

## ECONOMIC OPPORTUNITY ACT AMENDMENTS OF 1967 2923

### *Specific*

- a. to develop comprehension skills specifically related to the vocational area of each student;
- b. to develop vocabulary mastery specifically related to the vocational areas;
- c. to develop spelling skills specifically related to the vocational areas.

### *General*

3. To develop an interest in reading various kinds of literature.

### *Specific*

- a. to develop interest in reading newspapers;
- b. to develop interest in reading news magazines;
- c. to develop interest in reading general information magazines;
- d. to develop interest in reading material related to their vocational areas;
- e. to develop interest in reading longer types of literature, i.e., novels, fiction, biographies, etc.

### *General*

4. To develop some listening skills.

### *Specific*

- a. to develop listening skills in general;
- b. to develop listening skills as to specific situations.

### *General*

5. To develop the ability to read critically and accurately.

### *Specific*

- a. to develop some ability to criticize new accounts;
- b. to develop some ability to criticize general magazine articles;
- c. to develop some ability to criticize longer types of literature.

Machines and programed reading materials are available for those trainees who wish to sharpen, refresh or advance an already well established reading skill. Systematic instruction is offered in reading, spelling and writing skills to those trainees who have the basic ability but need to expand this to meet the demands of current employment requirements. In addition, a controlled experimental program is being offered for those trainees who are completely devoid of basic reading skills. Thus, the total reading program has four distinct facets:

1. Technical-advanced reading.
2. Semi-self instructional reading improvement and extension.
3. Developmental reading.
4. Controlled remedial reading.

### *Mathematics*

The mathematics program stresses remedial and basic math with the hopes of attaining competency in computational skills. Programed math materials are available for more advanced trainees and functional illiterates. Vocationally oriented math is emphasized concurrent with remedial, basic or advanced math instruction. In addition, a controlled mathematics group permits the inclusion, on an experimental level of instruction in "new math."

Our math department is the newest addition to our "Center Concept" of education. The new Math Center will have a large group instruction room, a small group instruction room and a center proper. It will be manned with a minimum of four (4) instructors every hour to offer the most individualized type of instruction possible. In addition simultaneous instruction (team approach to teaching vocational skills and basic educational skills at the same time) has been expanded for our coming term. The three sections of welding-blueprint reading plus the Auto Body and Production Machine Operators related classes will have a math instructor and vocational instructor coupled for teaching purposes.

Thus in our mathematics instruction we offer a good workable individualized program in the following areas:

1. Remedial-basic mathematics.
2. Advanced mathematics.
3. Vocationally oriented mathematics.
4. Controlled experimental math instruction in "new math."
5. Simultaneous instruction in shop area.