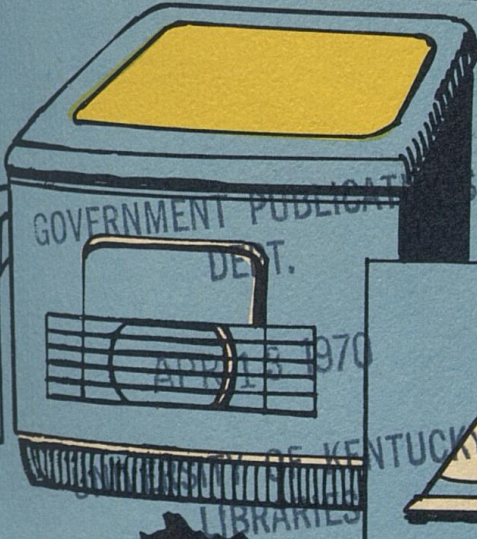


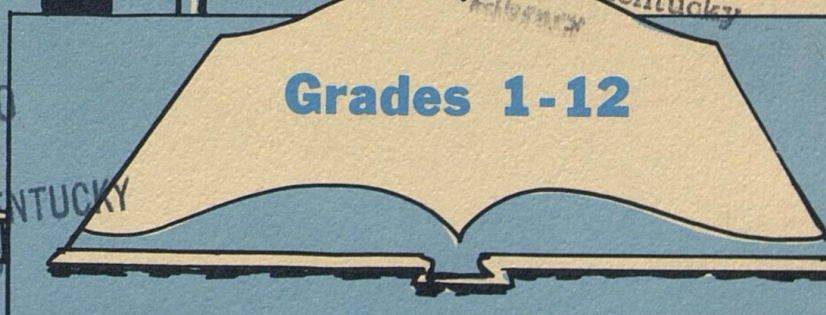
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KENTUCKY STATE PLAN For PROGRAM of STUDIES



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Kentucky State Plan

For

Program of Studies

Grades 1 - 12

1969

Commonwealth of Kentucky

EDUCATIONAL BULLETIN

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DEPARTMENT OF EDUCATION

Wendell P. Butler

Superintendent of Public Instruction

FOREWORD

This document, **Kentucky State Plan for Program of Studies**, represents the application of vision, experience, and adaptability to the changing needs of Kentucky schools. Formulated by staff members after consultation with many Kentucky school people and approved by the State Board of Education on September 17, 1969, this program has as its ultimate goal the offering of richer, more meaningful education experiences for children and youth. It is our hope that it will enable Kentucky schools to continue their progress toward new standards of excellence.

Wendell P. Butler
Superintendent of Public Instruction

INTRODUCTION

KRS 156.160 prescribes the responsibility for the preparation of courses of study for the schools of the Commonwealth of Kentucky as follows:

The Superintendent of Public Instruction shall prepare or cause to be prepared and submit for approval and adoption by the State Board of Education: . . . (2) Minimum Courses of Study for the different grades and kinds of common schools, and regulations governing educational equipment of the schools.

The Program of Studies formulated and approved in 1959 was the outgrowth of an extensive study in which several thousand Kentuckians participated. The present Program of Studies, a revision based upon current needs, outlines approved offerings in ten major curriculum areas.

The State Plan for Program of Studies serves as the base upon which a local school system can build its own curriculum in terms of its unique needs. It is the responsibility of local leadership to select and arrange offerings in such a way that the diverse needs of the student population are met. In addition to student needs, staff potential, facilities, and size of school are prime considerations in planning at the local level.

Each area of the curriculum is presented in a separate section with basic considerations for program planning, descriptions of many courses, the extent of high school credit which may be awarded, and other pertinent information. Although this document does not attempt to deal with full standards for accreditation, we have, for your convenience, shown the differentiation in minimum unit offerings for the various secondary school classifications. It should be noted that two specific units are required at the high school level: one unit in United States history and one unit in health and physical education.

If and when a district identifies the need for a course that is not included on the State Program of Studies, it may secure permission to teach such a course by writing to the Department of Education. The request should set forth evidence of need, numbers and distinctive characteristics of children to be served, evidence of adequate planning and instructional staff, and expected outcomes (See SBE Regulation

68.034). We encourage experimentation designed to meet community needs more realistically and more effectively.

Although we have attempted to anticipate questions and to provide needed interpretations, we are aware that some problems will arise in implementation of the program. Departmental personnel will welcome your inquiries and provide assistance at your request.

Don C. Bale, Assistant
Superintendent for Instruction

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Although we have attempted to anticipate questions and to provide needed interpretations, we are aware that some problems will arise in implementation of the program. Departmental personnel will welcome your inquiries and provide assistance in your program.

Bar C. Hale, Assistant Secretary for Research and Statistics, Department of Education

The program is designed to provide a broad base of knowledge and to encourage participation in your program as to the program.

The State Plan for Program of Studies serves as the basis for the program and is designed to provide a broad base of knowledge and to encourage participation in your program as to the program.

Each year a number of teachers are selected to participate in the program and to provide a broad base of knowledge and to encourage participation in your program as to the program.

If you have any questions or need further information, please contact the Department of Education.

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ENGLISH LANGUAGE ARTS

SUBJECT	GRADE												Maximum Units of Credit (High School)	Recommended Length of Course	
	1	2	3	4	5	6	7	8	9	10	11	12		Yr.	Sem.
Reading	x*	x	x	x	x	x	x	x							
Handwriting	x	x	x	x	x	x	x	x							
Spelling			x	x	x	x	x	x							
Language				x	x	x	x	x							
Literature	x	x	x	x	x	x	x	x							
Fundamentals of Reading									x	x	x	x	½		x
Language, Composition, and Literature									x	x	x	x	4	x	
Public Speaking									x	x	x	x	1	x	x
Dramatics										x	x	x	1	x	x
Journalism										x	x		1	x	x
Creative Writing											x	x	1	x	x

*1st grade reading includes readiness, pre-primer, primer, and beginning reading.

MINIMUM UNIT OFFERINGS FOR ACCREDITATION

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Fully Accredited with Comprehensive Program	7	5	4	3
Fully Accredited with Standard Program	6	4	4	3
Fully Accredited with Basic Program	6	4	3	3
Accredited Emergency	6	4	3	3

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

The elementary language arts program aims to develop the skills of literacy (reading and writing) and oracy (speaking and listening) and to increase each child's confidence and pleasure in practicing these skills.

Reading underlies the entire school experience and should be planned as a developmental program throughout the first eight grades. Studies in **literature** are of aesthetic value, but they serve, in addition, to enhance skills development in language, spelling, reading, and composition. It is desirable that **language** studies — whether linguistically or traditionally oriented — stress the systematic nature of language and the dynamic and essential role language plays in human affairs. Where control of standard language patterns is missing, the school must plan to give additional practice, primarily oral, in the use of standard English.

Whenever possible and practicable, the various facets of the language arts program should be offered as interdependent and correlated studies.

Both **corrective** and **developmental reading** instruction should be offered at the high school level. Corrective reading programs are intended to assist those students whose level of skills development is not commensurate with their ability and grade level. Developmental programs should be designed to bring pupils up

to their maximum reading capacity. Such a program, which reinforces and extends those skills previously acquired, is an integral and vital part of the well-rounded high school program.

The heart of the regular high school English program is **language, composition, and literature**, with experiences proportionate in quantity and quality to the demonstrated needs of each group of students. Special courses — **speech, dramatics, journalism, and creative writing** — provide for special interests and for the development of special aptitudes. Increasing attention to speech instruction for all students is reflected in current practice. Ungraded, elective units may be offered at the secondary level to provide a rich variety of experiences with wide student appeal.

Three units of English are required for high school graduation. A careful study of the courses should be made and a minimum program planned according to the needs and ability of each student. Differentiated courses should be available to meet the needs of all students.

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SOCIAL STUDIES

SUBJECT	GRADE												Maximum Units of Credit (High School)	Recommended Length of Course	
	1	2	3	4	5	6	7	8	9	10	11	12		Yr.	Sem.
Unified															
Social Studies	x	x	x	x	x	x	x	x							
Related															
Social Studies	x	x	x	x	x	x									
Geography				x	x	x	x								
Kentucky Geography								x							
History					x	x	x								
Kentucky History									x						
Guidance								x	x						
Government										x					
U. S. History									x		x		1	x	
Introduction to															
Social Studies									x						
Basic Government									x				1	x	x
World Geography									x	x			1	x	
Economic Geography										x			½		x
World History										x			1	x	
Social Psychology											x	x	1	x	x
Economics										x	x		1	x	x
Advanced Government											x		1	x	x
International Relations											x		1	x	x
Sociology											x		1	x	x
Problems of American Life											x	x	1	x	x
Humanities											x	x	1	x	x

MINIMUM UNIT OFFERINGS FOR ACCREDITATION

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Fully Accredited with Comprehensive Program	7	5	4	3
Fully Accredited with Standard Program	5	3	3	3
Fully Accredited with Basic Program	5	3	1*	1*
Accredited Emergency	5	3	1*	1*

*If no social studies course is offered at 9th grade level in junior high school, at least 2 units must be offered at the senior high level.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

The social studies deal with man and his development, his environment and the adaptations he has made to it, and his relationships with others of his kind. These learnings include **history, geography, social psychology, economics, national and international relations, sociology, anthropology, government,** and similar areas.

Unified social studies is a composite program which blends history and geography. In grades 4-6, unified social studies may substitute for history and geography; in grade 7, for geography; and in grade 8, for U. S. History.

The **related social studies** program, grades 1-6, is primarily enrichment provided through social studies readers which deal with historical events, geographic influences, and other social and economic understandings and principles.

In grade 7, **Kentucky Geography** and **Kentucky History** are companion courses.

The ninth grade **Basic Government** course, formerly called **Citizenship**, should be a practical course dealing with actual governmental experiences. It is a desirable forerunner of the **Advanced Government** course.

The ninth grade course called **Introduction to Social Studies** incorporates many facets of the social sciences. The course draws from the conceptual structures of geography, history, economics, government, anthropology, sociology, etc., the purpose being to develop a good foundation for future study in the social studies field and to motivate an interest in the field.

The **International Relations** course, formerly called **International Problems**, may include **National Relations** if the school desires to set up the course in this manner. It is recommended that this course be geared to the study of causes, effects, and solutions of national and international problems.

Economic Geography is an elective one semester course designed for students in a business oriented curriculum. It deals primarily with contemporary economic problems of geographic areas of the United States.

Problems of American Life is a course which provides the opportunity for and challenge to consider in depth the contemporary problems which have their origins or possible solutions in the social sciences.

The **Humanities** course is designed to give students a sense of the inter-relatedness of man's efforts, an awareness of the pervasive motifs in human experience throughout recorded time, and an appreciation for those human strivings that are primarily aesthetic or philosophical. Such a course necessarily draws content from varying combinations of several discrete disciplines: art, music, literature, architecture, philosophy, history, and anthropology.

The inclusive nature of the humanities program makes teaming of teacher specialists highly desirable. Decisions for awarding credit should be made in accord with the central focus of the course. Social studies credit is indicated when the course design includes many of the disciplines cited above. If the course has a narrower focus, it may be more advisable to award credit for fine arts or literature.

Two units of high school credit in the above studies are required for graduation. One of these credits must be earned in U. S. History. The other unit may be selected from any of the course offerings. While not a state requirement, a course in **Advanced Government** should be available for all students in grade 12.

MATHEMATICS

SUBJECT	GRADE												Maximum Units of Credit (High School)	Recommended Length of Course		
	1	2	3	4	5	6	7	8	9	10	11	12		Yr.	Sem.	
Arithmetic	x	x	x	x	x	x	x	x								
General Mathematics							x	x	x					1	x	
Algebra I							x	x	x					1	x	
Algebra II								x	x	x				1	x	
High School Arithmetic 10									x					1	x	
Plane Geometry								x	x	x				1	x	
Plane-Solid Geometry									x	x	x			1	x	
Solid Geometry									x	x				½		x
Trigonometry									x	x				½		x
General Mathematics II									x	x				1	x	
Math Functions									x					1	x	x
Advanced Mathematics										x				1	x	
Algebra III										x				½		x
Analytics									x	x				½		x
Calculus											x			1	x	

MINIMUM UNIT OFFERINGS FOR ACCREDITATION

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Fully Accredited with Comprehensive Program	6	4	4	4
Fully Accredited with Standard Program	5	3	3	3
Fully Accredited with Basic Program	4	2	1*	1*
Accredited Emergency	4	2	1*	1*

*If no mathematics course is offered at 9th grade level in junior high school, at least 2 units must be offered at the senior high level.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Careful study of several topics should precede planning of the elementary mathematics program. Among these are grade placement and sequence of topics; concepts and principles; availability of new topics; differentiation for slow, average, and able learners; incorporation of new methods and materials; and training of teachers. Understanding of the structure of mathematics receives prime emphasis.

The first course in **Algebra** may be offered in the eighth grade in schools with enrollments large enough to do ability grouping and an adequate number of students who may profit from such a course. When offered at the eighth grade level, algebra is a non-credit course with the advantage of advanced placement in the ninth grade. In this accelerated program, **Algebra II** and **Plane-Solid Geometry** may be offered in the ninth and tenth grades and **Trigonometry** and **Advanced Algebra** (Algebra III) or **Analytic Geometry** in the eleventh grade. This may be followed by **Advanced Mathematics** or **Mathematical Functions** in the twelfth grade.

It is recommended that pupils who enroll in **Algebra I** in the ninth grade enroll in **Geometry** in the tenth grade, **Algebra II** in the eleventh grade, and **Trigonometry**

and **Analytics**, **Advanced Mathematics**, or **Mathematical Functions** in the twelfth grade.

General Mathematics I in the ninth grade may be followed by **Algebra I** or **Arithmetic 10** in the tenth grade or by **General Mathematics II** in the eleventh or twelfth grades. **Algebra I** in the ninth grade may also be followed by **General Mathematics II** in the eleventh or twelfth grades.

General Mathematics II should be highly correlated to the specific needs of the pupils to be served. Suggested content includes arithmetic, elementary geometry and algebra, history of mathematics, the role of mathematics, important mathematical concepts, number scale, elementary logic, common and decimal fractions, percentage, life insurance, bonds, etc. It is assumed that this is a terminal course in mathematics which would not be offered to anyone having had any mathematics beyond **Algebra I**.

Plane Geometry and **Solid Geometry** should be phased out as separate course offerings as soon as practicable and an integrated course in **Plane-Solid Geometry** offered instead.

Advanced Mathematics may be a combination of trigonometry, solid geometry, algebra III, analytics, elementary calculus, and probability and statistics.

Mathematical Functions: This is a course in higher mathematical concepts correlated and applied to practical problems in areas or activities of our modern complex society.

Calculus should not be offered for credit except as a full-year course for which one unit is awarded. Otherwise, not more than six weeks as a part of **Advanced Mathematics** should be devoted to calculus.

Advanced Algebra or **Algebra III** is a course following **Algebra II** which is similar to a first course in college algebra. Suggested content includes equations (quadratic, linear, fractional, system of linear), variations, inequalities, deductions, theory of equations, permutations, combinations, factoring, exponents, roots, fractions, binomial theorem, graphs, ratio and proportion, and logarithms.

Analytics is an advanced sequence in a planned program with the logical prerequisites. Suggested content includes a brief study of the coordinate system, sketching curves from their equations, parametric equations, elementary concept of calculus and its application to all of this content.

This program of studies in mathematics—with its flexible character providing for multiple grade placements, possible course arrangements, and order of sequence—is adaptable to almost any organization or need in the wide range of schools, large or small, found in the state. Two courses in mathematics are required for high school graduation.

SCIENCE

SUBJECT	GRADE												Maximum Units of Credit (High School)		Recommended Length of Course	
	1	2	3	4	5	6	7	8	9	10	11	12	Yr.	Sem.		
Elementary Science	x	x	x	x	x	x										
General Science							x	x	x				1	x		
Introduction to Biological Science							x	x						x		
Earth-Space Science							x	x					1	x		
Biology									x	x	x	x	1	x		
Introduction to Chemistry and Physics (Physical Science)							x	x	x				1	x		
Chemistry										x	x	x	1	x		
Physical Science										x	x		1	x		
Physics										x	x		1	x		
Aeronautics (Aviation Education)										x	x		1	x		
Advanced Biology										x	x		1	x		
Advanced Chemistry											x		1	x		
Advanced Physics											x		1	x		

MINIMUM UNIT OFFERINGS FOR ACCREDITATION

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Fully Accredited with Comprehensive Program	6	4	4	3
Fully Accredited with Standard Program	5	3	3	3
Fully Accredited with Basic Program	4	2	1*	1*
Accredited Emergency	4	2	1*	1*

*If no science course is offered at 9th grade level in junior high school, at least 2 units must be offered at the senior high level.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Science experiences should be introduced in the first grade; scope and sequence of experiences should be planned for this and subsequent grades. The emphasis at the elementary level should be on a well-balanced program concerned with the real experiences children seek as they learn more about the world in which they live.

Student participation in laboratory experiences should be included as an integral part of all science courses. These experiences must be those which enable students to discover scientific principles rather than merely to verify those given by the text or teachers.

General Science may be offered in grades 1-9. However, most of the pupils who have had a good background in general science through the first six grades should follow the more specialized program offerings of: **Introduction to Biological**

Science in the seventh grade, **Earth—Space Science** in the eighth grade, and **Introduction to Chemistry and Physics** in the ninth grade.

General Science should be a laboratory course with facilities and equipment comparable to other science offerings.

Biological Science is recommended for pupils who have had a good elementary background in general science. It may be offered at either grade seven or eight with the provision that students who take the course in the seventh grade shall not be permitted to take it again in the eighth. Individual or group laboratory experiences should be a definite part of this course.

Earth-Space Science has as its major objective broadening the students' basic understanding of the earth and the universe. It may be offered at the eighth or ninth grade. Normally, the course should be offered at the eighth grade level. The same textbook may be used in either grade. However, at the ninth grade level more depth in the subject should be obtained.

Introduction to Chemistry and Physics introduces students to techniques and methods employed in both chemistry and physics courses and includes an emphasis on laboratory work in solving problems of a scientific nature. This course may be offered in either the eighth, ninth, or tenth grade. Normally, it should be offered in the ninth grade to pupils who have had **Earth-Space Science** in the eighth. Better preparation and motivation for high school chemistry and physics and the development of skill in the use of laboratory equipment are expected outcomes.

Biology may be offered in the ninth, tenth, eleventh, or twelfth grades. Normally, this course should be offered in the tenth grade.

The course in **Physical Science** should be designed as a terminal offering for students whose interest or ability is such that their needs can be better met in a science course which stresses the application of science to everyday living. This course may be offered in the eleventh or twelfth grade to students who have had ninth grade **General Science** or **Earth-Space**. Usually, students who take **Introduction to Chemistry-Physics** in the ninth grade and **Biology** in the tenth grade would not take this course. Also, students who have had **Chemistry** or **Physics** should not be permitted to take **Physical Science**.

Chemistry may be offered in the tenth, eleventh, or twelfth grade. Normally, this course should be offered in the eleventh grade. The emphasis should be on imaginative thinking, the questioning of how and why, and on logical predictions. Chemistry should be offered only in schools where adequate facilities and equipment are available.

Physics may be offered in the eleventh or twelfth grade. Normally, it should be offered in the twelfth grade. Physics should be offered only in schools where adequate facilities and equipment are available.

Advanced science courses are recommended only for science-talented students and should be offered only by schools with excellent science equipment. It is recommended that students have the first course in biology, chemistry, and physics before taking an advanced course in any of these subjects.

Two units in science are required for graduation.

FOREIGN LANGUAGE

SUBJECT	GRADE												Maximum Units of Credit (High School)	Recommended Length of Course	
	1	2	3	4	5	6	7	8	9	10	11	12		Yr.	Sem.
French			x	x	x	x	x	x	x	x	x	x	4	x	
Spanish			x	x	x	x	x	x	x	x	x	x	4	x	
German			x	x	x	x	x	x	x	x	x	x	4	x	
Russian							x	x	x	x	x	x	4	x	
Latin							x	x	x	x	x	x	4	x	

MINIMUM UNIT OFFERINGS FOR ACCREDITATION

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Fully Accredited with Comprehensive Program	3-4*	3-4*	3-4*	1
Fully Accredited with Standard Program	2	2	2	
Fully Accredited with Basic Program				
Accredited Emergency				

*Three units in one language or two units in each of two languages.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Instruction in foreign language at the elementary level is encouraged when qualified personnel are available to plan and carry out a sustained, sequential program. Initial instruction focuses on the development of listening comprehension and speaking facility. Reading and writing are not introduced until pupils have demonstrated facility in listening and speaking. Only native or near-native speech should be the model for imitation. If the teacher lacks this important qualification, the use of professionally developed audio materials and/or a good instructional television program is essential. Elementary foreign language instruction exploits, for educational purposes, the natural capacities of children for imitating and assimilating the sound and structure systems of a second language with a minimum of interference from the mother language. Teaching techniques are adapted to the developmental level of the children and content is selected to provide a high degree of correspondence to the natural interests of children.

Beginning foreign language instruction at the high school level also focuses first upon the development of listening comprehension and speaking facility. Mastery of the sound system and intonation patterns precedes work in formal grammar and reading and writing in the language.

Content of a first year course may include short units presenting an overview of the country, its people and their social history; an introduction to the general characteristics of the language as evidenced in oral reading and speaking by the teacher; word knowledge and pronunciation through word recognition, phonetics, drill; translation; elementary reading; and speaking.

Second year courses should be designed to present a thorough review of the

content of the first year course, and upon this foundation, to expand the elementary knowledge and skills which the student has acquired into a practical facility in understanding, speaking, reading, and writing in the language. The content should further strengthen his appreciation of the language and his knowledge of the fundamental forms, constructions, and idiomatic usage.

Third and fourth year courses in modern foreign languages should develop a comprehensive knowledge of the language. Practice and exercises which help the student to "think" in the language should include conducting the class entirely in the language being studied; frequent written work in the language; oral reading; dramatic productions; and reading the literature. Experiences should include foreign language clubs; personal and business correspondence with native speakers; visiting and living among people using the language in the United States, bordering countries abroad. Instruction in the fundamentals should continue with study of grammatical forms, vocabulary development, spelling, translation, and idioms.

Latin: A beginning course in Latin may include the following content: a unit on the history of the language itself and the culture in which it was spoken; a unit on Latin as an important vocabulary source for the English language and the foundation of modern Romance languages; and development of a basic knowledge of the language itself. Advanced courses in Latin, in addition to providing a more extensive knowledge of the fundamentals of the language, afford aesthetic appreciation of Latin cultures and peoples through reading of the literature and learned writings.

A minimum of two units of one foreign language is recommended for high school graduation for those students electing to take a foreign language. One course may be taken at the junior high school level.

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FINE ARTS

MINIMUM UNIT OFFERINGS IN FINE ARTS FOR ACCREDITATION

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Fully Accredited with Comprehensive Program	6	4	3	3
Fully Accredited with Standard Program	4	2	2	3
Fully Accredited with Basic Program	3	1		
Accredited Emergency	3	1		

MUSIC

SUBJECT	GRADE												Yearly Credit Allowable (High School)	Maximum Units of Credit	Recommended Length of Course		
	1	2	3	4	5	6	7	8	9	10	11	12			Yr.	Sem.	
General Music	x	x	x	x	x	x	x	x	x	x			½	1	x		
Choral Music					x	x	x	x	x	x	x	x	½	2	x		
Instrumental Music					x	x	x	x	x	x	x	x	½	2	x		
Music History and/or Appreciation											x	x	x	1	1	x	x
Theory of Music											x	x	1	1	x		
Conducting Vocal											x	x	x	1	1	x	x
Conducting Instrumental											x	x	x	1	1	x	x

ART

SUBJECT	GRADE												Yearly Credit Allowable (High School)	Maximum Units of Credit	Recommended Length of Course		
	1	2	3	4	5	6	7	8	9	10	11	12			Yr.	Sem.	
Art	x	x	x	x	x	x	x	x									
General Art I											x	x	x	x	1 or ½*	1	x
General Art II											x	x	x	1 or ½*	1	x	
Specialized Art I											x	x	1	1	x		
Specialized Art II												x	1	1	x		

*See course descriptions below.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS IN MUSIC

A sound elementary music program is organized to have the widest appeal and value. It is general in that it is concerned with all kinds of musical experiences and achievements and serves as a foundation for later specialized courses.

General Music, Choral Music, and Instrumental Music are intended to be primarily general education with the limited credit indicated. However, they are the foundation for those who may expect to become professional musicians and teachers. A string program may be included in the instrumental area when conditions permit.

Music History and Appreciation, Theory of Music, and Conducting are intended

for students who have special interests and ability and may enter college as music majors. These courses carry full credit and are comparable to other full credit courses.

Music History and Appreciation may be taught together or as separate courses. An understanding of the history of music as related to the development of our culture, and the development of a response to music are considered more important than the assimilation of mere facts. **Music History, Appreciation, and Theory of Music** may be taught on alternate days. These courses may be taught in combination with other courses (**Band, Orchestra, or Chorus**) or to students without special interest or competency.

Theory of Music should be functional and creative but within the understanding of the particular high school group. This course should serve to bridge the gap between the usual high school experience and the college theory course.

Conducting is expected to go beyond the acquisition of mechanical skill. This should be a learning experience related to musical styles and an approach to musical learning. The conductor is a teacher.

All high school courses in music are elective.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS IN ART

Opportunities for children to learn and grow through art experiences stem from actual life experiences. The major emphasis in the elementary program should be on making works of art with a variety of materials and processes.

Time requirements vary with learning experiences. Some art activities need more time than others, thus requiring a flexible time schedule. It is recommended that each teacher provide adequate time to satisfy the individual needs for growth through art experiences, a minimum of 120 minutes per week.

The classroom teacher is responsible for implementing the art program since she understands the child and his needs and is in a position to present particular art activities at a time when they are of most value to the child. However, to achieve effective coordination of the program, it is desirable to have an art consultant working with the classroom teachers.

The junior high program requires art education for all pupils in both the seventh and eighth grades. Two periods per week should be the minimum time allotment for these programs. **General Art I** is offered as an elective for the ninth grade with credit.

Suggested schedules for the seventh and eighth grades: The departmental art classes may alternate days with music, leaving the fifth day as an appreciation period for art and music combined, or alternation of music and art. For the core or self-contained classroom, art experiences may be provided for in large blocks of time; individual projects are left to the discretion of each teacher.

The learning activities are planned to be a continuous learning program of constructive, creative experiences geared to the interests of this age group. A variety of materials in all areas should be utilized. Many opportunities in three-dimensional work should be provided. Art should be an integral part of the total curriculum.

The art program at the high school level includes experiences in art history,

art criticism and art production (two dimensional and three dimensional). Design and appreciation are stressed throughout the twelve grade program.

General Art I: This course would be introductory and exploratory in nature. Units from both two-dimensional and three-dimensional areas would be included.

General Art II: A prerequisite to this course is one full credit in **General Art I**. Students will have an opportunity to advance to a higher level of understanding of the areas introduced in **General Art I**.

General Art I and II may be organized on the regular 300 minutes per week basis and thus carry a full unit of credit for the year or they may be organized so that the class meets an average of 2½ hours per week for a two year period. The latter organization pattern might more nearly meet the needs of students with a general interest in art; the former organizational pattern might more nearly meet the needs of the students interested in a concentration in art.

Special Art I: A prerequisite to this course is two full credits of General Art. Students may choose to study in depth from the areas introduced in previous studies.

Special Art II: A prerequisite to this course is three full credits of art: **General Art I, General Art II, and Special Art I**. Students may choose to explore in greater depth the areas introduced in previous studies.

ART

HEALTH-SAFETY-PHYSICAL EDUCATION

SUBJECT	GRADE												Maximum Units of Credit (High School)	Recommended Length of Course		
	1	2	3	4	5	6	7	8	9	10	11	12		Yr.	Sem.	
Health and Safety	x	x	x	x	x	x	x	x	x	x	x	x		$\frac{1}{2}$		x
Physical Education	x	x	x	x	x	x	x	x	x	x	x	x		4	x	x
Anatomy and Physiology													x	1	x	
Driver Education											x	x		$\frac{1}{2}$		x

MINIMUM UNIT OFFERINGS FOR ACCREDITATION

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Fully Accredited with Comprehensive Program	4	2	1	3
Fully Accredited with Standard Program	3	1	1	3
Fully Accredited with Basic Program	3	1	1*	1
Accredited Emergency	3	1	1*	1

*If course has not been offered at 9th grade level in junior high, it must be offered at grade 10.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Physical education is a planned program of instruction in a variety of significant movement activities selected and taught according to the characteristic needs and interests of children. The basic aim of physical education is to contribute to optimum physical, mental, social, and emotional growth of each individual in order that he may take his place as an active member in a democratic society.

Elementary Physical Education includes instruction in movement exploration, low organizational activities, rhythmic activities, self-testing activities (stunts, tumbling), fundamental motor skills and games, physical fitness, swimming and water safety, and outdoor education. Physical education is required daily of all students grades 1-8.

Secondary Physical Education provides a program of team games, individual and dual activities, co-educational activities, gymnastics and tumbling, rhythms, games and relays, swimming, adapted activities, and outdoor education.

Health instruction means the teaching of desirable health habits, skills, attitudes, and knowledge in such areas as safety, sanitation, nutrition, physiology, hygiene, the effects of drugs and alcohol, social hygiene, mental hygiene, and other health needs. Health instruction is required in grades 1-8. Safety instruction is an integral part of the health instruction program.

Anatomy and Physiology: This course consists of the fundamental principles of human physiology, with emphasis on the functioning of the body systems, and anatomy of the human body, with emphasis on the skeleton, muscles, and nervous

system and their functions. It is primarily designed for pre-nursing and pre-medical students. It is **not** an advanced course in health education.

Driver Education is a one semester course consisting of a minimum of 30 clock hours of "classroom instruction" and a minimum of 6 clock hours per student of "behind-the-wheel" instruction.

Each student must earn a minimum of 1/2 credit in health and 1/2 credit in physical education as a graduation requirement. Full credit should be given for courses in physical education which meet standards for personnel, program, and facilities.

Recommended
of Course
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INDUSTRIAL ARTS

SUBJECT	GRADE												Maximum Units of Credit (High School)	Recommended Length of Course		
	1	2	3	4	5	6	7	8	9	10	11	12		Yr.	Sem.	
Introductory Industrial Arts							x	x								
General Shop									x	x	x	x		1		x
General Drafting									x	x	x	x		1		x
General Woodworking									x	x	x	x		1		x
General Metalworking									x	x	x	x		1		x
General Electricity									x	x	x	x		1		x
Power and Transportation										x	x	x	x	1		x
Graphic Arts										x	x	x	x	1		x

MINIMUM UNIT OFFERINGS FOR ACCREDITATION

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Fully Accredited with Comprehensive Program	5	3	3	3
Fully Accredited with Standard Program	2	2	2	2
Fully Accredited with Basic Program	1	1		
Accredited Emergency	2*	2*		

*See alternate subject areas permissible for Accreditation Standards.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Industrial arts is a phase of general education which includes the study of industry, its organization, materials, processes, products, occupations, and those basic problems of a changing society ever increasing in industry and technology. Industrial arts is the general education phase of industrial education and is considered to be of value to all boys and girls.

Introductory Industrial Arts: It is recommended that industrial arts be established on a separately organized basis beginning in the seventh grade.

The term "separately organized" means that specially designed facilities should be provided to meet the activity requirements of the course and also that the instruction should be conducted by a qualified industrial arts teacher.

Administratively, the **Introductory Industrial Arts** course can be set up in one of several ways. (1) The subject may meet on a full-time basis (five periods per week) during either the seventh or eighth grades or both. (2) The subject may meet on a half-time, alternating basis. In the latter instance, the subject would be pursued continuously through the seventh and eighth grades. (3) Students may be assigned to industrial arts for a semester at a time (five periods per week) during the seventh and again in the eighth grade.

Where large numbers of students are to be served, this method will probably be more expedient insofar as the organization of the industrial arts department

is concerned, since the overall student load for a given time is less; therefore, less facilities are required for the storing of materials and projects.

Although **Introductory Industrial Arts** is pursued through two grades, it is usually treated as one course in content. This is accomplished by taking half of a designated number of units (usually four to eight) during the seventh grade and taking the other half of the units during the eighth grade. Being introductory in nature, the units included in the course should deal with the elementary phases of industrial arts and those crafts that are applicable to the maturity of seventh and eighth grade students.

General Shop: This course is intended to introduce exploratory industrial arts at the high school level. It has been defined as a course having units of instruction in three or more unrelated areas of instruction, for example, a metals unit, a woods unit, an electricity unit, etc. This course should serve as a prerequisite to the other industrial arts courses in the high school curriculum with the exception of **General Drafting**. Consequently, it should primarily serve students in the ninth and tenth grades. If many eleventh and twelfth grade students elect to take this course, a separate section should be organized to maintain some degree of homogeneous grouping.

General Drafting: This course will serve most effectively as an elective for students in the eleventh and twelfth grades. For those students whose vocational plans include collegiate preparation for one of the mechanical professions, **General Drafting** may be their only elective from the industrial arts curriculum. In this case, **General Shop**, the introductory high school course, should not be required as a prerequisite.

General Woodworking, General Metalworking, General Electricity, Power and Transportation and Graphic Arts: These courses are essentially second year courses in the industrial arts curriculum. This type of course affords the student the opportunity to elect a degree of specialization above and beyond the exploratory unit experienced in the course in General Shop. Second year courses are differentiated from vocational training in that they continue to be exploratory in nature, offering a wide range of activities even though they are confined to one general classification of material. Thus, a **General Metals** course will provide experiences in sheet metal, machine tools, foundry, welding, etc.

BUSINESS AND OFFICE EDUCATION

SUBJECT	Voc.*	Non-Voc. or Pre-Voc.	GRADE						Maximum Units of Credit (High School)	Recommended Length of Course	
			7	8	9	10	11	12		Yr.	Sem.
Accounting I	x	x				x	x	x	1	x	
Accounting II	x						x	x	1	x	x
Business Communications	x	x					x	x	1	x	x
Business Economics	x	x						x	1	x	x
Business Law	x	x					x	x	1	x	x
Business Mathematics	x	x				x	x	x	1	x	x
Business Organization and Management	x							x	1	x	x
Clerical Office Practice	x	x**						x	1	x	
Co-Op Office Practice	x							x	2½	x	
Consumer Economics		x						x	1	x	x
Introduction to Business		x	x	x	x	x			1	x	x
Office Machines	x						x	x	1	x	x
Personal Shorthand		x					x	x	½		x
Personal Typewriting		x					x	x	½		x
Recordkeeping	x	x					x	x	1	x	
Secretarial Office Practice	x							x	1	x	
Shorthand I	x	x					x	x	1	x	
Shorthand II	x							x	1	x	x
Simulated Office Practice	x							x	2	x	
Typewriting I		x			x	x	x	x	1	x	
Typewriting II	x						x	x	1	x	x
Unit Data Processing	x						x	x	1	x	
Electronic Data Processing	x							x	1	x	

*These courses apply only for schools having a vocational business and office education program approved by the Bureau of Vocational Education.

**Non-Vocational Clerical Office Practice to include Typing II.

MINIMUM UNIT OFFERINGS FOR ACCREDITATION

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Fully Accredited with Comprehensive Program	4	4	3	1
Fully Accredited with Standard Program	3	3	3	
Fully Accredited with Basic Program	2	2		
Accredited Emergency	2	2		

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Each student and the counselor should work carefully to choose each class or each combination of classes to meet the specific needs of the student. A student may choose one or two classes such as personal shorthand or personal typewriting to provide only the basic skills adequate for personal use. A student may choose

a specific course or courses that would be useful in preparing for an occupation outside the field of business. Students who desire to prepare for specific occupational clusters in the field of business such as clerical, secretarial, accounting-junior management, or data processing should carefully outline a planned sequence of classes that will best meet their needs in reaching that objective. Some occupations can be completed at the end of the twelfth grade. Other occupations in business, however, require that the student receive additional educational experience beyond the high school level.

Clerical Office Practice should be taken only by students with a clerical objective.

Cooperative Office Practice may be a part of any business occupational objective. When a high school student takes **Cooperative Office Practice**, that student participates in a supervised 15-hour per week work-experience program, along with one related vocational business subject. The student may be given a maximum of 2½ units of credit per year for this combined experience.

Recordkeeping should not be offered in the accounting-junior management curriculum.

Secretarial Office Practice should be taken only by students with a secretarial objective.

Simulated Office Practice meets for two consecutive hours. Schools offering this class will set up a model office.

Recommended
Number of Course
Sem.

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x
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x
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x
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x
x
x

ation program

Junior H.S.

1

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DISTRIBUTIVE EDUCATION

SUBJECT	GRADE			Maximum Units of Credit (High School)	Recommended Length of Course	
	10	11	12		Yr.	Sem.
Distributive Education I — Economics of Distribution	x			1		x
Distributive Education II — Merchandising		x		1		x
Distributive Education IIIa—Marketing and cooperative work experience			x	2½		x
Distributive Education IIIb—Marketing and simulated work experience			x	3		x

MINIMUM UNIT OFFERINGS FOR ACCREDITATION

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Fully Accredited with Comprehensive Program	4	4	4	
Fully Accredited with Standard Program	4	4	4	
Fully Accredited with Basic Program				
Accredited Emergency				

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

The entire distributive education program has been revised. The program is a three-year program, sequentially designed to lead to gainful employment in distributive occupations upon completion.

Distributive Education I — Economics of Distribution: This course is designed to acquaint the student with the field of distribution and to assist him in making a wise occupational choice. Basic skills in salesmanship and advertising are also stressed.

Distributive Education II — Merchandising: This course is a continuation of Distributive Education I designed to take the student through the marketing cycle. More emphasis is placed on individualized instruction for students who have declared an occupational objective. In-depth instruction in merchandising and merchandise management is provided. Advanced skills in techniques of selling, advertising, and sales promotion are developed.

Distributive Education IIIa — Marketing and Cooperative Work Experience: This course is designed mainly to give individual instruction in the specific job in which the student is working. The occupational ladder and the necessary skills, attributes, and knowledge required to move up the ladder are explored. Marketing principles and practices are studied. Techniques for good supervision and leadership are emphasized. The student will secure a minimum of 525 hours work experience supervised by the distributive education teacher and the cooperating employer. A definite training plan will be prepared cooperatively by the teacher and employer. This course shall include one hour of related instruction in distributive

butive education taught by the distributive education teacher, in addition to a minimum of 525 hours supervised work experience.

Distributive Education IIIb — Marketing and Simulated Work Experience:

This course is designed mainly to give individual instruction in the specific job in which the student is working. The occupational ladder and the necessary skills, attributes, and knowledge required to move up the ladder are explored. Marketing principles and practices are studied. Techniques for good supervision and leadership are emphasized. Students enrolled in a simulated distributive education program shall have one hour in marketing, plus two hours laboratory. The laboratory experience shall be two consecutive hours. The laboratory must meet the specifications established by the Division of Distributive Education.

Any high school which has a distributive education program must offer a minimum of 4½ units scheduled over a three-year period.

Recommended
Length of Course
Yr. Sem.
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x
x
S. Junior HS

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HOME ECONOMICS

SUBJECT	GRADE						Maximum Units of Credit (High School)	Recommended Length of Course	
	7	8	9	10	11	12		Yr.	Sem.
Non-Vocational Home Economics	x	x							
Comprehensive Courses (for girls)									
Home Economics I			x				1	x	
Home Economics II				x			1	x	
Home Economics III					x	x	1	x	
Home Economics IV					x	x	1 or ½	x	x
Homemaking for Students with Special Needs									
Home Economics I			x				1	x	
Home Economics II				x			1	x	
Special Interest Courses									
Child Development					x	x	½		x
*Clothing Management					x	x	½		x
Consumer Education					x	x	½		x
*Family Living					x	x	½		x
Food Management					x	x	½		x
*Home Management					x	x	½		x
**Housing					x	x	½		x
**Wage-earning Home Economics									
Becoming Employable			x	x			1 or ½	x	x
Child Care Service					x	x	2	x	
Clothing Service					x	x	2	x	
Food Service					x	x	2	x	
Home-Community Service					x	x	2	x	
Non-Prerequisite Courses									
Introductory Family Living (boys and/or girls)					x	x	1 or ½	x	x
Home Economics for Boys			x	x	x	x	1 or ½	x	x
Home Economics for Career or College-Bound Senior Girls						x	1	x	
Introductory Consumer Education			x	x	x	x	1 or ½	x	x

*To be approved as soon as curriculum materials are available.

**Wage-earning courses may be offered at the 10th grade level for potential dropouts.

MINIMUM UNIT OFFERINGS FOR ACCREDITATION

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Fully Accredited with Comprehensive Program	4	4	3	2
Fully Accredited with Standard Program	3	3	2	1
Fully Accredited with Basic Program	2	2		
Accredited Emergency				

CURRICULUM PATTERNS AND PROGRAM REQUIREMENTS

To better meet the needs of all secondary students in Home Economics, these patterns of offerings are being suggested. The patterns of offerings given are for individual students. Several patterns, as well as the non-prerequisite courses, may

be offered in a school. **Home Economics I** may be offered at the eighth grade level. **Home Economics I and II** shall be prerequisites for **Home Economics III, Home Economics IV**, and special interest courses. The non-prerequisite courses are suggested for students who have had no other home economics courses.

Pattern A

Basic Sequence—Home Economics I & II

Advanced Sequence—Home Economics III & IV

Home Economics I & II are prerequisite to enrollment in Home Economics III & IV

x In addition, any of the non-prerequisite courses listed below may be offered.

Pattern B

Basic Sequence—Home Economics I & II

Advanced Sequence—Home Economics III (optional)

x Special Interest Class, such as Child Development or Food Management

x A Special Interest Class is one semester in length. To fill out the year, one
x semester of Home Economics IV may be offered. Home Economics I & II
x are prerequisite to enrollment in a Special Interest Class.

x **Pattern C—Employment Preparation for Potential High School Graduates**

x Basic Sequence (for girls)—one year minimum, and two years recommended
x Home Economics for Boys, such as a non-prerequisite class—Family Living or
x Becoming Employable

Special Interest Class in area of Occupational Objective is desirable, such as
Food Management—1 semester

Wage-Earning Home Economics Class, such as Food Service—1 year

x **Pattern D—Employment Preparation for Potential High School Dropouts (Boys
x and/or Girls)**

x Becoming Employable—one-semester course offered at 9th or 10th grade level
x for students who have had Home Economics I, or a 1-year course if students
x have not had Home Economics I.

Wage Earning Home Economics Course—1 year course offered at 10th grade
level, such as Child Care Service, Clothing Service, or Home-Community
Service, etc.

These two courses may be offered concurrently in a block of three periods.

Non-Prerequisite Courses

Non-prerequisite courses for students having no Home Economics beyond the
8th grade may be offered to meet students' needs, such as:

Family Living for Boys and/or Girls

Home Economics for Students with Special Needs

Family Economics for Career or College-Bound Senior Girls

Home Economics for Boys

Beginning Consumer Education

TECHNICAL EDUCATION

SUBJECT	GRADE		Maximum Units of Credit (High School)	Recommended Length of Course		SUBJECT
	11	12		Yr.	Sem.	
Electronics Technology	x	x	6	2		Electric
Highway Technology	x	x	6	2		Machin
Tool and Die Design Technology	x	x	6	2		Plumbi
Instrumentation Technology	x	x	6	2		Woodw

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Courses in technical education are primarily designed for post-secondary students; however, some high school students may enroll in the courses when it is determined they can satisfactorily achieve at this level of training. A high school student can complete only $\frac{1}{3}$ to $\frac{1}{2}$ of the complete technical education program during the 11th and 12th grades. A student selected for this program should indicate his intention of continuing in the program as a full-time student after completing high school.

TRADE AND INDUSTRIAL EDUCATION

r.	Sem.	SUBJECT	GRADE		Maximum Units of Credit (High School)	Recommended Length of Course	
			11	12		Yr.	Sem.
2		Electrical Trades	x	x	6		2
2		Machine and Metal Trades	x	x	6		2
2		Plumbing and Pipe Trades	x	x	6		2
2		Woodworking and Building Trades	x	x	6		2
		Automotive Trades	x	x	6		2
		Trowel Trades	x	x	6		2
		Printing Trades	x	x	6		2
		Service Trades	x	x	6		2
		Sheet Metal and Air Conditioning Trades	x	x	6		2
		Drafting and Commercial Art	x	x	6		2
		Commercial Food Trades	x	x	6		2

MINIMUM UNIT OFFERINGS FOR ACCREDITATION

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Fully Accredited with Comprehensive Program	3	3	3	
Fully Accredited with Standard Program	2	2	2	
Fully Accredited with Basic Program				
Accredited Emergency				

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Trade and industrial education courses may be offered in conformance with criteria established for vocational trades and industries programs.

School officials have the obligation to explore the availability of opportunities in the area vocational schools and to seek arrangements for such services for their students.

HEALTH OCCUPATIONS

SUBJECT	GRADE				Maximum Units of Credit (High School)	Recommended Length of Course	
	9	10	11	12		Yr.	Sem.
Health Occupations				x	3*		x
Practical Nurse				x	3*		x

*Each of the Health Occupations education classes shall consist of three hours of classroom and laboratory instruction and/or supervised clinical experience.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Health occupations for high school students is a new program. It should not be confused with the health-safety and physical education area. It is designed to familiarize the students with many health occupations and to prepare the student for the entry level in an occupation or for entry into a post-secondary program which will prepare the student for a higher level occupation.

Health Occupations: This is a broad course title and may be flexible in its content to meet the particular needs of the students in the community. Basically it will familiarize the student with the occupational careers that are available in the health field and prepare the student with the skills needed to function at the entry level in occupations of assisting professional hospital personnel.

Practical Nurse: This course is designed to enable the students to complete the basic classroom phase of the practical nurse program during the senior year in high school. After high school graduation, the student completes the practical nurse program in eight months and becomes eligible to write the practical nurse licensure examination. The high school foundation phase plus the additional eight months after high school graduation is equal to the twelve month curriculum of post-secondary programs. This program is approved by the Kentucky Board of Nursing Education and Nurse Registration.

AGRICULTURE

SUBJECT	GRADE						Maximum Units of Credit (High School)	Recommended Length of Course	
	7	8	9	10	11	12		Yr.	Sem.
Production Agriculture			x				1	x	
Production Agriculture				x			1	x	
Production Agriculture					x		1	x	
Production Agriculture						x	1	x	
Agricultural Mechanics					x	x	6		2
Sales and Services					x	x	6		2
Horticulture					x	x	6		2
Forestry					x	x	6		2
General Agriculture	x	x	x				1		x

MINIMUM UNIT OFFERINGS FOR ACCREDITATION

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Fully Accredited with Comprehensive Program	3	3	3	
Fully Accredited with Standard Program	3	3	3	
Fully Accredited with Basic Program	3	3		
Accredited Emergency	2	2		

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

The purpose of vocational education in agriculture is to provide training for those students who plan to enter farming or off-farm agricultural occupations, and to provide upgrading training for people already employed.

Instruction is provided for secondary school youths and adults who wish to work in agriculture; employed youth and adults who desire upgrading training; and the disadvantaged and handicapped who require special programs to meet their needs. These people may be high school students or adults.

Students enrolled in **Production Agriculture** will earn one hour of credit. Students enrolled in off-farm agricultural programs in vocational schools may earn three credits per year for a total of six credits. Other off-farm agriculture programs in the high schools are recommended for no more than two credits per year. Students enrolled in cooperative programs such as sales and services, horticulture, or full-time agricultural mechanics may be given one-half unit of credit for each hour of cooperative work recognized for high school credit.

High schools offering vocational agriculture should offer a four-year program. No high school will be approved to offer less than three years of vocational agriculture. When only three years are offered, it must be in the last three years. Courses offered must be based on the agricultural needs of the community in which the school is located. Production agriculture courses must include agricultural mechanics each year. Persons enrolled in vocational agriculture must carry out

planned occupational experience programs under the supervision of the vocational agriculture teachers. In high schools with low enrollments in vocational agriculture the 9th and 10th grade classes may be combined and freshman and sophomore courses taught in alternate years.

Vocational agriculture is offered only in grades 9-12. General agriculture is not a vocational subject and may be offered in grades 7, 8, or 9.