**A High School**

**Center Program**

**2011-2012**

**CENTER CORE ACADEMICS**

**Academics**

The Special Education Center program services students with special needs that require a small classroom size, modified curriculum, and a certificate course of study in order to have a successful high school experience. Classes focus on reading, writing, math, science, social studies and life skills. The curriculum is individualized based on student needs and ability levels. The academic focus is determined by IEP goals and objectives. Students earn a certificate of completion, not a high school diploma. This enables students to access further education until the age of 26.

**Employability Skills**

The Center works very closely with the county’s skill center to address employment interests starting in 11th grade. Half of the student’s school day is spent in a Skill Center class placement. The Skill Center is a Special Education Center providing employability exploration and special education work experience. The program is designed to prepare students for the adult life roles of family member, worker, involved citizen, and leisure time participant. The Skill Center provides half and full day educational services for students with disabilities between the ages of 16 and 26. An enrollment process including an interview & tour, followed by an IEPT meeting is necessary to register for classes at the Skill Center. Students are not automatically placed in the Skill Center and are not guaranteed placement.

**Case-Provider**

Students are assigned a case-provider that supports the student during their four years at the High School. This teacher will plan the student’s IEP; work closely with staff (speech and language therapist, department chair, school social worker, school psychologist, occupational therapist, administrator and counseling staff) in order to support them through the program. The case-provider, along with the parent and student, determine appropriate class placement and employability skills planning for each school year. Students are always encouraged to self-advocate fortheir academic and vocational needs; however, this case-provider’s responsibility is to oversee all of the student’s individual program needs.

**Behavior Support**

Each teacher in the Center individualizes support that is needed to a particular student. The Center has access to a team room where students are encouraged to problem solve and complete a plan of action if necessary. Students are also able to take a break here in order to help them manage their feelings and get back to class as soon as possible.

At the High School each teacher outlines his or her specific rules and guidelines for appropriate behavior in their class syllabus. All students in the Center program are expected to follow the Code of Conduct as outlined in the handbook.

**Center Program Core Academics**

**9th Grade Class Descriptions**

**239 Social Studies for Transition**

This class is a part of the social studies curriculum. Coverage includes topics and concepts from history, geography, civics, economics and current events. Each year we will focus on one of these strands. Work includes textbooks, supplemental materials, projects, and technological applications.

**244, 245 Science Explorations**

This class changes each semester. We rotate curriculum for human biology (which includes health, nutrition, exercise, first aid), water environment and animals, simple chemistry, and physical sciences. Work will be supported through text, supplemental materials, current events, hands-on materials, experiments and projects, as well as technological applications.

**246 Computer Basics**

Computer Essentials seeks to enhance the skills students have for the computer. The overall goal is to familiarize students to the computer and its programs. Students will connect an importance to the computer for school, work, and personal usages. Evaluating student’s individual levels of comprehension for the functions and programs of the computer will help form the class’s curriculum to be covered. We will begin computer class by becoming acquainted with one another and learning what computer skills each student possesses.

**210 Language Arts**

This class focuses on improving basic reading, writing and speaking skills. Reading comprehension and vocabulary activities for independent living are the focus. Students will read novels, short stories, newspaper and Internet articles. Individual IEPC reading and writing goals will be addressed. Students will be responsible for completing weekly homework assignments, and projects.

**215 Basic Math**

This class is intended to focus on basic math skills needed for independent living. Emphasis will be placed on basic concepts, operations, and applications in mathematics. Students will participate in a daily program that focuses on: money skills, telling time, story problems, and number awareness. Portions of this class will focus on life skills.

**ELECTIVES**

**LEISURE & RECREATION**

This physical education class really is the best the HS has to offer. Students participate in group sports and use the state of the art fitness room equipment. Accommodations are made so that students with physical disabilities can participate in all activities. This is always rated as a favorite among students!

**ARTS & CRAFTS**

This class works on projects using every medium. This class offers a little bit of everything. Students sketch, paint, use clay, do crafts and make jewelry.

**ROTC1**:

Please see the High School class offering booklet for description. General Education class

**MUSIC:**

This elective course is music appreciation. Students sing songs, play instruments and learn basic rhythm and beats. Students also have the opportunity to bring in their own music to share and enjoy with the class.

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_ Grad. Yr: \_\_\_\_\_\_\_\_**

**Certificate of Completion Plan of Study**

**Educational Development Plan**

**Career Pathways: 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Transition Goals: 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **Language Arts** | **Language Arts** | **Language Arts** | **Language Arts** |
| **Basic Math** | **Basic Math** | **Basic Math**  | **Basic Math** |
| **Science Explorations**  | **Science Explorations** | **Science Explorations** | **Electives****1st Semester 2nd Semester****\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Social Studies for Transition**  | **Social Studies for Transition**  | **Social Studies for Transition** **Health & Wellness**  | **Electives****1st Semester 2nd Semester****\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Electives****1st Semester 2nd Semester****\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_** | **Electives****1st Semester 2nd Semester****\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_** | **Electives****1st Semester 2nd Semester****\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_** | **Electives****1st Semester 2nd Semester****\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_** |

**Language Arts (3-4 credits) Science (2-3 credits) Physical Education (.5 credit)**

**Art (.5 credit)**

**Math (3-4 credits) Social Studies (2-3 credits) Computers Skills (.5 credit) Science (2-3 credits) Health & Wellness (.5 credit)**

**Music (.5 credit) Employability Skills- Skill Center (1.5-6)**