SPECIAL NAVARO PROGRAM

BI-LINGUAL CURRICULUM GUIDE

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UNITED STATES DEPARTMENT OF INTERIOR
OFFICE OF INDIAN AFFAIRS
WASHINGTON, D. C.
INTRODUCTION

The Navajo Reservation which is located in northern New Mexico and Arizona, and extending a little into Utah and Colorado is nearly four times the size of the State of Massachusetts. The tribe numbers about 62,000. Approximately 90 per cent of the Navajo population is illiterate. There are school facilities for only one child in four. The median years of schooling for the tribe as a whole is less than one year.

Facilities in off-reservation boarding schools have been provided for 1800 Navajo children, twelve to eighteen years of age, who have had little or no previous school experience. For every one of the Navajo children in off-reservation schools there are approximately nine others remaining on the reservation with no schools available for them.

The material in this guide is designed to meet the needs of this special group of near adult Navajo students enrolled in off-reservation schools. They know little or no English. They are unfamiliar with any environment except the Navajo reservation.

The program here outlined aims in five years to make them literate and to equip them with skills for earning a living. During the first three years of the program, emphasis is placed upon English, basic academic learning, and personality development. At the end of the third year, with the help and guidance of those who have worked with him, the student decides what vocational skills he wishes to acquire. During the fourth and fifth years, emphasis is placed upon preparation for a job and learnings related to the chosen vocation. Each student is permitted to progress as rapidly as he is able.

Although this guide is organized in sections for classroom, home economics, shop, and advisory workers, it is not intended that each shall carry on separate programs. All are working together in the same program toward common goals. The goals in the different sections merely outlines the part every worker plays in the total development of each child.

This is a revised edition prepared after two years experience with this type of program. No attempt has been made to show how the material may be organized for daily classroom instruction. The teachers at each school work closely with a leader who helps them to acquire effective methods and techniques suitable for older non-English speaking beginners.

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SPECIFIC GOALS AND SUGGESTED ACTIVITIES

FIRST YEAR

1. Know the location, proper care, and use of the following facilities: shower, locker, washroom, clothing room, dining room, etc.
   a. Take the children on a tour, visiting these places. Follow with class discussion.
   b. Send individuals on errands to these places.
   c. Make charts and illustrations showing location and care of these facilities.

2. Knows his routine schedule and carries it out promptly.
   a. Classroom discussions of routine schedule in Navajo and English and how best to carry out these regulations.
   b. Make a chart of daily routine and duties.

3. Knows where his own classroom and all the important buildings of the campus are located and their use.
   a. Make a tour of the campus and follow with discussion.
   b. Make a picture map of the campus.
   c. Make experience charts.
   d. Have individuals go on errands to different buildings.

4. Knows the names of teachers, advisers, matrons, and heads of departments.
   a. Visits classrooms to get acquainted with new teachers and rooms.
   b. Invite people into the classroom and introduce them to the children.
   c. Keep a guest-book in the classroom.
   d. Use names of persons rather than their titles in conversation with the children.

5. Understands and follows the rules and regulations of the school.
   a. Discuss rules and regulations of the school in both Navajo and English.
   b. Get copies of rules and regulations from advisory department.
   c. Work with individual students who fail to observe the rules.

6. Knows what things are grown near the school, knows their value and understands that those things are not public property. (oranges, melons, etc.
   a. Make trips or visits.
   b. Class discussions in Navajo, drawing parallels between the reservation and school community.
   c. Care of trees.
   d. Invite owner of orchard to school to tell about his industry.

7. Has a good attitude towards his work and school.
a. Discuss the importance of writing facts home about the school, etc.

8. Is neat and clean in appearance. (See Home Economics and Adviser's goals.)

a. Keep a class chart outlining standards of neatness and appearance.
b. Keep individual records.
c. Follow up demonstrations given by advisers on how clothing is to be put away in the lockers.
d. Classroom discussion of wearing clothes suitable to the occasion.
e. Check students to see that standards demonstrated by the Home Economics teacher on mending clothing are attained.
f. Work with the Home Economics teacher to make a clothing chart or booklet, using pictures with labels for the different types of clothing.


a. List and learn in English such terms of courtesy as "Good Morning", "Good Afternoon", "Please", "Thank You", "Pardon Me", "I had a good time", etc.
b. Classroom discussion, demonstration of what one means by these terms. Dramatizations.

10. Assumes his share of the responsibility for the smooth functioning of the school and being a good school citizen.

a. Set up standards for a good school citizen.
b. Make a chart and self check.
c. Classroom discussions of how the smooth running of the school depends on each individual's being a good citizen.
d. Discuss privately with the individual his failure in being a good citizen.

11. Shows a friendly attitude toward others. (Visitors, employees, students.)

a. Classroom discussion in Navajo.
b. Invite a friend from the regular student body to the parties.
c. Invite a class from the regular student body to attend a special assembly, party, etc.
d. Dramatizations.
e. Receive visitors to the classroom.

12. Behaves properly with supervision in shows, church, assemblies, parties, dining room, etc.

a. Classroom discussion about how to act in church, assembly, shows, parties, dining room, etc.
b. Go as a group to these places, and discuss afterwards whether the behavior of the group met the standards set up.
c. Make an outline of desirable standards of behavior at such places.
d. Invite minister, dining room matron, home economics teacher, and others to the classroom to discuss desirable behavior at such places.
13. Expresses himself creatively through music, arts, or crafts.
   a. Decorate invitations, place cards, plates, napkins for parties.
   b. Make a booklet of drawings of the surroundings to take home and explain to parents.
   c. Experiment in as many media as possible.
   d. Make Christmas cards.
   e. Illustrate stories, charts, etc.
   f. Cooperate with advisers and other teachers in making things for parties, buildings, living quarters, and recreation rooms.

   a. Make a booklet of songs the group and teacher may select.
   b. Plan a program of patriotic songs, Christmas songs, etc.
   c. Sing carols at Christmas time.

15. Enters into such school activities as games, parties, athletics, hobbies, etc.
   a. Learn to play in classroom games he will need when he goes to parties.
   b. Plan and have a party for another group.
   c. Take trips to the playground and play games, using proper equipment.
   d. Cooperate with other teachers and advisers in putting on contests, parties, intramural sports, play days, picnics, etc.

16. Obey the traffic regulations of the community.
   a. Walk around the campus. Call attention to all signs and explain what each sign means. Make posters of the signs.
   b. Go to a bus stop and see what happens.
   c. Go with your class to town.

17. Carries on individual or group enterprises to earn spending money and spends his own money wisely for everyday needs.
   a. Make a small loom for weaving.
   b. Make Navajo dolls, toys, silverwork, tinwork, shell beads, combs, etc.
   c. Have a bazaar and sell the handicrafts.
   d. Use school bank.
   e. Raise and sell vegetables.

18. Understands the cost and value of what is being done for him at his school.
   a. Discussions in terms of the economy of life he has known.
   b. Write experience charts.
   c. Figure cost of food, laundry, dry cleaning, books, school supplies, etc.
   d. Discuss the cost of lights and water.
   a. Discuss in Navajo and English.
   b. Stress refunds due if earnings are below minimum income.

20. Count by 2's, 5's, and 10's.
   a. Count by 1's, 2's, 5's, and 10's in games, passing out classroom supplies, and in other situations that arise.

21. Responds automatically to all addition combinations.
   a. Solves problems using the combinations that grow out of everyday experiences.
   b. Have competitive games using flash card drills.
   c. Test frequently and keep progress chart.
   d. Make individual flash cards.
   e. Make and use games calling for keeping of scores.

22. Adds columns of two or three figures with carrying.
   a. Keep scores in games.
   b. Keep accounts in the store and bank.
   c. Keep accounts of his own money.
   d. Use drills.

23. Solves oral and written problems involving some simple addition and subtraction facts, which he meets in his everyday experiences.
   a. Keep scores in games.
   b. Keep accounts in the store and bank of his own money.
   c. Find his gain or loss in weight each month.
   d. Use shopping experiences and cost of transportation as a basis for problems.

24. Recognizes the different units of money and is able to count change.
   a. Conduct classroom sales of products, crafts, etc.
   b. Sell vegetables from the school garden.
   c. Have a school bank.
   d. List purchases after shopping in town, listing prices, etc.
   e. Make problems of everyday experiences when students buy articles.
   f. Count change after purchases at school or local stores.

25. Is able to weigh himself.
   a. Weigh himself and his classmates.
   b. Keep individual or class weight records.
   c. Weigh things, such as vegetables for sale, purchases in a self-help type grocery, etc.

26. Understands the meaning of halves, thirds, and fourths, and recognizes the symbols. (See Home Economics)
   a. Gather jars, cans, etc., to use in measuring.
b. Demonstrate the use of halves, thirds, fourths by using objects.
c. Divide recipes for the home economics teacher.

27. Understands and can use such common measures as feet, inches, yards, cup.
   a. Measures in making equipment, laying out gardens, making toys, laying out game courts.
b. Measure tables to determine how much oil cloth is needed to cover; blackboard or bulletin board space to determine amount of material needed; etc.

28. Tells time.
   a. Draw clocks for charts showing and telling when certain things are done, such as when school takes up, when dinner is served, etc.
b. Tell time by the clock in the schoolroom.
c. Estimate how long it will take to do certain chores or errands and check by the clock.

29. Is able to locate his reservation, his state, his school, and the surrounding states.
   a. Study maps.
b. Make maps.

30. Has some knowledge of the globe and is able to locate the large land and water bodies in the western hemisphere.
   a. Discuss the trip to school from the reservation, using relief maps.
b. Use globe in classroom.
c. Take trips to surrounding area to look for mountains, valleys, lakes, rivers to help clarify their ideas.

31. Know what factors determine the climate of a region and how climate affects plant and animal life.
   a. Keep weather charts.
b. Compare plant life on the reservation and on the campus.
c. Learn to read the room thermometer.
d. Measure rainfall and compare with rainfall on the reservation.
e. Discuss winds and their relationship to rainfall of the regions.

32. Observes and compares the weather of the Navajo area with the surrounding area.
   a. Activities the same as 31.

33. Knows something about current happenings on the reservation.
   a. Use Navajo newspapers.
   Exchange letters with reservation schools on current happenings.
b. Letters from home, clippings, exchange school papers.
c. Make use of magazine articles, Arizona Highways.
34. Knows something about outstanding events and where they take place.
   a. Use current newspapers and magazines.
   b. Listen to the radio.
   c. Use school newspaper, Navajo newspaper.
   d. Current events section on bulletin board.

35. Knows something about the history of the Navajo tribe.
   a. Make a mural depicting Navajo history.
   b. Work out pageants.
   c. Make booklets on Navajo history.
   d. Tell Navajo legends.

36. Knows something about Columbus, the Pilgrims, and the first Thanksgiving, Lincoln, and Washington.
   a. Have stories, dramatizations, murals, pictures, as holidays occur.

37. Knows the plant life on the campus.
   a. Take trips.
   b. Make booklets.
   c. Make leaf collections, spatter paintings, etc.
   d. Discuss value of plants and shrubs on the campus.
   e. Plant and care for flowers and shrubs.

38. Experiments to find out what plants and animals need for growth.
   a. Keep records of experiments, with drawings, etc.
   b. Have group discussions.
   c. Plant seeds in different kinds of soil.
   d. Water one plant and not the other.
   e. Experiment with plants and light, plants and air.
   f. Make and care for a school garden.
   g. List plants at home and at school.
   h. Watch pruning and know why it is done.

39. Can name the food he eats.
   a. Make posters, scrap books, etc.
   b. Discuss menus from dining room.
   c. Make excursions to gardens, markets, etc.
   d. Introduce new foods through class parties.

40. Knows why he eats a variety of foods. Attempts to learn to like new foods. (See Home Economics)
   a. Follow up home economics teaching with charts, posters, discussions, and simple reading materials.

41. Understands how foods contribute to health and growth.
   a. Make posters, charts, drawings, booklets, etc.
b. Take a stray dog or cat and give it good food.
c. Keep a weight chart.
d. Menu comparison (good lunch versus poor lunch in relation to vitamins).
e. Discuss in Navajo health conditions on the reservation.

42. Can prepare and serve a simple meal. (See Home Economics)

43. Practices with ease correct table etiquette. (See Home Economics)

   a. Class discussions.
   b. Make posters showing correct table manners.
   c. Cooperate with home economics teacher in preparing pupils for participation in meal serving in small groups.
   d. Eat with teacher as a class. Follow with discussion.
   e. Have a table in classroom. Set the table. Demonstrate and discuss manners, use of silverware, cups, glasses, napkins, trays, etc.

44. Washes dishes according to approved standards. (See Home Economics)

45. Keeps his surroundings clean and orderly. (See Home Economics)

   a. Set up standards for keeping his surroundings clean and orderly at home and in class. Check.
   b. Demonstrate how to put away books, cleaning equipment, classroom supplies, etc.

46. Assembles proper supplies and equipment to be used in cleaning rooms, washrooms, toilets, etc. (See Home Economics)

   a. List what would apply to classroom and school.
   b. Make cleaning cart or box for cleaning equipment.
   c. Make charts listing equipment needed for each type of cleaning job.

47. Tries to keep his clothing clean, in good repair, and in place. (See Home Economics)

   a. Find out from home economics teacher what follow up is desired after she demonstrates how to wash personal clothing, to press, etc.
   b. List the steps for doing this and use for reading.
   c. Discuss the desirability of washing personal clothing every night.

48. Knows how to use scissors, needle, thimble, tape measure, sewing machine, etc.

   a. Sewing corner in classroom available to students for spare time.
   b. Participates in sewing and needlework clubs.

49. Can make pot holders, tea towels, etc.

   a. Finishes in spare time projects started in home economics class.
   b. Makes articles in classroom for sale or to send home.
50. Can select materials needed and probable cost. (See Home Economics)
   a. Selects and estimates costs of materials needed for making classroom projects.

51. Can make simple garments. (See Home Economics)

52. Under competent instruction makes simple repairs of the equipment he uses. (See Shop)

53. Takes good care of the tools he uses and learns to use them correctly. (See Shop and Home Economics)
   a. Discuss what he is learning about tools.
   b. Discuss how he has been taught to care for tools.
   c. Make classroom charts with help of shop teacher on use and care of tools.
   d. Prepare reading material on the use and care of tools (with the help of the shop teacher).

54. Makes simple pieces of equipment needed by himself or the group. (See Shop)
   Activities for 52, 53, and 54.
   a. Repair screen doors, windows, tables when needed in the classroom with the help of the shop teacher.
   b. Repaint tables, chairs, etc.
   c. Put tools away and return tools borrowed from the shop.
   d. Ask shop teacher to help make wastebaskets, sewing baskets, shelves, screens, etc. for classroom.
   e. Ask the shop teacher to help make broom holders, racks, shelves, etc.

55. Understands and observes the shop rules of work and safety.
   a. Prepare for the shop teacher a chart listing safety rules to be observed in his shop.
   b. Make posters and charts for use by the shop teacher.

56. Understands and knows the importance of keeping his name and birthday.
   a. Have a birthday party each month for those who have birthdays that month.
   b. Practice filling out his own cards and blanks.
   c. Discuss their importance in such things as bank accounts, social security cards, driver's license, registrations.
   d. Discuss the confusion of records in changing names.

57. Converses in simple English sentences about his everyday experiences with some attention to voice inflection in questions and statements.
   a. Send children with oral messages, asking them to bring back answers.
   b. Compose experience stories and read orally.
   c. Have a weekly newspaper.
   d. Use soundscriber.
58. Pronounce correctly words that contain the following: th, n, ing, s, ed, p, m, cl, t, b, f, pu, bl, and, pl.
   a. Show the child the position of the lips, the teeth, the tongue in forming these sounds in words.
   b. Use flash cards. Place flash cards in room where they are available to children at any time.
   c. Write difficult words on charts.
   d. Teachers record on the soundscriber practice exercise using these sounds. Allow the child to listen. Then record their use of the same sentence. Play back both the teacher and the pupil's recordings so the child can hear the difference.

59. Uses the following correctly: in, on, under, to, two, from, again, up, down, this, that, here, and there.
   a. Use experience charts and games.
   b. Games. Give child directions on how to place preposition on or in.
   d. Children draw pictures illustrating words. Example: Birds in trees.

60. Follows oral and written directions of two or three sentences.
   a. Make charts for assigned room duties.
   b. Carries out simple directions he finds written on board or bulletin board.
   c. Goes on errands.

61. Knows and forms in manuscript the letters of the alphabet.
   a. Make charts, posters.
   b. Write letters home.
   c. Write invitations to parties, exhibits, etc.
   d. Write group letters and stories.
   e. Write own names and names of school, city, and state.

62. Writes and punctuates correctly the simple sentences he writes.
   a. Make charts, posters.
   b. Write letters home.
   c. Write invitations to parties, exhibits, etc.
   d. Write group letters and stories.

63. Composes and copies group letters, stories, etc.
   a. Copy letters, short stories, etc.
   b. Keep a daily news bulletin.

64. Spells the most common words he needs in the writing he does.
   a. Make a picture dictionary.
   b. Learn to write the words needed in letters.
   c. Keep an individual file of words learned for future reference.
65. Reads with ease and comprehension material at first grade level.
   a. Read a story. Have the child explain to the interpreter in Navajo the main thought of the story.
   b. Child reads stories of experiences.
   c. Reads stories of work in mines, on railroads, etc.
   d. Read Navajo Primer, Pre-primer, and Little Man's Family.

66. Understands the function of the heart.

67. Understands the function of the lungs.

   Activities for 66 and 67:
   a. Interpreter explain in Navajo.
   b. Use diagrams on the board.
   c. Trip to the slaughter pen to see the organs.
   d. Make comparison of sponge and water paralleling function of lungs and air in the body.
   e. Use opaque projector to enlarge small drawing of heart, lungs, etc. to larger size on the wall.
   f. Use films, 16mm., 35mm.

68. Trace the food through the digestive system.
   a. Use diagrams and pictures.
   b. Teacher-interpreter explain in Navajo.

69. Understands the function of the body skeleton and the relation of posture to good health and personal appearance.
   a. Tie plant in crooked position for a few days. Explain what happened when string held the plant in that position.
   b. Make posters showing good and bad postures.
   c. Get a chart of skeleton and discuss the function of the bones.
   d. Use toe line hitting the straight line of ear lobe, hip, and ankle.
   e. Write for and use Metropolitan Life Insurance booklets.
   f. Shadow picture of child's posture, good or bad.

70. Has an elementary understanding of common ailments and diseases.
   a. Discuss the purpose of medical examinations, immunizations, etc.
   b. Use microscope.
   c. Make a special study of common cold and common ailments.
   d. Use of handkerchief in sneezing and coughing.
   e. Illustrations showing spread of disease by coughing and sneezing.

71. Administers first aid in cases of minor injury.
   a. Care for minor injuries that occur in the classroom.
   b. Demonstrate how to care for minor injuries, to apply bandages, etc.
   c. Make a simple first aid kit or box for classroom use.
First Year

a
add
after
afternoon
again
air
airplane
an
and
answer
apples
April
apron
arm
auditorium
August
baby
back
bakery
ball
bank
barn
basket
bat
beans
because
bed
beets
bell
belt
big
bird
black
blanket
blouse
blue
board
book
boy (building)
bread
breakfast
broom
brother
brown
brush
bucket
bus
butter
button
cabbage
can
candy
car
card (report)
cars
 carrots
cat
cents
 cereal
 chair
 chalk
 change
 cheese
 chicken
 church
 circle
 clean
 cloth
 cloudy
 coat
 cold
 coffee
 comb
 cookies
 corn
 cotton
 cow
 cup
 dance
 day
 December
dining room
dinner
dishes
doctor
dog
dollar
door
down
dress
drink
dry
dust pan
ears
 east
 eggs
 eight
 eighteen
 eighty
 eleven
 envelope
 eraser
 excuse me
eyes
 face
 farm
 fat
 father
 February
 fence
 fifteen
 fifty
 fight
 fingers
 fire
 first
 five
 flag
 floor
 flour
 flowers
 fly
 foot
 flour
 forks
 forty
 four
 fourteen
 fourth
 Friday
 friend
 from
 fruit
 full
 game
 girls
 glass
 goat
 good
 good afternoon
 good morning
 grapefruit
 grass
 grey
 green
 gym
 hair
 half
 hall
 hammer
 handkerchief
 hands
 happy
 hard
 he

head
her
here
him
his
how
hoe
hole
home
horse
hose
hospital
hot
house
hurt
Ice cream
in
inch
iron
it
jail
Jan
January
June
July
key
kitchen
knife
last
laundry
leaves
left
legs
lemon
letter
lettuce
light
line
little
locker
long
loom
mail
man
many
map
March
May
me
meat
medicine
First Year (con't)

milk
minutes
Miss
Monday
money
mouth
mop
more
mother
morning
mountain
mouth
much
Mr.
Mrs.
my
nail
name
needle
new
night
nine
nineteen
ninety
no
noisy
north
nose
nothing
November
nurse
nuts
ocean
o'clock
October
office
oil
old
on (time)
one (hundred)
onion
orange (grove)
package
page
paint
pan
pants
paper
party
pass
paste
peach
peas
pencil
picnic
picture
pig
pin
plane (shop)
plant
please
pocket
policeman
potatoes
pound
pretty
prunes
purple
rabbit
radio
rain
rainy
raisin
rake
ready
record
red
right
roll call
round
rug
ruler
salt (shaker)
Saturday
saw
school (room)
scissors
second
seed
September
seven
she
sheep
shelf
shirt
shoes
shop
shovel
show
shower
sick
side
sink
sister
six
sixteen
sixty
skirts
sky
slips (girls)
soap
socks
south
spoons
stamps
star
steps (stairs)
story
stove
streets
string
sugar
summer
sun
Sunday
sunny
sunshine
supper
sweet
table
take away
teacher
teach
ten
thank you
that
the
there
they
third
thirteen
thirty
this
thread
three
Thursday
tie
time
tired
to
today
too
tomato
tomorrow
tonight
too
top
towel
town
train
day
tree
truck
Tuesday
twelve
twenty
two
under
up
walk
wall
water
we
Wednesday
week
well
west
wot
what
when
where
whistle
why
window
windy
winter
wool
word
work
yard (measure)
year
yellow
yes
yesterday
you
**First Year (cont')**

**VERBS**

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**PRESENT**

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SPECIFIC GOALS AND SUGGESTED ACTIVITIES

SECOND YEAR

1. Finishes work begun without wasting time.
   a. Display finished work.
   b. Make posters showing results of well used and poorly used time.
   c. Dramatize work situations.

2. With supervision plans use of his leisure time.
   a. Discuss use and misuse of leisure time.
   b. List worthwhile activities that individual can do.
   c. Make chart showing use of leisure time.
   d. Keep a record of individual's leisure activities.

3. Helps plan such group activities as games, parties, athletics, etc.
   a. Discuss nature of event considered.
   b. Learn and play games.
   c. Give a party.
   d. Attend athletic events.

4. Takes initiative in making friends.
   b. Invite outside groups.
   c. Greet and welcome visitors in classroom and on campus.

5. Makes and acknowledges introductions correctly when meeting people.
   a. Dramatize introductions.
   b. Use movies and film strips demonstrating correct introductions and acknowledgments.
   c. Introduce visitors or friends to teachers, advisors, principal, etc.

6. Helps new students to understand and observe rules of the school.
   a. Explain and demonstrate regulations.
   b. Check each other in observance of school rules.
   c. Demonstrate rules necessary to protect rights of majority in classroom.
   d. Serve as guide to new student until he learns his way around.

7. Uses good judgment in selecting a leader or class officer.
   a. Discuss the qualities of a good leader.
   b. Elect classroom officers.
   c. Let class officers call and conduct class meeting.
8. Is willing to serve as class officer or group leader when selected.
   a. Play games where leaders rotate.
   b. Appoint leaders and committee chairman for activities.
   c. Make a chart showing leaders who have served commendably.

9. Assumes his share of the responsibility in seeing that safety rules of the community are observed. (Traffic, fire, etc.)
   a. Make safety posters and signs.
   b. Make a frieze showing value of obeying safety rules.
   c. Make safety booklets.
   d. Fire drills.

10. Behaves properly without supervision in assemblies, shows, games, stores, etc.
    a. Classroom discussions.
    b. Visit places of interest; evaluate behavior.
    c. Make booklets illustrating desirable standards of behavior.
    d. Observe group behavior in assemblies and follow with discussion and evaluation.

11. Practices with ease correct table etiquette and carries on conversation with guests.
    a. Dramatize good table manners and conversation.
    b. Invite guests for tea.

12. Keeps his surroundings clean and orderly.
    a. Dramatize situations showing order and disorder in classroom, etc.
    b. Use classroom monitors.
    c. Visit other classrooms and dormitory units.
    d. Keep necessary cleaning equipment in working order.

13. Carries on individual or group enterprises to earn money and spends money wisely for every day needs.
    a. Raise vegetables for sale.
    b. Make aprons, tea towels, pot holders, book racks, stools, and metal articles for sale, with help of vocational teachers.
    c. Raise chickens and rabbits for sale.
    d. List classroom needs and determine how money is to be spent.
    e. Go shopping for needs.

14. Takes an active part in simple programs.
    a. Participates in group singing.
    b. Participates in group dancing.
    c. Uses pantomime and dramatizations.
    d. Plans and carries out assembly programs.

15. Expresses himself creatively through such media as clay, metals, fabrics, paint, etc.
a. Makes illustrations for class materials.
b. Uses clay expressing individual interests.
c. Uses original designs on fabrics.
d. Does wood carving, block printing, metal work, etc.

   a. Send children with oral messages and ask them to bring back the answers.
   b. Compose experience stories and read them to the group.
   c. Greet visitors and explain activities being carried on in classroom.
   d. Dramatize activities.
   e. Use soundscriber to secure improvement of voice inflection.

17. Uses the following sounds correctly in conversation: th, ing, s, ed, p, r, m, cl, t, n, f, pu, and b.
   a. Show child position of lips, teeth, and tongue to form those sounds into words.
   b. Drill on words containing those sounds.
   c. Use soundscriber.

18. Uses the following correctly in expressing himself about his experiences: a, the, and, off, across, together, over, through, some, these, those, in, into, on, and at.
   a. Write words on blackboard.
   b. Pronounce and discuss their use.
   c. Use words in sentences.
   d. Make experience charts.

19. Punctuates correctly a short paragraph using capitals, question marks, and periods.
   a. Write home letters.
   b. Write group stories.
   c. Write invitations and thank you letters.

20. Spells the most common words he needs in the writing he does.
   a. See goals 18 and 19.
   b. Make spelling booklets.

   a. Write home letters.
   b. Contribute to school newspaper.
   c. Write notes to classmates in the hospital.
22. Stands before the class and tells a story of four or five sentences about his experiences.
   a. Read experience stories.
   b. Make contributions from material previously read.
   c. Give reports of week-end activities, parties, etc.

23. Sounds correctly the plural forms of nouns he uses in conversation and uses the appropriate form of the article with each.
   a. Use drills.
   b. Play language games.

24. Recognizes and uses present and past tense.
   a. Refer to goal 23.
   b. Write experience stories and read them to the class.
   c. Give reports.
   d. Reads a group of sentences written in present tense using past tense for each verb, or vice versa.

25. Reads with ease and comprehension material of the third grade level.
   a. Encourage much reading of easy material.
   b. Check out library books.
   c. Listen to stories.
   d. Read stories to the group.

26. Follows oral and written directions of five or six statements.
   a. Refer to goal 16a.
   b. Use informal written tests.
   c. Carry out simple experiments.
   d. Use recipes and fellow shop rules.

27. Responds automatically to all subtraction and multiplication facts.
   a. After meaning of subtraction and multiplication is understood, use flash cards.
   b. Use drills.
   c. Use games.

28. Subtracts numbers involving borrowing.
   a. Drill.
   b. Make and solve every day problems.
   c. Balances bank books.
   d. Use counters such as beans, marbles, etc., to demonstrate borrowing.

29. Solves simple oral and written problems involving multiplication and subtraction facts which he meets in his every day experiences.
30. Has an understanding of what division means.
   a. Divide supplies in classroom.
   b. Divide ingredients in cooking.
   c. Divide equipment for games.
   d. Divide goods for serving family, parties, etc.

31. Uses $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \frac{1}{3}, \frac{1}{6}$, in measuring.
   a. Measure cooking materials.
   b. Measure sewing materials.
   c. Measure shop materials.
   d. Construct charts showing fractions.

32. Deposits and checks out money he has in school bank.
   a. Makes deposit slips.
   b. Writes checks and stubs.
   c. Keeps running balance.

33. Understands the sales tax.
   a. See goals 34 and 35.
   b. Discuss the purposes of sales tax.
   c. Makes change using tax tokens or pennies.

34. Can solve simple problems involving sales tax.
   a. Make posters of sales tax charts.
   b. Use posters in planning purchases.

35. Plans, purchases and pays for all purchases at once, adds totals, and counts the change.
   a. Go to school store.
   b. Use mail order catalog.
   c. Plan for the use of school funds.

36. Is able to make out withholding tax statement.
   a. Practice filling out approximate hectographed forms, using indelible pencil or ink.
   b. Have students bring in own withholding statements.

37. Understands the reason for income tax reductions.
   a. See goal 36.
   b. List ways of earning money.
   c. Discuss services provided by income tax.

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38. Knows how and why we get the money to run our schools.
   a. Secure information about operating expenses of school.
   b. List school expenditures.
   c. List taxes that contribute to school funds.

39. Is familiar with such forms and services as social security, postal money orders, postal notes, postal savings, registered, C.O.D., parcel post, and special delivery mail, bills, invoices, statements, receipts and mail orders.
   a. Read and fill out various forms.
   b. Visit Post Office and Express Office.
   c. Use above forms and figure cost of services.
   d. Discuss when advisable to use registered and special delivery mail services.
   e. Discuss safety in sending money by money order versus cash in letter.

40. Understands the importance of and benefits received through Social Security.
   a. Have students make application for Social Security cards if they do not have them.
   b. Stress the importance of keeping the same name used in making application, and remembering birth date.
   c. Stress importance of not losing card.
   d. Have students who have Social Security cards send for statement showing credit made to their accounts.

41. Understands the organization of the tribal government and his relation to it.
   a. Discuss organization of tribal government.
   b. Make diagram showing branches of tribal government and their relation to the individual.

42. Knows the United States Government is made up of three departments and the chief functions of each.
   a. Discuss Navajo Constitution.
   b. Discuss United States Constitution.
   c. Draw parallel between the two.
   d. Make pictorial chart showing three departments and chief functions of each.
   e. Stress regulation regarding change of name.

43. Knows the history of his tribe and relationship to adjoining tribes.
   a. Trace the migration of the Indian people from Asia.
   b. Review Navajo history.
   c. Discuss current events on the reservation.
44. Follows outstanding world events.
   a. Listens to news broadcasts on the radio.
   b. Reads newspapers and magazines.
   c. Use news reels.
   d. Discuss world events in class.

45. Locates the large mountains, lowland areas, principle rivers, lakes, and cities of the United States on a map.
   a. Use globe and maps in the classroom.
   b. Make a relief map.
   c. Make booklets and illustrate them.
   d. Discuss the influence of physical features of the United States on the life of the people.

46. Knows some of the principle resources and industries in nearby areas and knows something about their use and operation.
   a. Take trips to irrigation canals, orchards, dairies, cotton fields, farms, etc.
   b. Discuss some of the principle resources and industries.
   c. Discuss what types of jobs people are hired to do in these industries, the wages they get, etc.
   d. Make a mural showing the processing of products in industries visited.

47. Has some knowledge of the globe and is able to locate important countries.
   a. Use the globe and maps.
   b. Write to travel bureaus for illustrated materials of tours.
   c. Locate countries and places he hears and talks about in current event discussions.

48. Can read a map. (road, picture, physical)
   a. Trace the trip to school from the reservation using road and relief maps.
   b. Make a cartoon map of the state.

49. Knows how people depend on the resources of their environment.
   a. Take a trip to a local industry.
   b. Make a list of resources.
   c. Discuss the value of the listed resources and how the people of the community use them.
50. Has some understanding of the reservation resources and how they can be used and conserved.
   a. Make a list of the resources on the Navajo Reservation.
   b. Discuss what is happening to these resources.
   c. Learn what can be done (Krug Report for March, 1948), to conserve these resources.
   d. Use educational films such as: "Irrigation", "Soil Conservation", "Minerals", etc.
   e. Make a picture map of the reservation showing resources.
   f. Make graph showing value of reservation resources.

51. Observes and carries on simple experiments and gathers elementary facts before drawing conclusions.
   a. See goals 52, 53, and 54.

52. Plans and grows a school garden suitable to his environment.
   a. Consider the growing seasons.
   b. Consider the water available.
   c. Consider the type of soil.
   d. Consider the plants adapted to locality.

53. Knows how plants and animals depend on each other.
   a. Make and maintain a terrarium and an aquarium.
   b. Use films and other visual aids.
   c. Observe dependency of plants and animals in surroundings.

54. Experiments to find out what plants and animals need for growth.
   a. Plant seeds, bulbs, slips, etc., and observe development under varying conditions.
   b. Experiment with rats or other animals to see the effects of diet.

55. Understands how cattle, horses, and sheep herds can be improved on the reservation.
   a. Invite the agriculture teacher to talk to the class.
   b. Study charts picturing differences between breeds.
   c. Visit farms to observe local animals and compare them with those on the reservation.

56. Knows the breeds of cattle, horses and sheep that are most adaptable to the reservation.
   a. Write to the Navajo Service at Window Rock for information.
   b. Discuss advantages and disadvantages of different breeds in connection with adaptability to the reservation.
   c. See goal 54.
57. Knows what other areas of the world produce sheep and cattle.
   a. Do research in geography.
   b. Make maps to show where they are produced.

58. Knows the elementary principles of simple machines. (Screw, incline plane, wheel, axle, lever, etc.)
   a. Use film and science books.
   b. Work with various machines.
   c. List ways in which the machines are used.
   d. Find out about discovery of simple machines and how they have helped to improve living conditions.

59. Knows how to care for clothing and body to prevent body odors.
   a. Discuss cleanliness of person.
   b. Discuss cleanliness of clothing.
   c. Discuss the use of body odor preventives.
   d. Apply knowledge obtained.

60. Knows the seriousness of infant mortality among his people and ways to prevent infant deaths.
   a. Obtain material on subject from Navajo Service.
   b. Make graphs showing rate of mortality in comparison with other groups.
   c. Ask the doctor to discuss mortality prevention with the class.

61. Knows the seriousness of T.B. to his tribe and the prevention and treatment of the disease.
   a. Use "Navajos Fight Tuberculosis" by Mary Best.
   b. Use X-ray films from hospital.
   c. Apply activities of goal 59.
   d. Show films on tuberculosis among the Navajos.
   e. Make graphs showing comparisons with other groups.

62. Has an understanding of the causes, treatment and prevention of common ailments and diseases.
   a. List the causes and preventives of common diseases.
   b. List the symptoms.
   c. Practice proper health habits.
   d. Discuss the necessity for prompt medical care.
   e. Show films.
   f. Discuss the purpose and effectiveness of each immunization given during the school year.

63. Continues the study of First Aid and is able to care for minor injuries.
   a. Demonstrate artificial respiration, bandaging and control of bleeding.
   b. Discuss treatment of snake bites, frost bite, foreign bodies in the eyes, injured persons, etc.
c. Use film and literature provided by the Red Cross.
d. Discuss what to do to rescue one who is drowning.
e. Dramatize how to rescue a drowning person.

64. Dresses suitably for special occasions and seasons with what clothing he has available. (Selects becoming colors, types, etc.)
   a. Discuss suitable clothing for school, play, and parties.
   b. Illustrate booklets.
   c. See Home Economics.

65. Brushes, sponges, and cares properly for wool clothing.
   a. Follow up home economics demonstrations with class discussions, reading materials, etc.
   b. Check clothing.
   c. See Home Economics.

66. Knows how to wash and iron different materials.
   a. Follow up Home Economics demonstration on how to wash and iron different materials with study of sources of different kinds of materials.
   b. Make charts or booklets.
   c. See Home Economics.

67. Cuts and makes simple garments from patterns.
   a. Solve problems related to purchase of materials.
   b. Use pattern directions as reading material.
   c. See Home Economics.

68. Uses chart of seven basic food groups to classify foods available in his school and reservation environment and determines if simple foods are lacking.
   a. Make a chart showing the seven basic foods for use in home economics.
   b. List the available foods.
   c. Classify the foods and compare with reservation foods.
   d. Draw conclusions.

69. Plans balanced meal by using the chart of seven basic foods.
   a. Make a chart showing the seven basic foods, using both new and native foods.
   b. Compare daily menus with chart.

70. Makes simple repairs around the house.
   a. Repairs with assistance of shop teacher, doors, windows, tables, chairs, lockers, as need arises.
   b. Repaint and varnish classroom furniture.
71. Cleans a house using modern equipment.
   a. Demonstrate the use of equipment used in classroom.
   b. Demonstrate the care of equipment used in classroom.
   c. See Home Economics.

72. Knows he must learn to handle unfamiliar equipment before using without supervision.
   a. Discuss the danger of using unfamiliar equipment.
   b. Make posters.
   c. See shop and home economics.
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dipper  
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ring talk your
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roast think your
rope thirds your
rough those your
rows through your
saddle ticket your
safe tight your
sand together your
sandwich tongue your
same tools your
sauce trader your
scales trash your
scraps trip your
screen turnip your
screw (driver) us your
shade vegetables your
shoulder very your
silver visitor your
sidewalk wagon your
skin warm your
INFINITIVES

to borrow
to bring
to finish
to help
to know
to listen
to live
to rest
to save
to stay.

MAY 1

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SPECIFIC GOALS AND SUGGESTED ACTIVITIES

THIRD YEAR

1. Budgets with supervision, his classroom and outside time.
   a. Have classroom discussions.
   b. Make charts showing time available for outside activities.
   c. Make charts showing time available for classroom activities.
      (Count school hours -- count classroom hours)

2. Is friendly toward those with whom he comes in contact outside the school environment.
   a. Invite outside groups to parties.
   b. Take guests on campus tours.

3. Participates with confidence in group activities (feeling of security in dancing, athletics).
   a. Give square dances and invite other groups.
   b. Plan parties.

4. Takes an active part in student government and plans general school activities.
   a. Elect classroom officers.
   b. Organize assembly programs.

5. Is able to conduct a simple business meeting.
   a. Organize room by electing class officers.
   b. Let the elected officers call a class meeting and solve class problems.

6. Budgets his money to purchase necessities before luxuries.
   a. Discuss what are necessities and luxuries.
   b. Discuss proposed purchases.
   c. Help with individual shopping.

7. Responds automatically to the division facts.
   a. Make use of flash cards.
   b. Make use of games.
   c. Divide recipes.

8. Divides with one and two figure divisors.
   a. Demonstrate the process.
   b. Use drills.
9. Adds, subtracts, multiplies, and divides common fractions as they arise in his everyday experiences.
   a. Use weight charts.
   b. Use shop and Home Economics activities.

10. Knows and uses the following measures: ounce, pound, ton, month, and year.
    a. Have demonstrations.
    b. Estimate weights of common objects.

11. Solves oral and written problems involving division of fractions and measures which he meets in everyday life.
    a. Make an arithmetic note book keeping a list of everyday arithmetic experiences.

12. Has many experiences making change and understands sales tax.
    a. Sell vegetables from school garden.
    b. Conduct class and school bazaars, sales, etc.

13. Understands and uses the school bank.
    a. Demonstrate by means of dramatization.
    b. Keep daily records of own classroom deposits.
    c. Practice writing checks and deposit slips.
    d. Discuss use of bank as safe place for keeping money.
    e. Compare school bank with local banks.

14. Knows how to make income tax returns on the short form.
    a. Get short forms and practice making them out in class.
    b. Help any individual who needs to fill out short form on wages earned during the summer.

15. Understands the importance of keeping important papers such as bank statements, birth certificates, census numbers, insurance policies, social security, income tax statements, bonds, and receipts of all kinds.
    a. Have class discussions using interpreter.
    b. Collect samples and make a scrapbook.

16. Speaks distinctly with good voice inflection.
    a. Use of recording machine.
    b. Read stories to other groups.
    c. Do choral reading.

17. Is at ease when speaking before groups of classmates.

Activities the same as 16.
16. Uses correctly the personal pronouns needed in everyday life.
   a. Make use of oral games.
   b. Make use of written exercises.
   c. Make individuals aware of common errors in pronoun use, and remind each other.

19. Reads with ease and comprehension materials on fifth grade level.

20. Reads a paragraph to get the main thought.

21. Knows how to outline a paragraph or two selecting the main thought and supporting details.
   a. Make classroom chart showing outline form.
   b. Have class discussions.
   c. Outline science and social studies material.
   d. Make outline of a short oral talk.

22. Uses index to locate material in reference book he needs.

23. Uses the dictionary for meaning and pronunciation of words (long and short sounds of vowels, accent marks).
   a. Keep list of new words learned.
   b. Write stories or sentences using new words.
   c. Use recording machine to check pronunciation.

24. Develops the habit of reading for pleasure.
   a. Share reading experiences with other groups.
   b. Make pocket reading charts for keeping individual reading records.

25. Composes and writes letters, stories, and reports of two or three short paragraphs.
   a. Write stories:
      1. Trip to and from school.
      2. About vacation.
      3. Off reservation employment.
      4. Original stories.
   b. Write letters:
      1. Friendly letters.
      2. Letters home.
      3. Invitations.
   c. Reports:
      1. Trips, field.
      2. Meetings--Tribal and district.

26. Is able to read and summarize short stories and articles.
   a. Read a story and write a summary of story.
27. Punctuates correctly the paragraphs he writes (commas in dates, series of words, and in direct address, simple direct quotation marks).
   a. Write down conversations in stories.
   b. Put a paragraph on the board and have the children put in punctuation marks.
   c. Checks all written work before handing it in.

28. Spells correctly the words he needs in his writing.
   a. Play spelling games.
   c. Work crossword puzzles.
   d. Keeps individual file of words asked for.

29. Reads current magazines on his reading level.
   a. Keep a list of magazines they read.
   b. Make a magazine rack for the classroom.
   c. Check magazines in and out of library.
   d. Use magazines for reference material.

30. Listens to a daily news broadcast and is able to take part in discussions of news.
   a. Learn to follow daily schedule of radio programs.
   b. Post a daily schedule on class bulletin board.
   c. Learn to operate and care for the radio.
   d. Use magazines for reference material.

31. Has an elementary understanding of United States history and its relationship to the American Indians.
   a. Make murals.
   b. Read stories.
   c. Write original stories and dramatize.
   d. Make a map showing original location of Indian tribes, and how these tribes were gradually pushed back.
   e. Discuss when and how Indians gained citizenship.

32. Knows how the earth and life upon it are dependent upon the air and sun.
   a. Simple experiments.
      1. Plant seeds in small pots and place in different degrees of light.
   b. Have class discussions.
   c. Make weather chart.
   d. Read science materials giving information on these points.

33. Understands where the moon gets its light and why it has different shapes.
   a. Carry on simple experiments.
   b. Read about the moon in its different shapes.
   c. Visit a planetarium.
   d. Make a planetarium in the classroom.
   e. Discuss ideas different peoples have about the moon.
34. Knows the cause of day and night, seasons, and effect upon life.
   a. Perform simple experiments by using a globe and light bulb.
   b. Let interpreter make explanations and conduct class discussions.
   c. Observe and note seasonal changes of plants and animals around
      the school.

35. Knows how soil and climate affect the life of a region.
   a. Draw comparison between Navajo reservation and school area.
   b. Make use of visual aids.

36. Understands why different regions have different climates.
   a. Study maps making comparison of present locality and home.

37. Knows what causes rain, snow, sleet, hail, dew, frost, and fog.
   a. Observe frost on window panes.
   b. Perform simple experiments by observing the sweat on a glass
      of cold water on a hot day.
   c. Observe natural climate around them.
   d. Use reference material.

38. Understands the effect of rainfall and wind on various regions.
   a. Take field trips to observe effects of wind and rain on soil
      and plants.

39. Understands the causes of earthquakes, tornadoes, thunder and lightning.
   a. Make use of visual aids.
   b. Make use of pictures and reference materials.

40. Knows resources and industries of the local communities.
   a. Obtain movies from Chamber of Commerce or local industrial plants.
   b. Take field trips.
   c. Read reference material.
   d. Discuss the qualifications one needs for various jobs in local
      industries.

41. Has an understanding of the principle resources of the United States, how
    they are used and how they can be conserved.
   a. List principle resources of the United States.
   b. Make use of films.
   c. Make charts showing how the resources have been exhausted.
   d. Make extensive use of reference materials and make class reports.
   e. Make picture and products maps.
42. Make a study and compare with other sections of the United States, the
most prevalent diseases of his tribe: tuberculosis and infant mortality.
   a. Have doctor or nurse visit class and talk to them.
   b. Make charts, posters and graphs.
   c. Show health films.
   d. Make extensive use of reference materials.

43. Knows the causes, prevention, and treatment of such diseases, as impetigo,
diphtheria, typhoid fever, smallpox, venereal diseases and common colds.
   a. See films and pictures.
   b. Use of films and pictures.
   c. Make posters.
   d. Makes appointment with doctor or nurse to secure information.

44. Knows the importance of preventative medicine.
   a. Write stories of the history of the different shots and make
      booklets.
   b. Use films and pictures.
   c. Write Insurance Companies for material.

45. Knows how water becomes contaminated and how to make it safe for drinking.
   a. Perform experiments using microscope examining different
      specimens of water.
   b. Boil water.
   c. Show films and pictures.
   d. Visit city or school water works.

46. Knows why he should avoid exposure to extreme weather (wet or inadequate
    clothing).
   a. Use films and pictures.
   b. Observe young animals to see the effect of extreme cold on them.
   c. Make a study and booklet on different kinds of weather.

47. Knows the kind of diet that should be prepared for an infant.
   a. Use posters, films and pictures.
   b. Read pamphlets on child care.
   c. Have Home Economics teacher or nurse talk about diet. (See
      Home Economics)

48. Knows that sanitation is important in the handling of food.
   a. Use films and pictures.
   b. Study about how germs are transmitted.
   c. Have guest speakers.
   d. Make posters.
49. Knows why good ventilation should be maintained in sleeping quarters, school room and homes.
   a. Show films and pictures.
   b. Read material in health books.
   c. Have demonstrations on how to ventilate a room.
   d. Read the thermometer.
   e. Make posters.
   f. Have individuals check and maintain a good ventilated classroom.

50. Knows what medical services are available for his use and how to make use of them.
   a. Make a trip to the hospital.
   b. Contact local Red Cross unit and see what they have to offer.
   c. Contact the Social Worker.
   d. See films and pictures.
   e. Obtain information about first aid and first aid stations.
   f. Make posters.

51. Takes the Junior First Aid Course and is able to get a Junior Red Cross Certificate.

52. Observes safety measures in operating equipment (as in exploratory courses).
   a. Elect safety officers from class.
   b. Take part in discussions.
   c. Make use of games.
absent  butterfly  deer  grove
accident  campus  dependable  guardian
afr aid  cancel  dessert  guest
against  candle  detail  gun
aid  cape  dictionary  half dollar
airport  capitol  different  hang
alone  careless  diptheria  hard water
alphabet  carpenter  direction  hat
always  cashier  disease  healthy
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another  chart  earthquake  hill
anytime  cheer leader  ease  holiday
among  cheerful  easy  home economics
around  chickenpox  edgy  host
artery  chisel  edge  hostess
ashes  chorus  education  hotel
as much as  cigarettes  elbow  hour
assembly  citizen  elective  how many less
assignment  clay  electricity  how many more
athletics  cleanliness  enough  idea
attention  clear  equipment  impetigo
aunt  clerk  factory  impure
bad  climate  faith  income tax
bag  cloudy  fall  index
balance  club  fast  interesting
bandage  coast  fastest  infection
bananas  cocoa  faucet  invitation
band (music)  columns  feathers  iodine
base  committee  few  iron (metal)
basement  cone  field day  ironmonger
bashful  correct  figure  job
bench  cost  fire  journey
between  couple  escape  judge
blanks  court  first aid  knuckles
bookcase  cousin  file  lady
booklets  crooked  film  lamp
boots  cross cut  flash  land
bottle  crowd  flat  language
bott om  cuff  flies  lard
branches  dump  flood  large
breeze  danger  foolish  larger
bride  dangerous  folks  largest
bright  dark  fountain  late
buckle  date  frame  later
building  daughter  grand  latest
bulb (light)  daylight  gravel  lave
bundle  day  grasshopper  lesson
business  deal
| Level  | License  | Lightning  | Limb  | Liquid  | List  | Lock  | Loose  | Loud  | Low  | Lower  | Lowest  | Magazine  | Manager  | Names  | Mark  | Margin  | Matron  | Mattress  | Mean  | Measles  | Meeting  | Medium  | Mercurochrome  | Metal  | Middle  | Minutes  | Minus  | Mirror  | Mistake  | Moisture  | Money  | Order  | Most  | Moural  | Music  | Narrow  | Nationality  | Nature  | Naughty  | Near  | Necktie  | Negative  | Neighbor  | Never  | Nest  | Nice  | Noon  | Now  | Oatmeal  | Often  | Order  | Ounce  |
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SPECIAL GOALS AND SUGGESTED ACTIVITIES

FOURTH YEAR

1. Budgets his time without supervision.
   a. Lists the activities he would like to include in his schedule.
   b. Makes a schedule of daily activities from rising time to bed time. (individual)
   c. Makes classroom schedule. (individual).

2. Volunteers his services willingly.
   a. Tells class how he or someone else has helped others in need.
   b. Write the beginning of a story on the board which gives a situation where help is needed. Let the child finish the story.
   c. Study the Boy Scout Creed.
   d. Creates situations.

3. Develops ability in planning, participating, and in assuming leadership.
   a. Serves on committees in planning parties, trips and programs.
   b. Assumes the responsibility of seeing that planned activities are carried out.

4. Assumes responsibility in student affairs.
   a. Ask student council members to come into classroom and talk to class, giving them information as to how it works.
   b. Has a knowledge of Navaho Tribal Council and how the members serve the Navaho people.

5. Is at ease when speaking to a group other than his class.
   a. Put on assembly programs.
   b. Delivers messages or makes reports to other groups.
   c. Tells daily school news to students in the hospital.
   d. Explains and directs games at social gatherings.

6. Uses the personal pronouns he needs.
   a. As the need arises use drill exercises to fix correct form in his mind.

7. Reads with ease and comprehension material on the seventh grade level. (Is accomplished through all teaching).

8. Has ability to find reference material and report to class.
   a. Goes to the library to see what reference books are available.
   b. Locates information in different books (with the aid of librarian) and makes report to class.
9. Develops habit of reading a variety of literature.
   a. Have student keep record of books he reads.
   b. Organize a reading club.
   c. Visit library to find out where reading materials can be found.
   d. Find out which materials are in library (reference books, newspapers, magazines, books, etc.)
   e. Makes report to class on the interesting material he has read.

10. Composes and writes letters, stories, and reports of two and three paragraphs with correct form and punctuation.
   a. Writes letter home at least once a month.
   b. Writes simple business letter. (application)
   c. Writes letters for free materials needed in carrying on some activity.
   d. Writes "Thank You" letters.
   e. Writes friendly letters avoiding hackneyed phrases.
   f. Writes invitations.
   g. Writes original stories based on experiences.
   h. Makes reports on current events, etc.
   i. Fills in order blanks correctly.

11. Assumes responsibility for keeping conversation going.
   a. Carry on informal conversation in class.
   b. In Home Economics classes serve and be responsible for keeping conversation going at a meal.
   c. Converses at dining table.

12. Reads carefully all forms and documents and understands them before signing his name to them.
   a. Study different forms of documents with which he may be concerned. (leases, deeds, titles, etc)
   b. Explain duties of a Notary Public.
   c. Observe signature and seal of Notary on legal papers.
   d. Discuss the importance of understanding any document before affixing signature to it.

13. Knows what information can be secured from a newspaper.
   a. Read different sections of a newspaper.
   b. Find sports page.
   c. Find editorial page.
   d. Find advertisements. Find out what is contained in them.
   e. Classified ads.
   f. Find current events, weather, movies, etc.

14. Knows the difference between statement of fact and opinion.
   a. Discuss meaning of facts and opinions.
   b. Write statements which are facts and opinions.
   c. Find articles from newspapers which are facts.
   d. Write statements which are opinions.
   e. Find articles from newspaper or magazine which are opinions. (editorials)
15. Knows how to courteously disagree with the opinion of others.
   a. Practice courtesy in classroom discussions.
   b. Carry on informal discussion.
   c. Use polite forms in disagreeing with another person such as, "I'm sorry, but I can't agree with you", or "I'm sorry, but I believe you are mistaken," instead of "You lie".

16. Can make an outline of informational reading material.
   a. Outlines in writing history, science, health material, etc., as aids to study.
   b. Reads informational material keeping in mind the main and sub-topics.

17. Can gather information from several sources to answer a given problem.
   a. Selects material related to his problem and rejects unrelated material.
   b. Organizes the material gathered from several sources into outline form.

18. Adjusts his type of reading to the type of material being read.
   a. Reads narrative material for general ideas.
   b. Reads informational material to get main and sub-topics.

19. Is able to fill out questionnaires and application blanks pertaining to jobs.
   a. Get blanks and fill them out.

20. Knows how to apply arithmetic fundamentals to everyday problems.
   a. Figures wages.
   b. Figures deductions from wages.
   c. Figures family and personal budgets.

21. Has ability to apply knowledge of weights and measurements.
   a. Show film on measurements and weight.
   b. Classroom measurements: charts, lettering, boards, windows, width, and length of rooms, height charts.
   c. Make graphs.

22. Knows how to use a bank.
   a. Fills out deposit slip correctly.
   b. Fills out check correctly.
   c. Fills out check stub correctly.
   d. Uses ink in filling out checks.
   e. Make trip to bank for the purpose of obtaining information and needed blanks.
23. Keeps record of employment and income tax statements and unemployment benefits.
   a. Secure income tax forms and practice making returns.
   b. Write problems based on experience of employment (if possible).
   c. Keeps record of money earned and money received from home, amount spent, etc.

24. Has elementary understanding of how and why taxes are collected and their uses.
   a. Make problems comparing cost and saving on large number of purchases with that of small number. If necessary to buy several articles, pay for all at once to save tax.
   b. Finds out about different kinds of tax with which he comes in contact. (Sales, luxury, automobile, gasoline, property, etc).
   c. Interview official to find out cost of maintaining school.
   d. Find out where money comes from to maintain school.

25. Is able to solve arithmetic problems in simple interest and per cent.
   a. Make and solve problems based on running of school store or class activity.
   b. Find amount of money deducted from check.
   c. Find out per cent deducted.
   d. Find out about per cent saved in paying bills within 30 days.
   e. Find out the difference in cost of car purchased on installment plan and cash plan.

   a. Secure moving picture on diseases (tuberculosis, etc).
   b. Discuss picture.
   c. Children arrange for doctor or nurse to come to classroom and talk about importance of early treatment of disease.
   d. Write illustrated stories on importance of early treatment.

27. Understands proper child care.
   a. Secure moving picture on child care.
   b. Discuss movie.
   c. Make posters on child care.
   d. Work with Home Economics teacher to follow up the study made in Home Economics class.

28. Has elementary understanding of the functions of the five senses.
   a. Read to find out what the five senses are.
   b. Make drawings to illustrate the care of the eye, ear, etc.
   c. Make booklets on care of the eye, ear, etc.
   d. Test hearing and sight.

29. Understands how milk and water supplies are safe guarded.
   a. Visit dairy.
   b. Study pasteurization. Pasteurize some milk.
c. Visit water supply.
d. Read about and discuss diseases caused by impure milk and water.
e. Use a microscope.

30. Understands importance of pure food laws.
   a. Read about and find out about the importance of pure food laws.
b. Visit store to examine labels.
c. Make charts.

31. Knows and understands the importance of water in community life.
   a. Compare precipitation of his community with different sections of the country. Discuss the effect on plant life, animal life, and industry.
b. Visit irrigation projects.
c. Read about and discuss different methods of irrigation.
d. Locate areas that are irrigated.
e. Find out what possibilities are open to Navahos to get irrigated land.

32. Knows the effect of expansion and contraction of water.
   a. Place bottle or glass of water to freeze and observe.
b. Boil water and observe.
c. Read thermometer—find out freezing and boiling points.

33. Has a knowledge of local employment possibilities.
   a. Make a trip to state employment office for purpose of finding what employment is available in the locality and get sample application blanks.
b. Study and fill out application blanks.
c. List ways of getting employment other than employment offices.
d. Contact local unions.

34. Has elementary understanding of the functions of the three branches of the Federal Government.
   a. Set up classroom as the three branches, and let a law be passed by the Legislative branch, then go to Executive and Judicial branches.

35. Knows the elective offices of local government, (city, county) and their functions.
   a. Visit some or all of the offices to get information as to how local government operates.
   b. Make a chart of local government showing offices and functions.

36. Knows qualifications for voting in his native state and the state where he resides.
   a. Discuss the reason why every citizen should vote.
b. Compare voting qualifications in different states (native resident).
c. Write to Secretary of State of Arizona and New Mexico, and state where he resides and ask for information on qualifications of voters.
d. Get sample ballots and mark them.
e. Make a chart of qualifications of new Mexico, Arizona, and state where they reside.

37. Learns to evaluate the candidates and their platforms.
   a. Carry out school elections.
   b. Discuss current elections and underlying issues.

38. Learn to cope with all discriminations without developing complexes.
   a. Discuss the different kinds of discriminations with which people meet.
   b. Study the lives of outstanding people who have succeeded despite discrimination. (Booker T. Washington)

39. Has elementary understanding of Labor Unions.
   a. Contact local unions for information.

40. Knows how to find desirable living quarters.
   a. Contact local rental agencies.
   b. Contact Y.M.C.A. and Y.W.C.A.
   c. Visit a hotel and learn how to register.
   d. Compare hotel rates with that of other rooms.

41. Knows how to find wholesome recreation.
   a. Movies.
   b. Ball games.
   c. Church organizations.
   d. Y.M.C.A. and Y.W.C.A.
   e. Indian Centers.
SPECIAL GOALS AND SUGGESTED ACTIVITIES

FIFTH YEAR

1. Has knowledge of law and order as administered on the reservation and off the reservation.
   a. Secure copies of law codes from the Tribal Council.
   b. Secure state vehicle code.
   c. Have representatives of Indian and State departments come to talk to pupils and explain the laws.
   d. Visit a court room and a jail.
   e. Make posters.
   f. Write letters requesting information regarding 1 and 2.

2. Knows how and where to obtain assistance, i.e., from police department, fire department, ministers, etc.
   a. Visit fire department.
   b. Learn how to turn in a fire alarm by telephone and box.
   c. Study duties of a policeman.
   d. List available people and organizations who will help when need arises.
   e. Have policeman talk to the class.

3. Knows the meaning of trademarks such as Grade A, Grade B, sanforized, sterilized, etc.
   a. Collect labels from newspapers, magazines, cartons, etc.
   b. Make a trip to drug and grocery stores and find labels.
   c. Examine clothing for trademarks and for labels.

4. Uses good judgment in purchasing. (Budgeting).
   a. Budgets his allotment for one week, one month, etc.
   b. Keep and income and expense account.
   c. Discuss wise buying.
   d. Visit a clothing store and examine clothing for quality.
   e. Compare prices of food in season and out of season.
   f. Discuss advantages and disadvantages of saving.
   g. Secure and study saving tickets.

5. Knows the importance of ways to save money such as bonds, savings, accounts, insurance, postal savings, etc.
   b. Discuss payroll savings plan.
   c. Examine insurance policy and discuss its advantages for savings and protection.
   d. Discuss protective measures used in banking.

6. Knows the health facilities available to him in his community.
   a. Make a list of hospitals, clinics, and medical centers available to him. (Both state and local).
b. Locate each and tell what each offers.

c. Name field nurse and tell how to get in touch with her.

d. Study Blue Cross plan.

e. List usual cost of treatment by private physician.

f. Discuss x-ray, iron lung, etc.

g. Discuss treatment used by medical doctor, chiropractor, and osteopath.

7. Understands the advantages of public utilities and how they are maintained.

a. List public utilities available to people in a city as compared with rural areas.

b. List services rendered by each.

c. Estimate cost of those utilities in a home and why we pay for them.

d. Visit the water works, garage, disposal plant, sewage disposal plants, etc.

e. Discuss ownership of public utilities and how they guard health.

8. Knows what recreational facilities are available and his responsibility in using them.

a. Name and discuss recreational facilities and their value.

b. List available facilities.

c. Discuss our part in taking care of the equipment we use.

d. Discuss the cost of these facilities.

9. Understands his responsibilities in work ethics.

a. Discuss the necessity of not quitting a job without notifying the employer.

b. List qualities necessary for a good work recommendation.

c. Discuss references and letters of recommendation.

10. Understands and cooperates with community organizations such as Community Chest, Red Cross, FTA, Boy Scouts, etc.

a. List organizations sponsored by the Community Chest.

b. Prepare a list of services rendered by Senior and Junior Red Cross.

c. Contribute to Christmas Seal and March of Dimes funds.

d. Discuss services rendered by each.

11. Has a general knowledge of the different forms of government in the world today and appreciates the advantages of a democracy.

a. List organizations advocating various ideas of other governments.

b. Name and give examples of the different types of government.

c. List advantages of being an American citizen.

12. Understands the responsibilities of a voter.

a. Discuss meaning of registration.

b. Examines a ballot and marks it.

c. Discuss reasons for not taking a bribe, and need for knowing about candidates and party platforms.

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13. Knows how to vote.
   a. See No. 12.

14. Knows that banks provide safety deposit boxes for keeping valuable papers.
   a. Visit a bank or office and see safety deposit box vault.
   b. Discuss why papers are safe in a safety deposit box.

15. Knows legal papers involved in the sale of cars, houses, and lands.
   a. Examine certificate of title and certificate of ownership for a car.
   b. Discuss their value, and the importance of keeping them safe.

16. Knows about the draft law and how to register.
   a. Discuss provisions of draft law and study the procedure used for registering.

17. Reads with ease and comprehension material on the eighth grade level.
   a. Keep record of books read.
   b. Provide abundant material for leisure reading on his interest level.

18. Skims to get general story or significance of a selection.

19. Spells the hundred spelling demons.

20. Speaks or writes from a prepared outline.


22. Knows the technique of job finding.
   a. Find out what Civil Service jobs are available. Where to get this information.
   b. Fills out Form 37.
   c. Visits State Employment Office.
   d. Finds out how to make application for employment.

23. Knows how to improve self while on job. (night school, YW & YMCA)
SPECIFIC GOALS AND SUGGESTED ACTIVITIES

HOME ECONOMICS - FIRST YEAR

1. Is neat and clean.
   a. Bathe with warm water and soap.
   b. Nails clean and trimmed.
   c. Hair clean and combed.
   d. Clothing clean

   a. Uses please, thank you, excuse me, etc.
   b. Enter room or building quietly and orderly.

3. Practices with ease correct table etiquette.
   a. Handles correctly knife, fork, spoon.
   b. Keeps food on the plate.
   c. Eats and drinks quietly.
   d. Sits straight and at ease.

4. Keeps his surroundings clean and orderly.
   a. Clean and orderly work table.
   b. Stores utensils and materials orderly in place.
   c. Show use of mop, scrub brush, cleaning powder, soap, etc.

5. Carries on individual or group enterprises to earn spending money.

6. Spends his own money wisely for everyday needs.

7. Understands the cost and value of what is being done for him at school.
   a. Cost of food.
   b. Cost of clothing.
   c. Cost of dental care.

8. Understands how foods contribute to health and growth.
   a. Building of muscle, blood, bone.
   b. Keeping one well.

9. Keeps the body clean and free from odors.
   a. Frequent bathing, dry well.
   b. Changes clothes often.
   c. Needed use of deodorants.

10. Tells time accurately.
11. Understands and can use such common measures as inches, feet, yards, spoons, cups.
   a. Measures cloth for garment.
   b. Measures material used in cooking.

12. Can prepare and serve a breakfast.
   a. Cooks cereals and fruit.
   b. Makes coffee, cocoa, tea, toast.
   c. Set table and serve.

13. Attempts to learn new foods.
   a. Tries all new foods, taking small servings.

14. Can name the foods he eats and handles.
   a. Can name foods actually handled. (1st hand experience)
   b. Use menus to learn names.

15. Learns to wash dishes according to approved standards.
   a. Show how to scrape, rinse, etc.
   b. Use of hot water and soap, scalding with boiling water, and draining.

   a. Show proper way to wash towels, aprons, lunch cloth, etc.

17. Keeps his clothing clean, in good repair and in place.
   a. Show how to wash, iron, mend, sew on buttons, and put away.

18. Learn the correct way to wash and iron personal clothing.
   a. Discuss type of material washed,
   b. Explain different temperatures of water and iron needed for different types of material.
   c. Use of different kinds of soap.

19. Can select material needed and know probable cost.
   a. Select material for slip, dress, apron that is needed.
   b. Counts the probable cost of material.

20. Can make simple garments, such as slip, brassiere, simple blouse, etc.
21. Under instruction make simple repairs of the equipment he uses.
   a. Tighten screws in door hinge.
   b. Put door knobs on.

22. Takes good care of the tools he uses and learns to use them correctly.
   a. Keeps tools clean, dry, put away after use in proper place.
   b. Use of hot irons.

23. Makes simple pieces of equipment needed by himself or the group.
   a. Make sewing box.
   b. Make recipe box.

24. Has a good attitude toward his work and school.

25. Learns name of utensils and what each is used for.
   a. Pots for stewing, boiling.
   b. Pans for baking.
   c. Measure with cup, spoon.

26. Knows how to clean linoleum and wood floors.
   a. Use of broom and mop.
   b. Use of soap, hot water, clean cloths, etc.

27. Knows the meaning of half, thirds, fourths, and recognizes the symbols.
   a. Divide recipes.
   b. Measures \( \frac{1}{2}, \frac{1}{3} \), of cup as called for in recipes.

28. Knows how to dispose of different kinds of garbage and trash.
   a. Things that can be burned.
   b. Things used for animal food.
   c. Things that have to be hauled away.
SPECIAL GOALS AND SUGGESTED ACTIVITIES

HOME ECONOMICS - SECOND YEAR

1. Check to see that learnings of first year are applied.

2. Knows how to use and care for different kinds of stoves.
   a. Clean stove inside and out.
   b. Clean soot boxes and ash pan.

   a. Use of soap and water, types of cleaner to use, care in putting away.

4. Knows how to store food in refrigerator.
   a. Show the place in the refrigerator to store different types of food.
   b. Store food in covered containers.

5. Knows how to keep supplies free from flies and vermin.
   a. Use of sprays, roach powder, store in covered containers.
   b. Seal holes where mice enter.

6. Knows how to keep the kitchen clean and orderly.
   a. Put things away.
   b. Keep floors, tables and equipment clean.

7. Knows how to care for and store cleaning equipment.
   a. Keep oiled and waxed rags in covered cans.
   b. Have box to hold equipment.

8. Knows how to clean and care for different types of floors and woodwork.
   a. Use of soap and water.
   b. Use of wax, oil, and wet mops.

   a. Use of soap and water.
   b. Use of liquid and powder cleaners.
0. Knows how to care for milk.
   a. Keep container washed with soap and water, scalded and sunned.
   b. Show how to store milk in covered containers.

1. Knows how to cook eggs four different ways; poached, boiled, fried, scrambled.

2. Knows how to make three kinds of hot breads; biscuits, corn bread, muffins, hot cakes.

3. Knows how to cook potatoes three ways: boil, bake, scallop, fry.

4. Knows how to cook two green leafy vegetables: with butter, with meat.

5. Knows how to cook meat three different ways: boil, fry, stew.

6. Knows how to make two kinds of simple salads: vegetable, potato.

7. Knows how to make a basic cookie and vary it three ways.


9. Knows how to prepare and serve a simple lunch.

10. Knows how to set a table properly for lunch.

11. Knows how to prepare three types of simple refreshments for 30 or more people: cookies and punch, cake and coffee, sandwiches and punch.

12. Knows how to prepare and serve native foods available.

13. Knows how to cook dry peas and other dry vegetables.

14. Knows how to make a basic cake recipe and vary it.

15. Makes one or more of the following in cotton: dress, pajamas, skirt, slip, gown.
   a. Type of seam suitable.
   b. Learns to cut, baste, kind of thread to use, and proper fastenings.

16. Knows how to choose material for garment: suitability of material to garment, color, design; use, cost.

17. Knows how to choose a pattern appropriate to purpose of garment and to the girl.

18. Knows how to use a pattern, how to lay it out; how to cut and put together.
29. Knows how to choose and use trimmings.
   a. Suitable color combinations.
   b. Make from material on hand.

30. Knows how to make a worked buttonhole.

31. Knows how to choose suitable clothing for work, street, party, play.

32. Knows how to clean and oil a machine.

33. Knows how to listen, to understand, follow simple directions.

34. Knows how to mend all types of clothing: darn, patch, adjust hems, repair button holes.

35. Uses correct methods for laundering different types of materials.


37. Knows ways to make living quarters attractive, arrangement of furniture, curtains, scarfs, etc.

38. Knows ways of making improvements in their homes.
   a. Use of food containers.
   b. Make simple cupboards from boxes.
   c. Make simple closets.
SPECIFIC GOALS AND SUGGESTED ACTIVITIES

HOME ECONOMICS - THIRD YEAR

1. Check to see that previous learnings are applied.

2. Knows how to make yeast bread and to vary it several ways.

3. Knows how to make five types of quick breads: whole wheat biscuits, coffee cake, bran muffins, waffles, drop biscuits.

4. Knows how to set the table correctly for dinner.

5. Learns the value of the seven basic foods. Construct chart of native foods.

6. Knows how to plan balanced meals.

7. Knows how to plan and serve a meal for a maximum of 30 people.

8. Knows how to prepare a liquid or soft diet for a sick person: soup, eggnog, etc.

9. Knows how to make a pie crust.

10. Knows how to make two kinds of pie: cream and fruit.

11. Knows how to make two kinds of cake: sponge and butter.

12. Knows how to make four kinds of pudding: cream, ice box, jello, and steam.

13. Knows how to divide or increase a recipe.

14. Knows how to figure supplies for a given number: 1, 2, 3, 4, 5, 6, 7, 8.

15. Knows methods and time required for cooking different vegetables; understands the importance of following approved methods.

16. Knows how to use and prepare different kinds of salads: combination vegetable, combination fruit, molded salad.

17. Knows how to make two kinds of salad dressings: cooked, mayonnaise.

18. Knows how to care for and use left-overs: casserole dishes, soup; salads.

19. Knows how to clean and care for electrical equipment.
   a. Use safety measures connecting equipment.
   b. Care and cleaning, avoid getting water into units.

   a. Stress putting away for future as a means of thrift.
   b. Canning.
   c. Drying.
   d. Frying.

22. Understands what they need to know for different occupations or vocations.

23. Uses woolen to make one or more of the following: skirt, dress, jacket, plain suit.
   a. Type of seams, finish of seams.
   b. Basteing.
   c. Pressing.

24. Knows how to adjust the machine and to use attachments.

25. Knows how to make over garments: Child's garment from a larger one, jumper dress, etc.

26. Knows how to remove spots and stains: fruit, grass, grease, rust, etc.

27. Knows how to care for and store different kinds of clothing such as wool and rayon.

28. Knows how to make a bound button hole in wool and in cotton.

29. Knows how to make clothes for a small child: dress, slip, panties, and play suit.

30. Knows how to make clothes for a baby.

31. Knows how to take care of baby: bathe, change clothing, put to bed, protect from the sun, feed.
HOME SERVICE

Fourth Year

1. Knows how to dress appropriately for the job.
   a. Discuss types of dress suitable for various household jobs.
   b. Make charts of different types of dress for various household jobs.

2. Knows how to wear hair net when handling food.
   a. Discuss hair styles becoming to different types under a hair net.
   b. Demonstrate care of hair nets.
   c. Have girls use nets when handling food.

3. Knows the value of good personal appearance.
   a. Discuss the correct types of dress to wear.
   b. Demonstrate proper type clothing suitable to types of people.
   c. Discuss the importance of neat and appropriate dress.
   d. Invite a member of the employment bureau to visit and discuss with the group the reaction of employer to improper and proper dress for the job.

4. Knows how to practice good personal hygiene habits in every day living.
   a. Discuss various types of deodorants.
   b. Demonstrate different types of deodorants.
   c. Discuss the correct way of washing and drying the hands.
   d. Demonstrate proper methods of washing and drying hands.
   e. Discuss the use of hand lotion.
   f. Demonstrate how to use hand lotion.
   g. Discuss how to practice personal hygiene during menstruation.
   h. Discuss how to use sanitary napkins properly.
   i. Discuss ways of being sure one does not have offensive body odors.

5. Knows the necessity for maintaining good health.
   a. Discuss the importance of being on the job when expected.
   b. Figure the losses when off the job on account of illness.
   c. Study causes and preventions of ill health.
   d. Discuss the relation of mental health to well being.
   e. Make a list of physical and mental health indications.
   f. Use film and pictures regarding health rules which girls should follow.
   g. Make posters to stress the responsibility of each individual in following good health rules.
6. Knows the common courtesies and uses them: 1. at home, 2. on the street, 3. public places; 4. to their employer.

AT HOME:

a. Discuss ways and observe others in ways of being cheerful.
b. Discuss importance of and ways to be trustworthy.
c. Demonstrate thru practice, being dependable and trustworthy.
d. Demonstrate how to stand and walk correctly.
e. Have class practice correct posture.
f. Demonstrate how to speak distinctly.
g. Discuss importance of looking directly at the person to whom you are speaking.
h. Have class practice looking directly at person spoken to.
i. Discuss introducing others properly.
j. Demonstrate introducing others properly.
k. Demonstrate and practice the use of "Thank you, Excuse me", etc.
l. Discuss and demonstrate being polite to callers.
m. Discuss, demonstrate and have class practice, knocking on closed doors, proper calling at and answering doors.

ON THE STREET

a. Discuss, demonstrate and use polite forms of greeting.
b. Demonstrate how not to attract attention to oneself by voice and manners.
c. Demonstrate how to help older people and children to cross busy streets.
d. Demonstrate how to observe safety rules, keep to the right.
e. Discuss the dangers of "jay walking".

PUBLIC PLACES

a. Discuss the types of people who attract attention by loud laughing, chewing gum, eating, being rude and vulgar.
b. Demonstrate correct tone of voice and behavior.
c. Discuss how to be conscious of the comforts of others.
d. Demonstrate how to be conscious of the comforts of others.

TO EMPLOYER

a. Discuss how to be respectful and polite to one's employer.
b. Demonstrate how to be respectful and polite to your employer.
c. Discuss when and demonstrate how one should precede an older person from the room.
d. Have pupils practice doing this properly.
e. Discuss importance of and have pupils practice waiting to sit down at the table until the hostess gives the sign to sit down.
f. Discuss and practice waiting until all have been served before starting to eat.

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7. Knows how to keep personal clothing (work and dress clothes) clean and in order.
   a. Demonstrate how to launder and clean dresses to free from body odor.
   b. Demonstrate repair to garments as to buttons, straps, ripped seams, hems, and holes.
   c. Demonstrate and practice how to iron and press.
   d. Demonstrate how to hang clothing in closet to prevent wrinkles.
   e. Demonstrate and practice how to clean, polish, and put away dress and work shoes.
   f. Demonstrate and practice spot cleaning.
   g. Demonstrate and practice checking and care of clothing daily for needed cleaning and repairs.

8. Knows how to answer the door bell.
   a. Discuss, demonstrate and practice answering a door bell immediately, courteously and properly.
   b. Demonstrate and practice seating a caller.
   c. Demonstrate and practice calling the lady of the household.
   d. Demonstrate and practice how to dismiss a peddler properly.

9. Knows how to answer the telephone and take messages correctly.
   a. Discuss answering in an approved manner: (as: Dr. Jones residence etc.)
   b. Demonstrate and practice answering in approved manner.
   c. Demonstrate and practice how to use a clear, polite voice.
   d. Demonstrate and practice writing messages on a pad correctly.

10. Knows how to listen attentively, understand, and follow directions.
    a. Discuss working qualities and habits necessary for success in this work.
    b. Show the advantage of following and understanding instructions.
    c. Make outlines for carrying out instructions.
    d. Make charts of procedure in carrying out instructions.
    e. Practice following specific instructions.

11. Knows how to observe carefully instructions in daily school life.
    a. Practice following specific instructions.

12. Knows how to ask for further instructions if those given are not understood.
    a. Discuss the necessity of understanding what is wanted.
    b. Give instructions and have girl repeat instructions to see if they are understood.
    c. Have group observe others asking for further instructions.
    d. Practice asking questions about things not understood.
    e. Invite an employer of girls in home service to talk with the girls about the job.
13. Knows good social habits and how to practice them.
   a. Discuss and observe that the use of vulgar and obscene language is rude.
   b. Discuss the right moral conduct.
   c. Demonstrate good health habits.
   d. Discuss and observe others for patience and courtesy.
   e. Discuss and observe others for carrying out duties.
   f. Discuss and observe others for carrying out duties under difficulties.
   g. Discuss appreciation for beauty.
   h. Discuss appreciation for what others do.

14. Knows how to use leisure time in a wholesome way.
   a. Discuss use of time in a wholesome way.
   b. Demonstrate proper ways of washing hair.
   c. Demonstrate proper care of nails.
   d. Discuss and practice care of personal clothing on own time.
   e. Discuss and practice use of time for shopping.
   f. Discuss the necessity of living by a budget.
   g. Demonstrate how to plan for budgeting a salary for week: month: year.
   h. Discuss and practice the use of public library.
   i. Discuss and practice the use of public parks.
   j. Discuss seeing places of interest.
   k. Discuss the use of sports for leisure time.
   l. Discuss visiting friends and writing letters.

15. Knows how to excuse self from the family group.
   a. Discuss family privacy and situations in which a family prefers to be alone.
   b. Practice proper ways of retiring from a group.
   c. Practice leaving the group at a family gathering.

16. Knows how to retire gracefully to own quarters.
   a. Discuss situations in which it is best to leave the group.
   b. Practice excusing self from the room.

17. Knows how to maintain neatness and cleanliness in own room.
   a. Discuss ways of practicing cleanliness and neatness in one's room.
   b. Discuss and practice putting personal clothing away properly as soon as removed.
   c. Demonstrate "A place for every thing and every thing in place".
   d. Discuss and demonstrate putting a dresser drawer in order.
   e. Practice putting dresser drawers in order.
   f. Discuss, demonstrate and practice how to arrange pictures and nick-nacks.
18. Knows how to purchase grocery supplies.
   a. Discuss supplies needed, where to get them, probable cost, the
      amount to buy, and the amount of money to be used for groceries.
   b. Discuss the proper way to conduct self when shopping.
   c. Make lists of items needed.
   d. Make purchases and check the list upon return.
   e. Make a record of the cost.
   a. Discuss ways of checking groceries on hand.
   b. Demonstrate stock taking by actually taking stock of pantry.
   c. Have pupils check Home Economics pantries and keep them stocked.
20. Knows what is meant by staple supplies.
   a. Make a list of items always needed in pantry.
   b. Discuss supplies for emergency shelf.
   c. Discuss quantity buying of staples.
   a. Demonstrate preparing meat for freezing.
   b. Demonstrate preparing vegetables and fruits for freezing.
   c. Discuss the preparing of foods for freezing.
   d. Study books and folders that tell of frozen foods and how to use them.
   e. Prepare frozen food meals, using fruits, vegetables, meats, and bakery
      goods.
   f. Have pupils give demonstration in preparing frozen foods with and
      without supervision.
22. Knows how to help with preparing meals.
   a. Review and check second and third year goals.
   b. Discuss planning and organizing the work.
   c. Plan work jobs.
   d. Do jobs according to organized planning.
   e. Discuss using electrical equipment in preparation of meals.
   f. Demonstrate using electrical equipment in meal planning.
   g. Practice using electrical equipment in meal preparation.
23. Knows how to set up table for family meals, for informal dinner.
   a. Review second and third year goals.
   b. Discuss how to put a table cloth on the table.
   c. Discuss the correct places for glass, china, silver, and napkins on
      the table.
   d. Discuss and demonstrate use of flowers as a center piece.
24. Knows how to clear table properly of food and dishes.
   a. Review first, second and third year goals.
   b. Demonstrate and practice removing dishes containing food.
   c. Demonstrate and practice removing china, glass, silver etc. from the table.

25. Knows how to serve a table.
   a. Demonstrate and practice accepted techniques of serving either formally or informally.
   b. Discuss and observe others on how to appear cheerful and courteous while serving.
   c. Discuss the proper methods to keep your body free from odors and the proper dress for waitresses.

26. Knows the value of time in preparing and cooking foods.
   a. Discuss time and labor required in the preparation and cooking meals.
   b. Discuss how well balanced and nourishing meals save time.
   c. Demonstrate how prepared "mixes" save time.
   d. Discuss and demonstrate how keeping things in order saves time.
   e. Discuss and demonstrate using as few cooking utensils as practical.
   f. Discuss and demonstrate how to clean cooking dishes as you go.

27. Knows the correct methods used in disposing of garbage, combustible trash, and non-combustible trash.
   a. Discuss why it is important to dispose of garbage.
   b. Discuss and demonstrate the three methods of garbage and trash disposal.
   c. Discuss and demonstrate the correct disposal of garbage, combustible trash, and non-combustible trash.

28. Knows how to clean all rooms in a house.
   a. Review and check other goals on correct cleaning methods.
   b. Discuss the care of each room separately.
   c. Gather equipment needed in cleaning each room.

29. Knows how to dust and put the house in order.
   a. Discuss and develop an appreciation for an orderly house.
   b. Review and principles of parallel lines for orderliness.
   c. Practice keeping guest rooms, club, apartment, or cottage in order.

30. Knows how to make use of bus, taxi, street car service.
   a. Discuss and study street car routes.
   b. Have taxi company representative discuss routes and fares.
   c. Practice traveling on all types of transportation.
HOME SERVICE

Fifth Year

1. Knows how to use appropriate dress on the job.
   a. Make charts for proper make up, hair dress, nail care, for dress on the job.
   b. Discuss and make charts to show the cost of the different types of uniforms.
   c. Give a style show of various types of dresses used on the job.
   d. Discuss and practice use of time for shopping.
   e. Discuss budgeting.
   f. Make a plan for budgeting a salary for a week, month and year.

2. Knows the need for and how to practice simple becoming hair style where nets are needed.
   a. Discuss hair style.
   b. Demonstrate the styles with nets over them.

3. Knows how to practice good personal grooming.
   a. Discuss appropriate materials for different types of clothing.
   b. Demonstrate appearance in different types of clothing.

4. Review the goal in fourth year on personal hygiene.
   a. Make sure students practice good personal hygiene habits daily.

5. Review goal 5 of the 4th year.

6. Review goal 6 of the 4th year and stress the importance.

7. Review goal 7 of the 4th year.

8. Knows how to be very courteous and business-like in answering the door.

9. Repeat goal 9 of the 4th year; use the telephone for practice work.

10. Check up and repeat goal 10 of the 4th year until pupils can follow it successfully.

11. Knows how to observe other people's actions for correct behavior.
   a. Discuss how to observe other people for good behavior patterns.
   b. Have pupils criticize right and wrong behavior.
   c. Demonstrate good behavior methods.
   d. Have pupils practice good behavior.

12. Review goal 12 of the 4th year and stress the necessity for this goal.

13. Review goal 13 of the 4th year and make sure it is practiced.
14. Review goal 14 of the 4th year and have students practice it.
   a. Take them to the park.
   b. Take them to the library.
   c. Take them to the show.
   d. Take them to town shopping.

15. Review goal 18 of the 4th year.
   a. Have pupils buy groceries at the market.
   b. Have pupils order groceries by telephone.

   a. Discuss methods of using frozen foods.
   b. Demonstrate cooking of frozen foods.
   c. Study books and folders on frozen foods and how to use them.

17. Knows the proper procedure to follow in freezing meats, vegetables and fruits.
   a. Discuss preparation for freezing.
   b. Demonstrate freezing methods.
   c. Have pupils prepare food for freezing.

18. Review goals 21, 22, 23, 24, and 25, of the 4th year.

19. Knows how to put into practice good housekeeping methods.
   a. Use an apartment or cottage for practice.
   b. Use guest rooms for practice.

20. Knows standard approved cleaning agents and how to use them, for silver, porcelain, woodwork, and linoleum.
   a. Have ready for discussion and demonstration several types and "trade names" of cleaning agents for each purpose.
   b. Have pupils demonstrate on silverware.
   c. Discuss good and bad points of cleaning agents and methods for using each type on porcelain, glass and linoleum.
   d. Discuss how to care for painted and enameled woodwork, waxed, varnished, and plastic coated woodwork and furniture.

21. Knows how to use a city map to find your way about town.
   a. Demonstrate and practice how to read maps of the city.
   b. Discuss places where map of the city may be secured.
   c. Discuss the system of street counting.
   d. Practice finding addresses.
   e. Play games of locating streets.

22. Review goal 28 of the 4th year.
23. Knows how to care for small children.
   a. Discuss and make posters on helping children to be happy.
   b. Discuss, demonstrate, and make posters on helping a child to be healthy, exercise in fresh air, eat regularly, drink milk and bathe daily.
   c. Demonstrate how to teach a child to do things for himself.
   d. Discuss and analyze why it is necessary not to scold, nag, or frighten a child into being good.
   e. Explain necessity for and demonstrate how children can be kept dressed cleanly.
   f. Explain and tell why regularity in physical habit formation is necessary for children.
   g. Discuss and demonstrate the selection of the right types of stories, games, and toys for small children.
   h. Demonstrate and teach how to follow exact directions given by the mother as to rest time, eating time, and not leaving the house or child while the mother is away.
   i. Make sure students understand a child's need comes before work.

24. Review goal 29 of the 4th year.

25. Knows how to be self reliant and practices self reliance.
   a. Discuss what self reliance means.
   b. Discuss importance of being self reliant.
   c. Study ways and means of helping one's self.
   d. Practice depending on one's self, in daily living.
   e. Give practice in developing self confidence in job situations.

26. Knows how to make contacts and keep them.
   a. Study character building and personality development.
   b. Discuss the choosing of friends for well-rounded development.
   c. Discuss and list the traits that others like in us.
   d. Look for ways to make and keep friends in daily life.
   e. Work out a code of behavior acceptable to one's self and to society.
   f. Make affiliations with suitable social and religious groups.

27. Knows how to apply for a job.
   a. Discuss importance of and practice ways of securing good first impressions.
   b. Discuss importance of always being punctual.
   c. Discuss importance of having poise, correct speech, and manners.
   d. Discuss ways in which to learn of job vacancies.
   e. Visit the employment bureau and find out how to interview for jobs.
   f. Look for and evaluate newspaper want ads.
   g. Help a girl analyze herself with regard to the requirements of the job.
   h. Discuss and practice applying for a job.
   i. Secure letters of introduction.
   j. Write letters of application for a job.
   k. Practice a personal interview.
   l. Fill out application blanks for employment.
   m. Practice acceptance of a job.
DAY SCHOOL HOUSEKEEPER

Fourth Year

Knows how to be loyal to the job.

a. Discuss why an employee speaks only respectfully of the job and of the other employees.
b. Discuss why business of the job is not discussed with everybody.
c. Demonstrate how people talk and act loyal on the job.

Knows how to be loyal to co-workers.

a. Discuss the value of speaking only good of co-workers.
b. Discuss being honest to and with co-workers.
c. Demonstrate ways of showing honesty and cooperation to co-workers.

Knows good social habits and practices the use of them.

Knows how to dress appropriately for the job.

a. Discuss and show type of clothing suitable for the job.
b. Wear neat wash dresses on the job or wash uniforms.

Knows how to keep clothes clean and in order at all times.

a. Keep clothes washed and ironed.
b. Keep clothes mended.
c. Wear clothes that fit and are becoming.

Knows how to practice good personal hygiene habits.

a. Bathe daily.
b. Keep nails trimmed and clean.
c. Keep hair washed and well combed.
d. Make proper use of deodorants.

Knows how to keep own quarters clean and orderly.

a. Keep windows clean.
b. Keep clothes put away neatly.
c. Keep floors clean.
d. Keep everything neat and attractive.

Knows how to make the day school kitchen look attractive.

a. Keep the kitchen clean and in order.
b. Keep windows clean and curtains laundered.
c. Keep all dishes clean and put away properly.
d. Keep cooking utensils clean and put away properly.
e. Keep refrigerator defrosted, clean and free from odors.
   a. Speak English to children except when necessary to explain in their own language things they do not understand in English.
   b. Encourage children to answer back in English.
   c. Make and play games of speaking English.

4. Knows how to interpret as the need arises at the school.
   a. Interpret for teacher and children.
   b. Interpret for community people and teacher.
   c. Interpret for nurse or doctor.
   d. Help children through native language who cannot talk English to understand what is wanted of them: about eating new foods and bathing and keeping clean.

1. Knows how to scrape dishes properly.
   a. Put edible garbage in proper container, other in container to be burned.
   b. Wipe plates with paper.
   c. Rinse in lukewarm water to remove extra foods from dishes.

2. Knows how to wash dishes properly.
   a. Uses soap and water to wash.

3. Knows how to scald dishes properly.
   a. Arrange dishes so they can be covered with hot water.
   b. Allow dishes to stand ten minutes in water 160 degrees.

4. Knows how to drain dishes dry.
   a. Arrange dishes in wire rack to dry or on clean drain board.

5. Knows how to train children to wash dishes properly.
   a. Explain to children why dishes should be done right.
   b. Show how to scrape dishes properly.
   c. Demonstrate how dishes are done, step by step.
   d. Have children do dishes correctly.

6. Knows how to do general cleaning in the kitchen, dining room, and pantry.
   a. Discuss different cleaning agents used on wood, linoleum, porcelain and glass.
   b. Demonstrate the use of different cleaning agents.
   c. Demonstrate the use of wet mops, dry mops, brooms, oil mops, and floor waxing.
   d. Use these articles in periodic cleaning.
7. Knows how to thoroughly clean shower room, laundry room and sewing room.
   a. Discuss the cleaning.
   b. Demonstrate step by step.
   c. Have pupils clean first under supervision, then alone, and evaluate.

8. Knows how to clean, oil and regulate sewing machines (Singer and White)
   a. Discuss the parts of machine to be cleaned and oiled.
   b. Demonstrate how machines are cleaned and oiled.
   c. Discuss how machines are regulated.
   d. Demonstrate lengthening and shortening stitches and how to tighten or loosen the tension.
   e. Have pupils do these jobs under supervision, then alone; evaluate with pupil.

9. Knows how to dispose of garbage properly.
   a. Discuss sorting garbage: What can be fed to animals, what can be burned and what must be hauled off.
   b. Demonstrate placing different types of garbage in separate containers.
   c. Have pupils practice this in daily care of garbage.

10. Knows how to operate and care for coal range.
    a. Discuss methods of cleaning range.
    b. Demonstrate how to clean outside of stove, ash pan, and soot box.
    c. Demonstrate how to polish a range.
    d. Have pupils give regular care to stove.

11. Knows how to store food properly throughout the year.
    a. Discuss methods of storing different types of food such as canned goods, dry cereals, flour, meat, vegetables, butter, sugar, dry beans, etc.
    b. Demonstrate methods of storing foods to prevent spoilage and to keep free of insect and vermin.
    c. Have pupils assist in storing at least part of school food.

12. Knows how to keep stock.
    a. Discuss supply items that should be kept on hand.
    b. Demonstrate how items of food are counted, records made and kept, supplies ordered to keep on hand, supply of each item up to the need of the school.
    c. Have pupils help check supply pantry from time to time.

    a. Discuss games suitable for children and how to play them.
    b. Demonstrate how to play games with children.
    c. Have each pupil direct some games for the group.
4. Knows how to teach safety methods.
   a. Discuss methods of safety practice in case of fire, water, street
crossings, etc.
   b. Demonstrate safety methods to practice.
   c. Have pupils practice these methods.

5. Knows how to teach simple sewing.
   a. Discuss simple sewing methods.
   b. Demonstrate how to use a pattern.
   c. Have students demonstrate to class how to use a pattern, how to
   sew up simple garments, the common seams used, how to make button
   holes and how to put on fasteners.

5. Knows how to fix simple refreshments for a party.
   a. Discuss simple types of refreshments.
   b. Demonstrate how to make and serve simple refreshments.
   c. Have class make and serve simple refreshments.

   a. Discuss ways to get children to try new foods.
   b. Demonstrate how to fix foods to appeal to the eye, using small
   servings to start with.

8. Knows how to list laundry when sent out.
   a. Discuss sorting and counting laundry.
   b. Demonstrate how to sort laundry correctly and list it.
   c. Have pupils practice this when laundry is sent.

9. Knows how to check laundry when it is returned.
   a. Discuss the need to count returned laundry to make sure all items
   have been returned.
   b. Demonstrate how to check returned laundry, how to make a list of
   any missing laundry, how to notify the laundry of missing items.
   c. Have pupils check dormitory and class laundry as it is returned.

10. Knows how to make own work schedule.
    a. Discuss work schedule to get the work done right within a
    minimum of time.
    b. Demonstrate making work plans, listing jobs to be done first in
    order as required.
    c. Demonstrate making schedule for jobs to be done weekly, daily,
    and monthly.
    d. Have groups make and use work schedules for their own work.
Knows how to increase or decrease recipes as needed.

a. Discuss recipe, as to number of servings it provides, how to increase it to meet the need, how to decrease it if it is too large.
b. Demonstrate how a recipe is increased or decreased.
c. Have students demonstrate increasing and decreasing recipes.

Knows how to do school laundry properly.

a. Discuss sorting laundry for color and material, items to be boiled such as bath towels, hand towels, dish towels, bed linen, and underwear.
b. Demonstrate sorting, washing, and hanging to dry.
c. Discuss kinds of soap, water softeners, bleaches and how to use each.
d. Demonstrate how to iron different types of clothes.
ce. Have pupils do laundry, practicing what they have learned.

Knows how to answer the telephone and take messages correctly.

a. Discuss answering in an approved manner. (Dr. Jones residence, etc)
b. Demonstrate and practice answering in approved manner.
c. Demonstrate and practice how to use a clear, polite voice.
d. Demonstrate and practice writing messages on a pad correctly.
DAY SCHOOL HOUSEKEEPER

Fifth Year

1. Learn how to recognize responsibility as a government employee.
2. Knows how to work with the community for the good of the school.
   a. Discuss honest, loyal co-operation with co-worker and the government.
   b. Have the student explain what they understand about the goal.
   c. Read and discuss duties of a housekeeper.
   a. Discuss work to be done on maintenance group.
   b. Make list of work to be done.
   c. Make schedule to cover work to be done in short period of time.
4. Know how to supervise children performing maintenance work.
   a. Discuss how the job is explained to pupil maintenance group and how children are shown what is to be done and how to do it.
   b. Demonstrate how a job is explained and how the method of doing the job is carried out.
   c. Have student demonstrate the job explanation and work procedure.
5. Know how to help children adjust to school life.
   a. Discuss with pupils ways of helping children adjust to school life.
   a. Discuss with the group the good attitudes to be developed with children.
   b. Discuss ways of developing these attitudes in children.
   c. Make posters showing fair play, helpfulness, kindness and working together.
   d. Demonstrate ways showing good attitudes.
7. Knows how to work with the community for the good of the school.
   a. Discuss ways of getting the community and school to work together.
   b. Demonstrate how to assist women with sewing, how to show them the use of the wash room and showers.
   c. Discuss ways of explaining the school program and why the housekeeper should help to make the school a community center.
   d. Discuss community gatherings and how they can help to bring the school and community together.
1. Knows how to supervise children in keeping school grounds clean.
   a. Discuss grounds to be kept clean.
   b. Demonstrate how to make clean up schedule that all children may take a turn at helping to do the job.
   c. Demonstrate supervising groups at ground clean-up.
   d. Discuss way to teach pupils to put garbage and trash in proper containers.

2. Knows how to supervise the bathing of children.
   a. Discuss the showers and how to bathe children, the use of warm water, soap, and clean towels.
   b. Discuss ways of explaining to new children what the showers are, how it is used, and why they should bathe often, how they can help new children not to be afraid of the shower.
   c. Demonstrate bathing small children.
   d. Check to see that they get clean.
   e. Check their bodies for sores and scabies.

3. Knows how to treat impetigo according to doctor's order.
   a. Discuss how to follow out directions given by doctor.
   b. Demonstrate how to follow out directions given by doctor.

4. Knows how to treat scabies according to doctor's directions.
   a. Same as number 10.
   b. Same as number 10.

5. Knows how to treat athlete's foot according to doctor's directions.
   a. Same as number 10.
   b. Same as number 10.

6. Knows how to decon the pupils according to directions of doctor or nurse.
   a. Same as number 10.
   b. Same as number 10.

7. Knows how to manage and supervise children when there is need for it.
   a. Discuss how to take charge of children when the teacher is away or out.
   b. Demonstrate how to manage and supervise a group of children in work and play.
   c. Have pupils work with group of younger children directing them for a period of time.

8. Knows how to practice First Aid.
   a. Discuss the need for knowing Red Cross First Aid.
   b. Have the class take a course in Red Cross First Aid.
   a. Discuss safety practices that are to be used.
   b. Demonstrate how to teach these safety practices to children.
   c. Have pupils teach these to other pupils.

   a. Discuss games suitable for children, quiet games and active ones.
   b. Demonstrate ways to teach children games.
   c. Have the pupils teach these games to the other children.

18. Knows how to estimate and order housekeeping supplies.
   a. Discuss how to know what supplies are needed.
   b. Discuss ways to find out the amount needed for a given number of children.
   c. Demonstrate how to base estimate on the enrollment.
   d. Demonstrate how to make out orders for supplies.
   e. Have pupils help do this for some of the school kitchen supplies.

19. Knows how to supervise the dining room at meal time.
   a. Discuss how to direct children in good table manners.
   b. Demonstrate how to supervise children dining room manners.

20. Knows how to make balanced menus.
   a. Discuss the 7 basic foods and their need for being included in the daily diet.
   b. Discuss ways of getting all 7 into the daily food plan.
   c. Demonstrate how to make up menus that will include all 7 food factors in the daily menu.
   d. Demonstrate how to plan and make menus for a week ahead that will include the 7 basic foods each day.
   e. Have students plan menus for a day, for a week.
   f. Have children check to make sure menus are made using foods that are available for supplies.
   g. Have the pupils check their own meals for these food factors.

   a. Discuss what food substitutes can be made that will provide the same necessary food value.
   b. Discuss why meals must not be planned for too much starchy foods and for too little protein.
   c. Demonstrate making changes in the menu when need calls for it.

22. Knows the value of serving as many fruits and vegetables raw as is possible.
   a. Discuss why cooking causes the loss of vitamins and minerals in fruits and vegetables.
   b. Discuss proper methods of cooking vegetables and fruits to retain more vitamins and minerals.
   c. Demonstrate correct methods for cooking fruits and vegetables.
   d. Have students cook different vegetables correctly.
3. Knows how to prepare and serve meals to a minimum of 30 to 60 children for a period of a week.
   a. Discuss planning the meal, deciding how much will be needed to serve a given number.
   b. Demonstrate how amounts are arrived at. (The Guide for Cooks and Bakers is helpful for determining amounts)
   c. Take class rooms for use as day school students to be served and have pupils serve three meals a day to the class for a period of a week.

4. Knows how to time preparation and cooking of foods.
   a. Discuss the length of cooking time: why foods should be prepared just before cooking, why vegetables that stand in water lose their value.
   b. Demonstrate correct timing and cooking methods.
   c. Have students practice correct timing.

5. Knows how to plan and prepare meals that have interest and appeal.
   a. Discuss the value of color in a meal.
   b. Discuss how meals are made to look appealing.
   c. Demonstrate how even simple foods can be prepared and served in an attractive way.
   d. Have students practice making foods attractive as well as wholesome.

6. Knows how to carry out a special diet as recommended by the Doctor.
   a. Discuss reasons why people may be put on a special diet.
   b. Discuss how to follow instructions for preparing a special diet.
   c. Demonstrate taking a special diet and following the directions for preparing it.
   d. Have students demonstrate how this is done.

7. Knows how to care for and operate a kerosene or butane ice box.
   a. Discuss how the parts of refrigerators operate: how to clean refrigerators, how they are defrosted, how to keep free from odors, how to arrange foods, how to store foods.
   b. Demonstrate methods of caring for and the proper use of refrigerators.
The following are the goals in shopwork that should be taught boys in the Navajo Program. The goals are divided into first, second, and third year work. Type projects appropriate for the learning levels of these three years are also listed.

In order to use this outline better, it is suggested that the shop instructor make an analysis chart listing all the goals of instruction for the three years work across the top of a graph sheet. Type projects or any other project selected to be made in the shop can be listed along the left hand side of the graph sheet. By properly checking off the goals that the making of each project involves, a rather comprehensive check can be made to show what has been taught and what goals may still need to be taught. It is probable that some students may need to make more than one project on a particular level before he is given a more difficult assignment. Different projects may be substituted for the type projects listed, so long as the same tool processes and degree of difficulty in constructing the projects are approximately the same.

It is further suggested that in teaching the various shop practices the instructor should divide each class so that some boys will be doing woodwork, others will be doing leatherwork, another group will be working with metal, and so on. These boys should be revolved from time to time so that all boys will eventually have had experiences in all the different shop practices. In this way, the maximum use may be made of a minimum number of tools and equipment.

Many good opportunities for teaching home repairing and construction of useful articles may come from the classroom, such as book racks, shelves, and other items.
SPECIFIC GOALS AND SUGGESTED PRACTICES FOR MASONRY

FIRST YEAR

1. Knows the names of the common hand tools.
2. Knows the names of the commonly used materials.
3. Knows how to use the straight edge.
4. Knows how to use the level.
5. Knows how to use a trowel.

Suggested Type of Projects for the First Year.

1. Door stop.
2. Sidewalk repairs.
3. Patch walls.
4. Desk set.
5. Book ends

SECOND YEAR

1. Knows how to cure concrete.
2. Knows how to mix concrete properly.
3. Knows how to mix plaster.
4. Knows how to pour concrete.
5. Knows how to finish concrete.

Suggested Type of Projects for the Second Year.

1. Lay a flagstone.
2. Repair a sidewalk.
3. Make a flagstone.
4. Set post in concrete.
5. Shoe scraper.

THIRD YEAR

1. Knows how to make forms for concrete blocks.
2. Knows how to remove forms.

Suggested Type of Projects for the Third Year.

1. Make concrete flower box.
2. Pour concrete reinforced with metal wire.
3. Plan a procedure for a job.
4. Make minor plaster repairs.
5. Lay a section of concrete sidewalk.
SPECIFIC GOALS AND SUGGESTED PRACTICES
FOR GENERAL AUTOMOTIVE WORK

FIRST YEAR

1. Knows how to use water hose and nozzle.
2. Knows the types of automobiles.
3. Knows how to remove a radiator cap.
4. Knows how to raise hood over radiator.
5. Knows how to unscrew valve cap.
6. Knows how to use foot pump.
7. Knows how to use fire gauge.
8. Knows how to use sponge.
10. Knows how to use whisk broom.
11. Knows how to use bristle brush (scrub brush)

Suggested Type of Projects for the First Year

1. Fill radiator.
2. Inflate tire.
3. Check tire pressure.
4. Clean windshield.
5. Clean floor mat.

SECOND YEAR

1. Knows how to read gas gauge.
2. Knows how to use lock and key.
4. Knows how to check oil level with dip stick.
5. Knows how to use hydrometer properly.
6. Knows how to use battery filler properly.
7. Knows how to use slip joint pliers.
8. Knows how to use battery pliers.
9. Knows how to use adjustable and wrench.
10. Knows how to clean battery with soda.

Suggested Type of Projects for the Second Year.

1. Refill gas tank.
2. Check oil.
3. Wash car.
4. Check and fill battery
THIRD YEAR

1. Knows how to use emery cloth and sandpaper.
2. Knows how to make a simple cold patch.
3. Knows how to use screwdriver correctly.
4. Knows how to use tin foil to repair light fuse.
5. Knows how to use cross lug wrench.
6. Knows how to use fire dismounting iron.
7. Knows how to use car jack properly.
8. Knows how to use rubber mallet.
10. Knows how to use cold chisel.
11. Knows how to use ball peen hammer.
12. Knows how to use box wrench.
13. Knows how to follow procedure for doing a job.

Suggested Type of Projects for the Third Year.

1. Patch tube.
2. Replace light bulb.
3. Replace fuse.
4. Change wheel and tire.
5. Refill crank case.
6. Wash and polish car.
SPECIFIC GOALS AND SUGGESTED ACTIVITIES
FOR LEATHER WORK

FIRST YEAR

1. Knows names, uses, and care of common tools.
2. Knows how to cut leather.
3. Knows how to use a leather punch.
4. Knows how to bevel ends of leather.
5. Knows how to use rivet set.
6. Knows how to make a waxed thread.
7. Knows how to make lines for stitching.
8. Knows how to use an awl.
10. Knows how to tie harness thread knot.
11. Knows how to tell different leather materials.
12. Knows how to clean and oil leather.
13. Knows how to cut slot for a buckle.

Suggested Type of Projects for the First Year.

1. Rivet splice joints.
2. Sew a broken strap.
3. Make a belt loop.
4. Rivet and sew buckle to strap.
5. Make a leather belt.
6. Make an identification tag holder for suitcase.

SECOND YEAR

1. Knows how to do simple shoe repairing.
2. Knows how to cement leather.
3. Knows how to use shoe maker nails.

Suggested Type of Projects for the Second Year.

1. Half sole shoes.
2. Put on rubber heels.
3. Repair torn stitching.

THIRD YEAR

1. Knows how to lace leather.
2. Knows how to do simple tooling.
3. Knows how to plan procedure in doing a job.

Suggested Type of Projects for the Third Year.

1. Attach snap with convery loop.
2. Make a key case.
3. Lace a belt.
SPECIFIC GOALS AND SUGGESTED ACTIVITIES
FOR WOODWORKING

FIRST YEAR

1. Knows how to use rip and crosscut saw.
2. Knows how to use coping saw.
4. Knows how to use and adjust hand planes.
5. Knows how to bore a hole correctly.
6. Knows how to measure with a rule.
7. Knows how to use sandpaper correctly.
8. Knows how to drive, clinch and pull nails.
9. Knows how to apply paint with brushes.
10. Knows how to care for paint brushes.
11. Knows how to fasten parts together with screws.
12. Knows how to square a board to size.
13. Knows how to make a butt joint.
14. Knows how to make a simple glue joint.
15. Knows how to cut off corners correctly.

Suggested Type of Projects for the First Year.

1. Make a door check.
2. Make a knife holder.
4. Make a tooth brush holder
5. Make a broom holder.

SECOND YEAR

1. Knows how to install hook and eye.
2. Knows how to install strap hinges.
4. Knows names and sizes of nails used.
5. Knows the kinds and sizes of nails used.
6. Knows the kinds and sizes of screws.
7. Knows how to use wood chisels correctly.
8. Knows how to plane an end grain.
10. Knows and recognizes the sizes of auger bits.
11. Knows how to mark off and cut chamfers.
12. Knows how to make simple drawings and dimensions.
13. Knows how to make a common splice joint.
15. Knows how to make a cross lap joint.
16. Knows how to cut a mitre joint.
17. Knows how to whet a plane iron.
18. Knows how to whet a chisel.
19. Knows how to make simple working drawings.
20. Knows how to apply stain, shellac, varnish and wax.
Suggested Type of Projects for the Second Year.

1. Make a shoeshine box.
2. Make a mail box.
3. Make a Christmas tree holder.
4. Make flower boxes.
5. Make picture frames.
6. Make magazine holders.

THIRD YEAR

1. Knows how to cut glass to size.
2. Knows how to tell or distinguish common dimensional lumber.
3. Knows how to make a bill of material.
4. Knows how to cut simple braces.
5. Knows how to make and use wedge clamps.
6. Knows how to use a draw knife.
7. Knows how to install a barrel bolt.
8. Knows how to replace handles in hand tools.
10. Knows how to set a post.
11. Knows how to rescreen doors and windows.
12. Knows how to replace a window.
13. Knows how to grind an edge on an edged tool.
14. Knows how to plan procedure in doing a job.

Suggested Type of Projects for the Third Year.

1. Rescreen a door.
2. Repane windows.
3. Install a hammer handle.
4. Install a hasp.
5. Install barrel bolts.
7. Set posts.
SPECIFIC GOALS AND SUGGESTED ACTIVITIES
FOR GENERAL METAL WORK

FIRST YEAR

1. Knows how to use a template.
2. Knows how to use a hack saw.
3. Knows how to use a center punch.
4. Knows how to use a cold chisel.
5. Knows how to use a ball pein hammer.
6. Knows how to use a hand drill.
7. Knows how to use a bench grinder.
8. Knows how to use a machinist bench vise.
10. Knows how to use tin snips.
11. Knows how to use common adjustable wrench.
12. Knows how to use a file.

Suggested Type of Projects for the First Year.

1. Make a pin tray.
2. Make a whisk broom holder.
3. Make a candle holder.
4. Make a funnel.
5. Make a pan cake turner.
6. Make a metal dish and cup.
7. Make a tooth brush holder.

SECOND YEAR

1. Knows how to make a cold bend on stock metal.
2. Knows how to make a bend on sheet metal.
3. Knows how to mark off measurements.
4. Knows how to make a riveted lap joint.
5. Knows how to make a wire splice.
6. Knows how to recognize common metals.
7. Knows how to repair a leaky faucet.
8. Knows how to use a pipe wrench.
9. Knows how to use a force cup. (plumber)
10. Knows how to use steel wool and emery cloth.
11. Knows how to use hand groover.

Suggested Type of Projects for the Second Year.

1. Make a shelf bracket.
2. Make a drapery bracket.
3. Make a metal tool box.
5. Make a lamp shade.
6. Make a funnel.
7. Make a metal box.
8. Make a hinge and hasp.
9. Make a match box.
THIRD YEAR

1. Knows how to use a scriber.
2. Knows how to use dividers.
3. Knows how to use compass.
4. Knows how to use solder with soldering coppers.
5. Knows how to use combination square.
6. Knows how to use pin punch.
7. Knows how to use taps and dies.
8. Knows how to cut pipe.
9. Knows how to make repairs on simple electrical equipment.
10. Knows how to tie underwriter's knot.
11. Knows how to plan procedure in doing a job.

Suggested Type of Projects for the Third Year.

1. Make a cookie cutter.
2. Make a door knocker.
3. Make a floor lamp.
4. Make a metal scoop.
5. Make a metal toy wagon.
6. Make a metal toy windmill.
7. Repair leaky faucet.
8. Fit simple pipe connections.
10. Make an extension cord.
6 woodworking benches, vises and diagonal corners.
10 tri squares.
2 block planes
6 smoothing planes
2 jack planes
3 framing squares
2 sets chisels, wood.
2 sets gauges, wood.
6 back saws 12"
4 cross cut saws
2 rip saws
4 marking gauges
2 countersink
3 braces
1 expansion bit
2 sets auger bits
1 doz. cabinet files, asst.
3 wood mallets
4 hand screw clamps
4 bore clamps
4 6" screw drivers.
1 stubby screw driver
2 8" screw drivers.
2 4" screw drivers.
6 coping saws and blades
1 mitre box and saw
1 compass saw
2 straight edge rules 3'
3 steel rules 12"
3 steel tapes 6'
6 folding rules 6'
3 hacksaws
6 center punches
2 cold chisels
6 ball peen hammer 8 oz.
1 ball peen hammer 1 lb.
2 ball peen hammers 2 lbs.
2 hand drills
2 sets twist drills 1/16"-1/8"
1 bench grinder
3 machinist vises
4 side cutting pliers
1 duck bill pliers
4 combination slip joint pliers
2 tin snips 6" and 8".
1 adjustable wrench 6".
1 adjustable wrench 10"
3 files, bastard cut
3 files, tapered saw.
3 files, bastard cut half-round
5 awls, shoemaker
1 revolving leather punch
1 set hollow leather punches
2 sets harness needles, asst.
2 knives, leather
2 knives, skiver
3 rivet sets
2 shoe hammers
1 set shoe lasts
5 clamps, leather
2 nippers
2 nail sets
1 gouge knife
2 steel squares 12"
2 yard sticks
2 thonging tools 1/8 and 3/32
2 sets tracing tools leather
1 masonry hoe
1 level
1 axe
1 engineers hammer
4 trowels
1 float
1 corner trowel
2 smoothing trowels
1 steel tape 50'
6 claw hammers
1 wrecking bar
1 mortar board
1 tamping bar,
1 sand screen
2 knife blade bastard cut files
1 pipe wrench 6"
1 pipe wrench 12"
1 force pump or plunger
2 steel scribers
3 dividers 6"
1 compass
3 chalk lines
2 electric soldering coppers
1 combination square
1 protractor
1 centering head
1 set pin punchers
CARPENTRY GOALS
FOURTH YEAR

1. Knows the safety rules of power machinery.
2. Knows how to file and set hand saws.
3. Knows how to care for and adjust bandsaws.
4. Knows how to saw curves, rip and cut off on a bandsaw.
5. Knows how to fold bandsaw blades.
6. Knows how to care for and adjust a planer.
7. Knows the range of work that can be done on a planer.
8. Knows how to feed work into a planer.
9. Knows how to care for and adjust a cut off saw.
10. Knows how to cut rabbets on a cut off saw.
11. Knows how to cut angles on a cut off saw.
12. Knows how to cut dadoes on a cut off saw.
13. Knows how to care for and adjust a jointer.
14. Knows how to joint an edge.
15. Knows how to chamfer or bevel on a jointer.
16. Knows how to surface narrow stock with a spring clamp.
17. Knows how to cut a rabbet on a jointer.
18. Knows how to care for and adjust a circular saw.
20. Knows how to cut off with a circular saw.
22. Knows how to cut mitres on a circular saw.
23. Knows how to operate a skill saw.
24. Knows how to operate a power sander.
25. Knows how to care for and operate a wood turning lathe.
26. Knows how to read and use a framing square.

Suggested Type Projects

1. Make a ventilation frame.
2. Make a door frame.
3. Make a window frame.
4. Make a screen window.
5. Make a screen door.
6. Make a folding chair or stool.
7. Make a folding table.
Carpentry Coals

Fifth Year

1. Knows how to read building blue prints.
2. Knows how to lay sill or mud plate.
4. Knows how to pour foundations.
5. Knows how to use steel square to lay out floor joists.
6. Knows how to build and lay a girder.
7. Knows how to lay a girder post.
8. Knows how to cut and secure bridging.
10. Knows how to lay sub-floor.
11. Knows how to put in header blocks.
12. Knows how to lay out stud, and partition blocks.
13. Knows how to cut, set, and nail studding.
14. Knows how to frame doors and windows.
15. Knows how to put in fire blocks and braces.
17. Knows how to put in headers and nailing blocks.
18. Knows how to put in rafter plates.
19. Knows how to lay out common rafters.
20. Knows how to put up gable studs.
22. Knows how to put on outside baseboards.
23. Knows how to put on outside water table.
24. Knows how to use common insulation material.
25. Knows how to put on common siding.
27. Knows how to prepare a house for stucco finish.
28. Knows how to put on roof sheathing.
29. Knows how to lay shingles.
30. Knows how to install doors and windows.
31. Knows how to put on plaster boards or metal lath.
32. Knows how to make outside steps.
33. Knows how to put on grounds for plastering.
34. Knows how to work with electricians and plumbers.
35. Knows how to put on outside trim.
36. Knows how to lay different kinds of flooring.
37. Knows how to install cabinets.
38. Knows how to put on inside trim.
39. Knows how to put on sub-siding.

Suggested Projects.

1. Build a garage.
2. Build a cabinet.
3. Repair steps or stairs.
4. Renovate or remodel a building.
Knows bake shop sanitation.

a. Discuss the importance of keeping the shop and equipment clean and free of insects and vermin.
b. Demonstrate methods of cleaning the shop thoroughly.
c. Discuss health and how it can be affected by mold, rope, ants, roaches, weavils, mice.
d. Demonstrate methods used in keeping the bake shop free of mold, rope, ants, roaches, weavils, and mice.

2. Knows the care of, and how to use cleaning equipment and cleaning agents.

a. Discuss the use of the mop, broom, scrub brush, scrapers, floor brush, and bench brush.
b. Demonstrate how to use each piece of cleaning equipment.
c. Discuss the cleaning agents and what each type is used for.
d. Demonstrate how to use soap, scouring powder, lye, window cleaner, and hot water.
e. Demonstrate how to clean floors, windows, ovens, proof room, troughs, mixers, bench, pans, and all bake shop hand equipment.

3. Knows the importance of personal cleanliness and practices it.

a. Discuss the importance of clean hands, clean body, short hair cut, well trimmed nails, and clean clothing.
b. Demonstrate the meaning of personal cleanliness.
c. Have pupils practice personal cleanliness at all times.

4. Knows and practices correct health measures.

a. Discuss health practices in handling dishes correctly: no smoking while working with food, working with foods when one has a cold, coughing or spitting around food, sneezing or blowing the nose around food.
b. Demonstrate correct methods to be used in these health practices.

5. Knows the necessity for frequent physical examinations, x-ray, and blood tests.

a. Discuss communicable diseases, such as boils, impetigo, scabies, venereal diseases, and how they are transmitted to other people.
b. Demonstrate precautions to use so as not to endanger other people.

6. Knows how to dress appropriately on the job.

a. Discuss why bakers wear clean white clothing, aprons, and caps.
b. Discuss why it is necessary to have shirt sleeves short, eliminate wrist bands, and wear no rings on the job.
c. Demonstrate the danger of long sleeves getting caught in the machinery.
d. Demonstrate why long sleeves, wrist bands, and rings are unsanitary in the bake shop.

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Knows and practices safety methods in cleaning and handling hand equipment and power equipment.

a. Discuss methods of operating and cleaning power equipment, ovens, deep fat fryers.
b. Demonstrate how to operate and clean power equipment, ovens, deep fat fryers.
c. Discuss handling and cleaning hot pans and sharp tools.
d. Demonstrate how to handle hot pans, how to wash and handle sharp tools. Show the danger of sharp tools loose in the sink.

Knows how and can use a baker’s scale, scoops, and measures.

a. Discuss the use of scales, scoop, and balance weight, pounds, and ounces.
b. Discuss the necessity of accuracy in weighing ingredients.
c. Demonstrate the use of scales and accurate weighing.

Knows how to follow a formula.

a. Discuss the outline of a formula and how to read a formula correctly.
b. Discuss why it is important to put ingredients together according to the formula instructions.
c. Demonstrate following a formula and correct method of mixing to get the proper aeration in the mix.
d. Have pupils read, follow, and mix a formula correctly.

Knows how to operate and care for mixers.

a. Discuss the gears, clutch, lift, and gear shift on mixers.
b. Demonstrate how each operates.
c. Discuss the action on different mixes with different agitators: rubbing, whipping, folding, cutting, and stretching.

Knows correct agitators for different type mixes.

a. Discuss the different agitators and why different mixes call for different agitators in the mixing process.
b. Demonstrate the correct agitator to use with different mixes.

Knows how to mix bread and roll dough.

a. Discuss the method used in mixing bread and roll dough, gluten development, and the action that takes place in the mixer.
b. Demonstrate step by step the correct mixing of bread and roll dough, gluten development, and the action that takes place in the mixer. Show how to tell when gluten is properly developed.
c. Have pupils practice bread and roll dough mixing.

3. Knows the use of a bread thermometer.
   a. Explain and demonstrate the use of the thermometer with dough ingredients and show the difference in temperature of finished dough.
   b. Explain friction heat. Stress the importance of correct temperatures in all mixes.

4. Knows the method for obtaining correct temperature.
   a. Explain and demonstrate how correct temperature can be obtained by chilling or heating the liquids that go into mixes.
   b. Explain and demonstrate the simple mathematical problem and the use of the thermometer.

5. Knows the importance of using the proper method to obtain correct fermentation of dough.
   a. Explain and demonstrate fermentation, the effect of temperature on yeast action, gluten, how bread cells are formed, and the action that takes place when dough is punched down.

6. Knows straight dough method.
   a. Discuss the time and work saving advantages in use of straight dough method.
   b. Demonstrate correct method of mixing and conditioning straight dough.
   c. Have pupils practice mixing straight doughs.

   a. Explain advantages of sponge dough.
   b. Demonstrate correct mixing and conditioning sponge dough.
   c. Have pupils practice making sponge dough.

8. Knows bench work and the importance of speed and uniformity.
   a. Explain and demonstrate bench tolerance and what happens when dough gets old.
   b. Discuss speed from safety standpoint.
   c. Discuss and demonstrate method of make-up.
   d. Discuss and demonstrate the importance of accuracy and uniformity in the finished product from the standpoint of cost and good workmanship.
   e. Discuss and demonstrate the value of eye appeal, taste appeal, and nutritive value derived through accuracy and uniformity.

9. Knows how to scale, round, and mold bread.
a. Discuss and demonstrate the use of scales, the importance of accuracy and speed, the reason for rounding and molding.
b. Discuss and demonstrate intermediate proof, and the importance of tight uniform molding, and careful panning.

30. Knows the use of steam in proof box and oven.
   a. Explain heat and humidity.
   b. Demonstrate relative humidity.
   c. Explain and demonstrate the effect of too much or too little steam in the proof box and in the oven.
   d. Explain and demonstrate moist heat and dry heat.

31. Knows how to mix and condition sweet dough.
   a. Explain the difference in the nature of sweet dough and broad dough, why sweet dough requires more yeast and has more bench tolerance.
   b. Demonstrate correct method of mixing and conditioning sweet dough.

32. Knows how to make up sweet dough on the bench into rolls, doughnuts, and coffee cake.
   a. Explain and demonstrate methods of make-up, such as cutting, scaling, rolling, and folding.
   b. Explain and demonstrate panning, proofing, and baking.
   c. Demonstrate bench tolerance of sweet dough.
   d. Have pupils practice make-up of sweet dough.
BAKERS TRAINING

Fifth Year

1. Knows how to operate the bake oven.
   a. Explain and demonstrate how to light a torch, how to regulate the draft, and how flue circulation works.
   b. Discuss flash heat and solid heat.
   c. Demonstrate how to obtain flash heat and solid heat.
   d. Explain and demonstrate the principles of baking and the action that takes place in the oven, how crust and crumb are formed.
   e. Demonstrate how to control crust color with steam, the difference between moist and dry heat.
   f. Explain and demonstrate the pool and how to use it.

2. Knows how to handle bread from oven to storage.
   a. Discuss and demonstrate from the dump to the cooling rack.
   b. Explain and demonstrate how to judge when bread is correctly baked.
   c. Demonstrate correct method of cooling, slicing, wrapping, and storing bread.
   d. Demonstrate how to adjust and operate the slicer and scaler.
   e. Discuss the dangers from cuts and burns.
   f. Demonstrate safety precautions to be practiced to avoid cuts and burns.

3. Knows how to ice and store sweet rolls.
   a. Discuss why some baked goods are iced hot and some are iced cold.
   b. Discuss and demonstrate different types of icing and how each type is used.
   c. Discuss and demonstrate correct method of stacking and storing baked goods to prevent drying out and to save space.

4. Knows how to mix, pan, and bake cakes.
   a. Explain the formula, the ingredients, and equipment needed to mix and bake the cake.
   b. Demonstrate how to assemble the ingredients and equipment.
   c. Demonstrate and explain step by step the preparation and mixing.
   d. Show direction and explain what is taking place in the process.
   e. Explain each ingredient and what it does in the mix.
   f. Demonstrate correct method of greasing and dusting pans.
   g. Demonstrate how to balance pan and scale, how to deposit batter, how batter is evenly distributed on pan, correct temperature and baking time, and how to tell when cake is done.
BAKERS TRAINING

Fifth Year

1. Knows how to operate the bake oven.
   a. Explain and demonstrate how to light a torch, how to regulate the draft, and how flux circulation works.
   b. Discuss flash heat and solid heat.
   c. Demonstrate how to obtain flash heat and solid heat.
   d. Explain and demonstrate the principles of baking and the action that takes place in the oven, how crust and crumb are formed.
   e. Demonstrate how to control crust, color with steam, the difference between moist and dry heat.
   f. Explain and demonstrate the pool and how to use it.

2. Knows how to handle bread from oven to storage.
   a. Discuss and demonstrate from the dump to the cooling rack.
   b. Explain and demonstrate how to judge when bread is correctly baked.
   c. Demonstrate correct method of cooling, slicing, wrapping, and storing bread.
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   a. Discuss why some baked goods are iced hot and some are iced cold.
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   c. Discuss and demonstrate correct method of stacking and storing baked goods to prevent drying out and to save space.

4. Knows how to mix, pan, and bake cakes.
   a. Explain the formula, the ingredients, and equipment needed to mix and bake the cake.
   b. Demonstrate how to assemble the ingredients and equipment.
   c. Demonstrate and explain step by step the preparation and mixing.
   d. Show aeration and explain what is taking place in the process.
   e. Explain each ingredient and what it does in the mix.
   f. Demonstrate correct method of greasing and dusting pans.
   g. Demonstrate how to balance pan and scale, how to deposit batter, how batter is evenly distributed on pan, correct temperature and baking time, and how to tell when cake is done.
5. Knows how to ice and cut cakes.
   a. Explain why different icings are used for different types of cake.
   b. Demonstrate how to spread icing evenly.
   c. Discuss and demonstrate simple decorations and designs.
   d. Demonstrate correct methods of cutting for even servings.

6. Knows how to mix pie dough
   a. Explain the difference of cutting-in and mixing-in shortening.
   b. Demonstrate hand method and machine method.
   c. Explain and demonstrate why one type is flaky and another type short and crumbly.
   d. Explain the reason for a minimum amount of mixing after the water is added.

7. Knows how to roll dough and fill pies.
   a. Explain and demonstrate the use of pie pin, edger, dusting flour, washers, and docker.
   b. Demonstrate how to roll pie dough and explain why re-rolling dough toughens it.
   c. Explain why it is important not to under-fill or over-fill a fruit pie.
   d. Explain and demonstrate correct method of filling a pie and why vents are put in the upper crust. Explain lettering and marking.
   e. Demonstrate baking shells for cream pies.
   f. Have pupils practice making pies.

8. Knows how to mix cookie dough.
   a. Explain and demonstrate the method used in mixing cookie dough. Show how it differs from mixing cake dough.
   b. Explain why a certain type agitator is used to mix cookie dough.
   c. Explain and demonstrate leavening agents and their action, soft wheat flour and why it is used for cookie dough.

9. Knows how to pan and bake cookies.
   a. Explain and demonstrate the use of cutters, droppers, bag, and tube.
   b. Explain and demonstrate how spread and crack is controlled and the use of steam in the oven for baking.
   c. Demonstrate correct heat and how to tell when cookies are done.
   d. Explain and demonstrate how to stack and store cookies.
0. Knows how to use bag and tube for drop cookies and cream puffs.
   a. Explain and demonstrate how to fill pastry bag and how to drop dough.
   b. Have pupils practice using bag and tube to get uniformity.

1. Knows how to make chow paste.
   a. Explain and demonstrate why the paste puffs up and must be deposited evenly on the pan.
   b. Explain and demonstrate why speed is necessary so the mix reaches the oven while it is still warm.
   c. Have pupils practice making and panning paste.

2. Knows how to fill and finish cream puffs and eclairs.
   a. Explain and demonstrate the use of the filler and how to adjust the pump to deliver correct amount of filling.
   b. Demonstrate how to dust cream puffs and how to ice eclairs.
   c. Have pupils practice filling, icing, and dusting.

3. Knows trade terms and their meaning.
   a. Learn trade names and terms and what each mean.
   b. Have pupil use them in his bakery vocabulary.
   c. Furnish academic teacher a list of these terms.

4. Knows the action of different ingredients in the mix.
   a. Explain what each ingredient is, why each is used, and the reaction of each in the mix.
   b. Explain and demonstrate each type of baking powder, aeration of sugar, shortening, eggs, soda, and cream of tartar.
   c. Discuss and demonstrate why and how each formula is balanced.

5. Knows how to mix, pan, and bake quick breads, such as biscuits, muffins, and corn bread.
   a. Discuss the difference between quick breads and yeast raised breads.
   b. Discuss and demonstrate correct method of mixing each type of quick bread.
   c. Discuss and demonstrate the correct method of mixing, handling, panning, and baking quick breads.

6. Knows the different types of shortening and how they are produced.
   a. Discuss the different types of shortening and the manufacturing process of each one: lard, compound, dehydroginated shortening, lard substitutes, oleomargarine, corn oil, peanut oil, and vegetable oil.
   b. Demonstrate what each type of shortening is used for and how to use it.
7. Knows the different types of flour and the component parts of each type.

   a. Discuss the different types of flour, such as hard wheat, soft wheat, graham, whole wheat, rye, rice, and corn meal.
   
   b. Discuss and demonstrate what is meant by component parts and why some are suitable for yeast raised bread and others are not.
   
   c. Discuss and demonstrate which types are suitable for quick breads, cakes, and cookies.
   
   d. Discuss and demonstrate the meaning of enzymes of flour, acidity, and absorption.

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**TRADE TERMS AND BAKERY VOCABULARY**

- absorption
- bionony
- cation
- gitate
- gitaror
- cidity
- alanced
- attar
- oat
- blend
- owl knife
- owl truck
- read cabinet
- read pan
- read rack
- read sealer
- read slicer
- uns
- un pan
- un rack
- Andy furnace
- susanulation
- cookie dropper
- onbine
- onponent
- ontrol
- orn oil
- room
- room pie
- rumb
- rust
- mustard
- ut-in
- amper
- ark brown sugar
- decoration
- deep fat fryer
- hydrogenated shortening
- deposit
- distribute
- divider
- docor
- dough
- doughnut screen
- doughnut dropper
- dough trough
- dry heat
- emulsion
- enzyme
- filler
- flash heat
- flavor
- fluo
- folding
- French knife
- fruit pie
- gluten
- graham flour
- high speed
- humidity
- hydrogenated
- icing
- ingredient
- intermediate proof
- incorporate
- lard substitute
- light brown sugar
- low speed
- minimum
- mix
- mix-in
- mixing
- mixing bowl
- moist heat
- moisture
- mold
- oleomargarine
- pan
- pan truck
- paste
- pastry cabinet
- pastry bag
- pastry tube
- pastry wheel
- pool blade
- pool handle
- pie shell
- powdered sugar
- preparation
- produce
- produced
- proof room
- puff
- ratio
- reduce
- refrigeration
- relative humidity
- retention
- round
- rounding cabinet
- rye flour
- scale
- scraper
- separate
- slack
- soft wheat flour
- solid heat
- spice
- spread
- stacking
- starch
- stiff
- storing
- temperature
- tolerance
- torch
- uniformity
1. Knows the name of and how to use hand equipment.

I. Knives:

- Boning
- Coring
- French
- Loin
- Paring
- Roast meat slicer
- Skinning
- Steak
- Bench knife

II. Miscellaneous:

- Basting spoon
- Broiler
- Cake turner
- China cap
- Cleaver
- Cutter (biscuit)
- Colander
- Dipper
- Dish pan
- Fork (meat)
- Fryer
- Frogs (steam kettle)
- Insets
- Inset pans
- Ladle
- Measures (cup, pint, quart, ½ gallon, spoons, and gallon)
- Mixing bowl
- Meat saw
- Peel (board)
- Pin (rolling)
- Sievo
- Skimmer
- Spatula
- Scales

a. Discuss hand tools and what each is used for.
b. Demonstrate how to use each piece of hand equipment.
c. Have students use hand equipment correctly.

2. Knows how to use liquid measures.

a. Discuss how and for what purpose liquid measures are used.
b. Demonstrate how to use liquid measures, pints, quarts, and gallons.
3. Knows how to keep hand tools in perfect working condition.
   a. Discuss how and for what purpose liquid measures are used.
   b. Demonstrate how the hand tools are kept in good working condition.
   c. Have pupils practice caring for hand tools.

4. Knows how to hold material while working with a knife or other cutting tool.
   a. Discuss the way to hold material.
   b. Discuss the need for safety practices in use of knives or cutting tool.
   c. Discuss correct way to hold material while using any kind of cutting tools.

5. Knows how to use all cleaning equipment.
   a. Discuss and demonstrate the use of all cleaning equipment.
   b. Have pupils use all cleaning equipment correctly.

6. Knows how to use different kinds of cleaning agents and equipment.

   1. Cook's cleaning equipment:
      - Broom
      - Dust pan
      - Counter brush
      - Mop
      - Mop pole and wringer
      - Scrub brush
      - Squeeze
      - Steel wool
      - Stove brick
      - Wire brush
      - Wire bottle brush
      - Insect powder
      - Roach powder
      - Push broom

      a. Discuss usage of different cleaning agents.
      b. Demonstrate usage of different kinds of cleaning agents.

7. Knows how to keep kitchen clean and orderly.
   a. Discuss methods of cleaning all parts of the kitchen.
   b. Discuss cleaning tables, steam jacket kettles, pans, pots, and ranges.
   c. Demonstrate cleaning methods used in the kitchen and on the equipment.
8. Knows how and why it is important to keep clean on the job.
   a. Discuss necessity of daily bathing.
   b. Discuss keeping hair clean and well trimmed.
   c. Discuss keeping finger nails clean and trimmed.
   d. Discuss why hair is kept covered on the job.
   e. Demonstrate the wearing of clean clothes.
   f. Demonstrate clean well trimmed finger nails.
   g. Demonstrate clean well trimmed hair cuts.
   h. Have pupils practice personal hygiene and neatness.

   a. Discuss, demonstrate, and practice all safety rules.
   b. Discuss and demonstrate precautions to take.

10. Knows the importance of having a place for and keeping everything in its place.
    a. Discuss why it is important to have a place for everything.
    b. Discuss why regularity makes work easier and more efficient.
    c. Demonstrate correct arrangement in a kitchen to lessen work.
    d. Demonstrate arrangement of equipment racks and shelves.

11. Knows how to follow simple recipes.
    a. Discuss recipes and how to follow them.
    b. Discuss why materials are assembled before starting to mix a recipe.
    c. Demonstrate mixing ingredients according to recipe directions step by step.

12. Knows trade terms used in cooking.
    a. Discuss terms for cooking meats, vegetables, broods, fruits, and eggs.
    b. Discuss methods of cooking different foods.
    c. Demonstrate the trade names given cooked foods.

13. Knows the seven basic foods and the body need of each.
    a. Discuss and use charts to show the 7 basic foods.
    b. Discuss the need for the 7 basic foods in the daily diet.
    c. Demonstrate how each of the 7 basic foods can be used daily.

14. Knows how to classify vegetables.
    a. Discuss the classification of fruits and vegetables.
    b. Demonstrate classifying vegetables and fruits.

15. Knows why and how to sort vegetables and fruits for storage.
    a. Discuss reason for keeping vegetables and fruits sorted to prevent spoilage.
    b. Demonstrate sorting of fruits and vegetables.
6. Knows how to store different kinds of fruits and vegetables.
   a. Discuss what should be stored in refrigeration and what needs dry cool storage.
   b. Demonstrate correct storage methods.

7. Knows the different cuts of meat and how each cut is cooked.
   a. Discuss different cuts of meat.
   b. Use charts to show where different cuts come from.
   c. Demonstrate by cutting up the carcass of beef, hog and sheep.
   d. Demonstrate how different cuts are prepared and cooked.

8. Knows how to regulate the steam table for use.
   a. Discuss the amount of water to be used and amount of steam to keep it hot.
   b. Demonstrate how to fill and heat steam tables.

   a. Discuss technique of scales.
   b. Demonstrate scales by weighing various items and amounts of food.

INSTITUTIONAL COOKING

WORD LIST - FOURTH YEAR

Stock knife  Operation
Boning knife  Observing
French knife  Stock pot
Paring knife  Importance
Slicer knife  Disposal
Lein knife    Equipment
Bench knife   Precaution
Skinning knife Handling
China cap     Recipe
Select        Ladle
Skinner       Refrigeration
Ingredients  Pool board
Sievo        Grill
Smother      Food chopper
Food grinder  Mince
Peach        Food shredder
Steam jacket kettle  Tuberous
Succulent   Scalloes
Measures    Appeal
Appetizer   Exactly
Thermometer Practice

Charts
Basic
Container
Insect
Insecticide
Antiseptic
Cleaver
Scalula
Colander
Storage
Mixing spoon
Broil
Basting spoon
Dice
Food slicer
Sauto
Squeeze
Bulbs
Correctly
Different
INSTITUTIONAL COOKING
Fifth Year

1. Knows how and practices keeping neat and clean on the job.
   a. Review goal 3 of the 4th year.
   b. Make sure all pupils understand and practice keeping neat and clean on the job.

2. Knows how to be loyal to the job.
   a. Discuss fair play and honesty.
   b. Discuss carrying their part of the work.
   c. Demonstrate co-operation in daily work.
   d. Demonstrate ways of getting along pleasantly with co-workers.
   e. Practice co-operating and being pleasant with co-workers.

3. Knows how to accept responsibility on the job.
   a. Discuss responsibility on the job.
   b. Demonstrate how a pupil can take responsibility on the job.

4. Knows how to be dependable.
   a. Discuss ways of showing how one can be depended upon.
   b. Discuss what dependability means.
   c. Demonstrate how to show that a person can be depended on.

5. Knows how to care for and operate power equipment in the kitchen.
   1. Power equipment used in an institutional kitchen.
      Food chopper
      Food slicer
      Meat grinder
      Mixer (cake)
      Peeler (vegetable)
      Ice cream freezer
      Meat saw
      Churn
   a. Discuss the use of kitchen power equipment.
   b. Discuss cleaning and oiling equipment.
   c. Demonstrate how each piece of power equipment is used.
   d. Demonstrate cleaning and oiling power equipment.

6. Knows safety methods and practices them in the use of power equipment.
   a. Discuss the danger connected with power equipment.
   b. Demonstrate correct methods of operating power equipment.
   c. Have pupils operate equipment under supervision.
   d. Have pupils operate equipment un-supervised.
7. Knows how to operate steam jacket kettles.
   a. Discuss how steam jacket kettles are used and how steam pressure is controlled.
   b. Demonstrate cooking in steam jacket kettles.
   c. Supervise pupils in the use of steam jacket kettles.
   d. Have pupils operate kettles un-supervised.

8. Knows how to block out a carcass of beef, mutton, and pork.
   a. Use charts.
   b. Discuss cutting lines.
   c. Demonstrate cutting.
   d. Supervise pupils cutting up a carcass of each of the three kinds of animals.
   e. Have pupils cut up a carcass of each kind of the three animals un-supervised.

9. Knows how to render out lard.
   a. Discuss steps to take in rendering out lard.
   b. Demonstrate the process of rendering out lard.

10. Knows how to clean stainless steel, aluminum, and cast iron equipment.
    a. Discuss cleaning agents used on each type of equipment.
    b. Discuss the use of brushes, steel wool, and wire brushes.
    c. Demonstrate how the three types are used.
    d. Demonstrate the use of different cleaning agents.

11. Knows how to operate an electrical dish washer.
    a. Discuss method of operating an electric dish washer.
    b. Demonstrate how an electric dish washer is operated.
    c. Have pupils operate machine.

12. Knows how to make different kinds of soup, such as, cream soup, vegetable soup, and meat stock soup.
    a. Discuss the different bases used for making soup.
    b. Demonstrate how to make cream soup, vegetable soups, and meat stock soup.
    c. Have pupils practice making the different types of soups.

13. Knows how to cook meats in different ways, such as, boil, broil, and stew.
    a. Discuss methods used in cooking meats different ways.
    b. Demonstrate methods used in cooking meat each way.
    c. Supervise pupils in cooking meat each way.
    d. Have pupils cook meat by different methods un-supervised.
4. Knows how to cook simple desserts.
   a. Discuss different types of simple desserts.
   b. Use charts and pictures to show how the finished article should look.
   c. Demonstrate how several desserts may be made from one base recipe.

5. Knows how to follow recipes using either measures or weights.
   a. Discuss weights and measures.
   b. Demonstrate the use of weights and measures.
   c. Practice weighing and measuring materials.

6. Knows how to season to taste.
   a. Discuss the value of proper seasoning.
   b. Demonstrate how to season to taste.
   c. Have pupils practice seasoning different foods to taste.

7. Knows how to make hot cakes.
   a. Discuss how to make hot cake batter.
   b. Demonstrate how to make up hot cake batter.
   c. Demonstrate cooking hot cakes.
   d. Have pupils practice making hot cake batter.
   e. Have pupils practice cooking hot cakes.

8. Knows how to make quick breads, corn bread, muffins and biscuits.
   a. Discuss how to make different kinds of quick breads.
   b. Demonstrate how to make different kinds of quick breads.
   c. Demonstrate how to bake different kinds of quick breads.
   d. Have pupils practice making and baking different kinds of quick breads.

9. Knows how to cook potatoes in 20 different ways.
   a. Discuss how to cook potatoes 20 different ways.
   b. Demonstrate how to prepare and cook potatoes 20 different ways.
   c. Have pupils practice preparing and cooking potatoes 20 different ways.

10. Knows how to cook dried beans several different ways.
    a. Discuss cooking dried beans different ways.
    b. Demonstrate cooking dried beans several different ways.
    c. Have pupils practice preparing and cooking dried beans in several different ways.

11. Knows how to use spices, flavoring and other condiments.
    a. Discuss how each spice and condiment is used.
    b. Demonstrate the use of each spice and condiment.
    c. Supervise pupils in the use of spices and condiments.
    d. Have the students use spices and condiments un-supervised.
22. Knows how to care for milk, butter and other dairy products using standard sanitary methods.

a. Discuss sanitary refrigeration methods used in the care of milk and other dairy products.
b. Discuss sanitary sterilization methods in the care of milk and other dairy products.
c. Demonstrate sanitary refrigeration and sanitary sterilization methods in the care of milk and dairy products.
d. Have pupils practice sanitary methods of refrigeration and sterilization in the care of milk and other dairy products.

23. Knows how to care for and operate refrigeration for an institutional kitchen.

a. Discuss kinds of refrigeration used in institutional kitchens.
b. Use charts on refrigeration to show different types.
c. Demonstrate how to care for and operate refrigerators.

24. Knows how to care for and operate institutional ranges.

a. Discuss methods of cleaning and heating ranges.
b. Demonstrate how to clean and gauge heat on ranges.
c. Have pupils practice care and operation of ranges.

25. Knows how to store and how to use left-overs.

a. Discuss ways of storing left-overs.
b. Discuss ways of using left-overs.
c. Have pupils practice using left-overs.

26. Knows how to keep stock and order supplies.

a. Discuss supplies that need to be kept on hand.
b. Demonstrate how to keep stock.
c. Have pupils practice keeping stock and ordering supplies.

27. Knows how to plan daily menus to include the 7 basic foods.

a. Discuss the need for the seven basic foods in the daily diet.
b. Use charts to show the classification of the 7 basic foods.
c. Demonstrate classifying different foods into the 7 basic food groups.
d. Have pupils practice classifying foods into the 7 basic food groups.
e. Have pupils plan daily menus to include the 7 basic foods.
f. Have pupils practice making daily menus to include the 7 basic foods.

28. Knows how to get "eye appeal" as well as wholesomeness into food preparation.

a. Discuss the value of "eye appeal" in food.
b. Demonstrate ways of making food attractive to the eye.
c. Discuss food being wholesome as well as attractive.
d. Discuss why all food should be wholesome.
e. Demonstrate how foods are prepared to make them both wholesome and appetizing.
Knows how to serve food attractively.

a. Discuss how to make cooked food look attractive.
b. Discuss how color in a meal adds to attractiveness.
c. Use colored food charts.
d. Demonstrate attractive meal service.

Knows how to make work schedules for oneself

a. Discuss work to be done.
b. Discuss time in regard to work.
c. Demonstrate planning daily work schedule.

Knows how to make maintenance work schedule.

a. Discuss work to be done on maintenance period.
b. Demonstrate planning work and supervision.

Knows how to make salads.

a. Discuss different kinds of salads.
b. Demonstrate making salads.
c. Have students make different kinds of salads.

Knows how to use "Guide for Cooks and Bakers".

a. Discuss how to locate information needed.
b. Demonstrate how to use "Guide for Cooks and Bakers".
c. Have students make practice of consulting this book for information.

Knows why regular physical check-ups are required for food handlers.

a. Discuss danger of spreading disease.
b. Discuss spread of social diseases.
c. Demonstrate ways disease spread is prevented by physical check-up, x-ray, and food test.