



Doctor Franklin Perkins School

**Building Educational Success Through
Transitions – BESTT**

Program of Studies

2016-2017 School Year

Doctor Franklin Perkins School
BESTT

Program of Studies

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Doctor Franklin Perkins School
BESTT

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 BESTT 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,
School Administration

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 programs, 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 schedule have been created to enable pullout services and avoid class time disruptions if possible.

If a student is removed from class or specific program, 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.” Students enrolled in the BESTT Adult Program are expected to attend the specific program designed for each student. 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 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, tardiness, 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/Rating Policy

Students are expected to attend all classes or program assignments 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 or overall rating will be calculated for all courses in the academic and programmatic setting.

9/10 and 11/12 BESTT Grading

Tests, Quizzes, and Projects	50%
Classroom Participation*	40%
Homework	10%

BESTT Adult Rating

BESTT Adult Participation	80%
Skill Mastery Demonstration	20%

**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.*

9/10 AND 10/11 BESTT CLASSROOM

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 Common Core, 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*, William Shakespeare’s *Macbeth*, and Joseph Conrad’s *Heart of Darkness*. 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.

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 19th and 20th 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.

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 21st Century* are the primary textbooks used for the course. The units of study include: Bridge to the 20th 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.

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 Common Core for Mathematics. The textbook, Pearson's *Algebra 1 Common Core*, will be used along with supplemental materials. Students will begin the course by studying 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, quizzes, and tests.

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 Common Core for Mathematics. The textbook, *Pearson Geometry Common Core*, 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, quizzes, and tests.

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 Common Core 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 Common Core 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.

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 an 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 and forces; waves, sound, and light; and electricity and magnetism. 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 Common Core. 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.

SPECIAL SUBJECTS

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 2017 senior yearbook.

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 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 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 20th Century music will be analyzed and discussed. Students are assessed through attendance, appropriate class participation, and comprehension of materials.

TECHNOLOGY EDUCATION

Grades 9 -10

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 Digital Media and Production (Elective)

The purpose of this course is to create a small video news magazine focusing on world, local and school events to be presented in class and also to serve as the impetus for a schoolwide weekly news program to be shown on the monitors and over the Smartboards in a network format. This is highly experimental and subject to fluctuation, failures and successes and will require flexibility, patience and determination. Things don't just happen. Even a short news show takes hours of preparation, editing and frustration so be prepared. It will not be easy.

HEALTH/FITNESS

Grade 9 Health – Infectious Disease

The emphasis for 9th grade health class is understanding 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.

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.

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 wellbeing. 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.

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 wellbeing. 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.

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 ipads 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.

BESTT 9/10 AND 11/12 ADDITIONAL PROGRAMMING

BESTT 9/10 Program

Career Education

This is a one semester introductory career course. Students will increase awareness of their values, interests, abilities, personality traits, and learning styles through a variety of formal and informal assessments. Opportunities to explore career clusters of similar occupations will be provided. Students will also complete a project on a career of their choice. In addition, participants will create a career portfolio which will be updated and maintained throughout the high school career courses.

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.

Home Economics/Cooking

The Home Economics, Basic Cooking Class, is designed to teach basic abilities for food preparation through the use of 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 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.

Job Simulation

In this course students will explore a variety of skills, i.e. cognitive, social, emotional, and functional, that are needed to succeed in the workplace. This will be completed through classroom instruction, small group activities, written work, and job simulation opportunities. Students will understand the importance of maintaining an organized work environment, and following multistep directions to complete tasks. They will explore roles and responsibilities that help to define jobs in the work setting. Documentation is a skill often required in most jobs, and will be reviewed in various forms. A major focus will be placed on developing interpersonal skills, to improve co-worker relations, supervisor/supervisee relations, and customer service. They will participate in entrepreneurial experiences during year, focusing in customer 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.

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.

BESTT 11/12 Program

Career Education

This course will expose students to basic employment ethics and behaviors needed to be a good and successful employee. Students will explore the importance of expressing good workplace manners and courtesies. They will be able to describe what a positive attitude in the work place may look like. Students will also engage in activities that explore the importance of honesty and what it means to be reliable. They will learn how to identify and avoid behaviors that are not acceptable in the work place. Time management, organization, balancing roles, leisure activities, and problem solving in the work place will also be explored. A variety of practical work topics will also be covered, i.e. taxes, benefits, insurance, and social security. In addition, participants will update and maintain their high school career portfolios, related to career interests, work and

volunteer experiences, and independent living skills. Students will continue to participate in transition assessments to assist in identifying areas or need.

Home Economics

The Home Economics, Basic Cooking Class, is designed to teach basic abilities for food preparation through the use of 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 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. This course is offered the third and fourth quarters.

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 BESTT 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.

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.

Volunteer Opportunities

This course 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 including: food drive, clothing drive, and making a quilt for a non-profit organization. This course runs for two quarters.

Work Ethics

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 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

BESTT ADULT PROGRAM (17-22)

Students in the BESTT Program participate in a variety of both on and off campus educational and hands-on independent living activities and vocational experiences. A variety of team members including; a special education teacher, vocational rehabilitation counselor, speech and language pathologist, occupational therapist, clinician and teaching assistant work with the students to improve transitional skills. In addition, professionals from various vocational and volunteer settings also work with the students and provide instruction and supports.

In the BESTT program students work on the development of independent living skills. The following are some of the skills that students work on; money management, household skills, grocery shopping, meal planning, nutrition, local public transportation, personal care skills (hygiene, appearance, and clothing management), time management and planning and organizing skills. It is through both receiving the education and the opportunity to practice the implementation of these independent living skills, that students are able to improve their ability to independently access and utilize these vital skills within their adult life. Students also learn how to access community resources (i.e., banking, shopping, identifying leisure activities/volunteer experiences and eating at restaurants) while in the best program.

Students work within a variety of vocational settings, for both volunteer and pay experience. Some of the vocational settings that are available within the program include:

- **Campus Mail Run**
Implementation of interpersonal skills, by using independence delivering mail throughout the campus buildings.

- **The BESTT Snack Shack**
A student run coffee house where students work on the development of customer service skills, money management, baking, cooking, and inventory skills. Students make breakfast sandwiches and staff lunch weekly. The students take orders and deliver food and drinks to individuals throughout the campus.
- **Office Work**
When working within the office environment student's work on completing clerical tasks. Students work on photocopying, typing, and assembling binders and mailings to be sent out.
- **School Cafeteria**
Students work within the school cafeteria in a variety of capacities. Students work in the dish room, aid the cafeteria staff with meal preparation, and help serve school lunches.
- **Maintenance**
Student's work with the maintenance department assisting with the up-keep of the Perkins buildings and grounds.
- **Library**
Students help with the daily running of a library by assisting in the re-shelving of books, checking out of the library books by students, keeping track of books/videos due, and the overall cleanliness of the library.
- **Therapeutic Horsemanship Program**
While working at the Perkins Barn students learn the skills necessary for both the effective running of a barn and caring of the little critters and horses.
- **Elder Care**
Davis Manor is an assisted living community located on the Perkins campus for men and women with developmental disabilities. The B.E.S.T.T Students work with the adults in this program preparing activities and aiding the adults as needed throughout their daily activities.
- **Housekeeping**
Within the residence, education, and business buildings students work on completing necessary housekeeping tasks to aid in the cleanliness of the buildings. Students learn how to effectively and efficiently clean bathrooms, kitchens, offices, and common areas.

The following are **Volunteer Sites** that are available for BESTT students:

- **Habitat for Humanity Restore**
Students help ensure the effective running of the Restore, through helping price, package, and organize goods to be sold, in addition to assisting with the overall up-keep and cleanliness of the store.
- **Lancaster Senior Center**
Students aid in helping prepare activities for campers, socializing with the elderly, and helping with cleaning/organizing tasks around the senior center.
- **Sholan Farms**
While at the farm students help with all tasks required for the growing of produce. Students help prepare the land for planting, assist in weeding, planting seeds, and picking the produce (i.e., apples, pumpkins)

The goal for students participating in vocational paid and volunteer work is to aid them in the development of vocational skills that are imperative for on the job success.

Additionally, volunteering helps students learn the importance of giving back to their community. Through work experiences students are able to develop the following skills; responsibility, accountability, good attendance and punctuality, supervisor relations, employee relations, and customer service skills.

Social/Emotional Skills

Groups are held on a weekly basis for BESTT the students in order to aid them in gaining a greater understanding of important skills necessary, both within the workplace and their daily interactions with others. Through these groups and additional supports students are aided in the development of social and emotional skills that are important as they transition into adulthood.

- **Men and Women's group**

These groups allow for open discussion for students to further discuss the importance of independent living and interpersonal skills and how to successfully implement these skills as they near adulthood. Students are provided the opportunity to bring up any questions, or concerns they encounter, or may encounter within the workplace, or as they near adulthood.

- **Social Living Group**

This group focuses on helping students build strong social skills in order to handle the intricate social dynamics of the workplace as well as in their personal life as a young adult. The class covers a variety of social pragmatic skills including: socially expected and unexpected behaviors in the workplace; hidden rules in the workplace (in comparison to the classroom and between supervisors); code switching language (e.g., language used when talking to your boss versus a coworker); accepting constructive criticism from your boss; getting along with your boss and coworkers; problem solving in the workplace; time management skills; dressing professionally and personal hygiene 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.

Lesson Day

Each week the B.E.S.T.T students attend a lesson day in order to work on the development and improvement of their independent living and job readiness skills. Students learn information related to on the job success, including how to obtain and maintain a job. Additionally, students work on various independent living skills, such as managing money and accessing community resources. During lesson day students work together to identify and prepare a nutritious, well balanced meal.

Academic Supports

In addition to providing vocational work/volunteer experiences students are also provided academic support, conducive to their individual needs. Students may receive one-on-one MCAS tutoring, partake on on-line academic courses, work on learning effective study

skills, and receive assistance, both in-class and within the community, to help improve their functional math and reading skills.

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

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 that provide strong organizational skills.

“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 aids, roll-play activities, projects, and exercises that support increased understanding shared values by each participant.

Speech-Language Therapy

Speech-language pathologists work as part of the interdisciplinary team within identified classrooms to improve students' speech, language, and social communication skills. Through collaboration with teachers and students, speech-language pathologists address both receptive language skills (understanding others) and expressive language skills (sharing thoughts, ideas and feelings). This can include work on vocabulary, syntax, and auditory processing/recall skills. Speech-language pathologists also work with students on improving social communication, which includes areas such as nonverbal cues, conversation rules, and adjusting language based on current environment.

Occupational Therapy

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.