5-1975

A Proposed Supplemental Curriculum for Educationally Disadvantaged Students in Grades Seven & Eight in Green County, Kentucky

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1975

A PROPOSED SUPPLEMENTAL CURRICULUM FOR EDUCATIONALLY DISADVANTAGED STUDENTS IN GRADES SEVEN AND EIGHT IN GREEN COUNTY, KENTUCKY

A Specialist Project

Presented to

the Faculty of the Department of School Administration

Western Kentucky University

Bowling Green, Kentucky

In Partial Fulfillment

of the Requirements for the Degree

Specialist in Education

by

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May 1975

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ACKNOWLEDGEMENTS

Appreciation is extended to Mrs. Lucile P. Guthrie, Superintendent of the Green County School System, for providing access to statistical information and for maintaining a learning environment conducive to exploration and innovation.

Appreciation is also extended to Mrs. Gale S. Radford, Claudie Hancock, and Nelson Pickett, teachers in the Greensburg Elementary School, for their assistance in the writing of the Supplemental Activities Curriculum Guide.

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A PROPOSED SUPPLEMENTAL CURRICULUM FOR EDUCATIONALLY DISADVANTAGED STUDENTS IN GRADES SEVEN AND EIGHT IN GREEN COUNTY, KENTUCKY

Maxideen Houk Pruitt May 1975 64 pages

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The purpose of this project is to design a proposed supplemental curriculum for grades seven and eight in the Greensburg Elementary School, Green County, Kentucky. This supplemental curriculum is aimed at decreasing the number of students classified as educationally disadvantaged.

The procedure used in the project is to review general information related to the problem of disadvantaged students and to present specific information concerning the existing situation in Green County. The means of identifying disadvantaged students are described and the special needs of these students are enumerated. The latter part of the project is devoted to recommendations concerning implementation of the proposed supplemental curriculum for the intended group of students.

The appendix contains the Supplemental Activities Curriculum Guide which includes a unit on orientation to practical arts education and units on the following occupations clusters: construction, fine arts and humanities, and consumer and homemaking.

CHAPTER I

INTRODUCTION

Any individual, to participate fully in all aspects of society, should be well informed, possess skills both social and occupational which are valued by society, and be accepted by the groups or institutions to which he aspires. Few of these conditions are being met by a large segment of our population. Through a concern for this part of the student population in Green County, Kentucky, this project is undertaken.

Scope and Purpose

Statement of the problem. The educationally disadvantaged students of the Green County School System are a cause of grave anxiety for the administrative personnel and faculty of the Green County schools. Data taken from the Spring 1974 achievement test results (see table 1) indicate a steady progression from second grade to eighth grade of the percentage of students whose reading scores are one year or more below the norm for that grade. Students whose tests scores fall within these percentages are designated educationally disadvantaged.

TABLE 1

PERCENTAGE SCORING ONE YEAR OR MORE BELOW GRADE NORM

Grade	Percentage
2	17
3	21
4	27
5	40
6	42
7	43
8	48

Purpose of the project. The purpose of this project is to design a proposed supplemental curriculum aimed at decreasing the percentage of students classified as educationally disadvantaged in grades seven and eight of the Greensburg Elementary School. Teacher participation in planning and writing of the curriculum guide will contribute to its relevancy for the target students and facilitate the implementation of the curriculum guide in the classrooms.

Scope of the project. The procedure used in this project is to trace briefly the historical development of the problem of the disadvantaged student in general and in particular as it exists in Green County's Greensburg Elementary School. The means of identifying the disadvantaged, including characteristics and test procedures and instruments, are described and the special needs of these students are enumerated. The latter part of the project is devoted to recommendations concerning implementation of the proposed

supplemental curriculum and periodic evaluation of student achievement. The proposed supplemental curriculum guide is placed in the appendix.

Source of data. The references selected for use were those found to be most relevant and which were written during the past decade. In addition to these, earlier writings by Frank Riessman were included because he was one of the earliest of the contemporary writers who attempted to bring attention to the needs of the disadvantaged.

Test data are drawn from year-end results on the California Test of Basic Skills, the California Short Form Test of Academic Aptitude, and the Assessment of Career Development. Enrollment and attendance information is taken from records of the Director of Pupil Personnel.

Other sources include the United States Census of Population, 1970 and the State Department of Education publication, Profiles of Kentucky Public Schools, 1971-72.

Terminology and Definitions

Within pertinent literature the following terms are commonly used to describe the students included in this project: "culturally disadvantaged or culturally deprived, socially disadvantaged or socially deprived, and educationally disadvantaged or educationally deprived."[1] However, care should be taken in adding any type of descriptive word

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[1]Helen E. Rees, Deprivation and Compensatory Education (Boston: Houghton Mifflin Co., 1968), p. 8.

to the terms deprived or disadvantaged, such as culturally or socially or educationally, to define the words clearly. Rees states that:

> Even the most severely deprived child is living within some type of culture. He is living within some form of social interaction and, in the same light, he is absorbing some form of education as he interacts with his own environment, no matter how meager.[2]

Frank Riessman comments on two commonly used terms:

> A word is necessary about the term 'culturally deprived.' While lower socio-economic groups lack many of the advantages (and disadvantages) of middle-class culture, we do not think it is appropriate to describe them as 'culturally deprived.' As we shall see, they possess a culture of their own, with many positive characteristics that have developed out of coping with a difficult environment. The term 'culturally deprived' refers to those aspects of middle class culture such as education, books and formal language from which these groups have not benefited. However, because it is the term in current usage, we will use 'culturally deprived' interchangeably with 'educationally deprived' to refer to the members of the lower socio-economic groups who have had limited access to education.[3]

Riessman explains also that the terms culturally deprived, educationally deprived, deprived, underprivileged, disadvantaged, lower class, and lower socio-economic group are synonymous.[4]

The disadvantaged cannot be defined by race, job, residence, or behavior. According to Fantini, the disadvantaged have in common the following:

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[2]Ibid., p. 9.

[3]Frank Riessman, The Culturally Deprived Child (New York: Harper & Row, 1962), p. 3.

[4]Ibid., p. 6.

> All are left out of a process which purports to carry all humankind, regardless of background, toward the same basic goals: physical comfort and survival, and feelings of potency, self-worth, connection with others, and concern for the common good. Anyone deprived of the means to reach any of these human goals is disadvantaged.[5]

McKendall says that cultural disadvantage is an all-purpose phrase that refers to the variety of social, economic and ethnic-interracial factors which impede full freedom of choice and destroy an individual's right to maximum opportunity.[6]

In summary and for the purpose of this project, the educationally disadvantaged student for whom this supplemental curriculum is designed is defined as being in the spring of 1974 in the sixth grade with a reading score of 5.7 or below or in the seventh grade with a reading score of 6.7 or below. A score of 6.7 or 7.7 would be the norm for these grades at the time the test was administered.

Importance of the Project

The significance of the project to this writer rests in the personal belief that if supplemental activities can be used to enhance the teaching of basic academic subjects the academic achievement of the students will be improved.

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[5]Mario D. Fantini and Gerald Weinstein, The Disadvantaged: Challenge to Education (New York: Harper & Row, 1968), p. 4.

[6]Benjamin McKendall, Jr., "Breaking the Barriers of Cultural Disadvantage and Curriculum Imbalance," Phi Delta Kappan, March 1965, pp. 307-311.

It is further expected that attendance will improve since students are inclined to be in school regularly when they are interested in school activities. Likewise, regular attendance improves the chances of satisfactory academic achievement.

CHAPTER II

A REVIEW OF LITERATURE RELATED TO THE PROBLEM OF THE DISADVANTAGED

Teaching the disadvantaged child is not an entirely new problem; nevertheless, it has been in the past few years that commendable progress has been made in the education of disadvantaged children. Various writers have provided information on the problem of the disadvantaged while referring to them by different but synonymous terms.

Historical Development of the Problem

The impression that recognition of the problem of the disadvantaged student appears to have occurred within the past few years is due, Brottman states,

> . . . to increased publicity at the national level rather than to sudden recognition of the existence of a problem. Before 1950, criticism of educational practices resulting in changing programs occurred primarily at the local level. Then attention shifted from problems of local concern to a generalization of these problems at the national level. . . . The debate reached its peak in 1957 when the launching of the Russian Sputnik triggered federal support of selected programs in science, mathematics, and foreign languages through passage of the National Defense Education Act of 1958. The uproar resulted in much soul searching and re-evaluation of goals within the educational enterprise directed toward locating and training talented young people. It was a by-product of this evaluation that resulted in new concerns with the <u>other end</u> of the academic spectrum.

> The main factors affecting the development of disadvantaged groups originated as far back as 1860 when the urban-rural population ratio changed. Urban population increased seventeen times while the rural population . . . increased less than two and one-half times.[51]

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[51]United States Bureau of the Census, Historical Statistics of the United States, 1789-1945 (Washington, D.C.: U.S. Govt. Printing Office, 1949), p. 29.[1]

Although many educational writings use the launching of Sputnik as the baseline event which either triggered or accelerated the current wave of educational reform and the reassessment of talent development practices, even more recent is the concern with the plight of the disadvantaged and with the overall quality of education in depressed areas. Energy has been exerted on many fronts to try to achieve the long-voiced goal of providing equality of opportunity for all. Program development, research, and experimentation have mushroomed, spurred on by federal legislation and support for the war on poverty and the attainment of civil rights. Research has provided insight into the complex dimensions of the problem as well as leads to solutions. We know far more than we did a few years ago about the nature of the disadvantaged and the educational dilemmas that we face, even though we have not yet fully applied this knowledge, nor do we find it adequate.

There have been a number of federal acts containing

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[1]Marvin A. Brottman, "Dimensions of the Problem of the Disadvantaged Pupil," in Teaching the Culturally Disadvantaged Pupil, ed. John M. Beck and Richard W. Saxe (Springfield, Illinois: Charles C. Thomas, 1965), pp. 18-20.

provisions for direct or indirect aid to those who are economically impoverished or discriminated against because of race or ethnic origin. These acts include the Vocational Education Act of 1963 which was designed to strengthen and extend all aspects of vocational and technical education, with specific attention to certain disadvantaged groups. The Civil Rights Act of 1964 provided subsidies to school personnel for evolving and implementing plans for desegregation and finding ways to cope with emergent problems. The Economic Opportunity Act of 1964 promoted a Job Corps, work-study programs, urban and rural community action programs, and adult basic education. In addition, the Act made funds available for remedial programs, pre-school and day care centers, tutoring, materials production, and teacher education. The 1965 revision of the National Defense Education Act provided for strengthening instruction, extending education, and training teachers for working with the educationally disadvantaged. The Elementary and Secondary Education Act of 1965 was concerned with meeting special needs of educationally disadvantaged children.[2]

Terrell H. Bell, the twenty-first Commissioner of Education, said in an interview recently that one of our most pressing problems "is to do a better job teaching our

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[2] Programs of Federal Aid to Education Administered in the Kentucky Department of Education (Frankfort, Kentucky: State Department of Education, April 1975).

low-income, culturally disadvantaged students. Despite all we have done in this area, we still find a great deficit in learning, in accomplishment."[3]

Identification of the Disadvantaged

The process of identifying the disadvantaged student involves a knowledge of typical characteristics and these will be reviewed in this section. Various diagnostic instruments and procedures which have been found to be useful will be described.

Characteristics. Whether we choose to call these students disadvantaged, culturally deprived, or economically impoverished, they usually are notably deficient in cultural and academic strengths. The parents of these children have simply been unable to provide the quality of background, outlook, initial grounding, and readiness for formal learning that other parents provide as a matter of course.

Riessman, an oft-quoted author on topics concerning the disadvantaged, gives an overview of characteristics in general terms. He presents the disadvantaged child and parents as "poorly informed, reading ineffectively, anti-intellectual, aggressive, not concerned with status, illiberal on civil liberties and foreign policy, informal, and pragmatic."[4]

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[3] "The New Man at the Top," Teacher, September 1974, p. 19.

[4] Riessman, The Culturally Deprived Child, pp. 26-30.

Fantini states that:

> Not only are the disadvantaged poor not ready for the schools, but the schools, by and large, are not ready for them. When the child enters school, he moves into a different world, one which mirrors the society from which he is cut off, and which evaluates him in the same degrading terms he has come to accept as his lot. Poverty is a stigma that the school often unwittingly takes as a sign of personal unworthiness.[5]

Among the disadvantaged are found youth of all races, nationalities, and ethnic groups; yet, certain characteristics of the individual and his environment and the relationship between them can be said to define the category. Karnes gives six such characteristics: self-concept, motivation, social behavior, language, intellectual functioning, and poor physical fitness.[6] An abbreviated explanation of each of these is given.

Each individual develops and holds attitudes, beliefs, and knowledge about himself which he acquires through interaction with others and through the mediation of his physiological systems. The fact that the self-concept can be altered positively through appropriate experiences is a source of encouragement to educators.[7]

Motivation is the second characteristic given by Karnes. Disadvantaged youth usually have not internalized

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[5]Fantini and Weinstein, The Disadvantaged: Challenge to Education, p. 14.

[6]Merle B. Karnes, R. Reid Zehrback, and Guy R. Jones, The Culturally Disadvantaged Student and Guidance (Boston: Houghton Mifflin Co., 1971), p. 2.

[7]Ibid., pp. 2-4.

the motivation to achieve academically and may not have learned to work for delayed gratification or rewards. They may not perceive how learning mathematics will help them become skilled workers or how daily grooming makes them more acceptable to teachers and employers. If educators are to alter the motivational patterns of the disadvantaged, there must be an understanding of the development of such patterns.[8]

Another characteristic, social behavior, affects the classroom climate, particularly when it differs from the teacher's standard of what is acceptable. In addition to behaviors which upset the classroom in general, disadvantaged youth frequently manifest behaviors which have a marked effect on the teacher. One of these is the failure to wait for the teacher's recognition, to speak in moderate tones, to defer to authority figures. Although the child may be acting in a way that is fully compatible with his home and neighborhood environment, his teacher is upset.[9]

Language is another area of marked difference between the disadvantaged youth and the school culture. Problems with language interfere with the academic learning and jeopardize pupil-teacher relations. Children from disadvantaged homes frequently speak in a dialect or use syntactical structures that differ markedly from those used in the

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[8]Ibid., pp. 4-6.

[9]Ibid., pp. 6-7.

school. The school must expend greater energy in teaching the disadvantaged child to bridge the gap between the language of the home and the language of the school.[10]

Intellectual functioning which is ineffective, inefficient, and limited has long been considered to be a significant characteristic of the disadvantaged. Test scores of individual children may differ according to the type of test item, the mode of presentation (group or individual, written or oral, timed or untimed), the mode of response (verbal or motoric), the characteristics of the tester, previous test experience, and the degree of motivation. A cumulative deficit resulting from a lack of test experience, poor teaching, and a succession of failures is frequently attributed to disadvantaged children. From an educational point of view, such a concept is important for its implications for preventive programs as well as for its developmental implications.[11]

Physical fitness is not a characteristic of disadvantaged youth. Malnutrition, uncorrected hearing and vision defects, unrepaired birth defects, and dental problems are found at a significantly higher rate among the disadvantaged.[12]

Continuing in the same vein, Deutsch says that the

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[10]Ibid., pp. 7-8.

[11]Ibid., pp. 8-10.

[12]Ibid., p. 10.

middle-class child is more likely to have been continuously prodded intellectually by his parents and rewarded for correct answers, whereas, the disadvantaged child's parents have seldom subjected him to the pressure of a formal adult-child learning situation. Relating to the teacher and school officials requires a new kind of behavior, for which he has not necessarily been prepared.[13]

Noar gives the following characteristics of the disadvantaged:

> The children commonly considered disadvantaged are the result of poverty; of chronically unemployed or unemployable fathers; of one-parent homes, frequently mother-dominated. They are city slum-dwellers, rural uneducated farmhands, and migrants. They are children of unassimilated lowest social class Negroes, Puerto Ricans, American Indians, Mexican Americans, and Caucasians. They are one of every three city children who have too little of everything: too little living space, too little food and sleep, too little personal attention, too little medical and nursing care when sick and too little correction of defects, too little energy and endurance, too little information about themselves and their world, too little curiosity, too little success, too little self-respect and self-confidence, too little reason to try, too little money and clothing, too little to play with and read, too little happiness.[14]

The disadvantaged often react to the school situation in ways which differ from the teacher's expectations. The following generalized descriptions of school behavior

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[13]Martin Deutsch, "Some Psychological Aspects of Learning in the Disadvantaged," in Teaching the Culturally Disadvantaged Pupil, ed. John M. Beck and Richard W. Saxe (Springfield, Illinois: Charles C. Thomas, 1965), p. 52.

[14]Gertrude Noar, Teaching the Disadvantaged (Washington: National Education Association, Department of Classroom Teachers, 1967), pp. 3-4.

gathered from reports, experience, observers, teachers, and parents are presented by Noar to provide some insight into the nature and motivations of children whom teachers so often say they do not understand.

> . . . In class they talk out, fool around, play tricks, tap feet and pencils, make noise, don't sit still, and screen out the teacher's voice. Teachers often call them babyish. However, much of this behavior is more likely to stem from frustration, which, coupled with anxiety, may make a child cry out or eat in class. Frustration may also cause a child to jerk his paper out of the notebook and crumple up piece after piece as he makes new attempts to do his work.
>
> Answers given in a sharp or querulous or angry voice, which the teacher often attributes to lack of self-control or impudence, may indicate fear. . . .
>
> Torn, rumpled, unorganized notebooks and desks filled with bits of food, candy wrappers, and pencil stubs are common among these pupils. . . . Unlike middle-class children, the children of poverty are less able to learn to organize anything if their living quarters are crowded with people, if there are no furniture drawers, no kitchens with cupboards, and no bedrooms with closets. . . .
>
> . . . Many disadvantaged children . . . seem to be suspicious, to carry a chip on the shoulder, to feel picked on. They may pull away from and resent a teacher who, in all friendliness, puts a hand on them. . . .
>
> Many disadvantaged children are not oriented to tests, promptness, time, speed, or competition. This does not usually indicate laziness, indifference, or stupidity. In many of their families there is neither reason for nor tradition of promptness. There is nothing to get up early for; no one hurries.
>
> Many disadvantaged nonwhite children come to have negative feelings about themselves. They believe that they are bound to fail--so many do. They are influenced by the teacher's expectation that they will learn slowly or not at all. When teaching is geared to low expectation of success, many children who have ability become bored, disgusted, and apathetic; make no effort; and withdraw psychologically or even physically, all of which verifies the teacher's prejudgment of them.[15]

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[15] Ibid., pp. 6-9.

Passow gives this summary of the characteristics of the disadvantaged as a group:

> They are characterized by language inadequacies, including limited vocabulary and poor syntactical structure, inability to use abstract symbols and complex language forms to interpret and communicate, difficulty in developing and maintaining verbal thought sequences, restricted verbal comprehension, unfamiliarity with formal speech patterns, and greater reliance on nonverbal communication means; perceptual differences and problems of visual and auditory discrimination and spatial organization; a mode of expression more motorial and concrete than conceptual and idea-symbol focused; an orientation of life that seeks immediate gratification in the here-and-now, rather than delaying for future advantage; a poor self-image, a denigrating of the self's potential as person and learner; aspirations and motivation too modest to achieve academic goals; apathy and detachment from formal educational goals and processes; and limited role-behavior skills and inadequate or inappropriate adult models. As a group, the disadvantaged reveal inability and unreadiness to cope with the demands and expectations of the school program and personnel, a cumulative academic retardation and progressively deteriorating achievement pattern, and a high incidence of early school withdrawal.[16]

Diagnostic procedures and instruments. Much attention has been given to the problem of identifying disadvantaged youth. Karnes says that:

> One reason for the problem is the failure to acknowledge the simple fact that disadvantaged youth are those who are discriminated against and alienated from the standard culture on the basis of color of skin, language patterns, and academic goals. These individuals require help that differs from that provided the middle-class child.[17]

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[16] A. Harry Passow and David L. Elliott, "The Nature and Needs of the Educationally Disadvantaged," in Developing Programs for the Educationally Disadvantaged, ed. A. Harry Passow (New York: Teachers College Press, Columbia University, 1968), p. 9.

[17] Karnes, The Culturally Disadvantaged Student and Guidance, p. 16.

Karnes recommends use of the following procedures and instruments: standardized group achievement and intelligence test scores, attendance records, and teacher appraisals--all of which will usually be found in the students' school folders. Karnes goes on to say that test results must be interpreted only as data about the functioning of an individual and not as a reflection of his personal worth. A low reading achievement score does not mean that the individual is of limited worth, but it does suggest that if he is to progress in academic classes he may benefit from placement with a remedial group. Tests should be used with the disadvantaged for the purposes of diagnosis and remediation and to evaluate the effectiveness of a program. Of the group tests, the achievement tests are probably most useful because they investigate the academic domain--the area in which schools can effect change.[18]

Noar cautions that teachers need to be cognizant of the fact that IQ test scores are based, to a certain extent, on past learning in the basic academic subjects and skills, and they should be cautious of using them to predict learning disabilities. Lack of opportunity for cultural experiences contributes to the lack of information which the child needs if he is to perform satisfactorily in testing programs. It is essential for teachers to know that an IQ test score does not indicate that there is a top limit to any

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[18]Ibid., p. 17

child's learning ability. Projects and studies show that IQ test and other test scores rise when children receive enough nourishment and rest, when they feel accepted, when they receive preparation in the subject matter and skills to be tested, and when they are given specific experiences in test-taking.[19]

Analysis of test scores may reveal information about patterns of thinking that can be useful to teachers in providing activities that will strengthen the weaknesses of the students.

In conjunction with procedures and instruments already mentioned, teacher observation should be a very important method of identifying the educationally disadvantaged. For the teacher who is objective in evaluating her students, this is one of the most reliable means and one which is readily available to any classroom teacher.

Special Needs of Disadvantaged Students

The disadvantaged child is a paradox to his teacher. Countless pamphlets, articles and volumes have described his language deficiencies, his health, social and emotional needs, his anti-school attitude, and his rebellious behavior. Unfortunately, for many the description is all too accurate. On the other hand, this child is basically no different than his middle-class peers in that he wants

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[19]Noar, Teaching the Disadvantaged, p. 13.

acceptance, success, to feel good about himself, and to like and be liked. Successful teaching of the disadvantaged lies in using these strong human needs as a springboard to learning. Bottom relates that all aspects of the disadvantaged student's life must be considered in educating him--his nutrition, his health, his clothing, his emotional state. Any of these can send him to school distraught, angry, rebellious and aggressive.[20]

Rees enumerates the following needs of the disadvantaged:

> He has the basic needs for nourishing food, appropriate clothing, and shelter, but he is forced to accept his environment as it is. Hence, one of his greatest needs is to learn that the way in which he accepts it and himself determines his ability to grow, to learn, and to mature to the level of his potential. He must be important to himself. Through knowing his own abilities he may not only appreciate them but use them. He should discover what he is able to do physically, how he can control his strength, how he can use the various parts of his body and at the same time operate as a unit. It is through thought that he can control his physical actions and develop the finer skills. It is through thinking that he will realize the importance of certain forms of behavior and that it is he, himself, who must channel his strength and his energy. . . .
>
> . . . He will learn, as he interrelates with others, to see them as persons and that they consider him as a person. He needs help in learning that others may tend to think of him as he thinks of himself, for it is he who gives to them the picture of himself. He will understand that other persons have the same drives for behavior, many of the same feelings, and much of the same ability to react and demonstrate their thoughts in terms of behavior. These discoveries open the door to possible ways of interacting and communicating with others.

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[20]Raymond Bottom, The Education of Disadvantaged Children (West Nyack, New York: Parker Publishing Co., 1970), pp. 57-58.

> The child begins to see for himself the importance of speech, of shared activities and shared excitement in learning and in accomplishment, and that life is a process of giving and of taking, and of mutual respect.[21]

Statements of these writers could be summarized by saying that the disadvantaged child comes to school with a multitude of deficits; but he is basically like all other children in that he needs acceptance and understanding.

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[21]Rees, Deprivation and Compensatory Education, p. 42.

CHAPTER III

BACKGROUND OF THE PROBLEM OF THE DISADVANTAGED IN GREEN COUNTY

Related Statistical Data

Green County is located in a tobacco farming area in central Kentucky and in 1970, according to the Census of Population, had a population of 10,350. Occupation of the parents has a bearing on student achievement; therefore, Table 2 shows this information about the local area.

TABLE 2

OCCUPATION GROUPS OF EMPLOYED PERSONS
GREEN COUNTY, KENTUCKY

Occupation	Males	Females
Professional, Technical and Kindred Workers	4%	9%
Managers and Administrators, except Farm	6%	1%
Sales and Clerical	5%	19%
Craftsmen and Foremen	17%	3%
Operative, including Transport	18%	52%
Laborers, except Farm	5%	1%
All Farm Occupations	41%	2%
Service Workers	4%	13%

SOURCE: U.S. Department of Commerce, Bureau of the Census, Census of Population: 1970 (Washington, D.C.: Government Printing Office, 1970).

A knowledge of trends in educational attainment of county residents is also beneficial in planning a curriculum for educationally disadvantaged students and Table 3 contains this information.

TABLE 3

TRENDS IN EDUCATIONAL ATTAINMENT
GREEN COUNTY, KENTUCKY

Persons 25 Years or Older	Male	Female	Total
No Education	103	33	136
Elementary			
1-4 Years	584	222	806
5-7 Years	610	597	1,207
8 Years	1,008	1,190	2,198
High School			
1-3 Years	159	348	507
4 Years	344	503	847
College			
1-3 Years	124	136	260
4 Years or More	84	109	193
Median Education	8.2	8.6	8.4

SOURCE: U.S. Department of Commerce, Bureau of the Census, Census of Population: 1970 (Washington, D.C.: Government Printing Office, 1970).

Even though dollar amounts expended for Green County Schools are low in comparison to national and even state averages (see table 4), administrators and teachers in the school system readily agree that the schools are far better prepared today than in years past to do the job of educating our youth--teachers are better educated, an ample supply of books and materials is available, buildings are adequate,

free transportation is provided--but still a large percentage of students in each grade fail to achieve satisfactorily as noted in Table 1 on page 2.

TABLE 4

STATISTICAL PROFILES FOR GREEN COUNTY, 1971-72

	Green Co	Kentucky	National
Annual Current Expenses per Pupil in ADA	$ 524.36	$ 530.78	$ 929.00
Average Annual Salaries for Teachers	7,024.00	7,362.00	9,705.00
% Teachers with Rank II or Higher	36.8%	28.6%	30.6%
% of Staff with Less than Rank III	2.6%	0.8%	3.6%
Pupil-Teacher Ratio	20.9	23.9	22.3
% Attendance	93.6%	93.7%	93.5%
% Ninth Graders Completing High School	73.1%	68.2%	78.7%
% High School Graduates Entering College	35.2%	39.8%	55.5%
Cost per Pupil for Administration	16.56	16.49	30.42
Cost per Pupil for Instruction	394.45	409.08	618.29
Cost per Pupil for Books and Supplies	7.93	10.00	20.67
% of Revenue from Local Sources	25.6%	32.0%	52.0%
% of Revenue from State Sources	50.3%	50.2%	40.9%
% of Revenue from Federal Sources	24.1%	17.8%	7.1%
% of Disadvantaged Children	38.7%	28.6%	. . .

SOURCE: Profiles of Kentucky Public Schools, FY 1971-72 (Frankfort, Kentucky: State Department of Education, 1972).

In Green County there are four schools. Pierce Elementary and Summersville Elementary are for kindergarten

through sixth grade, Greensburg Elementary is for grades one through eight, and Green County High School is for grades nine through twelve. The present organizational pattern has been followed since the opening of the new high school in the fall of 1973. Prior to that time the seventh grade students living in the Pierce and Summersville attendance areas attended those schools.

The combining of all the seventh and eighth grade students in the same building provides greater opportunity to plan a curriculum applicable to these young adolescents. Last year a series of mini-courses were organized and taught in the seventh grade the last nine weeks of school. These courses were in the areas of art, shop, drama, and crafts. They were enthusiastically received by the students, especially those who had been unsuccessful academically, and formed a basis for what is now proposed as a full-year program.

Identification of the Educationally Disadvantaged

Approximately 45% of the seventh and eighth grade students in the Greensburg Elementary School at the end of the 1973-74 school year were designated educationally disadvantaged. In the process of planning a supplemental curriculum specifically for these students, it is expedient that we scrutinize the methods by which they are identified.

Characteristics. One characteristic of this group is excessive absenteeism--often as much as 50% or more in an

accounting period. There is indication of a correlation between poor attendance and the low achievement noted in Table 1 on page 2. Information taken from the records of the Director of Pupil Personnel and shown in Table 5 indicates a gradual decline in attendance as students progress through the grades.

TABLE 5

AVERAGE ATTENDANCE FOR 1973-74 FOR GREENSBURG ELEMENTARY SCHOOL

Grade	Percentage
1	93
2	95
3	94
4	95
5	95
6	93
7	92
8	91

While not considered a characteristic, the gradual drop in the average IQ derived from the Spring 1974 academic aptitude testing may be the result of a typical attitude of indifference. Average scores for grades four, six, and eight are 102, 101, and 97 respectively--the same type of decline noted in academic achievement scores and attendance.

Other characteristics include incomplete assignments even when time is provided during the school day for their completion; a lack of pride in work well done as evidenced by the condition of written assignments turned-in to the

classroom teachers; inability to participate in discussions because of a lack of knowledge on the subject or bickering among themselves; and an unconcern about the future. When these students are questioned by teachers concerning their goals in life, their responses may be totally unrealistic in keeping with their academic achievement and work habits. For example, a student who sees no reason to complete a mathematics assignment may say he plans to become a doctor or a lawyer.

According to teachers' observations, test scores may not be an accurate reflection of what the students know because they are not concerned enough to do their best work on tests. An example of this is a student who at the end of the seventh grade had a reading average of 5.9 on the achievement test. After being placed in a remedial reading class in the fall, his reading average was 11.5 on the same test which was administered as a pre-test by the remedial reading teacher.

Students in the seventh and eighth grades are grouped according to reading scores, thereby putting students with the same general characteristics together. Teachers, in discussing these characteristics, often admit to being at a loss as to how to teach these students effectively. These are the students for whom the variety of the planned supplemental curriculum should be worthwhile.

Diagnostic procedures and instruments. In the Green

County School System, several standardized tests are used. The Peabody Picture Vocabulary Test and The Lee-Clark Readiness Test are administered in late spring to those students attending Kindergarten and Headstart and early in first grade to those who do not attend either of these. These two tests aid in identifying those students who are not ready for first grade because of immaturity, cultural disadvantage, or low academic aptitude. Children are grouped in first grade in accordance with the test results and matched with teachers who can best provide for their needs.

In late spring, the California Short Form Test of Academic Aptitude is administered in grades one, four, six, eight, and eleven; and the California Test of Basic Skills is administered in the first eight grades and grade eleven. The Reading Test which accompanies the Lippincott Basic Reading Program is administered as each reading level is completed. These three scores--SFTAA, CTBS, and Lippincott Reading--plus attendance records and teacher observation give a fairly reliable picture of each student. Those students in any grade who are found to be a year or more below grade level in reading according to the achievement test score are designated educationally disadvantaged and appropriate instruction is provided for them.

The Stanford Binet, an individual test, is administered to students whose SFTAA score indicates a need for placement in an educable mentally handicapped class.

The school system participates in the Statewide Testing Program for grades four, six, eight, and eleven. The data sheets provided by the Testing Service, Kentucky Department of Education, are reviewed and areas of weakness identified and noted on a summary sheet. This sheet is furnished to each classroom teacher following grade-level discussions and interpretation of the information. Teachers use this information in planning instruction in the areas of greatest weakness.

The school system also participates in the State Needs Assessment Program. As a part of this program, The Assessment of Career Development is administered to a sample group of thirty students from the eighth grade. Results of this test have been beneficial in planning the supplemental curriculum.

Special Needs of the Educationally Disadvantaged

These students need teachers who are prepared to take a positive approach and determine the kinds of experiences that each student needs to help him arrive at the level of experiencing that is commensurate with his ability.

These students need to think of themselves as being capable of learning. They need to set goals and use their abilities to achieve their goals. They need knowledge about vocational and educational choices, about their environment, about homemaking skills, and about hobbies to use leisure time wisely.

CHAPTER IV

DESIGN OF THE PROPOSED SUPPLEMENTAL CURRICULUM

The activities of this supplemental curriculum are designed specifically for the disadvantaged seventh and eighth grade students of the Greensburg Elementary School. The emphasis is on self-awareness, appreciation and attitudes, and decision-making. Students will be given opportunities to explore the fifteen categories or job clusters into which approximately twenty-two thousand jobs have been placed by the U.S. Office of Education. Students will be given opportunities to experience hands-on activities that a person uses in particular jobs. This information will provide each student with a basis for making a tentative career choice prior to entering high school.

Objectives

Using data for the 1973-74 school year as a basis for comparison, it is expected that at the end of the school year in which the supplemental curriculum is implemented certain outcomes will be experienced.

1. The percentage of students designated educationally disadvantaged will decrease by 10% as reflected on the California Test of Basic Skills.

2. Students will be knowledgeable to a greater degree about all the fifteen occupational clusters as measured by the Assessment of Career Development administered to a sample group of eighth grade students.

3. The attendance average in each grade will increase by 2% as reflected in the records maintained by the Director of Pupil Personnel.

Scheduling

The school year will be divided into four nine-week periods. Normally there is a forty-five minute period scheduled daily for band and study hall, and this period will be used for activities of the supplemental curriculum. The first nine-week period will be used for orientation and will involve all seventh and eighth grade students except those taking band. Homeroom teachers will present the unit. The three remaining nine-week periods will involve the sixty students with the lowest academic achievement according to reading scores from the California Test of Basic Skills.

Job clusters selected for the first year are Construction Occupations, Fine Arts and Humanities Occupations, and Consumer and Homemaking Occupations. The facilities formerly used for high school industrial arts and home economics will be ideal for the teaching of these clusters.

Teachers

Three teachers currently on the staff are qualified,

either on the basis of education or work experience, to teach in the selected areas. Their knowledge and assistance have been of great help in the writing of the units of the Supplemental Activities Curriculum Guide. Guidance will be provided by homeroom teachers of the participating students. Records will be kept current by one teacher designated as the coordinator of the program. The Career Development Student Record Card will be kept current and on permanent file for each participating student.

Inservice

Prior to the end of this school year, three teachers and administrative personnel will visit a school which has implemented a practical arts program. Also prior to the end of school, a one-day inservice session is planned for all district teachers and administrators with a consultant from Western Kentucky University presenting a program on Career Education and Practical Arts Education. This type of in-service is expected to orient all the faculty members to the various aspects and implications of the planned supplemental curriculum. During the latter part of the summer, another inservice day is planned for the seventh and eighth grade teachers.

Evaluation

Each unit will be evaluated by the teacher by means of teacher-made tests, progress charts, and completed items

or projects. Program effectiveness will be measured by the California Test of Basic Skills, the Assessment of Career Development, and school attendance records.

Guide for the Supplemental Curriculum

The Appendix contains the Supplemental Activities Curriculum Guide which includes an Orientation unit and units for the Construction Occupations Cluster, the Fine Arts and Humanities Occupations Cluster, and Consumer and Homemaking Occupations Cluster.

Recommendations

This proposed set of supplemental activities has been submitted as a Practical Arts Education Program to the Bureau of Vocational Education, Kentucky Department of Education, with a request for approval to implement it in the 1975-76 school year.

If implementation approval is granted, it is recommended that parents, civic organizations, and industrial leaders be informed of the program and its purpose. Support from members of these groups will be invaluable as the program grows and develops.

It is recommended that a formal evaluation of the program be conducted at the end of the first year of implementation and at the end of each succeeding year in which the program is in operation.

It is recommended that revisions be made in the

course content of the high school curriculum to accommodate the additional experiences of students participating in the program.

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"The New Man at the Top." Teacher, September 1974, pp. 19-20.

APPENDIX

SUPPLEMENTAL ACTIVITIES CURRICULUM GUIDE

CONTENTS

INTRODUCTION

This guide is presented with the aim of providing in brief outline form a workable plan for teaching the content. It is not intended that the guide be considered complete, but that it should be used as a basic plan which the teacher will modify and enrich to meet the needs of a particular group of students.

Objectives

Due to differences in abilities and interest, all students will not reach the same level of attainment; therefore, it is not advisable to set forth fixed standards. Rather it should be the goal of the teacher to establish a learning environment that is conducive to every student achieving in some degree all objectives of each unit. Every student should advance as far toward these goals as is commensurate with his ability.

Techniques and Methods

Demonstration is one of the best methods of teaching manipulative activities. The ideal time to give these demonstrations is immediately preceding the time when the student is to perform the activity; however, this is not always practical under a multiple activity situation. It may be necessary to give some of the demonstrations to the entire class or a group within the class even though some time may elapse before some of these students will be involved in that particular activity. It may be necessary at times to repeat part or all of a particular demonstration for small groups or for an individual student.

Class discussion, special investigations, and reports by students are devices for teaching that should be used to

enrich activities of the students. Topics listed in this guide are intended to suggest to the teacher some possibilities to use for these purposes.

The listing of suggested projects should serve the purpose of pointing out examples that are suitable for use in the units. This listing is not exhaustive and the resourceful teacher will find many others in books and magazines that are available. He will also draw on his own creative ability and the creative ability of his students as a source of project material.

Other activities may be done for further enrichment either by the teacher, groups of students, or individual students. It is intended that certain of the activities will be done by an individual student but will be used by the entire class. While this guide suggests a wide scope of activities for the student, it by no means includes all that are desirable. There should be a close correlation between supplemental activities and activities of the academic curriculum and the teacher should strive to correlate his work with these other activities whenever possible.

Application

The units of this guide are designed to give boys and girls an opportunity to develop skill in the use of tools, materials, and techniques and become more aware of the many opportunities available to them. Educationally disadvantaged students may perform and possibly excel in areas of creativity and independent work and, in turn, become more enthusiastic about school attendance and academic pursuits.

ORIENTATION TO THE JOB CLUSTER CONCEPT

I. Introduction

This unit is designed to introduce the cluster concept to the students. It will emphasize the exploration of many occupations and it will emphasize self-awareness. It will provide knowledge of job families and skills required at various levels.

II. Objectives

A. A proficiency level to be determined by the teacher will be achieved by each student on a teacher-made test following completion of the unit.

B. Each student will participate in as many of the planned activities as possible and the teacher will indicate the completion of each on a Class Progress Chart.

C. Each student will design and develop a career folder with the contents to be determined by the teacher.

III. Content

A. Demonstrations

1. After viewing filmstrips, Who Are You and What Do You Like To Do, students will complete Record Sheets No. 1 and No. 2. The students will use these record sheets to make significant observations about their personalities and life styles and relate these observations to possible choices of career and leisure-time activities.

2. The class will view the filmstrips, What Is A Job and What Are Job Families, and complete Record Sheets No. 9 and No. 10 to explore a career choice.

3. The class will go to the library and the librarian will explain the occupational references contained in the library, the type of information found in them, and their location.

4. A guest speaker will explain what jobs are available now and which ones probably will be in demand in the future.

5. After viewing the filmstrip, What Good Is School, the students will fill in Record Sheets No. 5 and No. 7 and reassess their career choice.

B. Topics for class discussion and special reports

1. Locate and list five reference sources for careers which have been selected for further exploration.

2. Locate and list information concerning required aptitudes, salary, training, characteristics, and advancement opportunities for five occupations.

3. List the fifteen job clusters and name five occupations that could be found in each cluster taught in the Greensburg Elementary School.

4. Write a definition of the following terms: occupation, occupational requirements, career, employer, employee, salary, apprenticeship, aptitude, personality trait, trade union, and fringe benefits.

5. List four training institutions in the area surrounding Green County and name two occupations for which a person could be trained at these institutions.

6. Each student will complete personal information on his Career Development Student Record Card.

C. Suggested projects

1. A committee will make a survey of the occupations in Green County and report to the class.

2. A committee will interview the three cluster teachers and report to the class.

3. A committee will make a bulletin board showing industries in the community and the occupations in each industry.

4. Each student will interview his parents using the applicable interview form (No. 1 or 2).

5. A committee will record the information from the interviews using the Career Information Data Sheet.

6. A committee will construct a graph showing what percentage of the parents' jobs belong in each of the fifteen job clusters.

7. A committee will make a chart showing educational level compared to the amount of money being earned.

8. Assigned students will interview one person from each job cluster using Interview Form No. 3.

9. A committee will make a poster that indicates the role work plays in a person's life.

10. Each student will bring to class an object that represents some aspect of a career he might like to follow as an adult. This object properly labeled will become part of a class exhibit.

11. Each student will complete at least one Human Resource File Card for a permanent record.

D. Optional enrichment activities

1. Students may be paired with classmates whom they feel they know fairly well and each one will make notes about what the other one is like--his interests, activities, hobbies, likes and dislikes, talents, skills, and strong personality traits. Then each student will predict the career his partner will be likely to select.

2. Students may record their activities, hobbies, friendships, pets, thoughts, and feelings by means of snapshots of themselves and arrange them in an annotated scrapbook.

3. Students may keep a log of their activities, thoughts, and feelings for a week and illustrate the log by drawing cartoons or writing poems, limericks, or narrative descriptions.

IV. Evaluation

A. A teacher-made test will be used to determine the proficiency level achieved on material presented.

B. Observation of notations on the Class Progress Chart will be used to determine the activities in which each student has participated.

C. The career folder will be evaluated on the basis of the established requirements.

V. Resources

WORK--Widening Occupation Roles Kit from Science Research Associates which contains filmstrips, student record sheets, and other applicable materials.

CONSTRUCTION OCCUPATIONS CLUSTER

I. Introduction

This unit will begin with a survey by means of filmstrips and class discussion of the scope, levels, working conditions, and related jobs in the Construction Occupations Cluster.

II. Objectives

A. A proficiency level to be determined by the teacher will be achieved by each student on a teacher-made test following completion of the unit.

B. Skill in the use of tools, an appreciation for good workmanship and design, and knowledge and understanding of uses of materials will be demonstrated by the student and notations made by the teacher on a Class Progress Chart.

C. Each student will make a scale plan of a project and use it to complete the project.

III. Planning and Sketching

A. Demonstrations

1. Proper angles for isometric drawings
2. The short line technique of making sketches
3. Arrangement of views in multiview drawing
4. Best location for dimensions
5. Center lines and hidden lines
6. Method of dimensioning circles and arcs
7. Dimension detail drawings and assembly drawings
8. Lay out irregular pattern by use of the squares method
9. Use of half patterns for symmetrical objects
10. Lay out developments with instruments

B. Topics for class discussion and special reports

1. The value of drawings
2. The value of pictorial drawings

3. The value of orthographic drawings
4. Information necessary to make a finished product from a drawing
5. Dimension circles and arcs
6. Center lines and their uses
7. Purpose and detail drawings
8. Manufactured items which require the use of patterns and templates
9. The value of patterns

C. Suggested projects and sources of projects

1. Make an isometric sketch of a simple object (Job Assignment Sheet No. 1).
2. Make a three-view drawing of the same object.
3. Add dimensions to the three-view drawing
4. Make a three-view drawing (Job Assignment Sheet No. 2)
5. Make five isometric and multiview drawings of simple familiar objects which will introduce circles, arcs, center lines, and hidden lines.
6. Make detail sketches of the parts of familiar objects such as a simple stool, book shelves, or a simple lamp. Include dimensions and notes.
7. Make a sketch showing the parts assembled. Include dimensions.
8. Sketch a pattern for a simple project using the squares method.
9. Draw a development of a simple box.
10. Draw a development of a funnel.
11. Correlate sketches with a project to be completed in Woodworking.

D. Optional enrichment activities

1. Make an isometric sketch of your home.
2. Sketch front and side views of your home.
3. Sketch a floor plan of your home or classroom.

IV. Woodworking

A. Demonstrations

1. Measure lumber with a ruler.

2. Saw with a handsaw.
3. Saw with a coping saw.
4. Sand surfaces and edges.
5. Bore holes with an auger bit.
6. Drill holes with a twist drill.
7. Test an edge with a try square.
8. Drive, draw, and set nails.
9. Fasten with screws.
10. Sharpen edge tools.
11. Cut with a jig saw.
12. Transfer angles with a T-bevel.
13. Glue joints.
14. Compute board feet.
15. Apply finishes.

B. Topics for class discussion and special reports

1. Safety in woodworking
2. Kinds, uses, and grades of lumber
3. Kinds and uses of saws
4. Kinds and uses of files
5. Kinds and uses of abrasives
6. Plywood and veneer
7. Common wood joints and their uses
8. Kinds of glue and their uses
9. Wood fasteners
10. Care of woodworking tools
11. Wood finishes and their application

C. Suggested projects and sources of projects

1. Bird house
2. Cutting board
3. Hot pad holder
4. Napkin holder
5. Shadow box
6. Fiddle serving tray (Job Assignment Sheet No. 3)
7. Salad board (Job Assignment Sheet No. 4)

8. Nut tray (Job Assignment Sheet No. 5)

D. Optional enrichment activities

1. Make a display of wood samples.
2. Make a display of wood fasteners.
3. Set up a production assembly line and make a quantity of some simple item such as a toy or a novelty.
4. Bring tools from home to be repaired.
5. Make a field trip to a local woodworking industry.

V. Evaluation

A. A teacher-made test will be used to determine the proficiency level achieved on material presented.

B. Observation of notations on the Class Progress Chart will be used to determine if students are skillful in the use of tools, if they are appreciative of good workmanship and design, and if they know and understand the uses of materials.

C. Teacher observation will determine if the student has completed his project according to plan.

VI. Resources

A. Books

Feirer, John L. Bench Woodwork. Peoria, Illinois: Charles A. Bennett Co., 1972.

Groneman, Chris. General Industrial Education. New York: McGraw-Hill Book Co., 1974.

B. Films

(Third District Film Library, Western Kentucky University)

First Aid on the Spot, No. 6505

Safety in the Shop, No. 6775

Woodworking, No. 6400

C. Filmstrips

(School resource center)

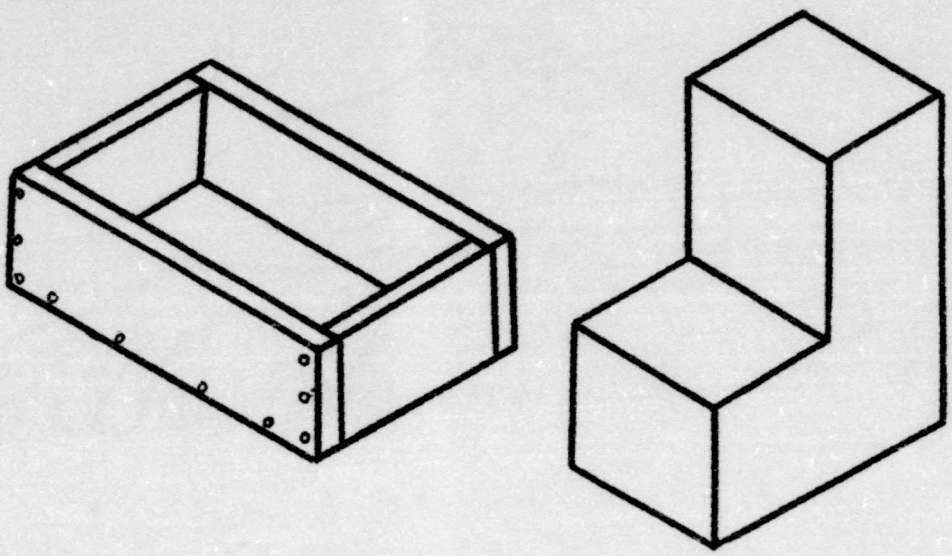
Careers in Construction

Workers Series

Shop Safety

Job Assignment Sheet No. 1

Isometric Sketch

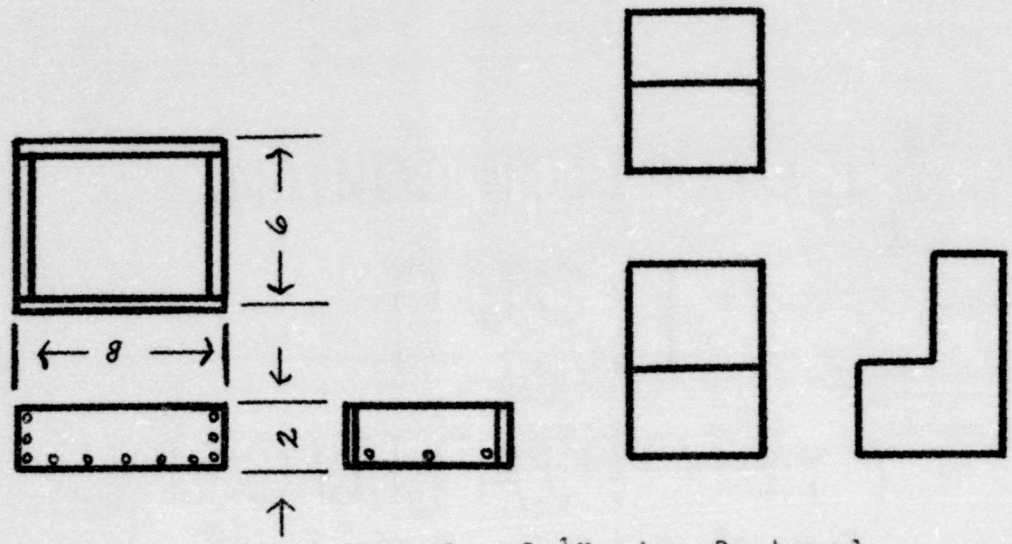


Procedure

1. On a sheet of notebook paper, make sketches like the ones above. Your instructor will explain the procedure on the blackboard.
2. Answer the following questions.
   a. What is a sketch?
   b. How many sides of an object are shown in an isometric sketch?
   c. What directions do the lines run in an isometric sketch?
   d. What angles are used in an isometric sketch?

Job Assignment Sheet No. 2

Three-View Sketch



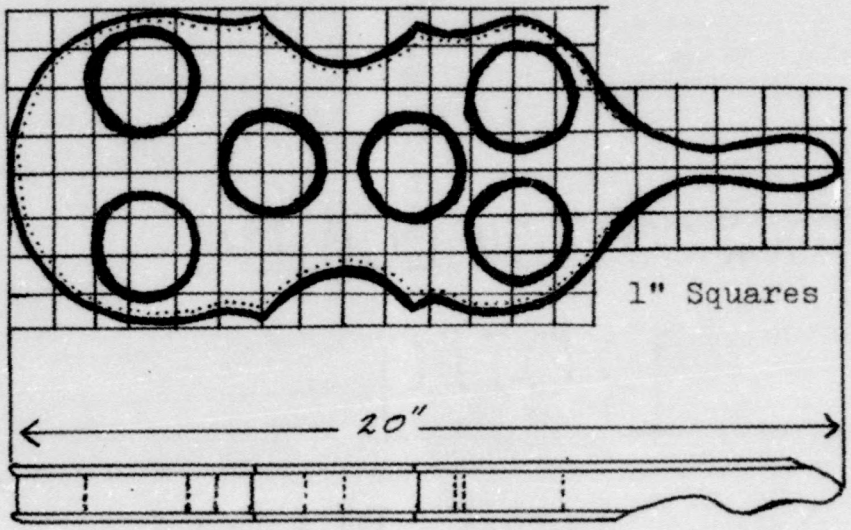
Note: Box to be made of ½" pine fastened with 3 penny nails.

Procedure

1. On a sheet of notebook paper, make sketches like the ones above. Your instructor will explain the procedure on the blackboard.
2. Answer the following questions:
   a. In a three-view drawing, which surfaces are shown?
   b. Are dimensions easier to follow if they are between the views or if they are along the outer edge of the views?
   c. How many dimensions are needed on a sketch?
   d. What is the purpose of the note below the drawing?
3. On an isometric sketch of the block and the box, mark an X to show where you would stand to look at the front, top, and side views.

Job Assignment Sheet No. 3

Fiddle Serving Tray



Bill of Material

1 piece White Pine or Basswood, center section
3/4" x 7 1/2" x 20"

1 piece White Pine or Basswood, top
1/4" x 8" x 20"

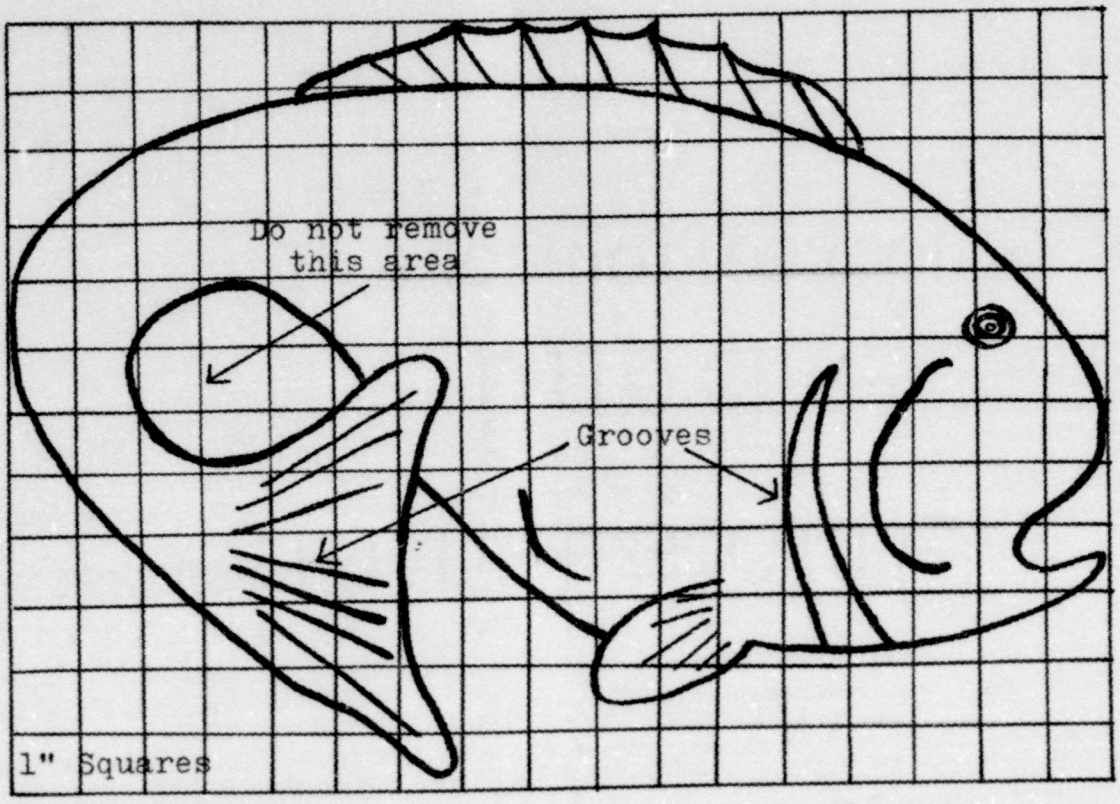
1 piece White Pine or Basswood, bottom
1/4" x 8" x 15"

Procedure

1. Obtain material and check.
2. True working faces.
3. Trace patterns (template).
4. Cut and true edges.
5. Fit all pieces together and glue.
6. Sand all surfaces.
7. Apply finish and wax.

Job Assignment Sheet No. 4

Salad Board



Note: Paint all grooves and edges green. Use a hot vegetable oil on the rest of the board.

Bill of Material

1 piece 3/4" x 12" x 17" Pine or Maple

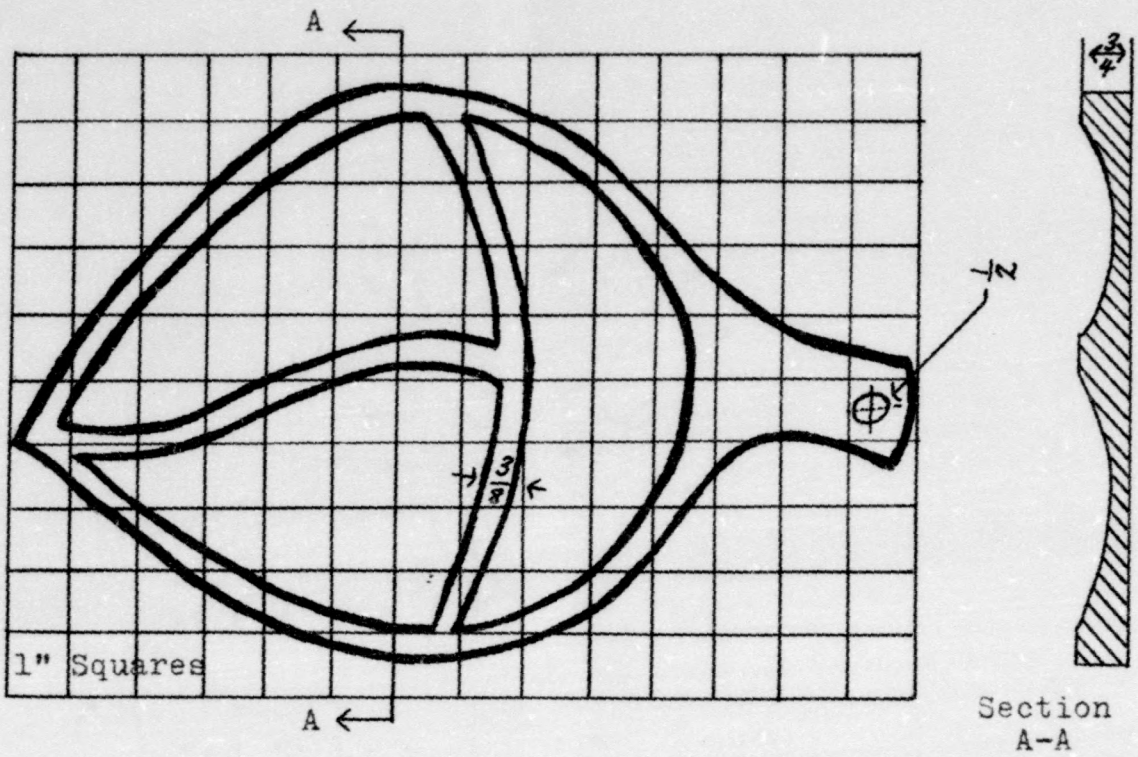
1 marble pressed in for eye

Procedure

1. Obtain material and check.
2. Make pattern.
3. Trace pattern.
4. Make ornamental cuts.
5. Cut out.
6. File and sand.
7. Finish.

Job Assignment Sheet No. 5

Nut Tray



Bill of Material

1 piece 3/4" x 10" x 14" White Pine or Mahogany

Procedure

1. Obtain material and check.
2. True working surfaces.
3. Make pattern.
4. Transfer pattern.
5. Gouge out as indicated in drawing.
6. Smooth and sand irregular surfaces.
7. Cut outside to shape.
8. Drill hole.
9. Smooth and sand edges.
10. Finish.

FINE ARTS AND HUMANITIES OCCUPATIONS CLUSTER

I. Introduction

This unit will begin with a survey by means of filmstrips and class discussion of the scope, levels, working conditions, and related jobs in the Fine Arts and Humanities Occupations Cluster.

II. Objectives

A. A proficiency level to be determined by the teacher will be achieved by each student on a teacher-made test following completion of the unit.

B. An awareness of art qualities such as color relationships, contour, and structure development will be demonstrated by the student and notations placed on a Class Progress Chart.

C. Each student will prepare a portfolio of work to be submitted to the teacher for evaluation according to standards to be arranged by the teacher and students.

III. Basic Design

Students will begin with basic design structures and progress as time and individual capability allow. Demonstrations, class discussion and reports, and projects will all be utilized as the need arises.

A. Elements of design

1. Line

a. Types (pen and ink, pencil, stick and ink, and brush and ink)

b. Patterns or designs made by using the different types of line

c. Lines in nature

d. Contour drawing

e. Brush drawing

f. Creating decorative patterns using paint and brush

g. Design using straight lines, curved lines, and broken lines

h. Printing lines using cardboard edges and tempera paint

i. Drawing a close-up of telephone pole and power lines

j. Lines that make a flat surface look three-dimensional

k. Lines in perspective

l. Lines and direction

m. Lines that are created by shapes

n. Shapes that are created by lines

2. Form and space

a. Using the four basic shapes (circle, square, rectangle, and triangle)

b. Designing with regular forms

c. Designing with irregular forms

d. Three-dimensional forms

e. Forms in natural materials such as seed pods, leaves, and snow crystals

f. Free forms

g. Forms in space

h. Negative and positive space

i. How negative space creates positive space

j. Hollow forms that create two spaces, inside and outside

3. Value

a. What black does to a color

b. What white does to a color

c. Value in a three-dimensional object

d. How light and dark affect shapes

e. How light and dark can help bring out the center of interest

f. Comparative value of colors

g. Painting or drawing with crayons

h. The effects of sunlight on colors

i. High contrast painting

4. Color

a. Color mixing

b. Design using the three primary colors

c. Geometric shapes arranged in a design and painted in choice of color harmony

d. Painting using saturated color

e. Slides made to show color mixing (cellophane paper)

f. Water colors showing overlapping of color and how it mixes

g. Design using advancing and receding colors

h. A symbolic color design

i. Painting in which each color must be mixed with another using no pure color

j. Color scheme from a magazine used to make a collage

k. Decorative color schemes for the home or clothing

5. Texture

a. Design using pictured texture collected from magazines

b. Texture rubbings used to make a design

c. Collage made from different textured objects

d. Developing the look of texture in painting

e. Texture and color quality

f. Printing with textured objects

g. Drawing what texture looks like (a plowed field, tree bark, a scaly fish)

h. Texture in nature (a collage of collected textured objects)

6. Direction

a. A line drawing using direction to denote some meaning

b. Painting (direction moves the eye around the painting)

c. A hard edge painting using line and direction

B. Principles of design

1. Rhythm

a. Different types of repetition

b. Vegetable printing using one type of repetition

c. Repetition using the same shape in various sizes in a design

d. Repetition using the same color in various shades and tints in a design

e. Using a repetition design to cut a stencil for printing on burlap

f. Making a design repeating different textures

2. Balance

a. Exercises using formal balance

b. A color design using formal balance

c. Exercises using informal balance

d. Designs with color, texture, shape, and rhythm done in informal balance

e. How color value affects the balance of a design

f. How size affects the balance of a design

g. How texture affects the balance of a design

h. Using balance to catch the center of interest

3. Proportion

a. How to use measurements

b. Relationship of the size of objects

c. Proportion in perspective drawing

d. Drawing with proportions

4. Harmony

a. Working with color harmony and color schemes

b. Harmony in relationship to size (cut paper)

c. Harmony in relationship to shape (collage)

d. Harmony in relationship to value (collage)

e. Harmony in relationship to texture (texture rubbing)

5. Center of interest

a. Using a point as the center of interest

b. Using shape as the center of interest
c. Using size as the center of interest
d. Using color as the center of interest
e. Using texture as the center of interest
f. Using contrast as the center of interest
g. Using dark and light as the center of interest
h. Designing toward a theme and having the theme brought out by the design and the center of interest

IV. Sketching, Drawing, and Painting

In this phase the students will be completely free to work on landscapes, still life, figures, portraits, or shapes (abstract) according to their interests. This work will be self-directed and controlled by the student. Teacher intervention will be only at the request of the student.

A. Completing sketches and drawings
B. Painting or coloring drawings
C. Framing finished products
D. Arranging displays
E. Completing portfolio of work

V. Evaluation

The evaluation process will consist of looking at involvement and effort as well as ability and talent.

A. A teacher-made test will be used to determine the proficiency level achieved on material presented.
B. Observation of notations on the Class Progress Chart will be used to determine if students display an awareness of art qualities such as color relationships, contour, and structure development.
C. The portfolios of work will be evaluated according to standards established by the teacher and students.

VI. Resources

A. Books

Wickiser, Ralph L. Introduction to Art Education. New York: World Book Co., 1970.

Berren, Faber. Color, Form, and Shape. New York: Reinhold Publishing Corp., 1971.

B. Filmstrips
(School resource center)
Focus on Creative Arts
Careers in Graphics
Jobs in Printing

C. Records
(School resource center)
The Art of Seeing
How A Picture Is Made
Images and Imagination

CONSUMER AND HOMEMAKING OCCUPATIONS CLUSTER

I. Introduction

This unit will begin with a survey by means of filmstrips and class discussion of the scope, levels, working conditions, and related jobs in the Consumer and Homemaking Occupations Cluster.

II. Objectives

A. A proficiency level to be determined by the teacher will be achieved by each student on a teacher-made test following completion of the unit.

B. In each phase of this unit performance of tasks to the degree of proficiency established by the teacher will be noted on a Task Progress Chart.

C. In each phase of this unit skills will be developed to the level of proficiency established by the teacher and notations made on a Skills Progress Chart.

III. Child Care

A. Characteristics of toddlers

1. Make a bulletin board of pictures of babies and young children.

2. Relate some funny experiences with young children.

3. Make a word picture of characteristics of young children.

4. List ways children are alike.

5. List ways children are different.

6. Discuss positive and negative ways of handling problem situations such as anger, jealousy, selfishness, tantrums, and fear.

7. Role-play some of the situations and methods of handling them. Discuss how one set rule will not work with all children.

8. Prepare age and weight charts and compare findings.

9. Discuss inherited differences in children.

B. Entertaining children

1. Visit a nursery school and observe children at play.

2. Assemble a "Baby Sitter's Entertainment Kit" that can be used more than once. Include bits of colored material, colored paper, crayons, books, blunt scissors, string, and bean bags.

3. Select a story and tell it to a young child. Report to the class on the child's reaction.

4. Learn some simple songs suitable for young children.

C. Influence of play on growth

1. Play musical games which can be acted out by toddlers. Discuss how this can help to improve muscular coordination, pronunciation, and the ability to follow directions. Make up a song that will encourage children to put away toys, hang up clothes, go to bed, get a drink of water, or do any of the necessary routine that can cause a balky child to be less hostile.

2. Watch some TV programs for children. Discuss their value.

D. Baby sitting

1. Job of a baby sitter

a. Discuss some of the advantages and disadvantages of baby sitting

b. List things that should be discussed with parents before accepting a job (duties, hours, wages, transportation, privileges, emergency telephone numbers).

c. Discuss values of baby sitting other than earning money.

d. Interview parents in your neighborhood to determine what they expect of a baby sitter. Compile a class list.

2. Responsibility

a. Parents expect a baby sitter to be honest, dependable, and to like children.

b. Make a bulletin board display which shows the responsibilities of a baby sitter and the parents.

c. Discuss first aid for minor hurts.

d. Plan a meal for a small child.

e. Prepare a list of suggestions for putting a child to bed.

E. Self-understanding

1. Each student will write a letter to a parent in which he states his qualifications as a baby sitter.

2. Each student will write a paragraph in which he states the things he has learned from this unit that will help him to be a better baby sitter.

IV. Clothing

A. Learning basic sewing skills

1. Orientation to the work area

a. Identify the equipment.

b. Learn where the equipment is stored.

c. Learn the use of the equipment.

2. Listing possible projects to be made

a. Look at pictures in pattern books and magazines for accessories which might be made in class.

b. Organize and present a fashion show. Choose models from the class who are wearing good color combinations, latest fads and fashions, or becoming styles. Add to the list of suggested projects.

3. Demonstrations of proper techniques and work habits

a. Getting material ready for cutting

b. Pressing and pinning procedures

c. Cutting

d. Marking

e. Hand sewing

f. Machine sewing

4. Making stitches and seams

a. Hand sewing

b. Machine sewing

B. Making projects

1. Make project according to correct procedures.

2. Make an additional project at home.

3. Plan a display of projects in the room or hallway of the school.

V. Foods

A. Getting ready to cook

1. Becoming acquainted with kitchen equipment

a. Prepare a mobile or bulletin board of basic tools.

b. Demonstrate safe use and care of kitchen equipment.

c. Identify equipment using prepared diagrams.

d. Discuss necessity for having everything in its place.

e. Demonstrate procedures for dishwashing.

f. Arrange equipment in work centers.

2. Working cooperatively with others

a. Divide into family groups.

b. Discuss responsibilities and housekeeping duties of each group member.

c. Make charts of tasks to be performed.

d. Discuss rotation of duties.

3. Cleanliness and safety in the kitchen

a. Discuss reasons for wearing appropriate clothing when handling food.

b. View filmstrip, Safety in the Kitchen.

c. Establish rules for sanitation and safety.

4. Understanding the language of recipes

a. Demonstrate accurate measuring of dry, solid, and liquid ingredients.

b. Discuss abbreviations and equivalents used in recipes.

c. Using prepared sheets, write definitions of listed cooking terms.

B. Preparing and serving foods

1. Breakfast foods

a. View filmstrip, Breakfast for B. J.

b. Discuss kinds of fruit juices.

c. Compare fruit juices with soft drinks as to food value.

d. Family groups prepare forms of orange juice (fresh, frozen, canned, Tang, orange powdered drink, orange bottled drink).

e. Evaluate different forms of juices according to color, flavor, cost per serving, and ease of preparation.

f. List kinds of bread.

g. Plan and prepare toast variations such as cinnamon toast, orange toast, toast cups, caramel toast, jelly toast, and cheese toast.

h. Discuss kinds of milk products.

i. List nutrients which milk contains.

j. View filmstrip, Milk in our Breakfast.

k. Prepare milk beverages such as milk shake using dried milk, cocoa, eggnog, banana milk shake, and molasses smoothie.

2. Food for snacks

a. Display pictures of garnishes, relish plates, and appetizers.

b. Demonstrate preparation of raw fruit or vegetable appetizers such as carrot curls, radish roses, celery curls, fluted cucumbers, apple wedges, and pickle fans.

c. Plan and prepare a plate of fresh fruit or vegetable snacks.

d. Discuss choices in sandwiches.

e. Discuss characteristics of good sandwiches as to bread and filling suggestions and ways of cutting and wrapping.

f. Plan and prepare sandwiches using a variety of breads, fillings, and shapes.

g. List types of soups on the market.

h. Observe cans or packages of a popular kind of soup and compare number of servings, cost per serving, and ease of preparation.

i. Choose and prepare some soup variations or combinations.

j. Discuss ways salads might be used.

k. View pictures of different kinds of salad greens.

l. Demonstrate cleaning, preparation, and crisping of salad ingredients.

m. Prepare simple salads such as tossed, molded, or vegetable or fruit plate.

n. Discuss ways eggs may be served.

o. Plan and prepare dishes using hard-cooked eggs such as deviled eggs, creamed eggs, egg-tuna casserole, egg and celery salad, or sandwich filling.

C. Entertaining

Plan and prepare simple refreshments and invite the parents to an open house.

VI. Evaluation

A. A teacher-made test will be used to determine the proficiency level achieved on material presented.

B. Observation of notations on the Task Progress Chart will be used to determine if students have attained the expected proficiency established by the teacher.

C. Observation of notations on the Skills Progress Chart will be used to determine if students have attained the expected proficiency established by the teacher.

VII. Resources

A. Books

Barclay, Marion S. and Champion, Frances. Teen Guide to Homemaking. Chicago: McGraw-Hill Book Co., 1972.

Clayton, Nanalee. Young Living. Peoria, Illinois: Charles A. Bennett Co., 1970.

Fleck, Henrietta. Exploring Home and Family Living. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

B. Filmstrips

(School resource center)

Safety in the Kitchen

Breakfast for B. J.

Milk in Our Breakfast

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Bowling Green City Schools. Career Education Manual. Bowling Green, Kentucky: Bowling Green City Schools, 1974.

Daviess County Schools. Curriculum Guide for Unified Arts, Grades 6-8. Owensboro, Kentucky: Daviess County Schools, 1973.

Illinois Department of Education. Guidelines for Industrial Arts Education, Grades VII-XII. Springfield, Illinois: Illinois Department of Education, 1964.

Jefferson County Board of Education. Curriculum Guide for Junior High Home Economics. Louisville, Kentucky: Jefferson County Board of Education, 1967.

Louisville Public Schools. Curriculum Guide for Home Economics, Grades 7-9. Louisville, Kentucky: Louisville Public Schools, 1970.

Missouri Department of Education. A Guide for Industrial Arts, Grades Seven and Eight. Jefferson City, Missouri: Missouri Department of Education, 1967.