



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

2021-2022 School Year

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

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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 together throughout the school day to ensure that we meet your child's needs. We are committed to providing all 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 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 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 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><br>5 Block Hours             | Grade 9<br>Freshman English                               | Grade 10<br>Sophomore English                         | Grade 11<br>American Literature  | Grade 12<br>English Literature   |
| <b>Math</b><br>5 Block Hours                | Grade 9<br>Algebra I                                      | Grade 10<br>Geometry I                                | Grade 11<br>Algebra II   | Grade 12<br>Integrated Math  |
| <b>History</b><br>5 Block Hours             | Grade 9<br>World History I                                | Grade 10<br>U.S. History I                            | Grade 11<br>U.S. History II  | Grade 12<br>-Justice & Law-Sem. 1<br>-Economics – Sem. 2   |
| <b>Science</b><br>5 Block Hours             | Grade 9<br>Biology I                                      | Grade 10<br>Biology II                                | Grade 11<br>Physical Science   | Grade 12 Elective<br>Forensic Science  |
| <b>Art</b><br>1 Block Hour                  | Grade 9<br>Visual Arts I                                  | Grade 10<br>Visual Arts II                            | Grade 11 Electives<br>-Advanced Drawing<br>-Digital Publishing                                     | Grade 12 Electives<br>-Advanced Drawing<br>-Digital Publishing   |
| <b>Technology Education</b><br>1 Block Hour | Grade 9<br>Technology Education                           | Grade 10<br>Technology Education                      | Grade 11<br>-Raspberry Pi<br>-Online Education<br>-Microsoft Office Applications<br>-Online Coding | Grade 12 Electives<br>-Raspberry Pi<br>-Online Education<br>-Microsoft Office Applications<br>-Online Coding |
| <b>Fitness</b><br>.5 Block Hours            | Grade 9<br>Introduction to Fitness Concepts               | Grade 10<br>Introduction to Fitness Concepts          | Grade 11<br>Introduction to Fitness Concepts   | Grade 12<br>Introduction to Fitness Concepts   |
| <b>Health</b><br>.5 Block Hours             | Grade 9<br>Infectious Disease                             | Grade 10<br>Developing Positive Relationships         | Grade 11<br>Stress Management and Mental Health  | Grade 12<br>Ecological and Environmental Health  |
| <b>Music</b><br>1 Block Hour                | Grade 9<br>Introduction to Music: An Insight to Listening | Grade 10<br>Music: Its Role & Importance in Our Lives | Grade 11<br>-Chorus<br>-Music Composition  | Grade 12 Electives<br>-Chorus<br>-Music Composition  |
| <b>Peer Mentor</b><br>1 Block Hour          | Grade 9<br>Peer Mentor                                    | Grade 10<br>Peer Mentor                               | Grade 11<br>Peer Mentor  | Grade 12<br>Peer Mentor  |
| <b>Internship</b><br>5 Block Hours          |   |   | Grade 11<br>Internship-Various locations/roles   |  |

|                                       |  |  |   |   |
|---------------------------------------|--|--|---|---|
| <b>Senior Seminar</b><br>1 Block Hour |  |  |   | Grade 12 Seminar  |
| <b>Senior Project</b><br>1 Block Hour |  |  |   | Grade 12 Senior Project   |
| <b>Additional Electives</b>           |  |  | <ul style="list-style-type: none"> <li>-Topics in History</li> <li>-Entrepreneurship (Community Service)</li> <li>-Literature Studies</li> <li>-Creative Writing</li> </ul> | <ul style="list-style-type: none"> <li>-Topics in History</li> <li>-Entrepreneurship (Community Service)</li> <li>-Literature Studies</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 exposes students to a number of different genres (Realistic Nonfiction, Fiction, Poetry in addition to Drama and Fantasy). Teachers introduce students to classical and contemporary texts while also working to enhance their grammar and writing skills. Through literature, students are encouraged to gain 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 many of 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, *The Old Man and the Sea* by Ernest Hemingway, *A Christmas Carol* by Charles Dickens, *To Kill a Mockingbird* by Harper Lee, and *Of Mice and Men* by John Steinbeck. Additionally, poets such as Maya Angelou, Edgar Allan Poe, and Robert Frost 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 and 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 these formative assessments as well as their ability to accurately answer comprehension questions, participate in class wide discussions, tests, vocabulary quizzes, presentations, and formal written essays.

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

The Grade 10 Literature and Composition class aligns with the Massachusetts Curriculum Frameworks for Grade 10. One of the several genres covered in this course is science fiction. Students will read and analyze works such as, Ray Bradbury's "A Sound of Thunder", Kurt Vonnegut's "Harrison Bergeron", and H.G. Wells' novel *The Time Machine*.

Students will also learn Figurative Language through a close study of poetry and short novels like, *The House on Mango Street*, by Sandra Cisneros and *The Little Prince* by Antoine de Saint-Exupery.

Students may also be exposed to, “The Curious Case of Benjamin Button” by F. Scott Fitzgerald, *The Legend of Sleepy Hollow* by Washington Irving, and/or *A Long Walk to Water* by Linda Sue Park. Works such as these will expose students to common themes in American culture and enhance their study of American history.

Movies, classroom discussions, hands on projects, oral readings, multimedia presentations, and small group focused discussions are utilized to help engage the students in these units and provide regular formative assessment. 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**

Grade 11 Literature and Composition exposes students to a number of different genres of American literature in their reading while also teaching the components of writing. Students read novels, short stories, plays, and poetry ranging from the founding of America to modern writing.

Students explore the American Condition and the struggles and triumphs of multiculturalism as depicted in works such as Early Puritan Literature (such as Anne Bradstreet, Johnathan Edwards) and *The Crucible* by Arthur Miller; American Gothic Literature with a focus on Edgar Allan Poe and Hawthorne’s *Dr. Heidegger's Experiment*; Transcendentalism and Anti-Transcendentalist Writers and Works through excerpts, essays, or short stories by Thoreau, Emmerson, Hawthorne, and Melville; American Satire through Mark Twain and his short stories; Native American Literature through selected short stories, poems, and Mikaelson’s, *Touching Spirit Bear*. Students also engage in a novel study on Fitzgerald’s *The Great Gatsby*, Hinton’s *The Outsiders*, or Card’s *Ender’s Game*.

Class readings and discussion emphasize how authors use symbolism, theme, style, voice, mood, and other rhetorical devices to communicate with their audiences. Students 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, participate in whole class discussions, tests, vocabulary quizzes, presentations, and formal written essays.

Also, over the course of the school year:

- *Students prepare for the SAT/ACTs with vocabulary lessons, reteaching of grammar, sentence structure, reading comprehension and composition.*
- *Students learn to recognize 5 literary elements of fiction (Character, Setting, Theme, Plot and Conflict) of short story or novel*

- *Students are able to recognize literary devices like hyperbole, metaphors, allusion, imagery, foreshadowing, allegory, and characterization.*
- *Students are able to cite examples from a literary work to bolster their opinions and assertions about a verbal or written prompt.*
- *Students engage in Problem Solving/Critical Thinking Activities*
- *Students learn notetaking skills*
- *Students write a College Prep - Research Paper*

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

Grade 12 English/Language Arts develops students' abilities to read critically, write coherently, speak thoughtfully and use appropriate language mechanics. The 12th grade has two semesters, one being World Literature and the other British Literature.

In World Literature, students read classics such as Lao-tzu's *Tao Te Ching*, The Epic of Gilgamesh, The Bible, Rigveda, and the *Bhagavad-Gita*. More in depth coverage may be given to Hermann Hesse's *Siddhartha* to examine the life of Gandhi. Students write compare and contrast essays to make explicit connections. Additionally, there may be a unit on Russian Literature.

In British Literature, students read Shakespeare's *Hamlet*, excerpts from Mary Shelley's *Frankenstein*, poetry from the Romantic period and modern non-fiction by Charles Dickens and George Orwell to understand the major themes in that has been explored in the English language.

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

Also, as in Grade 11:

- *Students prepare for the SAT/ACTs with vocabulary lessons, reteaching of grammar, sentence structure, reading comprehension and composition.*
- *Students recognize the 5 literary elements of fiction (Character, Setting, Theme, Plot and Conflict) of short story or novel*
- *Students identify literary devices like hyperbole, metaphors, allusion, imagery, foreshadowing, allegory, and characterization in their reading.*
- *Students regularly cite examples from a literary work to bolster their opinions and assertions about a verbal or written prompt.*
- *Students further engage in Problem Solving/Critical Thinking Activities*
- *Students continue to learn notetaking skills*
- *Students write a College Prep - Research Paper*

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

In Creative Writing, students focus on writing short stories. Students practice writing exercises, learn about editing and publishing, and they research what options are available for a budding writer, all while building their own writing portfolios. Students read and study guides such as Stephen King's "On Writing", Betsy Learner's "The Forest for the Trees", and Strunk and Whites "Elements of Style," in order to get advice on the writing process.

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

Through Literature Studies, students are able to expand their skills in literature analysis. The course focuses on analyzing literary works and series such as Rowling's *Harry Potter* series as a focus. Students participate in literature circle discussions and engage in analytical debate about topics and themes brought in in the books studied. Students may also review and analyze the work in terms of the use of literary and poetic devices.

### **Journaling (Elective)**

Journaling supports a student's ideas and thought processes while allowing them to find their voice in written expression. Students are able to express their opinions and discuss selected subjects, videos, or articles in journal format.

## **HISTORY**

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

World History I course provides students with a thematic survey of world history. The units of study include Absolutism to Revolution, Industrialism and the Race for Empire, The World at War, and Perspectives on the Present. Students such themes as 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, projects, oral presentations, and examinations.

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

Grade 10 U.S. History I gives students a thematic survey of American history. Units of study may include: The Revolutionary Period, The Beginnings of a Nation, A Developing Nation, and The Civil War, and Reconstruction. Students investigate major ideas like 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, projects, oral presentations, and examinations.

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

Grade 11 United States History II provides students with a thematic survey of American history. The units of study may include Transition to the 20<sup>th</sup> Century, the Emergence of America, The 1920's and the Great Depression, World War II and Its Aftermath, The Cold War and Passage to a New Century. Students will investigate ideas that include 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, projects, 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. 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, but we also define separate crimes and the justice process. By including topics such as family law, the course is preparing students for life after high school.

Informal assessments are given to help improve students' presentation, writing and reading skills. Formal assessments help students with test taking strategies they will use 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 where students investigate controversial economic questions while learning basic economic concepts, exploring American values, and studying the structure and workings of the American Economic System. Students explore various questions to meet Massachusetts State Frameworks 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. Informal assessments are given to help improve student presentation, writing and reading skills. Formal assessments help students with test-taking strategies for 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**

In Algebra 1 students use expressions and functions to model real world situations. This Grade 9 course is aligned with the Massachusetts Curriculum Framework for Mathematics. Students study rational numbers, expressions, equations, and patterns. Students learn how to express linear functions in words, graphs, tables, and equations. They also learn how to determine if a function is linear from a graph, equation, or table. Students study laws of exponents. Students collect and analyze data from hands-on experiments or real-world situations. Graphing calculators are used to help students identify patterns and make conjectures. By the end of the course, students are able to interpret functions that apply to real world applications. Students are assessed on assigned work, class participation, and group projects.

### **Grade 10 Geometry**

In Geometry student 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. Students begin the course by studying the basic definitions of geometry and how they are the basis for all geometric figures. Students use diagrams, postulates, and theorems in order to determine if two triangles are congruent, similar, or neither. They apply circumference, perimeter, area, and volume formulas to real world problems including the relationship area and volume for similar figures. Students construct accurate drawings using protractors, compasses, and straight edges. They also use paper-folding activities, manipulatives, and 3-D models to make conjectures. Students are assessed on assigned work, class participation, and group projects.

### **Grade 11 Algebra II**

In Algebra II students use functions to model real world situations. This Grade 11 course is aligned with the Massachusetts Curriculum Framework for Mathematics. Students begin the course by reviewing linear functions, and then they are asked to identify how parent functions are transformed by looking at graphs or equations. Students learn to interpret how those transformations reflect real world applications, and they learn the basic trigonometric functions. Students will collect and analyze data from hands-on experiments and real-world situations. Graphing calculators are used to help students identify patterns and make conjectures. Students are assessed on assigned work, class participation, quizzes, and tests.

## **Integrated Math**

Integrated Math is a senior class 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 a culmination of number sense, algebra, geometry, statistics, and probability concepts applied to real world situations in line with the Massachusetts Curriculum Framework for Mathematics. Students collect and analyze data from hands-on experiments and real-world situations. Graphing calculators are used to help students identify patterns and make conjectures. Students are assessed on assigned work, class participation, quizzes, and tests.

Major Units may include:

- 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.
- 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 explores topics which may include the chemistry of life, anatomy and physiology, evolution, and ecology. Students conduct an in-depth study of chemistry, which is basic to the understanding of the carbon chemistry of life. In anatomy and physiology students study biological systems and how they interact with each other to create homeostasis. They also learn about the human 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 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 of Biology I. The topics covered in this course may include the strands of cell biology, genetics, evolution, and biodiversity. Through the study of cell biology, students 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. Students 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 connect with 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 including discussion groups and lab work participation, hands on work, writing assignments, quizzes, and tests.

### **Grade 11 Physical Science**

Physical Science focuses on motion, forces, gravity, friction, pressure, work, and energy. Students explore the basic principles of waves and how they affect sound electromagnetism and light optics. They also work to understand the principles of Newton's Three Laws of Motion. While learning about electricity, students can study the flow of electrons in relation to electronics and circuits. In the process of investigating magnetism, students compare and contrast electricity to magnetism. Students conduct various experiments, do group projects, individual research projects and assignments related to each topic of study. Assessments include participation in class and group discussions, labs, hands-on work, writing assignments, quizzes, and tests.

### **Grade 12 Forensic Science**

Forensic Science introduces the student to the science of crime scene investigation. The course integrates the applications of biology, chemistry, physics, environmental science, and computer science to explore the field of criminalistics. In addition, students may perform historical case studies and survey careers in forensic science. Laboratory activities will give students the opportunity to demonstrate the forensic science techniques presented in lecture.

### **Grade 12 Forensic Science**

Forensic science is a senior-level course that focuses on 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?

## **Technology Education**

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

Students in Grades 9 – 10 will focus 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 will work on an Internet research project. This will teach 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 as a group. Desktop computers will be utilized for this project. Presentations are discussed and implemented via PowerPoint. Tips on creating effective presentations will be 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 will be taught in the Word

Processing segment using Microsoft Word. Spreadsheets that reflect real life business practices are utilized with Microsoft Excel. Using Microsoft Publisher, students will make a tabloid magazine and add photos that they have generated in the Photo Editing segment. 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**

Selected 11th and 12th 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 (First Semester)**

Students will study 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 (Second Semester)**

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 students learn how a computer is put together along with what software runs programs. The students will be assessed on their computational thinking abilities. Students will create a model and test their 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 looks 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 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 quarter to the 9<sup>th</sup> grade classes. Students learn basic abilities for food preparation using commonly found recipes. Instruction includes basic hygiene and grooming, food safety, preparing food in a safe manner, adjusting recipe sizes, measuring food stuffs, cooking abbreviations and small appliance usage. In addition, instruction focuses on time management, organizing supplies and workspace, following multi-step directions, problem solving, and teamwork.

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

This is a 1.5 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 the final quarter, basic money skills will also be reviewed including topics related to banking and being a smart consumer. In addition, participants will maintain 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 exploring typical teen jobs and the employee permit process, 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, i.e., 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 job applications, transition assessments, and independent living skills.

In the third quarter students focus on banking skills, credit versus debit, and ATM usage. Students also engage in a sewing project and engage in money/banking skills related to the project. They also are introduced to job shadowing videos as a tool for career exploration.

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

## **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. Following the post-secondary education preparation, students are invited to attend a community college, state university or career school tour. These tours may be completed virtually.

The ASVAB High School Career Exploration Assessment is administered in the fall by an outside agency to aid in assessing student's aptitudes, interests, and exploring related

careers. Alternative assessments, i.e., OASIS aptitude and interest inventories, or RIASEC interest inventories are also available.

Students continue to develop career readiness skills by developing resumes, learning about and observing the interview process, and completing basic job applications. Students complete their own resume, and practice completing an online job search. They continue to maintain their high school career portfolios, updating transition inventories, resumes, independent living skills, and college information.

A variety of independent living skills are also reviewed with the 11<sup>th</sup> grade students. Apartment living is 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 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 provided with opportunities to explore colleges/career programs online. Review of the FAFSA form, Collegeboard scholarship sites, and community college/state university tuition/room and board/fees are provided. A college fair opportunity will be provided if available in September/October. Following the college fair students identify post-secondary college/career school or alternative education plans of interest. 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 workplace including professionalism, 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 when starting a job, i.e., feeling anxious/excited, orientation activities, forms to be completed, and the human resources department. Students continue to focus on career readiness by updating their resumes created in the 11<sup>th</sup> grade.

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, access information from a 1099INT form, and become familiar with using the information from a W-2 form when filling out a 1040 federal tax form. In addition, students learn basic information about the state income tax form and automobile excise tax.

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. Students also learn that health insurance is mandatory and some ways to gain health insurance. Some basic health 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**

### **Seminar/Internship Program:**

Through a series of seminars, students will be exposed to five career areas: animal care, horticulture, childcare, elder care, and culinary careers. Seminar classes occur three times per week for 45-minute sessions. There are ten 45-minute seminars provided for each of the career areas and students typically study two seminars per quarter. Some seminars also have a second experiential class, such as animal care and horticulture. In addition, job readiness skills such as organization skills, teamwork, following directions, task focus, interpersonal relations, time management, stamina, hygiene and dress code, safety, maintaining a positive attitude, and overall professionalism will be emphasized throughout the year during the seminar classes and internships.

Animal Care Seminar: In this seminar, students will learn about a variety of animal care careers including pet groomer, dog walker, pet sitter, animal shelter worker, stable worker, equine groomer, farmer, petting zoo worker, and veterinary assistant/technician. During this seminar, students will also attend sessions at Rein in a Dream (therapeutic horsemanship and small animal program) once a week to experience some activities related to these careers.

Horticulture Seminar: In this seminar, students will learn about a variety of horticulture careers including landscaping, greenhouse worker, farmer/farmer's market, indoor plant care worker, florist, and education/community workers. Students will have additional opportunities to gain experience in the school garden and greenhouse to gain horticulture skills.

Child Care Seminar: This seminar will begin with learning about basic child development milestones (as provided by the CDC) for ages 1-5 years old in the areas of social/emotional, language/communication, cognitive (learning, thinking, problem solving), and movement/physical development. Students will expand their knowledge by researching age-appropriate activities and play equipment/supplies for each age group. In addition, discussion will be provided related to using horticulture, animal, and culinary activities with younger children.

Elder Care Seminar: This seminar will begin with focusing on a variety of topics related to aging including healthy aging, and potential changes for older adults in physical,

psychological, social, and overall functioning. Related careers will be explored in certified nursing assistant, home health aide/homemaker, licensed practical nurse, registered nurse, pharmacy technician, occupational therapy, physical therapy, and therapeutic activities specialist. Opportunities to discuss the therapeutic use of horticulture, animals, and culinary activities will also be reviewed.

Culinary Careers: In this seminar, students will learn about a variety of culinary careers and food service locations including baker, chef, cook, catering, animal specialty foods, farmer's market, school café worker, fast food, restaurants – cook/server/hostess, food service manager, and dietary aide at a hospital/nursing facility. In addition, students will have the opportunity to engage in some basic food service and cooking activities.

Internships: In the 4<sup>th</sup> quarter students participate in on-campus internship opportunities related to one or more career areas for 1-1.5 hours per week. Internships are typically completed in small groups located at Rein in a Dream, the garden and greenhouse, or in collaboration with an elementary school class or Davis Manor Program for older adults. Prior to beginning the internships, students will update their resumes and complete a mock interview. Job readiness skills development are a main priority for internships. There will be many opportunities to address organization skills, teamwork, following directions, task focus, interpersonal relations, time management, stamina, hygiene and dress code, safety, maintaining a positive attitude, and overall professionalism. In addition, students will engage in entry level tasks, for example grooming horses, cleaning a stall, planting flowers, engaging elementary students in a planting project, making cupcakes with older adults. Students will engage in supervisor feedback and self-assessment related to their internships on a regular basis.

### **TRANSITION SKILLS**

The Transition Skills Class is taught in some of the 11<sup>th</sup> and 12<sup>th</sup> grade classes. Students engage in a variety of topics and hands on learning experiences to increase readiness for young adulthood. Soft skills are very important for everyday life. Students will learn about these skills and engage in activities such as on campus (and potentially off campus) restaurant experiences. Independent living skills such as money skills, banking, meal planning, grocery shopping, etc. will also be reviewed. Community opportunities may be provided for independent living skills development. Job readiness skills, including executive functioning and interpersonal skills, will be explored whether through an entrepreneurial experience, volunteer opportunity or project related activity.

## **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 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 number 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)
- Teamwork – 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 must 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 workplace 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**

### **9<sup>th</sup> Grade Summer Transition Program**

The Summer Transition Program for the 9<sup>th</sup> grade occurs during the July/August afternoon blocks for 45 minutes daily, Monday-Friday. Transition activities for the 9<sup>th</sup> grade include cooking skills, study skills, restaurant skills, selected Brigance Transition Skills Assessments, and executive functioning activities.

- **Study Skills:** Students will complete activities that focus on study skill development in order that they learn to prepare for learning during and after high school. Through individual surveys, guided activities and collaborative discussions, individuals will explore such topics as learning style, positive learning environment, organization, self-awareness, handling pressure and deadlines, time management and motivation. Curriculum will include Brigance Inventories, topical research, activities from Study and Executive Function Skills for Students with Learning and Behavior Problems and guidance from occupational therapy and speech and language pathologists.
- **Cooking Skills:** Students participate in basic cooking classes emphasizing hygiene, safety, reading basic recipes, measuring, organization, and teamwork. Students make snacks utilizing various small appliances such as microwaves, blenders, hand mixers, and cool touch kettles. Functional math skills such as determining total cost of purchases, savings on purchases, and doubling recipes are emphasized. Students will also utilize a variety of executive functioning skills throughout the cooking process, including: goal setting (organizing/planning/i.e., what should the final product look like/taste like), cognitive flexibility (i.e., problem solving - does the recipe need to be doubled, tripled etc.), self-checking and monitoring (i.e., did you use the correct amount of ingredients and follow the directions), and time management (i.e., do you have time to clean the dishes while the food is in the oven).
- **Restaurant Skills:** In this course, students will engage in learning activities to increase students' knowledge and skills as needed for a restaurant. They will engage in a variety of topics i.e., restaurant vocabulary, types of restaurants, ordering from a menu, paying and tipping. Emphasis is placed on utilizing the appropriate social skills throughout the restaurant experience, including social greetings and closings, expected/unexpected topics of conversation, conversational turn taking, utilizing appropriate table manners/etiquette, perspective taking (i.e., the waitress may be serving a variety of tables and that is why your food is taking more time to come out) and problem solving. Students will attend two restaurant opportunities at the Perkins Snack Shack, offering an opportunity to practice these skills.

- **Brigance Independent Living Assessments:** Students participate in a variety of transition inventories during the summer (and fall) to assist with the transition planning process for IEP's. In the summer, students will participate in various Brigance Independent Living Assessments such as: date writing, alphabetization, money skills, workplace manuals, recipe adjustments for different servings, employment vocabulary, computing totals for purchases, savings on purchases, career interests, etc. (The Transition Planning Inventory and RIASEC Inventories will be completed in the fall as part of the Career Education curriculum.)
- **Executive Functioning Activities:** Students will engage in functional activities that depend on the use of executive function skills in order to become more competent and independent in school and daily life. Executive functioning skills targeted will include (but are not limited to): planning, organization, following directions, cognitive flexibility, time management, and working memory. Examples of functional activities for this class include developing a vacation itinerary and budget; following directions to build wooden structures from a kit (such as a bird house or a model helicopter); and following directions to create a sensory strategy such as a glitter bottle, gel pad, or home-made putty.

## **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 45 minutes daily, Monday-Friday. Transition activities for the 10<sup>th</sup> grade include study skills, household skills, cooking skills, independent project, 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 teamwork. Students make snacks utilizing various small appliances such as microwaves, blenders, hand mixers, and cool touch kettles. Functional math skills such as determining total cost of purchases, savings on purchases, doubling recipes are emphasized. Students will also utilize a variety of executive functioning skills throughout the cooking process, including: goal setting (organizing/planning/i.e.,

what should the final product look like/taste like), cognitive flexibility (i.e., problem solving - does the recipe need to be doubled, tripled etc.), self-checking and monitoring (i.e., did you use the correct amount of ingredients and follow the directions), and time management (i.e., do you have time to clean the dishes while the food is in the oven).

- **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. Students organize supplies daily and follow multi-step directions during various activities. A positive attitude is encouraged for work activities and problem-solving situations.
- **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 use and store various products safely and effectively. 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. Clothing management activities are also reviewed, i.e., reading clothing labels, understanding laundry products, folding clothes.
- **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 Leisure/Recreation Survey. (The Career Decision Making System Survey 2 or RIASEC are completed in the fall.)

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

The Summer Transition Program for the 11th grade occurs during the July/August afternoon blocks for 45 minutes daily, Monday-Friday. Transition activities for the 11th grade include cooking skills, independent project, community activities, SAT or Accuplacer preparation/study skills, 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. Students develop a brochure of their own community, or local community of interest integrating information about businesses, recreation, town services, and/or history.

- **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.
- **Cooking Skills:** Students participate in basic cooking classes emphasizing hygiene, safety, reading basic recipes, measuring, organization, and teamwork. Students make snacks utilizing various small appliances such as microwaves, blenders, hand mixers, and cool touch kettles. Functional math skills such as determining total cost of purchases, savings on purchases, doubling recipes are emphasized. Students will also utilize a variety of executive functioning skills throughout the cooking process, including: goal setting (organizing/planning/i.e., what should the final product look like/taste like), cognitive flexibility (i.e., problem solving - does the recipe need to be doubled, tripled etc.), self-checking and monitoring (i.e., did you use the correct amount of ingredients and follow the directions), and time management (i.e., do you have time to clean the dishes while the food is in the oven).
- **SAT/Accuplacer Preparation and Study Skills:** Students participate in SAT or Accuplacer practice exams as part of equipping them for college. Accuplacer testing is required at Community Colleges as part of the placement process. In addition, students work on study skills, i.e., organization, time management, teamwork, power point, documenting resources, etc.
- **Transition Inventories:** Students participate in a variety of transition inventories during the summer 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 Barriers to Employment Success. (The ASVAB Career Exploration Program or RIASEC are provided later 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 45 minutes daily, Monday-Friday. Transition activities for the 12<sup>th</sup> grade include cooking skills, independent project, community skills, SAT or Accuplacer preparation and study skills, and transition inventories.

- **Community Skills:** This class provides in-class lessons exploring various places in the community. Students will engage in discussions about common locations such as: library, post office, town hall, banks, grocery stores, hardware stores, and laundry mats, and the benefits and services these locations provide. In addition to the types of places students will engage in activities that occur in those community settings i.e. post office – practice addressing an envelope, town hall – reviewed voter registration, laundry mat – watch videos on how to operate washer/dryer, bank – review how to open an account, grocery store – store organization, hardware store– purchasing gardening supplies or home tools, etc.
- **Independent Project- Entrepreneurship Project:** The Independent Project provides students the opportunity to explore being an entrepreneur. Classes will learn about the entrepreneurial process and may engage in an entrepreneurial project. Students will learn the importance of working as a team, knowing your product, knowing the customer, time management and organization skills, and related financial knowledge.
- **Cooking Skills:** Students participate in basic cooking classes emphasizing hygiene, safety, reading basic recipes, measuring, organization, and teamwork. Students make snacks utilizing various small appliances such as microwaves, blenders, hand mixers, and cool touch kettles. Functional math skills such as determining total cost of purchases, savings on purchases, doubling recipes are emphasized. Students will also utilize a variety of executive functioning skills throughout the cooking process, including: goal setting (organizing/planning/i.e., what should the final product look like/taste like), cognitive flexibility (i.e., problem solving - does the recipe need to be doubled, tripled etc.), self-checking and monitoring (i.e., did you use the correct amount of ingredients and follow the directions), and time management (i.e., do you have time to clean the dishes while the food is in the oven).
- **SAT/Accuplacer Preparation and Study Skills:** Students participate in SAT or Accuplacer practice exams as part of equipping them for college. Accuplacer testing is required at Community Colleges as part of the placement process. In addition, students work on study skills, i.e., organization, time management, teamwork, power point, documenting resources, etc.

- **Transition Inventories:** Students participate in a variety of transition inventories during the summer 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, Financial Literacy Inventory, Job Survival and Success Scale, and College Survival and Success Scale.

## **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 aids, 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

