



**Doctor Franklin Perkins School  
High School Program of Studies**

2019-2020 School Year

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*The instructional resources used at Doctor Franklin Perkins School are aligned to the Massachusetts Curriculum Frameworks.*

# **Doctor Franklin Perkins School High School**

## **Program of Studies**

Dear Parents and Guardians:

The Program of Studies has been developed to provide you and your child with information regarding our school's expectation and an overview of our course offerings for high school students.

We are excited about the opportunity that you have provided us to educate your child. Our daily focus is centered on removing barriers that impede academic success and developing relationships. Educators, clinicians, and related service providers work hand-in-hand throughout the school day to ensure that we meet your child's needs. We are committed to providing all of our students with *a chance to blossom*.

If you have any questions, concerns, or ideas that you may have about our educational program at Doctor Franklin Perkins School, please do not hesitate to contact me.

Sincerely,

Cindy Wing, M.Ed.  
Chief Academic Officer

## **Doctor Franklin Perkins School Mission Statement**

The mission of the Doctor Franklin Perkins School is to provide our students with an enriched learning experience that is student centered, collaborative, and academically challenging. We strive to unlock the potential of each individual by empowering students to advocate for their own needs, and to take risks academically, socially, and emotionally.

## **Program of Studies and School Expectations Overview**

**Performance Reports:** Report cards are issued four times a year: November, February, April, and June. In addition, teachers, clinicians, and administrators may provide information on performance through letters, parent-teacher conferences, progress reports, e-mail, or telephone calls as necessary.

### **Academic Expectations for Learning**

Students are expected to attend school and all classes on a regular basis and be engaged in all academic and special subject coursework. Every effort will be made to avoid removing students from academic classes if they receive Speech and Language and/or Occupational Therapy services. Flexible blocks in the school schedule have been created to enable pullout services and avoid class time disruptions if possible.

If a student is removed from class, or he/she chooses to leave the classroom, he/she will be expected to make up the instructional time loss before or after school. It will be a joint decision by the teacher and parent as to when the time can be made up. There are always exceptions to the rule and the Perkins educational team, the clinical team, the local school agent, and the parents will determine if adjustments to class attendance expectations are necessary. Students need to attend class and be engaged in the learning opportunities provided to them in order for teachers to assess what they should know.

The expectations for assignment completion are adjusted to meet the individual needs and abilities of our students. More details on student assessment are described in the course descriptions.

### **Attendance Policy**

Under the laws of the Commonwealth of Massachusetts: “Every child between the ages of 6 and 16 is compelled to attend school.” Except in cases of illness or other extenuating circumstances, students are expected to be present when school is in session. Family vacations and trips, which are scheduled when school is in session, are not considered valid reasons for absence. Although teachers will allow students to make up missed assignments, tests, and quizzes, they are not required to prepare work in advance for a vacation related absence. In addition, teachers are not required to re-teach or tutor students when they return from a vacation. Furthermore, the classroom teacher will establish the appropriate timeframe for making up the work.

A student is allowed up to **14 unexcused absences total for a year- long course (5 block hours)** and **7 unexcused absences for a semester course (2.5 block hours)**. Attendance will be reviewed quarterly and each semester and noted on progress reports and report cards. Missing more than half of the class period due to unexcused tardiness will be counted as an absence for the class period.

### **Absence Note (Day Treatment Students)**

A student is required to submit an absence note to the main office within two days of his/her return to school. Notes do not eliminate/excuse absences, tardies, or dismissals; they indicate parent awareness of the absence.

### **Excusable Absences (Formal Documentation Required)**

- Death in the family (parent, sibling, grandparent, aunt, uncle, niece, nephew, cousin.)
- Medical Appointment – formal documentation required from the appropriate health care professional
- School sponsored/sanctioned activities: field trips, class meetings, in-school or external suspension
- Religious Holiday Observance
- Legal/Court appointments- Court note required upon return to school

### **Grading Policy**

Students are expected to attend all classes on a regular basis and be engaged in all coursework. Teachers are expected to provide students with written, constructive feedback for all assignments and assessments within one week of when the assignment or assessment was given.

The following breakdown will show how grades will be calculated for all courses.

**Tests, Quizzes, and Projects**                      **50%**

**Classroom Participation\***                      **40%**

**Homework**    **10%**

*\*If students are absent from class for therapeutic services (Speech, OT and Reading), the Classroom Participation grade will not be affected. If students are absent from school for an extended period of time for excused medical reasons, tutoring will be arranged and the Classroom Participation grades will not be affected. All efforts will be made by clinicians and related service providers to avoid student removals from core academic subject periods.*

### **Honor Roll**

Each term, students earning an A- (90 to 92) or above and full credit in all of their classes, and who have a full-time schedule, earn the distinction of “High Honors.” Students earning a B (83 to 86) and above in all of their classes and meet the other criteria earn “Honors.” Honor and high honor roll students will be recognized each quarter.

## REQUIRED HIGH SCHOOL COURSES

<b>English</b> 5 Block Hours	Grade 9 Freshman English	Grade 10 Sophomore English	Grade 11 American Literature	Grade 12 English Literature
<b>Math</b> 5 Block Hours	Grade 9 Algebra I	Grade 10 Geometry I	Grade 11 Algebra II	Grade 12 Integrated Math
<b>History</b> 5 Block Hours	Grade 9 World History I	Grade 10 U.S. History I	Grade 11 U.S. History II	Grade 12 -Justice & Law-Sem. 1 -Economics – Sem. 2
<b>Science</b> 5 Block Hours	Grade 9 Biology I	Grade 10 Biology II	Grade 11 Physical Science	Grade 12 Elective Integrated Science/ Forensic Science
<b>Art</b> 1 Block Hour	Grade 9 Visual Arts I	Grade 10 Visual Arts II	Grade 11 Electives -Advanced Drawing -Digital Publishing	Grade 12 Electives -Advanced Drawing -Digital Publishing
<b>Technology Education</b> 1 Block Hour	Grade 9 Technology Education	Grade 10 Technology Education	Grade 11 Raspberry Pi -Online Education -Microsoft Office Applications -Online Coding	Grade 12 Electives -Raspberry Pi -Online Education -Microsoft Office Applications -Online Coding
<b>Fitness</b> .5 Block Hours	Grade 9 Introduction to Fitness Concepts	Grade 10 Introduction to Fitness Concepts	Grade 11 Introduction to Fitness Concepts	Grade 12 Introduction to Fitness Concepts
<b>Health</b> .5 Block Hours	Grade 9 Infectious Disease	Grade 10 Developing Positive Relationships	Grade 11 Stress Management and Mental Health	Grade 12 Ecological and Environmental Health
<b>Music</b> 1 Block Hour	Grade 9 Introduction to Music: An Insight to Listening	Grade 10 Music: Its Role & Importance in Our Lives	Grade 11 -Chorus -Music Composition	Grade 12 Electives -Chorus -Music Composition
<b>Peer Mentor</b> 1 Block Hour	Grade 9 Peer Mentor	Grade 10 Peer Mentor	Grade 11 Peer Mentor	Grade 12 Peer Mentor
<b>Career Education</b> 1 Block Hour 10-11	Career Education (.5 Block hour) Home Economics (.5 Block Hour)	Grade 10 Career Education	Grade 11 Career Education	Grade 12 Career Ed. (1 Block hr.)
<b>Internship</b> 5 Block Hours			Grade 11 Internship-Variou locations/roles	

<b>Senior Seminar</b> 1 Block Hour				Grade 12 Seminar
<b>Senior Project</b> 1 Block Hour				Grade 12 Senior Project
<b>Additional Electives</b>			<ul style="list-style-type: none"> <li>-Topics in History</li> <li>-Animal Care</li> <li>-Entrepreneurship (Community Service)</li> <li>-Literature Studies</li> <li>-Journaling</li> <li>-Rein in a Dream (Community Service)</li> <li>-Animal Care</li> <li>-Creative Writing</li> </ul>	<ul style="list-style-type: none"> <li>-Topics in History</li> <li>-Animal Care</li> <li>-Entrepreneurship (Community Service)</li> <li>-Literature Studies</li> <li>-Journaling</li> <li>-Rein in a Dream (Community Service)</li> <li>-Animal Care</li> <li>-Creative Writing</li> </ul>

\*Doctor Franklin Perkins School provides local school districts with the total block hours per course. The districts assign course credits.

# ACADEMIC COURSE DESCRIPTIONS

## ENGLISH LANGUAGE ARTS

### **Grade 9 English and Writing Literacy**

The Grade 9 English course will expose students to a number of different genres (Realistic Nonfiction, Fiction, Poetry in addition to Drama and Fantasy. The textbooks used for the course are *The Language of Literature* and *Language Network- Grammar, Writing, and Communication* by McDougal Littell. Teachers will introduce to students various genres of classical and contemporary texts while also working to enhance their grammar and writing skills. Through literature, students are encouraged to examine various social values to develop an appreciation of various literary styles, and to view reading as an enjoyable activity.

Over the course of the school year, students will enjoy reading the following novels and reading selections: *The Ultimate Gift and The Ultimate Life* by Jim Stoval, *Marcelo in the Real World* by Francisco X. Stork, Excerpts from *The Perfect Storm* by Sebastian Junger, *Old Man in the Sea* by Ernest Hemmingway, *A Christmas Carol* by Charles Dickens, *To Kill a Mockingbird* by Harper Lee, *Of Mice and Men* by John Steinbeck, as well as *The Lord of the Flies* by William Golding. Additionally, Poets such as Maya Angelou, Edgar Allan Poe, and Robert Frost (to name a few) will be studied throughout the school year.

Grade 9 students will write for different audiences as well as for different purposes. They will write with a clear focus, coherent organization while using effective grammar and mechanics. Graphic organizers will be provided as guides for successful writing. Students will demonstrate an improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revision.

Movies, classroom discussions, hands-on projects, oral readings, multimedia presentations, and small group focused discussions will be utilized to help engage the students in these units. Student comprehension of the materials covered will be assessed through their ability to accurately answer comprehension questions, participation in class wide discussions, tests, vocabulary quizzes, presentations, and formal written essays.

### **Grade 10 English and Writing Literacy**

The core texts of the Grade 10 Literature and Composition class, *The Language of Literature* and *Language Network- Grammar, Writing, and Communication* by McDougal Littell, will create a basis for what the students will study this year. Both texts align with the Massachusetts Curriculum Frameworks, Grade 10. The genre of science fiction will be analyzed by reading Ray Bradbury's "A Sound of Thunder", Kurt



Vonnegut's "Harrison Bergeron", Bradbury's novel *Fahrenheit 451*, and H.G. Wells' novel *The Time Machine*. Students will discover how the theme of censorship is depicted across these works of literature. Tenth graders will spend time researching and learning about American Folklore. They will read Washington Irving's "The Legend of Sleepy Hollow" and a variety of other modern day scary short stories. They will then apply the concepts they discovered in this unit while writing and sharing scary stories of their own creation. The themes of betrayal, friendship, loyalty, honesty, internal conflict, and truthfulness will be explored when reading and discussing John Knowles *A Separate Peace* and the short story "The Curious Case of Benjamin Button" by F. Scott Fitzgerald.

Movies, classroom discussions, hands on projects, oral readings, multimedia presentations, and small group focused discussions will be utilized to help engage the students in these units. Students' comprehension of the materials covered will be assessed through their ability to accurately answer comprehension questions, their participation in class wide discussions, tests, vocabulary quizzes, presentations, and formal written essays.

### **Grade 11 English and Writing Literacy**

The Grade 11 Literature and Composition course will expose students to a number of different genres in their reading while also teaching the components of writing. McDougal Littell's *The Language of Literature* and *Language Network- Grammar and Writing and Communication* are the textbooks used for the course. Students will read novels, short stories, plays and poetry ranging from the founding of America to the modern age.

Students will explore the American condition and the struggles and triumphs of multiculturalism as depicted in such works as Arthur Miller's *The Crucible*, Conrad Richter's *The Light in the Forest*, Willa Cather's *My Antonia*, Walter Dean Myers' *Journal of Scott Pendleton Collins*, Lorraine Hansberry's *A Raisin in the Sun*, Tim O'Brien's *The Things They Carried*, Mark Twain's *The Adventures of Huckleberry Finn*, Orson Scott Card's *Ender's Game*, F. Scott Fitzgerald's *The Great Gatsby*, and S. E. Hinton's *The Outsiders*. Students will reflect on the legacy of traditions, trends, themes and issues of American History through short stories and poem selections by Native American authors, Anne Bradstreet, Nathaniel Hawthorne, Edgar Allan Poe, Emily Dickenson, and Robert Frost and various other American writers.

Class readings and discussion will emphasize how authors use symbolism, theme, style, voice, mood, and other rhetorical devices to communicate with their audiences. Students will express their views on a variety of topics through analytical, compare/contrast, persuasive, expository and creative writing exercises. Student comprehension of the materials covered will be assessed through their ability to accurately answer comprehension questions, participation in whole class discussions, tests, vocabulary quizzes, presentations, and formal written essays.

- *Students will prepare for the SAT/ACT's with vocabulary lessons, reteaching of grammar, sentence structure, reading comprehension and composition.*
- *Students will recognize 5 literary elements of fiction (Character, Setting, Theme, Plot and Conflict) of short story or novel*
- *Student will be able to recognize literary devices like hyperbole, metaphors, allusion, imagery, foreshadowing, allegory and characterization.*
- *Student will be able to cite examples from the story to bolster their opinions and assertions about a verbal or written prompt.*
- *Problem Solving/Critical Thinking Activities*
- *Notetaking*
- *College Prep - Research Paper*

## **Grade 12 English and Writing Literacy**

The English Language Arts Program in Grade 12 is designed to develop students' ability to read critically, write coherently, speak thoughtfully and use appropriate language mechanics. The 12th grade will have two semesters including British Literature and World Literature.

In World Literature, students will be exposed to classics such as Lao-tzu's *Tao Te Ching*, Epic of Gilgamesh, The Bible, Rigveda, The Popol Vuh, Reg Vida, and the *Bhagavad-Gita*. More in depth coverage will be given to Hermann Hesse's *Siddhartha* as they examine the life of Gandhi, in order to make connections between the literature and civilizations different from their own. Students write compare and contrast essays to make these connections explicit. Additionally, there will be a unit on Russian Literature as viewed via a comparative American-Soviet vantage point.

In British Literature, students read Shakespeare's *Hamlet*, excerpts from Mary Shelley's *Frankenstein*, and poetry from the romantic period and non-fiction by Charles Dickens and George Orwell from the 19<sup>th</sup> and 20<sup>th</sup> century to understand the major themes in that has been explored in the English language.

Student comprehension of the materials covered will be assessed through their ability to accurately answer comprehension questions, participation in whole class discussions, tests, vocabulary quizzes, presentation both theatrical and non-fiction, as well as formal written essays.

- *Students will continue to prepare for the SAT/ACT's with vocabulary lessons, reteaching of grammar, sentence structure, reading comprehension and composition.*
- *Students will continue to recognize 5 literary elements of fiction (Character, Setting, Theme, Plot and Conflict) of short story or novel and use that knowledge to critically think answers in response to complicated writing prompts and class discussions.*

- Student will be able to recognize literary devices like hyperbole, metaphors, allusion, imagery, foreshadowing, allegory and characterization and use those devices to understand the authors underline meaning of story.
- Student will continue to cite examples from the story to bolster their opinions and assertions about a verbal or written prompts.
- Reinforcing Problem Solving/Critical Thinking Skills Practice
- Notetaking
- College Prep - Research Paper

### **Creative Writing (Elective)**

During this elective, students will focus on writing short stories. As part of this elective, students will be practicing writing exercises, learning about editing and publishing, researching what options are available for a budding writer, all while building their own writing portfolios. Students will be exposed to Stephen King’s “On Writing”, Betsy Learner’s “The Forest for the Trees”, and Strunk and Whites “Elements of Style”

### **Literature Studies (Elective)**

In this elective students expand their skills in literature analysis. The elective will focus on analyzing Rowling’s *Harry Potter* series in which students will partake in literature circle discussions and engage in analytical debate over if the series is an epic and how the characters fit, or do not fit, the genre. Students will review and analyze the work regarding the use of literary and poetic devices.

### **Journaling (Elective)**

The journaling elective is designed to support a students’ ideas and thought processes’ while allowing them to find their voice in written expression. Students will be able to express their opinions and discuss a selected subject, video or article in journal format. It can be a lesson in self-actualization, resilience, grit, respect, discipline, and excellence, all done through the lens of mindful self-discovery.

## **HISTORY**

### **Grade 9 World History I**

World History I is a Grade 9 course that is designed to provide students with a thematic survey of world history. McDougal Littell’s *World History: Patterns of Interaction* is the primary textbook for the course. The units of study include: Absolutism to Revolution, Industrialism and the Race for Empire, The World at War, and Perspectives on the Present. To accomplish this, students will investigate regions, democratic principles,

cultural complexity, foundations of democracy, patterns in history, cultural transmission, change and continuity, economic performance, and how these issues affect and influence countries around the world today. Interactive Smart board activities, including multimedia resources and kinesthetic activities are all used to augment instruction. Student assessments will include, but are not limited to, internet research, essays, oral presentations, and examinations.

### **Grade 10 U.S. History I**

U.S. History I is a Grade 10 course that is designed to provide students with a thematic survey of American history. McDougal Littell's, *History: Beginnings through Reconstruction* is the primary textbook for the course. The units of study include: Creating a New Nation, The Early Republic, A Changing Nation, and A Nation Divided and Rebuilt. To accomplish this, students will investigate regions of the USA, democratic principles, sectional complexities, foundations of democracy, patterns in American history, cultural transmission, change and continuity, economic performance, and how these issues affect and influence our country today. Interactive Smart board activities, including multimedia resources and kinesthetic activities are all used to augment instruction. Student assessments will include, but are not limited to, internet research, essays, oral presentations, and examinations.

### **Grade 11 U.S. History II**

United States History II is a Grade 11 course that is designed to provide students with a thematic survey of American history. McDougal Littell's, *American History: Reconstruction to Present* and *The Americans: Reconstruction to the 21<sup>st</sup> Century* are the primary textbooks used for the course. The units of study include: Bridge to the 20<sup>th</sup> Century, Modern America Emerges, The 1920's and the Great Depression, World War II and Its Aftermath, Living with Great Turmoil, and Passage to a New Century. To accomplish this students will investigate regions of the USA, democratic principles, sectional complexities, foundations of democracy, patterns in American history, cultural transmission, change and continuity, economic performance, and how these issues affect and influence our country today. Interactive Smart board activities, including multimedia resources and kinesthetic activities are all used to augment instruction. Student assessments will include, but are not limited to, internet research, essays, oral presentations, and examinations.

### **Grades 11-12 Topics in History (Elective)**

In Topics in History students will cover selected historical events/historically significant individuals in greater detail than in their regular coursework. They will cover two events (one from US History and one from World History) selected by the teacher each quarter the course is offered as well as a third event/individual voted on by the class. The class will take a wide ranging view on the selected events taking into account the social, economic, political, cultural and intellectual perspectives. Examples of events that could

be covered: The American Civil War, The Space Race, the Life of Julius Caesar, The Rise and Fall of the Ottoman Empire, the Life of Kublai Khan or Pre-Columbian American Civilizations.

### **Grade 12 Justice and Law (Elective)**

Justice and Law is a Grade 12 elective course that centers on the understanding of our responsibilities as citizens of the United States and the understanding of our rights. Glencoe's *Law: A course in Practical Law* is the primary textbook used for the course. We present the students with the constitutional frameworks of the US government by examining topics such as civil rights and liberties, government structure, and the legal system.

After exploring the primary sources that are the foundation for our government we move forward into how the government and states uphold these rights. We not only introduce the students to the legal system, we define separate crimes and the justice process. By including topics such as family law, the course is geared towards preparing students for life after high school.

Informal assessments are given to help improve students' presentation, writing and reading skills. Formal assessments are structured and geared to help students with test taking strategies in higher education. To engage the students we use Smart board interactive activities, educational multimedia, kinesthetic activities, and a wide range of classroom activities geared to students' learning abilities and styles.

### **Grade 12 Economics (Elective)**

Economics is a Grade 12 elective course that is structured for students to investigate controversial economic questions while learning basic economic concepts, exploring American values, and studying the structure and workings of the American Economic System. Glencoe's *Economics: Today and Tomorrow* is the primary textbook that is used for the course. Students will explore various questions to meet Massachusetts' standards, such as: What causes inflation? What exactly is a money system? What can be done to reduce the federal deficit? What are the differences between needs and wants? Is free trade really a good idea? These questions cover some of the fundamental economic issues facing the United States today. The course relevance will help students to face and understand their future as contributing members of society.

Informal assessments are given to help improve student presentation, writing and reading skills. Formal assessments are structured and geared to help students with test-taking strategies in higher education. To engage the students, we use Smart board interactive activities, educational multimedia, kinesthetic activities, and a wide range of classroom activities geared to students' learning abilities and styles.

## **MATHEMATICS**

### **Grade 9 Algebra I**

Algebra 1 is designed to focus on using expressions and functions to model real world situations. This Grade 9 course is aligned with the Massachusetts Curriculum Framework for Mathematics. The textbook, Carnegie Learning's *High School Math Solution Algebra 1*, will be used along with supplemental materials. Students will study rational numbers, expressions, equations, and patterns. Students will learn how to express linear functions in words, graphs, tables, and equations. They will also learn how to decide if a function is linear from a graph, equation, or table. Students will study laws of exponent. By the end of the course, students will be able to interpret functions that apply to real world applications. In order to accomplish these goals, students will collect and analyze data from hands-on experiments or real world situations. Graphing calculators will be used to help students identify patterns and make conjectures. Students will be assessed on assigned work, class participation, and group projects.

### **Grade 10 Geometry**

Geometry is designed to focus on congruence, similarity, formulas, and basic proofs including the Pythagorean Theorem. This Grade 10 course is aligned with the Massachusetts Curriculum Framework for Mathematics. The textbook, Carnegie Learning's *High School Math Solution Geometry*, will be used along with supplemental materials. Students will begin the course by studying the basic definitions of geometry and how they are the basis for all geometric figures. Students will use diagrams, postulate and theorems in order to decide if two triangles are congruent, similar, or neither. They will apply circumference, perimeter, area, and volume formulas to real world problems including the relationship area and volume for similar figures. In order to accomplish these goals, students will construct accurate drawings using protractors, compasses, and straight edges. They will also use paper-folding activities, manipulatives, and 3-D models to make conjectures. Students will be assessed on assigned work, class participation, and group projects.

### **Grade 11 Algebra II**

Algebra 2 is designed to focus on using functions to model real world situations. This Grade 11 course is aligned with the Massachusetts Curriculum Framework for Mathematics. The textbook, *Prentice Hall Algebra 2 Foundations Series*, will be used along with supplemental materials. Students will begin the course by reviewing linear functions and then they will then be asked to identify how parent functions are transformed by looking at graphs or equations. Students will be able to interpret how

those transformations reflect real world applications and they will learn the basic trigonometric functions. In order to accomplish these goals, students will collect and analyze data from hands-on experiments or real world situations. Graphing calculators will be used to help students identify patterns and make conjectures. Students will be assessed on assigned work, class participation, quizzes and tests.

## **Integrated Math**

Integrated Math is a senior class designed for students who have either not yet passed MCAS, need to successfully complete an Education Proficiency Plan (EPP) or need a fourth year of math to meet district graduation requirements and remain eligible for college acceptance. This course is culmination of number sense, algebra, geometry, and statistics and probability concepts applied to real world situations in line with the Massachusetts Curriculum Framework for Mathematics. The textbook, *Prentice Hall Algebra 2 Foundations Series*, will be used with supplemental materials. In order to accomplish these goals, students will collect and analyze data from hands-on experiments or real world situations. Graphing calculators will be used to help students identify patterns and make conjectures. Students will be assessed on assigned work, class participation, quizzes and tests.

- *Money management (recognizing American currency, problem solving practices to help in discounts, percentages, budgeting, banking and statistics)*
- *Fundamentals of time (analog, digital) reading, problem-solving practices to help in management of time.*
- *Reteach measurement for carpentry, weather, cooking, and estimation, use of capacity commerce /trading and temperature problem solving practices to help in the practical application of life.*
- *Use of applications for life skills like budgeting, banking and food preparation/purchasing – money management*

## **SCIENCE**

### **Grade 9 Biology I**

Biology I is a Grade 9 course that explores the chemistry of life, anatomy and physiology, evolution, and ecology. Prentice Hall's, *Biology*, is the textbook used for the course. Students will conduct and in-depth study of chemistry, which is basic to the understanding of the carbon chemistry of life. In anatomy and physiology students will study the biological systems and how they interact with each other to create homeostasis. They will also discover the body's immune system and how it wards off diseases. In ecology, students learn how the interactions of organisms relate and interact with the environment. Students will engage in the content through varying activities including

whole group, small group discussions, experiments, research projects, and workbook extensions. Students are assessed in a variety of ways to include class discussion, individual and group lab work participation, writing assignments, quizzes, and tests.

### **Grade 10 Biology II**

Biology II is a Grade 10 course is a continuation Biology I. The primary textbook is *Biology*, by Prentice Hall. The focus of this course includes the strands of cell biology, genetics, evolution and biodiversity. Through the study of cell biology, students will study cells in relation to the functions of organelles and how they interact with each other to carry out the processes of photosynthesis, cellular respiration, protein production, and growth. Student will explore Darwin's Theory of Natural Selection as well as Evolution as a process of genetic change to understand the concepts of why nature faces change. Students will connect with the content through varying activities including whole group, small group discussions, experiments, research projects, and workbook extensions. Students will be assessed in a variety of ways to include discussion group and lab work participation, hands on work, writing assignments, quizzes and tests.

### **Grade 11 Physical Science**

Grade 11 students will participate in a Physical Science curriculum that is focused on motion, Forces, Gravity, friction, pressure Work, and Energy. McDougal Littell's *Physical Science* is the primary textbook that is used for course. Students will explore the basic principles of waves and how they affect sound electromagnetism and light optics. They will also understand the principles of Newton's Three Laws of Motion. While learning about electricity, students will study the flow of electrons in relation to electronics and circuits. While investigating magnetism, students will compare and contrast electricity to magnetism. Students will experience various experiments, group projects, individual research projects and assignments related to each topic of study. Assessments will include participation in class and group discussions, labs, hands-on work, writing assignments, quizzes and tests.

### **Grade 12 Integrated Science**

The Integrated Science Program in Grade 12 focuses on physics, chemistry, biology, earth science, and astronomy. The core text for the course is *Conceptual Integrated Science Explorations* by Hewitt, Lyons, Suchocki and Yeh align to the Massachusetts Curriculum Frameworks. Students will explore how the concepts of the five strands of science interrelate to each other throughout the year. In physics, students will reexamine Newton's laws of motion and heat. In chemistry, they will focus on the study of atoms and nuclear energy. Biology will be focused on the study of life. Weather will be the focal point of earth science for students to research. The universe will be the main area of study in astronomy and it will incorporate an understanding of the origin and death of stars as well as "black holes." Students will experience various experiments, group



projects, individual research projects and assignments related to each topic of study. Assessments will include participation in class and group discussions, individual and group lab work, writing assignments, quizzes and tests.

### **Grade 12 Forensic Science**

Forensic science is a senior-level course that focuses in exploration and lab investigations and procedures. In this course, students will be introduced to the application of science to the processes that involves the collection, examination, evaluation and interpretation of evidence in order to investigate a variety of crime scene investigations. At the end of this course, students will gain an understanding of the applications of the following important components for the study of forensic science: Observation, Crime Scene Investigation, Hair Analysis, Fingerprints, DNA Profiling, Blood and Blood Spatter, Handwriting Analysis, forgery, and Counterfeiting and Casts and Impressions.

## **SPECIAL SUBJECTS AND ELECTIVES**

### **Art**

#### **Grade 9 Visual Arts**

Over the year, we will be studying a combination of Visual Arts and Art History. We will learn important art concepts such as Elements and Principles of Design, Perspective, and Drawing Skills and Techniques. As we master these concepts, we will also be learning about Color Schemes, Pointillism, Crosshatching, Graphic Design, Graphing, Monochromatic, Color Blending, and much more.

#### **Grade 10 Visual Arts**

Over the year, we will be studying a combination of Visual Arts and Art History. We will learn important art concepts such as Linear Perspective, Atmospheric Perspective, Composition, and Depth. As we master these concepts, we will also be learning about Color Schemes, Color Blending, Texture, Scale, and much more.

#### **Grade 11 Visual Arts**

Over the year, we will be studying a combination of Visual Arts and Art History. We will learn important art concepts such as Portraiture, Observation Drawing, and

Expressive Work. As we master these concepts, we will also be learning about Proportions, Textures, Scale, Contrast, Intensity, and much more.

### **Grade 12 Digital Publishing (Elective)**

The Digital Publishing elective will provide seniors with the opportunity to actively create their senior yearbook. We will explore topics in photography, composition, and digital design. Seniors will be recording, editing, and choosing the yearbook materials. This elective will also focus on senior trips and activities. Participating seniors will be fully immersed in the complete production of the 2015 senior yearbook.

### **Grade 11-12 Advanced Drawing (Elective)**

Advance Drawing offers a variety of drawing techniques explored through a range of drawing media. This elective provides a focus on scale, proportion, composition, texture, and value development. We will explore these topics through media such as charcoal, chalk, ink, and a range of drawing pencils. We will also experiment with drawing techniques such as cross hatching, blending, and reduction. All drawing will be done from life (not photographs), generally in a still-life format.

### **Grade 12 Painting (Elective)**

The Painting elective will provide an artistic experience that is not offered in the other art classes. Students will learn how to stretch, prepare, and remove their own canvases. We will explore a variety of painting styles and a wide range of techniques. This elective will incorporate all that we have learned about composition including color schemes, emphasis, and perspective. Students will also focus on matting and preparing their work for display.

## **Music**

### **Grades 9 Introduction to Music: An Insight to Listening**

In this course, students will study American popular music since 1950. Students will have the opportunity to perform beginning piano, guitar and percussion parts as well as gain an understanding into the lyric and musical aspects of the compositions. Important social, political and cultural elements of popular music will be studied and analyzed. Some of the elements include: What is Music? , Rhythm and Beat, Melody and Harmony, Text, Tonality, Form in Music, Solo and the Art of Improvisation. Students are assessed through attendance, appropriate class participation, and comprehension of materials.

## **Grade 10 Music: Its Role and Importance in our Lives**

This course of study demonstrates various musical influences in many facets of our daily lives. We will be studying a wide variety of cultural aspects in music today. These units include: Interpreting Rhythms, The Performers/Audience perspective, Emotion in Music, Beauty in Order, Making Musical Decisions, and Creating with Technology. Students are assessed through attendance, appropriate class participation, and comprehension of materials.

## **Grade 11 Music: The World of Music I**

In this course, the instruments of the various world orchestras will be demonstrated and students will be able to add improvisational lines to existing performances. Units will cover the traditional European instruments including, the string family, wind instruments and brass instruments. The Infinite Variety of Music, Musical Diversity, Expressive and Functional Qualities, and Music as a Process are other major units. Some of the elements of music to be discussed include: Pitch (frequency), Duration (time), Loudness (intensity), Tone Quality (timbre), and Interaction and Application of the elements. Students are assessed through attendance, appropriate class participation, and comprehension of materials.

## **Grade 12 Music: The World of Music II**

In The World of Music II, students will progress to listening to vernacular music including various forms of Blues and Folk music. The parallel development of American religious and Gospel music will be addressed as well as Jazz context. A chronology of styles and a study in sound development will be demonstrated through live and recorded processes. We will also experience music from beyond the Americas including, the music of India, Japan, and Africa as well as other nations and territories. An overview of western classical music will also be addressed. The units to be covered include: Music of the Baroque, Classic Period, Romantic Period, and 20<sup>th</sup> Century music will be analyzed and discussed. Students are assessed through attendance, appropriate class participation, and comprehension of materials.

## **Film Studies**

### **Grades 11-12 Film Studies (Elective)**

Film Appreciation will introduce students to the history of film cinema through a series of lectures and examples. There will be a focus on exposing students to a variety of genres and styles while discussing the evolution of the visual medium as a story telling

device. The course will cover important films and directors looking into how their influence changed movies that followed them. Students will participate in class discussions and create reflections on the films discussed. Some of the questions that students will reflect on include: Why are people drawn to the films? How do the films reflect the times in which they were made? What were the influences of the films in the evolution of the field of cinema?

## **Animal Studies**

### **Grades 11-12 Animal Care (Elective)**

Working with animals for a living can be a very rewarding experience, but it is not for every animal lover. Having a career working with animals requires lots of hard work and dedication in all types of environments and conditions. If you have a love of animals and are interested in exploring if this type of job is right for you, join this class! You will learn about careers such as: veterinarian, dog groomer or walker, small animal care taker, stable worker, and more. Twice a week, students will go to the barn to work with our animals and find out if your passion for animals will be your life's work or if owning a pet is a better choice.

### **Grades 11-12 Exploring Careers: Working with Animals (Elective)**

This is the second part of the Animal Care course. In this course, students continue to explore what it takes to work in this industry or decide your love of animals would best be met by owning a pet. Part 2 will cover themes like: work ethic, problem solving, horse and dog breeds and characteristics. In addition, you and your classmates will create your own "mock" dog care business! You will experience what it is like to create marketing materials, advertise, solicit customers and even provide services!

## **Technology Education**

### **Grades 9 -10: Computer Applications**

Students in Grades 9 – 10 work on independent and integrated software projects with a focus toward preparation for academic and employment skills post high school. Following a generic introduction on policies and procedures, students work on an Internet research project which teaches advanced topics in search usage as well as a class participation assignment where the Instructor places questions of differing subjects on the SmartBoard and the students research the question en masse. Both desktop computers and iPads are utilized for this project. Presentations are discussed and implemented via PowerPoint. Tips on creating effective presentations are offered as well as guidance in

the completion of projects in consultation with the classroom teacher and/or History teacher. A series of real world exercises in the creation of resumes, mail merge letters and creation of documents often found in the workplace are taught in the Word Processing segment using Microsoft Word. Spreadsheets that reflect real life business practices are utilized with Microsoft Excel. Database concepts such as setting a basic database, adding more complicated reports, queries, forms and comparisons are taught using Microsoft Access.

On the artistic side, Adobe Premiere Elements is used to have students learn the basics of photography and editing pictures both in RAW and JPG format. Video editing allows students to take a commercial film, trim it, add titles and transitions, change the lighting and temperature and export to a computer format using Adobe Premiere Elements. Using Microsoft Publisher students make a tabloid magazine and add photos that they have generated in the Photo Editing segment.

A very basic programming segment is also taught, using a free BASIC app on the iPad. Learning commands, troubleshooting and compiling is the goal of this segment.

Students are assessed on the following criteria: Attendance and participation, visual and electronic monitoring of projects by the instructor and completed projects within the parameters of assigned requirements.

### **Grade 11/12 On-line Course (Elective)**

Selected 11<sup>th</sup> and 12<sup>th</sup> grade students are eligible to take a variety of online courses five days a week using the Edgenuity Software. Current courses being utilized are in the areas of Psychology/Sociology, Health Science, U.S. History and 3D Computer Modeling.

### **Grades 11 &12: Microsoft office Applications (Elective)**

Students delve more into the Microsoft Office Works and create a student newspaper using new and unexplored tools such as Publisher and Excel. Students explore school news and research topics of student interest to report on using the Microsoft tools. Each week or bi-weekly students explore a new tool in Microsoft Office. This course helps students to create more professional and creative projects for classes and have a final product such as a school newspaper and be able to use these skills for life after Perkins.

### **Grades 11 &12: Coding Computer Applications (Elective)**

This course focuses on a variety of computer languages using online coding classes. Students independently use the internet and the computer lab computers to learn Java, Python or HTML. Online classes include: Code Academy, Khan Academy, Tynker, Scratch and Alice. Students are supported by the computer lab instructor as they use a

development process in creating a computational artifact that leads to a minimum viable product and includes reflection, analysis, and iteration.

## **Raspberry Pi**

Create your own project using a Raspberry Pi and the Raspberry Pi websites. There are projects for all interests and you learn how a computer is put together along with what software runs programs. This class will satisfy a computer elective on based on computational thinking. You will create a model and test your model with the resources provided.

## **Community Service**

### **Grades 11 &12: Community Service Programs (Elective)**

In this elective, engage in a variety of community service activities and projects that benefit the community. Students also will gain an increased knowledge of vocational career opportunities that promote mentorship when combed with community service.

## **Health/Fitness**

### **Grade 9 Health – Infectious Disease**

The emphasis for 9th grade health class is to promote an understanding of the nature of infectious disease, and the pathogens that cause them. The students study common infectious diseases as well as serious infectious diseases including a focus on HIV/AIDS prevention, which includes the most recent and up to date data and statistics. The class also takes a look at current global trends including outbreaks or discoveries of new illness causing pathogens.

In grades 9-12, there is a short focus at the end of each grade's content which emphasizes teenage substance use/abuse. Students will learn to identify risky behavior that can lead to substance abuse. They will also learn drug use avoidance skills to apply when faced with negative peer pressure.

Assessments will include worksheets, quizzes, participation in group or individualized activities, and rubrics. Grades are entered as letter grades based on the Doctor Franklin Perkins School grading scale.

## **Grade 10 Health – Developing Positive Life Relationships**

The emphasis for 10th grade health class is developing healthy relationships throughout the lifecycle. Students learn about the importance of healthy relationships from friendships to marriage, and how relationships change and grow with maturation. The class also promotes character development as a tool for strengthening relationships. Relationship building qualities such as; communication, compromise, cooperation, mutual respect, trust, honesty, and loyalty are put to practice and observed via role plays and discussion, and DVD and Smart board activities.

In grades 9-12, there is a short focus at the end of each grade's content which emphasizes teenage substance use/abuse. Students will learn to identify risky behavior that can lead to substance abuse. They will also learn drug use avoidance skills to apply when faced with negative peer pressure.

Assessments will include worksheets, quizzes, participation in group or individualized activities, and rubrics. Grades are entered as letter grades based on the Doctor Franklin Perkins School grading scale.

## **Grade 11 Health – Stress Management and Mental Health**

The emphasis for 11th grade health class is mental health concepts and stress management. Students learn that developing and maturing emotionally is just as important as developing our social and physical well-being. There is major emphasis put on stress management strategies for teenagers. Students will have the opportunity to put stress management skills to practice. Students will also learn about the theories of personality development, and how to enhance positive personality traits and use them as a skill for success in society.

In grades 9-12, there is a short focus at the end of each grade's content which emphasizes teenage substance use/abuse. Students will learn to identify risky behavior that can lead to substance abuse. They will also learn drug use avoidance skills to apply when faced with negative peer pressure.

Assessments will include worksheets, quizzes, participation in group or individualized activities, and rubrics. Grades are entered as letter grades based on the Doctor Franklin Perkins School grading scale.

## **Grade 12 Health – Ecological and Environmental Health**

The emphasis for 12th grade health class is ecological health which highlights the understanding of the relationships among energy use, water use, waste disposal, food production, and physical and social health in the areas of disease, hunger, and well-being. Students will have the opportunity to identify ways to prevent pollution and global warming, as well as make efficient use of our natural resources. They will also research global practices that improve environmental health, and identify national and international public health agencies. The 12 grade health class includes a field trip to

observe a working waste to energy plant that converts solid waste into electricity to over 55,000 central Massachusetts homes (Wheelabrator Millbury Inc.). The goal of the class is for students to understand how the health of the environment has a direct impact on the health of us.

In grades 9-12, there is a short focus at the end of each grade's content which emphasizes teenage substance use/abuse. Students will learn to identify risky behavior that can lead to substance abuse. They will also learn drug use avoidance skills to apply when faced with negative peer pressure.

Assessments will include worksheets, quizzes, participation in group or individualized activities, and rubrics. Grades are entered as letter grades based on the Doctor Franklin Perkins School grading scale.

### **Grade 9 -12 Introduction to Fitness Concepts**

The main focus of fitness class for grades 9-12 is to inspire the students to seek the benefits of an active lifestyle. Fitness plans are designed on an individual basis. The students learn how to safely develop their cardiovascular and strength endurance following moderate intensity principles and fitness class guidelines. The students learn to safely use a wide variety of individual strength units to help them balance their strength development. Students in grade 9-12 fitness learn to complete a more advanced exercise log that records their progress throughout the two quarters of fitness class. They also learn fitness social skills and general fitness center etiquette to prepare them for public fitness center guidelines. As with grade 6-8 fitness class, there is not a focus on losing weight for grade 9-12 as well. The focus is on "heart health" and improved general fitness. Each year there are creative fitness challenges for the students to sign up for in addition to their regular exercise routines to inspire them to achieve fitness goals and receive special awards. Swimming is also offered as a fitness class option to add diversity to the class.

A core objective and theme for grade 9-12 fitness is to prepare students for a world that is full of fitness centers. The class helps students feel confident about taking advantage of public fitness centers and understanding public fitness center guidelines and etiquette. The hope is that students will take what they've learned in fitness class, and allow it to be yet another outlet to develop an active lifestyle.

Students will also be able to utilize their iPad for fitness apps that are approved by the fitness teacher. Students will log the name of the fitness app used on their workout log. Assessments will include Tic-Tac-Toe rubrics (see item 2B-1 in curriculum binder), fitness grading rubric, workout logs (attendance/progression), and fitness challenge charts.

### **Peer Mentoring**



Peer Mentoring is an option provided to high school students and provides positive, effective peer helpers for elementary and middle school students. This opportunity provides a method of enhancing student awareness and understanding of the value of being a successful peer mentor. Activities may include reading together, supporting a student having difficulty with academics, participating in project work within the mentee’s classroom, accompanying students to lunch, and providing leadership in positive decision making throughout the day.

### **Senior Class Project**

Senior Class Project is a Grade 12 course that meets for one block each week and is developed to link formal, classroom education with community service, career exploration, and job training. The goal is to provide students with more ownership of learning opportunities that they may not have experienced prior to Grade 12.

Projects must meet the criteria of one of the following areas: Academic, Community Service, Career, or Personal Exploration. While the Senior Class Project course is similar to Senior Seminar, students may not choose the same topic for both courses. Furthermore, Senior Class Project requires 30 additional hours of project work outside of the classroom responsibilities. All students must complete a research paper and provide an oral presentation upon completion of the project.

### **CRITERIA OVERVIEW**

<b>Academic</b>	Involves independent research study <u>OR</u> formal instruction from a professional resulting in credit or documentation of completion
<b>Community Service</b>	Is a leadership position that provides a needed and viable service to a community agency or organization
<b>Career</b>	Related to a student’s career pathway and/or provides extended learning experiences or internship that may involve potential future employment
<b>Personal Exploration</b>	Represents an exploration in an unfamiliar area of interest <u>OR</u> skill set in which the student would like to enhance

### **CAREER EDUCATION**

## **9<sup>th</sup> Grade Home Economics**

This course is offered for one semester to the 9<sup>th</sup> grade and some 10<sup>th</sup> and 11/12<sup>th</sup> grade classes. Students learn basic abilities for food preparation through the use of commonly found recipes. Instruction includes basic hygiene and grooming, food safety, handling and preparing food in a safe manner, adjusting recipe sizes, measuring food stuffs, calculating cooking and preparation times. In addition students will become familiar with abbreviations and basic nutrition.

## **9<sup>th</sup> Grade Career Education**

This is a one semester introductory career course. Students will increase awareness of their interests, values, lifestyle goals, aptitudes and abilities, personality, and learning style. They will complete the RIASEC Interest Inventory and identify associated career clusters and related occupations of interest. They will also do a career research activity related to one of their areas of interest and present their project to the class. Students are exposed to the O\*NET website, and other occupational exploration resources to locate research information. In addition, participants will create a career portfolio which will be updated and maintained throughout the high school career courses.

## **10<sup>th</sup> Grade Career Education**

In this course student learning focuses on various themes related to job readiness, independent living skills and career exploration. In the area of job readiness, students participate in discussion, reading, and writing activities, along with hands on experiences to practice job readiness skills. The job skills focused on include: organizing the workspace, following multi-step directions, time management/productivity, teamwork, interpersonal relations, and creativity in the work setting. The value of volunteering as a teenager is also explored. Students study the reasons and benefits of volunteering, and identify common volunteer sites. Students participate in a Volunteer Project, making gift bags for senior citizens in the local community.

Students learn about resumes, basic job applications and job leads. They continue to build their high school Career Portfolio building information related to resumes, transition assessments, and independent living skills.

Independent living skills are also taught including the importance of being a healthy worker and the impact it can have on work performance. Healthy worker topics include: fitness, nutrition, sleep, stress management, and medical/dental check-ups. Practical money skills are also taught including: opening a bank account, managing a checking account, using debit and credit cards, direct deposit, savings accounts, and consumer awareness.

In the spring, students have the opportunity to participate in an entrepreneurship project, the annual plant sale, emphasizing job readiness skills practiced earlier in the year. In addition classroom tasks focus on learning about the skills and qualities needed to become an entrepreneur, advantages and disadvantages of being a business owner,

advertising, customer relations, business planning, and financial aspects such as expenses and income.

Finally, students are introduced to job shadowing videos as a tool for career exploration. Students have opportunities to watch these short videos over a three to four month period in Career Education.

## **11<sup>th</sup> Grade Career Education**

In the 11<sup>th</sup> Grade Career Education classes, topics focus on post-secondary education preparation, college/career school visits, aptitude and interest assessments, career readiness and independent living skills.

Using a variety of online resources, students explore practical information related to colleges and career schools. Topics include: defining degrees and certificates, exploring community college and state university websites for degrees/certificates and extracurricular activities, exploring career school and vocational/technical adult programs, college terminology, accessing Disabilities Services, and Accuplacer testing. Students also review community college and 4-year state university application forms. In addition the FAFSA (financial aid form) Form is reviewed. Tuitions/fees for community colleges, 4-year state and private universities, and career schools are explored. Following the post-secondary education preparation, students are invited to attend a community college, state university or career school tour and information session.

The ASVAB Assessment is administered in the fall by an outside agency to aid in assessing student's aptitudes, interests, and related careers. Alternative assessments, i.e. OASIS aptitude and interest inventories, RIASEC interest inventories are available if needed to address individual student learning needs.

Students continue to develop career readiness skills by developing or updating resumes, learning about and role playing/observing the interview process, and completing basic job applications. Students complete their own resume, and practice completing a basic job application. They continue to maintain their High School Career Portfolios, updating transition inventories, resumes, independent living skills, and college information. Students also continue viewing job shadowing videos.

A variety of independent living skills are also reviewed with the 11<sup>th</sup> grade students. Nutrition related topics include reading food labels, menu planning using Choose My Plate, and buying food by the pound. Apartment living is also reviewed including: leases, advertisements, apartment furnishing and cleaning, and roommates. In addition, students study transportation topics including map skills, Google Maps, road signs, basic auto care, public transportation, how to get a learner's permit and driver's license, and planning a trip. Weather/natural disaster emergency situations and preparations are also discussed.

## **12<sup>th</sup> Grade Career Education**

In the 12<sup>th</sup> Grade Career Education course, topics focus on post-secondary planning, behaviors in the work setting, career readiness, taxes, insurance, and benefits.

At the beginning of the 12<sup>th</sup> grade year, students are invited to attend a College Fair Trip. Following this trip and further college/career school exploration online, students identify post-secondary college/career school or alternative education plans. In addition, students identify a potential entry level job or volunteer opportunity in their community that they are interested in upon graduation from high school. The college/career school information and entry level jobs/volunteer information are shared with the student's teams to assist in post-secondary planning and students are encouraged to continue exploring plans with their families and guardians.

In preparation for having a career, students study behavioral expectations in the work place including professionalism, etiquette, ethics, and managing stress. These topics are discussed and various real life scenarios explored. Students also learn about time management, balancing work/leisure/family and friends, what a worker may experience emotionally/socially when starting a job, and orientation activities.

Students continue to focus on career readiness by updating their resumes created in the 11<sup>th</sup> grade and review interviewing topics. Social networking and the positive and negative aspects related to job interviewing will be reviewed.

In the third quarter, topics shift to independent living skills including taxes. Students learn how to read a paystub and W-2 form, complete a simulated W-4 form and 1040EZ Form, and access information from a 1099INT form. In addition students learn basic information about the state income tax form, property tax, excise tax, and social security. Students receive an overview of insurance and gain a basic understanding of renters, auto, health, and dental insurance. Terminology used in all insurance settings, such as premiums, deductible, and claims are reviewed. Students identify the benefits of having renters' insurance and estimated costs. A sample auto insurance policy is studied and costs explored. Students also learn that health insurance is mandatory and some ways to gain health insurance. Some basic health and dental plans are discussed.

In this final unit, students learn about the varieties of benefits that may come with a job. Topics include: health and dental insurance, sick time, personal time, holidays, vacation, and unpaid leave.

## **CAREER EXPLORATION PROGRAM**

### **11<sup>th</sup> Grade Career Seminar Internship Program**

**Seminar/Internship Program:** Through a series of seminars taught by various professionals, students will be exposed to five career areas: facilities management, equine and small animal management, child development, aging, and culinary careers. Students study various careers within these five areas, looking at roles and responsibilities, work tasks, work environments, and training/education. They explore entry level skills, as well as being exposed to growth in advanced positions.

Following the seminars (September-November), students complete a project related to one of the career areas and present it to the class. Students interview for an on campus internship, complete and submit a resume.

From February-June, students complete an internship in one of the five career areas for 1.75 hours per week. Internships focus on job readiness skills, entry level tasks, increased independence, supervisor/supervisee relations, and other areas related to job growth and success.

Additional career development courses are also taught from February-June. In one course, students continue career development utilizing the Brigance Transition Skills Activities. Career topics include what kind of jobs interest you, and what qualities do workers need to perform well on the job. Students review other job skills such as reading workplace signs and warning labels, alphabetizing, telephone skills, and computer skills. Independent living skills topics are also reviewed including grocery shopping, going to a restaurant, housing, clothing, and money skills.

Students also participate in an 8 week course on health and medical care. Activities focus on basic first aid skills, recognizing symptoms, calling a doctor and making an appointment, annual check-ups, taking medications, prescription versus over the counter medications. Students also create a first-aid handbook.

Volunteer Opportunities focuses on the benefits of volunteering and provides several volunteer experiences for students to participate in. Students learn that volunteering can result in improved self-esteem, increased social relations, career exploration, learning something new, making a difference, helping others, and many other benefits. In addition, students participate in some of the organization and planning that is an important part of all volunteer settings. Participants engage in two volunteer opportunities which may include food or clothing drives, animal shelter blanket projects, food pantry activities, etc. This course runs for two quarters.

A 10 week course in practical hands on home skills is also provided. Students participate in two or three hands on tasks including: sewing curtains, assembling a small shelf, and/or using counter top kitchen appliances, i.e. blender, microwave, mixer to prepare snacks.

## **JOB READINESS PROGRAM**

### **Grades 9-10 Job Readiness Courses:**

1. **Developing Work Values:** This course will focus on a variety of social skills necessary for both school and the workplace. This will be addressed through classroom instruction, written work, small group activities, picture/video analysis,

and role-playing. Lessons will focus on interpreting and using nonverbal communication, perspective-taking, flexible thinking, expected/ unexpected behaviors, and conversation skills.

- *Teaching professional behaviors starting with school behaviors transitioning to work behaviors related to our market*
- *Appropriate work conduct in the market setting and career settings*
- *Qualities of a good employee – on time, dress, communication skills*
- *Social interactions considering the audience, time and place for different communication styles.*
- *Teach to the social awareness and socially expected behaviors.*
- *Curriculum is driven the needs of the individual student and reinforces strengths.*

2. **Study Skills:** The purpose of this course is to provide the struggling student with the necessary study skills and academic guidance in order to have a successful learning experience. Students will receive tutoring in basic academic skills as well as instruction in organization, effective study habits, note taking, time management, critical thinking and effective communication. Each student will explore his or her unique learning assets and deficiencies while being exposed to strategies for using his or her academic strengths to compensate for academic weaknesses. The study skills class also focuses on test taking strategies and reviews for MCAS testing. Below is a list of the objectives of this course:

- *Goal Setting Exercises for post-secondary opportunities*
- *Time Management, Organization, Planning, Executive Functioning practices*
- *Presentation Skills/Practice*
- *Motivation*
- *Critical Thinking and Problem Solving Exercises/Activities*

3. **Job Simulation: Egg Business:**

For this Job Simulation experience the one Grade 9<sup>th</sup> classroom takes over running the Egg Business. Each week, the students go to Rein in a Dream (RIAD) therapeutic horsemanship center in order to take care of the chickens (i.e., get food together for the chickens), collect eggs, wash eggs, fill out the egg delivery letters, attach the letters to the egg cartons, deliver the eggs, track the egg deliveries and payments, and track and pay RIAD for the eggs. Each dozen of eggs is sold for \$4.00. The students give RIAD \$3.00 for each dozen and the students keep \$1.00 as a commission. The students track their commission earned and can put their earned commission towards agreed upon rewards such as: a pizza party, ice cream social or purchasing items for the classroom.

In developing the egg business the students work with staff to develop:

- Business Name
- Business Logo
- Chart to track egg deliveries, egg payments, and commission earned.
- Chart to track payments due to RIAD.
- Egg delivery letter for customers (identifying the amount of eggs delivered and amount owed).
- Egg payment reminder email for customers after 2 missed payments.
- Chart of all the jobs in sequential order that need to be completed at RIAD each week and a column to identify who will complete each task week to week.
- List of all the items needed to be brought to RIAD each week.

Skills addressed through the Egg Business:

- **Social Pragmatic Skills:**
  - Conversational skills – initiating and maintaining a group conversation on the walk to and from the barn (~ 5 minutes each way)
  - Team Work – students learn to work together to complete all tasks at RIAD and tracking payments/deliveries. Students are expected to work with all their peers even peers they would prefer not to. Problem solving with staff's assistance occurs in the moment. Students are taught to ask their peers instead of telling their peers what to do or who will complete each task.
  - Reading Social Situations – both at RIAD and while making deliveries, staff assist students in reading each social situation and making adjustments with their behaviors if necessary (e.g., reading the animals' body language to determine if the chickens feel safe having the students enter or if the students' behaviors are making the horses/goats/sheep feel uncomfortable, looking to see if someone is on the phone or talking to someone before deciding if it okay to knock and enter someone's office to deliver eggs).
  - Perspective Taking and Inferencing Skills: tied into reading social situations, students are asked to make inferences (i.e., smart guesses) about the animals' perspective (i.e., their thoughts/feelings) based on either interpreting the animals' nonverbal communication (e.g., body language) or based on the students' behaviors (e.g., loud voice versus quiet voice, excited body versus calm body).
- **Executive Function Skills:**
  - Planning and Prioritizing– students use checklists to make sure all items needed are brought to the barn each week, students use a jobs chart in order to make sure all steps are completed at RIAD in a sequential order.

- Task Initiation – students use the jobs chart to also help them with task initiation. The students choose their first job as the group is walking over to RIAD so they know what to do once they enter the barn. If a student forgets what his/her first job is, the chart is available for them to reference.
- Organizing – one way students work on organizing is through how they stack the eggs in the eggs bag. Students have to make sure the eggs delivered at the first stop are placed on top and the eggs delivered at the second stop are placed on the bottom.
- Impulse Control – students work on impulse control through being taught how their behaviors (e.g., voice volume, body movements) affect the animals. The students come to realize that they need to have quiet voices and calm bodies in order for the animals to feel relaxed and comfortable working with them.
- Emotion Control – students work on emotion control through learning to accept constructive feedback regarding changes in their behaviors (e.g., *Your voice is getting too loud and you are making the chickens feel uncomfortable, I need you to lower your voice volume, You are being bossy by telling your peers what to do instead of asking them if they are okay with doing certain tasks. I need you to be a leader by asking instead of telling*).
- Flexible thinking – students work on flexible thinking through being asked to switch their plan if something changes along the way (e.g., their peer does not feel comfortable doing a certain task, there is not enough time to complete all deliveries)
- Working Memory – students work on improving their working memory through choosing which tasks they will be responsible for each week at the barn. If students forget what tasks they are responsible for, they can reference the jobs chart.

### **Grade 10 Job Readiness Courses:**

1. **Study Skills:** The purpose of this course is to provide the struggling student with the necessary study skills and academic guidance in order to have a successful learning experience. Students will receive tutoring in basic academic skills as well as instruction in organization, effective study habits, note taking, time management, critical thinking and effective communication. Each student will explore his or her unique learning assets and deficiencies while being exposed to strategies for using his or her academic strengths to compensate for academic weaknesses. The study skills class also focuses on test taking strategies and reviews for MCAS testing. Below is a list of the objectives of this course:

- *Goal Setting Exercises for post-secondary opportunities*
- *Time Management, Organization, Planning, Executive Functioning practices*
- *Presentation Skills/Practice*



- *Motivation*
- *Critical Thinking and Problem Solving Exercises/Activities*

2. **Developing Work Values:** The goal of this course is meeting work place expectations and promoting independence with skills necessary to be a successful employee. This interactive class addresses social skills, professional behavior, and vocational procedures. Lessons focus on areas such as work dynamics, being part of a team, expected/unexpected behaviors, and interpreting/meeting the requirements of an employee manual and/or job description. Teaching methods include classroom instruction, written work, small group activities, and role-play.
3. **Entrepreneurship:** In this class our students learn the basics of planning and launching their own successful business. The focus of the course is to take a task from the Farmers Market and identify processes or projects from start to finish. The students identify materials needed for products, work on timelines, increasing focus and time on task. This hands on meaningful experience is very motivating for the students to develop the skills needed in a work environment. The students review plans to start a money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful.
4. **Job Simulation:**  
In this course students put into practice a variety of skills, i.e. cognitive, social, emotional, and functional, that are needed to succeed in the workplace in the setting of a Farmer's Market setting. This is completed through classroom instruction, small group activities, written work, and job simulation opportunities. Students understand the importance of maintaining an organized work environment, and following multi-step directions to complete tasks. They explore roles and responsibilities that help to define jobs in the work setting: The role of Customer Service, Cashier, stocking product, producing products, marketing, keeping inventory, paying vendors and balancing a cash box. Documentation is a skill often required in most jobs, and will be reviewed in various forms. A major focus is placed on developing interpersonal skills, to improve co-worker relations, supervisor/supervisee relations, and customer service. Students participate in the Farmer's Market during year, focusing in customer service and co-worker relations, functional math, and organization skills. In addition, participants will update and maintain their high school career portfolios, related to career interests, work and volunteer experiences, and independent living skills.
5. **Cooking Skills:** Cooking Class is designed for food preparation to sell at the Market. The focus is on solidifying skills taught in the 9<sup>th</sup> grade curriculum and incorporating skills taught in the Job simulation course. Instruction will include

packaging food safety and labeling the products with ingredient labels. Students will learn how to handle and prepare food in a safe manner as it pertains both to food borne illness and personal safety during the use of kitchen equipment. Basic math skills will be utilized scaling recipes, measuring food stuffs and calculating cooking and preparation times. Students will become familiar with abbreviations and equivalents of common kitchen measurements. Basic nutrition will be touched on through discussion of foods and the nutritional benefits of eating a varied diet. Students will engage in baking and cooking activities. The students will prepare foods for a variety of occasions, staff birthday celebrations and preparing foods to be sold at the Market.

### **Grades 11-12 Job Readiness Courses:**

1. **Work Ethic Application:** Work Ethics Application class focuses on preparing students for how to handle the intricate social dynamics of the workplace in order to help them build strong work ethics skills. The class covers a variety of social pragmatic skills including: socially expected and unexpected behaviors in the workplace; hidden rules in the workplace; code switching language (e.g., language used when talking to your boss versus a coworker); accepting constructive criticism from your boss; problem solving in the workplace; time management skills; expected conversation topics with coworkers/customers; and job interview skills. Lessons are done in a variety of formats including: classroom discussions, role-playing opportunities, and video modeling. Curriculum is designed from the following sources:
  - *Social Thinking at Work: Why Should I Care?* Michelle Garcia Winner, Pamela Crooke
  - *150 Ways to Keep Your Job* Nancy Lobb
2. **Cooking Skills:** The Home Economics, Basic Cooking Class, is designed to teach basic abilities for food preparation using commonly found recipes. Students will learn to acquire the necessary ingredients and follow simple recipes. Instruction will include basic hygiene and grooming requirements for food workers as well as food safety. Students will learn how to handle and prepare food in a safe manner as it pertains both to food borne illness and to personal safety during the use of kitchen equipment. Basic math skills will be utilized scaling recipes, measuring foodstuffs and calculating cooking and preparation times. Students will become familiar with abbreviations and equivalents of common kitchen measurements. Basic nutrition will be explored through an introduction to meal planning and healthy eating. Instruction on etiquette and table manners as well as how to use circulars for budgeting will be explored. Finally, the use of hand-held technology and applications that are designed to assist following recipes and remaining within food budget parameters will be explained. Students will engage in baking and cooking activities. This course is offered the third and fourth quarters.

3. **Volunteer Opportunities:** This course is available to some 11<sup>th</sup> and 12<sup>th</sup> grade classes. It focuses on the benefits of volunteering and provides several volunteer experiences for students to participate in. Students will learn that volunteering can result in improved self-esteem, increased social relations, career exploration, learning something new, making a difference, helping others, and many other benefits. In addition, students will participate in some of the organization and planning that is an important part of all volunteer settings. Participants will engage in three volunteer opportunities which may include food or clothing drives, animal shelter blanket projects, food pantry activities, etc. This course runs for two quarters.
  
4. **Study Skills:** The purpose of this course is to provide the struggling student with the necessary study skills and academic guidance in order to have a successful learning experience. Students will receive tutoring in basic academic skills as well as instruction in organization, effective study habits, note taking, time management, critical thinking and effective communication. Each student will explore his or her unique learning assets and deficiencies while being exposed to strategies for using his or her academic strengths to compensate for academic weaknesses. The study skills class also focuses on test taking strategies and reviews for MCAS testing. Below is a list of the objectives of this course:
  - *Goal Setting Exercises for post-secondary opportunities*
  - *Time Management, Organization, Planning, Executive Functioning practices*
  - *Presentation Skills/Practice*
  - *Motivation*
  - *Critical Thinking and Problem Solving Exercises/Activities*
  
5. **Job Practicum:** The purpose of this course is to help students prepare and practice their skills for employment in a retail environment. The concepts and principles of working in The School Store are practiced and learning opportunities made available helping the student to gain real world experience in customer relations, inventory management, cash handling, mental math, sales and marketing to staff and students.

## Summer Transition Program

### 10<sup>th</sup> Grade Summer Transition Program

The Summer Transition Program for the 10<sup>th</sup> grade occurs during the July/August afternoon blocks for 1.5 to 2 hours daily, Monday-Friday. Transition activities for the 10<sup>th</sup> grade include: study skills, household skills, school clubs, cooking skills, independent projects, and transition inventories.

- **Study Skills:** This course is designed to improve student abilities related to taking tests/quizzes and completing projects and other activities. Students learn critical skills such as creating a study area and environment, taking short effective breaks, organizing and structuring assignments and utilizing a planner. Students participate in a research project, reviewing topics such as plagiarism, organizing notes, maintaining a bibliography, and using the MLA format for citing papers. Different types of resources, i.e. internet, library, magazines are reviewed along with learning to distinguish between good and poor sources. Self-editing and peer editing are practiced to improve the final paper.
- **Cooking Skills:** Students participate in basic cooking classes emphasizing hygiene, safety, reading basic recipes, measuring, organization, and team work. Cooking classes focus on functional cooking projects, i.e. grilled cheese sandwiches, fried eggs, subs, French toast, salads, and Rice Krispie treats. Students will complete a skills and paper/pencil test at the end of the session.
- **Independent Project:** Students engage in hands on projects, i.e. gardening, to address executive functioning and social skills related to functional tasks. Students participate in planning the project, for example, supplies needed, space usage, and goal setting. They review various resources to assist in the project process. Students organize supplies daily and follow multi-step directions during various activities. Working in small groups is emphasized and students learn strategies to assist in problem solving. A positive attitude is encouraged for work activities and problem solving situations. Students will also participate in a simulation activity where they complete a timesheet and earn “fake cash”. They will have the opportunity to practice money skills by using this fake cash at the adult student run Bowman Snack Shack.
- **Household Skills:** This course teaches a variety of basic cleaning, maintenance, and clothing management skills related to the home setting. Students learn the importance of reading cleaning product labels to safely and effectively use and store various products. Emphasis is placed on the importance of maintaining an organized and clean home environment. The benefits of the modern household, i.e. heating, air conditioning, and refrigeration will be reviewed. In addition, students identify and use hand tools, i.e. hammer, screwdriver, tape measure, and

players, for basic tasks. Clothing management activities are also reviewed, i.e. reading clothing labels, doing laundry, and ironing.

- **School Clubs:** The school clubs are designed to provide opportunities for students to explore areas of interest and develop skills in those areas. In addition, students have the opportunity to socialize with peers sharing similar interests. Each club will run for 3 weeks, one afternoon a week. School club activities might include: sports/games, creative arts such as jewelry making or sewing, gardening, or cars.
- **Transition Inventories:** Students participate in a variety of transition inventories during the summer (and fall) to assist with the transition planning process for IEP's. Inventories include: selected sections from the Brigance Transition Inventory, Transition Behavior Scale, Transition Planning Inventory, Leisure/Recreation Survey, and Harrington O'Shea Career Decision Making Inventory or RIASEC Interest Inventory.

## 11<sup>th</sup> Grade Summer Transition Program

The Summer Transition Program for the 11th grade occurs during the July/August afternoon blocks for 1.5 to 2 hours daily, Monday-Friday. Transition activities for the 11th grade include: cooking skills, independent project, community activities, SAT and Accuplacer preparation, school clubs, and transition inventories.

- **Community Exploration:** This course focuses on teaching students about town/city services, historical sites, local businesses, and recreational opportunities in the community. Students learn about a variety of town services, i.e. library and emergency services. Students also look at historical sites in communities and the importance of maintaining the history of a town/city. Local community businesses, i.e. banks, grocery stores, restaurants, are reviewed. Students also learn about different recreational opportunities in the community. These opportunities may include town recreation department programs, miniature golfing, bowling, apple picking etc. Two or three fieldtrips are provided to enhance community exploration. Finally, students also develop a brochure of their own community, or local community of interest integrating information about businesses, recreation, town services, and history. In addition, students will be given a mock budget for the community trips, and practice using simulated debit cards/checks and check registers in the classroom setting to make payments for i.e. paying to go golfing or bowling, paying the library for a lost DVD or book, or giving a donation to the fire department.
- **Independent Project- Career Choice:** The Independent Project course focuses on researching a career of interest and the continued development of research skills. Through instruction, students learn about a variety of career exploration

resources, i.e. O'NET, Career One Stop website, Virtual Job Shadowing website, and MyPlan.com. Students continue working on organization skills related to project development and using the MLA formatting and citations. Final projects may be in the form of a power point, paper, poster presentation, or other format as agreed upon by the instructor and student. Students present their projects to the class at the end of the quarter.

- **School Clubs:** Students have the opportunity to sign up and participate in various school clubs as part of the summer transition program. Clubs provide students the opportunities to explore and expand interests, socialize with other students sharing similar interests/values, increase team work abilities, and increase knowledge and skills related to the club topic and activities. School clubs might include: Harry Potter, yoga, Therapeutic Tabletop Characters, community service, crocheting, miniature horses, animal photography, or acting. The 11<sup>th</sup>/12<sup>th</sup> grade school clubs will run for six weeks, meeting one afternoon a week.
- **Cooking Skills:** Students participate in basic cooking classes emphasizing hygiene, safety, reading basic recipes, measuring, organization, and team work. Cooking classes focus on functional cooking projects, i.e. grilled cheese sandwiches, fried eggs, subs, French toast, salads, and Rice Krispie treats. Students will complete a skills and paper/pencil test at the end of the session.
- **SAT and Accuplacer Preparation:** Students participate in SAT and Accuplacer practice exams as part of equipping them for college. Students review the reasons that colleges require these examinations and review examples of colleges requiring Accuplacer versus SAT's. Accuplacer practice questions are provided in the following areas: Sentence Skills, Reading Comprehension, WritePlacer, Arithmetic, Elementary Algebra, and College-Level Mathematics. SAT practice questions are provided in Critical Reading, Writing, and Mathematics.
- **Transition Inventories:** Students participate in a variety of transition inventories during the summer (and fall) to assist with the transition planning process for IEP's. Inventories include: selected sections from the Brigance Transition Inventory, Transition Behavior Scale, Transition Planning Inventory, and ASVAB Aptitude Assessments and Interest Inventory (provided in the fall).

## 12<sup>th</sup> Grade Summer Transition Programming

The Summer Transition Program for the 12<sup>th</sup> grade occurs during the July/August afternoon blocks for 1.5 to 2 hours daily, Monday-Friday. Transition activities for the 12<sup>th</sup> grade include: cooking skills, independent project, community activities, SAT and Accuplacer preparation, clubs, and transition inventories.

- **Community Skills:** This class provides in-class lessons and community fieldtrips designed to increase the understanding of local government, voting, and accessing

the community. Lessons focus on: understanding voting ballots, the voting process, and related aspects of local government. Fieldtrips include the town hall, post office, and a third community trip. In addition, students will be given a mock budget for the community trips, and practice using simulated debit cards/checks and check registers in the classroom setting to make payments for i.e. buying a book of stamps or mailing a package at a post office, paying to go golfing or bowling, or paying car excise taxes.

- **Independent Project- Entrepreneurship Project:** The Independent Project provides students the opportunity to explore ideas and areas of interest for future employment through the Small Business Associations Plan writing exercise. Students research local businesses, understand business completion, creatively name a business they would want to be a part of, outline a business plan and ultimately present their Business Portfolio to the class.
- **School Clubs:** Students have the opportunity to sign up and participate in various school clubs as part of the summer transition program. Clubs provide students the opportunities to explore and expand interests, socialize with others with similar interests/values, increase team work abilities, and increase knowledge and skills related to the club topic and activities. The 11<sup>th</sup>/12<sup>th</sup> grade school clubs will run for six weeks, meeting one afternoon a week.
- **Cooking Skills:** Students participate in basic cooking classes emphasizing hygiene, safety, reading basic recipes, measuring, organization, and team work. Cooking classes focus on functional cooking projects, i.e. grilled cheese sandwiches, fried eggs, subs, French toast, salads, and Rice Krispie treats. Students will complete a skills and paper/pencil test at the end of the session.
- **SAT and Accuplacer Preparation:** Students participate in SAT and Accuplacer practice exams as part of equipping students for college. Students review the reasons that colleges require these examinations. Accuplacer practice questions are provided in the following areas: Sentence Skills, Reading Comprehension, WritePlacer, Arithmetic, Elementary Algebra, and College-Level Mathematics. SAT practice questions are provided in Critical Reading, Writing, and Mathematics.
- **Transition Inventories:** Students participate in a variety of transition inventories during the summer (and fall if needed) to assist with the transition planning process for IEP's. Inventories include: selected sections from the Brigance Transition Inventory, Transition Behavior Scale, Transition Planning Inventory, Barriers to Employment Success Inventory, and RIASEC Interest Inventory (if needed)
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## **IPAD TECHNOLOGY SUPPORTS**

### **IPad Technology**

iPads will be incorporated into the learning environment to help with fostering student success. They will be used as a resource to increase access to literature through the IBook application, as research tools for students to access the Internet, given clearly outlined expectations, and investigate facts or information for various assigned topics across the content areas. They will also be used for review games and apps to work on building and enhancing learned skills in all core subject areas. The iPads will also be utilized as writing tablets for students to record notes or other information to allow them to affectively participate in classroom activities.

## **ACADEMIC AND THERAPEUTIC SUPPORTS**

### **Character Education: “Character Counts”**

“Character Counts” is a nationally recognized character education program that addresses the six pillars of character education. This includes Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Bullying Prevention is also a critical component of this program and is incorporated into all aspects of our curriculum. One class period each week is dedicated to discussing a monthly, school-wide theme. Incentives are promoted school wide, which promote students’ participation in fun and interactive activities surrounding the monthly theme. An extensive curriculum is provided as a guide for each classroom and includes discussion starters, multimedia materials, visual aides, roll-play activities, projects, and exercises that support increased understanding shared values by each participant.

### **Occupational Therapy Class**

Occupational Therapists work alongside teachers in identified classrooms to adapt the classroom environment to meet the needs of individual students. The collaboration of teachers, therapists, and students help develop students’ awareness of sensory stimulation and strategies for modulation, such as incorporating the use of weighted blankets, body socks, thera-putty, thera-bands, stress balls, seat cushions, etc. Occupational Therapists create a series of exercises that promotes students’ understanding of what internal or external stimulus supports their ability to be successful. By obtaining that information, therapists can create individual sensory plans for students to increase their success throughout the entire day.



## **Academic Support**

Academic Support time incorporates a 30-minute blocks at the end of each day. Support is individualized for each student and incorporates various educational supports specific to their needs. Students can receive individualized instruction in Study Skills, core content tutoring in Math, Science, ELA, or History. Certain blocks of the day are devoted to benchmarking for tracking student progress in reading literacy as needed. Students will also be provided with numerous blocks of time each week devoted to our “Perkins Learning Lab” engagement. The software learning programs in the Lab include: Symphony Math, which is devoted to enhancing students’ ability to understand math concepts; Lexia, which supports students’ increased phonics, decoding, word attack strategies, and application skills; Read Naturally, which is a reading program specifically focused on comprehension and fluency; and Kidspiration/Inspiration, which is focused on providing students with a strong foundation in creating graphic organizers and mind maps.

## **STUDENT ASSESSMENTS OVERVIEW**

In addition to state mandated and curricular summative and cumulative assessments, students are also assessed to support a comprehensive understanding of their ability to prepare for transitions, college and career readiness. The following outline identifies the current assessments:

### **Year-round Assessments for Grades 1<sup>st</sup>-8<sup>th</sup>:**

Brigance Math Assessment – month of July

Brigance Vocabulary and Writing Assessment – month of July

Wilson vocabulary assessments TOSWRF, WIST and Dolche

DIBELS Next

Read Live comprehension and fluency

Lexia

Symphony

### **Summer Assessment for Grades 9-12:**

- Brigance Math Assessments – month of July
- Brigance Vocabulary and Writing Assessment – month of July
- Brigance Transitional Assessments outline through Careers Programming

### **School-wide Assessments:**

NWEA/Maps Assessment in reading and math completed in September and May.

### **9<sup>th</sup> Grade Transitional Preparation Inventories:**

- Assessment of in school/class work tasks (copying, sharpening pencils, cleaning desks, taking out trash) by teaching staff. Track this independence/level of required prompts (can the student complete with a check list, need 1:1 staff assistance, ability to work cooperatively/appropriately with peer)
- RIASEC Interest Inventory
- Career Exploration by student based on interest inventory findings
- Transition Planning Inventory

### **10<sup>th</sup> Grade Transitional Preparation Inventories:**

- Assessment of in school/class work tasks (copying, sharpening pencils, cleaning desks, taking out trash) by teaching staff. Track this independence/level of required prompts (can the student complete with a check list, need 1:1 staff assistance, ability to work cooperatively/appropriately with peer)
- Harrington O'Shea Career Decision Making Survey or RIASEC Interest Inventory
- Brigance Transition Skills Inventories (G-11, I-5, I-9, I-11, L-1, L-2, L-5)
- Transition Behavior Scales
- Transition Planning Inventory

### **11<sup>th</sup> Grade Transitional Preparation Inventories:**

- Transition Behavior Scale
- Transition Planning Inventory
- Either ASVAB aptitude assessment and interest inventory or OASIS aptitude assessment and interest inventory
- Brigance Transition Skills Inventory (F-7, G-2, I-5, I-9, I-11, L-5, L-6, L-7, O-6)

### **12<sup>th</sup> Grade Transitional Preparation Inventories**

- Barriers to Employment Success Inventory
- Transition Behavior Scale
- Transition Planning Inventory
- Brigance Transition Skills Inventory (F-7, G-14, I-9, I-11, L-5, O-5, Q-1, Q-2)
- RIASEC if needed (students still unsure about career path)

### **Adult Transition Program**

- Teacher evaluation of performing outlined expectations
- Becker – work performance evaluation by students work supervisor

