

Programs and Services – Addendum F

Educational Program (Learning Support)

Upper School Course Overview and Course Descriptions

English

English – 4th through Post High School

Math

General Mathematics: Whole Numbers/ Rational Numbers, Fractions & Decimals

Consumer Math

Geometry

Pre-Algebra

Algebra 1B

Algebra 1A

Algebra II

Advanced Math Topics

Science

Biology

Marine Biology

Physics

Zoology

Social Studies

US History I

US History II

Global History

Government and Economics

Independent High History

Careers

Intro to Careers

Sampling

Horticulture

Food Services

Building Maintenance

Computers

Clerical & Business

Micro-Soft Computers

Interpersonal Skills on the Job

Career Exploration

On Campus Work

Off Campus Work

Creative Arts

Creative Arts & Drama

PE/Health

PE / Sports Club / Health

Additional Courses

Independent/Transitional Living Program

Moving On

College Bound

Integrated Curriculum Projects (ICP)

Transition (Rotation)

English

Course Description for English Grades 4th through 8th:

The English/Reading classes provide direct instruction to students who are reading at a fourth through eighth grade level. The goal of instruction is to assist students in achieving specific goals and objectives that are listed on their individualized educational programs. Generally, the instruction addresses one or more of the following areas: vocabulary, comprehension and writing.

- **Vocabulary:**
As a student progresses in the area of reading, his/her vocabulary will continuously expand. Vocabulary involves reading words in isolation (word lists) and context (story format), being able to define words using contextual clues, and using these words in original sentences.
- **Comprehension:**
The purpose of reading is to gain knowledge. In order to accomplish this, students must comprehend the material. Daily assignments may involve listening and responding and/or reading and responding activities. The student either listens or reads a variety of material and responds to a range of questions. These questions are in written or oral form and involve implicit (abstract) and explicit (answer comes from the passage) comprehension.
- **Writing**
Instruction in the area of writing focuses on development of the writing process. The writing process consists of pre writing, first draft, revising, and editing. Students will apply present or previously taught skills in the areas of grammar and sentence formation to a variety of writing assignments. The purpose of these assignments is determined by the needs of the group. *The PSSA writing rubric is used in all classroom writing assignments.

Course Description for English Grades 9th through Post High School:

A. Read and understand essential content of informational texts and documents in all academic areas.

- Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view.
- Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present.
- Use teacher and student established criteria for making decisions and drawing conclusions.
- Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning.

B. Use and understand a variety of media and evaluate the quality of material produced.

- Select appropriate electronic media for research and evaluate the quality of the information received.
- Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes.
- Use, design and develop a media project to demonstrate understanding (e.g., a major writer or literary period or movement).

Produce work in at least one literary genre that follows the conventions of the genre.

C. Select and refine a topic for research.

Locate information using appropriate sources and strategies.

- Determine valid resources for researching the topic, including primary and secondary sources.
- Evaluate the importance and quality of the sources.
- Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).
- Use tables of contents, indices, key words, cross-references and appendices.
- Use traditional and electronic search tools.

Organize, summarize and present the main ideas from research.

- Take notes relevant to the research topic.
- Develop a thesis statement based on research.
- Anticipate readers' problems or misunderstandings.
- Give precise, formal credit for others' ideas, images or information using a standard method of documentation.
- Use formatting techniques (e.g., headings, graphics) to aid reader understanding.

D Listen to others.

- Ask clarifying questions.
- Synthesize information, ideas and opinions to determine relevancy.
- Take notes.

Listen to selections of literature (fiction and/or nonfiction).

- Relate them to previous knowledge.
- Predict solutions to identified problems.
- Summarize and reflect on what has been heard.

- Identify and define new words and concepts.
- Analyze and synthesize the selections relating them to other selections heard or read.

Speak using skills appropriate to formal speech situations.

- Use a variety of sentence structures to add interest to a presentation.
- Pace the presentation according to audience and purpose.
- Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.

Contribute to discussions.

- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

Participate in small and large group discussions and presentations.

- Initiate everyday conversation.
- Select and present an oral reading on an assigned topic.
- Conduct interviews.
- Participate in a formal interview (e.g., for a job, college).
- Organize and participate in informal debate around a specific topic.
- Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).

E Use media for learning purposes.

- Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects.
- Evaluate the role of media in focusing attention and forming opinions.
- Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it

F Read and understand works of literature.

Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.

Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.

- Sound techniques (e.g., rhyme, rhythm, meter, alliteration).
- Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).
- Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).

Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).

Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.

Read and respond to nonfiction and fiction including poetry and drama.

G. Write short stories, poems and plays.

- **Apply** varying organizational methods.
- Use relevant illustrations.
- Utilize dialogue.
- Apply literary conflict.
- Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic).
- Include literary elements
(Standard 1.3.11.B.) .
- Use literary devices
(Standard 1.3.11.C.).

Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).

- Include a variety of methods to develop the main idea.
- Use precise language and specific detail.
- Include cause and effect.
- Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).
- Use primary and secondary sources.

Write persuasive pieces.

- Include a clearly stated position or opinion.
- Include convincing, elaborated and properly cited evidence.
- Develop reader interest.
- Anticipate and counter reader concerns and arguments.
- Include a variety of methods to advance the argument or position.

Maintain a written record of activities, course work, experience, honors and interests.

Write a personal résumé

A thematic approach is followed to tie all of the skills into a meaning whole. They are not taught as separate entities. The integration of skills based on topic provides the students with the reason for learning and practicing the skills. Review and reinforcement flow naturally from the topic. The topic for the last two years has been Media Literacy. The natural back drop of the elections has provided us with reading, writing, researching and discussion opportunities.

The IEP also determines what is emphasized in each class for different students.

*The PSSA reading rubric is used in all classroom writing assignments.

Math

General Mathematics:

Whole Numbers/ Rational Numbers, Fractions & Decimals

General Mathematics focuses on specific math skills rather than grade-level curriculum. General Mathematics may cover any or all of the following skills: whole number operations, fraction operations, decimal operations, percents, measurement, ratio and proportion, tables and graphs, and problem solving techniques. Students may be enrolled in this course for more than one year, focusing on selected skills each year. Students need to demonstrate basic proficiency in most of the skills covered in this course before they may take Pre-Algebra or other higher level math courses. This course incorporates slower paced instruction, additional instruction, review, and/or remediation in basic mathematics skills. Interest level is designated as high school.

Consumer Math:

In Consumer Mathematics, students apply basic math skills to real-life examples in the areas of money management, banking, consumerism, and everyday living. Emphasis is placed on the mathematics needed in consumer situations; students learn about buying, saving, and spending. Computation skills, problem solving skills, and critical thinking skills are reviewed and utilized to solve real-life consumer math problems. Consumer math topics that may be covered include

checking accounts, comparison shopping and unit pricing, sales tax, sales and discounts, money skills such as making change, salary and pay stub information, nutrition and calories, recipe conversions, measurements and conversions, time skills, basic budgeting, and graphs and tables. Basic math skills as well as practical application of those skills are covered and reinforced; these skills may include whole number operations, fraction operations, decimal operations, percents, measurement, tables and graphs, and problem solving techniques. Students may be enrolled in this course for more than one year. This course is designed for students requiring slower paced instruction, additional instruction, review, and/or remediation in basic mathematics skills. Interest level is designated as high school.

Geometry:

Geometry covers topics in plane geometry. Focus is on properties of points and lines, angle properties, triangle congruency, properties of polygons, properties of special quadrilaterals, areas of plane figures, the Pythagorean Theorem, and similar polygons. Students use postulates, theorems, and corollaries to justify statements and to solve problems. Students are introduced to constructions and formal proofs. Students are expected to explore and investigate properties of geometric shapes. Algebra skills are reviewed as needed to solve problems algebraically. The availability of both enrichment materials and additional practice materials permits differentiated instruction and learning to take place in the classroom. This course is designed for students who have successfully completed Algebra 1. Interest level is designated as high school.

Pre-Algebra:

Pre-Algebra covers number expressions, arithmetic properties, variable expressions, variable equations, ratios, proportions, percents, integers, and an introduction to the coordinate plane, as well as a review of computational skills involving whole numbers, fractions, and decimals. The instructional pace gives all students time to practice new skills as well as to review previously learned skills. Enrichment materials and additional practice materials permit differentiated instruction and learning to take place in the classroom. This course lays the foundation for success in Algebra 1. Students need to demonstrate proficiency in the skills covered in this course before they may take Algebra 1 or other higher level math courses. This course is designed for students who have demonstrated basic competency in the skills covered in the General Mathematics course based on formal assessments, informal assessments, and classroom performance. Interest level is designated as high school.

Algebra 1A & Algebra 1B:

Algebra 1 is a two-year course, Algebra 1A and Algebra 1B. Algebra 1 covers basic concepts in the following topics: integer operations, algebraic properties, solving and graphing of linear equations and inequalities, translation of word problems into algebraic equations, functions, slope and intercept, systems of linear equations, systems of linear inequalities, exponents, and factoring and solving of basic quadratic functions. The instructional pace gives all students time to practice new skills as well as to review previously learned skills. Enrichment problems and

exercises are available to maintain interest and to provide challenging materials as needed. This course lays the foundation for higher level math courses. This course is designed for students who have successfully completed Pre-Algebra or who have demonstrated competency in the skills covered in Pre-Algebra based on formal assessments, informal assessments, and classroom performance. Interest level is designated as high school.

Algebra II:

Algebra 2 focuses on absolute value equations, linear functions and inequalities, solutions of quadratic equations, graphs of quadratic functions, polynomial operations, powers and roots, exponential and logarithmic functions, and conic sections. This course also reinforces skills learned in Algebra 1 and Advanced Math Topics. This course is designed for students who have successfully completed Algebra 1, Geometry, and Advanced Math Topics. Interest level is designated as high school.

Advanced Math Topics:

Advanced Math Topics focuses on properties of circles, solid geometry formulas, rational expressions and equations, radicals, introduction to right triangle functions, coordinate geometry, and probability. In addition, skills learned in Algebra 1 and Geometry are reinforced and expanded. This course is designed for students who have successfully completed Algebra 1 and Geometry. Interest level is designated as high school.

Science

Biology:

This course of biology will be focusing on a variety of aspects included in the field of life science. We make an active effort to explore the current issues in science and to develop an appreciation for many of the historical scientific discoveries that have been made. This year, we will focus on all types of living things and their environments. We will explore different types of ecosystems and discuss the intricacies and uniqueness of each ecosystem and what environmental threats pose danger to each ecosystem. We will study botany, including the important role that plants play in our everyday lives. We will study microorganisms, such as bacteria and viruses, and examine the benefits and drawbacks that they provide in our daily lives. We will study zoology by exploring the immense diversity of animal life and the role they play in the various ecosystems and the impact they have on our daily lives. If time permits, we will also examine the structure and functions of the human body. Students will be expected to complete two research projects during the year. Also, students will be completing some hands-on science experiments in the classroom.

Marine biology

Marine biology is the scientific study of plants and animals that live in salt water. With the oceans covering more than 70% of the Earth's surface, there is an abundance of life forms to examine. Through the use of both print and multimedia materials, students will examine the structure of the ocean and the ocean floor. Students will actively explore the various types of marine life by completing research projects and making presentations to the class. We will discuss the important work of marine biologists and how they go about exploring the seas. Finally, we will delve into the area of ocean resources and how crucial they are to our daily lives.

The teacher will provide supplemental print and multimedia materials to assist students in learning, such as video programs, current news articles, and access to software and Internet sites that focus on the concepts being taught. Weekly homework assignments will be required.

Physics:

The physics class being offered during the 2009-2010 school year will focus on mechanics (the physics of motion) and the properties of matter. The concepts of heat, light, and sound will not be the focus but may be addressed in some detail if time permits. The students will use Conceptual Physics: The High School Physics Program by Paul G. Hewitt as their text. The book's emphasis stimulates higher-level cognitive skills by understanding physics in everyday language and then applying this knowledge to solve problems involving mathematics. Another goal of the class is to explore the world of physicists by reading abstracts of recent experiments and discoveries in the field.

The teacher will supplement instruction with the use of his own books, news stories related to physics, hands on activities, and videos. The following behaviors will also be taught throughout the year: taking notes, preparing for tests, making observations, making predictions based on observations and/or facts, and researching information in texts and on the internet.

Zoology:

The zoology class being offered during the 2009-2010 school year will focus on the evolution of animals. This approach will take the students on a 500 million year journey through the fossil record and into the lives of present day animals and the scientists who study them. We will constantly be considering the adaptive benefit of the anatomy, physiology, and behavior of animals. The students will read material from a variety of sources including the book, Life: A Natural History of the First four Billion Years of Life on Earth by Richard Fortey. Another goal of the class is to explore the world of zoologists by reading abstracts of recent experiments and discoveries in the field.

The teacher will supplement instruction with the use of his own books, news stories related to zoology, hands on activities, and videos. The following behaviors will also be taught throughout the year: taking notes, preparing for tests, making observations, making predictions based on observations, and researching information in texts and on the internet.

Social Studies

US History I:

United States History I covers the history of our country from discovery and exploration through the Civil War. Emphasis is placed on people-great leaders, explorers, farmers, pioneers, immigrants and slaves. This is expressed through social history-how people lived, worked and played in years past. Discussions of economic and political history are also enlivened by personal accounts. Expository narrative and original source material are used. In addition to learning the American story, students learn and/or hone various skills such as map reading, understanding charts and graphs, and interpreting pictures and other visual clues.

US History II:

United States History II covers the history of our country from the Reconstruction to the present. Emphasis is placed on how major events in our nation's history affected the people who lived then. Discussions of political, economic and political history are enlivened by personal accounts. Expository, narrative and original source materials are used. Students will also, during this time, learn and hone various skills such as map reading, understanding charts and graphs, and interpreting pictures and other visual cues.

Global History:

World Cultures covers the history, traditions, and the way of life for many of the cultures present throughout the world. We make an active effort to celebrate the uniqueness of each culture. Students have the opportunity to research each of these cultures and to compare and contrast them with one another. We examine each of the continents throughout the world and study the lives and culture of the people who live in those areas.

We examine several aspects of the lives of people from other nations, including their beliefs, traditions, careers, family life, foods, religions, languages, and creative arts. We compare and contrast cultures from other areas in the world with ours. Students gain hands on experience in speaking basic words and phrases from other languages, attending related performances, and eating at restaurants that serve traditional foods from other countries. We also research and discuss the lives of important individuals who have had a significant impact in the history of other nations

Government and Economics:

In this course we will explore the following concepts of Government

- Fundamental Principles of American Democracy
- Rights and Responsibilities of Citizens in a Democracy
- Fundamental Principles of Civil Society
- The Three Branches of Government as Established by the U.S. Constitution
- Interpreting the Constitution: The Work of the U.S. Supreme Court
- The Electoral Process
- Federalism: Different Levels of Government
- The Role of the Media on American Public Life

For the Economics portion, we cover the following topics

- Fundamental Economic Concepts and Reasoning
- The American Market Economy
- Government Influence upon the American Economy
- Labor Markets
- Economic Behavior
- The Global Economy
- How does the Economy affect me?

Economics concepts will be explored in a practical light, focusing on how the economy relates to students as they prepare to enter the adult world. We will also explore political cartoons and current events relating to both issues.

Independent High History:

This course is designed for high school students who have completed a number of history credits. The interest level is designated as high school but the material used is post high school.

This class offers the students the opportunity to choose from a variety of history related activities. These activities range from entering various contests dealing with political issues, forming a debate team. and or student teaching projects. This class also works closely with the Art teacher who helps the students express their ideas using visual aids such as posters, illustrations and possible sculpture projects. Occasionally the class will enter their art work in city wide art competitions. The class also works with the Drama teacher who helps the

students with a variety of skills that enhance their level of professional presentation, public speaking and improvisation skills and thinking on their feet.

Careers

Intro to Careers

This course is designed to survey the basic concepts in career education.

Instruction has three main aims—the development of self-awareness dimension, the development of a knowledge dimension, and the development of a performance dimension. The self-awareness dimension is developed through the student's active participation in career exploration, identifying their interests/abilities, as well as values discussions. The knowledge dimension is developed through a conceptual strand, and is application and consumer oriented. The performance dimension is developed through the students' active participation in the activities in the unit and (if student is involved) in Career Exploration Program.

Sampling:

Sampling is a general overview class of the four prevocational classes offered at Pathway. They are Food Service, Computers, Building Maintenance and Horticulture. During these classes the students sample each class for a report period and get a feel for the expectations of the class should they take it for a full year at a later date. The Sampling Rotation is a method used, successfully, by the vocational technical schools to help give students the chance to experience various options before they choose their course of study.

Building Maintenance:

This class introduces our students to some basic workshop techniques. Students learn the basics for furniture repair as well as some home maintenance skills. Students also learn how to spackle, sand, and paint both furniture and walls. Students also participate in helping with laminating tasks for the entire campus. Students laminate, cut and deliver finished projects back to classrooms and offices around campus.

The Pathway Receptionist is assisted as students deliver packages to classrooms and offices throughout the campus. Please keep the class in mind as the year progresses; they have many skills and are eager to help.

Horticulture:

Horticulture involves the planning, starting, and maintaining of flower, herb, and vegetable gardens. Students are also introduced to a variety of house plants. They will learn to identify and market plants. They explore the variety of jobs in the field of horticulture. Special emphasis is placed on the acquisition of pre-vocational skills such as, interacting with co-workers and supervisors, following multi-step directions, and working independently.

Food Services:

This course is designed to develop the competencies needed in the field of Food Services. Students are introduced to the academics of food service mathematics, food service safety and sanitation, food service terminology, equipment use, maintenance and repair, food preparation, personal hygiene, job preparation. Along with the basic academics, a hands on work experience is provided. Students learn how to operate a restaurant. The Patriot Café is an actual food service establishment operated by the students, under teacher supervision, serving lunch two to three days a week. Also the students cater special functions as needed on campus.

Computers:

In Computer Education Class, we build on whatever prior knowledge the students may have. The students begin their instruction by using their basic skills to complete projects in *Microsoft Office Applications*, i.e. *Word, Publisher, Excel and PowerPoint*. They also have the opportunity to develop new skills or advanced skills in these applications. Emphasis is placed on productivity or getting the task completed in a designated time period and quality of work, or going beyond what you all ready know. Editing and creativity are also stressed in this class. The skills necessary to use the Internet, digital cameras, scanners, video cameras and flash drives are taught. Internet safety is addressed as part of the curriculum as well as Internet research and evaluation. Students are evaluated using teacher observation, completion of tasks and class participation. Keyboarding drill is offered on a weekly basis for the students who need to improve their keyboarding speed and accuracy. Mavis Beacon and Sunburst Programs, as well as on-line keyboarding programs are available.

Clerical & Business:

In Computer/Clerical & Business Education Class, students cultivate and learn employability skills in a job atmosphere. Focus is on such skills as team work, communication, cooperation with your supervisor and co-workers, productivity, and work quality. Opportunities to use basic skills in *Microsoft Word, Publisher, and Excel* are incorporated into daily tasks. Students complete tasks using the PC, copier machine, organizational filing equipment and general paper/pencil tools commonly found in an office environment. Evaluation of goals is conducted through teacher observation, completion of tasks, class discussion and data collection.

Micro-Soft Computers:

In Microsoft Education class, students will complete tasks using *Microsoft Office Applications*, i.e. *Word, Publisher, Excel and PowerPoint*. Advanced skills will be taught through projects and teacher demonstration. Microsoft skills will also be taught through an on-line study course with the goal being that when a student completes the course, they will be able to complete on-line testing for Microsoft certification in Word 2007. The testing will be optional and only for those students who have shown a desire to receive certification.

Interpersonal Skills on the Job:

This course was developed to help our students manage the “soft” social and interpersonal skills needed to maintain employment. Topics taught focus on the kinds of everyday skills needed for appropriate social exchange on the job site with co-workers and employers.

The following are the unit topics: Respect, Responsibility, Making Good Choices, Self Advocacy, Verbal and Non-verbal Communication, Conflict Resolution, Perseverance, Manners, Personal Safety, Stress Management, and Self Awareness.

The course is taught using a variety of approaches including DVDs, character studies, plays, journaling, co-operative learning, individual response worksheets, visual arts, and role playing.

Career Exploration:

In advanced Career Exploration Education class, students will research, and evaluate possible job choices and interests. They will be completing interest surveys, on-line evaluations, on-line research, and participating in class discussions. Students will be able to enhance their understanding of the world of work through field trips and special speakers. They will also complete personal information sheets followed by their own resume. Review of the interview process including filling out applications and participating in practice interviews will take place throughout the school year.

On Campus Work:

On-campus jobs were created to give students the opportunity to have their first jobs in a secure, safe environment. On-campus jobs are small jobs around campus that the students perform for a stipend. After performing their jobs, the student must fill in a time sheet in order to be paid by check which is cashed at “The Company Store”.

Off Campus Work:

Off-Campus jobs are varied according to student need and ability. Off campus work can be done in a group for students who need it highly structured, it can be done 1:1 with a job coach for a short period of time, it can be done at the mall or in a unique job site chosen specifically to fit the

student's area of interest. Some of our off-campus placements are at the Plymouth Meeting Mall, some are at independent work sites and some are at Linton's Managed Services or at IKEA. Opportunities vary from semester to semester/year to year.

Creative Arts & Drama

Creative Arts & Drama:

All possible creative modalities are used to enhance learning and understanding not only of the arts, but to emphasize academic learning and increase proper social skills. These activities build self-esteem, create community, and introduce art related careers and recreational activities that can provide career options and help build friendships upon graduation from Pathway.

Secondary School Team Teaching Opportunities:

Ms. Donath is team-teaching with several of the SALC teachers. One of the Secondary English classes is working on ideas for visual arts that adapt to lessons in social/cultural awareness; Ms. Filopanti's Self-Discovery class is exploring ways to create visually a poster for increased self-awareness and to recognize positive personality traits in each student; Ms. Filopanti's Secondary English class is working on book covers and inside book illustrations; Ms. Jackson's geometry class is using different art lessons to enhance understanding of geometry through the exploration of a variety of visual arts projects; Ms. Harper's independent history class is using independent ways to describe their history projects, visually.

Drama

Pete Pryor is using different theatrical approaches to help students investigate ways to express themselves. This is being done through theater skits, games, activities, and improvisation for self-exploration, enhanced learning, understanding community, building self-esteem, and learning about recreational programs and possible career options upon graduation.

PE/Sports Club/Health

Physical Education:

Activities stress proficiency of skills rather than competition. Our goal is to prepare a student for participation in lifetime sport and recreational activities, and to provide sufficient exposure to the activities so that he/she can establish confidence in performance ability. The program stresses

building social skills through the use of physical activity and incorporates team-building activities throughout the year. Emphasis is placed on the social and health benefits of physical activity to encourage future participation during leisure time. In keeping with our focus on lifetime activities, students will have the opportunity to use the new Fitness Room to develop individualized exercise programs to meet their varied needs.

Sports Club:

For students who wish to play team sports in a more competitive environment, we offer Sports club. The Upper School combines practice with an interscholastic schedule. We compete with schools with a similar population of students as Pathway, to enable our students to learn the value of respectful competition. Team sports are Soccer (Fall), Basketball (Winter), and Softball (Spring).

Health:

The Health/Sex Education course is designed to offer the students the opportunity to acquire the skills and knowledge needed to make safe choices and lead healthy lives. The course will guide students to a better understanding of themselves and contribute to their ability to achieve optimal physical, mental/emotional, and social well being. Topic areas include: personal health and fitness, nutrition, safety, avoiding risky behaviors, mental and emotional health, family life, conflict resolution and building healthy relationships.

Additional Courses

Independent/Transitional Living Program:

The Transitional Living Program was developed to assist students in taking daily living skills previously taught in the classroom and applying them to a real 'home' environment. Additionally, new skills related to household maintenance and rehabilitation, community integration and any number of social skills are being incorporated into the school day for exposure and training. The learning environment is purposefully set up to step away from a traditional classroom setting, allowing the students to experience a hands on different learning environment.

Progress is monitored through daily observations and data collection. In addition to affective goals, student progress is tallied weekly through rating sheets and task analysis sheets. Summaries of progress will be provided quarterly.

- **Shopping**

Students enter their house ready to learn how to plan and shop for meals which will be prepared later in the week. Various learning tools are used for price comparison, ranging from internet research for finding food prices, to comparison shopping in the store. During the course of a week, the students are preparing a meal which would be realistic for them to prepare independently upon mastery, once having the program. They need to consider the serving size of a recipe so they can appropriately multiply ingredients to allow for the size of the group. During special occasions, the young men/women are inviting guests to dine with them, which add an extra flare of “entertainment details” to the planning process. Shopping is not limited to just food items. Our young adults are also given the opportunity to investigate shopping as it relates to items in the house, such as furniture, kitchen items, cleaning supplies, entertainment, and home maintenance.

- **Community Integration**

Community resources are vital for all young adults and range from using the post-office or local library to safely navigating busy streets and parking lots. The program incorporates learning “in the moment” to every opportunity given throughout the course of any off-campus trip. The point of community integration activities is to teach students what various businesses/resources are available in this immediate community, and then ask them to investigate similar options in their own community. Again, technology is used to assist in this research, and students are encouraged (sometimes through homework assignments) to bring information in about their own community resources.

- **Home Maintenance**

An exciting part of this new program includes the opportunity for students to bring their house to life as they wish it to be. Students began by thoroughly cleaning the building and determining what household maintenance tasks were required. They discuss the ideas as a group to compromised on items such as room colors, decorative items, and where to put various furniture items. Sometimes tasks included removing old wallpaper so the walls could be spackled, sanded and primed before adding vibrant colors. Other days, the youth and teacher would be involved in learning about how to plunge a toilet, refinish cabinets, repair minor holes in drywall, or replace outlet covers. Throughout each exercise, students were taught safety precautions and discussed which tasks were ones which could be accomplished by them as opposed to those a professional should be called in to do.

Moving On:

Moving ON is a transitional class for older Pathway students most of whom are slated to graduate in the *next* two years. Our transition coordinator, Jennifer Graham, is working with the group on an ad hoc basis. Under her guidance, students will direct their attention to various aspects of the transitional section of the IEP such as self-determination, self-advocacy, and seeking appropriate accommodations as an adult. Additionally, through guest speakers’ presentations, students will

be alerted to the various agencies that may be useful to the students as they move into post secondary situations.

During the second semester, senior students will be encouraged to participate in a Senior Project of their choice. Student participation is determined on an individual basis by the student's IEP team.

A select group of students have made a commitment to participate in the development of a Special Olympics program at Pathway. This program would be comprised of both current students and recent graduates to represent the Pathway School and Montgomery County at Special Olympic events.

College Bound

The College Bound program will prepare students for college entrance exams and for their Senior Project. Students will examine programs at colleges of interest and request information on requirements and scholarships. Collaboration with various Pathway Departments will take place so that students learn how to use the programs at college geared for their success and to advocate for themselves when they need additional accommodations.

Integrated Curriculum Projects (ICP):

This program uses the structure of a campus based business to engage students in learning “the hidden curriculum” of daily social interactions. Principles of Emotional Intelligence, the power of paraverbals and non-verbals in interpersonal communication and the advice of business professionals (e.g. Covey-The Seven Habits of Highly Effective People) are incorporated into this model to make the connection between paid employment and socially appropriate behavior.

The first students in the program formed the business for the ICP class. They called it Pathway Digital Services Limited or PDS. The book store division was called Pathway Book Boutique or PBB. ICP/PDS/PBB are used interchangeably.

Transition Rotation:

Students participating in the Transition Rotation curriculum will alternate through each of the following classes for one marking period.

- **Safety**
This class will focus on the many areas of safety, especially those that pertain to adolescents and young adults. Topics covered will include Transportation-community, Fire Safety, Weather issues, Possessions- theft, Household safety, Computers- internet, Relationships. We will touch on all of these topics with the use of discussion, videos, presentations, guest speakers, and projects.

- **Cooking**

Students will engage in active lessons by demonstrating proper kitchen safety and food processing techniques. Students will demonstrate knowledge of the four basic food groups by incorporating each one into their daily cooking lesson. Students will learn the role of nutrition in good health and weight control in their daily lives. Students on a daily basis will incorporate everyday math skills in class such as; measuring and money management skills.

- **Community Service**

The community service transition class offers the students the chance to interact with the community through various volunteer opportunities as well as opportunities to learn about and protect the environment. The class collects and sorts paper, plastic, glass and aluminum and takes the items to their respective recycling plants. Throughout the year the class donates their time, clothing and or money to various charities such as The Norristown Senior Center, Norristown State Hospital, Impact thrift store and other organizations.

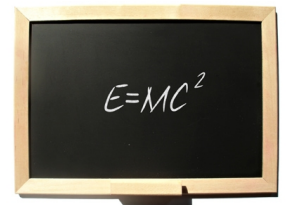
- **Social Skills/Recreational Activities**

In this class, students will learn and have the opportunity to practice vital social skills they will utilize when interacting with the various people in their lives and their community. We will examine different situations that come up in everyday life in school and work environments. We will discuss the best way to handle these situations and gain experience in utilizing effective strategies through the use of role playing. We will also assist students in searching out and selecting appropriate leisure activities for participation in their local communities as well as explore new and different leisure activities they can participate in when they have down time at home.

THE LOWER SCHOOL PROGRAM

- The students receive instruction in Language Arts Literacy, Mathematics, Science, and Social Studies based upon Pennsylvania State Standards.
- Most students receive Language Arts Literacy and Mathematics instruction before lunch each day. Students also attend Physical Education, Health, Art, and a social group either through drama or the speech department before lunch each day. Scheduling conflicts cause some students to have a slightly different schedule.
- After lunch the students participate in a “Teacher Observed Social Activity”, aka “TOSA”, a Life Skills lesson, Social Studies, and Science. Students also have the opportunity to participate in art, music, and Physical Education electives, listening comprehension activities, study skills, and/or independent study skills.

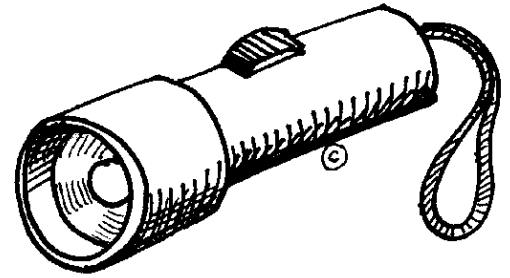
- The students are all participating in the school-wide Positive Behavior Support (PBS) plan. Students are able to earn “money” each period which students are able to “spend” on Friday afternoons during the PBS Reward Period.
- The Lower School Program places equal emphasis on both academic and social strengths and needs. Each moment of the day is an opportunity to stretch the students’ knowledge and abilities in both of these areas to allow for the students to be independent, self-sufficient young adults. Students are able to expand their academic skills while learning to advocate for themselves, utilize coping strategies, and build self-esteem.



The Practical Academics Program

The skills taught in the Practical Academics Program are all intertwined so that the students are able to strengthen several skills at once.

- Social Skills—eye contact, handshaking, reciprocal questions, sit-down interviews, relationships (friends, supervisors, etc.), conflict resolution, safety awareness of strangers, taking turns, positive responses, phone skills
- Functional Skills—(every day life skills)—using grocery advertisements, using batteries for items such as flashlights and smoke alarms, using a screwdriver, changing a light bulb, nutrition, reading labels and directions
- Personal Finance—ability to understand and apply concepts revolving around money
- Shopping and Cooking—(emphasis on individual, independent food preparation)—The goal is for students to be able to make a meal if they are by themselves by taking food that is already in the house. This could involve cooking the food in the microwave or possibly the oven. During shopping and cooking lessons the students learn shopping and food etiquette as well as food and cooking safety. They also learn how to locate items in the store, utilize a shopping list, comparative shop, pay the cashier, use self-check registers, and socialize within the store with classmates, other shoppers, and employees.



The Transitional Living Program in the Practical Academics Program

The Transitional Living Program focuses on apartment living and time management between living and working. We will work in cooperation with the career department to monitor work progress. Apartment living topics will include daily living skills such as meal planning, shopping, cooking, laundry, budgeting, recreation and leisure skills, and some exposure to public transportation. The progress of the students will be tracked. Checklists and short narratives are sent home at the end of each quarter.

This program was first initiated during the 2008 ESY program. The students enjoyed it greatly and were able to apply many of the skills that they had learned in the classroom to a real-life setting.