find out available in the community.

If services are not available in the community, the student will use previous knowledge, newspaper, or telephone book to locate that service in a nearby community.

Fearon, Young American Seri

Junior High Social - 37 - Knows location of parks, stores, recreational areas, and other community facilities to everyday living

JS37.1 The student will give the name and location of the major park, store, movie theater and hospital when asked by the teacher.

Have the class as a whole determine the places mentioned.

JS37.2 The student will give directions to 5 community facilities in relation to the school to the teacher's satisfaction.

Fearon, Young American Seri

JS37.3 When presented with a simplified map of the town, the student will write where each facility is to the satisfaction of the teacher.
6 - Knows about various services (telephone, telegraph, electricity, newspaper, milk delivery, fuel services, hospital and health services, emergency services, fire rescue squad, police, ambulance).

If services, the student will name community with 90% accuracy.

Write a list of services on the board. Using telephone books have students find out if these services are available in the community.

If services are not available locally, find out where they can be obtained nearby.

Fearon, Young American Series, In Your Community

7 - Knows location of parks, stores, recreational areas, and other community facilities important to everyday living

Give the name and location of the theater and hospital when asked.

Have the class as a whole draw a simple map showing the places mentioned.

Fearon, Young American Series, In Your Community
Junior High Social - 38 - Knows location of city, town or village in relation to county or

JS38.1 The student will state the name of the major cities in his community.

JS38.2 The student will give directions from his house to the nearest town or city to the teacher's satisfaction.

JS38.3 Provided with a blank map of the county with the major cities of the county drawn in with dots, the student will write in the names of the city with 90% accuracy.

Ask students to name the cities in his community. Make copies of the labeled map and have each student take a turn naming the cities on the board. Make copies of the blank map and have students draw maps of the major cities.
8 - Knows location of city, town or village in relation to county or county seat

- Il state the name of the major city.

- Il give directions from his house to the teacher's satisfaction.

- Ask students to name the cities in the county. Write them on the board. Make crossword puzzles.

- Let each student take a turn giving directions from his home to the nearest town.

- Have students draw maps of the county indicating the major cities.

- Draw a blank map of the county with the county drawn in with dots, the students of the city with 90% accuracy.
JS39.1 The day following an important news event, the student will discuss its occurrence and summarize the facts about the occurrence to the teacher's satisfaction.

JS39.2 The student will define "current event" to the satisfaction of the teacher.

JS39.3 The student will state at least one local, one state, or one national news event each week for at least 6 weeks.

JS39.4 Given 5 news events, the student will describe to the teacher's satisfaction how at least 2 of those events will directly or indirectly affect him.

Make a Current Event Corner news items under the categories of local, state, national. (This arrangement of the concept of local, state, national news items under the teacher until the student enthusiasm builds. Give responsibilities for who contribute news items. What's newsworthy events with students begin. )
39 - Knows about important current events in the community

Make a Current Event Corner (or center). Tack up news items under the categories of local, state, and national. (This arrangement also helps reinforce the concept of local, state, and national government.) In the beginning most articles may be brought in by the teacher until the students get the idea and enthusiasm builds. Give reinforcements for students who contribute news items. Once a week discuss what's been brought in. Informally discuss newsworthy events with students before formal lessons begin.

Will define "current event" to the teacher.

Will state at least one local, one state, and one national news event each week for at least four weeks. The student will describe to the teacher how at least two of those events directly affect him.
Junior High Social - 40 - Reads a variety of materials for living including road maps, catalogs

JS40.1 The student will demonstrate his ability to read road maps by locating and pointing out towns, cities, states, capitals, routes, and other pertinent information as requested by the teacher.

JS40.2 Given a teacher drawn map indicating roads in the vicinity of the school, the student will trace the route from the school to a given point with 90% accuracy.

JS40.3 Given a menu from "family-type" restaurant the student will read the menu sufficiently to order three meals. (See also JS6)

JS40.4 Given tasks requiring the use of newspapers, magazines, and catalogs (reading want ads, comparing prices, reading news items, etc., the student will complete the task with 80% accuracy. The student may receive help with unknown words.

Bring in city, county, and state maps obtained from places like service stations. Have maps of a city. Whoever finds interesting clues about a city like "It has a city."

Continue to give clues until

As a class project, make a city. Let students who live near the city. Have them bring in city, county, and state maps. Have magazines available for reading. Cut out interesting recipes from a menu, make a recipe box or book. Cut out recipes and discuss them with the class for free or inexpensive item experience.

Use newspapers for current events, classified ads, etc. Cut out comic and post it.

See JS6 for activities on

Use catalogs for comparative
Reads a variety of materials for living including: road maps, magazines, newspapers, menus, catalogs.

- will demonstrate his ability to reading and pointing out towns, cities, routes, and other pertinent information to the teacher.

Bring in city, county, and state maps. These may be obtained from places like the Chamber of Commerce and service stations. Have map drills - Call out the name of a city. Whoever finds it first wins a point. Give clues about a city like "It's 7 miles north of Starke." Continue to give clues until someone finds it.

As a class project, make a poster size map of the city. Let students who live in the city locate their homes. It may be more desirable to make a county map.

Have magazines available for students to browse through. Cut out interesting recipes and make a recipe box or book. Cut out interesting articles and discuss them with the class. Use advertisements for free or inexpensive items for letter writing experience.

Use newspapers for current events, weather reports, classified ads, etc. Cut out a particularly good comic and post it.

See JS6 for activities concerning menus. Use catalogs for comparative shopping techniques.
Junior High Social - 41 - Knows how to use transportation facilities

JS41.1 The student will state how to use transportation in his community to the teacher's satisfaction to call a cab, to ride a bus or train, etc.

JS41.2 Given common forms of transportation not found in his community, the student will name a nearby community in which those forms of transportation are available.

JS41.3 The student will describe or dramatize how to use long distance transportation including: selecting an appropriate time, making reservations (if necessary), arranging for getting to the terminal or depot, buying the ticket, checking on luggage limitations, etc.

Have students call the bus out the schedule and fare t

List on the board the forms several surrounding communi books to find the phone num

Make up simulated situation several different forms of students tell which he woul
41 - Knows how to use transportation facilities

Will state how to use transportation facilities taking the teacher’s satisfaction into account.

Forms of transportation not found in the immediate area, the student will name a nearby community where such forms of transportation are available.

Will describe or dramatize how to use transportation including: selecting an appropriate transportation mode, making reservations (if necessary), going to the terminal or depot, buying tickets, handling luggage limitations, etc.

Have students call the bus and train stations to find out the schedule and fare to particular cities.

List on the board the forms of transportation found in several surrounding communities. Using telephone books to find the phone numbers for these services.

Make up simulated situations involving the use of several different forms of transportation. Have students tell which he would use and why.
Junior High Social - 42 - Knows about national holidays and important persons and events in

JS42.1 The student will name at least 3 important national holidays and their dates with 100% accuracy and state one fact about the holidays, to the teacher's satisfaction.

Discuss national holidays for off work, such as: Labor Day and Thanksgiving. Point out traditional or religious holidays observed by other countries as well, such as: New Years. Discuss historical events.

Make bulletin board displays and present. Leave it up for future reference.

Which historical events are being observed by other countries?

(See Intermediate level for

JS42.2 After a study of important figures in history, the student will discuss 5 people plus the events which made them famous, to the satisfaction of the teacher.

JS42.3 Given a list of important events in American history, the student will choose 5 and state why they are important.

JS42.4 The student will name one current event which is making history and state why this event will be important in the future, to the teacher's satisfaction.
- Knows about national holidays and important persons and events in our national history

1. Name at least 3 important national holidays with 100% accuracy and state why, to the teacher's satisfaction.

2. Discuss national holidays for which people usually get off work, such as: Labor Day, Veterans Day, 4th of July, and Thanksgiving. Point out that some holidays are more traditional or religious than national and are celebrated by other countries as well, such as Christmas, Easter, New Years. Discuss historical background of these holidays.

3. Make bulletin board displays surrounding famous people past and present. Leave it up for about a week (---etc---).

4. Which historical events are taught is optional (---etc---).

5. (See Intermediate level for additional suggestions, IS34)
Junior High Social - 43 - Knows something about United States and Florida Capitals

JS43.1 The student will name and spell the capital of the United States and of Florida with 100% accuracy.

JS43.2 Given a map of the United States, the student will locate Washington D.C. with 100% accuracy.

JS43.3 Given a map of Florida, the student will locate Tallahassee with 100% accuracy.

JS43.4 The student will describe, to the teacher's satisfaction, what a Capital is.

Junior High Social - 44 - Knows something about state government

JS44.1 The student will name the present governor, lieutenant governor, and two legislative representatives (either house or congress) of Florida with 100% accuracy.

JS44.2 The student will name the two houses of congress with 100% accuracy.

Teach these words during map making. Make crossword puzzles and

Make a bulletin board or poster making structure—executive branch of the local government. Discuss the purpose of the people who the local representatives of the state represent. 3 branches of government at each level.

Fearon, In Your State, and
43 - Knows something about United States and Florida Capitals

- Will name and spell the capital of Florida with 100% accuracy. Teach these words during map study and vocabulary. Make crossword puzzles and word hunts.

- Will name the capital of the United States with 100% accuracy.

- Will locate Florida, the student will locate with 100% accuracy.

- Will describe to the teacher's Capital is.

44 - Knows something about state government

- Will name the present governor, and two legislative representatives (state) of Florida with 100% accuracy. Make a bulletin board or poster illustrating the law-making structure—executive, legislative and judicial. Discuss the purpose of the structure and find out who the local representatives are. Discuss that the 3 branches of government exist at the state and national levels.

- Will name the two houses of congress

Fearon, In Your State, and In Your County
JS44.3 The student will state the purpose of congress to the teacher's satisfaction.

JS45.1 The student will state to the teacher's satisfaction, the purpose of voting in a democratic society.

JS45.2 The student will state to the teacher's satisfaction two things on which one votes, e.g. people and issues.

JS45.3 The student will explain to the teacher's satisfaction why we elect representatives, e.g. because it would be impossible for everyone to vote on every issue.

JS45.4 Following a campaign by at least 3 classmates running for class office, or simulated local, state, or national offices, the student will cast a ballot for his choice.

JS45.5 Given a real or simulated referendum (class or local), the student will participate in a debate on the referendum and cast a ballot for or against the referendum, to the teacher's satisfaction.
STATE THE PURPOSE OF CONGRESS ACTION.

- Knows why we vote

STATE TO THE TEACHER'S SATISFACTION THE USE OF VOTING IN A DEMOCRATIC SYSTEM.

- Everyone's vote is important.

EXPLAIN TO THE TEACHER'S SATISFACTION REPRESENTATIVES, E.G. BECAUSE FOR EVERYONE TO VOTE ON EVERY ISSUE.

CAMPAIGN BY AT LEAST 3 CLASSMATES OR SIMULATED LOCAL, STATE, OR NATIONAL REFERENDUM (CLASS OR SCHOOL). THE STUDENT WILL CAST A BALLOT FOR OR AGAINST THE REFERENDUM.

Participate in a debate on the ballot for or against the referendum.

Discuss voting as both a right and a responsibility.

Whenever possible, give students a chance to vote on class issues like field trips, food for parties, books to read as a class, magazine subscriptions, etc. Make voting a positive experience. Instill students that they have a voice and they can get results.
JS46.1 Given a situation in which a person disagrees with an authority over him, the student will describe or dramatize the difference between expressing disagreement and being disrespectful (e.g. worker and boss, student and principal, citizen and President, etc.). Discuss and role play situations where a student can disagree without being disrespectful.

JS47.1 The student will correctly say the Pledge of Allegiance to the satisfaction of the teacher. Tell students some of the history and the National Anthym. Patriotism. Start the day with the Pledge and National Anthym. If some students do not know the Pledge or National Anthym, teach it to them.

JS47.2 The student will stand appropriately during the Pledge of Allegiance and National Anthym to the teacher's satisfaction.

JS47.3 The student will sing the National Anthym and other patriotic songs with a group, to the satisfaction of the teacher.
- 46 - Respects people of authority and appreciates and understands contributions of community workers. Discuss and role-play situations involving this concept. Whenever teacher-student arises make a point to allow the student to disagree without putting him in a position to be disrespectful.

- 47 - Knows the Pledge of Allegiance and some patriotic songs.

Tell students some of the history of the flag, the Pledge and the National Anthym. Discuss the meaning of these as patriotism. Start the day (or Social Studies period) with the Pledge and National Anthym or other patriotic songs. If some students do not know these, teach them by rote.
Junior High Social - 48 - Is familiar with different cultures and their practices and can cultural influence in America.

JS48.1 The student will state that "culture" is a way of life in which people differ from one another due to a difference in language, race, creed, locality, and/or history, to the satisfaction of the teacher.

JS48.2 Upon being shown 3 pictures of people from different cultures, the student will tell which culture is being represented 90% of the time.

JS48.3 After watching a skit depicting a particular ethnic group, the student will state to the teacher's satisfaction which group is being represented and how he knows it is that group.

JS48.4 After nearing a list of practices characteristic of a particular culture, the student will state which group is being discussed 80% of the time.

JS48.5 The student will choose 2 different cultures giving characteristics of each to the teacher's satisfaction.

JS48.6 The student will name 5 common foods which come from or are based on foods from other countries. (e.g., pizza, sushi, clams, curry, sushi, shumai, etc.)

Study three or four different units. Include pictures of native costumes, have a study size map of the country or consideration, have a "par from that culture is prepared from that area. If you know visited and have pictures to visit and talk to the culture or magazines or the librarian information on the culture the class to do one of the Show films on various cult
48 - Is familiar with different cultures and their practices and can identify various cultural influences in America.

- Will state that "culture" is a term people differ from one another due to language, race, creed, locality, and satisfaction of the teacher.

- Shown 3 pictures of people from different cultures will tell which culture is being represented and how he knows it is true.

- Writing a skit depicting a particular ethnic group will state to the teacher's satisfaction which group was depicted and how he knows it is true.

- Writing a list of practices characteristic of a culture, the student will state which group is depicted 80% of the time.

- Will choose 2 different cultures giving rationale to the teacher's satisfaction.

- Write 5 common foods which come from other countries. (e.g., hainanese, chili, swiss cheese, spaghetti, etc.)

Study three or four different cultures in short units. Include pictures of the people in their native costumes, have students make a poster size map of the country or countries under consideration, have a "party" in which food from that culture is prepared. Listen to music from that area. If you know someone who has visited and has pictures or slides, invite them to visit and talk to the class. Bring in books or magazines from the library that contain information on the culture you're studying. Teach the class to do one of the dances mentioned. Show films on various cultures.
JS48.7 The student will name 3 songs or dances from other countries (e.g. Mexican hat dance, Cha-Cha, Calypso songs and dances, Rhumba).

JS48.8 The student will name 3 foreign words commonly used in the English language (e.g. poncho, chow, gesundheit, pronto).
PHYSICAL SKILLS
PHYSICAL SKILLS

GOAL

Upon completion of the EMR program, the learner shall demonstrate a level of physical fitness, and participate in maximum physical involvement on the job, in the community, and at home.

TERMINAL OBJECTIVE

The EMR learner will demonstrate a knowledge of his body's function and will maintain adequate physical fitness in order to meet his personal, social, and vocational requirements.

Body Use and Function

Junior High Physical - 1. Identifies major body structure (muscles, skeleton, vital organs) and knows their functions and processes.

- 1.1 In an actual or simulated situation involving physical discomfort, the student will describe the area of discomfort to the teacher's satisfaction.

- 1.2 The girl will properly take care of monthly menstruation as observed by the teacher or school nurse.

- 1.3 The student will state the function of the following organs to the teacher's satisfaction: heart - pumps blood; brain - controls body; lungs - breathing, liver - purify blood; stomach - digests food; intestines - digestion and elimination; kidney - filters liquid waste; reproductive organs - for reproduction.

Make posters of various body parts, make "reports" on them. Have a book with sections on different functions.

Make crossword puzzles and vocabulary. Play Hollywood studied in this area.

Show films related to the body and its functions.

Discuss the most common ailments or systems.

Invite the school nurse to talk (possibly the boys) about menstruation.
GOAL
The CIPR program the learner shall demonstrate a level of physical fitness that will allow for involvement on the job, in the community, and at home.

TERMINAL OBJECTIVE
Demonstrate a knowledge of his body's function and will maintain adequate physical fitness in personal, social, and vocational requirements.

Body Use and Function

- Identifies major body structure (muscles, skeleton, vital organs, reproductive organs, systems and knows their functions and processes

- In simulated situation involving physical event will describe the area of discomfort.

- Properly take care of monthly cycle by the teacher or school nurse.

- Will state the function of the heart - controls body; lungs - breathing, liver - digests food; intestines - digestion; kidneys - filters liquid waste; reproductive system.

Make posters of various body parts. Have students make "reports" on them. Have students make a notebook with sections on different body parts and their functions.

Make crossword puzzles and word hunts for specific vocabulary. Play Hollywood Squares using content studied in this area.

Show films related to the body.

Discuss the most common ailments of different body parts or systems.

Invite the school nurse to talk to the girls (possibly the boys) about menstruation.
JP1.4 The student will state the function of the following body parts to the teacher's satisfaction:
- muscles - move the body
- skeleton - supports body
- veins and arteries - carry blood
- spine - supports body and conduit of nerves.

Junior High Physical - 2 - Evidences a sufficient level of physical fitness necessary to

JP2.1 The student will participate in normal school activities, including sports and games, without excessive fatigue to the teacher's satisfaction.

Junior High Physical - 3 - Maintains good posture

JP1.3 The student will continue to maintain good posture to the teacher's satisfaction, while sitting or walking.

Junior High Physical - 3 - Maintains good posture

JP3.2 The student will demonstrate to the teacher's satisfaction the correct posture and procedure for picking up a heavy object.

The student is required to take as much as they can.

Demonstrate correct posture constantly remind students
Discuss importance of posture.
Show students correct posture objects.
will state the function of the body; skeleton - supports body; spine - supports nerves.

PHYSICAL SKILLS

JUNIOR HIGH

BODY USE AND FUNCTION

1. - 2. Evidences a sufficient level of physical fitness necessary to meet daily requirements.

- 3. - 4. - standardizes a sufficient level of physical fitness necessary to meet daily requirements.

The student is required to participate in a certain amount of Physical Education. Encourage them to take as much as they can.

Demonstrate correct posture for sitting and standing.

Correctly remind students to sit and stand correctly.

Show students correct position for lifting heavy objects.

Discuss importance of posture for job interviews.

Student's will participate in normal school sporting events and games, without excessive fatigue to their satisfaction.

will participate in normal school sporting events and games, without excessive fatigue to their satisfaction.

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will participate in normal school sporting events and games, without excessive fatigue to their satisfaction.
Junior High Physical - 1 - Demonstrates proficiency in motor skills required for jobs in

JP4.1 The student will demonstrate the motor skills necessary for home and school jobs by successfully completing 80% of the following: sweeping, raking, mowing, painting, washing windows, waxing tables, erasing chalkboards, dusting walls.

JP4.2 The student will demonstrate the coordination needed for home and school jobs by successfully completing 80% of the following: threading a needle, sewing by hand, sewing by machine, tightening and loosening a screw, hammering, sawing, holding and feeding an infant (a doll), measuring, splitting and beating by hand, serving dishes, ironing, painting a small area, lighting a match.

If students show a deficiency, give the opportunities to through activities in craft projects.
will demonstrate the motor skills and school jobs by successfully completing the following: sweeping, raking, washing windows, waxing tables, dusting walls.

will demonstrate the coordination necessary for school jobs by successfully completing the following: threading a needle, sewing by hand, tightening and loosening a screwdriver, folding and feeding an infant's bottle, stirring and beating by hand, painting a small area.

If students show a deficit in fine motor coordination, give the opportunities to improve in this area through activities in craft and vocationally oriented projects.
TERMINAL OBJECTIVE

The EMR learner will demonstrate proficiency in the recreational skills of arts and crafts organized sports such that he may make profitable use of leisure time.

Junior High Physical - 5 - Develops skills in the fundamentals of many sports by participating.

JP5.1 Given the appropriate equipment for a game or sport, the student will demonstrate the necessary physical skills to participate in that sport, (e.g. ball, bat, glove - softball; ball and net - volleyball; ball and racket - tennis; racket and birdie - badminton; etc.).

As students study sports in spend time on this in their

Discuss rules, equipment et

JP5.2 The student will demonstrate the appropriate skills by participating successfully in four games or sports to the teacher's satisfaction. e.g. softball, basketball, volleyball, skating, swimming, tennis, hockey, soccer, etc.

Junior High Physical - 6 - Understands some spectator sports.

JP6.1 The student will understand at least five spectator sports. e.g. baseball, football, basketball, hockey, softball, wrestling etc.

As sports are in season, spend discussing rules in class.

library for films concerning
PHYSICAL SKILLS
JUNIOR HIGH
LEISURE TIME ACTIVITIES

TERMINAL OBJECTIVE

demonstrate proficiency in the recreational skills of arts and crafts, drama, games and that he may make profitable use of leisure time.

- 5 - Develops skills in the fundamentals of many sports by participating in games and sports

appropriate equipment for a game or sport, demonstrate the necessary physical skills at sport, (e.g. ball, bat, glove - volleyball; ball and racket - tennis; etc.)

As students study sports in their P.E. classes, spend time on this in their academic classes.

Discuss rules, equipment etc.

- 6 - Understands some spectator sports

ill care at least five spectator, football, basketball, hockey, etc.

As sports are in season, spend some time discussing rules in class. Look in the film library for films concerning these sports.
The student will name 3 physical skills pertaining to a spectator sport. e.g. jumping, running, catching, throwing, etc.

The student will state the following information about three different sports: (1) a general description of the sport or the objective of the game, (2) the number of players and/or teams, (3) the method of scoring, (4) some of the major or most common rules of the sport (two to five depending upon the sport).

Junior High Physical - 3P6.3 Knows some musical instruments and styles

Given a list of musical compositions, their classification, and given pictures or actual examples of 10 instruments, the student will classify them according to percussion, woodwind, brass and string, with 80% accuracy.

Following instruction concerning musical instruments and their classification, and given pictures or actual examples of 10 instruments, the student will classify them according to percussive, woodwind, brass and string, with 80% accuracy.

Junior High Physical - 7 - Knows some musical instruments and styles

Following instruction concerning musical instruments and their classification, and given pictures or actual examples of 10 instruments, the student will classify them according to percussion, woodwind, brass and string, with 80% accuracy.

JP7.2 Given a list of musical compositions, their classification, and given pictures or actual examples of 10 instruments, the student will classify them according to percussion, woodwind, brass and string, with 80% accuracy.

JP6.2 The student will name 3 physical skills pertaining to a spectator sport. e.g. jumping, running, catching, throwing, etc.

JP7.1 Following instruction concerning musical instruments and their classification, and given pictures or actual examples of 10 instruments, the student will classify them according to percussion, woodwind, brass and string, with 80% accuracy.

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t. e.g. jumping, running, catching,

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about sports: (1) a general description
of the objective of the game (2) the number
of players (3) the method of scoring (4) some
common rules of the sport (two to
the sport.).

1 - 7 - Knows some musical instruments and styles

struction concerning musical instruments
ation, and given pictures or actual in-
struments, the student will classify them
sion, woodwind, brass and string, with

of musical compositions,
and a work sheet with classified
country, classical), the student will
be composition under its appropriate
curacy.

 Invite the music teacher or band director to
visit the class. Ask him to bring several
instruments and demonstrate them. He is
likely to have posters with different types
of instruments illustrated. Ask him to give
a talk on the different styles of music. Look
in the library for examples of different types
of music. Bring in what you might have at home.
Allow students to bring their favorite records
for special days.
Junior High Physical - 8 - Is able to enjoy various art forms as a means of expression of emotion.

JP8.1 Given appropriate materials and asked to produce a picture or painting creatively, the student will produce one without assistance to the satisfaction of the teacher.

JP8.2 Provided with the opportunity to music, the student expresses his feelings creatively, in dance to the satisfaction of the teacher.

JP8.3 Following instructions in playing one or more non-melodic percussion instruments, the student will respond creatively to a musical composition by accompanying the selection, to the teacher's satisfaction.

On special days allow students to record their choice. Provide arts and crafts materials and encourage some time for creativity.

Junior High Physical - 9 - Begins to expand awareness of recreational activities

JP9.1 The student will demonstrate to the teacher's satisfaction positive feelings when involved in recreational activities through positive statements (e.g. "that was fun") or positive body movements (e.g. smiling).

JP9.2 The student will name five recreational activities he enjoys.

If space and facilities are available, provide activities like Ping Pong, Horse Shoes, Badminton for students to use as a free activity.
PHYSICAL SKILLS  
JUNIOR HIGH  
LEISURE - TIME ACTIVITIES

- Is able to enjoy various art forms as a means of expression of feelings
- Is able to produce one or more creative works using materials and asked to produce creatively, the student will produce one piece to the satisfaction of the teacher.
- The opportunity to music, the student will express feelings creatively, in dance of the teacher.
- Instructions in playing one or more non-instrumental music, the student will respond to musical composition by accompanying the teacher's satisfaction.

8 - Begins to expand awareness of recreational activities
- Will demonstrate to the teacher's positive feelings when involved in recreational activities through positive statements (e.g., "that was fun") and non-verbal statements (e.g., smiling).
- Will name five recreational activities

9 -
- On special days allow students to dance to records of their choice. Provide rhythm instruments for those who want to use them.
- Provide arts and crafts materials for students.
- Combine music and art with other objectives and also provide some time for creative music and art experiences.

If space and facilities are available, set up Ping Pong, Horse Shoes, Badminton, Croquet, etc. for students to use as a free time or reward type activity.
Junior High Physical - 10 - Develops skills in individual leisure time activities

JPI0.1 Following instruction in the basic techniques of many individual leisure time activities, the student will demonstrate the basic techniques of five such activities.

JPI0.2 The student will increase his skill in 3 individual leisure time activities to the teacher's satisfaction.

*Note: Individual refers to activities or hobbies which are basically done by one person, and could be done alone or with a group of people. e.g. fishing: although an individual activity, it may be done alone or a group of people may go fishing together.

For resource people, ask other neighbors, parents, owners of hobby stores, etc., to introduce. These might include: photography, instrument; painting; knitting; house plants; wood working; small collecting things; raising an, car, plane, or ship model; Make a bulletin board display hobbies including the basic

Throughout the year, demonstrate. Some of the resource people meet on a regular basis. After demonstration, let those students who are interested practice techniques and work on projects.
PHYSICAL SKILLS
JUNIOR/HIGH
LEISURE - TIME ACTIVITIES

10 - Develops skills in individual leisure time activities.

Instruction in the basic techniques of leisure time activities, the student will:

- Increase his skill in 3 individual activities, to the teacher's satisfaction.

For resource people, ask other teachers, friends and neighbors, parents, owners or managers of craft and hobby stores, etc. to introduce their favorite hobby. These might include: photography; playing a musical instrument; painting; knitting; crocheting; growing house plants; wood working; sewing; embroidery; weaving; collecting things; raising animals; sculpture; building car, plane, or ship models; fishing; metal working; etc. Make a bulletin board display or scrapbook of many hobbies including the basic techniques.

Throughout the year, demonstrate as many as possible. Some of the resource people might be willing to come on a regular basis. After demonstrating the techniques, let those students who are interested practice the techniques and work on projects as much as is feasible.
TERMINAL OBJECTIVE

The EMR learner will identify and interpret environmental signs pertinent to his health and

Junior High Physical - II - Uses the general safety rules taught at previous levels.

JP11.1 During a walk with the class off school grounds, the student will practice and observe all pedestrian safety rules in the area, e.g., reading and obeying traffic signs, walking on sidewalk where available, facing traffic where no sidewalks are available, crossing with the light where available, and looking both ways before crossing anywhere.

JP11.2 Given an iron, electric heater, or any other type of electrical equipment, the student will practice all safety procedures when demonstrating its use.

JP11.3 On a bicycling trip (or in a simulated situation if bikes are unavailable), the student will follow such safety procedures as riding with the traffic close to the curb, keeping both hands on bars except when giving signals, and avoiding obstacles in the road. (See Intermediate Health and Safety)

JP11.4 While at school, the student will follow such safety rules as no running, no hitting, and correct sitting in chairs as observed by the teacher.
TERMINAL OBJECTIVE

- Identify and interpret environmental signs pertinent to his health and safety.

- Uses the general safety rules taught at previous levels.

- Walk when the class is off school grounds, practice and observe all pedestrian safety rules, e.g., reading and obeying traffic signs, crossing available, facing traffic where available, crossing with the light where available, crossing with the light where available, crossing with the light where available, crossing with the light where available.

- When an electric heater, or any other type of equipment, the student will practice all when demonstrating its use.

- During a trip (or in a simulated situation if necessary), the student will follow such safety rules as close to the curb, on sides except when giving signals, in the road. (See Intermediate School, the student will follow such rules as close to the curb, on sides except when giving signals, in the road. (See Intermediate School).

Through pictures, diagrams, or table sized models showing pedestrian and bicycling practices, discuss correct procedures. Take slides of signs pertaining to pedestrian and bicycle safety. Discuss safety concerning all appliances the students come in contact with.
Junior High Physical - 12 - Reads and understands warning signs and labels. (See also Junior

JP12.1 The student will read and explain 10 warning signs when asked by the teacher. e.g. Stop, Don't Walk, Slow Down, Danger, Keep Out; No Trespassing, High Voltage, Beware of Dog, No Smoking, Caution, Explosives, Hard Hat Area; etc.

JP12.2 Given 10 warning labels, the student will identify and define each to the teacher's satisfaction. e.g. poison, keep away from children; keep away from heat, inflammable, do not take internally, skull and crossbones, induce vomiting, do not induce vomiting, do not mix with other household chemicals, do not puncture, etc.
11-12 - Reads and understands warning signs and labels. (See also Junior High Reading)

It will read and explain 10 warning signs to the teacher. E.g. Stop, Don’t Walk, Slow Out, No Trespassing, High Voltage, Smoking, Caution, Explosives, Hard Hat

Warning labels. The student will identify the teacher’s satisfaction. E.g. poison, children, keep away from heat, inflammable, skull and crossbones, induce vomiting, do not mix with other items, do not puncture, etc.

Take slides of warning signs and bring in cans and other items that have warnings on them for students to read and interpret the labels.
Junior High Physical - 13 - Is aware of and can identify poisonous plants, animals, medicines, and household products, the student will explain to the teacher's satisfaction how they are beneficial and how they may be harmful.

JP13.1 Given examples or pictures of plants, animals, medicines, and household products, the student will explain to the teacher's satisfaction how they are beneficial and how they may be harmful.

JP13.2 When asked to name 3 poisonous plants, the student will reply poison ivy, poison oak, and poison sumac 100% of the time.

JP13.3 Shown 5 pictures of plants, 3 of which are poisonous, the student will state which are the poisonous ones 100% of the time.

JP13.4 Given pictures of 5 common medicines, the student will name each with total accuracy and state when or how each should be used. e.g. aspirin, antiseptic cream or ointment, iodine, peroxide, cold capsule, etc.

JP13.5 Given 8 containers, 4 of which are medicine and the remaining household products, the student will read the labels and classify them with 100% accuracy.

See Intermediate Level, Health.

Bring in actual products or discuss their proper use including different types of warnings such as warn about eye contact; ones that warn about internal use; ones that warn about external use; ones that warn about ingestion; their proper storage; their proper use; their proper disposal.

Have students read the label and discuss what each word means. Discuss the correct use of the product.
Is aware of and can identify poisonous plants, animals, medicines, and household products.

- Identify poisonous plants, animals, household products; the student will express satisfaction on how they are harmful.

To name 3 poisonous plants, the student can identify: ivy, poison oak, and poison sumac 100%.

- Identify poisonous plants, 3 of which are poisonous, and state which are the poisonous ones 100%.

- Identify 5 common medicines, the student will read total accuracy and state when or how to use them, e.g., aspirin, antiseptic cream or ointment, cold capsule, etc.

- Identify 4 of which are medicine and the products, the student will read the containers with 100% accuracy.

See Intermediate Level, Health and Safety for activities.

Bring in actual products or their empty containers. Discuss their proper use including precautionary measures. Have students read the labels. Make a display of the different types of warnings (e.g., different products which warn about eye contact; ones which say to not take internally; ones with the same maximum daily dosage; etc.).
Junior High Physical - 4 - Recognizes fire hazards and can discuss fire prevention and fire safety.

JP14.1 The student will state 5 fire hazards in the home and school. E.g. overloaded sockets, frayed wires and cords, dirty material left to sit, curtains near stove, matches left in open, open fires, etc.

JP14.2 In a simulated fire hazard situation, the student will identify the hazards and explain what should be done to correct the situation to the teacher's satisfaction.

JP14.3 The student will demonstrate how to extinguish an open fire (camp fire, burning leaves or trash) to the teacher's satisfaction.

JP14.4 The student will read, with help from the teacher, the directions on a fire extinguisher and demonstrate how to use a fire extinguisher to the teacher's satisfaction.
Recognizes fire hazards and can discuss fire prevention and fire extinguishing measures.

- Will state 5 fire hazards in the home: overloaded sockets, frayed wires and appliances left to sit, curtains near stove, open fires, etc.

- In a fire hazard situation, the student will explain what should be done to the teacher's satisfaction.

- Will demonstrate how to extinguish a fire, burning leaves or trash, to the teacher.

- Will read, with help from the teacher, the directions on a fire extinguisher and use a fire extinguisher to the teacher's satisfaction.

Invite someone from the fire department to discuss fire hazards.

Have students draw pictures showing fire hazards. These could be used for a poster contest.
Junior High Physical - 15 - Is aware of accident-potential or dangerous situations in the home and knows how to eliminate them (See JS27)

JP15.1 The student will describe how overloaded electric sockets, stove, heaters, open drawers, slippery floors, and cluttered floors can be dangerous in a home to the teacher's satisfaction.

JP15.2 Given 5 situations which may prove dangerous in the home, the student will state one way for the elimination of each to the teacher's satisfaction.

JP15.3 The student will state why running in school, rough playing, improper sitting on desks and chairs, and crowded hallways can prove dangerous in school to the teacher's satisfaction.

JP15.4 Given 3 dangerous situations in school, the student will state one remedy for each to the teacher's satisfaction.

JP15.5 The student will state how jaywalking, littering, unkept shrubbery, and intersections can be hazardous in the community to the teacher's satisfaction.

JP15.6 Given 3 dangerous situations in a community, the student will name one remedy for each to the teacher's satisfaction.
PHYSICAL SKILLS

JUNIOR HIGH

HEALTH AND SAFETY

Is aware of accident-potential or dangerous situations in the home, the school, and the community, and knows how to eliminate them (See JS27).

Make a safety check list including situations to look for around the home that might cause accidents. Ask students to look at home and see if they can find and possibly correct any of these. Discuss what they discovered.

It will state why running, improper sitting on desks & chairs, and overloaded electrical facilities, open drawers, slippery floors, and intersections can be hazardous in school to the teacher's satisfaction.

It will state how jaywalking, littering, and dangerous accidents in the home, school, and the community can be eliminated. Ask students to look at home and see if they can find and possibly correct any of these.

Session 3:

3.11
Junior High Physical - 16 - Knows about the civil defense network

JP16.1 When asked the functions of the civil defense network, the student will state to provide food, shelter, and clothing to victims of floods, bombings, earthquakes, tornadoes, and hurricanes.

JP16.2 The student will describe to the teacher's satisfaction the warning signal used for civil defense. e.g. a steady 60 second beep followed by information as to the radio station to tune in to for further information.

JP16.3 Presented with 4 different signs, the student will choose the one representing civil defense 100% of the time.

JP16.4 The student will give the location of the civil defense headquarters in his area to the teacher's satisfaction.

See JS 27
Contact the local radio station and notify you before a practice. Have students listen to it.
PHYSICAL SKILLS
JUNIOR HIGH
HEALTH AND SAFETY

- 16 - Knows about the civil defense network

- 155 - See JS 27

- Contact the local radio station to find out if they can notify you before a practice civil defense warning. Have students listen to it.

the functions of the civil defense network to provide food, shelter, and care for people during disasters such as floods, bombings, earthquakes, and other emergencies.

- Contact the local radio station to find out if they can notify you before a practice civil defense warning. Have students listen to it.

- With 4 different signs, the student representing civil defense 100% will give the location of the civil defense centers in his area to the teacher's assistant.
Presented with the following actual or simulated situations, the student will use the appropriate procedure for at least 8 situations: (1) bleeding: let the cut bleed for a short time then apply pressure with a clean cold cloth if available, (2) sprain, dislocation, or possible break: apply cold packs and get medical help without moving the patient, (3) burns or overexposure to heat: apply ice, cold water, or cool the patient in whatever means appropriate, (4) snake bite in which help is within one hour away: properly apply a tourniquet two inches above the bite, keep victim quiet, and seek help, (5) snake bite in which help is more than one hour away: apply the tourniquet, cut the skin over the bite and suck out the venom, (6) immediate bruise: apply cold wet cloths or ice for 30 minutes, (7) bruise that is several hours old: administer warm cloths, (8) blister that would probably not be broken by accident: leave the blister alone, (9) blister which is on the hand, foot, or some other vulnerable place: wash the area then prick it on the edge and drain, (10) a minor object in the eye: keep the eye closed and let tears wash object away, (11) bite: wash the area and call the health department and the health clinic or doctor, (12) poisonous plants: wash the area with alcohol, gasoline, or strong soap and water.
Simulate situations requiring first aid and have students administer it. Invite someone qualified to work with the students on first aid.

Have students make their own first aid book. On each page draw a picture of a situation requiring first aid and have students write the correct procedures.
Junior High Physical - 18 - Knows how to prevent the spread of communicable disease.

<table>
<thead>
<tr>
<th>JP18.1</th>
<th>The student will define the term contagious disease to the satisfaction of the teacher.</th>
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<tbody>
<tr>
<td>JP18.2</td>
<td>The student will explain three ways disease germs are spread (i.e. breathed, eaten, or taken in through animal bites or other personal contact).</td>
</tr>
<tr>
<td>JP18.3</td>
<td>The student will explain the incubation period of a contagious disease to the satisfaction of the teacher. (e.g. the amount of time between exposure and onset of symptoms.)</td>
</tr>
<tr>
<td>JP18.4</td>
<td>The student will explain the transmission period of a contagious disease to the satisfaction of the teacher (e.g. the time when a person is contagious.).</td>
</tr>
<tr>
<td>JP18.5</td>
<td>The student will explain the term immunize to the satisfaction of the teacher.</td>
</tr>
</tbody>
</table>

Find material in regular health down to the level of your specific diseases. Have some books with a page or so for in the film library for further information. Discuss the importance of.
Knows how to prevent the spread of communicable disease

- Knows the term contagious disease of the teacher.
- Will explain three ways disease germs are, eaten, or taken in through personal contact.
- Will explain the incubation period of a disease to the satisfaction of the teacher (e.g., between exposure and onset of symptoms).
- Will explain the transmission period ease to the satisfaction of the teacher a person is contagious.
- Will explain the term immunize to the teacher.

Find material in regular health books and write it down to the level of your students. Discuss specific diseases. Have students make a notebook with a page or so for each disease. Look in the film library for films to go along.

Discuss the importance of immunization.
Junior High Physical - 19 - Becomes aware of VD and the effect

JP19.1 The student will explain to the teacher's satisfaction, that Venereal Disease (VD) is transmitted only through physical contact.

JP19.2 The student will describe one symptom of VD to the satisfaction of the teacher.

JP19.3 The student will describe 2 effects of the disease to the satisfaction of the teacher.

JP19.4 The student will tell where to go to get help or diagnosis for VD to the satisfaction of the teacher. (County Health Department, Alachua General Hospital, doctor).

Invite a nurse or county health worker to come in and teach VD with students. Obtain medical supplies from the health department.
- Becomes aware of VD and the effect
- Will explain to the teacher's satisfaction that Venereal Disease (VD) is transmitted only by intimate contact.
- Will describe one symptom of VD to the teacher.
- Will describe 2 effects of the disease on the teacher.
- Will tell where to go to get help or to the satisfaction of the teacher. Department, Alachua General Hospital.

Invite a nurse or county health personnel to discuss VD with students. Obtain materials from the health department.
<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JP20.1</td>
<td>The student will list four services performed by a nurse to the teacher's satisfaction.</td>
</tr>
<tr>
<td>JP20.2</td>
<td>The student will list four services performed by a dentist to the teacher's satisfaction.</td>
</tr>
<tr>
<td>JP20.3</td>
<td>The student will name three sources of information for obtaining medical services (County Health Department, telephone book, friends, or relatives.).</td>
</tr>
</tbody>
</table>
- Knows the services offered by nurse, dentist, and physician and where to obtain them

will list four services performed by a person's satisfaction.

Include this information in discussions about communicable diseases and health.

will list four services performed by another's satisfaction.

will name three sources of information services (County Health Department, friends, or relatives.).
Junior High Physical - 21 - Knows the elementary symptoms which indicate a need for medical attention

JP21.1 The student will name 5 symptoms that indicate a need for medical attention: prolonged cough or persistent sore throat; red running eyes; fever above 99; vomiting; cramps; swelling; blood in urine or other unusual bleeding; lumps that do not go away; swollen glands; fainting; persistent fatigue.

Discuss with students that to the doctor for every situation and ask if a doctor's attention is needed.

Junior High Physical - 22 - Demonstrates ability to follow doctor's orders

JP22.1 The student will correctly follow the instruction of the doctor as observed by the teacher. E.g. glasses; wearing hearing aids; taking medication; staying home from school; etc.

Observe students that you doctor's care.

Junior High Physical - 23 - Knows good health practices

JP23.1 The student will state 3 health practices which are beneficial to health maintenance such as: extra rest for illness, exercise to maintain physical fitness, choose activities according to the weather, etc. to the teacher's satisfaction.

Before discussing disease and health for personal and voc...
PHYSICAL SKILLS
JUNIOR HIGH
HEALTH AND SAFETY

1 - 21 - Knows the elementary symptoms which indicate a need for medical attention

will name 5 symptoms that indicate a need for medical attention: prolonged cough or persistent runny eyes; fever above 99; vomiting; blood in urine or other unusual bleeding; run away; swollen glands; fainting;

Discuss with students that they need not run to the doctor for every little thing. Describe some situations and ask students to determine if a doctor's attention is necessary.

1 - 22 - Demonstrates ability to follow doctor's orders

will correctly follow the instruction served by the teacher: e.g. glasses, taking medication, staying home from school.

Observe students that you know are under a doctor's care.

1 - 23 - Knows good health practices

will state 3 health practices which are good maintenance such as: extra rest for recuperation; maintain physical fitness; choose foods according to the weather; etc. to the teacher's instructions.

Before discussing disease and ill health, do a short unit on "What is good health and how do you get it?" Include the importance of good health for personal and vocational reasons.
**Junior High Physical - 21**

- JP24.1 The student will describe to the teacher's satisfaction how good health and grooming are related to appearance.

- JP24.2 The student will describe to the teacher's satisfaction how good health is related to obtaining and retaining a job.

**Junior High Physical - 25**

- JP25.1 The student will explain the dangers involved with the use of unprescribed drugs (including amphetamines, narcotics, hallucinogens, alcohol, tobacco, etc.) to the satisfaction of the teacher.

- JP25.2 The student will explain to the teacher's satisfaction why it is dangerous to accept liquor, cigarettes, narcotics.

- JP25.3 Given a situation involving a bribe of liquor, cigarettes, or narcotics, the student will dramatize appropriate behavior to the teacher's satisfaction.
knows the relationship between good health, grooming and appearance and a job.

will describe to the teacher's health and grooming are related

will describe to the teacher's health is related to obtaining

- 25 - Avoids dangers of liquor, cigarettes, and drugs

will explain the dangers involved with prohibited drugs (including amphetamines, narcotics, alcohol, tobacco, etc.) to the teacher.

will explain to the teacher's satisfaction to accept liquor, cigarettes, narcotics.

will explain involving a bribe of liquor, narcotics, the student will dramatize to the teacher's satisfaction.

Consult your local health department for drug information.
APPENDIX A

FUNCTIONAL WORDS
AND
VOCATIONALLY RELATED WORDS

Functional Words

Part A - Intermediate Level

add
address
age
beware
beware of dog
birthdate
boy wanted
bus
check
circle
closed
complete
cross
cross here
cup
danger
danger ahead
date of birth
dead water
divide
doctor
do not enter
do not open
do not touch
don't walk
drive at your own risk
down
dynamite
elevator
end
entrance
exit
fill in
fire escape
flammable
food
for sale
found
gentleman
glass
handle with care
hands off
health
height
help wanted
high voltage
in
keep in cool place
keep off
keep off the grass
ladies
ladies only
ladies room
large
line
lost
match
meat
medium
men
men wanted
next door
separate
sex
shake well
size

Part B - Junior High Level

boil
call physician
combine
credit department
(dept.)
cross road
cut
detour

do not bend, fold, spindle, or mutilate
do not induce vomiting
do not refreeze
do not take internally
drive slowly
dry clean only
employment
employment
fine for littering
fold
for external use only
for rent
fragile
hand washable
induce vomiting
keep frozen
keep right
keep right
keep off
keep off the grass
ladies
ladies only
ladies room
large
line
lost
match
meat
medium
men
men wanted
next door
separate
sex
shake well
size

no parking
no soliciting
one way
police
pour
private
prohibited
refrigerate
opening
APPENDIX A

FUNCTIONAL WORDS
AND
VOCATIONALLY RELATED WORDS

Functional Words

Part A - Intermediate Level

date of birth    fill in    keep off the grass    out    slow
depth water    fire escape    ladies    out of order    small
divide    flammable    ladies only    parent    stop
doctor    food    ladies room    pet    subtract
do not enter    for sale    large    phone    swim at your

do not open    found    line    poison    own risk
do not touch    gentleman    lost    post no bills    tablespoon
don’t walk    glass    match    posted    teaspoon
drive at your    handle with care    meat    push    telephone
down    health    medium    rail road crossing    this side up
dynamite    height    men    railroad    twist to open
elevator    help wanted    men wanted    rest room    underline
der    high voltage    next door    separate    wait
entrance    in    no fishing    sex    walk
exit    keep in cool place    no smoking    shake well before    weight
keep off    no trespassing    open    using    wet paint

Part B - Junior High Level

do not induce    fold    laborers wanted    no parking    repair
vomiting    for external use    machine washable    no soliciting    shake

do not refreeze    only    men at work    one way    sheriff

do not take    for rent    mix    police    speed checked by
    internally    fragile    multiply    pour    speed limit

drive slowly    hand washable    next window    private    speed mechanical

dry clean only    induce vomiting    no admittance    prohibited    check
employment    keep frozen    no left turn    refrigerate after    stir
fine for littering    keep right    no loitering    opening    toll ahead

under construction
### Vocationally Related Words

#### Part A - General

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
<th>Term</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>address</td>
<td>do not enter</td>
<td>fill in</td>
<td>keep off</td>
</tr>
<tr>
<td>aide</td>
<td>do not open</td>
<td>fire escape</td>
<td>ladies</td>
</tr>
<tr>
<td>age</td>
<td>do not touch</td>
<td>flammable</td>
<td>ladies room</td>
</tr>
<tr>
<td>applicant</td>
<td>early shift</td>
<td>gentleman</td>
<td>late shift</td>
</tr>
<tr>
<td>apply</td>
<td>educational</td>
<td>grade completed</td>
<td>men</td>
</tr>
<tr>
<td>birthdate</td>
<td>background</td>
<td>handle with care</td>
<td>men wanted</td>
</tr>
<tr>
<td>boy wanted</td>
<td>elevator</td>
<td>hands off</td>
<td>name</td>
</tr>
<tr>
<td>check</td>
<td>employee</td>
<td>height</td>
<td>next door</td>
</tr>
<tr>
<td>clerk</td>
<td>employer</td>
<td>help wanted</td>
<td>no smoking</td>
</tr>
<tr>
<td>complete</td>
<td>employment</td>
<td>helper</td>
<td>no trespassing</td>
</tr>
<tr>
<td>customer</td>
<td>end</td>
<td>hours</td>
<td>no vacancy</td>
</tr>
<tr>
<td>deduction</td>
<td>entrance</td>
<td>in</td>
<td>open</td>
</tr>
<tr>
<td></td>
<td>exit</td>
<td>job experiences</td>
<td>ounce</td>
</tr>
</tbody>
</table>

#### Part B - Specific

<table>
<thead>
<tr>
<th>Auto Service</th>
<th>Child Care</th>
<th>Domestic Service</th>
<th>Farming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air</td>
<td>bath</td>
<td>amonia</td>
<td>acre</td>
</tr>
<tr>
<td>battery</td>
<td>bottle</td>
<td>bleach</td>
<td>allotment</td>
</tr>
<tr>
<td>cable</td>
<td>diaper</td>
<td>broom</td>
<td>disc</td>
</tr>
<tr>
<td>gas</td>
<td>formula</td>
<td>detergent</td>
<td>fertilizer</td>
</tr>
<tr>
<td>grease</td>
<td>nap</td>
<td>downstairs</td>
<td>harvest</td>
</tr>
<tr>
<td>garage</td>
<td>powder</td>
<td>dryer</td>
<td>irrigator</td>
</tr>
<tr>
<td>head light</td>
<td>rash</td>
<td>dust</td>
<td>market</td>
</tr>
<tr>
<td>hoist</td>
<td></td>
<td>furniture</td>
<td>plant</td>
</tr>
<tr>
<td>Hub cap</td>
<td></td>
<td>iron</td>
<td>planter</td>
</tr>
<tr>
<td>jack</td>
<td></td>
<td>laundry</td>
<td>plow</td>
</tr>
<tr>
<td>lubrication</td>
<td></td>
<td>linens</td>
<td>procedure</td>
</tr>
<tr>
<td>lugs</td>
<td></td>
<td>mop</td>
<td>seed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>polish</td>
<td>soil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>prepare</td>
<td>yield</td>
</tr>
<tr>
<td></td>
<td></td>
<td>starch</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>towels</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>upstairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>washer</td>
<td></td>
</tr>
</tbody>
</table>
Vocationally Related Words*

Part A - General

not enter  fill in  keep off  out  sex
not open  fire escape  ladies  ladies room  out of order  Social Security
not touch  flammable  late shift  parent  phone
gently shift  gentleman  men  please  poison
educational  grade completed  men wanted  post no bills  pound
background  handle with care  name  product  rest room
hand off  next door  no smoking  posted  sales lady
height  no trespassing  no vacancy  saleswoman  rest room
help wanted  open  soiled  sorry
helper  phone  spit  telephone
hours  post no bills  this side up  underline
in  pounds  vacant
job experiences  product  weight

Part B - Specific

Child Care  Domestic Service  Farming  Food Service

bath  ammonia  acre  all-purpose
bottle  bleach  allotment  bake
diaper  broom  disc  baking soda
formula  detergent  fertilizer  beat
nap  downstairs  harvest  blend
dryer  upstairs  irrigator  boil
laundry  downstairs  market  butter
linens  procedure  planter  constantly
mop  seed  planter  flour
polish  soil  plow  fold
prepare  seed  procedure  grams
starch  soil  rest room  heat
towels  approach  this side up  weight
upstairs  approach  this side up  weight
washer  approach  this side up  weight
Part B - Specific (con't.)

Food Service (con't.)
- milk
- oleo
- oven
- pre-heat
- powder
- refrigerator
- self-rising
- sift
- spatula
- stir
- thoroughly
- yeast

Plumbing
- bathtub
- bolt
- drain
- faucet
- fixtures
- gooseneck
- nut
- pipe thread
- septic tank
- sewer
- sink trap
- snake
- washer

Wood Work
- brush
- hammer
- knife
- level
- nails
- paint
- pliers
- putty
- refinish
- remove
- rub
- sand
- scrap
- screw
- screw drive
- T-Square
- varnish
Plumbing
- bathtub
- bolt
- drain
- faucet
- fixtures
- gooseneck
- nut
- pipe thread
- septic tank
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Wood Working
- brush
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- nails
- paint
- pliers
- putty
- refinish
- remove
- rub
- sand
- scrap
- screw
- screw driver
- T-Square
- varnish
Fast Thinking Exercises

Devise a simple written task and have students see how many times they can do it in a brief time limit such as 15 to 30 seconds. Give points for the amount completed. Give prizes to the winners. The winner might be the one with the second or third highest score or the highest. This can be used for months and days, food groups, alphabetizing, etc.

Hollywood Squares

Draw a game board on the chalkboard or transparency. Put a student's name in each square and pick two students as contestants. (Two names may be placed in a square or names may be used more than once to accommodate the number of participating students).

The contestant is asked to "pick a square" in which he would like to place his "X" or "0". The teacher asks a question of the student in the square. The contestant then agrees or disagrees with the answer given. If the contestant is correct, he places his mark in that square. If the contestant is incorrect, the mark of his opponent is placed in the square. However, the contestants must earn their own winning point. The game continues until one player earns three squares in a row. If no one earns 3 in a row, the player with the most squares wins. The loser picks someone to be the contestant and takes a place in a square.

Prescription Sheets

The purpose of this sheet is to measure time required for tasks or to students to follow. The form can be made to suit individual needs.

<table>
<thead>
<tr>
<th>Name</th>
<th>Begun</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:04</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B
GAMES AND ACTIVITIES

es

itten task and have students
ey can do it in a brief time
0 seconds. Give points for the
ve prizes to the winners. The
he with the second or third
ighest. This can be used for
groups, alphabetizing, etc.

on the chalkboard or transparency.
in each
students:

ames
name

are

ore

ure

ule

wore

read to "pick a square" in which he
is "X" or "O". The teacher asks
ident in the square. The con-
vr disagrees with the answer
ant is correct, he places his
If the contestant is incorrect,
ant is placed in the square.
How-
must earn their own winning point.
til one player earns three squares
ears 3 in a row, the player with-
. The loser picks someone to be
kes a place in a square.

Prescription Sheets

The purpose of this sheet is to provide a record of
time required for tasks or to provide a schedule for
students to follow. The format is flexible and should
be made to suit individual needs. These are two
uggestions.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Time Begun</th>
<th>Task</th>
<th>Time Finished</th>
<th>Time Elapsed</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>12:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:01</td>
<td>12:01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:02</td>
<td>12:02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:03</td>
<td>12:03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:04</td>
<td>12:04</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chalkboard Relays

Divide the class into two teams. Devise a task that each member must do on the chalkboard, one at a time. Winner can be determined by the first team to have each member complete a task, the first to complete a given number of tasks, or the team with the most tasks completed in a given amount of time. This activity can be used for: alphabetizing, finding items in catalogs, abbreviations, arithmetic facts, months, days, food, groups, etc.

Word hunts

"Hide" words within a complex of unrelated letters. Students find the words and circle them. This activity can be used with any reading or spelling words, e.g. words for protection and direction, spelling sight vocabulary, arithmetic sight words, number words, days and months, etc.

Checkers Variation

Cover a checker board with clear self-adhesive plastic (e.g. Contact). On each square write a word to be read, an arithmetic problem to be solved, a spelling word to be unscrambled, a word to be found in the dictionary, a food to be classified, etc. Before moving to the space, the student must complete the task indicated on the space.

Crossword Puzzles

Make a grid and fill in word can be used for words for protection, months, or any other vocabulary. After students have done several of them. Have students make them. The puzzles do not have to be professional crossword puzzles. Let students supply words, but supplying words at first to fill in. Let students supply words, but supplying words is a plus.
Divide a task into two teams. Devise a task determined by the first team. If two tasks are completed by the first team, the first team is awarded a point, the first team is the winner. 

This activity can be used for alphabetizing, finding abbreviations, arithmetic facts, etc.

Make a grid and fill in words so they interlock. This can be used for words for protection and direction, spelling sight words, number words, days and months, or any other vocabulary, reading, or spelling words. After students have done several, show them how to make the puzzles. Have students make them for each other to solve. The puzzles do not have to be perfectly symmetrical as in professional crossword puzzles. Students may be given the words at first to fill in. Later, give puzzles without supplying words.
ARITHMETIC SQUARES

Add (or multiply) corresponding squares to fill in all squares.

\[
\begin{array}{cccccc}
+ & 2 & 6 & 5 & 4 & 1 \\
7 \\
3 \\
8 \\
\end{array}
\]

DOMINOES

Make 26 tag board dominoes. Make sets of 4 that have the same answer with 2 blank for wild cards.

ARITHMETIC CIRCLES

Teacher fills in center numbers (or subtract) to fill in outer squares.

\[
\begin{array}{cccccc}
2 & 5 \\
4 & 1 \\
8 & 3 \\
\end{array}
\]

\[
\begin{align*}
a & = 1 \\
b & = 4 \\
c & = \frac{a \times b}{x} \\
d & = \frac{c}{x} \\
\end{align*}
\]

\[
\begin{align*}
a & = 1 \\
b & = 2 \\
c & = 3 \\
5 & + 3 \\
\frac{6}{5} & - 1 \\
\frac{7}{12} & + 5 \\
\end{align*}
\]
ARITHMETIC SQUARES

Corresponding squares to fill in all

| 6 | 5 | 4 | 1 |

ARITHMETIC CIRCLES

Teacher fills in center numbers. Students multiply (or add or subtract) to fill in outer spaces.

ARITHMETIC CODES

a = 1  b = 4  c = 7  d = 2

\[
\begin{align*}
a & \times b \\
c & \times d \\
d & \times e \\
\end{align*}
\]

ARITHMETIC MINOES

Make the same for wild cards.

\[
\begin{align*}
1+9 & = 10 \\
5+0 & = 5 \\
8-1 & = 7 \\
\end{align*}
\]

\[
\begin{align*}
1+9 & = 10 \\
2+2 & = 4 \\
8x1 & = 8 \\
\end{align*}
\]
Multiplication Squares

Step 1: Prepare a dittrepresents 36.

Steps 2-5: Each combiner with the co

Step 6: Columns are added to 756.
**Multiplication Squares**

**Step 1:** Prepare a ditto as illustrated. This one represents $36 \times 21$.

**Steps 2-5:** Each combination of numbers is multiplied with the corresponding squares filled in.

**Step 6:** Columns are added diagonally. The answer is 756.
The Price is Right

General Procedure:

Four contestants start with game #1. The winner of game #1 plays any of the other games until he misses. When he misses, he temporarily drops out of the game and another student is invited to play game #1. This procedure continues until 5 minutes before the end of the activity. The two top winners of the day compete in one last game. One prize is shown. Each bids. The one who bids the closest without going over is the grand prize winner.

GAME 1: Mount pictures from catalogs and sales brochures on tag board or poster board. Write the correct price on the back. Give 4 students pieces of scrap paper and have them write their estimation of the price. The one who bids the closest without going over wins. (JC 5.3)

GAME 2: "Shopping Spree". Several small items such as what might be found in a grocery store, are arranged on a table (prices may or may not be shown). The student is given a set amount of money he may spend, such as $5.00. He then chooses one item at a time. The prices are totaled and the student is told the total as he goes along. If he can choose 7 items without going over the $5.00 limit, he wins. (JC 5.3)

GAME 3: "Price Tag". Show 5 items and give him 5 price tags on them. The contestant price tag on each item.

GAME 4: "Match-Up". Show 10 place those of approximate pairs. (JC 5.2)

GAME 5: "Range Finder". Make of a scale showing $1-$5,000.00. Make a menu covers a $300.00 item. Start movie and instruct the contestant to the range finder read price he thinks the price of the item. He then gets a chart that $5.00 intervals) (JC 5.3)
The winner of the other games until he misses. Then temporarily drops out of the game until 5 minutes before the end of the day compete for the top winners of the price is shown. Each bids. The one closest without going over is the winner.

Write prices on the back. Give 4 students paper and have them write down the price. The one without going over wins.

Several small items such as found in a grocery store, are tape prices may or may not be student is given a set amount of spend, such as $5.00. He then at a time. The prices are student is told the total as she chooses items. If he can choose 7 items within the $5.00 limit, he wins.

GAME 3: "Price Tag". Show 5 items to the contestant and give him 5 price tags with the prices written on them. The contestant must place the correct price tag on each item to win. (JC 5.1)

GAME 4: "Match-Up". Show 10 items, the contestant must place those of approximately the same value in pairs. (JC 5.2)

GAME 5: "Range Finder". Make a chart on a scale showing $100.00 intervals from 0 to $5,000.00. Make a movable range finder that covers a $300.00 interval. Show the student an item. Start moving the range finder at 0 and instruct the contestant to say "STOP" when the range finder reaches the range in which he thinks the price of the item falls. (The numbers used on the chart can be varied. For example, a chart that goes from 0 to $50.00 with $5.00 intervals) (JC 5.3)
Barnell Loft, Ltd.
111 South Center Avenue
Rockville Center
Long Island, N. Y.

Benziger, Inc.
8701 Wilshire Blvd.
Beverly Hills, Calif. 90211

DLM: Developmental Learning Materials
7440 Natchez Ave.
Niles, Ill. 60648

Educational Design, Inc.
47 w. 13th St.
New York, N. Y. 10011

Fearon Publishers
Lear Siegler, Inc., Education Division
6 Davis Drive
Belmont, Calif. 94002

Finney Company
3350 Gorham Ave.
Minneapolis, Minnesota 55426

Follett Publishing Co.
1010 West Washington Blvd.
Chicago, Ill. 60607

324 First Street
Liverpool, N. Y. 13088

Grolier Educational Corporation
Instruction Systems Division
845 Third Avenue
New York, N. Y. 10022

Institute of Life Insurance
Health Insurance Institute
Educational Division
277 Park Avenue
New York, N. Y. 10017

Love Publishing Company
6635 E. Villanova Place
Denver, Colorado 80222

McDonald's Ecology Action Pack
P.O. Box 2344
Kittering, Ohio 45429

Pruett Publishing Co.
Boulder, Colorado
GENERAL CLEANING

- remove trash
- sweep
- vacuum
- dust
- clean ashtrays
- clean, polish furniture
- scrub, polish, wax floors (hand or machine)
- wash windows
- wash walls
- burn trash

OTHER ACTIVITIES

- use telephone to take messages
- tie with string or rope
- measure weight or length
- yard work: rake, mow, weed, trim
- count items
- read labels, directions
- mark, remark, stamp, tag, or label ite
- wrap or unwrap packages
- transport by stock cart
- sack merchandise
- spread dust covers
- seal packages
- replenish supplies
- rack or shelve merchandise
- load and unload articles
- make local deliveries or run errands
- sort by size, color, shape, quality, etc.
- clean up barns, farm buildings, yard
- hose down floors, walks, steps
- wash or polish car
- press or iron by hand
- dig with pick or shovel
APPENDIX E
CROSS-REFERENCE OF SELECTED OBJECTIVES AND MATERIALS

Note: These references serve two purposes:
1. To indicate the level of skills required to function in the text
2. To indicate the content areas included so a teacher may use particular sections
   unit he/she is teaching

Using Dollars and Sense
Fearon Publishers
Belmont, California
1963 edition

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APPENDIX E

CROSS-REFERENCE OF SELECTED OBJECTIVES AND MATERIALS

These serve two purposes:
- To determine the level of skills required to function in the text
- To outline the content areas included so a teacher may use particular sections as supplements to a text he is teaching

Using Dollars and Sense
Fearon Publishers
Belmont, California
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<td>4-5, 65-66</td>
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### HOUSEKEEPING CHORES

#### Kitchen
- Washing, drying, putting away dishes and utensils
- Cleaning sink
- Wiping counters, stove top, table top, etc.
- Cleaning and defrosting refrigerator
- Cleaning stove and oven
- Emptying trash
- Cleaning trash can
- Cleaning windows
- Washing floor
- Waxing floor
- Cleaning walls and woodwork
- Straightening up cupboards and drawers
- Wiping or cleaning fixtures and appliances

#### Bathroom
- Cleaning tub
- Cleaning sink and counter
- Cleaning toilet (inside and out)
- Cleaning fixtures (soap dishes, toothbrush holders, etc.) and appliances (electric toothbrushes, water picks, etc.)
- Cleaning walls, tile, and woodwork
- Cleaning mirrors and windows
- Replacing soiled linen
- Cleaning floor
- Emptying trash
- Cleaning trash can

#### Living Room, Den, Family Room
- Dusting furniture
- Polishing furniture
- Vacuuming upholstered furniture
- Polishing or waxing floors (if uncarpeted)
- Vacuuming carpets
- Cleaning or dusting walls and woodwork
- Cleaning mirrors and windows
- Emptying and washing ashtrays
- Dusting lamps, bric-a-brac, pictures, etc.
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<td>out)</td>
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<td>Polishing or waxing floors (if uncarpeted)</td>
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<td>Vacuuming carpets</td>
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<td>Cleaning or dusting walls and woodwork</td>
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EMR
CURRICULUM GUIDE
SENIOR HIGH

Developed by
The Curriculum Development Project for the Educable Mentally Retarded
Lake Butler, Florida

Serving the School Districts of
Baker, Bradford, and Union Counties, Florida

A Title VI-B Grant of
The Elementary and Secondary Education Act

Edited and Prepared by
Veronica M. Ruschmeier, Project Director and EMR Curriculum Specialist
Linda Rockwell, EMR Curriculum Specialist

June 1974
The following agencies and individuals have participated in the final phase of the project in the curriculum:

**AGENCIES**

Administrative and Fiscal
Union County School Board
Lake Butler, Florida

Cooperative
Baker County School Board
Macclenny, Florida

Bradford County School Board
Starke, Florida

Alachua County School Board
Gainesville, Florida

Columbia County School Board
Jacksonville, Florida

**INDIVIDUALS**

Administrative and Supervisory
Lori L. Amavant, District Federal Projects Director
Union County

Jennifer W. Pieschmeier, EMD Project Director and Curriculum Specialist

Linda Rockwell, EMD Curriculum Specialist

Ann Stevens, Elementary Supervisor, Baker County

Kitty Allison, Exceptional Child Coordinator
Union County

Jan Hoilson, Director F and MW, Alachua County

**PARTICIPANTS**

Field Test Teachers:

**Primary**

Alachua County: Brenda
Baker County: Wanda Walls
Bradford County: Mellon
Columbia County: Hope
Union County: Marilyn

**Intermediate**

Alachua County: Patricia
Baker County: Nan Bowen
Bradford County: Paula White
Columbia County: Eloise

**Junior High**

Columbia County: Carol

**Junior-Senior High**

Alachua County: Judy
Bradford County: Eugene
Columbia County: Jan
PARTICIPANTS

Individuals have participated in the final phase of the project: field testing and revising the curriculum.

Field Test Teachers:

Primary
Alachua County: Brenda Maltby
Baker County: Wanda Walker
Bradford County: Ellonease McDonald, Willie Mae Rand
    Esther Tolbert
Columbia County: Hope McDonald, Margaret McGrath,
    Jane O'Rear
Union County: Marilyn Ericsson

Intermediate
Alachua County: Patricia Padgett, Shirlee Turner
Baker County: Nan Bowen, Ruby King
Bradford County: Patricia Sigglekow, Elizabeth Walker,
    Paula White
Columbia County: Eloise Green, Rosa Scott,
    Mary Jane Weaver

Junior High
Columbia County: Carol Howell, Sammie Everett,
    Wayne Hooks

Junior-Senior High
Alachua County: Judy Jeuvenaz, Kandy Friese
Bradford County: Eugene Harvey, Cynthia Hebb
Columbia County: Jan Binet
The project staff would like to extend their gratitude to the following individuals who participated in earlier phases of the project:

**Administrative, Supervisory, and Consultative**

- Mild Roarkman, Consultant, University of Nebraska
- Tony Liscon, Consultant, Director, Title III F.L. Project for M.H.
- Charles Forghione, Consultant, University of Florida
- Paula Harrington, Former LMR Specialist
- Joseph Martenelli, Former Project Director
- Janice Veiver, Consultant, University of Florida
- Willie Mae Paganini, Consultant, University of Florida
- Wilma Payne, Elementary Supervisor, Bradford County
- Alhy King, Ruby King
- Virginia Eaton, MR Consultant
- Pat Hollis, MR Consultant
- Bureau of Exceptional Child Education, Tallahassee, Florida

For their continued support,

The principals of participating counties for their cooperative curriculum development project;

Local employers for the Needs Assessment Survey;

All the teachers in Baker County who helped with the Needs Assessment Survey;

And last but not least, who not only kept the project moving but also our secretary, Patsy C.

To all of these people, the project staff extends their sincere appreciation.
The project staff would like to acknowledge:

Landis Stetler, Chief
Virginia Eaton, MR Consultant
Pat Hollis, MR Consultant

Bureau of Exceptional Child Education, Department of Education, Tallahassee, Florida

For their continued support, cooperation, and assistance;

The principals of participating schools in the five counties for their cooperation in all phases of the curriculum development project;

Local employers for their assistance in conducting the Needs Assessment Survey;

All the teachers in Baker, Bradford, and Union Counties who helped with the Needs Assessment survey;

And last but not least, the real boss of the project who not only kept the project in line but kept us in line too - our secretary, Patsy Cason.

To all of these people and agencies we extend our sincere appreciation.

Veronica Ruschmeier

Linda Rockwell
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This curriculum grew out of the product of an ISEA Title VI-B grant awarded to Baker, Bradford, and Union counties in Florida for a five-year period from July 1971 to June 1974. The three phases corresponded roughly to the three main phases of the project.

The first involved a needs assessment. The educational and vocational needs and resources of the three counties were assessed. One of the conclusions was the need for a functional, sequential curriculum.

For the information on this phase see A Systems Procedure Manual for Conducting A Needs Assessment and A Summary of Findings and Recommendations For Curriculum Development: Needs Assessment Of The Educable Mentally Retarded in Baker, Bradford, and Union Counties.

During the second phase, the objectives of the curriculum were written. The Curriculum Model consisted of four areas: Basic Skills, Vocational, Social Studies, and Physical

Skills and four levels: Kindergarten (CA 6-9), Intermediate (CA 10-12), Junior High (CA 13-15), and Senior High. In each area, a terminal Objective was written and with a given area and level several specific objectives were written. Finally, a team of teachers from the three counties, whose classes ranged from 1st to 8th grade, revised the terminal and intermediate objectives. These objectives were revised throughout the writing phase by the writing team and the EMR Curriculum Specialist.

These objectives were published in four books (one for each level). Final draft: Student Objectives were then finalized.
The third phase, which was begun during the second year but expanded during the third year was field testing. A total of 38 teachers of LMR students in Alachua, Baker, Bradford, Columbia, and Union Counties were asked to participate in the field testing and 27 did participate. These teachers were asked to work with the objectives making recommendations regarding clarity, appropriateness for their level, meaningfulness, and the placement of the specific objectives within the total curriculum. Secondly, teachers were asked to suggest activities and materials for the accomplishment of the objectives. Feedback from the teachers was obtained through:

(a) A daily log kept by the teachers showing the objectives to be taught or evaluated, the participating students, the time spent on the objectives, and comments regarding teaching toward the objectives.

(b) A workbook in which teachers wrote the activities, materials, and resources used for each objective and comments regarding the objectives.

(c) A random sample of test items was given to some of the students to determine appropriateness of the objectives.

(d) The LMR Curriculum Specialist met with teachers in groups and individually to discuss the objectives.

On the basis of the information thus obtained objectives were revised again, re-sequenced, added, or omitted. The activities, materials, and resources were added to the objectives for this document.
The objectives were divided into the four levels of Primary, Intermediate, Junior and Senior High partly as a convenience to the teacher and partly as an initial step in developing a system of accountability. Much more extensive investigation and field testing would need to be conducted for the latter purpose, but the guide might serve in the meantime as an approximation of student expectation. However, as in any good testing, the student needs to be taken from where he is to as far as he can go, and recognition must be given to the different achievement levels within the student as well as within the class. Thus the teacher must not feel restricted to just one level of the curriculum guide.

Covering of Objectives

The first letter refers to the level

P = Primary
I = Intermediate
J = Junior High
S = Senior High

The second letter or group of letters refers to the area of learning:

L = Listening
S = Speaking
R = Reading
W = Writing
M = Mathematics, Concepts and Processes
A(M) = Arithmetic, Money
A(M) = Arithmetic, Time
A(M) = Arithmetic, Measurement
I = Environmental Awareness
V = Vocational
S = Social
P = Physical

The number preceding the objective within each of the levels

The final number, followed by the letter, refers to the specific objective within the activity.

Thus P4S5.4 is the fourth activity of the fifth interim objective (Mathematics, Concepts and Processes).

Using the Objectives

In an attempt to provide behavioral objectives are rarely taught in isolation. Most often one activity can test many objectives. The more familiar the objectives, the easier it is for the student to pass the item, then activity toward that objective.

Using Activities, Materials, and Resources

Field test teachers wrote and resources they used to help the student meet each Interim Objective for each activity and materials.
The number preceding the decimal refers to the interim objective within each of the general areas above.

The final number, following the decimal point, refers to the specific objective within each interim objective.

Thus PA5.4 is the fourth specific behavioral objective of the fifth interim objective of Primary Arithmetic (Facts and Processes).

Using the Objectives

In an attempt to provide a sequential curriculum, the behavioral objectives are fairly specific. Such specific behaviors rarely occur in isolation nor should they be taught in isolation. Most objectives can be correlated with other objectives through careful planning and selection of activities. The more familiar the user becomes with the objectives, the easier it will be to combine them.

Originally, sample test items for each objective were going to be included in the guide. These were omitted due to space and because it was the opinion of the field test teachers and Specialists that the wording of the objectives practically provide test items. Furthermore, often one activity can test several objectives. Generally it is recommended that objectives be presented as a test item first -- a pre--test -- and, if the student has not passed the item, then activities be conducted to instruct toward that objective.

Using Activities, Materials, and Resources

Field test teachers wrote the activities, materials, and resources they used to help students accomplish each Specific Objective. The Specialists combined these within each Interim Objective for ease of use and added additional activities and materials.
The activities vary from very specific to general suggestions depending upon the objective itself and the response of the field test teachers. Room has been provided for the user to add other activities, materials, and resources. As mentioned above behaviors do not occur in isolation and therefore the activities suggested are generally appropriate for general objectives. The selection of activities will depend upon the needs of individual students. For example, many objectives suggest taking bulletin board displays, posters, or booklets. If the student needs to develop social skills of working together and language skills of communicating with peers, a group project would be more appropriate; if he needs to develop vocational skills of working independently, a booklet would be more appropriate. If he needs to develop eye-hand coordination perhaps he should cut pictures out of magazines for the project; if he needs to develop skills in manipulating art materials and/or self-expression, he should probably draw and paint the pictures, etc. (See Appendix B - Sorting Tray for specific examples of several objectives being covered with one activity).

The commercial materials suggested are not necessarily recommended per se. They are listed only to give an idea of the type materials that can be used and similar materials produced by other companies would generally be as appropriate. In a few cases, materials regularly used by teachers were crossed-references (e.g. Steck-Vaughn: Working with Numbers at the Primary level, Be Informed Series at the Senior High level).

Regardless of the system of record keeping will eliminate the problem of having students 'learning' what they are not ready to learn.

Recording Student
Recording Student Accomplishments

Teachers in the participating counties are being asked to develop a system of recording objectives achieved by each student. Eventually it is anticipated that the same system would be used by all teachers. One suggestion has been a small booklet listing each objective and three point checking system (e.g. complete acquisition of objective, occasional demonstration of skill, no success with objective yet or no exposure). Another suggestion has been a single card for each level or a file folder with objectives for each level on the four sides. These might be arranged in a square with the four goal areas on each side and the individual and specific objectives listed under each goal area (see Individualized Reading Instruction by Frank D. Taylor et al., Love Publishing Company, Denver, Colorado, 80222, page 13 for an example of this type arrangement).

Regardless of the system used a record should be kept of the student's accomplishment of the objectives in order to avoid duplication or omission. Selected review and reinforcement will be necessary of course, but careful record keeping will eliminate the time wasting practice of having students "learning" what they already know or what they are not ready to learn.
Special Note to Users of the Senior High Level

Since each level of the curriculum represents a span of three or four years, and since teachers had the objectives for field testing only for one year or less, naturally the teachers did not work on all the objectives. Therefore, activities and materials were suggested for about one-third of the objectives. The curriculum specialists, Linda Rockwell and Veronica Ruschmeier, filled in on those objectives for which no suggestions or few suggestions were made.

However, at the Senior High level, there were three additional problems. First, there were fewer Senior High teachers (as a matter of fact, all the secondary teachers combined Junior and Senior High). Secondly, those teachers tended to make fewer suggestions than the Primary, Intermediate, and Junior High teachers had made. Finally, the Senior High level was the last to go out for field testing, and the last level to be brought back for compilation and revision.

Thus, the curriculum specialists had time (with Federal Project deadlines to the Senior High as they would like) to fill in on those objectives for which no suggestions or few suggestions were made.

As a result, there are some objectives for the Senior High level for which there are no activities or materials suggested, and many of the suggested activities are suggested simply with ideas upon which they can expand.
Special Note to Users of the Senior High Level

Curriculum represents a span of time for one year or less, and not work on all the objectives. The curriculum specialists had insufficient time (with Federal Project deadlines) to add as much to the Senior High as they would liked to have done.

As a result, there are some objectives at the Senior High level for which there are no activities or materials suggested, and many for which only general types of activities are suggested.

It is our hope that the objectives themselves, the general activities, and the activities, materials, and resources provided at other levels will provide users with ideas upon which they can expand.
BASIC SKILLS

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Upon completion of the EMR program the learner shall demonstrate an ability to use the basic (reading, writing, spelling) and arithmetic skills to successfully compete in the world or demonstrate an awareness of his environment.

**Goal**

The EMR learner will exhibit proficiency in expressive and receptive language skills

**Terminal Objective**

Senior High Listening - 1 - Can repeat major points of a speech or presentation

SL1.1 After listening to a presentation, the student will repeat at least three major points from the presentation to the teacher's satisfaction.

Tell students ahead of time that they will be asked at the end of a presentation who can answer them.

Senior High Listening - 2 - Shows logical thinking by asking pertinent questions of a speech

SL2.1 After listening to a speech, the student will ask one question about the speech to the teacher's satisfaction.

Senior High Listening - 3 - Can tactfully have a speaker repeat what was said for missing concepts

SL3.1 Given the situation in which the student does not hear or understand something in an oral statement, he will ask the speaker to repeat what was said to the teacher's satisfaction.

Remind students to ask questions when they don't understand something. During discussion, try to determine if students are missing something.
SENIOR HIGH LISTENING

GOAL

The E.L.P. program the learner shall demonstrate an ability to use the basic language skills (reading and arithmetic skills) to successfully compete in the world of work. He shall also possess of his environment.

TERMINAL OBJECTIVE

Exhibit proficiency in expressive and receptive language skills

1. Can repeat major points of a speech or presentation

Tell students ahead of time that there will be questions asked at the end of a presentation. Give points to those who can answer them.

2. Shows logical thinking by asking pertinent questions of a speaker

Students should not be expected to ask questions after every speech. However, encourage them to ask questions by praising or giving points for good questions.

3. Can tactfully have a speaker repeat what was said for missed content

Remind students to ask questions if they don't understand something. During discussions after presentations, try to determine if students are realizing when they are missing something.
Senior High Listening - 4 - Listens to a speaker's completed statement without interrupting

SL4.1 In a situation in which the student is required to listen to a speech, he does so without interrupting the speaker to the teacher's satisfaction.

SL4.2 In actual classroom situations, the student will listen to his teacher's or peer's statements without interrupting to the teacher's satisfaction.

Senior High Listening - 5 - Can follow fairly complex directions

SL5.1 Given oral directions of more than five parts, the student will correctly follow the directions in sequence, to the teacher's satisfaction.

SL5.2 After receiving directions on a work plan, the student will complete the task to the teacher's satisfaction.

Senior High Listening - 6 - Can interpret messages

SL6.1 Given an oral message, the student will correctly interpret the message to the teacher's satisfaction.

SL6.2 Given a written message, the student will read and interpret the message to the teacher's satisfaction.
- **LISTENING**

**BASIC SKILLS**
**SENIOR HIGH**

<table>
<thead>
<tr>
<th>4</th>
<th>Listens to a speaker's completed statement without interrupting in which the student is required to do so without interrupting the speaker's satisfaction.</th>
<th>Observe students during everyday activities. Speak to those who continually interrupt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Can follow fairly complex directions</td>
<td>Plan craft and vocational projects in such a way that students will get practice in following a series of directions.</td>
</tr>
<tr>
<td>6</td>
<td>Can interpret messages</td>
<td>Create situations in which students are given messages. If there is a telephone in the facility, have students be on telephone duty. Give each student a message to record at the beginning of class. Have them re-record the message at the end of class and compare.</td>
</tr>
</tbody>
</table>
TERMINAL OBJECTIVE

The learner will exhibit proficiency in expressive and receptive language skills.

Senior High Speaking - 1 - Can express his needs and concerns tactfully to employer and peers.

SSp1.1 The student will correctly express his needs to employer and peers in at least three simulated situations to the teacher's satisfaction, e.g., problems with his job or task; personal or family illness; extenuating circumstances; injury in the line of duty; peer harassment; employer harassment; advice from employer; etc.

Senior High Speaking - 2 - Speaks before others with ease and confidence.

SSp2.1 In an actual job interview, or in a simulated situation in which a stranger plays the role of interviewer, the student will speak with ease and confidence as determined by the interviewer and to the interviewer's satisfaction.

SSp2.2 Given the opportunity to speak with strangers in the classroom, the student will do so with ease and confidence as determined by and to the satisfaction of the teacher.

SSp2.3 In an actual job situation, or in simulated situations with strangers playing the role of customers, the student will perform the necessary services speaking with ease, to the satisfaction of the supervisor or teacher.

Educational Design Inc.: World II: Getting a Job
TERMINAL OBJECTIVE

Exhibit proficiency in expressive and receptive language skills

1. Can express his needs and concerns tactfully to employer and peers

Correctly express his needs to at least three simulated situations. E.g., problems with his or family illness; extenuating circumstances; line of duty; peer harassment; advice from employer; etc.

While working with students on the job, include this concept on the student's evaluation sheet.

Educational Design Inc.: World of Work, I: On the Job, and II: Getting a Job

2. Speaks before others with ease and confidence

Speaks before others with ease and confidence in interview, or in simulated situations. The student will do so with ease and confidence as determined by the interviewer's satisfaction.

Create role play situations for job interviews, customer-employee relationships, employer-employee relationships, etc. When an occasion arises, have students make and serve refreshments to guests. Discuss proper manner beforehand. Observe how students handle themselves (Correlate with SS23).

Educational Design Inc.: World of Work, I: On the Job, and II: Getting a Job
Senior High Speaking - 3 - Expands vocabulary to adult living

SSp3.1 The student will use descriptive words in his everyday speaking to the satisfaction of the teacher.

SSp3.2 The student will use technical words related to his vocation to the teacher's satisfaction (See Appendix A).

SSp3.3 Given common words, the student will state one synonym for each to the teacher's satisfaction.

SSp3.4 Given sets of two homonyms, the student will correctly define each word in the set 90% of the time.

SSp3.5 Given sets of two antonyms, the student will correctly define each word in the set 90% of the time.

Senior High Language Speaking - 4 - Is able to give directions clearly

SSp4.1 In actual situations, the student will give directions clearly and precisely to the teacher's satisfaction. For example: He can give directions on how to get somewhere, how to do something, etc.

Have a student give directions to the community. The class must give "How To" speeches. Ask "supervisor" to help younger by giving directions.

Relate working vocabulary to gardening, woodworking, etc. orally particular terminology.

Use Hollywood Squares and make antonyms, etc.
3 - Expands vocabulary to adult living

will use descriptive words in his
satisfaction of the teacher.

will use technical words related to
teacher's satisfaction (See Appen-

words, the student will state one
the teacher's satisfaction.

two homonyms, the student will
word in the set 90% of the time.

two antonyms, the student will
word in the set 90% of the time.

Relate working vocabulary to cooking class, sewing, gardening, woodworking, etc. Have students describe orally particular terminology.

Use Hollywood Squares and modified Password for hynonyms antonyms, etc.

speaking - 4 - Is able to give directions clearly

ations, the student will give direc-
to the teacher's satisfaction.
give directions on how to get some-
thing, etc.

Have a student give directions to a particular place in the community. The class must guess the place. Have students give "How To" speeches. Assign an older student as a "supervisor" to help younger ones in tasks requiring directions.
<table>
<thead>
<tr>
<th>Senior High Language Speaking - 5 - Uses correct English when speaking</th>
<th>Make crossword puzzles using standard words in the puzzle. In the puzzle, have one word be the clue for the word as the clue for the Password game. See (Appendix 1).</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSp5.1 In everyday situations, the student will use sufficient English grammar so that the teacher and his peers can understand him.</td>
<td>Discuss the importance of appropriate language, including grammar and slang. Have students determine whether or not the use of slang is appropriate in each situation with 90% accuracy.</td>
</tr>
<tr>
<td>SSp5.2 Given 20 words orally, half of which are slang, the student will identify the slang words with 90% accuracy.</td>
<td>Make crossword puzzles using standard words in the puzzle.</td>
</tr>
<tr>
<td>SSp5.3 Given ten popular slang words, the student will name one non-slang substitute for each word.</td>
<td>Discuss when and are not appropriate.</td>
</tr>
<tr>
<td>SSp5.4 Given different situations, the student will state whether or not the use of slang is appropriate in each situation with 90% accuracy.</td>
<td>Make crossword puzzles using standard words in the puzzle.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Senior High Language Speaking - 6 - Makes social introductions</th>
<th>Survey students to see if they understand the situations. If not, see the Junior objectives and activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSp6.1 In real or simulated situations, the student will make social introductions to the teacher's satisfaction.</td>
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</tr>
</tbody>
</table>
Speaking - 5 Uses correct English when speaking

In all situations, the student will use correct English so that the teacher and his peers can understand him. Half of which is slang, the student will use the slang words with 90% accuracy.

For popular slang words, the student will substitute for each word.

In some situations, the student will state whether or not each slang is appropriate in each situation. Make crossword puzzles using the slang version of the word as the clue for the word in the puzzle. Play modified Password game. See (Appendix B).

Discuss the importance of appropriate speech patterns including grammar and slang. Describe situations and have students determine whether or not they should try to use their best speech habits.

Derive a list of slang words from the students and write them on the board. Write the non-slang substitutes beside them. Discuss when and where these words are and are not appropriate.

Make crossword puzzles using slang words as clues for standard words in the puzzle.

Speaking - 6 Makes social introductions

In simulated situations, the student will make social introductions to the teacher’s satisfaction.

Survey students to see if they know how to make introductions. If not, see the Junior High level for specific objectives and activities.
Senior High Language Speaking - 7 - Demonstrates proper use of the telephone in social and professional situations.

SSp7.1 In real or simulated situations, the student will use the telephone for social situations including (1) locating a number or getting it from information (2) dialing the number (3) asking for the person wanted (4) using appropriate greeting and closing (5) properly modulating voice (6) appropriately answering the telephone (7) giving and taking messages.

SSp7.2 In a simulated job situation, the student will demonstrate proper use of telephone to the teacher's satisfaction including (1) correctly making calls (2) politely and appropriately answering the phone (3) taking orders or messages (4) politely asking someone to hold when necessary (5) properly modulating voice.

Make up complex tasks of example: Give the student you heard of a job. His task is to find the teacher (simulated - the teacher's employer) and make an appointment. Vary the tasks to encompass different situations.

If there is a telephone in the classroom, students telephone duty is: student on duty
Speaking - 7 - Demonstrates proper use of the telephone in social and business situations (See SS5).

Simulated situations, the student will:
- Social situations including:
  1. Getting it from information
  2. Dialing
  3. Correctly making calls
  4. Using
  5. Opening
  6. Properly modulating
  7. Answering the telephone

Make up complex tasks concerning telephone use. For example:
- Give the student a telephone book. Tell him you heard of a job at a particular business. His task is to find the number, place the call (simulated - the teacher plays the role of the employer) and make an appointment for an interview.
- Vary the tasks to encompass a variety of possible situations.

If there is a telephone in the facility, assign students telephone duty. If the phone rings during class, the student on duty quietly goes to answer it.
TERMINAL OBJECTIVE

The EMR learner will demonstrate proficiency in those reading skills which will provide him time and vocational reading activities.

Senior High Reading Skills - 1 - Attains maximum reading proficiency and uses it in all curricula areas.

SR1.1 Given reading material on his level, the student will independently use structural, phonetic, and context clues to attack unknown words with 90% accuracy.

SR1.2 Provided with a selection of material on his independent reading level in all curriculum areas, the student will answer questions regarding the main idea with 90% accuracy.

SR1.3 Provided with a selection of material on his independent reading level in all curriculum areas, the student will answer questions regarding specific detail with 90% accuracy.

SR1.4 The student will read test material written on his independent reading level in all curriculum areas with 90% accuracy.

Structure activities so students either individually to the teacher or as a whole. Observe students use structural, phonetic, and contextual clues. Make up students have been assigned to:

- Magazines, books, pamphlets, etc.
- FR: Foundations of Citizenship
- New Readers Press: Be Informed
- Xerox: Pals Paperbacks
- Fearon: Pacemaker Classics; Stories of Adventure
- Barnell Loft: Specific Skill Series
- Scholastic: Action Kit and Action Magazines
**TERMINAL OBJECTIVE**

Demonstrate proficiency in those reading skills which will provide him with a basis for leisure reading activities.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Objective</th>
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<tbody>
<tr>
<td>1</td>
<td>Attains maximum reading proficiency and uses it in all curriculum areas</td>
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<tr>
<td></td>
<td>Structure activities so students will read orally either individually to the teacher or to the class as a whole. Observe students use of structural, phonetic, and contextual clues. Make up questions regarding material students have been assigned to read.</td>
</tr>
<tr>
<td></td>
<td>Magazines, books, pamphlets, etc.</td>
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<tr>
<td></td>
<td>FR: Foundations of Citizenship</td>
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<tr>
<td></td>
<td>New Readers Press: Be Informed</td>
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<td></td>
<td>Xerox: Pals Paperbacks</td>
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<td></td>
<td>Fearon: Pacemaker Classics; Story Books and True Adventure</td>
</tr>
<tr>
<td></td>
<td>Barnell Loft: Specific Skill Series</td>
</tr>
<tr>
<td></td>
<td>Scholastic: Action Kit and Action Library</td>
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</tbody>
</table>

Read test material written on his level in all curriculum areas with 90% accuracy.
Senior High Reading Skills - 2 - Reads for personal information, understanding and leisure of materials

SR2.1 The student will read and explain to the teacher's satisfaction 75% of the functional words found in Appendix A.

SR2.2 Given a variety of materials on his interest and reading level, the student will select materials for his leisure once every 3 - 4 weeks.

Survey students on functional words individually on a basis of sight cards, crossword puzzles.

Have students bring in pamphlets found at gas stations.

Have students list places they like to go.

Encourage students to look for things to make in magazines.

Fearon: Pacemaker Classics

Xerox: Pals Paperbacks

Scholastic Book Services
Skil's - 2 - Reads for personal information, understanding and leisure using a variety of materials.

Read and explain to the teacher's understanding of functional words found in Appendix A.

Survey students on functional words. Teach on an individual basis of sight vocabulary using flash cards, crossword puzzles, word hunts, etc.

Have students bring in free information such as travel pamphlets found at gas stations. Plan a dream trip. Have students list places they would and would not like to go.

Encourage students to look for interesting recipes or things to make in magazines or newspapers. Make a file.

Fearon: Pacemaker Classics, Story Books, True Adventure
Xerox: Pals Paperbacks, Know Your World
Scholastic Book Services: Action Libraries
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<tr>
<th></th>
<th>Senior High Reading Skills - 3 - Reads rules and regulations for protection and direction</th>
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<tbody>
<tr>
<td>SR3.1</td>
<td>The student will read and explain the meaning of 75% of the vocationally related words found in Appendix A.</td>
</tr>
<tr>
<td>SR3.2</td>
<td>Given 8 - 10 written rules or regulations pertaining to protection and direction on the job, the student will read and explain their meaning, to the teacher's satisfaction.</td>
</tr>
<tr>
<td>SR3.3</td>
<td>Given five written rules of 2 or more sentences in length pertaining to a job and given at least one example of infractions of those rules, the student will select the rule being broken with 100% accuracy.</td>
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<tbody>
<tr>
<td>SR4.1</td>
<td>Given order forms and labels pertaining to the job, e.g., order blanks, sick leave forms, stacking directions, the student will read and complete the forms with 80% accuracy.</td>
</tr>
<tr>
<td>SR4.2</td>
<td>During on the job training, the student will read all labels, forms, order blanks and other occupational material required with 80% accuracy.</td>
</tr>
<tr>
<td>SR4.3</td>
<td>The student will read and explain the meaning of 75% of the sight vocabulary on an index card, crossword puzzles, etc., including filling out sample labels and forms, as part of each unit or project.</td>
</tr>
</tbody>
</table>

Many of the larger business and grocery store chains have one of these to use as a company rules. Make up fictitious company rules. On field trip, discuss rules. Teach sight vocabulary on an index card, crossword puzzles, etc. Bring in or have students simulate waitressing job, stock room jobs, etc. Include filling out sample labels and forms on the job, etc. Include filling out sample labels and forms on the job, etc.
Skills - 3 - Reads rules and regulations for protection and direction which pertain to jobs

I read and explain the meaning of related words found in Appendix A.

Written rules or regulations pertaining to the job, the student will read, to the teacher's satisfaction.

Ten rules of 2 or more sentences in job and given at least one example those rules, the student will select with 100% accuracy.

Many of the larger businesses such as department store and grocery store chains have employee handbooks. Get one of these to use as a resource for sample rules and regulations. Make up fictional characters who break company rules. On field trips to job sites, ask guide to discuss rules. Teach vocationally related words as sight vocabulary on an individual basis using flash cards, crossword puzzles, word hunts, etc.

Skills - 4 - Reads occupational material required on the job

Bring in or have students who are working bring in sample labels and forms that they come in contact with.

Simulate waitress job, store clerk, gas station attendant, etc. including filling out forms. This might be covered as part of each unit or different jobs.

Also read directions in manuals for use of tools and appliances.

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Senior High Language Writing - 1 - Uses writing skills satisfactorily in all curriculum areas.

SWL.1 Whenever presented with a situation that requires writing, the student will legibly write either in cursive or manuscript, whichever is required to the teacher's satisfaction.

Observe students writing individually with those students. See the Intermediate and specific objectives and activities.

Senior High Language Writing - 2 - Can spell accurately words in all curriculum areas, including words needed in filling out application and other forms.

SWL.2 The student will correctly spell all words related to his personal, educational, and work experience background which are usually needed on a job application, e.g., month, name of school, city, state, his race, his job title, machines he can operate, etc.

Teach only the most necessary. Use crossword puzzles, word finders, etc. Make sure students record words as they learn them.

SWL.3 The student will spell these words the teacher deems essential to all curriculum areas, with 80% accuracy.

Senior High Language Writing - 3 - Can take and record messages.

SWL.3.1 In actual or simulated situations the student will write messages for another person clearly enough that the person can understand the message 90% of the time.

Make simulated telephone calls. Have students take written messages with voice dictation. SS7
BASIC SKILLS
SENIOR HIGH
LANGUAGE: WRITING

Writing - 1 - Uses writing skills satisfactorily in all curriculum areas

Observe students writing on daily assignments. Work individually with those students who have problems writing.
See the Intermediate and Junior High levels for more specific objectives and activities.

Writing - 2 - Can spell accurately words in all curriculum areas, including vocational words and words needed in filling out application and other forms

Teach only the most necessary words as spelling words. Use crossword puzzles, word hunts, etc. Have each student make his own spelling reference book. Provide one page for each letter of the alphabet and have students record words as they arise in daily classwork.

Writing - 3 - Can take and record messages

Make simulated telephone calls to students in which taking a written message is necessary. (See SL6 and SS67.)
Senior High Language Writing - 4 - Can write letters and thank you notes

SW4.1 In a situation that requires a letter or a thank you note, the student will write the letter or thank you note to the teacher's satisfaction. (See IW8 and JW9)

Discuss the importance of
are in order,
See the Intermediate and detailed objectives and an
Make up fictitious charact
weddings, babies, birthday
Have students write thank

Senior High Language Writing - 5 - Can write checks

SW5.1 Given the oral or written spelling of the name of the person or agency for whom the check is to be written, the student will write the name on the check with 95% accuracy.

See the Arithmetic (Money) Level.

SW5.2 Given checks to write in any amount up to $200, the student will write the amount in digits and words as required with 95% accuracy. e.g. $116.95 and One hundred sixteen and 95/100.

SW5.3 The student will fill out checks putting the necessary information in the appropriate places without error.
Writing - 4 - Can write letters and thank you notes that require a letter or a thank you note will write the letter or thank you note with satisfaction. (See IW8 and JW9)

Discuss the importance of thank you notes and when they are in order.

See the Intermediate and Junior High levels for more detailed objectives and activities.

Make up fictitious characters who have received gifts for weddings, babies, birthdays, Christmas, graduation, etc. Have students write thank you notes for these occasions.

Writing - 5 - Can write checks

or written spelling of the name of the person the check is to be written, the name on the check with 95% accuracy.

Write in any amount up to $200, the amount in digits and words as required. $116.95 and One hundred sixteen and

1 fill out checks putting the necessary appropriate places without error.

See the Arithmetic (Money) section of the Junior High Level.
Senior High Language Writing - 6 - Can make inventory records

SW6.1 Given a situation in which an inventory is required, the student will fill out the inventory record with 100% accuracy. Using a relatively standard student takes inventory of the facility.

Senior High Language Writing - 7 - Can make up a usable shopping list

SW7.1 Given an oral shopping list, the student will write whole words or abbreviations for each item and read back the list at least an hour later with 90% accuracy. Have students make up shopping parties and other cooking projects.

SW7.2 Given a real or simulated situation, the student will decide what is needed and write a shopping list to the teacher's satisfaction.

Senior High Language Writing - 8 - Can formulate written suggestions for vocational improvement

SW8.1 Given a real classroom situation which could be improved, the student will write a suggestion for the improvement using sufficiently clear grammar, spelling, and writing that the idea can be understood by the teacher. After special class activities, projects, etc. have students make improvement.

SW8.2 Given a real or hypothetical vocational situation which needs improvement, the student will write a realistic suggestion for the improvement using sufficiently clear grammar, spelling, and writing that the idea can be understood by the teacher.
writing - 6 - Can make inventory records

Using a relatively standard inventory record form, have students take inventory of the classroom and other areas of the facility.

writing - 7 - Can make up a usable shopping list

Have students make up shopping lists for food needed for parties and other cooking projects. Lists may also be needed to get supplies for craft and other vocational project.

writing - 8 - Can formulate written suggestions for vocational improvement

After special class activities such as trips, parties, projects, etc. have students write suggestions for improvement.
TERMINAL OBJECTIVE

The ETR learner will demonstrate functional arithmetic skills necessary for practical independence.

Senior High Arithmetic Fundamental Skills - 1 - Adds and subtracts multi-digit whole numbers.

SA1.1 Given any addition or subtraction problem involving whole numbers, the student will solve them with 90% accuracy.

SA1.2 Given addition or subtraction problems involving money, the student will correctly solve 90% of the problems with correct placement of decimal points.

SA1.3 Given word problems requiring addition or subtraction, the student will correctly solve 90% of the problems with correct placement of decimal points, if problems involve money.

SA1.4 Given multi-step problems involving addition and/or subtraction, the student will correctly solve the problems e.g. 24 + 132 - 26 + 8, with 90% accuracy.

If the student has not attained addition and subtraction objectives and activities, intermediate and jr. high everyday living should be orally conducted exercises in addition and subtraction. Keep the pace this to checking and saving "deposit", "withdrawn" and and and subtract.

Love Publication Co., Indi...
TERMINAL OBJECTIVE

demonstrate functional arithmetic skills necessary for practical independent living in society

Fundamental Skills - 1 - Adds and subtracts multi-digit whole numbers

- If the student has not attained proficiency in simple addition and subtraction by this level see the Intermediate and Jr. High levels for more specific objectives and activities. Word problems involving everyday living should be the emphasis at this point. Orally conduct exercises in multi-step addition and subtraction. Keep the pace as fast as possible. Relate this to checking and savings accounts by using the terms "deposit", "withdrawn" and "write a check" instead of add and subtract.

Love Publication Co., Individualized Math Instruction
Senior High Arithmetic Fundamental Skills - 2 - Expands multiplication and division skills

SA2.1 When unable to remember the product of two single digit numbers, the student will use addition to solve the problem with 90% accuracy.

SA2.2 Given multiplication problems involving one multi-digit number and one single digit number and requiring carrying, the student will correctly solve 90% of the problems.

SA2.3 Given multiplication problems involving two multi-digit numbers, the student will correctly solve 80% of the problems.

SA2.4 The student will divide any whole number with a divisor up through 10 with 80% accuracy.

SA2.5 The student will solve multiplication or division problems involving money with 80% accuracy.

Use multiplication and division individual drill. Keep a record of students as they progress. Play multiplication Bingo. Roll dice to make up multiplication problems. Class or individuals and apply multiplication and division problems like figuring wages.
Fundamental Skills - 2 - Expands multiplication and division skills

Remember the product of two single digit numbers will use addition to solve the problem.

Use multiplication and division flash cards for individual drill. Keep a wall chart to mark the progress of students as they learn their tables.

Play multiplication Bingo (Mult-o).

Roll dice to make up multiplication problems for the class or individuals and for games.

Apply multiplication and division skills to everyday problems like figuring wages, area, mileage, etc.

Love Publication Co., Individualized Arithmetic Instruction, Arithmetic Drill Sheets
Senior High Arithmetic Fundamental Skills - 3 - Uses all fundamental arithmetic skills by finding in his environment.

SA3.1 When asked what arithmetic processes are needed in solving a problem related to his environment, the student will state the arithmetic processes involved with 90% accuracy.

SA3.2 Given actual or simulated situations involving computations in his daily routine (e.g., area of lawn mowing, sharing personal belonging, determining dimensions for a model or dress to be constructed, reading meters, etc.), the student will solve the problem using the correct arithmetic skills with 90% accuracy.

Senior High Arithmetic Fundamental Skills - 4 - Can perform arithmetic functions related to daily activities.

SA4.1 Given actual or simulated situations involving vocational areas: cooking, sewing, carpentry, farming, gas station attendance, stock boy, or domestic services, the student will solve problems using arithmetic skills necessary for their solution with 90% accuracy.

During work in content area vocational projects, point application possible.

Give students individual matching to actual jobs they are holding vocational interests.


<table>
<thead>
<tr>
<th>Fundamental Skills</th>
<th>Uses all fundamental arithmetic skills by applying them to problems found in his environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>During work in content areas as well as craft and vocational projects, point out any mathematical application possible.</td>
</tr>
<tr>
<td></td>
<td>For simulated situations involving daily routine, e.g., area of lawn, belongings, dimensions to be constructed, reading meters, etc., solve the problem using the correct arithmetic processes involved with 90%.</td>
</tr>
<tr>
<td></td>
<td>Give students individual math assignments as they relate to actual jobs they are holding or to particular vocational interests.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fundamental Skills</th>
<th>Can perform arithmetic functions related to his job or jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Give students individual math assignments as they relate to actual jobs they are holding or to particular vocational interests.</td>
</tr>
</tbody>
</table>
Senior High Arithmetic Money - 1 - Uses skills associated with the exchange of goods and money

SA[01] 1.1 Placed in a situation involving the exchange of goods for money (purchasing clothing, food, appliances, etc.) the EMR student will count out the amount of money needed to make the purchase (not exceed $100.00), with 100% accuracy.

SA[01] 1.2 Placed in a situation involving the purchasing of groceries on a weekly or monthly basis, the student will keep an accurate record of this account and tabulate his receipts with 100% accuracy.

SA[01] 1.3 Given a sales ad (grocery, medicines, clothing, or appliance, etc.) the student will list ten items he or she would purchase, and show in written form the difference in price as compared to the original price, with 100% accuracy.

SA[01] 1.4 The student will purchase at least 20 items and compute the sales tax for the total amount with 100% accuracy.

Prepare a class store of items and give money to students so they can also be used. Cashiers can also be used. Have students compare prices of several different stores. Consumerism 1)

### Basic Skills

#### Senior High

#### Arithmetic: Money

1. Uses skills associated with the exchange of goods and money.

<table>
<thead>
<tr>
<th>Use Skills</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money</td>
<td>Prepare a class store of empty containers with prices. If a cash register is available have students &quot;buy&quot; items and give money to cashier. An adding machine can also be used. Cashier must make correct change. Have students compare prices of particular items in several different stores. (See Intermediate Consumerism 1)</td>
</tr>
</tbody>
</table>

- Milton Bradley, Count Your Change Game
- DLM - Coins and Bills
- Fearon, Using Dollars and Cents, Money Makes Sense
- Pruett Publication Co., Mathematics in Living Bk 1: Buying
- FR - Using Money Series

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**ERIC**
SA(M) 2.1 The student will demonstrate his knowledge of checking and savings account with an actual or simulated pass book, by stating the entries made and what each mean with 100% accuracy.

See Junior High Arithmetic (Money) objectives and activities concern checking and savings account. If there is an actual budget for sewing, woodworking, etc., let's start a running balance. Utilize a behavior modification plan for checking accounts. Each student keeps a monthly statement, etc. Work is weekly "paycheck" which is "deposited" (perhaps by a student "teller-book" of balance in each account. Student reinforces by writing a
Basic Skills
Senior High
Arithmetic: Money

Money - Maintains a checking and saving account if he has an income, and knows how to maintain one for future income (See SW6)

will demonstrate his knowledge of a count with an actual or simulated entries made and what each mean

See Junior High Arithmetic (Money) for more detailed objectives and activities concerning the mechanics of checking and savings account.

If there is an actual budget for money to be spent in cooking, sewing, woodworking, etc., let students keep an account of a running balance.

Utilize a behavior modification program that runs on checking accounts. Each student has an account, checkbooks, monthly statement, etc. Work is rewarded by a daily or weekly "paycheck" which is "deposited". Records are kept (perhaps by a student "teller-bookkeeper" or the teacher) of balance in each account. Student keeps "free time" or other reinforcements by writing a check on his account.

Mayfex: Mathematics for Employment, Mathematics for Family Living
Senior High Arithmetic Money - 3 - Has some understanding of federal, state and local taxes (See SA(M)1.4)

SA(M)3.1 The student will name at least four kinds of taxes, (sales tax, gasoline tax, property tax, utility tax, etc.)

SA(M)3.2 Following instructions on the personal income tax, the student will compute and fill out a short form for income tax to the teacher’s satisfaction.

SA(M)3.3 The student will write where he would go for help with his income taxes if he has problems, with 100% accuracy.

Ask students to name the kinds these on the board. Discuss and add those taxes that students have a speaker who is knowledgeable visit the class. Obtain short form and itemized Office. Use real of xerox, incomes and withholding amount tax forms accordingly.

Pruett Publication Co., Mathem Bk4: Credit, Loans & Taxes

Follett, Paycheck
Money - 3 - Has some understanding of federal, state and local taxes of various kinds
(See SA(M)1.4)

ill rate at least four kinds of taxes, income property tax, utility tax,
income tax, property tax, utility tax,

Ask students to name the kinds of taxes they know. List these on the board. Discuss how each is paid. Then add those taxes that students didn't name.

Have a speaker who is knowledgeable on the subject visit the class.

Obtain short form and itemized return forms from Post Office. Use real or xeroxed W2 forms with imaginary incomes and withholding amounts and have students fill out tax forms accordingly.

ill state where he would go for help if he has problems, with 100% accuracy.

Pruett Publication Co., Mathematics in Living, Bk4: Credit, Loans & Taxes

Follett, Paycheck
Senior High Arithmetic Money - 4 - Can write a complete and reasonable budget for a given savings (See SS18)

SA(M)4.1 The student will state the types of listings recorded in keeping a budget to the teacher's satisfaction.

SA(M)4.2 The student will write out an actual or simulated budget with correct computations in maintaining a balanced budget to the satisfaction of the teacher.

Use newspaper classified sections for rental apartments and houses. Make a grocery shopping list for four. Use newspaper ads to determine.

Bring in accumulated bills and gas, telephone, insurance, etc. and have students practice.

Use these for a general idea of commodities and services. Given an income the student is to set up a workable budget. (See Junior High Arithmetic and Social 20)
C Money 4. Can write a complete and reasonable budget for a given salary, including deduction for savings (See SS18).

will state the types of listings budget to the teacher's satisfaction.

will write out an actual or simulated computation in maintaining a balanced account of the teacher.

Use newspaper classified sections to obtain estimates of rental apartments and houses.

Make a grocery shopping list for an imaginary family of four. Use newspaper ads to determine food prices.

Bring in accumulated bills and statements for electricity, gas, telephone, insurance, credit cards, charge accounts, etc. and have students practice locating the "Amount Due."

Use these for a general idea of the cost of these commodities and services.

Given an income the student is to use above information to set up a workable budget.

(See Junior High Arithmetic (Money) 6, Consumerism 16, and Social 20)
Senior High Arithmetic (Time) demonstrates an ability to tell time correctly and use time in

SA(T) 4.1 Given a task to complete within a given time, the student will demonstrate his ability to tell time accurately by completing the task within the time limit as observed by the teacher.

SA(T) 1.2 The student will tell time by the minute with 90% accuracy.

SA(T) 1.3 Given working hours, the student will compute the number of hours worked to the half hour with 90% accuracy. e.g. 8:00 - 12:30 = 4 1/2 hours.

SA(T) 1.4 Given a job to perform, the student will compute the number of minutes it took him to complete that task with 90% accuracy.

Make a prescription sheet for students beginning and ending times for tasks. If students have difficulty telling time, see the Intermediate and Junior High objectives and activities.
**TIME**

(Time) Demonstrates an ability to tell time correctly and use time in problems to complete within a given time, rate his ability to tell time, g the task within the time limit, and his ability to tell time the task within the time limit, her.

<table>
<thead>
<tr>
<th>Tell time by the minute with</th>
<th>Make a prescription sheet for students to indicate beginning and ending times for tasks. (See Appendix B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:30 = 4 1/2 hours.</td>
<td>If students have difficulty telling time or time computing see the Intermediate and Junior High levels for more specific objectives and activities.</td>
</tr>
</tbody>
</table>

The student will compute the task within the time limit.
Senior High Arithmetic Time - 2 - Understands how time is used in computing pay

SA(T)2.1 The student will explain that his pay is computed by the numbers of hours he works.

SA(T)2.2 Given the times worked (e.g. 8:00-12:00 Monday-Friday) and the hourly rate, the student will compute the number of hours worked and the gross pay, with 90% accuracy.

SA(T)2.3 Given an amount for a weekly pay check, and the number of hours worked, the student will compute his hourly pay with 100% accuracy.
The student will understand how time is used in computing pay.

<table>
<thead>
<tr>
<th>Make up fictitious characters, describe their wages and hours. Have students compute the total wage.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mafex, Mathematics for the Worker</td>
</tr>
<tr>
<td>Follett, Paycheck</td>
</tr>
<tr>
<td>Pruett Publication Co., Mathematics in Living, BK2: Wages and Budgets</td>
</tr>
</tbody>
</table>
Senior High Arithmetic Time - 3 - Learns to figure age in years, months and days

SA(T)3.1 When asked to compute his age in years, months, days, the student will solve correctly the problem 90% of the time.

Have each student compute his own someone else's birthdate and have In particular have them compute H

Senior High Arithmetic Time - 4 - Can effectively estimate the amount of time necessary for and going from one work area to another (See SV23)

SA(T)4.1 Given a task to complete, the student will estimate the time needed for completion of the task including preparation and clean up, with 90% accuracy.

Use prescription sheets as mentioned described in Appendix B. Use reading cards if available.

SA(T)4.2 Given a series of tasks to perform, the student will estimate the time required for completion of all tasks including preparation, clean up, and going from one work area to another 90% of the time.
Time - 3 - learns to figure age in years, months and days

- Compute his age in years, months, solve correctly the problem 90%
- Have each student compute his own age. Give each student someone else's birthdate and have them compute their ages. In particular have them compute how many months old they are.

Time - 4 - Can effectively estimate the amount of time necessary for task completion and going from one work area to another (See SV23)

- To complete, the student will estimate completion of the task including clean up, with 90% accuracy.
- Use prescription sheets as mentioned in SA(T)1 and as described in Appendix B. Use real time punch clocks and cards if available.

- Of tasks to perform, the student required for completion of all tasks clean up, and going from one work area the time.
Senior High Arithmetic Measurement - 1 - Uses all ordinary measuring devices

SA(Ms)1.1 Given a situation in which the student needs a measurement he will select the appropriate device such as ruler, scale, thermometer, with 100% accuracy.

SA(Ms)1.2 The student will accurately use an inch rule to 1/8 of an inch and a meter to within one centimeter 90% of the time.

SA(Ms)1.3 The student will use a bathroom scale to the nearest pound and a scale weighing ounces to the nearest ounce, 90% of the time.

SA(Ms)1.4 The student will use a thermometer (room, outside, or medical) to the nearest degree 90% of the time.

SA(Ms)1.5 The student will use a measuring cup to the quarter cup 90% of the time.

Survey the student's ability to use the various measuring instruments proficiently for each student. Less than required at this level. At this level, measurement is devised through craft projects and other curriculum areas in using skills previously acquired in sewing, woodworking, weighing ingredients in the oven, outside, or medical temperature are some of the activities used to give students practice.
Measurement - 1. Uses all ordinary measuring devices

Survey the student's ability to use and read the scales on the various measuring instruments. Find the level of proficiency for each student. If the proficiency is less than required at this level see the Intermediate and Junior High level. At this level, tasks should be devised through craft projects, vocational experiences and other curriculum areas that give students practice in using skills previously acquired. Following recipes, sewing, woodworking, weighing food and reading temperatures in the oven, outside, on a thermostat, and body temperature are some of the activities which should be used to give students practice in measuring.

will accurately use an inch rule to measure to within one centimeter 90% of the time.

will use a bathroom scale to the nearest pound weighing ounces to the nearest half pound.

will use a thermometer (room, outside, rest degree 90% of the time.

will use a measuring cup to the nearest half cup.
Senior High Arithmetic Measurement - 2 - Uses fractions in home and work situations

SA(Ms)2.1 Given the appropriate measurement devices, the student will measure 20 fractional parts such as; 1/4 cup, 1/3 cup, 1/2 cup, 2/3 cup, 3/4 cup, 1 cup, 1 1/4 cup, etc. 1/3 yd., 1/2 yd., 2 3/4 yds., etc., 1/2 oz., 1 1/3 oz., etc.; 1/2 lb., 2 1/4 lbs., etc.

In previous levels students should have understood of fractions per students should be applying this understanding in the kitchen, sewing and craft areas, greenhouse, etc.

SA(Ms)2.2 Given recipes to be doubled, the student will correctly double the following fractions; 1/2, 1/3, 1/4, 2/3; and 3/4 80% of the time.

SA(Ms)2.3 Given recipes to be halved, the student will correctly half the following 80% of the time: 1/4, 1/2, 2/3 and 1.
Measurement - 2 - Uses fractions in home and work situations

In previous levels students should have attained an understanding of fractions per se. At this level students should be applying these concepts to actual situations in the kitchen, sewing lab, woodworking and craft areas, greenhouse, etc.

In appropriate measurement devices, the fractional parts such as; 1/4 cup, 1/2 cup, 1/4 cup, 1 1/4 cup, etc.; 1 yd., etc., 1/2 oz., 1 1/3 oz., etc.; c.

to be doubled, the student will allowing ratios; 1/2, 1/3, 1/4, time.

to be halved, the student will owing 80% of the time: 1/4, 1/2, 2/3...
Senior High Arithmetic Measurement - .3 - Describes the use of fraction in daily home and work situations.

SA(M3)3.1 Given fractions and whole numbers in a home or work situation (e.g. a recipe, directions for mixing plant food, linear measurement etc.), the student will state which numbers are fractions with 100% accuracy.

SA(Ms)3.2 The student will name three home and three work situations in which he may need to use fractions.

Before presenting a project involving the concept of fractions and geometry, students alert for these when testing.
Measurement - ...3 - Describes the use of fraction in daily home and work situation

<table>
<thead>
<tr>
<th>will name three home and three work</th>
<th>Before presenting a project involving fractions, discuss the concept of fractions and give some examples to have students alert for these when they encounter them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>and whole numbers in a home or a recipe, directions for mixing plant etc.), the student will state actions with 100% accuracy.</td>
<td></td>
</tr>
</tbody>
</table>

| 407 |
| 408 |
ENVIRONMENTAL AWARENESS

TERMINAL OBJECTIVE

The EMR learner will exhibit skills in environmental awareness as they relate to his independence.

Senior High Environmental Awareness - 1. Understands the relationship between plants and animals of their interdependence.

SE1.1 Following examples of plant and animal interdependence, the student will explain to the teacher's satisfaction the meaning and importance of interdependence. e.g. plants and animals depend upon each other for health and survival.

SE1.2 The student will explain to the teacher's satisfaction 2 ways in which animals are dependent upon plants. e.g. food and shelter.

SE1.3 The student will explain to the teacher's satisfaction 2 ways in which plants are dependent upon animals. e.g. carrying seeds and pollinating.

Study food chains that are common in the science department for this information. Use mobiles showing food chains.

and beetles, and makes a hole in the tree. Give each student a card chain written on it. Connect it by punching holes and threading.
ENVIRONMENTAL AWARENESS

TERMINAL OBJECTIVE

Exhibit skills in environmental awareness as they relate to his independent living

1. Understands the relationship between plants and animals and the importance of their interdependence

- Will explain to the teacher's satisfaction of interdependence. Plants and animals depend upon each other for pollinating.
- Will explain to the teacher's satisfaction that plants are dependent upon animals.
- Will explain to the teacher's satisfaction that animals are dependent upon plants.

- Study food chains that are common to your area. See the science department for this information. Make charts and mobiles showing food chains.

For Example:

An oak tree produces acorns. A squirrel lives in the oak tree and eats acorns. A hawk catches the squirrel and eats it while perching by its nest in a dead tree. Beetles are beginning to eat (decompose) the dead trees. Termites continue to break down the wood further. A woodpecker eats the and beetles, and makes a hole in the tree. An owl uses the hole for a home and eats a snake which has eaten a mouse which has knawed on the bark and acorns of the oak tree.

Give each student a card with a member of the food chain written on it. Connect cards with an unbroken string by punching holes and threading them together.
Lead students into a discussion of the interdependence of adjacent members of the chain. The student with the card "man" cuts the string to remove one member of the chain. Discuss what might happen to the environment if this member were removed.

Bengiger, Ecology
McDonalds Ecology Action Pack
Senior High Environmental Awareness - 2 - Identifies the uses of plants and animals to man

SE2.1 The student will name five non-food uses of plants e.g. wood, turpentine, rubber, paper, fabric, decorations.

SE2.2 The student will name five non-food uses of animals e.g. fabric, transportation, leather, enjoyment (pets, sports), glue.

SE2.3 Given ten common objects, the student will state whether each is made from animals, vegetables, minerals, or a combination with 90% accuracy. e.g. pencil, paper, leather wallet, key, piece of cotton, paper clip, coin, rubber band, piece of wool, wooden ruler.

SE2.4 Given a list of 20 items made from plants and/or animals (including some food items), the student will name the plants and/or animals from which they were made, with 90% accuracy.
Environmental Awareness - 2 - Identifies the uses of plants and animals to man

1. Name five non-food uses of plants:
   - Rubber, paper, fabric, decorations.

2. Name five non-food uses of animals:
   - Leather, enjoyment (pets, objects), the student will state
   - Of cotton, paper clip, coin, pool, wooden ruler.

Make a display of common objects showing the object with samples of the raw material from which it was made.

- Play a guessing game called Animal, Vegetable, Mineral. A student draws the name of a product written on a card. He tells the class whether the product is animal, vegetable, or mineral. From that point on students ask "yes" or "no" questions until someone guesses the product. Student who guesses draws the card for the next game. Encourage students to ask questions regarding the source and uses of the product.
Lead students into a discussion of the interdependence of adjacent members of the chain. The student with the card "man" cuts the string to remove one member of the chain. Discuss what might happen to the environment if this member were removed.

Bengiger, Ecology

McDonalds Ecology Action Pack

How and Why Wonder Books, Ecology
Senior High Environmental Science - 2. Identifies the uses of plants and animals to man

SE2.1 The student will name five on-food uses of plants e.g. wood, turpentine, rubber, paper, fabric, decorations.

SE2.2 The student will name five non-food uses of animals e.g. fabric, transportation, leather, enjoyment (pets, sports), glue.

SE2.3 Given ten common objects, the student will state whether each is made from animals, vegetables, minerals, or a combination with 90% accuracy. e.g. pencil, paper, leather wallet, key, piece of cotton, paper clip, coin, rubber band, piece of wool, wooden ruler.

SE2.4 Given a list of 20 items made from plants and/or animals (including some food items), the student will name the plants and/or animals from which they were made, with 90% accuracy.

Make a display of common objects samples of the raw material from. Play a guessing game called Animal. A student draws the name of a product. He tells the class whether the product is an animal or mineral. From that point on, he answers questions until someone guesses correctly. The student then draws the card for the next object. Students are encouraged to ask questions regarding the origin of the product.
BASIC SKILLS
SENIOR HIGH
ENVIRONMENTAL AWARENESS

Identifies the uses of plants and animals to man.

- Will name five non-food uses of plants: rubber, paper, fabric, decorations.
- Will name five non-food uses of animals: leather, enjoyment (pets, e.g. pencil, paper, piece of cotton, paper clip, coin, wool, wooden ruler.

Make a display of common objects showing the object with samples of the raw material from which it was made.

Play a guessing game called Animal, Vegetable, Mineral. A student draws the name of a product written on a card. He tells the class whether the product is animal, vegetable, or mineral. From that point on students ask "yes" or "no" questions until someone guesses the product. Student who guesses draws the card for the next game. Encourage students to ask questions regarding the source and uses of the product.

Of 20 items made from plants and/or food items), the student will animals from which they were made.
Lead students into a discussion of the interdependence of adjacent members of the chain. The student with the card "man" cuts the string to remove one member of the chain. Discuss what might happen to the environment if this member were removed.

Bengiger, Ecology
McDonalds Ecology Action Pack
How and Why Wonder Books, Ecology
Senior High Environmental Class 2 - Identifies the uses of plants and animals to man

SE2.1 The student will list five non-food uses of plants e.g. wood, turpentine, rubber, paper, fabric, decorations.

SE2.2 The student will list five non-food uses of animals e.g. fabric, transportation, leather, enjoyment (pets, sports), glue.

SE2.3 Given ten common objects, the student will state whether each is made from animals, vegetables, minerals, or a combination with 90% accuracy. e.g. pencil, paper, leather wallet, key, piece of cotton, paper clip, coin, rubber band, piece of wool, wooden ruler.

SE2.4 Given a list of 20 items made from plants and/or animals (including some food items), the student will name the plants and/or animals from which they were made, with 90% accuracy.

Make a display of common objects samples of the raw material from Play a guessing game called Animal A student draws the name of a product. He tells the class whether the product is made from plants or minerals. From that point on, students ask questions regarding the raw material. The student asks questions until someone guesses the correct material. If the student guesses correctly, the teacher draws a card for the next student to ask questions regarding the raw material.
Identifies the uses of plants and animals to man

will name five non-food uses of plants: rubber, paper, fabric, decorations.

will name five non-food uses of animals: leather, enjoyment (pets, clothing).

Common objects, the student will state from animals, vegetables, minerals, 90% accuracy. e.g. pencil, paper, piece of cotton, paper clip, coin, wool, wooden ruler.

of 20 items made from plants and/or food items, the student will animals from which they were made.

Make a display of common objects showing the object with samples of the raw material from which it was made.

Play a guessing game called Animal, Vegetable, Mineral. A student draws the name of a product written on a card. He tells the class whether the product is animal, vegetable, or mineral. From that point on students ask "yes" or "no" questions until someone guesses the product. Student who guesses draws the card for the next game. Encourage students to ask questions regarding the source and uses of the product.
SE3.1 The student will name three natural resources used in the manufacture of products. e.g. ore for metals, chemicals for plastics, fuels for energy, stone, and water.

SE3.2 The student will name three waste materials which are difficult to get rid of. e.g. waste metal, plastics, heat, smoke, gases, dirty water.

SE3.3 The student will explain to the teacher's satisfaction what biodegradable means.

SE3.4 The student will name ten ways in which to decrease waste pollution. e.g. saving aluminum newspaper or glass for re-cycling; re-using paper bags, newspapers, scrap paper etc.; using rags rather than paper towels; using soap rather than detergent; buying beverages in returnable bottles; repairing rather than discarding certain items; using paper rather than plastic where possible; using throw-aways for crafts or projects; keeping engines tuned; using anti-pollution devices in engines, etc.

Discuss what recycle means. List that can be recycled. Recycle small pieces of 1/2 page of new paper, 3/4 full of water to soak paper with an egg batter until. 2 heaping tablespoons of cornstarch add to mixture. Hold a 3/4 inch screen flat and lower it into the mixture. Put the mixture down with a wood block gently until the water filters through the newspaper. Allow to dry. "Paper" from the screen. Demonstrate how landfill operates. Put a few small stones in the bottom 1/3 full with top soil. Put a common trash on next newspaper, potato peels, bread, etc. Then sprinkle with water. Cover the plaster. Set in a warm, dark place two or three weeks, examine contents and what didn't. Discuss what decomposed matter is. Discuss...
Awareness - 3 - Understands the importance of ecological systems and his responsibility in maintaining balance.

Will name three natural resources of products. e.g. ore for plastics, fuels for energy, stone, water.

Will name three waste materials which are dumped. e.g. waste metal, plastics, water.

Will explain to the teacher's satisfaction what recycle means.

Will name ten ways in which to do this e.g. saving aluminum newspaper; re-using paper bags, newspapers; using rags rather than paper towel; using detergents rather than detergents; buying beverages in cartons rather than plastic bottles for crafts or projects; using anti-pollution devices.

Discuss what recycle means. List on the board products that can be recycled. Recycle your own paper. Tear up small pieces of 1/2 page of newspaper and place them in a bowl 3/4 full of water to soak for 1 hour. Beat the paper with an egg beater until it is creamy pulp. Dissolve 2 heaping tablespoons of cornstarch in a pint of water and add to mixture. Hold a 3/4 inch square piece of window screen flat and lower it into the pulp. Do this repeatedly until a layer of pulp 1/16 inch thick is accumulated. Place on a piece of newspaper. Put this in a plastic bag. Press down with a wood block gently at first and then harder until the water filters through the screen and soak into the newspaper. Allow to dry for 24 hours. Peel the "paper" from the screen.

Demonstrate how landfill operations work. Put a few small stones in the bottom of a clay pot. Fill about 1/3 full with top soil. Put a layer of small pieces of common trash on next-newspaper, tin, steel wool, glass, potato peels, bread, etc. Then cover with a layer of soil. Sprinkle with water. Cover the pot with a piece of plaster. Set in a warm, dark place. Keep soil moist. After two or three weeks, examine contents to see what decomposed and what didn't. Discuss what the implications of the non-decomposed matter is. Discuss what biodegradable means.
SE3.5 After giving ten examples of ways to decrease waste pollution, the student will describe to the teacher's satisfaction how two of these may produce other problems (e.g. need space to save materials for recycling, using paper rather than plastic requires more trees or recycling, may be more expensive in time or money to repair rather than discard certain materials, etc.).

SE3.6 The student will define or describe the term maintaining ecological balance to the satisfaction of the teacher.

SE3.7 The student will name 3 ways to maintain ecological balance. e.g. planting a new tree when one is cut, recycling materials, re-using bottles, etc.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define or describe the term balance</td>
<td>To the satisfaction</td>
</tr>
<tr>
<td>Name 3 ways to maintain</td>
<td>Planting a new tree when one is, re-using bottles, etc.</td>
</tr>
</tbody>
</table>

Ten examples of ways to decrease student will describe to the how two of these may produce need space to save materials for rather than plastic requires more be more expensive in time or than discard certain materials, etc.).
Senior High Consumerism - 1 - Makes unit cost comparison when shopping (See SS22)

SC1.1 The student will define or describe "unit cost comparison" to the teacher's satisfaction. e.g. comparing price per ounce, pound, piece, etc. of two or more brands of the same type item to determine which is cheaper.

SC1.2 Given 10 sets of unit priced items, each set containing 2 or 3 items, the student will identify the least expensive in each set with 100% accuracy.

SC1.3 Given a grocery list, the student will shop for the groceries in a real or simulated situation making unit cost comparisons to the teacher's satisfaction.

Senior High Consumerism - 2 - Demonstrates ability to cross-check cost of goods with cashier

SC2.1 Given an actual situation of having at least 10 items rung up on a cash register (either at a store or with a cash register in the school), the student will observe the prices marked and the prices registered and determine if the correct prices were registered with 100% accuracy.

During a trip to the grocery labels on the shelves that's students point out the least. Give students a shopping list unit price beside each item and can comprehend it, show unit prices are determined. simple ones.

Grolier, Modern Consumer Education
New Readers Press, Be Inform
- Makes unit cost comparison when shopping (See SS22)

Define or describe "unit cost" in their satisfaction, e.g. comparing a piece, etc. of two or more brands to determine which is cheaper.

During a trip to the grocery store, point out the labels on the shelves that show unit cost. Have students point out the least and most expensive items. Give students a shopping list and have them write the unit price beside each item. If students are interested and can comprehend it, show them mathematically how unit prices are determined. Let them figure out some simple ones.

Grolier, Modern Consumer Education
New Readers Press, Be Informed - Unit 14: Wise Buying

- Demonstrates ability to cross-check cost of goods with cashier's figures

After purchasing items at stores for class use, have students cross check the receipts.
SC2.2 Given three different actual receipts (e.g. grocery store cashier tape, receipt from hardware store, and one from department store) each of which contains at least five items, and given the cost of the items purchased, the student will cross check the receipt with 90% accuracy.

Senior High Consumerism - 3 - Knows when he has been the victim of a fraudulent practice (e.g. Business Bureau).

SC3.1 The student will explain to the teacher's satisfaction the meaning of fraudulent practices and give two examples.

SC3.2 Given complete descriptions of 5 transactions, some of which are fraudulent, the student will state which are fraudulent with 90% accuracy. Note: when possible, use as examples fraudulent practices presently being conducted in the area.

SC3.3 The student will name three organizations to which to report a known or suspected fraudulent practice, e.g. Post Office (if practice involves mail), Better Business Bureau, Legal Aid, Action Line.

SC3.4 Given a complete description of a known or suspected fraudulent transaction, the student will make simulated telephone call to an appropriate organization giving the necessary information to report the transaction, to the teacher's satisfaction.
Different actual receipts (e.g. grocery receipt from hardware store, and one each of which contains at least five cost of the items purchased, the check the receipt with 90% accuracy.

sm - 3 - Knows when he has been the victim of a fraudulent practice (uses Legal Aid and Better Business Bureau)

11 explain to the teacher's satisfaction prevalent practices and give two examples.

Talk with the nearest Better Business Bureau or someone in the community who is informed on these matters to find out some of the more common fraudulent practices of the area. Role play several with the class. Check the Action Line in the local newspaper.

11 name three organizations to which suspected fraudulent practice, e.g. (e.g. involves mail), Better Business Action Line.

Grolier, Modern Consumer Education
New Readers Press, Be informed, Unit 14: Buying
Senior High Consumerism - I - Understands and prepares for the inevitable depreciation of

4.1 The student will define or describe "depreciation" to the teacher's satisfaction. e.g. the gradual lowering in value of an item.

4.2 Given the new price for a major item (e.g. major appliance, car, farm equipment, etc.) and estimated depreciation since time of purchase, the student will compute the present value with 90% accuracy.

4.3 Given object needing repair and given the following information about the object, the student will discuss to the teacher's satisfaction the relative advantages of repairing it: (1) replacement cost (2) estimated depreciated value of object needing repair (3) whether or not warranty is in effect (4) whether or not warranty covers necessary repair and labor (5) estimated cost for parts and labor.

4.4 Given the manufacturer's suggested maintenance for object, the student will state two possible outcomes not following those suggestion. e.g. may void warranty, may result in costly repairs, may damage property, etc. (See SC13).

Since the automobile is one that is traded in or resold to depreciation, it is a good example. Cars are also of high interest. Homes are also good examples or dealer to discuss warranty.

Make up situations involving vs. repair. Have students' alternatives.
BASIC SKILLS
SENIOR HIGH
CONSUMERISM

4 - Understands and prepares for the inevitable depreciation of goods (See SS28)

Ill define or describe "depreciation" as the gradual lowering of price for a major item (e.g. major equipment, etc.) and estimated time of purchase, the student will compute with 90% accuracy.

Since the automobile is one of the most common items that is traded in or resold and therefore is subject to depreciation, it is a good example to start with. Cars are also of high interest to teens. Mobile homes are also good examples. Invite a car salesman or dealer to discuss warranty with students.

Make up situations involving the decision of replacement vs. repair. Have students discuss and weigh the alternatives.

New Readers Press, Be Informed, Unit 2: Buying an Auto; Unit 3: Owning an Auto
### Senior High Consumerism - 5 - Understands cost of upkeep verses repair of property (See...

| SC5.1 Given the estimated cost of upkeep and of repair of 10 items, the student will compute the difference with 90% accuracy. |
| See activities mentioned in Grolier, Modern Consumer Edu. |

### Senior High Consumerism - 6 - Understands value of warranties and guarantees on goods

| SC6.1 The student will define or describe the meaning of warranty or guarantee to the teacher's satisfaction. E.g. an agreement to replace or repair a new item under certain specifications. |
| Bring in warranties and guarantees and discuss them with the class and have students decide if be covered under various warranties. |

| SC6.2 Given a warranty or guarantee on a new item and the length of time for which it is in effect, the student will determine the date on which it expires with 90% accuracy. |

| SC6.3 With the help of the teacher, the student will read a warranty or guarantee and list to the teacher's satisfaction the parts and services covered and not covered by the warranty. |

<p>| SC6.4 With the help of the teacher, the student will read a warranty or guarantee and list ways in which the warranty is voided, to the teacher's satisfaction. |</p>
<table>
<thead>
<tr>
<th>Consumerism - 5</th>
<th>Understands cost of upkeep versus repair of property (See SS28)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Estimated cost of upkeep and of repair</td>
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<td>Student will compute the difference with</td>
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<td>See activities mentioned in previous objective SC4</td>
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<td>Grolier, Modern Consumer Education</td>
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<td></td>
<td>New Readers Press: Be Informed, Unit 2: Buying an Auto</td>
</tr>
<tr>
<td></td>
<td>Grolier: Modern Consumer Education</td>
</tr>
</tbody>
</table>
Senior High Consumerism 7 - Knows the advantages and disadvantages of installment and credit buying.

SC7.1 The student will define or describe to the teacher's satisfaction the terms "buying on credit", "installment buying", and "buy now, pay later".

SC7.2 Given the cash price of an item and the total installment or credit price including interest of that item, the student will compute the cost of buying on installment or credit with 90% accuracy.

SC7.3 The student will state to the teacher's satisfaction, two advantages and two disadvantages of installment or credit buying.

During discussion on credit think are the advantages and disadvantages. Write them on the board.

Make up situation in which cost of items on the installment to the cash price.

Institute of Life Insurance
New Readers Press, Be Information
Pruett Publ. Co., Mathematics
Book 4: Credit, Loans
Grolier, Modern Consumer

Senior High Consumerism 8 - Knows the process of borrowing money and interest rates involved.

SC8.1 Given a loan application, the student will complete the application with 90% accuracy.

SC8.2 The student will name three factors which influence the amount of interest on a loan, e.g., lending institution, credit rating, type of loan, current interest rates.

Invite someone from a lending class. Discuss with him a situation that is desirable of time by giving them specifically the answers to. Have one student interview to expect.

SC8.3 Given two interest rates and the actual interest for each rate on a specified amount, the student will compute the difference between the amount of interest paid for 2 rates with 90% accuracy.
Knows the advantages and disadvantages of installment and credit buying

- Define or describe to the teacher's satisfaction, "buying on credit", "installment pay later".
- Compute the cost of buying on credit with 90% accuracy.
- State to the teacher's satisfaction, two disadvantages of installment or credit buying.
- Knows the process of borrowing money and interest rates involved.
- Application, the student will complete 90% accuracy.
- Name three factors which influence the cost of a loan, e.g., lending institution, credit, current interest rates.
- Interest rates and the actual interest for a specified amount, the student will compute the amount of interest paid for 2 rates.

During discussion on credit, ask students what they think are the advantages and disadvantages of credit. Write them on the board.

Make up situation in which students figure the total cost of items on the installment plan and compare it to the cash price.

 Invite someone from a lending institution to visit the class. Discuss with him ahead of time the type of information that is desired. Prepare students ahead of time by giving them specific questions they must find out the answers to.

Have one student interview for a loan get an idea of what to expect.
Senior High Consumerism - 9 - Knows about various kinds of insurance such as life, health, automobile

SC9.1 The student will state one reason for having each of the following types of insurance, to the teacher's satisfaction: life, health or hospitalization, property and automobile.

SC9.2 Given sample monthly premiums of an insurance policy, the student will compute the annual cost with 90% accuracy.

SC9.3 Given sample monthly premiums for three different insurance policies, the student will compute the total amount needed each month for insurance with 90% accuracy.

SC9.4 Given the yearly cost of premiums paid by the month and by the year, the student will compute the difference with 90% accuracy.

Discuss the meaning of various policies: liability, comprehensive protection, personal injury, disability, indemnity, etc.

Invite an insurance agent to speak with him ahead of time the class for the visit by to listen for.

Institute of Life Insurance
Grolier, Modern Consumer Ed
New Readers Press, Be Informed
Unit 5:

415
Knows about various kinds of insurance such as life, health, and hospital, property and automobile

Discuss the meaning of various terms used in insurance policies: liability, comprehensive, basic property protection, personal injury protection, collision, disability, indemnity, etc.

 Invite an insurance agent to talk to the class. Discuss with him ahead of time the relevant points. Prepare the class for the visit by giving them specific questions to listen for.

Institute of Life Insurance, A Date With Your Future
Grolier, Modern Consumer Education
New Readers, Press, Be Informed, Unit 3: Owning an Auto
Unit 5: Personal Insurance
Senior High Consumerism - 10 - Understands the purpose of paycheck deductions

SC10.1 Given a paycheck stub listing the following deductions, the student will name the amount of each deduction with 100% accuracy: withholding, FICA, retirement.

SC10.2 Given a paycheck with the following deductions, the student will state to the teacher's satisfaction an advantage of having these deducted: hospitalization and/or life insurance, union dues, savings (credit union or bonds).

Senior High Consumerism - 11 - Understands costs involved in maintaining good health and cost

SC11.1 Given a teacher made chart of typical local medical costs, the student will compute the total for specific medical services, with 90% accuracy, e.g. eye examination and new glasses; office visit, lab test, and prescription; X-ray and dental filling etc.

SC11.2 Given a newspaper containing ads for medical and first aid products, or on a class trip to the local drugstore, the student will find the price of 5 non-prescription drugs or first aid remedies, e.g. aspirin, antacids, cold remedies, bandages, etc. (See SC1).
- 10 - Understands the purpose of paycheck deductions

- 11 - Understands cost involved in maintaining good health and cost when unhealthy

Institute of Life Insurance, A Date With Your Future
Follett, Accent/Jobs: Paycheck
SC11.3 The student will describe to the teacher's satisfaction three ways to help prevent large medical bills. e.g. proper care of teeth to avoid large dental bills, safe practices and procedures to avoid costly accidents, good health and cleanliness routines to avoid disease, etc.

Senior High Consumerism - 12 - Knows the value of keeping certain records, such as tax and use and a check against error.

SC12.1 The student will state to the teacher's satisfaction two reasons for keeping tax records. e.g. in case of audit, to compare with his records, to compare different years.

SC12.2 The student will state to the teacher's satisfaction two reasons for keeping health records e.g. in case of change in doctors, for employment, for tax deductions.

Discuss different types of things in file box etc.
will describe to the teacher's satisfaction
preventing large medical bills. E.g. proper
prevention of large dental bills, safe practices and
costly accidents, good health and
to avoid disease, etc.

BASIC SKILLS
SENIOR HIGH
CONSUMERISM

Knows the value of keeping certain records, such as tax and health records, for personal
use and a check against error.

Discuss different types of records that should be kept and why. Discuss methods of keeping track of
different things in file box, envelope, fire proof box, etc.

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will state to the teacher's satisfaction.
will state to the teacher's satisfaction.

Discuss different types of records that should be kept and why. Discuss methods of keeping track of
different things in file box, envelope, fire proof box, etc.

New Readers Press, Be Informed, Unit 9: Taxes
Senior High Consumerism · 13 - Knows what is involved owning a car

SC13.1 The student will name one advantage of buying a new car and one of buying a used car. e.g. new car - less chance of needing major repairs; used car - cost less, lose less with depreciation.

SC13.2 The student will name five factors influencing the price of a car, e.g. age, size, model, condition, options, etc.

SC13.3 Given the cash price of a car and the down payment, monthly payments and number of months, the student will compute the cost of financing a car with 90% accuracy.

SC13.4 Given the cash price of a car and the amount of down payment, the student will compute the amount to be financed with 90% accuracy.

SC13.5 Given the amount to be financed on a car, the interest rate, and length of time of financing, the student will use teacher-made or lending institution chart to determine the monthly payments.

Invite a car salesman or dealer. Discuss with him beforehand. Prepare the student questions for them to get help. Discuss upkeep in terms of costs such as gas, oil, lubrication, etc. Have students compare gas prices for oil charge, lube, tune-ups, etc.

New Readers Press, Be Info
Unit 3: Owning an Auto
Grolier, Modern Consumer Ed
Knows what is involved in owning a car

will name one advantage of buying a new car. e.g., new car - less repairs; used car - cost less, less maintenance.

will name five factors influencing the price of a car and the down payment, number of months, the student will be financing a car with 90% accuracy.

Discuss upkeep in terms of repair. Compute maintenance costs such as gas, oil, lubrication, etc.

Have students compare gas prices in town. Price cost for oil charge, lube, tune-up, etc., in several different places.

New Readers' Press, Be Informed Unit 2 Buying an Auto;
Unit 3: Owning an Auto

Grolier, Modern Consumer Education.
The realistic value of the annual cost of owning a car and a realistic number of miles driven, the student will, with the help of the teacher's assistance, compute the cost of owning and driving a car for different places with 100% accuracy.

The student will be able to the teacher's satisfaction, understand terms as they relate to owning a car: guarantee, comprehensive insurance, liability insurance.

The student will name at least 3 factors which may affect insurance rates, e.g., used for work and/or distance traveled to work, location, age of car, ticket.
Senior High Consumerism - 14 - Knows what is involved in buying and owning a home (See SS18)

SC14.2 Given the purchase price of a house and the down payment, the student will compute the amount of mortgage needed with 90% accuracy.

SC14.3 Given the amount of a mortgage, the rate of interest, and the number of years, the student will use a chart to determine the monthly mortgage payment.

SC14.4 Given two slightly different interest rates for the same amount of mortgage over the same number of years, and given the total amount paid for the two different rates over a difference between the two rates. (e.g. 7 1/2 and 7 3/4)

SC14.5 Given realistic examples of the annual costs involved in owning and maintaining a house including mortgage payment, utilities, upkeep and repairs, the student will compute the annual cost of the house.
- 14 - Knows what is involved in buying and owning a home (See SS18)

Purchase price of a house and the amount will compute the amount of 90% accuracy.

Amount of a mortgage, the rate of interest, the student will use a chart to mortgage payment.

Ghiffly different interest rates for mortgage over the same number of years, amount paid for the two different rates between the two rates. (e.g. 7 1/2 and 7

ic examples of the annual costs maintaining a house including utilities, upkeep and repairs, the the annual cost of the house.
SC14.6 Given the annual cost of maintaining a house, the student will compute the monthly cost with the help of and to the satisfaction of the teacher.

SC14.7 The student will discuss to the teacher's satisfaction the relative advantages and disadvantages of renting and owning a home. e.g. don't need down payment when renting, major maintenance and repairs are responsibility of landlord, less problem when moving from a rented home, etc. vs. building equity when owning a home, can do what you want to your own home, etc.
Discuss the teacher's advantages and disadvantages of maintaining a house, the monthly cost with the help of the teacher.

- Discourage major maintenance and repairs
- Landlord, less problem and repairs
- Can do what you want to your own home, etc. vs. building equity
VOCATIONAL COMPETENCIES
GOAL

Vocational Competencies - Upon completion of the EMR program the learner will exhibit vocational by adequate social, physical, basic and occupational skills development, such that he is sufficiently by maintaining a job.

TERMINAL OBJECTIVE

The EMR learner will be aware of the centrality of work in his life, the rewards and dignities and responsibilities of the worker. He will also demonstrate appropriate work habits to me

Senior High Job Attitudes - 1 - Appreciates the value of work and the contribution of work

SV1.1 Given a list of at least 20 jobs for which the EMR may qualify, the student will describe to the teacher's satisfaction how 80% of these jobs are helpful to other people.

SV1.2 The student will describe to the teacher's satisfaction the meaning of the phrases "feeling of accomplishment" and "pride in work".

SV1.3 Following discussions of the meaning of self-satisfaction, the student will describe at least two different circumstances under which he "felt good" about the successful completion of a task, to the teacher's satisfaction.

Have students name jobs they find the present or in the near future.

Have students tell the importance.

Discuss setting up a community.

Perhaps make a model of the community food, shelter, power, etc. will praise and reinforce the idea.
VOCATIONAL COMPETENCIES
SENIOR HIGH
JOB ATTITUDES

GOAL
Upon completion of the EMR program the learner will exhibit vocational competency as determined by physical, basic and occupational skills development, such that he is successful in living independently a job.

TERMINAL OBJECTIVE
Be aware of the centrality of work in his life, the rewards and dignity of work, and the rights of the worker. He will also demonstrate appropriate work habits to meet those responsibilities.

Attitudes - 1 - Appreciates the value of work and the contribution of workers.

- 2 - Has students name jobs they feel they could do either at the present or in the near future. List them on the board.
- 3 - Have students tell the importance of these jobs.
- 4 - Discuss setting up a community on a new planet. Have students list the kind of jobs that would be essential.
- 5 - Perhaps make a model of the community. Decide how water, food, shelter, power, etc. will be provided. Continually praise and reinforce the idea of a "job well done."
SV1.4  During on the job training, the student will exhibit feelings of accomplishment and pride in work by showing his accomplishment to someone else, by standing back and smiling at his work, by verbalizing his positive feelings, or by any other behavior indicating these feelings, to the satisfaction of the supervisor.

Senior High Job Attitudes - 2 - Begins to assume financial responsibility for his own needs

SV2.1  The student will demonstrate proper use of his wages and salaries by assuming responsibility for his debts, personal needs, household requirements, etc. as observed by and to the satisfaction of the teacher.

Senior High Job Attitudes - 3 - Plans his own activities and plans for personal rest needs

SV3.1  The student will describe or construct a schedule of his routine and include adequate time for leisure time and rest activities to the satisfaction of the teacher.

SV3.2  The student will adjust or adapt his work and play schedule to include rest and sleeping habits as observed by and to the satisfaction of the teacher.
VOCATIONAL COMPETENCIES
SENIOR HIGH
JOB ATTITUDES

the job training, the student will
acco"iplishment and pride in work byshment to someone else, by standing
his work, by verbalizing his positive
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2

Begins to assume financial responsibility for his own needs

t kill demonstrate proper use of his
y assuring responsibility for his
household requirements, etc. as
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3

Paces his

Require students who are on a job to make a budget and
follow it. The use of the budget cannot be monotored
except as the student reports.

activities and plans for personal rest needs

t will describe or construct a schedand include adequate time for leisure
ties to the satisfaction of the

will adjust or adapt his work and plar
est and sleeping habits as observed
ction of the teacher.

Have student keep a daily record of their activities for
a week.


SV3.3 The student will relate two effects of inadequate rest and sleeping habits (staying out all night) to the satisfaction of the teacher. e.g. poor health, poor job performance.

Senior High Job Attitudes - 4 - Follows directions with minimum supervision, but seeks help with procedures.

SV4.1 Given a work schedule (set of tasks), the student will follow the schedule with minimum of supervision and recognize when he needs help with a set of directions, to the satisfaction of the teacher or work supervisor.

Use the prescription sheet for setting up schedules. Participate in daily class projects, and on the job. Work evaluation form given.
it will relate two effects of inadequacy habits (staying out all night) to the teacher. e.g. poor health, poor

attitudes - 4 - Follows directions with minimum supervision, but seeks help when uncertain of work procedures

ork schedule (set of tasks), the schedule with minimum of supervision needs help with a set of directions, to the teacher or work supervisor.

Use the prescription sheet as described in Appendix B for setting up schedules. Observe students as they participate in daily classwork, vocational and craft projects, and on the job. Include this concept on a work evaluation form given to employees of students who work.
SV5.1 The student will state to the teacher's satisfaction two reasons for arriving on time, not exceeding break time, and staying until time to leave. E.g., work needs to be done, may cause someone else to work more than his share, may be docked in pay or fired.

SV5.2 In an actual work situation, the student will arrive on time, keep within allotted breaks and lunch time, and stay until time to leave 100% of the time unless there is some legitimate reason for not doing so as observed by the teacher or work supervisor.

SV5.3 Given a hypothetical situation in which he would be late or have to leave early and ask what to do in that event, the student will state to the teacher's satisfaction that he should notify his superior as soon as possible explaining the circumstances.

SV5.4 In an actual situation, the student will notify his superior when he must be late, leave early, or exceed his breaks for legitimate reasons to the satisfaction of his superior.
- 5 - Is punctual and dependable on the job site

Discuss the importance of punctuality and the proper procedure to follow when a person knows he will be late.

When speakers come to class to discuss jobs, remind them to mention punctuality. Include punctuality on an evaluation sheet for students who work.

I state to the teacher's satisfaction on time, not exceeding break time to leave, e.g., work needs to be done, or someone else needs to work more than his share, or fired.

Work situation, the student will arrive alloted breaks and lunch time, and be 100% of the time unless there is a reason for not doing so as observed by the supervisor.

Ethical situation in which he would be early and ask what to do in that situation the student will notify his superior as soon as possible.

5 state to the teacher's satisfaction on time.

5 state to the teacher's satisfaction on time.
SV6.1 Presented with a company policy handbook, the student will read, describe, and interpret to the teacher's satisfaction, sections pertaining to quitting, sick leave, and vacation.

SV6.2 Given quitting regulations of several employers, the student will compare these to the satisfaction of the teacher, e.g., whether or not required in writing, length of notice required, etc.

SV6.3 Given a hypothetical situation in which he is quitting a job, the student will state and/or write, to the teacher's satisfaction, his reasons for leaving.

SV6.4 The student will give two reasons for giving polite, sufficient notice of quitting whether or not required by the employer, e.g., as a courtesy to allow employer to find a replacement, so that he will get a good recommendation from employer.

SV6.5 Given regulations of several employers regarding sick leave, the student will compare these to the satisfaction of the teacher.
VOCATIONAL COMPETENCIES
SENIOR HIGH
JOB ATTITUDES

<table>
<thead>
<tr>
<th>Understands regulations regarding quitting, taking sick leave, and vacations</th>
<th>When visiting job sites, give students points of information to find out about the job. Include regulations regarding quitting, sick leave, and vacations. Role play situations involving quitting, sick leave, and vacations.</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
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<td>When visiting job sites, give students points of information to find out about the job. Include regulations regarding quitting, sick leave, and vacations. Role play situations involving quitting, sick leave, and vacations.</td>
</tr>
<tr>
<td>Role play situations in which he is required to write, to state and/or write, to give two reasons for leaving, polite, quitting whether or not required by a courtesy to allow employer to find out he will get a good recommendation.</td>
<td>When visiting job sites, give students points of information to find out about the job. Include regulations regarding quitting, sick leave, and vacations. Role play situations involving quitting, sick leave, and vacations.</td>
</tr>
<tr>
<td>Student will state and/or write, to state and/or write, to give two reasons for leaving, polite, quitting whether or not required by a courtesy to allow employer to find out he will get a good recommendation.</td>
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</tr>
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<td>regulations of several employers regarding</td>
<td>When visiting job sites, give students points of information to find out about the job. Include regulations regarding quitting, sick leave, and vacations. Role play situations involving quitting, sick leave, and vacations.</td>
</tr>
</tbody>
</table>
SV6. Given regulations of several employers regarding vacations, the student will compare these to the satisfaction of the teacher. e.g. if they get paid vacation, the number of days allowed, whether or not cumulative, giving notice of intent to take vacation days, whether taken any time or specific time, etc.

Senior High Vocational - 7 - Understands lines of communication and authority in various jobs.

SV7.1 The student will define lines of authority and communication to the teacher.

SV7.2 The student will name 3 instances in which the lines of authority and communication need to be used. e.g. employee needs help, has a problem relating to work, needs to inform someone about being absent, in case of accident, etc.

SV7.3 Presented with a model of lines of communication and authority and presented with a simulated situation in which lines of communication must be used, the student will name the person to whom the employee should go with the problem and explain why he selected that person, to the satisfaction of the teacher.

When visiting job sites, particular lines of communication are used.

Make up simulated jobs. Give the students a situation and ask them to explain who should be notified and why.
ions of several employers regarding
will compare these to the
teacher. e.g. if they get paid
do not notice of intent to t. vacation
me time or specific time, etc.

11 - 7 - Understands lines of communication and authority in various jobs

11 define lines of authority and teacher.

11 make 3 instances in which the lines
communication need to be used. e.g.
has a problem relating to work, needs
ut being absent, in case of accident,

a model of lines of communication
presented with a simulated situation in
ication must be used, the student
to whom the employee should go with
in why he selected that person, to the
teacher.

When visiting job sites have the guide explain the
particular lines of communication and authority on the
job.

Make up simulated jobs including lines of authority.
Give the students a situation occurring on that job and
ask them to explain who they should see and why.
SV8.1 The student will name 3 rights as they pertain to the amount of pay, e.g. right to minimum wage under certain circumstances, right to equal pay for equal work, right to overtime, etc.

SV8.2 The student will explain to the teacher's satisfaction what is meant by the minimum wage law, e.g. under specified conditions employers are required by law to pay at least a certain amount per hour.

SV8.3 The student will state the current minimum wage with accuracy.

SV8.4 The student will name 3 responsibilities he has as they pertain to pay, e.g. showing up for and staying at work, doing his work while there, keeping records where required (punching time clock, keeping record of sales or tipped), collecting withholding form and other forms as may be required by individual employers.

Contact the Civil Service concerning minimum wage from that office to speak...
8. Knows the major rights and responsibilities associated with his job as they pertain to variances in pay.

- Will name 3 rights they pertain to the right to minimum wage under certain conditions, right to equal pay for equal work, right to...

- Contact the Civil Service Office for information concerning minimum wage. If possible invite someone from that office to speak with the class.

- Will explain to the teacher's satisfaction the minimum wage law, e.g. under specified conditions are required by law to pay at least a certain hourly rate.

- Will state the current minimum wage with...

- Will name 3 responsibilities he has to pay, e.g. showing up for work on time, keeping records of time clock, keeping records of sales or withholding forms and other forms that may be required by employers.
### Senior High Vocational - Knows of fringe benefits, such as hospitalization, insurance,

#### SV9.1 The student will state the meaning of "fringe benefits" to the satisfaction of the teacher e.g. something extra given by an employer which is worth money.

When visiting job sites, ask fringe benefits associated with.

#### SV9.2 The student will name 5 fringe benefits, e.g. hospitalization insurance, life insurance, retirement fund, vacation, sick days, paid holidays.

New Readers Press, Be Inform

#### SV9.3 Given actual examples of fringe benefits, the student will, with the help of the teacher or charts, figure the monetary value of the fringe benefits with 80% accuracy.

Senior High Vocational - Knows about unemployment benefits

#### SV10.1 The student will define or describe the meaning of the following terms as they pertain to termination of employment: "laid off", "fired", "quit", "signe," "disabled", "retired". Definitions should indicate an understanding that these all describe separation from employment but differ according to the person causing the separation (employer or employee) and the reason for the separation.

Contact the nearest unemployment regarding unemployment competition. Invite someone from the Prepare students with questions the terms laid off, fired, re Make up situations involving students match the correct to circumstances under which the
1 - 9. Knows of fringe benefits, such as hospitalization, insurance, vacation, etc.

11. State the meaning of "fringe benefits," e.g., by an employer which is worth more.

12. Name 5 fringe benefits, e.g., insurance, life insurance, retirement fund, paid holidays.

Examples of fringe benefits, the help of the teacher or charts, value of the fringe benefits with

1. Knows about unemployment benefits

When visiting job sites, ask guide to explain any fringe benefits associated with the job.

New Readers Press, Pe Informed, Unit 7: Finding a Job

Voluntary: Will define or describe the meanings as they pertain to termination of "laid off," "fired," "quit," (or resigned). The definitions should indicate whether or not to describe separation from or according to the person causing the separation and the reason for the separation.

Contact the nearest unemployment office for information regarding unemployment compensation and workmen's compensation. Invite someone from that office to talk with class. Prepare students with questions ahead of time. Discuss the terms laid off, fired, resigned, disabled, and retired. Make up situations involving people leaving jobs and have students match the correct term that describe the circumstances under which the person left.
10.2 The student will define or describe the term "seniority" and explain to the teacher's satisfaction how it effects being laid off, e.g. seniority is the relative position of employees as related to the amount of time they've worked for an employer, those who have worked the longest are the least likely to be laid off.

SV10.3 The student will name two services of the State Employment Office: help in locating a job and unemployment compensation.

SV10.4 The student will define or explain to the teacher's satisfaction the meaning of unemployment compensation. e.g. partial salary paid by the state to a person temporarily out of work.

SV10.5 The student will name the three major conditions which must be met to collect unemployment compensation. (1) must have worked for 20 weeks during the first four of the last five quarters, (2) must have worked for an employer who paid employment tax, and (3) must have been laid off (or if fired or quit be able to show it was not the employee's fault).

SV10.6 The student will name the two major limits to the amount of unemployment compensation. (1) based on salary and not more than one half of average weekly salary, (2) maximum of 12 weeks.
11 define or describe the term laid off, e.g. seniority is the employees as related to the longest are the least likely to

11 name two services of the State help in locating a job and unemployment

11 define or explain to the teacher's satisfaction of unemployment compensation. aid by the state to a person temporarily

11 name the three major conditions which unemployment compensation. (1) must have worked for an employer who paid (2) must have been laid off (or if fired it was not the employee's fault).

11 name the two major limits to the compensation, (1) based on salary half of average weekly salary, (2)
SV10.7 The student will name the disadvantages of being on unemployment. e.g. only half pay at the most, lose fringe benefits, lose seniority, do not have opportunity to practice skills, etc.

SV10.8 The student will define or describe to the teacher's satisfaction the meaning of Workman's Compensation. e.g. compensation paid to an employee injured on the job.

SV10.9 The student will name three services offered by Workman's Compensation: collecting a percentage of weekly pay (up to 2/3), payment of medical bills, and rehabilitation.

SV10.10 The student will name three conditions which must be met to collect workers' compensation. e.g. must be a work-connected injury or illness, employer must be paying workers' compensation insurance, employee must notify employer immediately of injury, must file claim within a specified amount of time.

SV10.11 The student will name two conditions under which he can collect social security, e.g. disability, retirement, survivors.

SV10.12 The student will locate the following agencies in the telephone book with 100% accuracy: unemployment, pension, workman's compensation, social security.
ill name 3 disadvantages of being on only half pay at the most, lose fringe benefits, do not have opportunity to practice

will define or describe to the teacher's understanding of workers' compensation, e.g. an employee injured on the job.

ill name three services offered by workers' compensation: collecting a percentage of medical bills, and

ill name three conditions which must be met for compensation, e.g. must be injured or illness, employer must be required to carry insurance, employee must file claim promptly after injury, must file claim promptly after injury.

ill name two conditions under which security is earned, e.g. disability, retirement,

ill locate the following agencies with 100% accuracy: unemployment compensation, social security.
Senior High Vocational - 11 - Knows the functions of unions

Syllabus

11.1 The student will give two benefits of unions, e.g., improved job conditions, increased salaries, fringe benefits, help in locating a job, etc.

11.2 The student will state three functions of unions to the teacher's satisfaction, e.g., bargaining with employer for members, promote harmonious relationships with employers and their members, solving disputes for its members, organizing workers for unified action, etc.

11.3 The student will define or describe 5 of the following terms as they relate to unions, to the teacher's satisfaction: shop steward, collective bargaining, strike, picket, boycott, closed shop, union shop, open shop.
11 - Knows the functions of unions

will give two benefits of unions, increased salaries, fringe
cating a job, etc.

will state three functions of unions to
action, e.g. bargaining with employer
relationships with employers
ling disputes for its members,
or unified action, etc.

ill define or describe 5 of the following
tions, to the teacher's satisfaction
e bargaining, strike, picket,
ion shop, open shop.

When visiting job sites, have guide explain whether or
not any of the jobs available there are union jobs.
Invite a representative of some union to visit the class.
TERMINAL OBJECTIVE:

A 10th grade student, having explored many jobs, will use public and private sources to locate realistic job opportunities in the community on his own strengths and weaknesses.

- Can use public and private sources to locate job information.
- The student will name 5 sources of job information e.g., state employment agency, vocational rehabilitation, private employment agency, newspapers, companies, unions, civil counselors, social welfare agencies, friends and relatives.
- The student will describe the function of an employment agency to the teacher's satisfaction. e.g., bringing people who need work and employers together.
- It will describe to the teacher's satisfaction the difference between state and private employment e.g., state is paid for by taxes, employer or employee by private
- It will locate the location of the nearest
TERMINAL OBJECTIVE

Having explored many jobs, will use public and private sources to locate job information, will analyze qualifications and advantages and will make a realistic selection of job based on the knowledge base in the community on his own strengths and weaknesses.

1. Can use public and private sources to locate job information
2. Will make 5 sources of job information: public agencies, vocational rehabilitation, union agencies, newspapers, company unions, social welfare agencies, friends and family
3. Will describe the function of an employer's satisfaction, e.g. people who need work and employers
4. Will describe to the teacher's satisfaction the difference between state and private employers, e.g. state is paid for by taxes, employer or employee by private
5. Will explain location of the nearest

New Readers Press, Be Informed, Unit 7: Finding A Job
Occupational Fact Finding Series, Part I, II, III
SV12.5 Given newspaper want ad containing the following abbreviations, the student will state what 10 of them stand for: mfg. (manufacturing), co. (company), exp, expd, or inexpd (experienced, or inexperienced), opp ty (opportunity), ph (phone), exc or excel, (excellent), pref'd (preferred), begnr. (beginner), gd (good), HSG (high school graduate), nec. (necessary), n/t (part-time), ref (references).

SV12.6 Given ten newspaper want ads, the student will find the following information in each ad with 90% accuracy: kind of work, kind of company, skills required, how or where to apply.

SV12.7 The student will name 5 local companies or agencies to contact to ask about job openings, e.g., specific construction company, farm, school board, hospital, store, garage, etc.

SV13.1 The student will name 15 jobs available in the community, e.g., stock boy, janitor, maid, farm helper, carpenter's helper, horticulture helper, cook, waiter's helper, garbage collector, gas station attendant, mechanic's helper, dry cleaner or laundrymat, etc., child care worker, nurse's aide, egg carrier, etc., etc., etc., etc., etc., etc., etc.

Senior High Vocational - 13 - Knows job opportunities in the community

Have students work in community reference in terms of the list all places of employment. Make another reference. Have students work in grocery stores, restaurant.
Newspaper want ads containing the following information: company, skills required, how or why.

- Will make 5 local companies or agencies aware of job openings (e.g., specific, farm, school, hospital, store).

VOCATIONAL COMPETENCIES
SENIOR HIGH
CHOOSING A JOB

Have students work in committees to make a reference book of jobs available in the community. Make one reference in terms of the specific job - have students list all places of employment where one can be a stock boy, all places where mechanic's helpers are employed, etc. Make another reference in terms of place of employment. Have students list all jobs available at grocery stores, restaurants, hotels, etc.
Section 13.2 The student will name the ten local employers and the jobs available to their satisfaction.

Section 13.3 Having visited 10 local employers, the student will list the tasks and skills required of one employee in each establishment with 90% accuracy.

Senior High Vocational - 11 - Can compare jobs in terms of financial benefits (salary and wage).

11.1 The student will name four ways employers may pay: by the hour, straight salary, by the piece, or commission and explain to the teacher's satisfaction how these differ.

11.2 The student will name 3 factors which account for differences in pay for hourly, wage earners, e.g., amount of skill needed, whether covered by minimum wage laws, local or union pay scales, number of hours worked, whether extra money can be earned with tips or commission, whether overtime is available, raises based on length of service or quality of work, etc.

11.3 The student will name 5 factors which account for difference in pay for straight salary workers, e.g., amount of skill needed for job, local or union wage scales, whether docked for absence, whether extra money is earned with tips or commissions, raises based on length of service or quality of work, etc.

Have this information, once run off and collated in the vocational programs in the copies for reference.
will name ten local employers and the teacher's satisfaction.

...itted 10 local employers, the student will skills required of one employee in each 90% accuracy.

...al - 14 - Can compare jobs in terms of financial benefits (salary and fringe benefits) (see SS12)

... will name four ways employers may pay: t salary, by the piece, or commission teacher's satisfaction how these differ.

... will name 3 factors which account for hourly wage earners, e.g. amount of covered by minimum wage laws, local number of hours worked, whether extra with worker's commission, whether overtime based on length of service or quality of...

... will name 3 factors which account for straight salary workers, e.g. paid for job, local or union wage paid for absence, whether extra money tips or commissions, raises based on quality of work, etc.

VOCATIONAL COMPETENCIES
SENIOR HIGH
CHOOSING A JOB

... Have this information, once compiled, typed on stencils, run off and collated in the form of a booklet. Other vocational programs in the school systems might want copies for reference.

... Discuss different types of pay. Describe situations involving each type of pay and have students compute each one.

... When visiting job sites, give students a questionnaire to complete concerning specific points of the job. Include a question concerning the type of pay.

New Readers Press, Be Informed, Unit: 7 Finding A Job McGraw-Hill, World of Work (Kit and Tapes)
14.1 The student will name 3 factors which account for variance in pay for piece work, e.g. amount of skill needed for work, speed of employee, whether straight piece work or a formal combining piece work with salary and/or time, amount of time worked, local or union pay scales, raises based on length of service, etc.

14.5 The student will name 4 factors which account for variation of pay in commission work, e.g. number of items sold, ability to sell, cost of item, percent of commission, whether straight commission or commission plus salary, amount of time devoted to selling, etc.

14.6 Given the opportunity to speak to local employers at their place of business or in the school, the student will obtain the following information for 3 employers:
- Method of pay (hourly, salary, piece work, commission, or a combination), whether covered by minimum wage, starting salary, whether raises are by length of service or merit, whether overtime is available and/or expected, what fringe benefits are given and whether employer is contributing to unemployment compensation, workman's compensation, and social security.

14.7 Having information about financial benefits of five jobs, the student will discuss to the teacher's satisfaction the relative financial advantages of the jobs. E.g. one pays $5 an hour, you're out for lunch hour, one only works 7 days a week, no starting salary is lower.
will name 3 factors which account for piece work. e.g. amount of skill needed employee, whether straight piece work or piece work with salary and/or time, amount for union pay scales, raises based on etc.

will name 4 factors which account for commission work, e.g. number of items sold, of item, percent of commission, whether or commission plus salary, amount of etc.

Opportunity to speak to local employers business or in the school, the student owning information for 3 employers: salary, piece work, commission, or a covered by minimum wage, starting es are by length of service or merit, available and/or expected, what fringe and whether employer is contributing to nation, worker's compensation, and

Evaluation: out financial benefits of five 1 discussion, to the teacher's satisfaction advantages of the jobs, e.g. one pays "get paid" for lunch, then, one only get the the starting salary is lower, etc.
SV15.1 Given 5 local employment opportunities, the student will compare them, to the teacher’s satisfaction, on the following transportation factors: (1) whether the work site is always the same or different (2) how far the work site(s) is (are) from his home, (3) how much time it will take to get there (4) if he can get transportation, and (5) how much transportation will cost.

SV15.2 Given 5 local employment opportunities, the student will compare them, to the teacher’s satisfaction, on the following working hours factors: (1) full time or part time (2) day, night, or revolving shift, (3) week days and/or weekends (4) overtime -- if available and/or required, (5) regular or irregular hours.

SV15.3 Given 5 local employment opportunities, the student will compare them, to the teacher’s satisfaction, on the following factors relating to unions: (1) if the establishment is unionized, (2) the name of the union, (3) whether closed shop, union shop, or open shop, and (4) amount of union dues.

SV15.4 Given 5 local employment opportunities, the student will answer the following questions to the teacher’s satisfaction: (1) Are there any special health requirements for any of the jobs? (2) which tasks for each job would be like, dislike, most, least? (3) which jobs require working with people? (4) which are with coworkers and which are cut-offs? (5) Which jobs are active? Sedentary?
When visiting job sites, give students forms to fill out concerning working conditions, pay, hours, type of work, vacation, sick leave, etc. In addition, get transportation, and (5) how much time it will take to get there.

When comparing jobs, the student can use the teacher's satisfaction on the factors: (1) whether the work site is different, (2) how far the work site is, (3) if the establishment requires or offers to unions, (4) whether the establishment is closed, and (5) amount of union dues.

Employment opportunities, the student should know the teacher's satisfaction on the factors: (1) full time or part time, (2) if the establishment is flexible, (3) how much time it will take to get there, and (4) amount of union dues.

Employment opportunities, the student can compare jobs in terms of working conditions, pay, hours, type of work, vacation, sick leave, etc.

McGraw Hill, World of Work (Kit and Tapes)
Senior High Vocational - 16 - Is cognizant of the jobs he will be able to perform

SV16.1 Given 10 jobs available at local establishments and the skill and personal qualifications required for each, the student will indicate those skills and qualifications he has or could acquire, to the teacher's satisfaction.

SV16.2 Given a list of skills or personal qualifications which he could acquire, the student will explain to the teacher's satisfaction, how he would acquire them.

SV16.3 Given a list of skills and personal qualifications for various jobs, the student will determine those skills and qualifications he probably could not acquire and explain why not, to the teacher's satisfaction.

SV16.4 Given a list of 10 jobs previously discussed, the student will consider the qualifications and rank order them according to which he is most qualified for, to the teacher's satisfaction.
Is cognizant of the jobs he will be able to perform

Jobs available at local establishments and vocational qualifications required for each, indicate those skills and qualifications, to the teacher's satisfaction.

When or after visiting job sites, have students list skills needed for each job. Have him indicate which ones he is qualified for and which he is not qualified for.

The student will explain to the teacher how he would acquire them.

The student will determine those skills he probably could not acquire and explain to the teacher's satisfaction.

Out of 10 jobs previously discussed, the student will rank order the qualifications and rank order which he is most qualified for, to the teacher.

McGraw Hill, World of Work (Kit and Tapes)
The LMR learner shall have the necessary skills to apply for, obtain, retain, and make advisable commensurate with his abilities.

Senior High Vocational - 17 - Knows how to fill out application forms, work permits, social withholding and union forms

SV17.1 Given any application form, the student will write the following personal data with 100% accuracy: full name; mailing address; phone; date of birth; age; place of birth; father's full name; mother's full name (including maiden name), sex; race; nationality, social security number; marital status; height; weight; whom to notify in case of emergency, their address, telephone number, and their relationship.

SV17.2 Given any application form, the student will write the following educational experience with 100% accuracy: name of grade school and high school attended, location, dates of attendance, whether or not graduated.

SV17.3 Given any application form, the student will write the following work experience with 100% accuracy: name of employer, address, name of supervisor, kind of work, dates worked, pay, and reason for leaving.

Have students collect job several different businesses make copies of these to keep students to use for practice.

If students are having difficulty spelling of this information and run off the most common index cards for students wallets.

Get copies of work permits, birth certificate application to fill out.

McGraw Hill, World of Work
New Readers Press, Be Informed
A Job.
TERMINAL OBJECTIVE

Have the necessary skills to apply for, obtain, retain, and make advancement in jobs.

1 - 17 - Knows how to fill out application forms, work permits, social security forms, withholding and union forms.

Have students collect job applications from several different businesses. If possible make copies of these to keep on file for students to use for practice.

If students are having difficulty remembering the information for applications or the spelling of this information, make a stencil and run off the most common kinds of information on index cards for students to carry in their wallets.

Get copies of work permits, social security, birth certificate applications for students to fill out.

McGraw Hill, World of Work (Kit and Tapes)
New Readers Press, Be Informed, Unit 7: Finding a Job.
Senior High Social - 5 - Dresses appropriately and attractively for various activities and occasions.

SSS.1 The student describe and/or wear the appropriate attire for dating, going to church, dancing (prom, spring hop, etc.), playing team games, funerals, participating in weddings, etc., as observed by the teacher.

On a trip to a clothing store, students to find appropriate
application form, the student will write.

Illegible text:

...tion or does not know the answer, he
can go for help, to the
on (e.g. interviewer, former teacher,
extc.)

will apply for and obtain, with the
as necessary, a copy of his birth
Senior High Vocational 18 - Writes letters of application and resumes

SV18.1 Given a newspaper want ad containing an address to which to apply, the student will write a short letter expressing interest in applying for the job and briefly stating qualifications and/or experience, to the teacher's satisfaction. (See SW2, SC12.5, SV12.6).

SV18.2 Given a situation requiring a written resume, the student will write a resume including personal information, education, and experience to the teacher's satisfaction.
18 - Writes letters of application and resumes

paper want ad containing an address to
student will write a short letter
in applying for the job and briefly
and/or experience, to the teacher's
2, SC12.5, SV12.6).

ation requiring a written resume, the
resume including personal information,
tence to the teacher's satisfaction.

McGraw Hill, World of Work (Kit and Tapes)
New Readers Press. Be Informed, Unit 7:
Finding a Job
SV19.1 The student will name two purposes of an interview:
to help employer know more about the applicant and to help the
applicant know more about the job.

SV19.2 Given a situation in which he will apply for a job in
person, the student will carry with him his social security
record, proof of age, and any information he may have
difficulty remembering (e.g. names and address of references
dates of employment, etc.)

SV19.3 The student will state at least 5 of the following
rules for making a good impression at an interview: (1) be
on time (2) have neat, clean personal appearance (3) sit up
straight (4) be well informed about the information on the
application if one has been filled out (5) be polite and
respectful (6) be pleasant but businesslike (7) be able to
discuss work experience (sell yourself but don't brag) (8) do
not chew gum (9) listen carefully and answer all questions
as best you can (10) thank the interviewer (11) go along
(12) don't discuss personal problems.

Make a bulletin board conce
Take slides of situations i
and bad conduct for job int
along and tape it.
Role play interviews. Ask
students.
1. Role play interview sit
2. Will listen to selected
3. Ask one of the OJT emp
for different jobs.
4. Day before tell student
will start with the lat

McGraw Hill, World of Work
New Readers Press; Be Infor
- 19 - Knows proper conduct for personal interview

Name two purposes of an interview: to learn about the applicant and to help the job.

In which he will apply for a job in carry with him his social security any information he may have (e.g., names and address of references, etc.)

State at least 5 of the following impression at an interview: (1) be clean personal appearance (3) sit up informed about the information on the been filled out (5) be polite and but, businesslike (7) be able to (sell yourself but don't brag) (8) do carefully answer all questions ask the interviewer (11) go along with all problems.

Make a bulletin board concerning rules for an interview. Take slides of situations involving students showing good and bad conduct for job interviews. Make a script to go along and tape it. Role play interviews. Ask someone to come in and interview students.

1. Role play interview situations.
2. Will listen to selected tapes.
3. Ask one of the OJT employers to come in and interview for different jobs.
4. Day before tell students they will be interviewed and will start with the late bell. Each to be interviewed.

McGraw Hill, World of Work (Kit & Tapes)
New Readers Press, Be Informed, Unit 7: Finding a Job.
SV19.4 Given several examples of two different behaviors at interviews, the student will state which behavior is more appropriate and why to the teacher's satisfaction. e.g. interviewer "can you use a saw?" answers: "sure, I can saw anything with one hand tied behind my back" vs. "yes, I've had experience using several types of saws at school and helping my uncle."

SV19.5 The student will state to the teacher's satisfaction the information he should obtain during an interview including the following: (1) duties of job (2) working hours (3) salary and how paid (4) fringe benefits (5) other information depending upon job (e.g. if uniform required and who provides it, union information, etc.)
examples of two different behaviors at
will state which behavior is more
the teacher's satisfaction. e.g.
e a saw?" answers: "sure, I can saw
tied behind my back" vs. "yes, I've had
types of saws at school and helping

state to the teacher's satisfaction
ld obtain during an interview
: (1) duties of job (2) working hours
(4) fringe benefits (5) other
on job (e.g. if uniform required and
formation, etc.)
Senior High Vocational - 20 - Demonstrates competencies in safely operating tools, equipment

SV20.1 Shown hand tools for woodworking, metal working, horticulture, and automotive work (see Appendix C), the student will name 30 tools and state how or for what they are used to the teacher's satisfaction.

SV20.2 Given hand tools for woodworking, metal working, horticulture and automotive work (see Appendix C), the student will correctly and safely use 20 of them to the teacher's satisfaction.

SV20.3 Shown the following fasteners, the student will select the proper tools to use with 5 of the fasteners and fasten an object using the 5 he selected: Nail, brad, tack, standard screw, Phillips head screw, nut bolt, rivet.

SV20.4 The student will state one use for 5 of the following to the teacher's satisfaction: wood filler, shellac, stain, alcohol, turpentine, thinner, solder, flux.

SV20.5 During a woodworking or metal working project, the student will demonstrate the proper use of at least one of the following to the teacher's satisfaction: sandpaper, steel-wool, emery cloth.

There are several sources of student and financing programs objectives. See your vocational child coordinator, and price. Resource people can also be these areas. Funds can usually these people if volunteers.
Demonstrates competencies in safely operating tools, equipment, and appliances for woodworking, metal working, auto work (see Appendix C), the tools and state how or for what they are satisfactory.

For woodworking, metal working, auto work (see Appendix C), the student will select and safely use 20 of them to the teacher's satisfaction.

Working fasteners, the student will select with 5 of the fasteners and fasten an elected: Nail, brad, tack, standard screw, nut bolt, rivet.

State one use for 5 of the following toion: wood filler, shellac, stain, inner, solder, flux.

There are several sources of funds for purchasing equipment and financing programs to incorporate these types of objectives. See your vocational director, exceptional child coordinator, and principal for such information. Resource people can also be brought in to instruct in these areas. Funds can usually be made available to pay these people if volunteers cannot be found.
SV20.6 Shown the following power tools, the student will identify 10 and describe their use to the teacher's satisfaction: hydraulic jack, automotive lift, jig saw, power sander, table saw, electric drill, drill press, circular saw, power mower, electric hedge trimmers, electric grass trimmers, power buffer, wheel balancer, saw sharpener, power grinder, power tiller.

SV20.7 In woodworking, metal working, automotive or horticultural projects the student will correctly and safely use five power tools to the teacher's satisfaction.

SV20.8 Given the following small electric appliances, the student will demonstrate correct and safe use of 10 of them: electric skillet, waffle iron, electric portable mixer, electric standard mixer, blender, electric can opener, electric knife, rotisserie, broiler, iron, hair dryer.

SV20.9 The student will demonstrate correct and safe use of 12 of the following appliances to the teacher's satisfaction: electric cooking grill, electric or gas stove top, electric or gas oven, electronic range, dishwasher, garbage disposal, trash compactor, vacuum cleaner, floor polisher, washing machine, dryer, mangle iron, sewing machine (home and/or commercial) rug shampooer.
Vocational Competencies

Getting a Job

During power tools training, the student will demonstrate correct and safe use of:
- Power tools: hedge trimmers, grass trimmers, circular saws, jigsaws, drill presses, automotive lifts, electric drills, etc.
- Metalworking: automotive or home needs, possibly using power tools, the student will demonstrate correct and safe use to the teacher's satisfaction.

Demonstrating small electric appliances, the student will demonstrate correct and safe use of 10 of them:
- Iron, electric portable mixer, electric can opener, electric knife, hair dryer, dishwasher, garbage disposal, cleaner, floor polisher, sewing machine (home and/or automotive).
Senior High Vocational - 21 - Has qualifications for at least one job

SV21.1 The student will perform all job activities and demonstrate all of the personal characteristics required for at least one job available in his community, to the teacher's satisfaction. (see A Summary of Findings and Recommendations for Curriculum Development for a list of jobs in Baker, Bradford and Union Counties)

SV21.2 Given a task to perform which is part of a job for which he is qualified, the student will independently carry out the task from preparation through completion to the teacher's satisfaction.

Senior High Vocational - 22 - Participates in on the job training

SV22.1 During on the job training for a job relevant to his interest and ability, the student will complete all required tasks with minimum of supervision to the satisfaction of his supervisor.

SV22.2 During on the job training, the student will exhibit all personal characteristics required for that job to the satisfaction of his supervisor.

Provide as many job simulations in school facility and campus. Make a job evaluation sheet for students on jobs in the community. Students on jobs in the community day.
21 - Has qualifications for at least one job.

I perform all job activities and personal characteristics required available in his community, to the
(see A Summary of Findings and Curriculum Development for a list of and Union Counties)

Provide as many job simulations as possible within the school facility and campus. Whenever possible place students on jobs in the community for part or all of the school day.

Perform which is part of a job for the student will independently carry through completion to the

22 - Participates in on the job training

Job training for a job relevant to his the student will complete all required supervision to the satisfaction of his

Make a job evaluation sheet for employees to evaluate student's performance of his job duties. A separate sheet may be made for each job so students will be able to see specific requirements for his particular job. Depending on the situation; sheets may be completed daily or we
Senior High Vocational - 23 - Can work efficiently at a competitive pace, performing multi-sequential tasks (See SA(T)1.1, SA(T)3)

SV23.1 In a work situation, real or simulated, the student will work at a competitive pace with fellow employees to the satisfaction of the employer.

Include these items on evaluation of school or job situations:

SV23.2 In a situation that requires a multi-tasks activity, the student will perform the tasks with efficiency to the satisfaction of the teacher or employer. e.g. A. Service station attendant can check tires while tank is being filled. B. While cake is baking, dishes can be washed, etc.

SV23.3 In a job situation, real or simulated, that requires sequential activities, the student will perform the activities in correct order to the satisfaction of the teacher or employer.
23 - Can work efficiently at a competitive pace, performing multi-task activities and sequential tasks (See SA(T)-1.1, SA(T)-3).

- In real or simulated situations, the student will include these items on evaluation sheets either for school or job situations.

Include these items on evaluation sheets either for school or job situations.

- In a multi-task activity, the student will perform the activities with efficiency to the satisfaction of the teacher or employer. E.g. A. Service deck tires while tank is being filled. Dishes can be washed, etc.

- In a situation that requires a multi-task activity, the student will perform the activities with efficiency to the satisfaction of the teacher or employer.
SOCIAL COMPETENCIES
Social Competencies - Upon completion of the EMR program the learner will demonstrate social skills in self care, discipline, and understanding, and by being proficient in interacting with and communicating to others, respecting rights of others, and exhibiting responsible behavior in the job and in the community.

**GOAL**

**TERMINAL OBJECT**

The EMR learner will demonstrate proficiency in physical and psychological self-care by exhibiting safety behaviors, self-discipline, and an ability to set appropriate and realistic goals for personal development.

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**Senior High Social - 1 - Practices desirable habits of personal cleanliness, health habits.**

**SS1.1** The student will exhibit habits of personal cleanliness by looking clean, being free from objectionable odor, having clean hands, hair, nails, and wearing clean clothing daily, as observed by the teacher.

**SS1.2** The student will exhibit good health habits by maintaining clean teeth, covering mouth when coughing or sneezing, being alert (as evidence of sufficient sleep), eating proper foods at lunchtime, etc. as observed by the teacher.

**SS1.3** The student will state one reason for each of the following health habits to the teacher's satisfaction: sufficient sleep, sufficient exercise, balanced diet, and cleanliness.

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Discuss personal hygiene with the teacher. Bring in products used for daily hygiene. Discuss situations in which maintaining good grooming and hygiene is important. Make a slide series of good and bad health habits. See Junior High level for more detailed information on health and social practices.
GOAL

Upon completion of the EMR program the learner will demonstrate social competency by exhibiting discipline, and understanding, and by being proficient in interacting with people, by relating others, respecting rights of others, and exhibiting responsible behavior to other people on community.

TERMINAL OBJECT

Demonstrate proficiency in physical and psychological self-care by exhibiting good health and discipline, and an ability to set appropriate and realistic goals for himself.

- Practices desirable habits of personal cleanliness, health habits, and grooming.

1. exhibit habits of personal cleanliness free from objectionable odor, nails and wearing clean clothing.

2. exhibit good health habits by covering mouth when coughing or sneezing, evidence of sufficient sleep, lunchtime, etc. as observed by the teacher.

3. Discuss personal hygiene with students.
4. Bring in products used for good grooming.
5. Discuss situations in which it is particularly important to maintain good grooming and hygiene.
6. Make a slide series of good grooming practices.
7. See Junior High level for other activities.

Q.E.D., Health and Social Problems, (record and filmstrip)
SS1.4 The student will state why it is important to be well groomed, when going on a date, coming to school, finding and keeping a job, etc., to the teacher's satisfaction.

SS1.5 The student will describe to the teacher's satisfaction, good grooming for a job interview, e.g., bathe, shampoo, clean nails, clean and pressed clothing, clean shave for boys, not too much make up for girls, etc.
state why it is important to be on a date, coming to school, etc. to the teacher's satisfaction.

describe to the teacher's satisfaction interview, e.g. bathe, shampoo, pressed clothing, clean shave, make up for girls, etc.
Senior High Social - 2 - Can prepare simple, well-balanced meals

SS2.1 The student will prepare at least three well-balanced menus each for breakfast, lunch, and dinner, to the satisfaction of the teacher.

SS2.2 In actual situations the student will prepare and serve the following well-balanced meals: a cold breakfast, a cooked breakfast, a cold lunch, a cooked lunch, a cold dinner, and a cooked dinner.

Have cook books available for use. Remind them of the basic opportunity for each student to charge of the preparation of meals.
The student will prepare and balance meals: a cold breakfast, a cooked lunch, a cold dinner.

Have cookbooks available for students to select their menus from. Remind them of the basic food groups. Provide the opportunity for each student to make a shopping list and be in charge of the preparation of at least one of his menus.
Senior High Social - 3 - Can select and order meals and snacks from a variety of food services.

SS3.1 In an actual situation at a restaurant, the student will correctly select and order a basic meal as observed by the teacher.

SS3.2 The student will correctly select and purchase a meal from vending machines, with 100% accuracy.

SS3.3 Placed in a situation of purchasing food cafeteria style, the student will select foods suitable for a basic meal, keeping in mind the price of each serving, and upon arriving at the cash register, present sufficient money for purchase, with 100% accuracy.

On field trips plan for students experiences in choosing meal price list of items that might have students select a meal.
Can select and order meals and snacks from a variety of food services. (Also see: SS23)

On field trips plan for students to have a variety of experiences in choosing meals. In the classroom make a price list of items that might be found in a cafeteria. Have students select a meal and estimate the cost.

Correctly select and purchase a meal with 100% accuracy.

On field trips plan for students to have a variety of experiences in choosing meals. In the classroom make a price list of items that might be found in a cafeteria. Have students select a meal and estimate the cost.
Senior High Social - 4 - Can repair and care for personal clothing (See SS22)

SS4.1 Given a garment of clothing that needs to be repaired and the proper materials with which to repair it, the student will find the area that needs repairing, and make the repair to the satisfaction of the teacher. e.g. rips, tears, missing buttons, etc.

Encourage students to bring repair. Volunteer the service clothing repairs that are of day.

SS4.2 The student will take care in protecting his clothing by wearing an apron or a smock when performing a working task involving dirt or grime of some sort, as observed by the teacher.

SS4.3 When participating in high action games or sports (basketball, volley ball, etc..) the student will wear appropriate clothing as observed by the teacher.
Can repair and care for personal clothing (See SS22)

Encourage students to bring in clothing that is in need of repair. Volunteer the services of the class for the small clothing repairs that are often necessary during a school day.

Take care in protecting his clothing. Wear a smock when performing any working (e.g. grime of some sort, as observed by the teacher.)

Rejecting in high action games or sports (e.g. etc.) the student will wear observed by the teacher.
Senior High Social - 5 - Dresses appropriately and attractively for various activities and occasions.

SSS.1 The student describe and/or wear the appropriate attire for dating, going to church, dancing (prom, spring hop, etc.), playing team games, funerals, participating in weddings, etc., as observed by the teacher.

On a trip to a clothing store, students to find appropriate
Dresses appropriately and attractively for various activities and occasions and/or wear the appropriate attire to church, dancing (prom, spring hops, funerals, participating in activities as directed by the teacher. On a trip to a clothing store, describe an occasion and ask the students to find appropriate clothing.
Senior High Social - 6 - Can take and relay telephone messages and knows emergency procedure to secure police and fire protection, medical help, ambulance service.

SS6.1 Given a message by telephone, the student will take the person's name and relay any message to be given to the absent party 100% of the time.

SS6.2 Given a simulated emergency in which police or fire protection, medical help, ambulance service, or a rescue squad needs to be secured, the student will locate and dial the appropriate number, give name and address, and state the emergency to the teacher's satisfaction.

SS6.3 Given a simulated emergency in which the telephone number is not readily accessible, the student will dial the operator, give the emergency department needed, and wait for any advice to the teacher's satisfaction.

Write emergency situations and reacts to the situation telephone activities.
Can take and relay telephone messages and knows emergency procedure for telephone operation to secure police and fire protection, medical help, ambulance service, rescue squad (See SSp7).

By telephone, the student will take any message to be given to the time.

In emergency in which police or fire, ambulance service, or a rescue, the student will locate and dial give name and address, and state the service, and wait for the's satisfaction.

In emergency in which the telephone accessible, the student will dial the service department needed, and wait for the's satisfaction.

Write emergency situations on cards. Student draws a card and reacts to the situation. See SSp7 and SS35 for other telephone activities.
Senior High Social - 7 - Understands the need for responsible relationships with members of.

SS7.1 After discussion, films, simulated situation, etc. involving male-female relationships, the student will explain to the teacher's satisfaction three results of immature irresponsible relationships. e.g. emotional problems, pregnancy, social diseases, etc.

SS7.2 The student will name 3 examples of mature responsible behavior with the opposite sex. e.g., honesty, respect for self and partner, understanding feelings of partner, respect for self and partner, understanding feelings of partner, self-restraint when necessary, etc.

Discuss common boy-girl pro letters from the newspaper answer. Compare their sol lyrics to popular songs and implied in particular songs.
Understands the need for responsible relationships with members of the opposite sex. (See Sp20).

Discuss common boy-girl problems. Collect "Dear Abbey" letters from the newspaper. Have students decide on an answer. Compare their solutions to Abbey's. Discuss lyrics to popular songs involving matters of the heart. Ask students if they agree or disagree with philosophies implied in particular songs.

Name 3 examples of mature responsible sex. E.g. honesty, respect for standing feelings of partner, understanding feelings of when necessary, etc.
Senior High Social - 8 - Knows appropriate behavior during dating and courtship

SS8.1 The student will state four responsibilities of a boy in arranging a date. e.g. asking the girl, having a plan, picking up the girl, meeting the parents, making financial arrangements, getting the girl home on time, etc.

Make a bulletin board display dating. Have students draw magazines to show each "rule". Discuss why these procedures...

SS8.2 The student will state four responsibilities of a girl concerning a date. e.g. giving an answer at a reasonable time, be ready, let parents know, introduce boy to parents, etc.
Knows appropriate behavior during dating and courtship.

State four responsibilities of a e.g., asking the girl, having a girl, meeting the parents, making getting the girl home on time, etc.

Make a bulletin board display showing responsibilities in dating. Have students draw pictures or cut them out of magazines to show each "rule." Discuss why these procedures are important.
SS9.1 When asked the type of attitude he should display when receiving criticism and evaluation for a task completed, the student will state that he should show respect to the other person's opinion by listening, asking advice on improving the job done, and showing gratitude regardless of whether he is in agreement with the person, to the teacher's satisfaction.

SS9.2 In real or simulated situations, the student will exhibit appropriate behavior when criticized or evaluated by an employer, parent, teacher and peer.
Exhibits proper attitude toward criticism and evaluation

- He should display the right kind of attitude when criticism or evaluation for a task is completed, and he should show respect to the other student. Asking advice on improving his competence and showing gratitude regardless of whether he is praised by the teacher or criticized by the teacher and peer.

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Senior High Social - 10 - Exhibits personality attributes of honesty, tolerance, initiative and effort in trying to improve skills

SS10.1 The student will describe to the teacher's satisfaction how honesty, tolerance, and initiative are vital in retaining and making advancement in his job.

SS10.2 When given a task to complete with others, the student will demonstrate honesty, tolerance and initiative as observed by the person in charge.

SS10.3 While completing a task, the student will demonstrate an effort in improving his skills asking assistance when in doubt, watching a trained person completing a similar task and showing willingness to follow any advice given for improvement of his skills to the authority's satisfaction.
Exhibits personality attributes of honesty, tolerance, initiative in doing a job well, and effort in trying to improve skills described to the teacher's satisfaction.

Initiative and initiative are vital in retaining his job.

To complete with others, the student tolerance and initiative as charge.

A task, the student will demonstrate skills asking assistance when needed person completing a similar task to follow any advice given skills to the authority's
Senior High Social - 11 - Accepts responsibilities

SS11.1 Given a different duty in class once every 6 weeks, the student will demonstrate responsibility by accepting the job willingly, working on it with no reminders, and completing the task without assistance (unless asking advice in improving the job) to the teacher's satisfaction.

SS11.2 While on the job, the student will demonstrate responsibility by being punctual, completing tasks intended for him, asking aid when needed and tending to his own affairs to the supervisor's satisfaction.
Accepts responsibilities

do duty in class once every 6 weeks, 
rate responsibility by accepting 
h on it with no reminders, and 
put assistance (unless asking 
job) to the teacher's satisfaction.

The student will demonstrate 
punctual, completing tasks 
aid when needed and tending to 
upervisor's satisfaction.
Senior High Social - 12 - Realizes and accepts his strengths and weaknesses (See SV14)

SS12.1 Given 3 tasks to complete, the student will choose the one he can best handle after considering his strengths and weaknesses to the teacher's satisfaction.

SS12.2 Upon completion of a job, the student will evaluate the job done with the one in charge and state parts done well and those needing improvement 95% of the time.

SS12.3 After realizing and accepting his strengths and weaknesses, the student will develop his strengths and ask aid for his weaknesses to the best of his ability as observed by the teacher.
- Realizes and accepts his strengths and weaknesses (See SV14)

Complete, the student will choose a job after considering his strengths and weaknesses to the teacher's satisfaction.

Of a job, the student will evaluate his performance in charge and state parts done correctly and improvements 95% of the time.

And accepting his strengths and weaknesses, the student will develop his strengths and weaknesses to the best of his ability as
Senior High Social - 13 - Understands that he should ask for help or information when unsure

SS13.1 Given a situation in which one is unsure of directions or hesitant about proper steps in managing a task, the student will state that he should immediately get aid.

SS13.2 Given a task in which directions are unclear or where help is obviously required, the student will ask for aid 100% of the time.
SOCIAL COMPETENCIES
SENIOR HIGH
SELF AND PERSONAL DEVELOPMENT

- Understands that he should ask for help or information when unsure on the job.

in which one is unsure of
about proper steps in managing
state that he should immediately

which directions are unclear or
required, the student will ask
TERMINAL OBJECTIVE

The EMR learner will demonstrate an understanding of the responsibilities of family members, and compromise with others in the family, and knowledge of household management skills.

Senior High Social - 14 - Understands the responsibilities of a husband and wife in marriage

SS14.1 The student will state 5 responsibilities that husbands and wives share in marriage. e.g. (1) earning a living, (2) paying bills, (3) caring for children, (4) cleaning house, (5) house maintenance, (6) food preparation

SS14.2 Given simulated situations involving a marriage with or without children, with varying employment situations, with different skills and abilities of husband and wife, the student will suggest which marriage partner should handle which responsibilities to the satisfaction of the teacher.

Senior High Social - 15 - Is aware of the effect of in-laws in a marriage

SS15.1 The student will define the term "in-law" and give two examples with 100% accuracy.

SS15.2 The student will describe to the teacher's satisfaction, two different situations in which in-laws effect marriage.

After discussions, readings, have students give hypothetical decide upon responsibilities.

New Readers Press: Be Informed, FR: Family Life
SVE: Family Problems
Merrill: Patterns of Life: Human
Unit 4
TERMINAL OBJECTIVE

Demonstrate an understanding of the responsibilities of family members, an ability to cooperate with others in the family, and knowledge of household management skills.

1. Understands the responsibilities of a husband and wife in marriage

- State 5 responsibilities that are in marriage. E.g. (1) earning, (2) caring for children, (3) house maintenance, (4) food

After discussions, readings, filmstrip presentations, etc., have students give hypothetical situations for other students to decide upon responsibilities. Role play cooperative and uncooperative situations as relate to family responsibilities.

- New Readers Press: Be Informed, Unit 12: Marriage
- FR: Family Life
- SVE: Family Problems
- Merrill: Patterns of Life: Human Growth and Development, Unit 4

2. Is aware of the effect of in-laws in a marriage

- Define the term "in-law" and have 100% accuracy.

- List family members of two students (of opposite sex) on board. Ask other students if these two students married, who would be in-laws.

- Give several hypothetical but realistic in-law problems. Have two teams of students come up with solutions to the problems. Have the same two teams pretend to be each other's in-laws; give a situation and have each team role play to make the most of the situation.

- New Readers Press: Be Informed, Unit 12: Marriage
- Merrill: Patterns of Life: Human Growth and Development, Unit 5
- Mayfield: Facing Life
SS16.1 The student will explain the concept of a burden to society to the satisfaction of the teacher.

SS16.2 Presented with a simulated situation involving a problem child, the student will explain why this is a problem that should be handled by the family, to the satisfaction of the teacher.

SS16.3 Presented with a simulated situation involving a family which cannot support itself, the student will explain how this presents a hardship on society, to the satisfaction of the teacher.
SOCIAL COMPETENCIES
SENIOR HIGH
SELF IN THE FAMILY

16 - Understands the obligations of and responsibilities for worthwhile family life to society

ill explain the concept of a burden
isfaction of the teacher.

Brainstorming: Give hypothetical situations. Have students
give any thoughts about the situation that come into their
heads. Record all thoughts regardless of worth. Then have
two or three groups of students each take a few of these
ideas and evaluate them.
Senior High Social - 17 - Knows how to compromise his wishes with those of his family

SS17.1 The student will describe to the satisfaction of the teacher, three situations in which family conflict might arise.

SS17.2 Presented with an actual or simulated family conflict situation, the student will explain the viewpoint of each person involved in the conflict to the satisfaction of the teacher.

SS17.3 The student will define compromise to the satisfaction of the teacher.

SS17.4 The student will explain why compromise is important to the satisfaction of the teacher.

SS17.5 Presented with an actual or simulated family conflict situation, the student will explain one possible solution to the satisfaction of the teacher.

After discussions, readings, typical conflict situations, the family members in conflict, gotten to a standstill, have the part of the other family try to come up with solutions.

New Readers Press: Be Informed
FR: Family Life
Fearon: The Young American Society
Merrill: Patterns of Life: Homemakers
Unit 5
SVE: Family Problems (filmmstr)
Mayfex: Facing Life
17 - Knows how to compromise his wishes with those of his family

will describe to the satisfaction of situations in which family conflict

with an actual or simulated family the student will explain the view involved in the conflict to the teacher.

will define compromise to the satis-

will explain why compromise is im-

with an actual or simulated family the student will explain one the satisfaction of the teacher.

After discussions, readings, filmstrip viewing, give students typical conflict situations. Have students play the part of the family members in conflict. When the situation has gotten to a stand-still, have students switch roles and take the part of the other family member. Have other students try to come up with solutions to the conflict.

New Readers Press: Be Informed, Unit 12: Marriage
FR: Family Life
Fearon: The Young American Series, Book I, In Your Family
Merrill: Patterns of Life: Human Growth and Development, Unit 5
SVE: Family Problems (filmstrips)
Mayfex: Facing Life
SS18.1 The student will make a weekly budget based on his income, to the teacher's satisfaction.

SS18.2 Given a set income, the student will plan a budget for a family and include all necessary budget items to the satisfaction of the teacher.

SS18.3 Given budgets which need to be amended due to decrease in pay, arrival of a baby, increase in rent, etc., the student will revise the budget to compensate for the changes to the teacher's satisfaction.
8 - Knows how to budget money (See SA(M)4)

I'll make a weekly budget based on teacher's satisfaction.

Income, the student will plan a budget for all necessary budget items to be the teacher.

which need to be amended due to arrival of a baby, increase in rent, etc. Use the budget to compensate for the student's satisfaction.

Have students budget points earned for free time. Use hypothetical or actual earnings for students to make weekly budgets.

Have two or three teams of students make up a family budget and amend the family budget. Compare the three budgets for completeness and realism.

New Readers' Press: Be Informed: Unit 12: Marriage
FR: The Using Money Series, Book IV, Earning, Spending, and Saving; Family Life
Coronet: It's Your Money (cassettes)
SS19.1: The student will name 5 factors to consider when selecting a house or apartment. E.g., cost, number of rooms, whether furnished, condition of the home, location (neighborhood, nearness to work, etc.), if utilities are included in rent, etc.

SS19.2: Following a unit on family financing and family security, the student will name the major prerequisite to buying a home. i.e. a certainty of income and of work.

SS19.3: Given the following information about a family and a newspaper containing ads for rentals or sales, the student will select an appropriate home to the teacher's satisfaction: size of family, salary, location of work, ages of family members, whether they have furniture, etc.

SS19.4: The student will define or describe the following terms as they relate to renting a house or apartment to the teacher's satisfaction: lease, cleaning fee, breakage deposit, first and last month rent in advance.

SS19.5: The student will define the term "utilities" to the teacher's satisfaction.

SS19.6: Given sample rent and sample monthly utility bills, the student will compute the monthly cost of rented housing with 90% accuracy.

Following discussions, reading, discussions, and compare their selections. of these situations and the invite a landlord to talk to point of view (why he charges breakage deposits, cleaning fee, etc.)

New Readers Press: Be Informed 6: Renting
FR: Family Life
Macmillan: Management of the...
11 name 5 factors to consider when selecting an apartment. e.g. cost, number of rooms, condition of the home, location, convenience to work, etc.), if utilities, etc.

11 name the major prerequisite. a certainty of income and of work.

Following discussions, readings, filmstrip viewing, etc., give the students hypothetical family situations. Have them select a home or apartment; figure the total monthly cost and compare their selections. Make a bulletin board display of these situations and the different housing choices. Invite a landlord to talk to the class about the landlord's point of view (why he charges first and last month's rent, breakage deposits, cleaning fees, etc.)

New Readers Press: Be Informed, Unit 4: Buying a Home; Unit 6: Renting a Home.

FR: Family Life
Macmillan: Management of the Modern Home
SS20.1 Following instruction on buying furniture for a home, the student will state the basic major appliances and furniture needed with 90% accuracy.

SS20.2 Following class discussions and home inventories, the student will list items other than major appliances and furniture needed to furnish a home or apartment, such as small appliances, eating utensils, cooking utensils, linens, etc. with 90% accuracy.

SS20.3 Given store catalogs, newspapers, and/or visits to stores, and given the list previously prepared of all home furnishings, the student will compute the cost of furnishing a home or apartment with all new furnishings.

SS20.4 Given the total cost of furnishing an apartment or house with all new furnishings, the student will name at least three ways to lessen the cost of the furnishings, with the help of the teacher as needed. E.g. making some items, asking relatives for cast-offs, buying used furniture, etc.

SS20.5 Given brochures or pamphlets of appliances (stoves, radios, irons, etc.) with the name brands, like Hot Point, G.E., Zenith, etc., the student will compare the advantages and disadvantages of each to the teacher's satisfaction.
Can plan house furnishings

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Buy major appliances with 90% accuracy.</td>
<td>Have students make an inventory of all the household furnishings they have in their homes. Compare these lists. Make a bulletin board display of the lists (not necessarily with the students' names on them). Have students individually or in groups rank order the furnishings according to how important they feel the furnishings are.</td>
</tr>
<tr>
<td>Buy major appliances with 90% accuracy.</td>
<td>Have students look through catalogs, visit stores, send for brochures, look at ads in the paper, read consumer information on the products, etc. to determine the cost and quality as well as the advantages and disadvantages of different types and makes of furnishings.</td>
</tr>
<tr>
<td>Buy items other than major appliances with 90% accuracy.</td>
<td>Divide students into groups and have each group select furnishings for a home. Compare the different way the groups select furnishings.</td>
</tr>
<tr>
<td>Buy items other than major appliances with 90% accuracy.</td>
<td>Have students (girls particularly) make a booklet including the furnishings they think most important; pictures and descriptions of the different styles, sizes, makes; a list of things to look for when choosing that item; sample prices; color samples or fabric swatches; etc.</td>
</tr>
<tr>
<td>Use catalogs, newspapers and/or visits to furnish a home or apartment.</td>
<td>Have students make and furnish a doll house for the primary class. While making it, figure the cost of a real house similar to it.</td>
</tr>
<tr>
<td>Use catalogs, newspapers and/or visits to furnish a home or apartment.</td>
<td>Collect magazines and brochures giving directions for making household furnishings (tables, chairs, lamps, curtains, etc.)</td>
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</tbody>
</table>

Homemaking books; store catalogs; decorating magazines; handyman magazines; women's magazines (Woman's Day, Family Circle, etc.); brochures from manufacturers (decorating magazines usually have addresses); Sunday newspapers for decorating ideas, do-it-yourself projects, and consumer information; Consumers Union magazine.
SS20.6 Given a simulated situation of a specified home to be furnished with a limited amount of money, the student will select appropriate furnishings to the teacher's satisfaction.

SS20.7 The student will state the advantages and disadvantages of buying household furnishings on credit to the teacher's satisfaction. e.g. credit is convenient, can buy necessities when needed; credit sometimes leads people to buy unnecessary things, credit costs more than cash.

Senior High Social - 21 - Develops regard for and ability in keeping homes neat, clean, and attractive.

SS21.1 The student will give three reasons for keeping homes neat, clean, and attractive to the teacher's satisfaction. e.g., home is more pleasant to be in, home and furnishings will last longer, helps maintain value of house, keeps vermin to a minimum, etc.

SS21.2 Following experience in house cleaning, the student will list all of the housekeeping chores required to keep a home neat, clean, and attractive with 80% accuracy.

SS20.3 Given a previously prepared list of house cleaning chores, the student will describe the tools and supplies necessary for each with 100% accuracy.

SS21.4 The student will successfully complete 90% of the chores listed in Appendix 1 to the satisfaction of the teacher or other supervisor.
ated situation of a specified home a limited amount of money, the appropriate furnishings to the

ill state the advantages and dis-
household furnishings on credit sfa ction. e.g. credit is convenient, then needed; credit sometimes leads ary things, credit costs more than

1 - Develops regard for and ability in keeping homes neat, clean, and attractive

11 give three reasons for keeping attractive to the teacher's satisfied more pleasant to be in, home and longer, helps maintain value of a minimum, etc.

experience in house cleaning, the of the housekeeping chores re- neat, clean, and attractive with

Discussion, readings. Have students prepare a list, by room, of the house cleaning chores. Then, decide which should be done daily, weekly, monthly, as needed, etc.

Have students practice as many of the chores at a private home or at school, as possible.

FR: The Happy Housekeepers (relates more directly with work as a domestic); Do It Yourself
Senior High Social - 22 - Knows how to care for family clothing

SS22.1 Given labels containing washing or cleaning instructions, the student will read the labels and describe the correct procedure to the teacher's satisfaction.

SS22.2 Given a typical family laundry and access to home or laundromat washers, the girl will wash, dry (in a dryer or on a line) and fold the laundry to the teacher's or supervisor's satisfaction.

SS22.3 Given clothing requiring the following repairs, the girl student will make the necessary repairs including selecting appropriate materials, using appropriate techniques, and completing the task, to the teacher's satisfaction: replace a button, repair a hem, repair a split seam, repair a tear, replace a snap, replace a hook and eye.

SS22.4 The girl student will make a garment for herself or someone else to the teacher's satisfaction, including: selecting an appropriate size and style pattern; selecting appropriate fabrics; obtaining correct amount of fabric and notions; laying, cutting, fitting, sewing, and finishing the garment.

Bring in, or have students bring washing or cleaning instructions, list the kind of clothing care (e.g., reasons for the labels and fabric care instructions). Write to laundry product companies (e.g., fabric softener manufacturers) for information and stain removal. After discussions, readings, and as much actual experience as possible, students can prac.

22 - Knows how to care for family clothing containing washing or cleaning content will read the labels and procedure to the teacher's satisfaction.

Bring in, or have students bring in, various garments with washing or cleaning instructions. Copy the labels and list the kind of clothing carrying those labels. Discuss the reasons for the labels and what they mean. Write to laundry product companies (detergent, bleach, water softener manufacturers) for information on laundering and stain removal.

After discussions, readings, viewing filmstrips, etc., provide as much actual experience as possible. Have students take turns bringing in family laundry. Make necessary repairs and take to laundromat if washer is not available in school. Review appropriateness of fashions to age, figure type, occasion, etc. before selecting pattern for a garment. Take girls to fabric stores to examine materials and compare for price, quality, and care. Read pattern envelopes for suggested fabrics and look at those fabrics. For sewing on machine, students can practice on paper without thread to get feel of machine and learn to control it (draw straight and curved lines on paper for students to follow; have them sew a line 5/8" from the edge of the paper; etc.)

Imperial: Fundamentals of Sewing series (filmstrips)
McGraw-Hill: Sewing Series (filmstrip)
SVE: Learning to Use a Machine (filmstrips)
SS23.1 The student will prepare a food menu for a week including in each day's menus the recommended number of servings from the 4 basic food groups.

SS23.2 Given a week's menu, the student will make a grocery list including all the needed food.

SS23.3 Given a general list of food items (e.g. meat, vegetables, fruit, etc.), the student will use the newspaper to determine the exact foods to be bought and the price (e.g. chicken @59¢/lb., spinach 20¢, etc.)

SS23.4 After comparing food prices in newspaper ads and/or stores over a period of several months, the student will name three factors which may affect the price of food. e.g. season, whether local or from a distance, packaging (quantity in package and amount of preparation).

SS23.5 Given a variety of canned goods, staples (sugar, flour, coffee, tea, etc.), meat, eggs, milk and other dairy products, the student will state which should be refrigerated with 100% accuracy.

SS23.6 The student will describe to the teacher's satisfaction, how the following should be stored: meat (rewrapped loosely and stored in coldest part of refrigerator or in freezer), opened cans of food (remove from can and refrigerate), bread (bread box or refrigerator), potatoes (cool, dark place), cooked food (refrigerated in appropriate containers).

Have each student make a chart groups and examples of each food group, individuals, make bullet points including the following week; the food needed for that menu, how long the food will be purchased and stored until used; how any list of menus of the different groups.

After looking at and listing girls make an inventory of those at home and rank order the items they think are most essential.

Have the class prepare a bread school (the dinner could be a group of students inviting a friend; cold lunches for the faculty, supplies. If complete cooking in the school, occasional cool with the use of ice chests to hot plates, broiler-toaster oven electricity is adequate). Concept planning, shopping, figuring serving, cleaning up, etc.

Basic cookbooks (e.g. Betty C Home Economics books, women's leaflets from Home Economics).
23 - Knows how to purchase, store, and prepare food (See SA(M)1, SC1, SC2)

Will prepare a food menu for a week; menues the recommended number of basic food groups.

As a student prepares the menu, the student will make a list of all the needed food.

Students can use newspapers to compare food prices in newspaper ads and food which may effect the price of food either local or from a distance, package and amount of preparation.

Of canned goods, staples (sugar, etc.), meat, eggs, milk and other, the student will state which should be stored in coldest part of refrigerator), opened cans of food (cooler), bread (bread box toes (cool, dark place), ted in appropriate containers).

Have each student make a chart of the four basic food groups and examples of each for reference. Have first group then individuals, make bulletin board display, poster, or booklet including the following: the complete menu for a week; the food needed for that menu; the place from which it will be purchased and the price; how each item will be stored until used; how any left over food will be stored; how long the food can be stored. Spread this activity over a period of time and repeat several times. Compare the menus of the different groups or individuals.

After looking at and listing kitchen equipment, have the girls make an inventory of the kitchen equipment they have at home and rank order the items according to which they think are most essential.

Have the class prepare a breakfast, lunch, and dinner in school (the dinner could be a social event as well, with students inviting a friend). If possible, have them prepare cold lunches for the faculty, charging enough to replenish supplies. If complete cooking facilities are not available in the school, occasional cooking projects can be undertaken with the use of ice chests to keep food cold; electric skill hot plates, broiler-toaster ovens, etc. (Check to see that electricity is adequate). Cooking projects should include planning, shopping, figuring costs/serving, reading recipes, serving, cleaning up, etc.

Basic cookbooks (e.g., Betty Crocker, Better Homes & Gardens), Home Economics books, women's magazines, newspapers, leaflets from Home Economics Agent.
SS23.7 Given a chart showing length of time various foods can be stored, the student will state the storage time for any food requested by the teacher with 100% accuracy.

SS23.8 Given written cooking terms (see Appendix A) Vocationally Related Words: Food Service and Cooking Terms), the student will read and describe or define the meaning of 90% of the terms.

SS23.9 Shown the following small kitchen equipment, the girl will identify and describe the use of 20 of them: measuring cups, measuring spoons, potato masher, beater, sifter, grater, rolling pin, cake rack, vegetable brush, vegetable peeler or parer, can opener, pastry blender, seive, colander, pancake turner, spatula, muffin pan, cake pans, pie pans, cookie sheet, loaf pan, casserole, double boiler, roasting pan, skillet, saucepan.

SS23.10 Under supervision, the girl will prepare one meat recipe, one fish recipe, one egg recipe, two starch recipes (potatoes, rice, noodles, etc.), two cooked vegetable recipes, two salads, one baked dessert, one fruit dessert, one bread or biscuit.

SS23.11 Given ten seasonings, the girl student will name two dishes in which each could be used, to the teacher's satisfaction.
showing length of time various
the student will state the storage
requested by the teacher with 100%.

ten cooking terms (see Appendix A)
and describe or define the meaning

following small kitchen equipment, the
and describe the use of 20 of them:
serving spoons, potato masher, beater,
lining pin, cake rack, vegetable brush,
parer, can opener, pastry blender,
cake turner, spatula, muffin pan,
cookie sheet, loaf pan, casserole,
steaming pan, skillet, saucepan.

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McGraw-Hill: Food Preparation Series (8mm loops)
Fearon: Young Homemakers at Work Series (Planning Meals
and Shopping, Getting Ready to Cook, and The
Young Homemaker's Cookbook)
Macmillan: Family Meals and Hospitality
Senior High Social ~24 - Understands reasons for marriage

SS24.1 When asked why men and women date, the student will explain to the satisfaction of the teacher that dating is a time of exploration for a more permanent mate.

SS24.2 When asked why men and women marry, the student will state companionship and provision for children as two primary reasons for marriage.

SS24.3 When presented with actual or simulated situations in which the motivation for marriage is the subject, the student will state whether the reason for marriage is a "good" or "bad" reason to the satisfaction of the teacher.

Following discussions, read a marriage counselor to in his talk, some of the pod New Readers Press: Be Inform SVE: Being Responsible About FR: Family Life Merrill: Patterns of Life: H Units 3 and 4
24 - Understands reasons for marriage

Why men and women date, the student satisfaction of the teacher that exploration for a more permanent mate.

Why men and women marry, the studentship and provision for children as for marriage.

Following discussions, readings, viewing of filmstrips, ask a marriage counselor to address the class and include in his talk, some of the poor reasons for getting married.

New Readers Press: Be Informed, Unit 12: Marriage
SVE: Being Responsible About Sex and Love series (filmstrip)
FR: Family Life
Merrill: Patterns of Life: Human Growth and Development Units 3 and 4
Senior High Social - 25 - Understands pregnancy and planned parenthood

SS25.1 The student will describe the process of conception to the satisfaction of the teacher.

SS25.2 The student will describe the development of the fetus to the teacher's satisfaction.

SS25.3 The student will explain the term "planned parenthood" to the satisfaction of the teacher.

SS25.4 The student will define and differentiate between the following terms: birth control, contraception, and abortion.

SS25.5 The student will name 3 community agencies that will be of assistance to anyone needing information on planned parenthood and/or pregnancy.

Following discussions, readings, filmstrips, visit the county health nurse and/or doctor.

New Readers Press: Planning Your Pregnancy; Unwed NY
Merrill: Patterns of Life; Human Planning to be a Parent
SVE: Growing Up, from Childhood
- Understands pregnancy and planned parenthood

1. Describe the process of conception
   - the teacher.

2. Describe the development of the
   satisfaction.

3. Explain the term "planned
   satisfaction of the teacher.

4. Define and differentiate between
   birth control, contraception, and

5. Name 3 community agencies that
   to anyone needing information on
   for pregnancy.

Following discussions, readings, and viewing of films or
filmstrips, visit the county health department or have the
county health nurse and/or doctor visit the class.

- New Readers Press: Planning Your Family; Conception and
  Pregnancy; Unwed Mother
- Merrill: Patterns of Life: Human Growth and Development, Ch.
  Planning to Be a Parent
- SVE: Growing Up, from Childhood to Maturity (filmstrips)
SS26.1 The student will describe the symptoms of pregnancy to the satisfaction of the teacher.

SS26.2 The student will name 2 places where one can obtain a pregnancy test.

SS26.3 The student will explain to the teacher's satisfaction why a doctor's care is essential during pregnancy.

SS26.4 When presented with two sample diet plans for a pregnant woman, one of which is good and one of which is poor, the student will select the good diet with 100% accuracy.

SS26.5 The student will describe to the teacher's satisfaction, the major elements of a good diet during pregnancy.

SS26.6 The student will explain to the teacher's satisfaction the term miscarriage.

SS26.7 The student will explain in what period of the pregnancy is most crucial concerning miscarriage and why, to the satisfaction of the teacher.

SS26.8 The student will define the term labor and describe the signs of labor to the satisfaction of the teacher.

Discussions, readings, viewing visits to or by a doctor or the school nurse.

Have students "feed" and "bath" feeding of infant and child's safe toys for given age levels.

After listing guidelines for that stores or in catalogs and safe toys for given age levels.

Give girls a loose leaf binder SS20 and SS22. Have them add infant, and child care, e.g., to go for pregnancy test, good feeding of infant and child's

SVE: Having a Baby (filmstrip)
FR: Family Life
McGraw-Hill: Child Care and Development
Infant Care and D
New Readers Press: Preventing a Baby Series (Co-Prenatal Care, Gi
Knows importance and nature of proper pre-natal, infant, and child care

- Describe the symptoms of pregnancy of the teacher.

- Name 2 places where one can go for pregnancy test.

- Explain to the teacher's satisfaction of the teacher.

- Explain to the teacher's care is essential during the period concerning miscarriage and the satisfaction of the teacher.

- Define the term labor and describe the satisfaction of the teacher.

- Describe to the teacher's satisfaction of a good diet during pregnancy.

- Explain to the teacher's satisfaction of appropriate and safe toys for given age levels.

- Give girls a loose leaf binder for their booklets for SS20 and SS22. Have them add information on pre-natal, infant, and child care. e.g., symptoms of pregnancy, places to go for pregnancy test, good diet, preparation and feeding of infant and child's food, appropriate toys, etc.

Discussions, readings, viewing films and/or filmstrips, visits to or by a doctor or the county health department or school nurse. Have students "feed" and "bathe" a baby doll.

After listing guidelines for toy selection, look at toys at stores or in catalogs and choose the most appropriate and safe toys for given age levels.

Give girls a loose leaf binder for their booklets for SS20 and SS22. Have them add information on pre-natal, infant, and child care. e.g., symptoms of pregnancy, places to go for pregnancy test, good diet, preparation and feeding of infant and child's food, appropriate toys, etc.

SVE: Having a Baby (filmstrip)

FR: Family Life

McGraw-Hill: Child Care and Development Series (filmstrips); Infant Care and Development Series (filmstrips)

New Readers Press: Preventing Mental Retardation; Having a Baby Series (Conception and Pregnancy, Prenatal Care, Giving Birth, The First Six Weeks)
SS26.9 The student will explain the proper way to feed an infant to the satisfaction of the teacher.

SS26.10 The student will demonstrate his knowledge of the feeding program of a child from milk to solid table food through correct response to multiple choice questions, charts, simulated situations, or listing to the satisfaction of the teacher.

SS26.11 The student will demonstrate how to bathe an infant to the satisfaction of the teacher.

SS26.12 The student will describe guidelines for selecting children's toys to the satisfaction of the teacher.

SS26.13 Presented with a list of developmental stages, such as sitting, crawling, walking, talking, etc. and a list of ages when these should normally occur, the student will match appropriate stages with the age groups with 90% accuracy.

SS26.14 Presented with a list of good and bad rules for dealing with behavior of children, the student will indicate which are good rules with 90% accuracy.

SS26.15 The student will name 3 common childhood diseases and describe their symptoms to the satisfaction of the teacher (refer to the section on communicable diseases).
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TERMINAL OBJECTIVE

The EMR learner will demonstrate respect for the responsibilities of good citizenship. He will demonstrate knowledge of community services such that he can live independently in society.

Senior High School and community - 27 - Demonstrates proper conduct towards members of the community.

SS27.1 The student will describe community membership to the teacher's satisfaction. e.g. those living in his town make up the community membership.

SS27.2 The student will describe proper conduct toward community members to the teacher's satisfaction. e.g. attentiveness, respect, courtesy.

SS27.3 During units in which a resource person is invited into the class, the student will demonstrate proper conduct 100% of the time.

SS27.4 During class field trips, the student will exhibit proper conduct to those he comes in contact with 100% accuracy.
**TERMINAL OBJECTIVE**

Demonstrate respect for the responsibilities of good citizenship. He will have sufficient services such that he can live independently in society.

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<thead>
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**SOCIAL COMPETENCIES**

**SENIOR HIGH SCHOOL AND COMMUNITY**

**Ealing Corporation Filmloops**

The Cheat
The Thief
The Cashier's Mistake
The Damaged Book
Ganging Up

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**ERIC Educational Resources Information Center**
SS28.1 The student will become actively involved in 2 school functions during the year stating what they are, what he is contributing to their activities, and what he is learning from them, to the teacher's satisfaction.

E.g. sports, money drives, school upkeep, cafeteria aide.

SS28.2 During the school year, the student will show that he has participated in 3 community functions by stating what each activity was, what his contribution was to each, and the benefits and knowledge gained by his participation in each to the teacher's satisfaction, e.g. Scouts, Volunteer work for convalescent homes, and hospitals, community upkeep etc.
Benefits from participation in school and community functions

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munity upkeep etc.
Senior High School and Community - 29 - Understands the cost of maintenance and of damaged or damaged property (See SC4, SC5)

SS29.1 Given several small objects such as a watch, iron, record player, cassette player, guitar, etc., the student will give the approximate value of new and/or used object to the teacher's satisfaction.

SS29.2 Given a situation where an object was broken or damaged, the student will assess the damage and state the approximate cost of repairing or replacing the object to the teacher's satisfaction.

SS29.3 Given a situation in which the student has possession of a lawn mower, motorcycle, household appliances, etc., he will estimate the cost of upkeep of the object to the teacher's satisfaction.

SS29.4 Given a situation in which the student damaged or destroyed property other than his own, he will state approximate cost of repair or replacement to the teacher's satisfaction.
SOCIAL COMPETENCIES
SENIOR HIGH
SCHOOL AND COMMUNITY

Community - 29 - Understands the cost of maintenance and of damaged or destroyed property
(See SC4, SC5)

See Appendix B for The Price is Right
See also SC4 and SC5 for other activities. Call the city
to find out the cost of replacing street lights, etc.
When something in the classroom is broken, have students
guess the cost of repair or replacement. After repair has
been done or estimated by the maintenance department, com-
pare with student's estimation.

In which the student has
wet, motorcyclè, household
list estimate the cost of upkeep of the
satisfaction.

In which the student damaged or
r than his own, he will state approximate
acement to the teacher's satisfaction.
SS29.5 With the help of resource people, newspaper or magazine articles, radio or T.V. ads, the student will find out how much it costs to repair or replace one item of public or private property often damaged by carelessness or abuse. e.g. repainting rest room walls, picking up litter from highways, replacing a store window, replanting lawns or shrubbery, replacing street lights, replacing street signs, etc.
resource people, newspaper or T.V. ads, the student will find to repair or replace one item of public en damaged by carelessness or abuse. m walls, picking up litter from tore window, replanting lawns or reet lights, replacing street signs, etc.
Senior High School and Community - 30 - Understands the emergency procedures in his place of

SS30.1 During on the job training, the student will state the location of fire exits, first aid stations, and procedures in reporting an accident on the job to the teacher's satisfaction.

SS30.2 After visiting two places of employment in his community, the student will describe the location of emergency exits to the satisfaction of the teacher.

SS30.3 The student will name the person from whom to learn the emergency procedures in a new job to the teacher's satisfaction.
Understands the emergency procedures in his place of employment during training, the student will state the location of first aid stations, and an accident on the job to the teacher. Have students draw floor plans of their places of employment showing fire exits and first aid stations. After visiting job sites, ask students where fire exits were.

No places of employment in his will describe the location of satisfaction of the teacher.

Name the person from whom to learn in a new job to the teacher's satisfaction.
SS31.1 Given the opportunity to plan a class activity, the student will help organize the activity and carry out his plans with a group to the teacher's satisfaction.

When going on field trips given responsibility for planning the trip. For example if going on a trip and organize the food, one plan recreation, one plan clean-up. Have students take responsibility for bulletin boards, craft projects, etc.

SS32.1 The student will state at least three reasons for having organizations, groups, and committees to the teacher's satisfaction. e.g. efficiency, total participation, enjoyment, more personal attention, etc.
### Community - 31 - Participates in the planning and carrying out of organized group activities.

When going on field trips give individual students responsibility for planning particular segments of the trip. For example, if going on a picnic, let one student plan and organize the food, one plan and organize games or other recreation, one plan clean-up duties, etc. Have students take responsibility for planning class parties, bulletin boards, craft projects, cooking projects, etc.

### Community - 32 - Knows the reasons for organizations, committees, and other groups.

State at least three reasons for groups, and committees to the teacher's efficiency, total participation, enjoyment, etc.
Senior High School and Community - 33 - Is able to choose friends wisely and keep them

SS33.1 Given the opportunity to choose friends, the student will make "Wise" choice based on teacher's judgement.

SS33.2 Having chosen a friend or friends, the student will state at least two positive reasons for continuing the friendships to the teacher's satisfaction.

SS33.3 The student will state two ways to keep friends to the teacher's satisfaction.

Senior High School and Community - 34 - Makes and accepts apologies graciously

SS34.1 In simulated situations, the student will make or accept an apology at the appropriate time doing so courteously and graciously to the teacher's satisfaction 100% of the time.

SS34.2 In real situations requiring making of accepting apologies, the student will do so graciously without being reminded, 80% of the time observed by the teacher.
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**SOCIAL COMPETENCIES**

**SENIOR HIGH SCHOOL AND COMMUNITY**
SS35.1 Given 10 simulated situations in which the student must obtain service (e.g. electricity, phone, fuel, water, sewage, hospital, police, fire, legal advice, automotive, etc.), he will complete 8 of the simulated procedures with 100% accuracy. Incorporate this into a problem situations on care and using the telephone service.
Community - 35 - Knows where and how to obtain various services

Incorporate this into a telephone activity. Write problem situations on cards. Have students draw a card and using the telephone directory, call the appropriate service.
Senior High School and Community - 36 - Knows procedures of traveling by public transportation.

SS36.1 The student will state the local public transportation available in his community and describe how to use it with 100% accuracy.

SS36.2 Given a simulated situation requiring long distance transportation, the student will plan the trip by any convenient means of transportation including figuring the cost, to the teacher's satisfaction.

Collect actual bus, train, them up if actual ones are student the task of planning must go and what time he will need to leave for his destination.

Senior High School and Community - 37 - Demonstrates independent ability for planning and traveling emphasizing private vehicle

SS37.1 Given real or simulated situations in which he must be transported (e.g. going to work, attending a community function, etc.), the student will describe the most realistic and economic way of traveling to the teacher's satisfaction.

SS37.2 Given situations in which he needs to transport goods (groceries, moving furniture, etc.), the student will describe the most realistic and economical means for transporting his goods to the teacher's satisfaction.
Community - 36 - Knows procedures of traveling by public transportation

Collect actual bus, train, and airplane schedules. Make them up if actual ones are not available. Give each student the task of planning a trip. Tell him where he must go and what time he must be there.

Community - 37 - Demonstrates independent ability for planning and transporting self and goods emphasizing private vehicle

Simulated situations in which he must be going to work, attending a community function, etc. describe the most realistic and economical means for transporting his goods.
Senior High School and Community - 38 - Understands the basic purpose and functions of local, government and the method of selecting public officials.

SS38.1 The student can state at least two purposes and/or functions each of local, state, and federal government to the teacher's satisfaction.

SS38.2 At the time of an actual local, state, or national election, the student will name the candidates for each office with 100% accuracy.

Review why government is necessary when it is too big and costly to make decisions that affect all. Make a bulletin board at each candidate's home (from newspapers) of the committee seeking, whether the office is elective or not. Have students bring the completed bulletin boards. As the election is finished, have the students bring in a class scrapbook.

Fearon, Young American Ser,
In Your County, Know Your...
Community - 38 - Understands the basic purpose and functions of local, state, and federal government and the method of selecting public officials.

State at least two purposes and/or functions of local, state, and federal government to aid in understanding.

In actual local, state, or national elections, name the candidates for each office.

Review why government is necessary i.e. it performs services that are too big and costly for individuals to perform, it makes decisions that affect all people, etc.

Make a bulletin board at election time showing pictures (from newspapers) of the candidates, what office they are seeking, whether the office is local, state, or federal, etc. Have students bring in clippings to add to the display.

As the election is finished, take down the display and include it in a class scrapbook. (See Appendix B)

Fearon, Young American Series, In Your State, In Your County, Know Your Rights.
Senior High School and Community - 39 - Knows the duties performed by public officials

SS39.1 The student will state one duty performed by six local public officials with 100% accuracy. e.g. school superintendent, sheriff, city commissioner and/or mayor, tax collector, county commissioner, school board, judge, court clerk.

SS39.2 The student will state one duty performed by 3 state public officials with 100% accuracy.

SS39.3 The student will state one duty performed by 3 national public officials with 100% accuracy.

During election time, discuss that is under contention. Talk to the class about the visit in the scrapbook.

Fearon, Young American Ser
In Your County, Know Your
Community - 39 - Knows the duties performed by public officials

During election time, discuss the duties of each office that is under contention. Invite local officials to talk to the class about their duties. Include a report on the visit in the scrapbook. (See Appendix B)

Fearon, Young American Series, In Your State, In Your County, Know Your Rights
Senior High School and Community - 40 - Understands the rights and responsibilities of citizens

SS40.1 The student will state two voter qualifications with 100% accuracy. e.g. 18 years old, resident of state.

SS40.2 The student will state two characteristics of a "good" or "bad" citizen to the teacher's satisfaction.

SS40.3 The student will explain to the teacher's satisfaction how voting is both a right and a responsibility.

Foster the atmosphere in the act of voting is respected. Students vote on matters of Be sure there is some acti

Know Your Rights
Community - 40 - Understands the rights and responsibilities of citizens, including voting

| State two voter qualifications with years old, resident of state. |
| State two characteristics of a "good" teacher's satisfaction. |
| Explain to the teacher's satisfaction right and a responsibility. |
| Foster the atmosphere in the classroom in which the act of voting is respected and enjoyed by letting students vote on matters of particular interest to them. Be sure there is some action as a result of the vote. |

Fearon, Young American Series, In Your State, In Your Community, Know Your Rights
Senior High School and Community - 41 - Can assume a role of authority when the situation demands.

SR41.1 Placed in a hypothetical situation such as care of children, teaching a new employee what needs to be done, etc., the student will exhibit the necessary degree of authority to the teacher's satisfaction.

Senior High School and Community - 42 - Recognizes and understands his cultural background.

SS42.1 Given several examples of cultural practices, the student will identify the one most closely associated with his own, to the teacher's satisfaction.

SS42.2 Given several examples of different cultural practices, the student will explain to the teacher's satisfaction why these differences may occur, e.g. differences in foods due to different agricultural products, differences in dress due to occupation and weather, etc.
| Community - 41 | Can assume a role of authority when the situation demands it. |
| Community - 42 | Recognizes and understands his cultural background. |

Samples of cultural practices, the one most closely associated with a person's satisfaction. See the Junior High level for ideas in this area.

Examples of different cultural practices, such as care of an employee, what needs to be done, exhibit the necessary degree of a person's satisfaction.
Senior High School and Community - 43 - Has a working knowledge of the community in which he lives and the importance of keeping his home and the community properly maintained.

SS43.1 Given a list of businesses and services, the student will state which are available in his community with 90% accuracy.

SS43.2 The student will correctly state one positive reason for keeping his home and community properly maintained.
SOCIAL COMPETENCIES
SENIOR HIGH
SCHOOL AND COMMUNITY

Community - 43 - has a working knowledge of the community in which he lives, understands the importance of keeping his home and the community properly maintained.

Businesses and services, the student available in his community with 90%:

Correctly state one positive reason community properly maintained.
Senior High School and Community - 44 - Knows physical geography of community with respect to

SS44.1 Given maps of the county, state, and nation, the student will correctly identify each with 100% accuracy.

SS44.2 Given a map of the world, the student will identify the U.S. with 100% accuracy.

SS44.3 Given a map of the U.S., the student will identify Florida with 100% accuracy.

SS44.4 Given a map of Florida, the student will identify his county with 100% accuracy.

SS44.5 Given a map of Florida, the student will identify his community with 100% accuracy.

Display a world map, U.S. map, and a city map. Laminate these maps and point out important places. Planning trips, map reading.
Community - 44 - Knows physical geography of community with respect to county, state and nation.

Display a world map, U.S. map, Florida map, a county map, and a city map. Laminate them if possible. Have students point out important places. These maps are also good for planning trips, map reading skills, etc.
SS45.1 Given real or simulated emergency situations, the student will state to the satisfaction of the teacher the emergency procedures for fire, storm, civil defense, farm accidents, heavy construction, machinery accidents and accidents in the home.

SS46.1 Given a variety of simulated situations in which danger is imminent, the student will state the impending disaster and means to avoid it or lessen its damage to the teacher's satisfaction. e.g., hurricane warning, impending conditions; unsafe behavior around water, machinery, sharp instruments, etc.
<table>
<thead>
<tr>
<th>Community - 45</th>
<th>Knows proper emergency procedures for fire, storm, civil defense, farm accidents, heavy construction, machinery accidents</th>
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<tr>
<td></td>
<td>Simulated emergency situations, the satisfaction of the teacher that fire, storm, civil defense, farm accident, machinery accidents and</td>
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<tr>
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<td>Community - 46</td>
</tr>
<tr>
<td></td>
<td>of simulated situations in which student will state the impending avoid it or lessen its damage to the e.g. hurricane warning; impending danger around water, machinery, sharp</td>
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</table>

| 587 | 588 |
Upon completion of the EMR program the learner shall demonstrate a level of physical involvement on the job, in the community, and at home.

**GOAL**

The EMR learner will demonstrate a knowledge of his body's function and will maintain order to meet his personal, social, and vocational requirements.

Senior High Physical - 1 - Understands the major body parts and functions of a mature body.

**SP1.1** The student will describe the functions of the major parts of the body, e.g., the heart pumps blood, the bones provide support, the lungs are for respiration, the muscles provide control, stomach and intestines provide digestion, and reproductive organs are for the purpose of reproducing, etc., to the teacher's satisfaction.

Point out body parts on pictures. Imagine what would happen if we... (e.g., compare to an animal with...)

Pearn: Boys and Girls Growing Up
SVE: Human Physiology Series
Hubbard: Me Now

Senior High Physical - 2 - Evidences a sufficient degree of physical fitness necessary to meet emergency situations at work and at home.

**SP2.1** The student will participate in normal school activities, including sports and games without excessive fatigue to the teacher's satisfaction.

Observe and have physical education student appear to become overweight, diet, rest, and exercise; and...
GOAL

of the EWR program the learner shall demonstrate a level of physical fitness that will allow for
advancement on the job, in the community, and at home.

TERMINAL OBJECTIVE

will demonstrate a knowledge of his body's function and will maintain adequate physical fitness in
personal, social, and vocational requirements.

1. Understands the major body parts and functions of a mature body.

Point out body parts on pictures or diagrams. Have student imagine what would happen if we did not have these parts
(e.g., compare to an animal without a backbone)

Fearon: Boys and Girls Growing Up
SVE: Human Physiology Series
Hubbard: Me Now.

2. Evidences a sufficient degree of physical fitness necessary to meet daily requirements and
emergency situations at work and at home.

participate in normal school sports and games without excessive
satisfaction.

Observe and have physical education teacher observe. If
student appears to become over-fatigued, work with him on
diet, rest, and exercise; and encourage medical check-up.

PHYSICAL SKILLS
SENIOR HIGH LEVEL
BODY USE AND FUNCTION
Senior High Physical - 3 - Maintains good posture

SP3.1. The student will continue to maintain good posture to the teacher's satisfaction, while standing, walking, or sitting.

Take photographs of students. Compare with illustrations of exercises to improve posture (for suggested exercises)

Senior High Physical - 4 - Demonstrates proficiency in motor skills particular to student

SP4.1. The student will demonstrate proficiency in motor skills required for a specific vocation to the teacher's satisfaction.

Do task analyses for job activity the student is doing while doing these activities. Identify skills needing further refinement related to the job activity the student is doing.
<table>
<thead>
<tr>
<th>Physical Skills</th>
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</thead>
<tbody>
<tr>
<td><strong>Senior High Level</strong></td>
</tr>
<tr>
<td><strong>Body Use and Function</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 - Maintains good posture</th>
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<tbody>
<tr>
<td>Continue to maintain good posture's satisfaction, while standing.</td>
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<tr>
<td>Take photographs of students while sitting and standing. Compare with illustrations of correct posture. Do quick exercises to improve posture (see Physical Education Manuals for suggested exercises).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 - Demonstrates proficiency in motor skills particular to specific vocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate proficiency in motor skills to the least one specific vocation to the student's general characteristics and interests. Observe the student while doing these activities to determine specific skills needing further refinement. Select activities closely related to the job activity to develop these skills.</td>
</tr>
</tbody>
</table>
TERMINAL OBJECTIVE

The ER learner will demonstrate proficiency in the recreational skills of arts and crafts, organized sports such that he may make profitable use of leisure time.

SP5.1 The student will state the following information about 5 different sports: (1) a general description or objective of the sport, (2) the number of players or teams, (3) the method of scoring, (4) some of the major or most common rules of the sport (two to five rules depending upon the sport).

SP5.2 Following observation of a sport, the student will demonstrate some understanding of the sport by participating in a discussion of the game or match to the teacher's satisfaction.

SP5.3 Following nationally or internationally known competitions (college bowl games, major league baseball, football, or basketball games; professional or amateur tennis matches; major auto races, etc.), the student will name the winner and state the score or time of 5 such competitions using the newspaper if needed.

SP5.4 During actual participation in sports at school, the student will have sufficient understanding of at least five sports so that he can play without disrupting the game to the teacher's satisfaction.

Combine with current events and stories of famous athletes. Use television, and newspapers. Make scrapbooks, bulletin board clippings from the newspapers. Use sport related words for sport on game boards, etc. Use sport related numbers for players on teams, prices of tickets, Keep a large chart of students in sports, major league baseball, opponents and results. Have students listen to radio for latest scores. Have students knowledgable in e.g. for football, and goal lines; make cards with (use different colors for kick
TERMINAL OBJECTIVE

Demonstrate proficiency in the recreational skills of arts and crafts, drama, games, and that he may make profitable use of leisure time.

I state the following information:

1. a general description or
2. the number of players or teams,
3. the duration of the game or match to the

Participation in sports at school, sufficient understanding of at least can play without disrupting the satisfaction.

Combine with current events and language activities. Read stories of famous athletes. Follow some sports on radio, television, and newspapers. Write letters to famous athletes. Make scrapbooks, bulletin board displays of sports including description, objective, number of players, method of scoring, rules, well known professional and amateur athletes' pictures, clippings from the newspapers about the sport, etc.

Use sport related words for spelling, crossword puzzles, word on game boards, etc.

Use sport related numbers for mathematics (scoring, number of players on teams, prices of tickets, timing of game, etc.).

Keep a large chart of students' favorite sports (school sports, major league baseball, football, etc.) showing the opponents and results. Have students check newspapers and listen to radio for latest scores.

Have students knowledgeable in a sport help make a game board to help other students learn the sport. Play the games in season. e.g. for football, mark the board off in yardlines and goal lines; make cards with various plays written on them (use different colors for kickoff, downs and field goal attempt).
Senior High Physical - 6 - Has adequate knowledge and competence in the arts to use them as

SP6.1 The student will name 10 popular recordings.

SP6.2 The student will name 10 popular T.V. programs.

SP6.3 The student will name 10 popular recording artists.

SP6.4 The student will name 10 popular actors and/or actresses.

SP6.5 The student will identify by title and artist 5 or pieces of sculpture.

SP6.6 Following instruction on popular musical instruments and their sounds, and given ten recordings in which the instrument is outstanding, the student will identify that instrument for at least 8 recordings.

SP6.7 After discussing components of musical recordings, the student will state or describe what he likes most about five of his favorite recordings to the teacher's satisfaction. e.g. the tune, rhythm, lyrics, style of the artist, etc.

Develop a resource unit around arts. Get across the idea that there is a curriculum in language, mathematics, etc. Obtain lists from radio stations or schools. Have students make their own class lists. Have students help come up with a book (e.g., Life) in which players start out. Help students prepare a dramatic or another objective) including props, etc. and video tape if possible.

When students discuss movies and ask them about the components of movies or popular recordings pointing attention.

Provide opportunities to experiment. Take students on a field trip to a museum, or an arts festival (e.g., Sante Fe) to examine various arts. Then encourage each student to create a mini-arts festival. This can most interest the students: music, photography, needlework, etc.

Note: These objectives are meant to cover different art forms. As a student or more particular forms, the teacher can call on the expertise of other teachers, drama coach, etc. To enroll in a class or by providing the necessary knowledge and resources.
Develop a resource unit around art and artists in order to get across the idea that there are many types of art. This unit could include objectives from all general areas of the curriculum: language, mathematics, vocational, and social. Obtain lists from radio stations of top ten records and have students make their own class list of the top ten records, recording artists, T.V. programs, actors, etc. Have students help make up a board game (perhaps similar to Life) in which players start out as different kinds of artists. Help students prepare a dramatization (could be related to another objective) including props, background music, costumes etc., and video tape if possible.

When students discuss movies and T.V. programs they've seen, ask them about the components other than story line. Listen to popular recordings paying attention to the different components. Provide opportunities to experiment with various art forms. Take students on a field trip to an arts and crafts exhibit or an arts festival (e.g. Sante Fe Spring Arts Festival) to examine various arts. Then encourage students to put on their own mini-arts festival. This could include whatever art forms most interest the students: music, dramatizations, painting, photography, needlework, etc.

Note: These objectives are meant to expose students to the different art forms. As a student develops interest in one or more particular forms, the teacher should work with him to expand his knowledge and skill in that area. The teacher can call on the expertise of other teachers - art teacher, music teacher, drama coach, etc. - to help the student either by enrolling in a class or by providing the regular teacher with the necessary knowledge and resources to help the student.
SP6.9 Following discussion of subject, style, and color in paintings, and shown five paintings, the student will state which he likes best and why he likes it to the satisfaction of the teacher.

SP6.10 Given the opportunity to experiment with several musical instruments, and given instruction in playing one or more, the student will play at least one simple tune on a melody instrument either by rote or by reading regular or transcribed music (such as colors or numbers).

SP6.11 Given a popular recording and asked to accompany it in some way, the student will accompany the record through singing, dancing, rhythmic activities, rhythm percussion instruments, or a melodic instrument to the satisfaction of the teacher.

SP6.12 After experimenting with a wide variety of arts and crafts (drawing and painting, sculpture, weaving, macrame, embroidery, ceramics, woodcraft, leather craft, photography, scrap craft, enameling, knitting, crocheting, decoupage, etc.), the student will complete at least five items with the help of the teacher during the school year.

SP6.13 After experimenting with a wide variety of arts and crafts, the student will become proficient enough in at least one form to enable him to undertake projects on his own as evidenced by independent completion of at least one project during each school year.

SVE: Art of Africa series, Middle Grades series (filmstrips); American Folk Music series; Music in America (filmstrips); Africa (records/cassettes and Folk Songs (records/cassettes); Educational Activities: Jazz (filmstrips); Black People Song (records/filmstrips); The Evolution of Honor Your Partner (records); Couple Dances (records); Couple Dances (records);

Free or inexpensive leaflets and materials may be obtained from many Soap Sculpture Committee, York, 10014 (soap sculpture kit); Imperial, Indian Crafts of the West (free leaflets: Creative),
sion of subject, style, and color
on five paintings, the student will
best and why he likes it to the

portunity to experiment with several
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lp of the teacher during the school

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will become proficient enough
able him to undertake projects
by independent completion of at
geach school year.

SVE: Art of Africa series (slides); Art Activities for
Middle Grades series (filmstrips); Our Heritage of
American Folk Music series (filmstrips); Black Folk
Music in America (filmstrips); Folk Songs of South
Africa (records/cassettes); Treasure of American Ballads
and Folk Songs (records/cassettes)

Educational Activities: Jazz Greats (filmstrips); Songs the
Black People Sang (record); Introducing Art Techniques
(filmstrips); The Evolution of Modern Art (Slides);
Honor Your Partner (records for square dancing); Folk
Dances (records); Couple Dances and Mixers (records)

Free or inexpensive leaflets and booklets for craft projects
may be obtained from many companies such as: National
Soap Sculpture Committee, 421 Hudson Street, New York, New
York, 10014 (soap sculpture booklet); Leather Industries
of America, 411 5th Ave., New York, N.Y. 10016 (directions
for making comb case, bookmark); American Art Clay Co.
2039 W. Lewis Ave., Phoenix, Arizona 85009 (ideas on
clay projects); Barry Products Company, Chicago, Illinois
60613 (Chenille Kraft ideas); Coats & Clark Inc., Educa-
tional Mail Department, P.O. Box 383, Fair Lawn, N. J.
(free leaflets: Creative Stitchery; ABC of Embroidery)

Imperial: Indian Crafts of the Southwest (filmstrips and recor
Given a daily or weekly schedule which includes leisure time and asked to list what he would do during that time, the student will include at least one form of art either as an observer (other than or in addition to T.V.) or as a performer or creator. e.g. attending a movie or concert, listening to records, dancing, painting, knitting, etc.

Senior High Physical - 7 - Identifies the types of activities available to him in the community that are worthwhile use of leisure time.

SP 1. The student will list at least 3 worthwhile uses of leisure time available in the community, to the teacher's satisfaction.

Contact local organizations, such as the education director, etc. and ask about upcoming events. Combine these with newspaper ads, and radio ads to determine the cost of each.

Eye Gate: Leisure Time: Busy or record)

SP 2. Given a list of at least 10 leisure time activities including spectator sports, participation sports, artistic endeavors, etc., the student will use previous knowledge, newspaper ads, teacher made charts, etc. to determine the cost of each.
or weekly schedule which includes

identifies what he would do during

it will include at least one form

observer (other than or in addition

a performer or creator. E.g.

concert, listening to records, hitting, etc.

Identifies the types of activities available to him in the community and at home for worthwhile use of leisure time

will list at least 3 worthwhile uses

available in the community, to the

of at least 10 leisure time activities

sports, participation sports, artistic

student will use previous knowledge,

or made charts, etc. to determine

Contact local organizations, school clubs, school community education director, etc. and ask to receive notices of

upcoming events. Combine these with school sports calendar, newspaper ads, and radio ads to maintain a calendar of events.

Include the price of admission, if any, the time, place, etc.

Eye Gate: Leisure Time: Busy or Bored? (filmstrips and cassette or record)
TERMINAL OBJECTIVE

The EMR learner will identify and interpret environmental signs pertinent to his health and safety.

Senior High Physical - 84 - Observes safety rules on the job.

SP8.1 Given five jobs he might one day have, the student will state the major safety factors associated with that job to the teacher's satisfaction.

SP8.2 During on the job training, the student will observe all safety rules pertinent to his job to the teacher's or supervisor's satisfaction.

Correlate with vocational areas.

When visiting job sites or having on the job training, discuss safety factors as well. Name a safety factor (e.g. chemical exposure) and list all the jobs that have it. It should be an important factor.

FR: On the Job - Keeping Safe
Terminal Objective

identify and interpret environmental signs pertinent to his health and safety.

8. Observes safety rules on the job

Correlate with vocational area. When visiting job sites or having employers visit classroom, discuss safety factors as well as requirements, benefits, etc. Name a safety factor (e.g. care with sharp objects) and have students name all the jobs they can think of where that would be an important factor.

FR: On the Job - Keeping Safe at Work
Senior High Physical - 9 - Practices the rules of safe driving and highway safety

SP9.1 During class trips, on the way to and from school on the bus or in a car, the student will observe rules of safety as they pertain to passengers, as observed by and to the satisfaction of the teacher or other adult supervisor.

SP9.2 The student will describe to the teacher's satisfaction the purpose of traffic rules and laws, e.g. to protect those using the roads.

SP9.3 Given newspaper or oral descriptions of highway accidents due to illegal or unsafe driving, the student will state to the teacher's satisfaction how that accident could have been avoided.

SP9.4 Those students who have the necessary physical, mental, emotional, and decision making capabilities according to the best judgement of the EMR teachers, driver education teachers and other professional personnel as deemed necessary (e.g. doctor, psychologist, guidance counselor, etc.) shall successfully complete the drivers education course and obtain their Florida Drivers License during their senior high school years.
PHYSICAL SKILLS
SENIOR HIGH LEVEL
HEALTH AND SAFETY

- Practices the rules of safe driving and highway safety

Trips, on the way to and from school, the student will observe rules pertaining to passengers, as observed by the teacher or other adult.

Describe to the teacher's use of traffic rules and laws, using the roads.

Oral descriptions of highway safe or unsafe driving, the student's satisfaction how that been avoided.

who have the necessary physical, decision making capabilities of the EMR teachers, others and other professional. necessary (e.g., doctor, psychologist, etc.) shall successfully education course and obtain their se during their senior high school.

Use everyday situations involving traveling to observe and reinforce safe passenger practices.

Invite a member of the Florida Highway Patrol to visit the class and/or demonstrate how they enforce traffic laws. Ask them to describe how certain accidents could have been avoided.

New Readers Press: Be Informed, Unit 3, Owning an Auto
Fearon: Building Safe Driving Skills
FR: Getting Ready to Drive; Know Your Signs Book I and II (book and filmstrips)
Senior High Physical - 10 - Maintains vehicles, appliances, tools, machinery, and home in good condition.

SP10.1 The student will maintain school property in good condition, to the teacher's satisfaction.

SP10.2 During on the job training, the student will maintain tools, appliances, and machinery in good condition to the supervisor's satisfaction.

SP10.3 Those students who have motor vehicles will maintain them in good and safe condition as observed by and to the satisfaction of the teacher.

Scott, Foresman & Co.: Let's Read!

New Readers Press: Be Inform

Eye Gate: Car Care for Safety

Senior High Physical - 11 - Knows fire laws, fire extinguisher use, chemical extinction of fire, fire prevention.

SP11.1 The student will, with limited prompting, name 10 rules of fire prevention. e.g. do not overload circuits, do not use frayed or broken wires, do not leave dirty material to sit, have water near open fires, extinguish fires carefully, use open fires only when conditions permit, keep curtains away from stove, do not leave matches in children's reach, break matches before discarding, do not throw cigarettes out of windows, read and follow fire hazard warnings on labels, etc.

Fast Thinking Exercise: Have students list steps they can take to prevent fire that they can do. Have a fireman visit the class and do a demonstration of fire extinguisher use. Have him demonstrate how to prevent fires that they can prevent.

When students mention a fire in the neighborhood or on T.V. or radio, discuss fire prevention.

Eye Gate: Fire and Fire Prevention
PHYSICAL SKILLS
SENIOR HIGH LEVEL
HEALTH AND SAFETY

- 10 - Maintains vehicles, appliances, tools, machinery, and home in good repair

will maintain school property in good teacher's satisfaction.

- 11 - Knows fire laws, fire extinguisher use, chemical extinction or fires

will, with limited prompting, name 10 conditions. e.g. do not overload circuits, broken wires, do not leave dirty water near open fires, extinguish open fires only when conditions away from stove, do not leave reach, break matches before dis- cigarettes out of windows, read warnings on labels, etc.

simulated situations, the student to extinguish a grease fire on a fire, to open fire, and how to use a the teacher's satisfaction.

Observe students in school and on the job to reinforce safe care of materials and equipment.

Correlate with vocational area (caring for things on the job), social area (caring for things at home), and consumerism (the cost of replacing materials and equipment, and the economic cost of accidents).

Scott, Foresman & Co.: Let's Drive Right, chs. 7 & 21
New Readers Press: Be Informed, Unit 3 - Owning an Auto
Eye Gate: Car Care for Safety (filmstrips)

Fast Thinking Exercise: Have students think of all the ways to prevent fire that they can within a given time. Have a fireman visit the class to discuss fire prevention and fire extinction. Have him demonstrate fire extinguishers. When students mention a fire they heard about in the neighborhood or on T.V. or radio, discuss how it might have been prevented.

Eye Gate: Fire and Fire Prevention (filmstrips and cassette
SP12.1 The student will, with limited prompting, state 10 safety measures he knows and practices in the home. e.g. keep poisons and medicines in plainly marked containers and out of reach of children; keep knives, tools, glass, hot water, matches, out of children's reach; keep electrical equipment and cords in good condition; avoid using gas or flammable fluids indoors; keep weapons out of reach of children and keep unloaded; use ladder for reaching high objects; practice caution when using power tools; lighting stair ways; not starting a car in a closed garage; avoid leaving children unattended; keep plastic away from children; etc.

SP12.2 Shown a film or filmstrip in which safety measures are not practiced, the student will state the unsafe practice and give its remedy to the satisfaction of the teacher.

Have students make a booklet. Type and duplicate the booklet and give the students the booklet to families, friends, etc. When students mention a home neighborhood, or which they have heard or seen in media, discuss how it could have been avoided or prevented.

Fearon: Young American Series

Write to insurance companies on home safety.
Knows and uses safe practices at home

ill, with limited prompting, state 10
rows and practices in the home. e.g.
cines in plainly marked containers
children; keep knives, tools, glass,
out of children's reach; keep electri-
ds in good condition; avoid using
indoors; keep weapons out of reach
unloaded; use ladder for reaching
caution when using power tools;
not starting a car in a closed
children unattended; keep plastic,

Have students make a booklet describing safe home practices.
Type and duplicate the booklet. Have students distribute
the booklet to families, friends, neighbors.
When students mention a home accident which occurred in the
neighborhood, or which they heard about through the news
media, discuss how it could have been avoided

Fearon: Young American Series, In Your Family

Write to insurance companies for free or inexpensive brochures
on home safety.
Senior High Physical - 13 - Understands hazards to which babies and children are exposed

SP13.1 Given a situation which may be safe for a teenager or adult, the student will state how that same situation could prove a hazard for a baby or child to the teacher's satisfaction. E.g. water (indoors and out), plastic, tools, cars, changes in weather, exposure to disease, etc.

SP13.2 After reviewing stories, pictures, or films which depict family home life, the student will state how a situation could have proven hazardous for a child if safety measures had been ignored, to the teacher's satisfaction.

Ask students to name some things or can do, that their younger or can do, that their younger. Have the students tell why things. Bring in the different adults and ask students why. Have students contribute ideas and book to include activities when, ways to ensure safety of children, ways to ensure safety of children.
Understands hazards to which babies and children are exposed

- Ask students to name some things that they are allowed to do or can do, that their younger brothers or sisters cannot do. Have the students tell why the younger children cannot do these things. Bring in the difference in some laws for children and adults and ask students why this is so.

- Have students contribute ideas to a baby and child activity book to include activities which are safe for babies or children, ways to ensure safety of young children.
Senior High Physical - 14 - Knows what to do in case of an emergency and how to give emergency treatment.

SP14.1 The student will define or describe the meaning of first aid to the teacher's satisfaction, e.g. any emergency treatment given to an injured or ill person before medical care is available.

SP14.2 Asked what to do in case of a medical emergency, the student will include the following: a) call or have someone call an ambulance immediately, b) stop any serious bleeding, c) give artificial respiration if the person is not breathing, d) do not allow person to stand or sit up until it is safe, e) do not give liquid to an unconscious person, f) keep calm, speak naturally, and person gently and keep others away.

SP14.3 Present with actual or simulated situations, the student will state or demonstrate the appropriate procedure for 12 first aid emergencies, e.g. a) Fracture: send for ambulance, get the person to lie down and remain still, keep him warm and control any bleeding; b) Shock: keep the person warm, place him on his back with head low, loosen clothing, do not move, do not give anything by mouth, call ambulance; c) Breathing stopped: administer artificial respiration. (See Junior High Health and Safety section for other situations).

McGraw Hill: First Aid Series
Boy Scout and Girl Scout hand
Eye Gate: First Aid As It Happened... cassettes)
14 - Knows what to do in case of an emergency and how to give emergency first aid.

Define or describe the meaning of a person's satisfaction, e.g. any emergency or ill person before medi-

Do in case of a medical emergency, do the following: a) call or ambulance immediately, b) stop any artificial respiration if the person to lie down and rearm and control any bleeding; b) warm place him on his back with ing, do not move, do not give any -ambulance; c) Breathing stopped: respiration. (See Junior High for other situations).

Have local Rescue squad demonstrate first aid. Dramatize a situation, such as a car crash, with several "victims" and have other students administer first aid.

McGraw Hill: First Aid Series (filmstrips)
Boy Scout and Girl Scout handbooks
Eye Gate: First Aid As It Happens (filmstrips and record or cassettes)
Senior High Physical - 15 - Recognizes when a child needs medical attention

SP15.1 Following a unit of study on early symptoms of illness, the student will state ten major symptoms of illness. e.g., loss of appetite, irritability, fever, vomiting, chills, headache, sore throat, running nose, sneezing, coughing, diarrhea, restlessness during the day and sleeplessness during the night, fatigue, paleness, etc.

SP15.2 Given at least 20 situations involving behavior, attitude, complaints, etc. of children, the student will state whether or not medical attention is necessary, to the teacher's satisfaction. e.g. tired after a busy day, tired after a good night sleep, etc.

Senior High Physical - 16 - Knows how various welfare agencies help with medical and health

SP16.1 The student will explain the purpose of welfare agencies to the satisfaction of the teacher.

SP16.2 The student will name 3 health or welfare agencies and tell what they can do to the satisfaction of the teacher.

SP16.3 Given a simulated situation concerning a problem that can be taken care of a welfare or health agency, the student will state where to go for help with 90% accuracy.
15. Recognizes when a child needs medical attention.

16. Knows how various welfare agencies help with medical and health necessities.

II. Explain the purpose of welfare agencies.

III. Recognizes that satisfaction of the student will vary depending on the situation.

1. Take a bulletin board display showing the names of several agencies and the services they provide.

2. Make a list of the services available to ask what the services are.

3. Have a class visit the agencies.

4. Write to the agencies for more information.

5. Make a bulletin board display showing the name of several agencies and the services they provide.

6. Discuss the importance of immunization.

7. Ask a doctor or nurse to talk to the students about early symptoms of illness.

8. Have students compare experiences with younger brothers and sisters.

9. Discuss normal irritability of children: cutting teeth, teething, etc.

10. Have students compare experiences with younger brothers and sisters.

11. Ask a doctor or nurse to talk to the students about child care.

12. State ten major symptoms of illness.


15. State ten minor symptoms of health.

16. State ten major symptoms of welfare.

17. State ten minor symptoms of welfare.

18. State the purpose of welfare agencies.

19. Knows how various welfare agencies help with medical and health necessities.

20. Discuss situations involving behavior, etc. of children, the student will recognize when a child needs medical attention.

Important: The New Baby Series (Filmstrips)
Senior High Physical - 17 - Follows doctor's directions

SP17.1 The student will follow the directions of the doctor as observed by and to the knowledge of the teacher. *e.g.* wearing glasses or hearing aids, refraining from strenuous physical activity, keeping to a special diet, etc.

Discuss why we go to doctors, advice, what we should do if right (see another doctor) etc. a doctor's supervision observes behavior as it relates to the

Senior High Physical - 18 - Knows how to nurse an ill person

SP18.1 When asked what steps should be taken in caring for the sick before the doctor arrives, the student will state the following five steps with 100% accuracy. (1) Put the sick person to bed, (2) call the doctor promptly, (3) keep the sick person isolated from others, (4) keep the patient warm and quiet, (5) restrict fool temporarily.

Make a chart showing in-words a sick person. Dramatize a situation in which

SP18.2 The student will describe or demonstrate how to care for a sick or handicapped person including 3 of the following: bathing a bed-ridden person, feeding an invalid, helping a handicapped person up or down from a chair or bed, giving liquid medication or a pill to a sick person, etc.
17. Follows doctor's directions

Discuss why we go to doctors, why we should follow their advice, what we should do if we do not think the doctor is right (see another doctor) etc. When a student is under a doctor's supervision, observe and reinforce appropriate behavior as it relates to the doctor's directions.

18. Knows how to nurse an ill person

What steps should be taken in caring for a student, the student will

Discuss why we go to doctors, why we should follow their advice, what we should do if we do not think the doctor is right (see another doctor) etc. When a student is under a doctor's supervision, observe and reinforce appropriate behavior as it relates to the doctor's directions.

Make a chart showing in words and pictures how to care for a sick person.

Dramatize a situation in which a member of the family is sick.

All describe or demonstrate how to nurse an ill person including 3 of the following: bed-ridden person, feeding an invalid, person up or down from a chair or bed, or a pill to a sick person.
Senior High Physical - 19 - Knows the importance of balance between work and rest

SP19.1 When asked how much sleep the average person needs and why, the student will state 7-9 hours are needed in order to function well on the job and at leisure.

SP19.2 When asked why it is important to rest after a strenuous activity or jobs, the student will state at least 2 reasons. E.g. the body needs rest for restoring energy, for rebuilding muscles, in order to return to a regular state (normal heart beat, etc.)

Senior High Physical - 20 - Is aware of the symptoms, dangers, and treatment of venereal disease

SP20.1 The student will name the two most common venereal diseases with 100% accuracy.

SP20.2 The student will state with 100% accuracy, how venereal diseases spread.

SP20.3 The student will describe the symptoms of venereal disease to the teacher's satisfaction.

SP20.4 The student will name two dangers of venereal diseases, to the teacher's satisfaction.

SP20.5 The student will name two places he can go to be treated for venereal diseases.

Following discussions, films, and doctor talk to the class to answer questions. If the doctor also have a representative from a representative of the services, a knowing who the infected person.
Knows the importance of balance between work and rest. Much sleep the average person will state 7-9 hours are needed to function well on the job and at home.

Have students describe how they feel after insufficient rest orHay they feel after strenuous exercise. Discuss training programs for athletes and why this is stressed.

Having two places he can go to be aware of the symptoms, dangers, and treatment of venereal diseases. Following discussions, films, filmstrips about VD, have a doctor talk to the class to give additional explanations and answer questions. If the doctor is a private practitioner, also have a representative from the health department come to explain their services and to explain the need for knowing who the infected person has had contact with.

Senior High Physical - 21 - Knows the dangers of the misuse of drugs

SP21.1 The student will describe the dangers of the use of tobacco and alcohol, to the teacher's satisfaction.

SP21.2 The student will name three ways people often get into the drug habit.

SP21.3 The student will describe the ill effects of 5 different drugs.

SP21.4 Given 20 questions about the proper use and the misuse of drugs with 90% accuracy. Questions may be true or false, fill in, definitions, etc. and may be written.

SP21.5 The student will describe to the teacher's satisfaction, the legal implications of drug abuse.

SP21.6 The student will describe, to the teacher's satisfaction, the meaning of addiction and how addiction can be treated.
21 Knows the dangers of the misuse of drugs

11 Describe the dangers of the use to the teacher's satisfaction.

11 Name three ways people often get

11 Describe the ill effects of

11 Describe to the teacher's satisfaction of drug use.

11 Describe to the teacher's satisfaction of addiction and how addiction can

Discussions, readings, filmstrip viewing, talks with doctors and lawyers.

Xerox: Know About Drugs; Addiction
Fearon: About Drugs
SVE: Development of Drugs and Their Role; Drugs in Today's World; Living in a Drug Culture; Mainline to Nowhere; Critical Areas of Health (filmstrips and cassettes); Drug Abuse (transparencies)
### APPENDIX A

#### FUNCTIONAL AND VOCATIONALLY RELATED WORDS

**Part A - Functional Words**

<table>
<thead>
<tr>
<th>Add</th>
<th>Do not enter</th>
<th>Gentleman</th>
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<tbody>
<tr>
<td>Address</td>
<td>Do not induce vomiting</td>
<td>Glass</td>
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<tr>
<td>Age</td>
<td>Do not open</td>
<td>Handle with care</td>
</tr>
<tr>
<td>Beware</td>
<td>Do not refreeze</td>
<td>Hands off</td>
</tr>
<tr>
<td>Beware of dog</td>
<td>Do not take internally</td>
<td>Health</td>
</tr>
<tr>
<td>Birthdate</td>
<td>Do not touch</td>
<td>Help wanted</td>
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<td>Boil</td>
<td>Don't walk</td>
<td>High voltage</td>
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<td>Boy wanted</td>
<td>Drive at own risk</td>
<td>Induce vomiting</td>
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<tr>
<td>Bus</td>
<td>Drive at your own risk</td>
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<tr>
<td>Call physician</td>
<td>Drive slowly</td>
<td>Keep in cool place</td>
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<tr>
<td>Check</td>
<td>Dry clean only</td>
<td>Keep off</td>
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<td>Circle</td>
<td>Down</td>
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<td>Keep right</td>
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<td>Combine</td>
<td>Elevator</td>
<td>Laborers wanted</td>
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<tr>
<td>Complete</td>
<td>Employment</td>
<td>Ladies</td>
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<tr>
<td>Credit department (dept.)</td>
<td>Entrance</td>
<td>Ladies only</td>
</tr>
<tr>
<td>Cross</td>
<td>Exit</td>
<td>Ladies room</td>
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<tr>
<td>Cross here</td>
<td>Explosive</td>
<td>Large</td>
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<tr>
<td>Cross road</td>
<td>Fill in</td>
<td>Line</td>
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<td>Cup</td>
<td>Fine for littering</td>
<td>Lost</td>
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<td>Fire escape</td>
<td>Machine washable</td>
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<tr>
<td>Danger</td>
<td>Flammable</td>
<td>Match</td>
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<td>Danger ahead</td>
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<td>Meat</td>
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<td>Date of birth</td>
<td>Fold</td>
<td>Medium</td>
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<tr>
<td>Deep water</td>
<td>Fold</td>
<td>Men</td>
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<tr>
<td>Detour</td>
<td>For external use only</td>
<td>Men at work</td>
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<td>Divide</td>
<td>For rent</td>
<td>Men wanted</td>
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<tr>
<td>Doctor</td>
<td>For sale</td>
<td>Mix</td>
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<tr>
<td>Do not bend, fold, spindle, or mutilate</td>
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</tr>
<tr>
<td></td>
<td>Fragile</td>
<td>Fragile</td>
</tr>
</tbody>
</table>

 multiplication

next door

nest window

no admittance

no fighting

no left turn

no loitering

no parking

no smoking

no soliciting

no trespassing

one way

open

out

out of order

parent

pet

phone

poison

police

post no bill

posted

pour

private

prohibited

push

rail road crossing

railroad

refrigerate

opening
### APPENDIX A
#### FUNCTIONAL AND VOCATIONALLY RELATED WORDS

**Part A - Functional Words**

| Do not enter | do not induce vomiting | do not open | do not refreeze | do not take internally | do not touch | don't walk | drive at own risk | drive at your own risk | drive slowly | dry clean only | down | dynamite | elevator | employment | end | entrance | exit | explosive | fill in | fine for littering | fire escape | flammable | food | fold | for external use only | for rent | for sale | find | fragile | gentleman | glass | handle with care | hand washable | hands off | health | help wanted | high voltage | in | induce vomiting | keep frozen | keep in cool place | keep off | keep off the grass | keep right | laborers wanted | ladies | ladies only | ladies room | large | line | lost | machine washable | match | meat | medium | men | men at work | men wanted | mix | multiply | next door | nest window | no admittance | no fighting | no left turn | no loitering | no parking | no smoking | no soliciting | no trespassing | one way | open | out | out of order | parent | pet | phone | poison | police | post no bills | posted | pour | private | prohibited | push | railroad | railroad crossing | refrigerator after opening | repair | rest room | separate | sex | shake | shake well before use | sheriff | size | slow | small | speed checked by rada | speed limit | speed mechanical check | stir | stop | subtract | swim at your own risk | tablespoon | teaspoon | telephone | this side up | toll ahead | twist to open | under construction | underline | wait | walk | weight | wet paint |
Part B

Vocationally Related Words

General

ability
ad
address
advance
advancement
advertisement
age
agency
aide
ambitious
answer
applicant
application
apply
assist
beginner
birthdate
blank
boy wanted
check
city
clerical
clerk
color of eyes
complete
consider
customer
date
deduction
delivery
do not enter
do not open
do not touch
domestic
eyearly shift
education
educational
background
elevator
emergency
employee
employer
employment
end
entrance
errand
excellent
exit
experience
factory
female
fill in
fire escape
flammable
former
employer
full time
future
general
gentleman
grade completed
handle with care
hands off
hearing
height
helper
hobbies
hours
in
inexperienced
job experiences
keep off
ladies
ladies room
late shift
learn
light
last in order
maiden name
male
men
men wanted
name
necessary
neighborhood
newspaper
next door
no smoking
no trespassing
no vacancy
office
open
opportunity
ounce
out
out of order
overtime
parent
part time
permanent
physical defects
per week
phone
please
poison
position
post no bills
posted
pound
preferred
previous
print
product
question
raise
reference
residence
rest room
salesmen
sales
sex
signature
Social Security
state
steady
stop
tax
taxes
telephone
temporary
this side
underlined
vacant
vision
weight
wet paint
Zip code
Part B
Vocationally Related Words

General

full time
future
general
gentleman
grade completed
handle with care
hands off
hearing
height
help wanted
helper
hobbies
hours
in
inexperienced
job experiences
keep off
ladies
ladies room
late shift
learn
light
last in order
maiden name
male
men
men wanted
name
necessary
neighborhood
newspaper
next door
no smoking
no trespassing
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office
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opportunity
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out of order
overtime
parent
part time
physical defects
permanent
per week
phone
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position
post no bills
posted
pound
preferred
previous
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product
questions
raise
reference
resident
rest room
sales lady
salesmen
sex
signature
Social Security Number
state
steady
stop
tax
taxes
telephone
temporary
this side up
underline
vacant
vision
weight
wet paint
Zip code
### Vocationally Related Words

#### Specific Areas

<table>
<thead>
<tr>
<th>AUTO SERVICE</th>
<th>COOKING TERMS</th>
<th>FOOD SERVICE</th>
</tr>
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<tbody>
<tr>
<td>air</td>
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**Note:** The table above lists words related to various vocational areas, including auto service, cooking terms, and domestic service.
### Vocationally Related Words

#### Specific Areas

#### COOKING TERMS

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#### FOOD SERVICE

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#### DOMESTIC SERVICE

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<td>ammonia</td>
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<td>bleach</td>
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<td>dryer</td>
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<td>dust</td>
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<td>furniture</td>
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<tr>
<td>iron</td>
</tr>
<tr>
<td>laundry</td>
</tr>
<tr>
<td>linens</td>
</tr>
<tr>
<td>pipe</td>
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<tr>
<td>prepare</td>
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#### FARMING

<table>
<thead>
<tr>
<th>Term</th>
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<tbody>
<tr>
<td>acre</td>
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<tr>
<td>allotment</td>
</tr>
<tr>
<td>disc</td>
</tr>
<tr>
<td>fertilizer</td>
</tr>
<tr>
<td>harvest</td>
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<tr>
<td>irrigator</td>
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<tr>
<td>market</td>
</tr>
<tr>
<td>plant</td>
</tr>
<tr>
<td>planter</td>
</tr>
<tr>
<td>plow</td>
</tr>
<tr>
<td>procedure</td>
</tr>
<tr>
<td>seed</td>
</tr>
<tr>
<td>soil</td>
</tr>
<tr>
<td>yield</td>
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#### PLUMBING

<table>
<thead>
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<tr>
<td>bolt</td>
</tr>
<tr>
<td>drain</td>
</tr>
<tr>
<td>faucet</td>
</tr>
<tr>
<td>fixtures</td>
</tr>
<tr>
<td>gooseneck</td>
</tr>
<tr>
<td>nut</td>
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<tr>
<td>pipe thread</td>
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#### WOOD WORKER

<table>
<thead>
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<td>brush</td>
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<tr>
<td>hammer</td>
</tr>
<tr>
<td>knife</td>
</tr>
<tr>
<td>level</td>
</tr>
<tr>
<td>nails</td>
</tr>
<tr>
<td>paint</td>
</tr>
<tr>
<td>pliers</td>
</tr>
<tr>
<td>putty</td>
</tr>
<tr>
<td>refinish</td>
</tr>
<tr>
<td>remove</td>
</tr>
<tr>
<td>rub</td>
</tr>
<tr>
<td>sand</td>
</tr>
<tr>
<td>scrap</td>
</tr>
<tr>
<td>screw</td>
</tr>
<tr>
<td>screw driver</td>
</tr>
<tr>
<td>T-square</td>
</tr>
<tr>
<td>varnish</td>
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</table>
Job Profiles

When visiting job sites, give students a standard form for finding out specific information about the job. Include the following information: quitting, sick leave, vacations, fringe benefits, types of jobs offered, union or non-union, type of pay, amount of pay, job skills involved; special safety requirements, etc.

Class Scrapbooks

Have students in woodworking class make the covers for class scrapbooks so that standard scrapbook filler will fit. During the year, have students make reports of picnics, class visitations, class visitors, class trips, important current events, etc.

Modified Password

Put words on cards that have common antonyms and synonyms. Pick two contestants. Let one contestant draw a card and hand it to the teacher. The teacher gives clues (antonyms or synonyms of the word chosen) alternately to each contestant. Contestants try to guess the word on the card. The word drops in value with each incorrect guess. Words start with 5 points and drop to 1. The first player to get 10 points wins and chooses a new contestant.

Prescription Sheets

See Junior High, Appendix B

Price Is Right

See Junior High, Appendix B

Hollywood Squares

See Junior High, Appendix B

Multiplication Squares

See Junior High, Appendix B
GAMES AND ACTIVITIES

sites, give students a standard form specific information about the job. Hiring information: quitting, sick leave, benefits, types of jobs offered, union of pay, amount of pay, job skills in- safety requirements, etc.

Woodworking class make the covers for that standard scrapbook filler will ear, have students make reports of situations, class visitors, class trips, events, etc.

that five common antonyms and syno-

Prescription Sheets
See Junior High, Appendix B, page 169

Price Is Right
See Junior High, Appendix B, page 173

Hollywood Squares
See Junior High, Appendix B, page 169

Multiplication Squares
See Junior High, Appendix B, page 172
<table>
<thead>
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<tr>
<td>aerator</td>
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<td>ball peen hammer</td>
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<td>calipers</td>
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<td>chisel</td>
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<tr>
<td>claps</td>
</tr>
<tr>
<td>claw hammer</td>
</tr>
<tr>
<td>compass</td>
</tr>
<tr>
<td>coping saw</td>
</tr>
<tr>
<td>crosscut saw</td>
</tr>
<tr>
<td>cultivator</td>
</tr>
<tr>
<td>dividers</td>
</tr>
<tr>
<td>dolly</td>
</tr>
<tr>
<td>drill (hand)</td>
</tr>
<tr>
<td>edger</td>
</tr>
<tr>
<td>file</td>
</tr>
<tr>
<td>grass shears</td>
</tr>
<tr>
<td>hacksaw</td>
</tr>
<tr>
<td>hedge clippers</td>
</tr>
<tr>
<td>hoe</td>
</tr>
<tr>
<td>jack (hand)</td>
</tr>
<tr>
<td>knives</td>
</tr>
<tr>
<td>lawn mower (hand)</td>
</tr>
<tr>
<td>lawn spreader</td>
</tr>
<tr>
<td>level</td>
</tr>
<tr>
<td>micrometer (mike)</td>
</tr>
<tr>
<td>miter box</td>
</tr>
<tr>
<td>monkey wrench</td>
</tr>
<tr>
<td>nailset</td>
</tr>
<tr>
<td>open-end wrench</td>
</tr>
<tr>
<td>paint brush</td>
</tr>
<tr>
<td>paint roller</td>
</tr>
<tr>
<td>plane</td>
</tr>
<tr>
<td>plastic tipped hammer</td>
</tr>
<tr>
<td>pliers</td>
</tr>
<tr>
<td>pruning saw</td>
</tr>
<tr>
<td>pruning shears</td>
</tr>
<tr>
<td>rake</td>
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<tr>
<td>ripsaw</td>
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</table>
APPENDIX 0

HAND TOOLS

jack (hand)
knives
lawn mower (hand)
lawn spreader
level
micrometer (mike)
miter box
monkey wrench
nailset
open-end wrench
paint brush
paint roller
plane
plastic tipped hammer
pliers
pruning saw
pruning shears
rake
ripsaw
rules
setscrew wrench
screw driver
Phillips
screw driver
Standard
scribe
shovel
socket wrench
soldering iron
spading fork
spokeshave
spray tanks
tire pressure
tire pressure
gauge
trowel
T-square
twist drill
vise
wheel barrow
wire gauge
APPENDIX D

ACTIVITIES REQUIRING MOTOR SKILLS

Automotive Mechanics and Small Engine Repair

- Tightening and loosening bolts and screws
- Use of socket wrenches
- Changing tires
- Changing oil
- Cleaning cars
- Minor repair
- Balancing wheels

Homemaking

- Cleaning
- Polishing
- Laundry
- Decorating
- Cooking
- Sewing

- Threading a needle (Hand & machine)
- Cutting
- Tracing
- Operation of Machine
- Altering
- Repairing

Carpentry

- Sharpening saws
- Hammering
- Sawing
- Sanding and refinishing
- Drilling
- Assembly
- Screwing
- Nailing
- Screwing

Horticulture

- Potting
- Pruning
- Planting
- Landscaping
- Balling
- Irrigating
- Grafting
- Harvesting
- Digging
- Weeding
- Hoeing

Animal Husbandry

- Milking
- Cleaning, e.g., currying, shampooing, clipping
- Furriering

Baby Care

- Changing diapers
- Bathing
- Dressing
- Feeding
- Carrying
- Playing
- Pouring

Food Management

- Cooking: measuring, weighing, spacing,
stirring, folding, heating, freezing,
whipping, turning, carving, changing,
decorating, grilling, etc.
- Serving
- Washing, drying, putting away
- Setting, table
APPENDIX D

ACTIVITIES REQUIRING MOTOR SKILLS

**Mechanical and Small Engine Repair**
- Loosening bolts and screws

**Horticulture**
- Potting
- Pruning
- Planting
- Landscaping
- Balling
- Irrigating
- Grafting
- Harvesting
- Digging
- Weeding
- Hoeing

**Animal Husbandry**
- Milking
- Cleaning, e.g. currying, shampooing, clipping
- Furriering

**Baby Care**
- Changing diapers
- Bathing
- Dressing
- Feeding
- Holding
- Playing

**Food Management**
- Cooking: measuring, weighing, spicing
- Stirring, rolling, beating, mixing, whipping, tuning, carving, charging, fuses
- Decoration, grilling, etc.

**Transportation**
- Driving
- Loading and unloading
- Vehicle maintenance
- Hooking and unhooking

**Merchandising**
- Stocking
- Packing
- Marking
- Sorting

**Plumbing**
- Fitting pipes
- Cutting and threading
- Digging
- Tightening and loosening

**Masonry**
- Mixing
- Laying
- Leveling
- Hauling
- Troweling
- Pouring

**Electricity**
- Installing, cutting, etc.
APPENDIX F

HOUSEKEEPING CHORES

Kitchen
- Washing, drying, putting away dishes and utensils
- Cleaning sink
- Wiping counters, stove top, table top, etc.
- Cleaning and defrosting refrigerator
- Cleaning stove and oven
- Emptying trash
- Cleaning trash can
- Cleaning windows
- Washing floor
- Waxing floor
- Cleaning walls and woodwork
- Straightening up cupboards and drawers
- Wiping or cleaning fixtures and appliances

Bathroom
- Cleaning tub
- Cleaning sink and counter
- Cleaning toilet (inside and out)
- Cleaning fixtures (soap dishes, toothbrush holders, etc.) and appliances (electric toothbrushes, water picks, etc.)
- Cleaning walls, tile, and woodwork
- Cleaning mirrors and windows
- Replacing soiled linen
- Cleaning floor
- Emptying trash
- Cleaning trash can

Living Room, Den, Family Room
- Dusting furniture
- Polishing furniture
- Vacuuming upholstered furniture
- Polishing or waxing floors (noncarpeted)
- Vacuuming carpets
- Cleaning or dusting walls and woodwork
- Cleaning mirrors and windows
- Emptying and washing ashtrays
- Dusting lamps, bric-a-brac, pictures, etc.
### APPENDIX F

#### HOUSEKEEPING CHORES

<table>
<thead>
<tr>
<th>Bathroom</th>
<th>Living Room, Den, Family Room</th>
<th>Bedroom</th>
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</thead>
<tbody>
<tr>
<td>Cleaning tub</td>
<td>Dusting furniture</td>
<td>Making up bed</td>
</tr>
<tr>
<td>Cleaning sink and counter</td>
<td>Polishing furniture</td>
<td>Changing linens</td>
</tr>
<tr>
<td>Cleaning toilet (inside and out)</td>
<td>Vacuuming upholstered furniture</td>
<td>Polishing furniture</td>
</tr>
<tr>
<td>Cleaning fixtures (soap dishes, toothbrush holders, etc.) and appliances (electric toothbrushes, water picks, etc.)</td>
<td>Polishing or waxing floors (if uncarpeted)</td>
<td>Vacuuming, dusting, and sweeping floors</td>
</tr>
<tr>
<td>Cleaning walls, tile, and woodwork</td>
<td>Vacuuming carpets</td>
<td>Polishing or waxing floors (if uncarpeted)</td>
</tr>
<tr>
<td>Cleaning mirrors and windows</td>
<td>Cleaning or dusting walls and woodwork</td>
<td>Cleaning mirrors and windows</td>
</tr>
<tr>
<td>Replacing soiled linen</td>
<td>Cleaning mirrors and windows</td>
<td>Cleaning or dusting walls and woodwork</td>
</tr>
<tr>
<td>Cleaning floor</td>
<td>Emptying and washing ashtrays</td>
<td>Dusting lamps, bric-a-brac, pictures, etc.</td>
</tr>
<tr>
<td>Emptying trash</td>
<td>Dusting lamps, bric-a-brac, pictures, etc.</td>
<td>Putting clothes away</td>
</tr>
<tr>
<td>Cleaning trash can</td>
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</tbody>
</table>
APPENDIX F

PUBLISHERS

Benziger: Web of Life Books
8701 Wilshire Blvd.
Beverly Hills, California 90211

Educational Activities
P.O. Box 392
Freeport, New York 11520

Educational Design, Inc.
47 West 13th St.
New York, N.Y. 10011

Eye Gage House
116-01 Archer Ave.
Jamaica, N.Y. 11435

Farfcon Publishers
4W's Drive
Belmont, California 94002

321 First St.
Livénpool, N.Y. 13083

Grolier Educational Corporation
Instructional Systems Division
845 Third Ave.
New York, N.Y. 10022

Hubbard
P.O. Box 105
Northbrook, Ill. 60062

Institute of Life Insurance Health Insurance Institute
Education Division
277 Park Avenue
New York, N.Y. 10017

McDonald's Ecological Action
P.O. Box 2344
Kettering, Ohio 45429

McGraw Hill
330 W. 42nd St.
New York, N.Y. 10036

New Readers Press
Box 131
Syracuse, N.Y. 13210

Scott, Foresman & Co.
1955 Montreal Rd.
Tuckcr, Ga. 30084

SVE: Singer Educational and Society for Visual Education
1345 Diversey Parkway
Chicago, Ill. 60614
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