

TO: CRC Local Program Plan Subcommittee and Board of Education

FROM: John Edwards

DATE: June 3, 1991

RE: Section on academic objectives

I have a question and some comments about section I.C.2., Student Academic Skills, of the Program Plan, pp. 4-8. The question is about the connection between the lists of objectives and the contents of our curriculum guides for each of these subject areas. I assume that the manuals produced by our curriculum committees are based upon the Program Plan (rather than the other way around), but the Plan does not state this to be the case. There should be some assurance of continuity among the District's Mission, general goals, Program Plan and the several manuals for the academic skill area.

My other comments concern the relative emphasis given to general types of objectives within and among the subject areas. Our own Mission Statement and Beliefs, as well as the literature on educational outcomes generally, identify three broad domains of schooling effects. These are cognitive, affective and behavioral. Briefly, the cognitive domain consists of mental processes including learning, thinking, understanding, problem solving, etc. and structures such as knowledge, thoughts and ideas. The affective domain includes feelings, attitudes, emotions, evaluations, etc. that indicate some positive or negative orientation toward a certain topic, person, group, object or activity. The behavioral domain refers to overt physical actions including communication, task performance and so forth.

With this triadic system in mind, I have attempted to categorize the objectives listed in section I.C.2. as shown below, where: a = affective, b = behavioral and c = cognitive. Realizing that listing educational objectives is "not as simple as A, B, C," it still seems that we have an imbalance of emphasis on the three domains of educational outcomes. A few additions are suggested for future reference.

a. Language Arts

1. a
2. c
3. c
4. c
5. c & a
6. c
7. c & b
8. b
9. b
10. b
11. c
12. b

b. Social Studies

- | | |
|----------|---|
| 1. c | 9. c |
| 2. a | 10. c |
| 3. c & a | 11. a |
| 4. c & a | *12. c (a suggested addition) Understanding how |
| 5. b & a | personal and environmental factors combine to |
| 6. c | influence human thought, feeling and action. |
| 7. c | |
| 8. a & b | |

continued

c. Science

1. c
2. c
3. c & b
4. c
5. c & b
- *6. a (a suggested addition): Appreciating the process, products and limitations of the scientific method.

d. Mathematics

1. c
2. b & c
3. c & b
4. b
5. b
6. c & b
7. c & b
8. c
- *9. a (a suggested addition): Developing a positive attitude toward mathematics as a tool for personal living and societal advancement.

e. Foreign Language

1. b
2. c
- *3. a (a suggested addition): Developing a positive attitude toward other languages and cultures.

f. Fine Arts

1. c
2. c
3. c
4. b
5. a
6. c & a
7. c

g. Physical Education and Health

1. c
2. b
3. c & a
4. c & a

h. Health & Safety

1. c
2. a
3. c
4. c
5. c
6. c
7. c & b
8. c
- *9. a & b (a suggested addition): Developing positive attitudes and practices conducive to overall well-being.

continued

i. Microcomputer

1. c
2. b
3. b
4. b
5. b
6. b

*7. a (a suggested addition): Appreciating the value of computers in personal living and their impact on social change.

j. Related Studies

No introductory discussion of general goals for this area or list of what students should work toward are presented. This is a notable omission.

k. Library/Resource Center

1. b
2. c
3. a
4. b

l. Special Programs

Nothing is said about the general goals or objectives for students in this area. Perhaps something should be added to this paragraph.

Several cautions about the foregoing analysis should be noted. First, any attempt to categorize objectives is somewhat subjective and, therefore, others may see these items differently. Second, one type of outcome may presuppose another, e.g., in order to enact a skill one needs some cognitive knowledge about how to do it. Third, it may be very appropriate to have different numbers of affective, behavioral and cognitive type outcomes in different academic areas. Even so, I believe it is valuable to apply this triadic system in evaluating and possibly revising the object in the section on Student Academic Skills as well as the subsequent section I.C.3. (Student Academically Related Skills).