

CELEBRATE THE CHILDREN

School for Children with Alternative Learning Styles (S.C.A.L.S.)



CURRICULUM Coursework and Studies Dover Site

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HIGH SCHOOL COURSE/CREDIT OVERVIEW

Full Year Courses=5 credits

Semester Courses= 2.5 credits

4 years of Language Arts =20
3 years of Math=15
3 years of Science=15
3 years of Social Studies=15
1 year of World Language=5
3.75 years of Health and Physical Education=15
2 years of Visual and Performing Arts or Practical Arts=10
*1 year of 21 st Century Skills=5
3.5 years of Elective course work=17.5
*1 semester of Business/Economics=2.5
Total =120 number of required credits to graduate (*new requirements)

*Any course may be exempt for a student providing it is documented in the IEP with a rationale and an alternative course. For example, John Smith may have World Language as an exemption and have Life Skills or Floortime in as a replacement. That would count for the credits normally given to a World Language course.

Celebrate the Children Curriculum Outline

Celebrate the Children provides a comprehensive program based on the educational and developmental levels of the student. Our mission is to provide a solid foundation of learning while allowing flexibility in meeting the individual needs of our students as required by their Individualized Education Plans. A special education program is required to follow the goals and objectives stated within the student's IEP. Celebrate the Children uses the following curriculum as a guideline and resource to achieving these goals.

LANGUAGE ARTS

HOUGHTON-MIFFLIN- The Houghton-Mifflin reading series is the core of our reading program for our 4th-6th grade students. It is built on a solid foundation of research, aligns with New Jersey Core Content Curriculum Standards and has a tradition of proven programs that help students at each level become successful readers and writers. This series utilizes a variety of text for different instructional purposes, encourages students to become fluent in all phases of the writing process, and provides hands on activities which internalize the learning process for our students.

Houghton-Mifflin Reading is based on the most respected scientific research in order to deliver effective instruction in the 5 key areas of reading.

Phonemic Awareness

-Skills sequenced by difficulty

-Short engaging activities

- Linked to phonics

Concepts include: recognizing and producing rhyming words, beginning sounds, blending phonemes, alphabet recognition, and distinguishing letters, words, and sentences.

Phonics

-Systematic explicit instruction

-Immediate application of new skills- in the Anthology and in

decodable books

-Phonic/ Decoding strand continues through grade six

Concepts include: initial and final consonants, short/long vowels, possessives, contractions, compound words, and syllabication patterns.

Fluency

-Fluent reading modeled in teacher read alouds, audio CD's and
more

-Story books for students to read and reread at their own level

-Support for checking oral reading rates- reading fluently at an appropriate rate.

Vocabulary

-Direct instruction of key vocabulary

-Development of vocabulary skills and strategies

-Wide reading in text with rich vocabulary

Concepts include: alphabetical order, antonyms, synonyms, homophones, word families, word history, dictionary, glossary, and thesaurus skills,

Comprehension

-Comprehension strategies taught explicitly and consistently to develop monitoring, questioning, previewing, summarizing, and evaluating

-Graphic organizers that support comprehension with every selection

Concepts include: distinguishing between fantasy and realism, predicting outcomes, understanding sequence of events, story structures, cause and effect, drawing conclusions, main idea, topics, and supporting details.

SCOTT FORESMAN - *My Sidewalks on Reading Street Intensive Reading Intervention* is a research based intensive reading intervention program that accelerates the reading development of struggling students. The ultimate goal of the My Sidewalks is to improve students' reading and comprehension abilities. My Sidewalks provides instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension skills and strategies.

Daily phonemic awareness

-activities incorporate teacher modeling and scaffolding.

Phonics instruction

-focuses on decoding multisyllabic words. Fluency instruction includes teacher modeling, student practice with repeated readings, and teacher feedback.

Vocabulary instruction

-is focused on vocabulary that is thematically related to many science and social studies concepts. Instruction includes multiple exposures to each word in the context of reading and multiple opportunities to practice the words

in the context of reading and multiple opportunities to practice the words.

Comprehension

- skills and strategies instruction includes those skills that struggling readers need to become proficient readers: main idea, compare and contrast, sequence, and drawing conclusions.

Strategy instruction

- includes strategies such as previewing and setting purposes, asking and answering questions, and summarizing text.

Upper Grades

READING INTERVENTION-Jamestown Reading Navigator is a standards-driven, reading intervention program designed exclusively for adolescents that motivates, remediates, and accelerates struggling readers to reading success. Students are taught skills representing all levels of Bloom's taxonomy. Skills are spiraled through each Trek. Journey assessments continually assess student retention of previously taught skills.

Motivate- Motivates reluctant readers with highly engaging online and print based content written exclusively for adolescents

Remediate-Remediates skills and strategies in comprehension, vocabulary, writing, and fluency through direct, explicit instruction.

Accelerate-Accelerate students to appropriate grade-level reading through focused, scaffolded instructions. Skill instruction is delivered at the student's instructional reading level targeting the individual needs of each student.

Program components include: online instruction, inClass Reader anthologies, and exclusive inTime Magazine.

ENGLISH I – Review and reinforce the steps in the writing process as the students write paragraphs and essays. Critical thinking skills such as critiquing and evaluating are stressed and practiced through a thematic approach to literature. Literature is also used as a basis for activities, allowing students to develop both thinking and writing skills. Students relate the themes of specific works to their own life experiences. In addition, the characteristics of the different literary genres and writers' styles are studied.

ENGLISH II - Reading strategies for narrative and persuasive text are practiced in addition to responding to open-ended questions. Work is accomplished through the use of selected readings, short novels, short stories, and selected videos. The writing process is reviewed. Students learn such strategies as concept formation, information processing, creative thinking, critical thinking, problem solving, and decision-making. These strategies are taught through a thematic approach, as students will relate these themes to their own lives.

ENGLISH III - Students use Theory of Mind skills in their writing demonstrating

ENGLISH III - Students use theory of mind skills in their writing, demonstrating an understanding for other people's perspectives and points of view in their writing. They will revise and edit their own writing and that of others using specific criteria. Grammar is reviewed through daily oral language exercises and vocabulary is studied and used in both exercises and the students' own writing.

ENGLISH IV - An analysis of world literature from Shakespeare to modern times is the focus of this course. An examination of the social, economic, religious, political, and artistic elements of each period is studied in an effort to correlate the literature with the time in which each piece was written. The literature is used as a vehicle to practice expository, narrative and persuasive essays.

MATHEMATICS

Houghton-Mifflin Mathematics is a comprehensive system from pre-k through grade six which emphasizes learning in small increments through a spiral approach which reviews previously learned concepts throughout the year. Mathematics curriculum and assessment revolve around the 5 NJ Core Curriculum Standards. These key ideas are a mixture of content and process goals.

Number and Numerical Operations

-Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world.

Concepts include: adding, subtracting, multiplying, dividing, and estimating whole numbers, fractions, decimals, ratios, and percents.

Measurement and Geometry

-Students use measurement and geometry to provide a link between abstract concepts and the real world to describe and compare objects and data.

Concepts include: money, time, temperature, inches, feet, miles, area, volume, perimeter, circumference, basic figures, plane figures, shapes, geometric construction.

Patterns and Algebra

-Students develop an understanding of patterns, relationships, and functions by solving problems in which there is a need to recognize and extend a variety of patterns and to analyze, represent, model, and describe real world and functional relationships.

Concepts include: addition/subtraction number sentences, missing addends, missing factors and digits, inverse operations, Venn Diagrams, linear equations, and writing and solving percent equations.

Data Analysis, Probability, and Discrete Mathematics

-Students will formulate their own questions that can be answered with data. They will collect, organize, and display their data through graphs, charts, tables, etc. They will develop an understanding of how to find the average median, mode, and mean of numbers. Students will make predictions about the outcome of events and participate in probability investigations where they will collect data through observations, surveys, and experiments.

Concepts include: creating bar graphs, circle graphs, tally charts, frequency tables, and pictographs.

Mathematical Processes

-Students will use their acquired mathematical knowledge to make connections and develop strategies to help solve mathematical problems.

They will take concepts learned and apply them to situations outside of

mathematics. Technology will be used throughout the learning process including calculators and computers.

Concepts include: applications in addition, decimals, division, fractions, geometry, measurement, money, ratio etc.

Upper Grades

GENERAL MATH - designed to engage students in the application of mathematical concepts and skills involved in everyday situations. Students learn how math affects the world around them. A variety of approaches are used with an emphasis on the skills such as ratios, percents, fractions, absolute values, probability, practical applications and critical thinking skills.

ALGEBRA - focuses on the description of relationships between changing quantities using the language of symbols and graphs. Students use symbols to represent situations, create and apply formulas, and make predictions or generalizations. Students learn to create graphs, communicate ideas with graphs, and draw conclusions from graphs.

GEOMETRY - focuses on visual, graphical, and spatial thinking, with particular attention to linking variables and shapes. Visual representations are a key to understanding mathematical symbols. Students investigate contexts that involve shape, position, and measurement, using variables as a tool for reasoning. They also use diagrams as a tool to understand the uses of variables. Activities are chosen to motivate “what if” questions that connect variables and shape in a wide array of settings and contexts. By justifying their answers with deductive reasoning, students increase their capacity for critical thinking in their daily lives and in later mathematics.

ALGEBRA II - focuses on understanding and performing transformations on commonly -used algebraic functions. Students use graphs to communicate about how quantities change and as tools for posing, answering and communicating questions, and expand their ability to connect symbolic manipulations with graphical, numerical, and verbal representations.

PRECALCULUS (college bound students)- focuses on the study of the properties of functions, with specific attention to fundamental ideas about change and variation. Students learn to reason with symbols and graphs, make decisions about mathematical structure, and construction functions as models for the relationship between independent and dependent variables. Students employ technology to form concepts about mathematical methods and bring meaning to symbolic procedures.

SOCIAL STUDIES

VISUALIZE AND VERBALIZE SOCIAL STUDIES- See Time Fly® History Stories develop an imaged gestalt of history, in a series of heavily illustrated books. Each Flight focuses on an event, time period, person, or invention that changed history. The fun fact-filled stories are high in imagery and are followed by higher order thinking questions to develop critical thinking skills and comprehension. Each

thinking questions to develop critical thinking skills and comprehension. Each book is illustrated with photos and artwork. The subjects in the See Time Fly® series cover the same core material as most school social studies and history curriculums. This book develops concept imagery and teaches history at the same time!

- High in imagery
- Fully illustrated
- Develops concept imagery
- Develops critical thinking skills
- Provides an imaged timeline of world history
- Each paragraph followed by HOTS (higher order thinking skills) questions

ANCIENT CIVILIZATIONS- studies societies during the Ancient and Classical periods. It begins with an introduction to the social sciences of archeology and anthropology. From there, Ancient Civilizations traces the evolutionary development of human kind, concentrating on the technological and sociological characteristics of our ancient ancestors. Students will be exposed to a variety of historical techniques with emphasis placed on the manipulation of information, critical thinking, and the development of historical thinking and writing.

WORLD HISTORY - places emphasis on the development of basic study skills, core social studies skills and critical thinking. The primary goal is to develop students who can think critically, problem solve, and make decisions. Students' develop an understanding of human development in a global context, from Paleolithic roots to the present. Students will research the agricultural, political, religious, economic, technological and social influences upon our past and present world.

MODERN HISTORY- provides students with a general understanding of events in history that significantly impacted a generation. Students focus on topics including the Holocaust, civil rights movement, and the growth of technology.

U.S. HISTORY I- provides students with a general understanding of the various social, economic, religious, and political forces interwoven in the formation and early development of the United States. Students study historical issues of major significance, including interpretations of the U.S. Constitution, women's rights, slavery, immigration, and the emergence of an industrial America poised to continue expansion after a destructive civil war.

U.S. HISTORY II- provides students with a general understanding of the various social, economic, religious, and political forces interwoven in the expansion of the United States and its evolution to a global superpower in the Twentieth Century. Students study historical issues of major significance, including women's rights, segregation and discrimination, immigration, world wars, economic collapse, social reform, and the domestic turbulence of civil disobedience, assassinations, drugs, unpopular war, economic strength, and the importance of an educated electorate to democracy.

SCIENCE

GENERAL SCIENCE- provides students with a general understanding of the diversity, complexity and interdependence of life on Earth, explore the nature of matter and energy, and demonstrate an understanding of the planet Earth in relation to the rest of the universe. Students compare and contrast organisms and discuss

how changing environment can result in evolution or extinction of a species. They look at different mixtures and predict what type of chemical reaction might occur, and describe practical applications of solar energy. Finally, they analyze similarities and differences between objects in the solar system. This general overview into different science topics provides a foundation for the students as they advance into specific studies of science.

EARTH SCIENCE- uses physical and chemical concepts as a basis for the study of the earth's structure and its place in the universe. Major concepts will be drawn from the fields of astronomy, ecology, meteorology, oceanography, and paleontology.

BIOLOGY- covers the fundamental biological concepts with a blend of biological principles and applications. An overview on photosynthesis, respiration, protein synthesis, viruses and the human organism is developed through the use of a multi-sensory approach.

CHEMISTRY-(college bound students) -employs a traditional approach to the study of chemical principles and methods.

PHYSICS -(college bound students) - stresses the properties of mechanics, matter, heat, sound and light, electricity and magnetism. Hands-on activities build an understanding of the principles of physics. Students will apply what they know through laboratory work, mathematical problem solving and discussions of critical thinking questions.

Incorporating DIR into the curriculum framework

Targeted Skill Area	Skill Description	Sample Class Activity
Self Advocacy	Students learn how to positively represent themselves and have their needs met in an assertive and respectful manner	After choosing from a list of possible supports they need to be successful in math students role play speaking at an I.E.P. meeting and then attend the meeting
Self Evaluation	Rating and understanding personal performance on tasks and projects using such tools as rubrics and adapting based upon this self feedback. Developing an internal standard.	Students view a rubric before completion of a science project to understand expectations, rate themselves upon completion, followed by an interview to identify areas of strength and weakness, then review areas to modify in the future.
Study Skills/Organization	Learning and independently implementing such strategies as using a daily planner, recording benchmarks for progress on projects, highlighting relevant information, effective note taking, pre reading strategies	Students are required to complete a task analysis of a project, record realistic bench marks for progress of projects and have check in meetings.
Problem Solving	Becoming independent thinkers in a variety of	Group project dilemma: the group must stand upon a table cloth on

	<p>thinkers in a variety of settings and situations. Learning and implementing the steps to solve real- life as well as hypothetical problems individually and in group settings.</p>	<p>must stand upon a table cloth on the floor and without stepping off flip the cloth to the reverse side</p>
Visual Spatial Processing	<p>Organizing the visual world, visual imagery, big picture thinking, detailed orientated thinking, patterns and sequences, understanding ones relationship to one's own body, the body in relation to the environment,</p>	<p>Detect the subtle differences between two almost identical pictures, virtual rubies cube, carpet size Sudoku</p>
Abstract Thinking	<p>The ability to see nuances of meaning, weigh contradictory viewpoints, read between the lines</p>	
Motor Planning	<p>The ability to plan, organize, and complete a series of movements that are directed towards a purpose.</p>	<p>Students design a multi step obstacle course and navigate it either tied to a partner or blindfolded.</p>
Theory of Mind	<p>Understanding what others are thinking and feeling and responding appropriately</p>	<p>Students complete a character analysis graphic organizer of Boo from "To Kill a Mockingbird" and through his words and actions try to describe what he is thinking and feeling.</p>
Relaxation	<p>Understanding the causes and effects of stress and anxiety and implementing effective strategies to help reduce these effects</p>	<p>Students develop positive self talk, calming mantras, practice deep breathing with a balloon on their chest, follow relaxation scripts, use visualization, and doodle and conduct to soothing music.</p>
Public Speaking	<p>Students speak publicly attending to fluency, tone, volume, style, eye contact, body posture, audience, and effective communication of message</p>	<p>Students draw an impromptu topic such as polka dots out of a hat and must continually speak for 1 minute demonstrating effective skills.</p>
Assistive Technology	<p>Various software programs are implemented through the regular curriculum content to provide visual, auditory, and organizational supports to allow for optimal success</p>	<p>A student is designing an action plan project revolving around environmental issues. He uses Kurzweil to have hyper linked information read to him and then imports the information into Inspiration which designs a template to organize it and graphics are added. The information is then converted to outline form and the student formulates a letter to a local business.</p>
Multiple Intelligences	<p>Concepts are taught using a</p>	

	variety of input methods such as spatial, movement, logical, musical and interpersonal to accommodate for varying learning styles	
Sensory Integration	Students learn strategies and techniques to integrate their senses into a regulated state. They determine if they need to be calmed, alerted, or are feeling “just right;” for the task at hand	Students’ regularly participate in sensory diet actives such as heavy lifting, deep pressure, and movement. The goal is for them to do so with increasing independence. Many use “tools” at their seats throughout the day such as soft fabrics around their neck and a textured seat cushion.
Accelerated Learning	Changing the rate of presentation, flexible individualized pacing on projects and assignments, content acceleration,	
Differentiated Instruction	Students have multiple options for taking in information and making sense of ideas based upon individual learning and processing styles, varied groupings	During a Math activity involving Sudoku one student may use an “Evil” level, one may play a color coded version, another may move his body around a rug size version, and yet another may use cartoon characters rather than numbers.
Clustering	Grouping students based upon individual developmental levels and learning styles	
Transition Skills	Effective communication, self awareness, self advocacy, life skills, career skills and exploration, understanding the supports and accommodations you may require	Students role play interviewing skills such as a firm handshake, first impressions, eye contact, expressing your interests , and how to make a graceful exit.
Self Directed Learning	Students work at own pace on self selected interests using the procedures best suited to their individual learning style.	Students have the opportunity to deviate from the standard Language Arts curriculum and demonstrate various goals through self designed projects based upon motivating subjects of choice
Process Learning	Learning that focuses upon the whole process of learning rather than the product, outcome, and “correct answer”.	
Consequential Thinking	Thinking about what MIGHT happen next if a particular solution is carried out	After role playing the typical outcome of “Three Little Pigs” students rewrite the script with 3 alternative endings.
Gray area Thinking	Avoiding black and white thinking-developing subtlety, nuance, comparing things by	Students use visual rating scales to determine and understand their DEGREE of anger over an arisen

	degrees	situation- fire breathing mad or just a little irritated?
Debating	Learning and practicing effective communication skills and providing supporting details behind opinions established through research	After gathering information on why Game cube is better than X Box, students provide points and rebuttals to effectively back their opinion. Playing devils advocate also is helpful.
Authentic Assessment	The use of alternative forms of assessing progress and knowledge such as portfolios, rubrics, and projects. Various learning styles can be evaluated.	Following a unit on the development of the Space program students complete a graphic organizer and outline demonstrating knowledge of sequence of events and their impact.
Multi Causal /triangular Thinking	Using indirect thinking and relationships, perceiving events as having multiple reasons for happening, there is more than one pathway to a desired solution	After reading “Lord of the Flies” students use a rating scale to determine 3 factors that may indicate why Ralph would make a good leader on the island.
Visualize and Verbalize	The role of visual imagery in cognition, comprehension, writing	Write a script for relaxation. Detail a peaceful setting using words to structure your writing to get another person to be able to understand what you see in your own head
Auditory Processing	Decoding language, reading social cues, multi step direction following, attending to communications	distinguishing between noises that are inside and outside, near or far, playing category games while maintaining given clap pattern, speech or movement in time with metronome
Enrichment	Advanced thinking processes(analysis, evaluation synthesis, independent study, alternate learning activities	
Self Awareness	Gaining an understanding and acceptance of your own strengths and weaknesses	Grown Up Show and Tell and tell- students bring in objects that symbolically represent their strengths and weaknesses such as a light bulb for good ideas
Logic and Critical Thinking	Solving complex and abstract problems using a system of reasoning and deduction	Solving large grid problems using clues
Social Skills	Understanding of social themes, peer turn-taking, shared timing, ,emotions and an increased understanding of the world around them	

Additional Subjects

Physical Education, Music, Art, Technology,

PHYSICAL EDUCATION/HEALTH EDUCATION-The physical education and health program emphasizes the development of a fundamental understanding of one's self. Learning to function in our society through physical development, social skills, and space relationships help build a strong foundation for the student. Our health education program focuses on personal health, nutrition, self- help skills and safety. Physical Education classes include integrating strategies that improve regulation, using tactile, movement, visual, and auditory input to support student's participation, in sports, including soccer, basketball, hockey, volleyball, football, kickball, and softball. An exercise program, which includes Yoga, is incorporated into the daily schedule as well.

MUSIC- The music program encompasses both vocal and instrumental music experiences and stresses the development of basic music, melody, harmony, form, dynamics and tone.

Materials used; dance and movement tapes, different types of listening material, rhythm instruments, composer worksheets, instrument workbooks, recorders, and bells as well as a soundbeam.

Units and Topics include; Reading and clapping rhythms, singing different cultural songs, history of songs, shared timing, learning about instruments, listening to different types of music, identifying notes, movement and dancing, playing recorders, and creating original music.

ART- gives the student a hands-on experience with a wide variety of materials in a structured but creative setting. Students draw, paint, and create 3 dimensional structures using materials such as paint, crayons, clay, water, paper, paper mache, cardboard, and other hands on materials.

Students also create and experience art from other countries. The art classes stress viewing art as a form of self- expression and with this in mind, all artistic work is recognized as a personal achievement by the individual who created it.

TECHNOLOGY- Students are introduced to basic keyboarding skills appropriate to grade level. In addition to the weekly Technology class, curriculum is supplemented with educational software as well as independent sources.

Software includes:

Kurzweil

Microsoft Word

Microsoft Excel

Power Point

Inspiration

I-Movie

I-Photo

Accelerated Reader

Intellikeys

Cycles

ELECTIVES- in addition to the Core subjects, students are also provided with a variety of courses designed to expose students to skills and experiences to help develop critical thinking, problem-solving and social-emotional growth. Cycles allow students and parent to choose what's most important to them: traditional school activities or more developmental activities.

Course Descriptions:

Life Skills-Basic: Students will learn basic life skills to improve their ability to be independent and live successful lives. Skills such as self and home-care skills, managing simple finances, basic community survival, communication (e.g., telephone skills) etc.

Advanced Visual/Spatial: Students will engage in a wide variety of motivating and fun visual spatial activities including mazes, patterns, and puzzles. Such crucial skills as visual thinking, tracking, closure, and perspective taking will be intensely focused upon.

Medieval culture: Time travel to the wonderful world of knights and castles, honor and chivalry! Explore the geography, literature, legends, craftsmanship, and forgotten arts of the Middle Ages! Use your new skills to survive the Black Plague

Managing Stress: This group will focus on giving students useful tools for managing stress. It will start by helping students to identify the stressors in their life and to use strategies to handle these stressful situations in a positive way.

Drama: Students will create and act out different situations, which allow them to express themselves through creativity and emotion.

Creative Writing/Poetry: Students will develop writing skills to create a variety of stories and poems. Students will also be introduced to different styles and types of literature.

Spanish1 : Students learn basic vocabulary and grammar structure of the language through experienced -based activities, games, and dancing. Concepts such as seasons, weather, greetings, and songs are introduced.

Floortime®: Floortime experts will facilitate interactions with peers while strengthening the student's abilities at each developmental level.

Home Economics/Family and Consumer Sciences: Students will learn skills to manage the home environment. Cooking and nutrition, sewing and crafts, home design.

Public Speaking: Students learn skills to enhance their speaking, presenting, and communication skills through both impromptu and planned speeches and presentations. Formats include demonstrations, persuasive speeches, monologues, and biographies. Rubrics are used for feedback and evaluation

Conflict Resolution/Anger Management: This group will focus on helping students to develop tools to deal with challenging situations productively while controlling their emotions.

Weight Training: Weight-based workouts, with the encouragement of peers, will be used to strengthen the body while teaching team support, endurance and enhancing self-esteem.

Community Work: Students will go into the community on school errands and to participate in volunteer work with the support of transition staff.

Movie Making 101: Students will learn the basics of filming, downloading, editing and creating movies on the computer. A finished product will be sent home at the end of the cycle.

Sewing :Learn the basics: patterns (selection, choosing, sizing, understanding), guide sheets, tissues, fabric layouts, pinning, cutting, marking, sewing, hemming, & SEW MUCH MORE!:

Peer Relationships: The focus of this group will be to discuss students' concerns and thoughts regarding their peer relationship within CTC as well as within their community. Topics will include how to make social plans with a peer, how to resolve a conflict, how to problem solve with a peer when there is a disagreement in perspectives, and how to take another person's perspective. As always, each student's thoughts and feelings are respected and confidentiality is maintained

Roman Art-Students will become apprentice artisans and will create works of art for the glory of Rome. Art, Architecture, History, Culture, and Mythology will be discussed as we create

of Rome. Art, Architecture, History, Culture, and mythology will be discussed as we create mosaics, theater masks, and gladiator accessories.

Music Appreciation: A course designed to enhance listening enjoyment and ability. Emphasis on the elements of music, the characteristic styles of different decades, and the lives and works of key composers and songwriters.

Soccer: This course helps the student to improve skills in soccer, including dribbling, passing, trapping, shooting, and goalkeeping. This course will also give the student knowledge and practice in the offensive and defensive strategies associated with the game of soccer. This course not only focuses on individual skills, but team concepts

Multimedia/Yearbook: Students will learn the basics of filming, photography, downloading, editing and different applications on the computer. The second half of the year will be dedicated to the production of the yearbook. This is a full year course so students must be ready to make the commitment in order to fulfill the requirements of this elective.

21st Century Skills : This course discusses the essential abilities students must apply in our fast changing world. These essentials skills are: critical thinking and reasoning (problem solving, analysis, logic, cause/effect), Information literacy,(using the latest technology) Collaboration (team work, social skills, leadership), Self-direction (adaptability, initiative, personal responsibility, work ethics, self-advocacy), Invention (creativity, innovation, integration of ideas)

Game Show- Come be a contestant on your favorite game show! This fun course will explore the different types of game shows shown on TV. Students participate as host and contestants and help create their own questions pertaining to the curriculum or current events.

Woodworking: This introductory course acquaints the student with the essential principles of woodworking. Topics include wood technology, use of hand tools, portable power tools and basic machinery. Emphasis is placed on proper technique and safety. Students will complete projects designed to develop primary woodworking skills

Jewelry making : Have you ever wanted to try your hand at jewelry making? There are some real jewelry making techniques you can learn, and they are pretty easy. Plus, there are many beautiful jewelry creations you can make without using any special techniques!

Band: Students who already demonstrate an interest in a musical instrument will learn to use that instrument and techniques to play along with others. A performance will be presented at the end of the cycle.

Guitar 101 : , This course will teach how to play chords, the basis of guitar technique, and how to read music. Guitar notes use the same clef as the right hand on the piano. Learn how to play different styles by ear

Problem Solving/Design- Students will experiment with prototypes and design, build, brainstorm, test, and make necessary revisions. Ex: Mousetrap contraptions

Intro to Script Writing: This class will teach how we communicate through writing. We will focus on critical thinking and in general how everything works together in a theatrical production. We will work on five main elements, creating characters, idea, plot, details of the story and ending. Once the script is done, students will put on a play.

Craft Sampler: Students will create a series of picture frames using various craft techniques. The focus of this course will be on multi-step processes and craftsmanship

Transition Program

At age fourteen, children are eligible for transition services. The state of New Jersey says: “Transition services are a coordinated set of activities designed to move special education students successfully from high school to post-school settings such as college, vocational training, continuing and adult education, adult services, independent living, community participation, and employee, including supported employment.”

Preparing children for life after twenty-one begins much earlier than age fourteen at Celebrate the Children. From the preschool on up, students learn about money and money exchange, self-care skills, careers, the community around them,

community safety, jobs in the community, and all along, staff are trying to work with children to identify what motivates them and interests them.

At age fourteen, the transition statement begins driving the child's IEP. During the transition process, children become self-advocates in planning for the rest of their lives including participating in the IEP meetings as a starting point. Self-advocacy can mean different things to each child, but in general, it is children taking some control of their lives, starting to make realistic decisions and goals for themselves, such as making the decision whether they are college-bound or wish to join the workforce, identification of interests and strengths and weaknesses and what might be job or career options for them based upon their interests. Once interests and goals are identified, then a transition plan is developed.

There is an independent life skills class for students ages fourteen to nineteen that includes cooking, cleaning, and household management, and transition planning classes. Job sampling, job shadowing, job coaching, and structured learning experience(finding a job in the community that interests a child and then match the student up with that job in the community) are all incorporated into the schedule. A school store where students are able to supplement their lunches by buying snacks or drinks is staffed by students. In addition, students make products to be sold at the store which support motor planning, problem solving, social and emotional growth, as well as prevocational and academic skills.

Assessment-

Celebrate the Children provides varied options to assess skill levels, instructional strengths, and individual needs.

- Brigance Comprehensive Inventory of Basic Skills-Revised
- Brigance Diagnostic Life Skills Inventory
- Wide Range Achievement test
- Work Adjustment Inventory (transition students)
- Diagnostic Online Math Assessments(DOMA)
- Diagnostic Online Reading Assessment (DORA)
- Theme Skills Tests
- Pre/Post Tests
- Math Journals
- Projects
- Portfolio
- Daily Data sheets rating DIR and Academic Goals

Other forms of assessment geared toward the individual child include teacher observations, progress reports, CST monitoring, Individualized Education Plans, class work and homework, Standardized Testing, and Alternate Proficiency Assessments.

Additional Educational Resources

The nature of the Developmental Individual Relationship-Based Intervention (DIR) program is such that our students' academic and developmental abilities are extremely varied so Celebrate the Children will utilize other resources in order to

fully target all areas of a student's development. These additional resources include:

Developmental Individual Relationship-based Intervention (Greenspan and Wieder)
Touchpoints (Brazelton)
Thinking Goes to School (Furth and Wachs)
Multiple Intelligence (Howard Gardner)
Theory of Mind (Simon Baron-Cohen)
Sensory Integration (Ayers, D'Gangi and White)
Affect-based Language Curriculum (Greenspan and Lewis)
Visualize and Verbalize (Lindamood and Bell)
Links to Language (Blank)
Social Stories (Gray)
Raising a Thinking Child (Shure)
Let's Be Social (Communication Skill Builders)
Teaching the Tiger (Dornbush and Pruitt)
Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children (Vernon)
Critical Thinking (Frank Schaffer)
Steps to Independence: A Skills Training Guide for Parents and Teachers of Children with Special Needs (Baker and Brightman)
Sensory Support, Behavior Modification, Social Skills Development
Physical Activities for Improving Children's Learning and Behavior: A Guide to Sensory Motor Development (Cheatum and Hammond)
Children the Challenge (Rudolph Dreikurs)
Brain Gym