

CHAPTER
11

Curriculum and Instruction

Independent study is an alternative instructional strategy, *not* an alternative curriculum (*Education Code* Section 51745(a)(3)). Independent study provides the opportunity to design a program of study that is more responsive to the academic, personal, and social needs of the individual students than some traditional approaches. This option allows students the freedom to explore, research, and develop skills based on their individual needs and interests. The student's needs and interests will be reflected in the written agreement for independent study. The student and parent can have input into the kinds of completed work assignments for which the student will be responsible and which demonstrate what has been learned, what skill or competency has been acquired, or what knowledge has been gained.

Curriculum development for independent study should be undertaken with the understanding that its purpose is not to develop a separate curriculum but to provide an instructional alternative for quality education consistent with district office guidelines. Independent study students may need a different approach to the educational process that takes into consideration their learning styles, interests, and

ages, but essentially the students are no different from other students in similar situations. Evaluating “productive work/study” is necessary for ADA purposes; academic credit is based on completed work and the level of mastery that the student displays. Simply to say “Complete this book and you’ll earn one unit of credit” does not meet quality guidelines. The student needs to complete the

activities that go with assigned readings and demonstrate through an appropriate assessment process that learning has taken place; that is, skills have been learned, knowledge has been obtained, and attitudes have been developed. The student must demonstrate competency in the subject area that indicates the student is ready for the next step in the educational process.

Significant resources for curriculum development and instructional improvement are the state frameworks, model curriculum guides, and other publications. Copies may be ordered from CDE Press, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271. The resources are listed in the *Educational Resources Catalog* published periodically by CDE Press, California Department of Education.

The curriculum adopted, adapted, or developed for independent study must reflect the established standards and be evident in students' results. The curriculum for independent study will typically have flexible components because ideally each lesson plan is tailored to the student's particular learning style.

Providing *relevant quality education* in independent study is a continual challenge. Goals must be established. The curriculum and activities must be developed and implemented through the agreement. Curriculum developers must develop both required and optional activities that lead to measurable outcomes, taking into consideration students' needs and learning styles.

One of the goals of independent study is to meet the demands of the workplace. The school's responsibility is to ensure that the educational program prepares students for responsible citizenship, future learning, and productive employment. Social skills must be developed. It is important that students are able to see the connection between school and the world of work to keep motivation for learning high. Curriculum developers must understand the knowledge and skill levels needed in the workplace and the expectations that employers have and incorporate that information into the curriculum planning. Although course content must prepare college-bound students, it must also provide non-college-bound students with the knowledge and skills to find better jobs and achieve personal satisfaction.

The Secretary's Commission on Achieving Necessary Skills (SCANS) of the Department of

Labor was asked to examine the demands of the workplace and to determine whether young people are capable of meeting those demands. The SCANS research verifies that what we call *workplace know-how* defines effective job performance today. That know-how has two elements, *competencies* and a *foundation*. The report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. (See "Workplace Know-how: SCANS Reports—Five Competencies" and "Workplace Know-how: SCANS Reports—A Three-Part Foundation" at the end of this chapter.)

A Curriculum Development

Some schools using independent study have paid curriculum developers; in other schools, teachers help write the courses as part of their regular duties. Often, mentor teachers offer assistance. Schools should be encouraged to design and modify the curriculum to meet the needs of the individual student. Independent study teachers can design special coursework with their students to allow them to pursue individualized, specialized, or advanced interests beyond the regular curriculum.

The independent study curriculum must have definite learner goals and objectives based on quality educational standards. Assignments should be structured so that they can be reviewed and evaluated in terms of the student's competencies and productivity. One way to implement this process is to employ teachers who have classroom experience to write curriculum for and to supervise students' independent study. These teachers would have standards based on classroom experience by which to develop or adapt curriculum and evaluate students' independent study. Clear learning objectives should be outlined for every student and group of students.

Certificated staff must design all lesson plans. Parents, instructional aides, and other support persons may only assist in the educational program under the supervision of a credentialed staff member.

Expanding Course Offering

Often a school's size, needs, and budget will determine what courses are offered. These conditions could necessitate finding alternative ways to deliver

the curriculum. For example, a regular classroom foreign language teacher could teach foreign language on an as-needed basis after the regular school day. This teacher could adapt the lessons for independent study, using the curriculum, textbooks, supplementary materials, and cassettes already available. Foreign language could then be added to the independent study course offerings without requiring extensive curriculum development or expensive purchases. Also, in courses such as laboratory sciences and industrial arts electives, cooperative situations could be developed to enable independent study students to attend on-campus classes daily. (See Chapter 4 on staffing and Chapter 8 on attendance accounting procedures for additional suggestions.)

If other courses need extensive curriculum development, mentor teachers could be contacted to do this as part of their mentor teacher assignments. For example, an elementary mentor teacher could develop integrated thematic language arts units that are adaptable for use in independent study.

Meeting “a–f Requirements”

The University of California requires students to complete all the “a–f subjects” for admission. Students must take college preparatory courses in U.S. history, English, mathematics, laboratory science, foreign language, electives that include advanced levels of the preceding subjects, history–social science, and visual and performing arts. The courses that are taken to satisfy the subject requirements must appear on the official University of California Certified Course List of the school the student attended and for the year the student took the courses. Similarly, the California State University system has an approved course list that is used for admission to the university. For further information and course listing, contact either the Admissions Office or the School and College Relations Office at your local university.

High schools offering independent study should ensure that independent study instruction maintains the same standards and transferable credits. If an alternative school offers only independent study, procedures should be followed to establish a certified course list with the University of California.

Schools establishing their first course list need to provide a syllabus for each course to the university that satisfies the subjects specified in the university’s

a–f course pattern of requirements. These lists are planned to reflect the exact course titles as they are entered on the high school transcript and are to include only those courses which meet the a–f subject requirements. Additional information about the school should be provided, including the date the school opened and the year the school received Western Association of Schools and Colleges accreditation. For further information about university “a–f requirements,” contact the University of California, Office of the President, Student Academic Services, 300 Lakeside Drive, 17th Floor, Oakland, CA 94612-3550.

Meeting Traditional Goals in Nontraditional Ways

Teachers need a wide variety of options to develop a curriculum that appeals to the students while it expands their knowledge, increases their competencies, and simultaneously meets traditional goals. Independent study is the ideal medium for stretching the skills of the elementary child, rekindling the curiosity of a bored teen, or helping the returning student develop real-life skills while earning credits toward a high school diploma. Again, the California Department of Education’s curriculum frameworks and related publications contain much that will be helpful in achieving flexible and imaginative curricula. Independent study teachers could work with vocational and/or business community people to develop curricula to assist students’ transition to the world of work. In addition, they could develop specialized curricula to assist work experience students in gaining the knowledge and skills they need to become successful in their chosen vocational fields.

Offering a flexible curriculum means that an elementary student who is on an extended trip with parents need not fall behind classmates in mathematics, reading, and English. That child’s teacher may develop independent study written agreements which cover the traditional courses and capitalize on the child’s travel experiences. The child and the teacher, as well as the child’s parents, could discuss some options and develop goals and objectives that are meaningful and educational. For example, the child could keep a daily journal of the trip, describing

places visited, people met, and sights and sounds experienced. A journal, narrative poem, or oral presentation before other students or a specified group could satisfy that student's English assignments. Mathematics assignments could include activities such as recording and computing daily travel distances, travel time, and gasoline mileage.

Another example of a flexible curriculum might stimulate an elementary school child who does not want to read the standard reading texts or who does not like to do mathematics but loves dinosaurs. That child could learn mathematical concepts and sharpen his or her skills by completing the work according to a written agreement which had the objective of comparing the lengths and weights of the child's favorite reptiles. This could be done by computing the differences in the weights and heights and measuring out the creatures' actual lengths in both standard and metric measurements. Research skills would be a natural offshoot of such a contracted inquiry.

A mathematics contract could compare the sizes of different animals or figure out how far an animal could travel specific distances by traveling at the normal rate; or compute what kinds and how much of various foods would be needed by the animal to remain healthy and the cost.

The possibilities for exploring career opportunities are wide and varied, too. The student could complete work on a career exploration contract by interviewing local veterinarians and zoo staff, for instance. The student could then write reports or discuss what was learned about their educational backgrounds, specialized training, salary ranges, favorite and most unpleasant aspects of their jobs, and so forth. Videotape equipment or tape recorders could be used to present a report.

History might be more interesting if the student approached it from the angle of researching the developments of the different breeds of horses or dogs, for example, and their uses to people. For example, the knights needed heavy fighting horses, which were later used to pull wagons and trolleys through the streets of the United States and Europe. The student could contract to do a variety of art projects demonstrating what she or he had learned.

An excellent biology contract could be developed around animals by using many different community resources. The student could interview veterinarians or research common diseases, work in

the laboratory with a veterinarian, or learn about common injuries suffered by pets.

Teachers should place emphasis on encouraging students to read on their own and to express their thoughts and feelings in writing. See the California Department of Education publications *Practical Ideas for Teaching Writing as a Process* (1987) and *Handbook for Planning an Effective Writing Program: Kindergarten Through Grade Twelve* (1986).

Students learn better when they see the connection between the learning and real-life situations. For example, learning to subtract accurately becomes important when the student is learning to balance a checking account statement. Computing and comparing percentages becomes more meaningful if the student has to figure the cost of various rates offered on new car loans. Learning to spell and punctuate correctly is more important when the student is preparing a résumé or an imagined quarterly report for the boss. Taking an interest inventory and developing a one-year, five-year, and ten-year career plan while interviewing people in jobs that the student may want to pursue enable the student to fulfill a career exploration assignment or an English assignment. Independent study offers the opportunity to incorporate a student's strengths, interests, and aptitude into the established curriculum. The accompanying chart provides further suggestions for activities related to various subject areas.

Structuring Assignments

To be successful in independent study, students must learn to budget their time to achieve the desired outcomes for all assignments. Assignments need to be structured with flexibility so that they can be modified to meet students' needs. The teacher must be able to help the students develop study plans to maintain a high level of productivity. In evaluating each assignment, the teacher must be prepared to monitor the student's progress and adjust the assignments as needed for remediation or acceleration.

Note that the curricular needs of students on full-time, long-term independent study, especially elementary students studying at home, are often unique. Parents and the teacher work as a team to meet the students' needs. See Chapter 7, "Home-based Independent Study," for suggestions on lesson planning, resources, assessment procedures, and other pertinent information.

Suggested Strategies for Creating an Independent Study Curriculum

There are some basic steps that can be helpful in the process of developing a curriculum for independent study. The curriculum must be comprehensive, systematic, and developmental. Before beginning this process, those writing the curriculum spend time researching existing curriculum. It is recommended that anyone writing an independent study curriculum should have an understanding of independent study as an instructional strategy to ensure that student needs are met.

The role of teacher must be highlighted. Teachers should see the act of teaching as a dynamic one that allows students to grow through encounters with coursework and human experiences. Piecemeal and fragmented work sheets isolating a single skill should be replaced with activities and assignments designed to involve the student in active thinking, responding, exploring, and shaping ideas. Besides using a wide range of materials and teaching strategies, teachers should develop creative educational uses of the media and technology that are an integral part of the student's world and the workplace.

Strategies	Resources/Comments
<p>Review.</p> <ul style="list-style-type: none"> • Expected performance standards • Content of appropriate curriculum frameworks 	<ul style="list-style-type: none"> • State frameworks and model curricula • State, county, and district guidelines
<p>Assess needs/strengths and weaknesses related to standards.</p> <ul style="list-style-type: none"> • Student (if information is available) • School/program 	<ul style="list-style-type: none"> • Staff input • Priority list of school needs • Review of facilities and audiovisual resources relevant to course needs to determine if available or if budget allows purchase • Knowledge of population served based on: <ul style="list-style-type: none"> - Learning-style test or questionnaires - Behavior/self-concept rating scales - Assessment test (mathematics, reading), including performance-based assessment and assessment and portfolios of students' work - Discussions/counseling - Occupational/vocational preference surveys • Type of independent study delivery; e.g., district, site-based, or home-based
<p>Review resources.</p>	<ul style="list-style-type: none"> • District/county resource personnel • Contacts with other independent study, comprehensive, and alternative education centers • County/school librarians (e.g., for library skills, research paper ideas) • Examination copies of textbooks, workbooks, computer software, publishers, and aids
<p>Design instruction and gather resources.</p>	<ul style="list-style-type: none"> • Educational standards specify what students should know and be able to do. They should be clearly defined <i>before</i> assessment procedures and exercises are developed. • Identify desired student outcomes.

Strategies	Resources/Comments
<p>Design instruction and gather resources. (Continued)</p>	<ul style="list-style-type: none"> • Solicit input of staff, students, and parents to ensure goals and objectives are consistent in both scope and sequence with state curriculum frameworks, model curriculum standards, and local curricula guidance documents. • Require specific level of achievement, mastery, or project completion. • Use district- or county-adopted guidelines and texts that are consistent with state development of curriculum. • Evaluate the publisher supplied resources for possible inclusion. • Utilize the needs of variant student learning styles in materials selection and instruction. • <i>Note:</i> Although the course may be divided into various assignments, it helps to have an overview of the areas to be covered so that no area is overlooked and scope and sequence are appropriate. • Determine what portion of book or how much material will be used for each lesson. • <i>Do not</i> divide the number of pages in a textbook by the number of school days and assign that many pages each day. • Incorporate flexibility and creativity necessary to adjust to individual needs. • Design for “mastery of learning”—not “coverage of” • Use supplementary instructional materials and audiovisual aids. • Determine instructional methods. • Determine the appropriateness of field experiences. • Incorporate appropriate resources, writing across the curriculum, activities, and materials listed in <i>Model Curriculum Standards</i>, state frameworks, and other appropriate California Department of Education resources. • Order materials.
<p>Design evaluation plan.</p>	<ul style="list-style-type: none"> • Identify evaluations as an ongoing monitoring that includes students developing and monitoring their own performance and progress. • Be aware of the limitations of standardized and objective testing. • Use more informal and subjective measures assessment.

Strategies	Resources/Comments
Field test.	<ul style="list-style-type: none"> • Make sure all handouts to students are clear and legible. • Identify student who can pilot-test the course to determine whether directions are clear, the course requirements are realistic, and material is interesting, relevant, and supportive of student learning.
Review/revise/adapt instruction to meet student needs.	<ul style="list-style-type: none"> • After a pilot study, revise according to teacher and student input. • Once course is implemented, review and revise as needed.

Assessing Students' Progress

In the world of work, people are valued for the tasks or projects they do, their ability to work well with others, and their responses to problem situations. To prepare students for future success, both curriculum and assessment must promote this kind of performance. Assessment must be performance-based so that students have the opportunity to demonstrate knowledge and skills by performing tasks directly related to established standards. Although at times multiple-choice tests are appropriate, more emphasis needs to be placed on assessment that requires students to demonstrate more explicitly that they can use their knowledge to solve problems and communicate the results of their learning. With an emphasis on writing across the curriculum, courses besides English could include assessments by oral, written, or audiovisual presentations, essays, portfolios, projects, photographic journals, and laboratory reports. The assessment process must ensure that student progress is measurable and that the teacher can document that learning has occurred. The curriculum must include activities which promote the development of critical thinking and problem solving abilities. The assessments should measure the development of these processes and abilities.

Essential to the success of the assessment process is the determination of necessary student outcomes at the *beginning* of the curriculum development process. Too often the assessment is planned to fit the existing educational system rather than as a criterion for the student's success. For example, if part of the student's learning in science includes

problem solving, a laboratory experiment final would be more appropriate than a multiple-choice examination. This laboratory experiment could be one found in a computer software program or a take-home examination that would include regular household supplies.

B Student Portfolios

Also essential to successful assessment in independent study is the appropriate and effective use of student portfolios. Portfolios can provide:

- Evidence of performance beyond factual knowledge gained
- Assessment records that reflect the emphases of a good instructional program
- A permanent and long-term record of a student's progress, reflecting the lifelong nature of learning
- A clear and understandable picture, instead of a mysterious test score number
- Opportunities for improved student self-image as a result of showing accomplishments rather than deficiencies
- Recognition of different learning styles, making assessment less culture dependent and less biased
- An active role for students in assessing and selecting their work

Educators should look at many portfolios before trying to establish a standard of assessment. Because portfolios should reflect the instructional goals of each situation, the detailed description of assessment standards will vary.

Suggested Strategies for Student Assessment

Use of the following suggested strategies will produce products that could become part of the student portfolio to show evidence of progress.

English

- _____ 1. Single piece of writing chosen by the student
- _____ 2. Reading response
- _____ 3. Oral presentation evaluation sheet
- _____ 4. Self-evaluation
- _____ 5. Response journal
- _____ 6. Artifact (such as a drawing, poem, chart)

Social Science

- _____ 1. Journal entry/learning log
- _____ 2. Research project
- _____ 3. Oral presentation evaluation sheet
- _____ 4. Self-evaluation
- _____ 5. Artifact (such as a drawing, poem, chart)
- _____ 6. Field trip observation report

Science

- _____ 1. Written selection from work completed
- _____ 2. Student report on laboratory experiment to solve a problem that he or she developed
- _____ 3. Laboratory experiment write-up
- _____ 4. Field observation report
- _____ 5. Research project
- _____ 6. Oral presentation evaluation sheet
- _____ 7. Self-evaluation
- _____ 8. Artifact (such as a drawing, poem, chart)

Mathematics

- _____ 1. Written descriptions of the results of practical or mathematical investigations
- _____ 2. Learning log
- _____ 3. Mathematical biography, renewed each year
- _____ 4. Self-evaluation
- _____ 5. Artifact or oral presentation evaluation sheet
- _____ 6. Anecdotal record of student response to a presented problem
- _____ 7. Student interview during or after an investigation
- _____ 8. Pictures and dictated reports from younger students

- _____ 9. Extended analyses of problem situations and investigations
- _____ 10. Descriptions and diagrams of problem-solving processes
- _____ 11. Statistical studies and graphic representations
- _____ 12. Reports of investigations of major mathematical ideas, such as the relationships that functions, coordinate graphs, arithmetic, algebra, and geometry have to one another
- _____ 13. Responses to open-ended questions or homework problems
- _____ 14. Reports and photographs of student projects

Fine Arts

- _____ 1. Written selection about a play, playwright, musician, or artist
- _____ 2. Artifact (such as a drawing, poem, chart)
- _____ 3. Field trip observation report (such as art gallery or museum)

Miscellaneous (For all content areas when appropriate. See "Suggested Activities for Accommodating Students' Learning Styles," page 11-16.)

- _____ 1. Video, audio, and computer-generated examples of student work
- _____ 2. Learning logs
- _____ 3. Student self-report of what has been learned and/or what is yet to be learned
- _____ 4. Field observations
- _____ 5. Self-assessment surveys and questionnaires
- _____ 6. Photographic journals
- _____ 7. Dramatic performance
- _____ 8. Student designs and inventions
- _____ 9. Bulletin boards
- _____ 10. Investigation report
- _____ 11. Simulations
- _____ 12. Models
- _____ 13. Written responses to open-ended questions
- _____ 14. Exhibitions

Suggestions for the Response Journal

1. List questions about puzzling passages that are good for discussion.
2. Copy favorite passages from reading assignment to comment on it (style, art, personal experience).
3. Respond to what seems to be the most important sentence or word in reading assignment and give reasons for choice.
4. Respond to questions about a character.
5. Examine values of a character you like.
6. Examine values of a character you dislike.
7. Make predictions about what comes next and why.
8. Discuss events in the plot sequence.
9. Examine different versions of the story (e.g., the printed version in relation to the video version).
10. Summarize what you have learned.
11. Imitate the style of a passage.
12. Comment on the relevance of a passage to its historical context or to the present.
13. Comment on themes or structure.
14. Analyze plot, theme, setting, and so on.
15. Comment on quotation assigned by teacher.
16. Analyze similarities and difference in literary works, characters, events, setting.
17. Argue about ideas in a work.
18. Defend different points of view.
19. Reflect on learning gained in reading a work of literature.
20. Discuss insights gained from the work.

Learning Log

A learning log is a daily record written by the student, or by the parent for a child who is not able to write, about learning experiences. In connection with the curriculum, it may be an exercise in writing as well as a tool for capturing student questions, insights, observations, and the like for the student's own use and subsequently for the teacher's benefit. For both the teacher and the parent, it may provide a means for helping the student to answer the question, What did you learn? For the student the log can be effective in increasing retention because it allows the student to think through and express ideas in a few statements.

To help the student use a learning log effectively, the teacher will need to use motivational factors peculiar to the student—assisting, coaching, and encouraging the student. Care should be taken to keep the log in a systematic way and to preserve the record.

Before or after a lesson or assignment, the teacher may supply the student with questions such as the following:

- What did I learn today about _____ ?
- How would I compare _____ to _____ ?
- What was confusing to me?
- What would I like to learn more about?
- If I wanted to teach this materials to another student, how would I do it?
- In what way(s) will I use this information?
- What did I like about this lesson/assignment?
- What would I do differently in the future?

The questions may be used for unobtrusive evaluation purposes, but their primary purpose should be to reinforce the experience and make it positive for the student.

Supplemental Activities

<i>Subject area</i>	<i>Student's activities</i>
Interdisciplinary Studies (Foreign language, English, Science)	<ul style="list-style-type: none"> • Attend multicultural events in community (e.g., Cinco de Mayo, Tet holiday celebrations). • Visit culturally diverse areas in community and report on experiences. • Plan the habitation of an island. • Conduct a geographical search for islands in the French territory of the West Indies. • Write a letter in a foreign language, French, for example, to contract for purchase of the island. • Interview ship owners who have traveled the area. • Collect information from city natural science centers or UC agricultural extension concerning possible food sources.
Economics, Accounting, or Mathematics	<ul style="list-style-type: none"> • Learn how to set up personal budget; balance checkbook; determine the best car, home, bank loan. • Run school fund-raisers as projects. • Create an imaginary business; show expenditures and revenues; record profits or losses; pay dividends to stockholders. • Buy and sell stock with an imaginary inheritance; record profits and losses.
Art, Journalism, English	<ul style="list-style-type: none"> • Develop advertising campaigns for local businesses for real or imagined products. <p>Create and produce a videotaped presentation.</p>
Career Education	<ul style="list-style-type: none"> • Plan a career day: <ul style="list-style-type: none"> - Participate in work experience program. - Invite local businesspersons. - Write invitations and thank-you letters. - Develop partnership with local business to provide on-the-job training experiences coordinated with academic studies. - Attend ROC/P, vocational classes at adult education centers, and community college classes.

C Curriculum Frameworks and Model Curriculum Standards

A course traditionally is a unit of work that a student completes in a semester or during a prescribed period of time. Learning activities should enable a student to complete course objectives and earn credit or receive grade-level promotion at a rate equal to that of the average student in a traditional course of study. Credits are awarded on the basis of the time equivalent to a semester period or the content equivalent to a semester period. (See *California Code of Regulations, Title 5, Section 1600*, for definitions.)

Some or all the following should be required as part of the evaluation process before credit or grade-level promotion is issued:

- Demonstration of mastery of the subject at the appropriate level
- An oral or written test, report, or project
- A student's portfolio (folder or binder that includes samples that are representative of a student's work or that meet the requirements of a particular course of study)
- Other presentations (multimedia)
- Computerized assessment

The adopted course of study for grades one through six includes instruction in English, mathematics, social sciences, science, fine arts, health, physical education, and other studies as prescribed by governing boards.

The minimum standards for courses of study for grades seven through twelve are delineated in *Education Code* Section 51220 and include English, social science, foreign language, physical education, science, mathematics, fine arts, applied arts, vocational-technical education, automobile driver education, and other courses of study prescribed by the board. (Refer to *Education Code* Section 51210 and *Education Code* Section 51220 for specifics.)

Requirements for high school graduation are specified in *Education Code* Section 51225.3.

The California curriculum frameworks describe the core curriculum and provide direction for effectively transmitting skills, knowledge, and understandings to all students. Model curriculum standards and curriculum guides are intended to provide models, not a rigid mandate. The California Depart-

ment of Education does not prescribe course content. An independent study course which meets the requirements set by the school board is acceptable (*Education Code* Section 51226).

Recent resource curriculum publications available from the California Department of Education, Bureau of Publications, are essential for curriculum development. It is strongly recommended, therefore, that districts obtain the most recent publications and models before they begin to develop the district's independent study curriculum guidelines. Contact the district, county, and state curriculum specialists as needed.

D Use of Technology in the Curriculum

The use of technology-based resources in instruction can be valuable if it addresses the student's learning style. A student who has unsuccessfully repeated the same books and materials may make better than average gains through computer-assisted learning. Students may have home computers and other appropriate technology, enabling the home to provide learning experiences that can be integrated into the independent study learning plan or that may supplement it.

Many students are motivated by technology-based resources, such as laser videodiscs, camcorders, VCRs, computers, and modems. Excellent materials in all subject areas are available at most school sites and district and county library media centers. Software and video resources are also available via local, state, and national telecommunications networks.

Some types of software contain multiple-level tests or test banks that can be used as part of a pre- or postassessment of students. Computer programs are available that allow students to replicate science dissections and experiments at low cost and with low safety risks. The programs also allow students to redo the activities as needed for mastery of learning.

E Students' Learning Styles

An integral part of curriculum planning is determining how the lessons will be delivered and evaluated.

There is a need to consider not only the interests and abilities of each student but also the manner in which he or she learns. Some people know that if they see something they will remember it. Others know they will have to write it down. Some learn more rapidly when they can hear the lesson. Everybody must use his or her strengths to the best advantage. By realizing their own strengths and weaknesses, teachers can be more sensitive to the student's strengths and weaknesses and avoid imposing their own style on others, who may learn best in a different manner.

When determining a student's learning style, consider the following factors:

1. Physical/psychological

- Auditory, visual, and tactile/kinesthetic learner
- Diet
- Allergies or other physical problems
- Morning, afternoon, evening, or night learner
- "Sitter" or "mover" when learning
- Location (home, library, school)
- Structuring of activities daily, weekly, or for long-term deadlines
- Motivation (self, teacher, rewards, recognition)
- Level of maturity and responsibility
- Determination
- Short or long learning sessions (short or long breaks)

2. Learning environment

- Level of noise (quiet room, music)
- Lighting

- Temperature
- Furniture (chairs, couches, bean bags)
- Flooring
- Color scheme

3. Learning situations

- Individual or in pairs
- Teacher, peers, or tutor
- Team approach
- Small group (driver education, parenting, art, self-esteem, substance abuse prevention and intervention, creative writing)
- A combination of two or more of the above

The descriptions of students' learning styles and strategies on the following pages contain information and suggested activities that could be used in most independent study assignments regardless of age or subject matter.

Although all three kinds of learning should be developed, a student should use his or her own dominant learning style when under the pressure of studying for exams or being assessed or evaluated. When complex or multiple concepts are being presented, many different approaches may be needed for the student to gain a better understanding of the subject. If a concept is readily understood, using only one approach may be sufficient for the student to grasp the necessary elements of that subject.

Student Learning Styles and Strategies

<i>Mode</i>	<i>Auditory</i>	<i>Visual</i>	<i>Tactile/Kinesthetic</i>
Learns information best by:	<ul style="list-style-type: none"> Hearing 	<ul style="list-style-type: none"> Seeing 	<ul style="list-style-type: none"> Feeling, touching, manipulating, or body movement
Characteristics for recalling:	<ul style="list-style-type: none"> The more heard, the greater the recall 	<ul style="list-style-type: none"> Learns quickly, can forget quickly Needs to write to strengthen recall 	<ul style="list-style-type: none"> Must write to recall material learned, such as outlining material Needs to write to strengthen recall
Observable traits:	<ul style="list-style-type: none"> Moves lips or whispers when memorizing 	<ul style="list-style-type: none"> Closes eyes or looks at ceiling when recalling visual picture 	<ul style="list-style-type: none"> Uses fingers to count off items or writes in air Traces over or around surfaces with fingertips
Most productive learning techniques/projects:	<ul style="list-style-type: none"> Lectures/oral presentations Cassettes, records “Talking through” a map, graph, or chart in the text Reading aloud Discussion 	<ul style="list-style-type: none"> Pictures, diagrams, maps, graphs, movies and films, globes Videotapes Seeing material written on the board Doodling/pictures/memory keys Readings Color coding of assignment/activity sheets Student notebook, divided with places for notes, written work, project 	<ul style="list-style-type: none"> Task card electroboards Manipulatives Computer software “Hands-on” classes, such as science, shop, music, and so on Costumes An oversized writing implement Models Puzzles Experiential learning Simulations/role-playing Experiments Body games Movement Pantomime Dramatizations Cut and paste activities Flip books Food testing

Student Learning Styles and Strategies (Continued)

<i>Mode</i>	<i>Auditory</i>	<i>Visual</i>	<i>Tactile/Kinesthetic</i>
Techniques to improve concentration:	<ul style="list-style-type: none"> • Write summary statements. • Underline. • Design questions in the margin. 	<ul style="list-style-type: none"> • Read for topic ideas. • Outline or map. • Create flashcards. • Define marginal notes. • Highlight. • Draw. • Take notes. 	<ul style="list-style-type: none"> • Use “hand pacing” so the words are touched (make a fist; keep it one line ahead of eye’s focus point; glide over the line of print). • Highlight. • Use maps/charts/illustrations. • Take notes: underline; use marginal notes; design questions. • Draw.
Suggestions for the independent study teacher:	<ul style="list-style-type: none"> • Tape recorder/record player assignments • Visual stimuli with auditory support • Lecture method • Students read aloud/verbal discussion • Storytelling with visuals • Music, poetry, riddles, rhymes • Oral explanation of written assignment • Oral evaluation 	<ul style="list-style-type: none"> • Manual visual stimuli (artwork, posters, alphabet) • Workbooks, work sheets • Reading silently • Movies, slide shows • Graphs, maps, charts • Frequent use of chalkboard • Written assignments with oral explanation • Written evaluations 	<ul style="list-style-type: none"> • Give oral or written assignment; have student write contract out • Oral, written, or project evaluation

F Suggested Activities for Accommodating Students' Learning Styles

The following activities can be used to replace traditional paper-and-pencil exercises and thereby accommodate students with different learning styles:

Banner	Game
Book box	Graph
Booklet	Hanging paper chain
Book cover	Illustration
Book jacket illustration	Interview
Book report	Inventions
Bulletin board	Kiosk
Calendar	Lab
Cartoon	Lifeline
Catalog	Listening log
Characterization	Literary/media critique
Charades	Mandala
Chart	Manipulatives
Classify	Map
Coat of arms	Mask
Collage collection	Memorabilia box
Compare/contrast	Mobile
Compose music	Model
Computer software	Monologue
Construction	Mosaic
Creative writing	Movie review
Crossword puzzles	Mural
Dance enactment	Oral report
Daily log	Origami
Debate	Painting
Demonstration	Panorama
Discourage	Panel
Description	Pantomime
Design	Papier maché
Diagram	Painting
Dialogue	Photography
Dictionary	Picture
Diorama	Picture book
Discussion	Picture dictionary
Display	Play
Dramatic dialogue	Poster production
Dramatization	Puppet play
Drawing	Puzzle
Edible art	Quilt
Electroboards	Quiz
Eulogy	Reading log
Exhibit	Recipe
Experiment	Role-playing
Field trip	Sample display

Scrapbook	Task cards (learning cards)
Scroll design	Television show
Sculpture	Time capsule
Sequence story cards	Time line (words, dates, pictorial events)
Shadow box	Totem pole
Silhouette	Travelogue
Simulations	Videotape production
Skit	Videotape viewing
Slide show	Visual story collage
Song writing	Weaving
Speech	Word posters
Story	Word search
Storyboard	Writing for publication
Storytelling	Written report/project
Survey	
Tape-record	

Use of Media to Enhance Curriculum for Kindergarten Through Grade Three

In the primary grades, use of the media is limited in the area of publications. If you need primary resources, consult a district or county office of education media specialist for help in selecting publisher-prepared weekly or monthly newspapers and magazines that are appropriate at this level. These publications usually have excellent guides and activities which can be used in the classroom or adapted for independent study uses.

Below are some examples of how media can enhance the curriculum.

Why Use Media to Enhance Curriculum?

Regardless of the grade level, various forms of media can be used to enhance the curriculum offerings when they:

- Are curriculum based.
- Present a close-up view of the world.
- Promote visualization of abstract concepts.
- Accommodate a variety of learning modalities/teaching styles.
- Provide an efficient delivery system.
- Function as a tool of the information age.

Newspapers/Magazines/Publications designed for classroom use can be used for:

- Current event reporting for language arts, social studies, science (see sample at the end of Chapter 11)
- Written reports/research projects and activities

- Interpretation of editorials in social science or English
- Selecting headlines, articles, photographs, or captions that could be used in collages for art or social science
- Summarizing articles for the main idea, using Who? What? Where? When? Why? and How?
- Improving the reading rate
- Increasing vocabulary
- Learning sequencing (follow major story for days) for social science, science, or English
- Learning to distinguish fact from opinion
- Making social science (current events, government) relevant to students
- Encouraging students to develop their own class or home newspaper (e.g., write articles, draw political cartoons or comic strips)
- Obtaining ideas for creative writing (poetry, short story, plays)
- Maintaining a file of news items on one subject (e.g., science) or one country and possibly utilizing this information to develop a project or activity related to a specific course
- Rewriting a story in the newspaper, relating it to something just studied as if it happened 20 years from now, or 20 years ago (e.g., the use of pesticides)

Radio/Television (Video/Films). Some teachers use the following:

- Instructional television
- Listening logs and TV viewing work sheets
- Movie review sheets

Developing Oral and Listening Skills

Even when a student's dominant style is not auditory, a student enrolled in independent study needs a curriculum that provides an opportunity for the development and enhancement of oral and language skills. It may be a challenge to the curriculum developer and the teacher to find or create experiences for learning, reinforcement, and the appropriate means for assessment. The following list includes activities which may be helpful in this area:

- Dramatization
- Interview
- Storytelling
- Commercial
- Sales talk on book

- Monologues
- Role-playing
- Cooperative learning groups/small-group classes
- Discussion
- Speeches
- "Show and tell"
- Audiotapes/videotapes/films
- Newspapers/magazines
- Radio/televisions

Independent study teachers must be flexible when creating alternative activities that assess the student's speaking and listening skills.

Specialized Resources

Videotapes

Videotapes usable for instructional enrichment are available for rental or through district or county schools, county office of education media centers, and local libraries. Video movie guides are available for purchase. Networks will allow schools to tape their programs and provide schedules of educational programs. In addition, they provide quality videotapes for sales to schools at reduced prices.

Periodicals

Many fine children's magazines are available today. Magazines can be invaluable at all grade levels, particularly in the area of science, since most libraries do not have a large enough budget to buy sufficient up-to-date science books. Contact the local post office for periodicals which cannot be delivered, because these can be donated to nonprofit organizations and schools. To get these magazines, the school must request them and specify the type of periodicals that are not desired.

Students' Products

Students enjoy submitting their products (articles, stories, poetry, artwork, photography) for publication. Library reference sources list markets as well as details on the kinds of work that would be acceptable. Most local bookstores carry the recent editions of writers' publications as well as magazines that publish students' work. Request a copy of each publication's guidelines for specific information.

A student bulletin board or school newspaper could feature these products. Schools could also

arrange art and literary displays at district or county offices and community locations.

Community Learning Experiences

Teachers and parents can incorporate experiences outside the school environment.

To be meaningful, individual field experiences need to be integrated into the curriculum. Group field trips within the context of independent study can be productive as well. See the sample “Field Trip Report” at the end of this chapter. It may be adequate to use the sample form without changes, but a more effective method is to involve the student in individualizing the report format for the event before the trip. (Be sure to check county and school travel regulations. Even if students travel on their own, county or school districts usually require forms to be completed and filed in the office.) Field trips can include local school productions, assemblies, guest speakers, or author days.

The chart on the following page provides further suggestions for using community resources in independent study.

Computer Software

Information about computer software for educational purposes can be obtained from the California Instructional Technology Clearinghouse. The Clearinghouse evaluates and recommends high-quality software, instructional video and online learning resources. The Clearinghouse may be contacted through the Stanislaus County Office of Education; telephone (209) 525-4979. Evaluation results are available through the Clearinghouse’s Web site: <http://clearinghouse.k12.ca.us>; Video Index Online (fee-based Web site): <http://index.clearinghouse.k12.ca.us>; and, starting September 2000, the California Learning Resource Network Web site: <http://clrn.org>.

H Physical Education for Independent Study Students

As part of a comprehensive approach to improving health, physical education helps students become fit and acquire knowledge and skills to stay that way.

The governing board, with the active involvement of parents, administrators, teachers, and students, needs to adopt alternative means for students to

complete the prescribed course of study. These may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, interdisciplinary study, independent study, and credit earned at a postsecondary institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to students, parents, and the public. Refer to *Education Code* sections 51210, 51220, 51222, 51223, 51225.3, 51241, and 51242.

The State Board of Education, in September of 1992, adopted the *Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve*. The framework establishes three goals for physical education instruction in which related disciplines are identified to give further guidance in the development of comprehensive physical education programs. The three goals are (1) Movement Skills and Movement Knowledge; (2) Self-image and Self-realization; and (3) Social Development and Interaction. These goals are supported as appropriate by eight disciplines. These are motor learning, bio-mechanics, exercise physiology, human growth and development, psychology, sociology, humanities, and historical perspectives.

To facilitate the planning of a curriculum that includes all of the components, yet is practical, functional, and manageable, the physical education curriculum section of the framework has been organized according to grade level. The grade-level themes related the curriculum to the child’s stage of development at each grade level. It also unifies the curriculum in terms of the three goals.

Because the developmental range of students is so diverse, physical education programs must offer a broad variety of activities and allow students some selection, especially the older students. Independent study and proficiency testing are encouraged as alternative methods to help students achieve the goals, objectives, and competencies of the core program, but independent study methods may not be used to avoid competencies.

The *California Code of Regulations, Title 5, Section 10060*, lists criteria for eight content areas of curriculum required for each student in high school physical education programs. These areas must be addressed in a developmental sequence over the

Community Resources and Activities

<i>Site</i>	<i>Supplemental activities</i>
Business and industrial sites	<ul style="list-style-type: none"> • Career exploration projects • Field trips • Work experience
Libraries	<ul style="list-style-type: none"> • Resource for school projects, term papers • Encouragement of reading • Tutoring services available for adults who have literacy needs
Farms and other agricultural settings	<ul style="list-style-type: none"> • Science units • Horticultural units • Experiential learning
Museums	<ul style="list-style-type: none"> • Field trips • Art appreciation activities • Historical, scientific projects
Government agencies	<ul style="list-style-type: none"> • Field trips to courts and legislative bodies • Community service • Internships • Consumer education field trips, sources for projects
Parks and other natural resources	<ul style="list-style-type: none"> • Physical education units • Science units
Media facilities	<ul style="list-style-type: none"> • Field trips to radio, television, cable stations • Career exploration
Concerts, movies, plays, and other cultural events	<ul style="list-style-type: none"> • Ethnic fairs, holiday celebrations; e.g., Cinco de Mayo • School and local community productions

These experiences, when integrated into the curriculum, can enhance the educational program.

number of courses that the district requires for graduation. The eight required content areas include the following activities: aquatics, combative, effect of physical activity on dynamic health, gymnastics, individual and dual sports, mechanics of body movement, rhythm and dance, and team sports.

All physical education programs, including adapted, modified, and continuation programs, must address these content areas. A balanced program will include psychomotor, cognitive, and effective components of each area while it permits students to pursue their special interest and to participate at their particular level of ability. Not every activity listed under each of the eight content areas must be addressed, but each of the eight areas must be covered in the curriculum with appropriate activities.

Assignment of students to physical education courses is made on the basis of individual needs, including factors such as health status, skill development, and grade level. Instruction is provided for students with physical limitations, including those with inadequate skill development and those who are physically underdeveloped. Reporting of students' achievement is based on all of the following: (1) evaluation of the student's individual progress and the measure of his or her attainment of the goals specified in each area of instruction listed under required content areas of this section; (2) tests designed to determine skill and knowledge; (3) physical performance tests; and (4) any other evaluation procedures required by governing board regulations. It is recommended that physical education programs focus on dynamic, sequential movement activities and health-related physical fitness. The California Department of Education's *Physical Education Framework* offers guidelines for program content.

It is important to interview all students to make sure there are no factors that limit their participation in physical education. Generally, a student who is physically unable to participate in regular physical education should not be exempted from physical education but be placed in a modified program designed by a qualified individual. Any exemptions must follow California's *Education Code* guidelines.

The State Board of Education Physical Performance Testing is in grade nine: "Continuation and independent study students will be given the Physical Performance Test if the school they are attending has the facilities required to administer the test, and if the students have sufficient time in their school day to participate in 4–6 weeks of preparation for the test." If you have questions about this matter, contact the California Department of Education at (916) 657-3011. See samples of course content and other sample forms in this chapter.

Remember that all physical education programs need to be balanced and cover all content areas, not just a few. Course descriptions should limit how much of the course should be addressed in one area. For example, offering a semester of bowling would not be providing a balanced program for a student. However, a program that includes bowling, swimming, gymnastics, and a unit on substance use and abuse would provide a balanced semester physical education course. If a student enters independent study with some physical education credits already completed, the teacher needs to evaluate what content areas still need to be covered. (See sample form.)

Smaller schools that cannot afford a teacher with a background in physical education could organize the following:

- Make arrangements with another school and obtain permission for the independent study student to take physical education on campus.
- Obtain the assistance of county or district specialists, retirees, or mentor teachers to develop and supervise the physical education program.
- Pay additional money for a teacher to facilitate the program as needed after school.
- Work with community agencies, parks and recreation programs, community colleges, and adult education programs to provide physical education options.

Note: Adult education diploma requirements do not include physical education; therefore, adult schools using the independent study strategy need not be concerned about this area of the curriculum.

I Resources

Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve.

Sacramento: California Department of Education, 1993.

Handbook for Physical Education: A Framework for Developing a Curriculum for California Public Schools, Kindergarten Through Grade Twelve.

Sacramento: California Department of Education, 1986.

Physical Education Model Curriculum Standards, Grades Nine Through Twelve. Sacramento: California Department of Education, 1991.

Physical Education Memorandum. April 18, 1989 (see Appendix), District/County Guidelines.

Any questions or concerns should be addressed to the Consultant, Physical Education Programs, California Department of Education; telephone (916) 657-3702.

Workplace Know-how: SCANS Reports

Five Competencies

Resources: Identifies, organizes, plans, and allocates resources.

- A. *Time*—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- B. *Money*—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- C. *Material and Facilities*—Acquires, stores, allocates, and uses materials or space efficiently.
- D. *Human Resources*—Assesses skills and distributes work accordingly, evaluates performance, and provides feedback.

Interpersonal: Works with others.

- A. *Participates as member of a team*—Contributes to group effort.
- B. *Teaches others new skills.*
- C. *Serves clients/customers*—Works to satisfy customers' expectations.
- D. *Exercises leadership*—Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- E. *Negotiates*—Works toward agreements involving exchange of resources, resolves divergent interests.
- F. *Works with diversity*—Works well with men and women from diverse backgrounds.

Information: Acquires and uses information.

- A. *Acquires and evaluates information.*
- B. *Organizes and maintains information.*
- C. *Interprets and communicates information.*
- D. *Uses computers to process information.*

Systems: Understands complex interrelationships.

- A. *Understands systems*—Knows how social, organizational, and technological systems work and operates effectively with them.
- B. *Monitors and corrects performance*—Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions.
- C. *Improves or designs systems*—Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology: Works with a variety of technologies.

- A. *Selects technology*—Chooses procedures, tools, or equipment including computers and related technologies.
- B. *Applies technology to task*—Understands overall intent and proper procedures for setup and operation of equipment.
- C. *Maintains and troubleshoots equipment*—Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Workplace Know-how: SCANS Reports

A Three-Part Foundation

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks.

- A. *Reading*—Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- B. *Writing*—Communicates thoughts, ideas, information, and messages in writing; creates documents such as letters, directions, manuals, reports, graphs, and flowcharts.
- C. *Arithmetic/mathematics*—Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- D. *Listening*—Receives, attends to, interprets, and responds to verbal messages and other cues.
- E. *Speaking*—Organizes ideas and communicates orally.

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A. *Creative thinking*—Generates new ideas.
- B. *Decision making*—Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- C. *Problem solving*—Recognizes problems and devises and implements plan of action.
- D. *Seeing things in the mind's eye*—Organizes and processes symbols, pictures, graphs, objects, and other information.
- E. *Knowing how to learn*—Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F. *Reasoning*—Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.

- A. *Responsibility*—Exerts a high level of effort and perseveres toward goal attainment.
- B. *Self-esteem*—Believes in own self-worth and maintains a positive view of self.
- C. *Sociability*—Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- D. *Self-management*—Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
- E. *Integrity/Honesty*—Chooses ethical courses of action.

Independent Study Physical Education Complementary Media

The following could be used to provide a variety of techniques/activities when fully integrated into the curriculum.

- Closed-circuit television
- Computer-assisted instruction
- Drawings
- Films
- Filmstrips
- Instruction charts
- Loop film projector
- Loop films
- Photographs
- Posters
- Programmed texts
- Self-instructional kits
- Simulators
- Slides
- Sports literature/magazines
- Tapes
- Task sheets

- Textbooks
- Videotapes
- Workbooks

Adapting teaching methods according to students' needs is critical. Teaching methods can be adapted to the needs of students by using many techniques such as:

- a. "Buddy" systems that pair students
- b. Peer tutoring
- c. Task cards or individualized learning packets

Individual Study

Suggested activities:

- Movement exploration
- Choreography
- Creative solutions to problems
- Career development
- Research in sports, athletes, games, dance, dancers, gymnastics, aquatics, and physical fitness

Physical Education Evaluation

Name _____

Regular teacher _____

You need to participate in the following eight areas of physical education by the end of the second year of physical education classes. To help our teachers place you in the appropriate class, please complete the survey below:

Directions: In the space provided next to the area, list the activities you have already completed in physical education classes.

<i>Area</i>	<i>Activity</i>
Example: Games and sports	Soccer, basketball, baseball
Dance and rhythm	
Physical fitness	
Games and sports	
Gymnastics	
Aquatics	
Combatives (required for boys only)	
Outdoor education	
Substance awareness/health	

Total credits needed in physical education

Note: This evaluation could be used to preassess the student to ensure that all areas of instruction are included in the physical education program.

Modified Physical Education Plan

Student name: _____

Teacher: _____

Duration: _____

Justification: _____

Limitation of activities: _____

Modified plan: (Attach Attendance and Performance Record.)

Course description: _____

General objectives: _____

Evaluation mode: _____

Signature of Supervising Medical Adviser



Attendance and Performance Record

Student name: _____ Date: _____
(Last) (First)

Course title: _____

Course description

General objectives

In accordance with his/her ability and capacities, the student will:

Evaluation mode

1. _____
2. _____

<i>Date</i>	<i>Activity</i>	<i>Hours</i>	<i>Signature</i>	<i>Date</i>	<i>Activity</i>	<i>Hours</i>	<i>Signature</i>

Teacher's signature _____ Student's signature _____

Total number of hours _____ Number of credits _____

Teacher comments/grad _____

Next meeting(s): Frequency _____ Date _____ Place _____ Time in/out _____

Physical Education Learning Objectives

With the assistance of your physical education supervisor, make a list of objectives that you hope to accomplish to complete the course. These objectives may enhance your knowledge of a game, help you develop muscle tone or endurance, increase cardiovascular fitness, and/or develop new skills. Some examples of a learning objective are: “At the end of the course I will be able to show flexibility by touching my toes without bending my knees”; “At the end of the course I will be able to list 10 safety rules for this sport.”

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Student's signature

Supervisor's signature

Field Trip Report

I certify that I have visited the following place on the date indicated as part of a study project for credit.

Place visited: _____

Date: _____ Time: from _____ to _____

Location: _____

Subject or area of concentration: _____

Subject in which credit is to be given: _____

Materials used: (maps, pamphlets, guides, books, listening devices)

General review:

1. Tell briefly what you thought was the most interesting or outstanding part of the experience.
2. List at least three other highlights of the experience.
3. List briefly other information/knowledge gained in the subject or area of concentration—or benefits derived by you from your participation.
4. Did your experience on this field trip stimulate your interest enough in any part of your area of concentration to motivate you to pursue the subject in depth? (Explain on back.)
5. Indicate how this relates to what you have been learning in your course.

Student's signature _____

Observation Report

Name: _____ Date: _____

Governmental unit observed: _____

Court: _____ City council: _____

School board: _____ Other: _____

Day, date, and time of observation: _____

List the major governmental participants:

Citizen participation (individuals or groups):

Summary of observation:

Analysis of government in action:

Art Field Trip

I certify that I have visited the following place(s) on the date indicated as part of a study project for credit.

Place visited: _____

Date: _____ Time: from _____ to _____

Location: _____

Artist's name: _____

Type of work (e.g., painting, photography, sculpture): _____

Artist Being Shown:

Tell briefly what you felt was the most interesting or outstanding part of the experience:

Describe at least two specific works of art that you liked and tell why:

Did you learn anything about the artist, either by looking at the work or by reading the artist's statement?

Did you talk with anyone at the gallery or museum? What did you learn?

Please save any receipts or promotional cards as documentation of your visit.

Student's signature: _____

Community Resources and Activities

Business and industrial sites

- Career exploration
- Field trips
- Work experience

Libraries

- Resources for school assignments
- Encouragement of reading

Farms and other agricultural settings

- Tutoring services available for low-level adults
- Science units
- Horticultural learning
- Experiential learning

Museums

- Field trips
- Art appreciation activities
- Historical, scientific significance
- Supplemental materials for research papers

Government agencies

- Field trips to courts and legislative bodies
- Community service
- Internships
- Consumer education

Parks and other national resources

- Physical education
- Science units

Media facilities

- Field trips to radio, television, cable stations
- Career explorations

Concerts, plays, and other cultural events

- Ethnic fairs, holiday celebrations; e.g., Cinco de Mayo
- School and local community productions
- Period fairs; e.g., Renaissance, Dickens Faires
- Traveling companies

Institutions of higher learning

- Concurrently enrolled classes
- Special summer programs

Community service organizations

- Specialized classes; e.g., CPR
- Volunteers in hospitals, “Meals on Wheels”

Neighborhood centers

- Volunteers at senior citizen homes

Physical fitness and nutritional centers

- Physical education
- Health units

Career education

The student could:

- Plan a career day.
- Invite a local businessperson.
- Write invitations and thank-you letters.