

SPECIAL EDUCATION

In-Class Resource Class refers to a regular education placement with support from a special education teacher (content area teacher and special education teacher). These classes are co-taught. The frequency of inclusion varies by subject.

Concepts Class/Resource Center refers to a pull-out instruction model intended for students with academic delays and/or individual needs that may require more structure, slower pace, or additional review in a classroom. These classes are only open to students with IEPs.

- Concepts delivery is with a special education teacher.
- Resource center delivery is with a special education teacher. Our Study Skills class and Reading classes are examples.

Vocational and Functional Class refers to a pull-out instruction model intended for students with significant academic delays or individual needs. Functional living skills are emphasized in all classes. These classes are only open to students with IEPs.

Offerings:

Vocational English

Reading

Science/Social Studies

Supermarketing/(Shop West Program)

Careers

Vocational Math

Living Skills

Office Procedures

VOCATIONAL COURSES (WEST ONLY)

VOCATIONAL ENGLISH

5 credits

This is designed for the student who will enter the work force upon completion of high school. This course focuses on communication skills needed to become a productive participant in society. Students will build vocabulary, critical thinking, and writing, speaking and listening skills.

VOCATIONAL READING

5 credits

This course focuses on reading skills needed to become a productive participant in society. Students will connect reading to their everyday lives and needs to gain successful employment and independent living. Students will build skills

needed to function safely in daily activities. Areas of focus include building the vocabulary needed to: communicate needs and ask for assistance both in the community and workplace, recognize and understand community and survival signs, using menus, and basic banking forms.

VOCATIONAL MATH

5 credits

This is a multidisciplinary course which provides students continuing opportunities to develop the vocational skills including: (1) reading, (2) writing, (3) listening, (4) speaking, and (5) mathematical computation, that are essential for high school course work achievement. Students will understand that when they leave school that mathematics is more important than ever. They are more and more likely to use math in their work and everyday lives.

VOCATIONAL SOCIAL SCIENCE

5 credits

The students will be exposed to current events which will provide opportunities to apply strategies of investigation and inquiry to the study of present day issues. The students will be able to identify and describe all calendar holidays and their importance. The students will explore and understand weather conditions and appropriate dressing. Students will gain understanding of the relationship of good nutrition to prevention control or cure of diseases and medical conditions that shorten life or lessen quality of life.

FUNCTIONAL COURSES

FUNCTIONAL ENGLISH

5 credits

This class provides students an opportunity to develop basic skills in 1) reading, 2) writing, 3) speaking and 4) listening and study organizational skills. Students will connect both reading and writing to their everyday lives and needs to gain successful employment.

FUNCTIONAL READING

5 credits

Students will express themselves accurately and clearly using both written and verbal forms of communication. The students will work independently and cooperatively. Focus will concentrate on sight word recognition, basic fluency, and comprehension using a variety of literature. Life skills such as high-frequency word recognition, reading a newspaper, completing job applications (paper and online), writing letters and emails and completing basic job-related reading and writing tasks will be included. Independent Reading is expected to be completed weekly as well as completing a project-based learning experience.

each marking period. Students will be assessed using reading inventories, reading comprehension probes and through the writing.

FUNCTIONAL MATH

5 credits

This is a multidisciplinary course which provides students continuing opportunities to develop the functional skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills that are essential for high school course work achievement. They will calculate weekly, monthly, yearly wages, interpret an earnings statement and compute regular pay and over time. Students will understand that when they leave school that mathematics is more important than ever.

FUNCTIONAL HISTORY

5 credits

This is designed for student who will enter the workplace upon completion of high school. Students will acquire a basic understanding of geography, history, political history, US Constitution, environmental issues, and map reading skills.

FUNCTIONAL SCIENCE

5 credits

This class provides students with opportunities to explore and develop inquiry methodologies related to the science fields. Students will develop skills in measurement, investigative techniques, and develop an understanding of the scientific method using hands on activities.

SELF-CONTAINED ELECTIVES **(WEST ONLY)**

CAREERS

5 credits

Students will explore career clusters, research labor market, and begin the employment process through job searching, applications, resumes, interviews, employee evaluations and job-survival skills. (1) Research job clusters; (2) Plan a career path; (3) Find job opportunities; (4) Complete job applications and resumes. (5) Prepare and participate in interviews.

OFFICE PROCEDURES

5 credits

This course is a broad introduction to the use of computers as tools for creativity, communications and organizing information. No computer experience is

necessary. This course focuses on the operation of an office. The students will be exposed to keyboarding and Microsoft Office software (Word, Powerpoint, Publisher), Internet access, proofreading, effective listening, positive working relationships, demonstration of ethical work habits, and work on various office equipment. In addition to learning the technical and fundamentals of computer use, the students will build their skills in researching information, making appropriate ethical choices about the use of computers, and using technology to help you learn on your own. As appropriate, students will explore more advanced topics in computer technology, research and teamwork in creating projects requiring student design, and research.

SUPERMARKETING (ShopWest)

5 credits

This course is designed for students to develop career planning and workplace readiness skills. A school-based learning (mini-supermarket) exposes students to occupational skills that may lead to potential independent employment after school. The student is directed and taught in the areas of safety, product ordering, telephone skills, stocking, value, money management and cash register skills. The ongoing development of critical thinking, problem solving, and decision making techniques, positive self-esteem and good grooming skills is an essential aspect of the program.

SUPERMARKETING COOPERATIVE EDUCATION

5 credits

The IEP-driven course is a unique educational strategy that combines on-the-job working and learning experiences with related classroom instruction in a career field directly related to a student's transition goals and objectives. The fundamental purpose of cooperative education is to provide students with opportunities to learn under real-work conditions. The cooperative education component is based on three facet plan. The first phase, the student is primarily in the school building working with a job coach in the mini supermarket exposing and introducing the aspects of operating a small business and employment skills. The second phase consists of introducing the student to travel training and job placement in the work force (if job sites are available) for one to two days a week with a job coach. The third phase the student is travel trained and placed in the work force (if job sites are available) for three to five days a week with a job coach until the student masters; the necessary skills to be successful.

ADAPTIVE PE: 9, 10, 11, 12

5 credits

Each activity is adapted to meet the needs of each individual student. Physical Education is a required course necessary for graduation. Each school year, students are scheduled for three marking periods of physical education

(3.75 credits) and one marking period of health education (1.25 credits). The ninth grade required program of activities includes: gymnastics speedball/ultimate Frisbee, flag football, volleyball, floor hockey, weight training/dance, track and field, fitness testing, field hockey/softball, and lacrosse. The tenth grade required program of activities includes: soccer, team handball, basketball, CPR, weight training, indoor racket sports, golf, softball/fitness testing, and tennis. Each eleventh and twelfth grade student will select activity packets. Activities within the packets include: archery, aerobics, badminton, basketball, bowling, field hockey flag football, floor hockey, games, golf, indoor soccer, jogging, kickball, lacrosse pickleball, power walking, self defense, slimnastics, softball, team handball, table tennis, tennis, ultimate Frisbee, volleyball, weight training, and yoga. All juniors and seniors will participate in the Presidential Fitness Test.

READING 1 DECODING/ENCODING, FLUENCY AND COMPREHENSION

PREPARATION: CST placement

This course is designed for students that need to strengthen basic reading skills because of difficulties with phonemic awareness, single word decoding, spelling, writing, and literal comprehension. Focus will be in those areas with a structured, sequential approach to each of the skill areas. Students will be exposed to a variety of vocabulary, literature and authors. Students will learn how to answer and write a response to literature. In addition, students will be given guidance and opportunities to navigate the library and online resources to support their academic success. Students will be assessed using decoding and fluency probes and reading comprehension probes.

READING 2

PREPARATION: CST placement

This course is designed for students who are learning to apply higher order comprehension strategies to text, expand creativity and depth to well-written paragraphs and essays and who are learning to apply advanced spelling rules. Students will be exposed to a variety of literature and genres, both fiction and non-fiction. Students will expand on their ability to write a response to literature. Students will be given additional opportunities to navigate the library and online resources to support their academic success. Students will be assessed using reading comprehension probes and through writing.

STUDY SKILLS (East & West)

5 credits

The main objective in this course is to provide a structured setting in which students can work on organization, academic performance, and self-advocacy. The following topics will be covered this year in the Study Skills course:

1. Understanding the IEP – Explain the purpose of the document to promote self-advocacy
2. Learning Styles
3. Organization Skills – Strategies
4. Time Management Strategies
5. Note-Taking Skills
6. Following Directions
7. Listening Skills and Strategies
8. Memory Devices
9. Test-Taking Skills –S

TRANSITIONAL MATH:

5 Credits PREPARATION: Either resource replacement classes and general level Algebra and Geometry.

This course has two purposes: Students will focus on basic math skills in preparation for the college placement exam. The following topics will be reviewed throughout the year: Basic Skills, Pre-Algebra, Algebra and Geometry. Students will also be taught life skills such as budgeting, banking, interviewing and a variety of other real life math skills needed to live and function independently. Students will be challenged with higher level thinking skills and use technology in the classroom. After completing this course, students should be confident when taking the Accuplacer or other college placement exam without a calculator and should be able to apply their practical money skills to real-life situations.