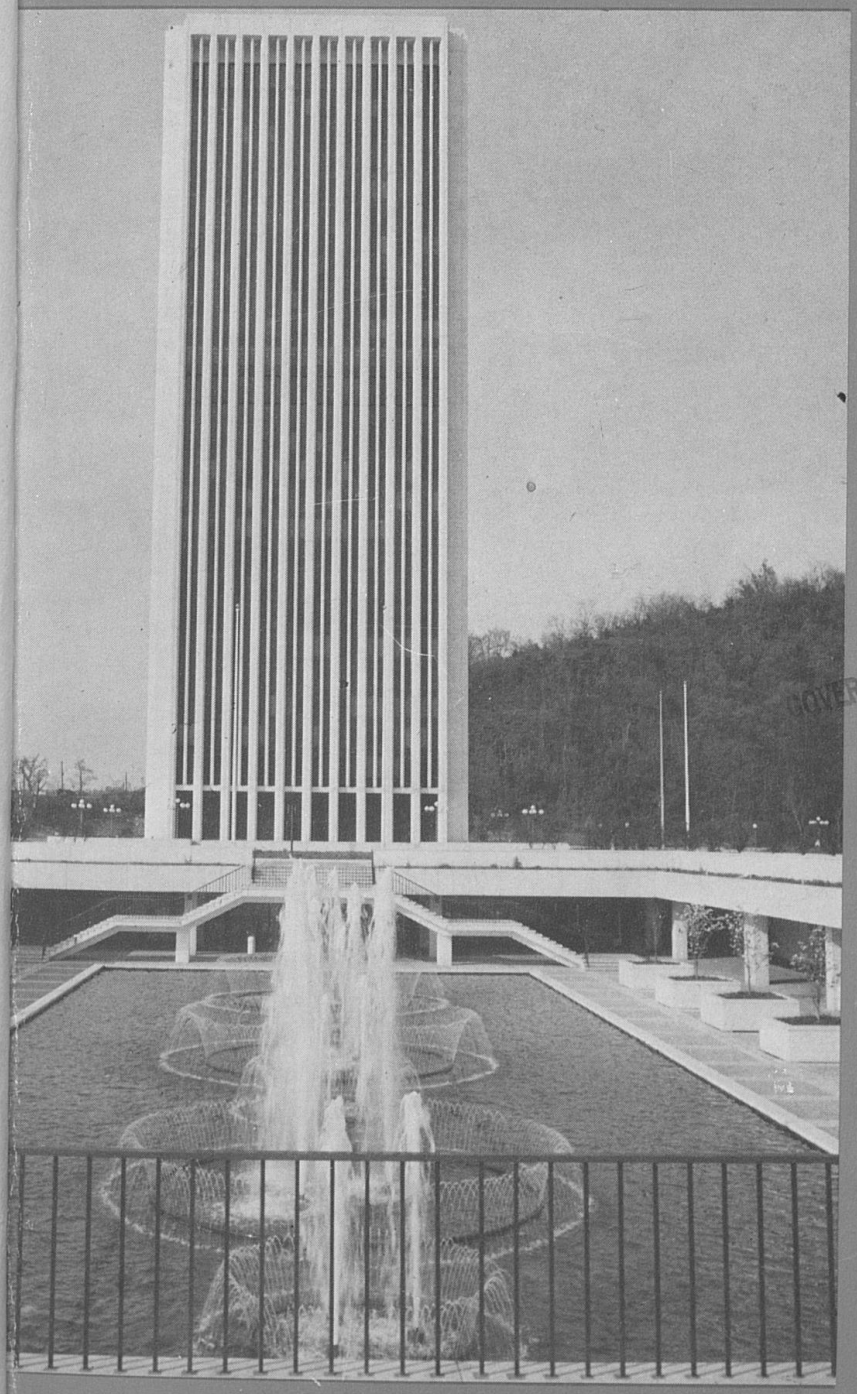
Program of Studies for Kentucky Schools

Grades 1-12



CATIONAL BULLETIN VOL. 43 NO. 3

PROGRAM OF STUDIES FOR KENTUCKY SCHOOLS

Grades 1-12

[March, 1975]

aid for with state funds KRS 57.375

Educational Bulletin Vol. 43 No. 3
Kentucky Department of Education
Frankfort, Kentucky

FOREWORD

This document, *Program of Studies for Kentucky Schools, Grades 1-12,* is representative of the achievements being realized by the systematic and cooperative planning of educational goals and the appropriate programs to accomodate these goals. Numerous statewide advisory councils have provided invaluable assistance in the formulation of the varied educational programs. This cooperative and representative planning procedure has enabled local districts to communicate local needs, noteworthy program achievements, and district priorities and aspirations. The improved insights into curriculum trends gained through increased representation and communication with local district personnel has resulted in expanded and more effective programs for all pupils to include courses for the preschool child, the exceptional child, and the career bound adolescent.

The ultimate goal of all school programs in Kentucky is that of providing meaningful educational experiences that adequately prepare pupils to lead effective lives. This revised and expanded program of studies, approved by the State Board of Education on March 20, 1975, should facilitate still greater progress toward new standards of worth and excellence in Kentucky schools.

Lyman V. Ginger
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 represents a third revision to provide contemporary educational programs in approved curriculum areas.

The Program of Studies for Kentucky Schools serves as the framework upon which a local school system can develop school curriculum that is responsive to unique local needs. This revision of the program of studies has been specifically designed to provide more flexibility in program planning at the local school level. More than ever, it is the responsibility of local leadership to select and arrange offerings to provide for the diverse needs of their own student population. In addition to student needs, staff potential, facilities, community resources, and size of school are prime considerations in planning at the local level.

Each area of the curriculum is presented separately with basic considerations for program planning, descriptions of revised or new courses, the extent of high school credit which may be earned, and other pertinent information. Although this document does not attempt to deal with standards for accreditation, we have, for your convenience, continued to frequently show the differentiation in minimum unit offerings for the various secondary school classifications. It should be noted that two specific units are still required at the high school level: one unit in United States history and one-half unit each in health and in physical education.

An additional section has been included to provide information and procedures for the design and implementation of experimental courses that are not included in *The Program of Studies for Kentucky Schools.* This section has been added to encourage local school districts to seek alternative ways to educate children more realistically and more effectively.

Don C. Bale, Assistant
Superintendent for Instruction

TABLE OF CONTENTS

LANGUAGE ARTS

SUBJECT	GRADE 1	2	3	4	5	6	7	8	9	10	11	12	Maximum High School Credit
Language Arts	x*	x	x	x	x	x	x	x					
Basic competencies in expressive and receptive behaviors comprising communication:													
Speaking/Listening													
Reading/Writing													
Nonverbal Language													
Dramatic Expression													
Media Utilization													
Spelling													
State Board of Education requires three units of high school English.													
Areas from which courses may be developed:**													
Literature									x	x	x	x	
Language									x	x	x	x	
Composition									x	x	x	x	
Oral Communication									x	x	x	x	
Journalism									x	x	x	x	
Dramatics									x	x	x	x	
Reading									x	x	x	x	
Media									x	x	x	x	

*1st grade is understood to include readiness, pre-primer, primer, and beginning reading.

**From these areas, year-long courses for 9th, 10th, 11th, and 12th grade English can be developed, as well as short-term courses for a phase-elective program to meet the minimum requirement of three units in English. Other courses may also be developed from these areas which will not be counted as part of the English requirement.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

The language arts program should aim to develop the expressive and receptive behaviors which comprise effective communication in the life experience of individuals. The program should be based upon the nurturing of the thinking process and provide for applying the communication behaviors in the areas of self-care, social functioning, vocational capability, academic achievement, and aesthetic appreciation.

Elementary

Through a planned developmental language arts program in the elementary and middle school, the individual student should acquire the following basic competencies:

The ability to express himself by and/or through:

- Speaking
- Writing
- Nonverbal language

Dramatic expression
Media utilization

The ability to acquire information by and/or from:

Listening
Reading
Nonverbal language
Dramatic expression
Media utilization

Secondary

The secondary English program should aim to develop the skills of literacy (reading, writing, speaking, listening, thinking, and observing) and to increase each student's confidence, pleasure, and creativity in practicing these skills. The various facets of this program should be offered as interdependent and correlated studies, planned to increase competency through deliberate balance in content and in skills.

Reading, which underlies the entire school experience, should be planned as a continuing program that reinforces and extends those skills previously acquired. Literature is of aesthetic and humanistic value and serves to promote skills development. Language studies should stress not only the systematic nature of language but also the dynamic and essential role language plays in human affairs. The composing process should encourage freedom of and fluency in expression, then build toward increased control over content and form. Studies in media should focus on the expanded techniques of communication, such as radio, television, and film, to examine both their methods and effectiveness.

Three units of English are required, but four units are recommended.* Each school district shall be responsible for planning its own program based on a careful study of its courses, its community, and its students. To provide a rich variety of experiences to accommodate the varying abilities, needs, and interests of students, year-long courses, short-term courses, or a combination of both may be offered. The year-long course (36 weeks) shall earn one unit of credit. Short-term courses shall receive credit proportional to their length. Regardless of the design, the thrust of the program shall be language, composition, and literature. To provide greater opportunities for student success and satisfaction, a variety of instructional approaches should be used in the classroom when implementing a language arts program.

Upon completion of the planned developmental language arts program in the elementary, middle, and secondary school, each individual should have acquired both the ability and the desire to communicate effectively within his life experience in accordance with his potential.

---

*The semester of required reading at the ninth grade level for students who have scored at the sixth grade level or below when tested may be counted as a part of this requirement. See *Kentucky State Plan for Accrediting Secondary Schools.*

SOCIAL STUDIES

SUBJECT	GRADE K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum High School Credit
Related Social Studies	x	x	x	x	x	x	x	x	x					
Unified Social Studies		x	x	x	x	x	x	x	x					
Kentucky Heritage		x	x	x	x	x	x	x	x	x	x	x	x	1
Government and Politics										x	x	x	x	1
Economics										x	x	x	x	1
Geography										x	x	x	x	1
Sociology										x	x	x	x	1
Citizenship										x	x	x	x	1
Problems of American Democracy										x	x	x	x	1
Introduction to Social Studies										x	x	x	x	1
Psychology										x	x	x	x	1
World History										x	x	x	x	1
World Geography										x	x	x	x	1
International Relations										x	x	x	x	1
Comparative Economics										x	x	x	x	1
Anthropology (Comparative Cultures)										x	x	x	x	1
Humanities										x	x	x	x	1
U.S. History*											x	x	x	1

*Required for high school graduation.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

The area of social studies is concerned with people as individuals, their interaction with other people separately and in groups, and with their adjustments to their physical environments. History and the various social sciences—economics, government and politics, geography, anthropology, philosophy, sociology, psychology—are also concerned with human relationships. The social studies consists of knowledge selected from the humanities and the social sciences and organized for the instruction of pupils of all ages. From the social studies, students can gain knowledge about man and society, past and present, that can contribute to intellectual enrichment and pleasure. Students can acquire skills for transmitting this knowledge into patterns of covert and overt behavior fundamental to individual self-realization and to the exercise of civic responsibility in a free society.

Some of the characteristics of the social studies include:

The development of multiple objectives rather than the pursuit of any one to the exclusion of all the others.

The writing of instructional objectives in behavioral terms.

An emphasis on inquiry and discovery of relationships by pupils, as opposed to the presentation of conclusions to pupils by teachers.

The use of a variety of materials, including paperback books, films, filmstrips, records, artifacts, pictures, paintings, transparencies, and slides as data sources, as opposed to relying upon a single, usually hardbound text.

An emphasis on primary as well as secondary sources of information.

The use of insights and data from a number of behavioral sciences, as opposed to concentrating primarily on history and geography as the major areas of study.

The use of different kinds of instructional materials by different pupils in the same classroom at the same time to meet the needs and interests of all students.

An emphasis on developing skills such as the following:

Generating hypotheses
Formulating questions
Collecting data
Interpreting data
Making inferences
Evaluating
Recognizing bias and propaganda
Arriving at conclusions and generalizations
Clarifying values

A view of the teacher's role to be that of a resource person and fellow inquirer rather than that of an information-giver and taskmaster.

Greater concentrations on actions and reactions of people rather than on things, objects, dates, places, or names.

An emphasis on content that is as realistic and problem-oriented as possible and that requires pupils to take appropriate action that will help resolve problems.

An emphasis on the development of skills and attitudes in students to become lifetime learners even after a course has terminated and after their days of formal instruction are completed.

The social studies program should be designed to present the scope and appropriate sequence of concepts and skills to be developed. This reflects a concern for an articulated program and will eliminate meaningless repetition of content. It provides local school flexibility and choice within a broad framework of common goals and objectives.

Elementary and Junior High

Related Social Studies – This program focuses on one or more of the social sciences for an in-depth study of the discipline, whether anthropology, economics, geography, government and politics, history, social psychology, or sociology.

Unified Social Studies – This is an interdisciplinary program which includes concepts derived from the social sciences; namely, anthropology, economics, geography, government and politics, history, social psychology, and sociology.

Kentucky Heritage – Suggested grade levels:

Grade two – Local School Community
Urban Community
A Suburban Community

Medium-sized City
Rural Community
Metropolitan Community

Grade four — In-depth study of cities as regional centers

Grade seven — Background material of Kentucky history, government, and geography

Because pupils have studied Kentucky History on the fourth and/or fifth level, it would seem appropriate for them to use data concerning their state in a more practical way in the seventh grade. Instead of considering factual information about the state as an end in itself, the data could be used to make comparisons with some of the Asian countries that is usually a part of the seventh grade curriculum. The size, population, and agriculture as one of the major industries are some of the topics that offer opportunities for comparison.

Grade eight — The development of the State of Kentucky could be studied in conjunction with the development of United States History in the eighth grade. During each period of United States History, emphasis could be placed on the developments within the state during that same period. This could help pupils become aware of the relationships between the growth of the state and the nation.

Grade nine — State government can be studied as part of the citizenship course in the ninth grade. The relationships between the state and federal governments should be emphasized.

Secondary

The State Board of Education requires two units of credit, but a minimum of three Carnegie units of high school social studies credit is recommended for graduation (one unit in U.S. History; one unit from the list of electives in American Studies; one unit from the list of electives in World Studies).

U.S. History	American Studies	World Studies
	Government & Politics	World History
	Economics	World Geography
	Geography	International Relations
	Sociology	Comparative Economics
	Citizenship	Anthropology (Includes Comparative Cultures)
	Problems of American Democracy	Humanities
	Introduction to the Social Studies	
	Psychology	

Drawing from the above list of social studies electives as well as the required U.S. History course, local school districts may treat these courses as year-long offerings, or schools may offer these courses as a series of short-term units, ranging in length from nine weeks to eighteen weeks, in order to provide a rich variety of experiences to meet various student needs, interests, and abilities. Local school districts are also encouraged to provide an interdisciplinary program within the social studies framework by integrating any number of electives listed under each of the above three categories including American Studies and World Studies.

Problems of American Democracy – This course offers the student the opportunity to consider in depth contemporary problems which have their origins or possible solutions in the social sciences.

Comparative Economics – Relates the ways in which societies make decisions about goods and services they produce, how they produce them, and for whom they produce them.

Government and Politics – Relates to theory and practice of people governing themselves based on the U.S. Constitution.

Anthropology – Anthropology is a social science which deals with the observation, collection of data, and analysis of the group structure, values of groups, how people behave, and the differing roles played by members of a group in their relationships. Anthropologists are concerned with the manner in which people pass on a culture and how a new generation changes it. There are many types and combinations of groups that are studied, such as families, peer groups, play associations, labor unions, minority groups, community groups, and political parties.

MATHEMATICS

SUBJECT	GRADE K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum High School Credit
Arithmetic	x	x	x	x	x	x	x	x	x					
General Mathematics								x	x					
Fundamental Mathematics										x				1
General Math I										x	x			1
General Math II											x	x	x	1
Algebra I									x	x	x			1
Algebra II										x	x	x		1
Geometry										x	x	x		1
Trigometry												x	x	½
Analytic Geometry												x	x	½
Math Functions												x	x	1
Advanced Math													x	1
Probability and Statistics												x	x	½
Introduction to Computer Techniques											x	x	x	½
Computer Math											x	x	x	1
Consumer Math												x	x	½
Calculus													x	1

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Elementary

The elementary school mathematics program should provide a proper balance among the three phases of development—concept development, skill development, and application of concepts and skills to everyday experiences of the child. The planned program should include a scope and sequence of topics with due consideration given to the slow, average, and accelerated child.

The first course in algebra may be offered in the eighth grade in schools with a sufficient number of students who may profit from such a course. When offered in the eighth grade, it should be comparable to that offered in the ninth grade, and may carry one Carnegie unit if taught by a teacher who has a major or minor in mathematics.

Secondary

There are three relatively well-defined groups of students entering the ninth grade, each of whose work in high school mathematics should begin with a separate course. First, there are those who are poorly prepared, have not grasped the basics of grade school arithmetic, and need a good deal more practice in developing arithmetical skills. These students should begin with Fundamental Mathematics. The second group consists of those students who have more or less mastered grade school arithmetic, but not to a sufficient degree of proficiency that they have a reasonable chance for success in a more abstract mathematical setting such as Algebra I. This group should begin with General Mathematics I. Finally, there are the well-prepared students who have shown some degree of mathematical skill and these individuals should begin

their high school work with either Algebra I or Algebra II.

It should be noted that the usual progression is Fundamental Mathematics, General Mathematics I, Algebra I, and either Geometry or Algebra II. Students may enter this sequence at any point, depending on their level of preparation. It is important also to note that General Mathematics II is not intended as an introduction to further work but, rather, is consumer oriented and is designed for students not likely to pursue a scientific career.

It is strongly recommended that college-bound students who envision a career in a scientific discipline take four years of high school mathematics beginning with Algebra I and including Geometry, Algebra II, and Trigonometry. Able students who plan nonscientific careers should at least take Algebra I and Geometry.

The grade levels recommended for the various courses should not be considered rigid requirements. However, these grade levels are indicative of the grade, or grades, from which the vast majority of students for a particular course will come and show the general age and preparedness level necessary for the course.

Finally, schools that are in a phase-elective program or mini-courses or plan to go into such a program may wish to break these courses outlined into nine- or twelve-week modules; or some of the semester courses may be covered in two nine- week or one twelve-week time periods. It is hoped that each school will adapt this program of studies to its own time frame based on needs, interests, and abilities of its students.

The State Board of Education requires two units in mathematics.

Fundamental Mathematics – This course is designed to teach the arithmetic skills necessary for an individual to function successfully in today's society. Topics may include basic integer arithmetic, prime factorization, greatest common divisor, least common multiples, fractions, decimals, rational and irrational numbers, proportion, percentage, simple and compound interest, metric system (linear measure, volume, weight and temperature), conversions within a system, area of simple plane figures and volume of simple solids. In the treatment of all these topics, the emphasis should be on common sense or physical justification of principles.

Remarks: For this course it would be most helpful if students could have access to some sort of computing equipment, for example, an inexpensive pocket calculator.

General Mathematics I – This course is designed to develop an understanding of, and skills in, the fundamental operations of arithmetic. Topics include a review and extension of those listed for Fundamental Mathematics plus a basic introduction to algebra and geometry as commonly encountered in everyday affairs.

Remarks: Inductive reasoning and pattern guessing are useful techniques for teaching the concepts in this course.

General Mathematics II – This course is designed to equip the student with the practical applications of mathematics that arise in life situations and careers. Topics may include the metric system, shop mathematics, elementary business mathematics, simple geometric construction, reading and

constructing graphs, rectangular coordinates, indirect measurement, and elementary probability and statistics.

Prerequisite: General Mathematics I or Algebra I

Mathematical Functions – The topics in this course may include work in the area of linear functions, quadratic functions, cubic functions, polynomial functions, rational functions, the absolute value function, the greatest integer function, logarithmic functions, exponential functions, inverse functions, circular and/or trigonometric functions, graphs of functions, mathematical induction, and sequences and series.

Prerequisite: Algebra II and Geometry

Remarks: Where applicable, functions that arise in nature should be discussed and studied.

Advanced Mathematics – The topics for this course include basic logic, properties of groups and fields, sequences and series, algebra of vectors and analytic geometry, relations and functions, complex numbers, graphs of polynomial functions, and exponential and logarithm functions, matrices as they relate to analytic geometry, space geometry, and probability.

Prerequisite: Algebra II and Geometry.

Consumer Mathematics – This course involves the study of the mathematics applicable to family purchases, contractual agreements, and maintenance; cost of travel; various kinds of bank accounts and purchasing plans; loans; income taxes; types of insurance; annuities; and stocks and bonds; and other applications of mathematics to business situations.

Prerequisite: Successful completion of two years of high school mathematics.

Introduction to Computer Techniques – This course is an introduction to the programming, input and output, and operation of a modern computer. Topics may include application to business mathematics, or to problems in measurement or elementary number theory.

Computer Math – This course is similar to Introduction to Computer Techniques, but presents the material at a more sophisticated level and is designed for the well-prepared student. The emphasis is on computer programming and is to integrate the programming ability with mathematical concepts the student has studied or is studying.

Prerequisite: Algebra I

Remarks: Courses in programming of computers at the high school level are, of necessity, limited to schools which have access to some form of computer (Although it is possible to teach a programming language from a purely theoretical point of view, the most successful courses require that students actually submit programs to be run on a machine). The type of computer use available to a school naturally determines the language or languages which form the central content of the course.

Probability and Statistics – This course is designed to familiarize students with the statistics they hear on television or radio and read in the newspaper. Topics may include: answers to the questions "What are

statistics?" and "What is probability?"; measurement and definition influences on statistics; sampling; graphic display of data; measures of central tendency; measures of dispersion; index numbers such as the Consumer Price Index; finite probability and Baye's theorem; random variables; binomial and normal descriptions; sampling description and the central limit theorem; estimation of standard error; confidence intervals and tests of significance.

Prerequisite: Algebra II

Calculus – This course 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 this subject. Any course offered under this title should be for advanced placement and offered in the twelfth year only. For a description of an acceptable course, see the AB or BC outlines presented in the Advanced Placement Manual.

SCIENCE

SUBJECT	GRADE K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum High School Credit
Elementary Science	x	x	x	x	x	x	x							
Integrated Science*							x	x	x	x				1 (if given in grade 9)
Introduction to Biological Science* (Life Science)								x						
Introduction to Earth-Space Science*									x					
Introduction to Chemistry and Physics										x	x	x	x	1
Biology I										x	x	x	x	1
Chemistry I											x	x	x	1
Physics I											x	x	x	1
Earth Science											x	x	x	1
Anatomy and Physiology											x	x	x	1
Advanced Biology (Biology II)												x	x	1
Advanced Physics (Physics II)												x	x	1
Advanced Chemistry (Chemistry II)												x	x	1

*Full year

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Elementary

Science experiences should be introduced in the first grade. Inquiry science should be planned at each level to provide proper scope and sequence of concept and skill development through the subsequent grades, with at least one-half time spent in investigative laboratory activities to develop inquiry skills. The science curriculum should consist of biological and physical sciences for each grade and should be related to the real experiences that pupils encounter in the real world.

Student participation in laboratory experiences should be included as an integral part of all science courses, grades 1-12. These experiences must be those which develop scientific processes and skills in order that students may discover scientific principles rather than merely to verify those given by the text or the teacher.

Middle School and Secondary

It is recommended that students be counseled toward a balance between the physical and biological sciences in grades 7-12.

In junior high or middle school, whether the curriculum is of an integrated or specialized nature, emphasis should be on the investigative approach to insure full continuity with the inquiry method previously effected at elementary levels.

Integrated Science — This is to be interpreted as a laboratory centered, interdisciplinary approach, for example, ISCS. If the integrated science approach is chosen, care must be taken to avoid gaps or duplication of subject matter.

Introduction to Biological Science – This course is designed to develop an understanding of the interrelationships of plants and animals and will be offered at the seventh grade level. Individual and group laboratory experiences should comprise at least 50% of the course.

Anatomy and Physiology – This is a course for students who have obtained one credit in biology. It deals with the study of the structure and function of the living body. It is recommended that the instructor have a major in the biological sciences.

Enrichment and Special Interest Courses – These courses may be offered when the need arises. They may be offered in modules of varying lengths. Such courses may include aerospace, geology, ecology, environmental studies, anatomy and physiology, paleontology, botany, zoology, natural history, history and philosophy of science, independent study in science, applied science, etc. These courses should be offered only in schools where facilities and personnel are provided for such courses.

Since all science courses are designed as, and in practice shall be, laboratory oriented, the recommended number of students in any laboratory situation is 28. Laboratory facilities must be provided for each of the 28 students. This is of prime importance not only in view of curriculum development, but moreover to insure student health and safety and to facilitate individual supervision.

The State Board of Education requires two units of science. Examples of a unit are two semesters of work, three quarters of work, or four nine weeks periods of work. The course of study should, as far as possible, be equally balanced between the physical sciences and the biological sciences. Where fractional units (phase-elective or quarter) are offered, students may elect to take any combination of science courses, provided that the two-unit requirement is fulfilled.

FOREIGN LANGUAGES

SUBJECT	GRADE 1	2	3	4	5	6	7	8	9	10	11	12	Maximum High School Credit
French	x	x	x	x	x	x	x	x	x	x	x	x	4
German	x	x	x	x	x	x	x	x	x	x	x	x	4
Latin							x	x	x	x	x	x	4
Russian							x	x	x	x	x	x	4
Spanish	x	x	x	x	x	x	x	x	x	x	x	x	4

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Language is a primary system of communication because man is a social being. No individual, county, state, or nation can be a completely independent entity in our highly interdependent world. Consequently, Kentucky students must be permitted opportunities to expand their social understanding and their cultural experiences beyond the confines of a single culture.

Knowledge of the English language alone may not suffice in our increasingly multilingual society. Students need experiences that assure them the competencies to attain self-fulfillment, to express ideas, and to increase opportunities for employment. Foreign language study provides a wealth of enriching and liberating humanistic experiences.

Students who begin the study of a foreign language at any level should be encouraged to study it a minimum of two years. If proficiency in the language is a goal, then more than two years of instruction should be offered.

Elementary and Middle School

A sequential program stressing language skills development should be encouraged at whatever level the program is initiated, whether at the elementary or middle school level. However, if this program cannot be offered, foreign language instruction may take the form of short-term exploratory courses in the various languages immediately prior to the initiation of a sequential program. Such an exploratory course does not stress language skills development, but instead creates an awareness of a foreign culture by introducing students to its peoples, customs and ideas, as well as conversational expressions.

Elementary and middle school 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 native language. Initial instruction of foreign language in the elementary school should, therefore, focus on the development of listening comprehension and speaking facility. Reading and writing are not stressed until pupils have demonstrated facility in listening and speaking. Teaching techniques are adapted to the developmental levels of the children, and content is selected to provide a high degree of

correspondence to the natural interests of children. The use of professionally developed audio materials or a good instructional television program is encouraged.

Secondary

The development of the four basic language skills—listening comprehension, speaking, reading, and writing—should be stressed. The program should also include materials and teaching strategies which direct the student toward developing a facility for analyzing and interpreting the culture and traditions of a country and its people against the background experiences of the student's own environment. The practical, intellectual, and aesthetic values of language learning should be made evident to the student.

Foreign languages may be offered as year-long courses or as a series of short-term courses ranging in length, for example, from nine to eighteen weeks, thus providing a rich variety of experiences to accommodate the varying abilities, needs, and interests of students.

Student-centered activities should be utilized to develop conversational skills, cultural awareness, and linguistic proficiency. Diverse approaches to foreign language teaching such as the use of mini-courses, career-oriented courses, interdisciplinary courses, learning activity packets, multilevel materials, individualized instruction, independent study, credit by examination, advanced placement, multisensory equipment and materials, and student exchange programs provide opportunities to meet the needs and interests of *all* students in Kentucky.

Any foreign language program should also include language clubs and honor societies, personal and business correspondence with native speakers, visiting and living among people who use the language, and participation in the target culture's celebrations, holidays, and ethnic-linguistic traditions. Such programs provide opportunities for authentic use of the language. Varied approaches and highly interesting activities in foreign language instruction provide unique opportunities and challenges for students to develop competencies in communication and to gain new insights into cultural diversity.

ARTS EDUCATION

ART

SUBJECT	GRADE 1	2	3	4	5	6	7	8	9	10	11	12	Maximum High School Credit
Art	x	x	x	x	x	x	x	x					
General Art I									x	x	x	x	1
General Art II										x	x	x	1
Specialized Art I											x	x	1
Specialized Art II												x	2

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS IN ART

Opportunities for all individuals to develop a keen awareness of themselves and their environment through art experiences are vital.

The emphasis in the art program is:

Development of aesthetic concepts which will lead to a growing ability to make value judgments.

Understanding of the place of art in our cultural heritage.

Finding satisfying individual expression through a variety of materials and processes.

The learning activities are carefully planned to provide a continuous learning program of constructive, creative experiences geared to the individual's interests. Learning through art offers opportunities for each child to grow intellectually, aesthetically, and spiritually. As art is individual and personal, each child's art experiences are and must always be highly personal and unique. There is not one way to teach art. Art education must be unique to each school, each group of children, and each individual; therefore, each teacher must find his own way.

Kindergarten

The young child lives in a world of spontaneity, newness, and beauty. His is a world of joy through touching, tasting, smelling, hearing, and seeing. His is a world of magic, where media and make-believe can make dreams visible. This world must be preserved from the scribbler right on through life, so that each can develop as a unique human being. Art is an important means of communication.

Elementary, 1-8

Children heighten their curiosity and responsiveness through opportunities to hold, to feel, to examine, and to react to those forms which have high visual and tactile qualities.

They develop skills and techniques through involvement in two-dimensional and three-dimensional expressions which involve processes of selecting, arranging, constructing, and decision-making.

Children develop aesthetic judgment while sharing their own art work

and talking about the art of others.

Children comprehend relationships of art to other areas of study such as social studies, literature, music, environmental studies, and to various cultures and times.

Measure of Achievement: By the end of the elementary years the child should:

Express individual ideas in both two- and three-dimensional art forms using a variety of art media.

Understand concepts involving color, line, form, and texture.

Relate to the principles of design, balance, movement, etc.

Show self-confidence and respect for his work.

Demonstrate an awareness of art in his daily environment.

Have an understanding of art as a part of present and past cultures.

Initiate and work with ideas pertaining to art and art media.

Middle School

Basically, the goals of the art program are the same for all levels, but adjusted to individual needs. The middle school years are a time in a student's life when concepts formed earlier begin to change. The art program must be planned so that it is sympathetic to the needs, interests, and capacities of the students and so that it will contribute to their growth and awareness.

The middle school student is deeply self-centered and at the same time he is eager to relate to others and to become involved in the adult world. The art program can be dynamic when it is involved with all of life: with human relations, family living, the community, ecology, communications, city planning, and even the question of what one wears to look his best.

With the new focus on the middle school and the general interest in humanism, the art program cannot be isolated from the mainstream of activity in other subject areas. Art experiences can be planned to take advantage of the learning experiences in all other areas as motivation for creative art projects and in turn can enrich these same areas with relevant media illustrating man's artistic contributions to our cultural heritage through the ages. Integrated projects can provide opportunities to experience the natural environment in all its qualities of color, sound, movement, texture, fragrance, and space.

With motivation and whatever media used, the student should be encouraged to explore, to discover, to experiment, to create, and to express. Emphasis should be on individual awareness, the capacity to experience aesthetically, and to create in a vital and personal manner.

The program should be continuous for all students throughout the middle school.

Junior High School

The junior high school is a combination of the middle school and the high school. The program would be designed as described for the middle school and the high school.

Senior High School

The secondary school program would be designed as a continuation of the foundation program. Courses should provide for both two-dimensional and three-dimensional studies with art criticism, art history, and aesthetics supporting and overlapping the entire art program. The program should develop visual sensitivity and aesthetic judgment so that each individual can understand art and relate it to his environment and experience it personally in his changing society.

General Art I — This course would be introductory and exploratory in nature. Units from both two-dimensional and three-dimensional areas are 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 in the areas introduced in General Art I.

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.

Experimental Courses — Courses designed by individual schools to satisfy other desired goals are encouraged. These courses shall be approved by the Kentucky Department of Education.

MUSIC

SUBJECT	GRADE 1	2	3	4	5	6	7	8	9	10	11	12	Maximum High School Credit
General Music	x	x	x	x	x	x	x	x	x	x			1
Exploratory Music							x	x	x	x	x	x	½
Keyboard Class							x	x	x	x	x	x	½
Choral Music						x	x	x	x	x	x	x	2
Instrumental Music						x	x	x	x	x	x	x	2
Music History and/or Appreciation										x	x	x	1
Theory of Music											x	x	1
Conducting Vocal										x	x	x	1
Conducting Instrumental										x	x	x	1

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 – These courses are intended to be primarily for general education purposes with limited credit. However, they provide 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.

Exploratory Music – This course should not be confused with an exploratory course involving several areas of instruction intended to discover special competencies and interests. It may be a middle school offering, or a high school course earning one-half unit of credit a year. Exploratory Music, while flexible in meeting interests and specific competencies of students, is expected, nevertheless, to involve content that is basically music. The exploratory aspect of the course may be implemented as follows:

> The students will explore various areas such as instrumental music (band or orchestral), vocal music (ensembles-groups), keyboard, guitar or other areas consistent with pupils' interests. This is interpreted to mean actual playing or singing at the level of the group's musical development. Individualized instruction may be included if preplanned.
>
> This course may be presented in phases, but if *phase-elective,* there must be alternatives.

Keyboard Class – This course is expected to provide keyboard experiences and skill development through the use of electronic units which may accommodate any number of students in groups of six keyboards or through use of several individual electronic pianos. In each case there will be a control unit for the teacher to hear both individuals and the group. As an alternative, a minimum of two or three regular pianos may be used. To accommodate more students, some may play while others use simulated keyboards.

Music History, Appreciation, and Theory of Music may be paired and taught on alternate days. Either of these courses may be taught also in combination with other courses (Band, Orchestra, or Chorus) for those students without special interest or competency in music. Theory of Music should be functional and creative. The course should serve to bridge the gap between the usual high school experience and the college theory course. Conducting should be a learning experience related to musical styles and an approach to musical learning.

Music History and/or 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.

All high school courses in music are elective.

Exploratory courses in other general curriculum areas may serve to meet part of the requirements in music, but, when used in combination with other types of experiences, music should be on an every other day basis with forty-five minutes allowed for each class period. Since musical development is a gradual process which cannot be forced to any degree, classes of forty-five minutes that meet over a longer period is preferable to long classes that meet for a few weeks. The purpose of this type of experience would not be to help the student discover a special interest leading to further study, but rather to prepare him to benefit by music which is a natural part of the environment. Since this type of experience may be expected in the middle school level, the serious student of music will usually have already committed himself.

HEALTH-PHYSICAL EDUCATION

SUBJECT	GRADE 1	2	3	4	5	6	7	8	9	10	11	12	Maximum High School Credit
Health and Safety	x	x	x	x	x	x	x	x	x	x	x	x	½
Physical Education	x	x	x	x	x	x	x	x					
Physical Education I									x	x	x	x	½
Physical Education II										x	x	x	1
Physical Education III											x	x	1
Physical Education IV												x	1
Contemporary Health Issues										x	x	x	1

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

HEALTH INSTRUCTION

Health instruction should be based on the concept that health deals with physical, mental, and social well-being and that it is the foundation of joyous, zestful, and useful living.

Health education is multidisciplinary in nature. Its content is largely derived from medicine, public health, and the physical, biological, and social sciences. Its scope is broad, covering such diverse areas as the nature of disease, the complexity of nutrition, effects of radiation, behavioral aspects of accident prevention, an understanding of health and medical care programs, significance of international health problems, alcoholism, drug abuse, selection of health products and services, environmental issues, community health services, foundations of mental health, and preparation for marriage and parenthood. But, health education cannot rest on knowledge alone; it must motivate the individual toward healthful living. What is taught must be so related to the daily lives of the student that they can act intelligently in matters of health.

Elementary

Health instruction is required in grades 1-8. Safety instruction is an integral part of the health instruction program. In the kindergarten and primary grades, health and safety instruction should guide the children in developing desirable health attitudes and knowledge through everyday experiences in a healthful environment. In the fourth, fifth, and sixth grades, in addition to necessary health guidance, instruction should assist children in becoming increasingly aware of the value for community health and personal health. Each student must earn a minimum of one-half credit on the secondary level in health as a graduation requirement.

Secondary

Contemporary Health Issues – This is an elective course that should focus on current health problems or areas of interest. An example of topics

that could be included are venereal disease, preparation for marriage and parenthood, air/water pollution, drug use and addiction, current nutrition fads, community health services, consumer education, etc. In addition to current issues discussed, the course should provide a wider variety of topics and methods such as value clarification, dealing with aggressive behaviors, decision-making skills, life-coping skills, and other issues which could possibly provide a reduction in many of our contemporary health problems.

A variety of instructional approaches could be used when implementing this elective course. Consideration should be given to phase-electives, modular and mini-courses, and other innovative methods along with the standard yearly or semester course. An example of the modular approach would be to define nine contemporary health issues and of these the students would select six. The Contemporary Health Issues course would serve as an elective providing a maximum of one additional credit in health education.

PHYSICAL EDUCATION

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 and to develop positive attitudes toward physical activity. This is an effort to enhance the individual's self-image and improve their quality of life in order that each student may take his or her place as an active and effective member in a democratic society.

Elementary

Elementary physical education includes planned sequential instruction in movement exploration, low organization activities, rhythmic activities, self-testing activities (stunts, tumbling), fundamental motor skills, physical fitness, adapted activities, lead-up games, swimming, and outdoor education. The program provides opportunities for the inclusion of environmental education and consumer education, as well as coordinating activities whenever possible with other subject areas in the elementary curriculum. Means of student and program evaluation are also included.

Secondary

Secondary physical education includes a planned progressive program of instruction including team games, individual and dual activities, coeducational activities, dance, gymnastics and tumbling, rhythms, physical fitness, games and relays, swimming and water safety, adapted activities, and outdoor education. The program provides opportunities for the inclusion of environmental education and consumer education. Means of student and program evaluation are also included.

Physical Education I is the basic secondary physical education course required of all students. It provides an extension of instruction received during elementary physical education in activities selected according to

individual needs and interests of students. A variety of activities will be introduced stressing the development of basic skills, physical fitness, and positive attitudes toward activity. Continued sequential programs of instruction may be provided through the inclusion of Physical Education II, III, and IV.

The program in Physical Education II will be primarily of an individual and dual nature in an effort to stress carry-over values and individual development. Emphasis in Physical Education III will be given to providing students the choice of activities in which advanced skills would be developed or new skills acquired.

Along with advanced skill instruction in student-selected activities, individuals should receive opportunities for leadership development training and independent study and research projects in the Physical Education IV course.

DRIVER AND TRAFFIC SAFETY EDUCATION

SUBJECT	GRADE 1	2	3	4	5	6	7	8	9	10	11	12	Maximum High School Credit
Driver Education & Traffic Safety										x	x	x	½

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Secondary

Driver Education and Traffic Safety— This course provides a classroom and laboratory student learning experience designed to enable motor vehicle operators to become safe and efficient highway users and to acquire knowledge about the highway transportation system so that they may contribute to its improvement.

The ultimate goal of traffic safety education is to enable drivers to operate their vehicles safely, efficiently, and responsibly. Each student should pass minimum performance levels as outlined in *Driver and Traffic Safety Education Guide,* 1972, Kentucky Department of Education.

INDUSTRIAL ARTS

SUBJECT	GRADE 1	2	3	4	5	6	7	8	9	10	11	12	Maximum High School Credit
General Industrial Arts							x	x	*	*			
Industrial Arts Drafting									x	x	x	x	1
Industrial Arts Wood (Construction)									x	x	x	x	1
Industrial Arts Metal (Manufacturing)									x	x	x	x	1
Industrial Arts Electricity/Electronics									x	x	x	x	1
Industrial Arts Power and Transportation (Transportation)									x	x	x	x	1
Industrial Arts Graphic Arts (Communications)									x	x	x	x	1
Industrial Arts Plastics									x	x	x	x	1
Industrial Arts Crafts									x	x	x	x	1

*Secondary—To be offered as elective, or in addition to primary areas, or when the school organization does not permit it to be offered when recommended.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Industrial arts is a curriculum area, rather than a subject or course, being comparable in this respect to the language arts. A generally accepted definition holds that industrial arts is the broad study of the tools, materials, equipment, processes, products, and occupations of industry. Students learn how to work with wood, metal, plastic, and other materials; and the fundamentals of power and electricity. They are required to engage in critical thinking and problem-solving in order to arrive at creative solutions to problems. Students should emerge from the good industrial arts program with a sound basis for further work of a vocational or professional nature. Industrial arts is the general education phase of industrial education and is considered to be of value to all boys and girls.

General Industrial Arts – It is recommended that this course be established on a separately organized basis beginning in the seventh grade. A specially designed facility is required to provide the activity requirements of the course and also the instruction would be conducted by a qualified industrial education teacher.

Administratively, the General Industrial Arts course can be set up in one of several ways. The subject may meet on a full-time basis during the seventh or eighth grades or both. 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. 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. 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.

Although General 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. The units at this level should deal with the elementary phases of industrial arts. Many components of career education are readily available in the broad based, well-planned program. Occupational clusters identified by the U.S. Office of Education, with which the industrial arts teacher can readily identify in his program, are *construction, manufacturing, communications/media* and *transportation.* Units of instruction from these areas should be skillfully woven into the instructional program to better assist the students in becoming familiar with the values of a work-oriented society.

Course offerings in Drafting, Woods, Metals, and the other instructional areas shown in the chart, are electives that follow the general industrial arts course. In small high schools, with limited facilities and space, it is recommended that these courses be offered on a semester basis. Students would rotate, within the department, to another area at midterm. One unit of credit would be given for completion of instruction in two areas. This plan would allow the school and teacher to prepare for the general unit course going a full term. Particular attention should be given to serving more students in the short exploratory offering, rather than serving half the number in the course going a full school year. Attention should be given to homogeneous grouping in industrial arts only after grade nine.

In many schools, a program of practical arts education involving many teachers is being conducted. This program is designed to broaden the experiences of middle/junior high school students by providing them with an opportunity to become oriented to the structure of occupations and explore a diversity of career roles in order that they may be better prepared to make decisions on their personal needs and future career goals. The major input from the industrial arts teacher is in the following occupational clusters: *construction, manufacturing, communications and media,* and *transportation.*

BUSINESS AND OFFICE EDUCATION

SUBJECT	Voc.	Pre-Voc. or Non-Voc.	GRADE 7	8	9	10	11	12	Maximum High School Credit
Accounting I	x	x				x	x	x	1
Accounting II	x						x	x	1
Advanced Data Processing	x							x	1
Business Communications	x						x	x	1
Business Economics	x	x					x	x	1
Business Exploration		x	x	x	x				½
Business Law	x	x					x	x	1
Business Machines	x						x	x	1
Business Mathematics	x	x				x	x	x	1
Business Organization and Management	x						x	x	1
Business Recordkeeping	x	x				x	x	x	1
Clerical Office Practice*	x	x						x	1
Co-op Office Education*	x							x	3
Consumer Education		x					x	x	1
Introduction to Business		x			x	x			1
Introduction to Data Processing	x	x					x	x	1
Model Office*	x							x	2
Secretarial Office Practice*	x							x	1
Shorthand I	x	x					x	x	1
Shorthand II	x							x	1
Simulated Office Practice*	x							x	2
Typewriting I		x			x	x	x	x	1
Typewriting II	x						x	x	1

*Students can take only one of these courses

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Each student, the counselor, and the business teacher should work carefully to ensure student choice of a class or a combination of classes to meet the specific needs of the student. Courses should be available to allow students the following alternative goals:

A student may select one or two classes such as typing, introduction to business, or consumer education to provide basic typing skills and/or business fundamentals for their personal use.

A student may choose a specific course or courses that would be useful preparation for an occupation outside the field of business.

Students who desire to prepare for specific jobs in the occupational clusters of business such as clerical, secretarial, accounting-junior management, or data processing should carefully outline a planned sequence of classes that will best satisfy their needs in attaining that objective. Preparation for 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.

Accounting I – This course is designed to provide the basic skills and knowledge necessary for employment in accounting occupations and other business occupations which may utilize a systematic approach to maintaining records.

Accounting II – This course provides advanced knowledge and skills for employment in accounting and related fields.

Prerequisite: Accounting I

Advanced Data Processing – This course builds upon Introduction to Data Processing and provides the knowledge and skills necessary for employment in computer programming, computer operating, and some related occupations. Students must have access to a computer.

Prerequisites: Accounting I and Introduction to Data Processing

Business Communications – This course develops the use of written, oral, and implied communication skills which are used in a business environment. Typewriters are required for this course.

Prerequisite: Typing I

Business Economics – This course provides business students with an economic understanding of free enterprise and economic principles of our society so that he can function effectively as a worker and citizen. The emphasis of this course is on economic concepts which will be used in business and related occupations.

Business Exploration – Provides students with an awareness and exploration of the business occupational clusters. Course content for this class must be developed in consultation with the Practical Arts Unit in the Bureau of Vocational Education.

Business Law – This course provides business students with a knowledge of the legal environment in which a business operates and offers the student a knowledge of legal principles that will enhance his performance as an office worker.

Business Machines – This course equips the student with entry level competencies in operating and applying the use of commonly used office machines including adding and calculating machines, transcribing machines, duplicating processes, specialized typewriters, accounting machines, and other machines normally used in offices.

Prerequisite: Typing I

Business Mathematics – This course assists students in applying fundamental arithmetic processes to the solution of business problems. When taught for a full year, calculating and adding machines should be used in instruction.

Business Organization and Management – This course provides the student with a working knowledge of the fundamentals of organization, operation, and management of a business enterprise.

Business Recordkeeping – This course is designed for the pupil with limited interests or abilities. It should not be offered as part of the Accounting-Jr. Management or Data Processing Curriculum and should not be taken by students who plan to take additional accounting classes.

Clerical Office Practice — This course is a culminating course for clerical students not able to take a work experience course such as Cooperative Office Education or Model Office. Typewriters must be provided for every student. Nonvocational clerical office practice must include Typing II.

Prerequisite: Typing I.

Cooperative Office Education — This is a supervised 15-hour per week work experience program. The student is employed in a paid position in an office job that relates to his occupational objective. The student is also enrolled in the co-op related class taught by the teacher-coordinator.

Consumer Education — This course is of value to all students as it is designed to develop an economic understanding from a consumer viewpoint and prepare students for effective consumer citizenship.

Introduction to Business — This course provides a basic business understanding for all students who plan to pursue a career in business and for those students who need business concepts as a base for other vocations.

Introduction to Data Processing — The first semester of data processing is designed to provide a general understanding of the data processing field. The second semester provides a part of the knowledge necessary to become a computer programmer or computer operator.

Model Office — This course provides realistic work experience to students as they assume employee roles and work in a classroom-laboratory landscaped as a modern business office. Must meet for two consecutive hours and meet specific facility, equipment, and course content requirements.

Prerequisite: Typing I. Must be senior vocational students.

Secretarial Office Practice — This is a culminating course for secretarial students who are not able to take a work experience course such as model office or cooperative office education. Typewriters must be available for every student.

Prerequisites: Typing I and Shorthand I

Shorthand I — This course is designed to develop skills, knowledge, and attitudes that are essential to success in secretarial occupations. The classroom must be equipped with one typewriter for each student.

Prerequisite: Typing I

Shorthand II — This course strengthens previously learned shorthand and typing skills to improve speed and accuracy in taking dictation and transcribing. The classroom must be equipped with a typewriter for every student.

Prerequisites: Typing I and Shorthand I

Simulated Office Practice — Meets for two consecutive hours. It must include specific simulated activities for a minimum of one semester. Typewriters and basic office machines must be available for students.

Prerequisite: Typing I

Typewriting I — This course is designed to develop basic typewriting skills for all students regardless of educational or occupational goal. Those students desiring it for personal use only may terminate at the end of the first semester.

Typewriting II – This course provides production level speed and accuracy with emphasis on business letters, reports, and forms. Typewriters must be available for every student.

Prerequisite: Typing I

MARKETING AND DISTRIBUTIVE EDUCATION

SUBJECT	GRADE 9	10	11	12	Maximum High School Credit
Distributive Education I — Economics of Distribution	x				1
Distributive Education II — Merchandising		x			1
Distributive Education IIIa — Marketing and Cooperative Work Experience				x	3
Distributive Education IIIb — Marketing and Simulated Work Experience				x	3

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

The program is a three year program, sequentially designed to lead to gainful employment in marketing and distributive occupations upon completion.

Any high school which has a distributive education program must offer a minimum of five units scheduled over a three-year period including the tenth, eleventh, and twelfth grades.

Any high school which has a marketing and distributive education program must offer competency-based instruction in its distributive education curriculum.

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, including 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 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 education taught by the distributive education teacher.

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 Unit of Marketing and Distributive Education.

HOME ECONOMICS

SUBJECT	GRADE 1	2	3	4	5	6	7	8	9	10	11	12	Maximum High School Credit
Home Economics Exploration							x	x					
Comprehensive Courses													
Comprehensive Home Economics I									x				1
Comprehensive Home Economics II										x			1
Special Interest Semester Courses*													
Child Development											x	x	½
Clothing and Textiles											x	x	½
Food and Nutrition											x	x	½
Housing											x	x	½
Management – Consumer Education											x	x	½
Personal and Family Development											x	x	½
Wage-Earning Home Economics Courses													
Child Care Services										x	x	x	2
Clothing Services										x	x	x	2
Food Services										x	x	x	2
Home-Community Services										x	x	x	2
Non-Prerequisite Courses													
Bachelor Living									x	x	x	x	1 or ½
Consumer Education									x	x	x	x	1 or ½
Family Living											x	x	1 or ½
Home Economics for Career or College-Bound Senior Students												x	1
Commercial Foods											x	x	6

*Comprehensive I and II are prerequisites.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

The basic goal of home economics programs in Kentucky is to provide training that will prepare youth and adults for the role of homemaker and contribute to the employability of youth and adults in the dual role of homemaker-wage earner. In order to do this, offerings are available to students in grades 7-12 in Consumer and Homemaking Education and Wage-Earning Home Economics.

Exploratory Courses – These courses are planned for students below the 9th grade. One semester each is recommended at the 7th and 8th grade levels or one year at the 8th grade level. Curriculum prepares students for Comprehensive I.

Comprehensive Courses – These courses include units in child development, clothing and textiles, food and nutrition, housing, management-consumer education, and personal and family development. The two-year comprehensive program begins at the 9th grade or later. Comprehensive I is a prerequisite for Comprehensive II.

Special Interest Semester Courses – These courses are one semester in length and provide in-depth study in each area of the six areas of home economics. A survey of career opportunities in each area is included in each course. Comprehensive I and II are prerequisites.

Wage-Earning Home Economics Courses – These courses are one year in length, and train students for gainful employment in occupations using

home economics knowledge and skills. Experiences in school and on the job are provided. These courses are usually offered at the 11th or 12th grade levels. One year of home economics is prerequisite.

Non-Prerequisite Courses — These courses are available to senior high school students having no home economics beyond the 8th grade. The courses are for one year or one semester.

Commercial Foods — This course is usually offered in a vocational school setting which is primarily designed to train workers for specific occupations in the foods industry. The program is usually offered for 3 hours daily for the junior and senior year.

TRADE AND INDUSTRIAL EDUCATION

SUBJECT	GRADE 9*	10*	11	12	Maximum High School Credit
Air Conditioning & Heating			x	x	6
Appliance Repair			x	x	6
Auto Body Repair			x	x	6
Auto Mechanics			x	x	6
Building Maintenance			x	x	6
Cabinet Making			x	x	6
Carpentry			x	x	6
Commercial Art			x	x	6
Diesel Mechanics			x	x	6
Drafting			x	x	6
Dry Cleaning			x	x	6
Electronics			x	x	6
Graphic Arts			x	x	6
Industrial Electricity			x	x	6
Industrial Sewing			x	x	6
Interior Finishing			x	x	6
Machine Shop			x	x	6
Masonry			x	x	6
Mine Equipment Maintenance			x	x	6
Office Machine Repair			x	x	6
Plumbing			x	x	6
Radio & T.V. Repair			x	x	6
Service Station Attendant			x	x	6
Sheet Metal			x	x	6
Small Engine Repair			x	x	6
Tailoring			x	x	6
Truck Mechanics			x	x	6
Upholstery			x	x	6
Welding			x	x	6

*The State Board of Education has approved enrollment of students for the school year during which they become 15 years of age. Under proper conditions ninth and tenth graders could be enrolled.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Trade and Industrial programs should be selected on the basis of industrial and student needs. All courses are designed to provide training in basic skills and knowledge needed for entry level employment in a particular occupation.

Students entering Trade and Industrial programs should have the interest and capabilities to successfully complete the selected training. In addition to the basic program offerings, more training can usually be obtained in postsecondary or adult classes.

The descriptions of the program offerings are as follows:

Air Conditioning and Heating – Prepares students to install, service, and repair air conditioning and heating systems.

Appliance Repair – Trains students to work on major and portable appliances.

Auto Body Repair – Prepares students to repair and paint damaged bodies and body parts of automobiles and light trucks.

Auto Mechanics – Equips students to maintain and repair mechanical, hydraulic, pneumatic, and electrical parts of cars, trucks, buses, and other gasoline powered equipment.

Building Maintenance – Develops student abilities in maintaining buildings occupied by education, business, and industry.

Cabinet Making – Trains students to mass produce furniture, fixtures, cabinets, office equipment, and other wood products.

Carpentry – Prepares students to lay out, cut, and install wood and other building materials used in building construction.

Commercial Art – Equips students to work in the areas of lettering and typography, layout and drawing, design and color, photography, airbrush techniques, and technical illustrations.

Diesel Mechanics – Trains students in the service and repair of diesel powered equipment.

Drafting – Equips students to transform the ideas, rough sketches, and specifications of engineers, architects, and designers into complete and precise drawings used in the manufacture of products or the construction of buildings.

Dry Cleaning – Trains students to apply the theory of dry cleaning, plant management, and processes to on-the-job situations.

Electronics – Prepares students to install, operate, maintain, and repair electronic equipment.

Graphic Arts – Trains students to work in the printing areas of type composition, photography, plate making, presswork, or binding.

Industrial Electricity – Equips students to install and maintain residential and industrial electrical circuits.

Industrial Sewing – Trains students to use machines to fabricate all types of cloth products.

Interior Finishing – Equips students to install, apply a surface to, prepare, and finish the interior surfaces of buildings.

Machine Shop – Trains students to fabricate, repair, and make parts for all pieces of metal equipment used in industry.

Masonry – Develops student abilities in laying brick, tile, terra cotta, and similar building blocks used in many and varied types of construction work.

Mine Equipment Maintenance – This course is designed to train the students to maintain electrical, mechanical, and hydraulic mine equipment.

Office Machine Repair – Includes training in inspecting, adjusting, repairing, cleaning, and servicing a wide variety of office machine equipment.

Plumbing – Equips students to lay out, assemble, install, and repair piping systems.

Radio and T.V. Repair – This course is concerned with training students to install, analyze, test, and repair radio and television sets.

Service Station Attendant – Trains students to provide scheduled auto maintenance and to troubleshoot and repair minor car and truck malfunctions.

Sheet Metal – Trains students to fabricate and install a variety of products made of thin metal sheets.

Small Engine Repair – Equips students to service small gasoline motors used in machines such as power mowers, chain saws, and outboard motors.

Tailoring – Trains students to make garments from start to finish by hand or by machine.

Truck Mechanics – Equips students to maintain and repair mechanical, hydraulic, pneumatic, and electrical parts of trucks.

Upholstery – Trains students in all aspects of upholstering furniture.

Welding – Trains students in planning the sequence of operations and selecting the proper equipment needed to weld metal pieces into a permanent bond.

HEALTH AND PERSONAL SERVICES OCCUPATIONS

SUBJECT	GRADE 9	10	11	12	Maximum High School Credit
Health Careers		x	x		3*
Practical Nursing				x	3*
Cosmetology		x	x		6*
Medical Assisting				x	3*
Dental Assisting				x	3*
Medical Records Technician (Assistant)				x	3*

*Each of the Health and Personal Services Occupations classes shall consist of classroom and laboratory instruction and/or supervised clinical experience.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Six courses are now offered under Health and Personal Services Occupations at the high school level. Health Careers is designed for that student who has not yet made an occupational choice. Cosmetology, Medical Records Technician, Dental Assisting, Medical Assisting, and Practical Nursing are for those students who have made their occupational choices and who wish to receive part of that training at the secondary level.

Health Careers – The course is open to seniors and juniors who desire entry level training as a health assistant and orientation to careers in the health field. In addition to classroom work, the student, after reaching an acceptable level of performance in the school laboratories, participates in selected activities in a variety of local clinical facilities. Throughout the course, the instructor works closely with each student in order that he may make a career choice consistent with his aptitudes and interests.

Practical Nursing – The course is designed to enable a student to complete the basic classroom phase of the practical nurse program during the senior year in high school. After high school graduation, the student may complete the remainder of the practical nurse program in eight months and become 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 the post-secondary programs. The program must be approved by the Kentucky Board of Nursing Education and Nurse Registration.

Cosmetology – The course is designed to enable the student to partially fulfill the licensure requirements of the Kentucky Board of Hairdressers and Cosmetologists during the secondary period of the training program. After high school graduation, the student may complete the cosmetology course as a post-secondary student and become eligible to write the licensure examination. Scheduled laboratory practice in hairdressing, hair cutting, permanent waving, and related skills reinforces the classroom lectures and demonstrations.

Medical Assisting – The course is open to seniors who wish to receive part of their professional training at the secondary level. After high school

graduation, the student completes the remainder of the course in the institution as a post-secondary student. The medical assisting student participates in regularly scheduled classroom activity and also receives clinical training in a variety of clinical facilities selected to emphasize competency in the occupational area.

Dental Assisting – The course is open to seniors who wish to partially fulfill the requirements of the dental assistant program. Upon graduation, the student may complete the dental assisting program in the institution as a post-secondary student. In addition to classroom lectures and demonstrations, the student receives on-the-job training in dental offices and clinics.

Medical Records Technician (Assistant) – The course is open to seniors who wish to prepare for the medical records technician program at the secondary level. Upon high school graduation, the student may complete his professional preparation at the institution as a post-secondary student. The curriculum emphasizes skill development necessary for employment in a variety of clinical facilities.

AGRIBUSINESS EDUCATION

SUBJECT	GRADE 7	8	9	10	11	12	Maximum High School Credit
Agribusiness I			x				1
Agribusiness II				x			1
Agricultural Production					x	x	4*
Agricultural Products (Processing)					x	x	4*
Horticulture					x	x	4*
Agricultural Supplies and Services					x	x	4*
Agricultural Mechanics					x	x	4*
Forestry					x	x	4*
Diversified Agricultural Occupations (DAO)					x	x	4*
Agricultural Resources					x	x	4*
Agribusiness Exploration	x	x					

*State Vocational-Technical Schools or Area Vocational Education Centers may provide a maximum of 6 units of credit.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

The purpose of vocational education in agribusiness education is to provide education for persons preparing for employment in, for those employed in, and for those continuing their education for these occupations. The knowledge and performance skills required for successful achievement and/or advancement in these occupations constitute the central focus of the program.

Agribusiness I and Agribusiness II courses are prerequisite to enrollment in specialized programs for eleventh and twelth grade students. Specialized programs for eleventh and twelth grade students are to be two-year programs that meet two hours each day.

Each student enrolled in agribusiness education programs must have a planned occupational experience program that complements the classroom instruction. The experience program is to be carried out in addition to classroom instruction. Students placed in an agricultural business or agency during the school day may earn up to a maximum of two units credit per year. The teacher of agriculture will be expected to supervise the individual student's occupational experience program.

Leadership, citizenship, and personal development training and experience through participation in the FFA organization is an important part of the agribusiness education program.

Agribusiness I and Agribusiness II – These courses are designed for ninth and tenth grade students who plan to enroll in a specialized program. The curriculum includes basic instruction in agriculture with elements of orientation to the world of work and exploration of agricultural occupations, basic principles of plant, soil, and animal science, the basic skills in agricultural mechanics, including the safe operation of equipment that is necessary for success in specialized agricultural programs.

Agricultural Production – The program consists of subject matter and learning activities concerned with the application of principles, concepts and

skills dealing with animal science, animal production, soil science, management and agricultural marketing.

Agricultural Products (Processing) – The program consists of classroom instruction, laboratory experiences, and cooperative on-the-job occupational experience placement. Fundamental knowledge, skills and abilities are developed in the areas of quality control, operation and maintenance of equipment, packaging, food preservation, sanitation, and processing procedures.

Horticulture – The vocational horticulture program consists of related classroom instruction, laboratory experiences, and cooperative on-the-job experiences as preparation for employment in the horticulture industry. Horticulture learning experiences are continuous throughout the year and include the areas of landscape construction and maintenance, nursery and garden center operation and horticulture equipment operation and mechanics. The curriculum includes a study of the horticultural industry, plant identification, culture, harvesting and marketing in each of the specific horticultural areas in addition to the basic principles of the horticulture industry.

Agricultural Supplies and Services – A program consisting of related classroom and laboratory instruction and cooperative on-the-job placement experiences in the agricultural business, supply, and service industry. The curriculum includes a study of opportunities in agricultural occupations, orientation to programs in agricultural occupations, organization of distributive businesses, agricultural mathematics, human relations and personality traits, store skills, salesmanship, feeds, seeds, fertilizers and agricultural chemicals.

Agricultural Mechanics – The agricultural mechanics program provides classroom related instruction, laboratory experiences and cooperative on-the-job placement experiences as preparation for entry level employment. This program includes the areas of parts department, service center, sales equipment set-up, field testing, and allied occupations.

Forestry – This program consists of related classroom instruction, laboratory experiences and cooperative on-the-job training for students concerned with gaining entry level performance capabilities essential for employment. The major areas of instruction consist of such things as tree production, timber harvesting, wood utilization, maintenance and operation of related power and equipment, and ecological aspects of forestry.

Diversified Agricultural Occupations (DAO) – The program is designed to help departments expand programs in agriculture and better meet student needs. This program may be offered in departments that do not have the facilities or student interest to offer a specialized program but have students interested in several different specialized agricultural areas. For example, some students plan to farm and other groups are interested in agricultural mechanics or horticulture. The instructor provides basic instruction to the whole group, and in addition, works with individuals or small groups in their areas of interest. Thus, relevant instruction and occupational experiences of students are provided through the teaching and supervision of the teacher.

Agricultural Resources — The program is designed for those who plan to enter employment in the industry or who plan to continue in production agriculture on their home farms or in a similar establishment. The program consists of related classroom instruction, laboratory experiences and cooperative on-the-job training for students concerned with gaining entry level and personal capabilities for employment. The major areas of instruction are wildlife and fish management; soil conservation practices; land stabilization and reclamation practices; forestry production and wood utilization management; soil and water conservation management; maintenance and operation of related power machines and equipment and outdoor recreation and development.

PUBLIC SERVICE OCCUPATIONS

SUBJECT	GRADE 9	10	11	12	Maximum High School Credit
Law Enforcement			x		3*
Fire Service Technology			x		3*

*Each of the Public Service Occupations education classes shall consist of three hours of classroom instruction and work experience and/or supervised on-the-job training.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Law Enforcement – This is a course designed mainly to give individual instruction in the specific job in which the student is working. To meet the Law Enforcement Officer's Pledge, the occupational training will insure adequate knowledge of the law, police operations and proficiency skills, and in the social and behavioral sciences as well. The student will secure work experience supervised by the Law Enforcement teacher and the cooperating employer. A definite training plan will be prepared cooperatively by the teacher and employer. This course shall include related instruction in Law Enforcement Education taught by the Law Enforcement Education teacher, in addition to supervised work experience.

Fire Service Technology – This course is designed to give individual instruction in the specific job in which the student is working. This portion of the training will develop the necessary skills required of a fireman so they can perform in the safest and most efficient manner. The student will secure work experience supervised by the Fire Service Technology teacher and cooperating fire department. A definite training plan will be prepared cooperatively by the teacher and fire department. Students will be involved in work experience, training activities, fire prevention duties, inspection work, communications, maintenance, personnel, and general administrative operations.

PROCEDURE CONCERNING THE OFFERING OF UNLISTED COURSES

If and when a district identifies the need for a course that is not included on the *Program of Studies for Kentucky Schools*, permission may be secured by that district 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 the pupils to be served, evidence of adequate planning and instructional staff, and expected outcomes with a means to objectively evaluate the outcomes.

Experimentation designed to meet community needs and to provide more meaningful educational experiences for pupils are encouraged. The following State Board Regulations have established the procedures for securing approval for offering an experimental course.

Supersedes: former SBE 68.034 Section 1. Any school desiring to offer a course not listed in the *Program of Studies for Kentucky Schools* shall secure the approval of the State Board of Education upon recommendation of the superintendent of public instruction before such a course is offered. Approval of the offering of the course shall be secured not later than the meeting of the State Board of Education immediately preceding the semester of initiating the course. Failure to secure State Board approval before the course is initiated shall jeopardize accreditation of the school or schools involved. No course shall be considered for approval that is inconsistent with State Board Regulations, Kentucky Revised Statutes, and the Constitution of the Commonwealth of Kentucky.

Section 2. The procedure for seeking approval of an unlisted course shall be as follows:

(1) The administrative head of the school or school system seeking permission to offer an unlisted course shall notify the head of the Bureau of Instruction in writing of such intent and shall subsequently submit on the proper form information concerning the course as follows:
   (a) The name or title of the course;
   (b) A statement indicating need for the course;
   (c) A statement of the objectives of the course;
   (d) A brief of the scope and content of the course;
   (e) A statement describing adequacy of staff, facilities, equipment, and materials for implementing the course;
   (f) A description of deviation from the *Program of Studies for Kentucky Schools;*
   (g) The amount of credit to be allowed for the course or the extent of grade levels involved in the proposed offering;
   (h) Proposed method of evaluation;
   (i) Anticipated length of experiment in terms of school years.

Section 3. The Superintendent of Public Instruction shall, after due counsel, submit the request to the State Board of Education.

Section 4. Upon approval by the State Board of Education, the form describing the course thus approved, with a notation of the approval, shall be filed with the Organizational or Annual High School Report of the school or school system involved and become a part of said official report.

The form being used to secure approval for offering an experimental program is shown on the following page. The application does not have to be limited by the single page format, however, since some proposals require more explanation than others.

APPLICATION FOR EXPERIMENTAL PROGRAM

This application should be sent by Superintendent of the district or Principal of the school, prior to program implementation, to Assistant Superintendent for Instruction, Kentucky Department of Education, Frankfort, Kentucky 40601.

1. Type of program proposed (Attach separate descriptive narrative if needed) _____
   _____
2. Evidence of need for such a program _____
   _____
3. Specific objectives of program _____
   _____
4. Nature of students involved (grade, skill, and/or ability levels) _____
   _____
5. What percentage of total enrollment at this grade level(s) is involved in the experimental program? _____
   _____
6. Total number of students involved _____
7. Adequacy of staff, facilities, equipment, and materials for implementation of program _____
   _____
   _____
   _____
8. Ways in which this program departs from the State Program of Studies or other State Board Regulations (examples: textbooks, class size, teacher certification, awarding of credit, time allotment, etc.) _____
   _____
   _____
   _____
9. Proposed method of evaluation _____
   _____
10. Anticipated length of experiment in terms of school years _____
11. _____
    School District or School

    _____
    Name and Title of Person
    Making Application

TWO APPROACHES TO VOCATIONAL EDUCATION

SPECIAL VOCATIONAL EDUCATION PROGRAM AND PRACTICAL ARTS EDUCATION PROGRAM

The Special Vocational Education Program and the Practical Arts Education Program are not designated subject areas nor do they contain specific courses.

In an effort to provide students with educational alternatives, two approaches containing structured experiences have been included in this document. These approaches are designed to broaden the experiences of students from the middle school level through the secondary level.

SPECIAL VOCATIONAL EDUCATION

SUBJECT	GRADE 1	2	3	4	5	6	7	8	9	10	11	12	Maximum High School Credit
Orientation*									X	X			1
Exploration in the World of Work*									X	X			1
Specialization in One Vocational Cluster*											X		1
Special Interest: Vocational Career Choice*												X	1
Interlocking Cooperative Vocational Education											X	X	3
Vocational Orientation for Seniors												X	1

*Work experience may add an additional 2 credits.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Special vocational education programs are designed to meet the special vocational education needs of secondary students. These plans of offerings are being suggested for individual students. Several plans may be offered in a school, and these plans may vary from year to year according to identified needs of students.

If a school district identifies a need for a program not included in the various plans, a special proposal may be submitted to the Division of Program Development in the Bureau of Vocational Education.

Plan A

- Orientation to the World of Work*
- Exploration in the World of Work*

Plan B

- Orientation to the World of Work
- Exploration in the World of Work
- Specialization in One Occupational Cluster*
- Special Interest: Vocational Career Choice*

Plan C

- Orientation to the World of Work
- Exploration in the World of Work
- Interlocking Cooperative Vocational Education

*Work experience may be an integral part of the program.

Plan D

Interlocking Cooperative Vocational Education

Non-Prerequisite Course

Vocational Orientation for Seniors

Orientation to the World of Work – An instructional program providing experiences for entry-level employment. These experiences include action-oriented activities which enhance the development of self-awareness, proper attitudes, academics and employability skills. Work experience may be an integral component of this vocational program.

Exploration in the World of Work – This course offers exploratory experiences within the occupational clusters of agribusiness, natural resources and environment, business and office, construction, health, hospitality and recreation, manufacturing, marketing and distributing, public services, transportation, consumer homemaking and related occupations. Realistic understanding of the occupations within the various clusters is achieved through a variety of experiences including job simulation, individualized instruction, and field trips. Work experience may be an integral component of this program design.

Specialization in One Occupational Cluster – This course is a continuation of exploration in the world of work and is designed to give an in-depth study in one of the ten occupational clusters.

Special Interest: Vocational Career Choice – This course is designed to provide an area of concentration within a specific occupational cluster.

Interlocking Cooperative Vocational Education – This instructional program interlocks fundamental concepts of vocational education with academics. An integral part of this program is the cooperative arrangement between school and employers in the community in providing vocational instruction and supervised employment experiences in which a student receives remuneration. Students are enrolled in a related class under the direction of a teacher-coordinator. Students may receive one credit for a related class and a maximum of two credits for three hours of supervised employment experiences. A maximum of three hours of daily supervised employment experience is recognized for high school credit.

Vocational Orientation for Seniors – This course provides orientation and exploration experiences for seniors who have not been previously enrolled in a vocational education program.

PRACTICAL ARTS EDUCATION

SUBJECT	GRADE 1	2	3	4	5	6	7	8	9	10	11	12	Maximum High School Credit
Exploration I*						x	x						
Exploration II**							x	x					
Exploration III***								x	x				1

*Exploration I shall consist of the orientation to the economic system and the world of work and the exploration of three occupational clusters.

**Exploration II shall consist of the exploration of at least three occupational clusters not previously explored.

***Exploration III shall consist of the exploration of at least one occupational cluster. It may have already been explored.

Occupational clusters that may be included: Manufacturing, Transportation, Communications and Media, Construction, Business and Office, Marketing and Distribution, Agribusiness and Natural Resources, Environmental, Consumer and Home Economics, Health, Personal Service, Public Service, Hospitality and Recreation, Marine Science, Fine Arts, and Humanities. Schools may choose which clusters are to be taught and at what level.

COURSE DESCRIPTIONS AND PROGRAM REQUIREMENTS

Practical Arts Education is a program designed to broaden the experience of middle/junior high school students by providing them with an opportunity to explore a diversity of career roles in order that they may be better prepared to make decisions on their personal needs and future career goals. It includes instruction designed to provide knowledge of various occupational fields, action-oriented experiences common to those performed in these occupational fields, and guidance in the assimilation of these knowledges and experiences in such a way that they provide direction for future study and occupational decisions. It is considered to be of value to all boys and girls.

A Practical Arts Education program will consist of the exploration of the fifteen occupational clusters outlined by the United States Office of Education or other approved arrangement. Before a program can be designated as an exploratory program, it shall show the implementation of three components: cognitive, psychomotor, and affective. Students will survey or cruise the content of the occupational cluster, including the scope, levels, working conditions, entry requirements, duties performed, opportunities, and related jobs of occupations in the cluster.

They will have the opportunity in each course to have a minimum of two experiences that are the same as, or similar to, those who work in the occupational cluster. These experiences shall be action-oriented; vary with the student's interest, aptitudes, and abilities; and be at various levels of employment within a cluster. Some approvable experiences are role playing, interviewing, job observations, field trips, tasks simulation, and class o student projects.

Students will also receive guidance and the opportunity to systematically apply this knowledge and experience to their own lives, their present courses of study, and to future occupational decisions and experiences.

Administratively, students may be involved in a Practical Arts Education program as early as the sixth and as late as the ninth grades.

Orientation to the World of Work is a requirement for all students in a Practical Arts program. It should be taken as a part of Exploration I.

Students involved in a Practical Arts Education program shall explore a minimum of six different occupational clusters from a minimum offering of nine clusters. Exploration III may be a repeat of a previously explored cluster. Ninth grade courses in Agribusiness I, Fine Arts, Health, Home Economics I, Industrial Arts, Introduction to Business, and Recreation shall be permitted to meet the requirements for the Exploration III cluster if they reflect a comprehensive and exploratory course of study based on the definition of exploration.