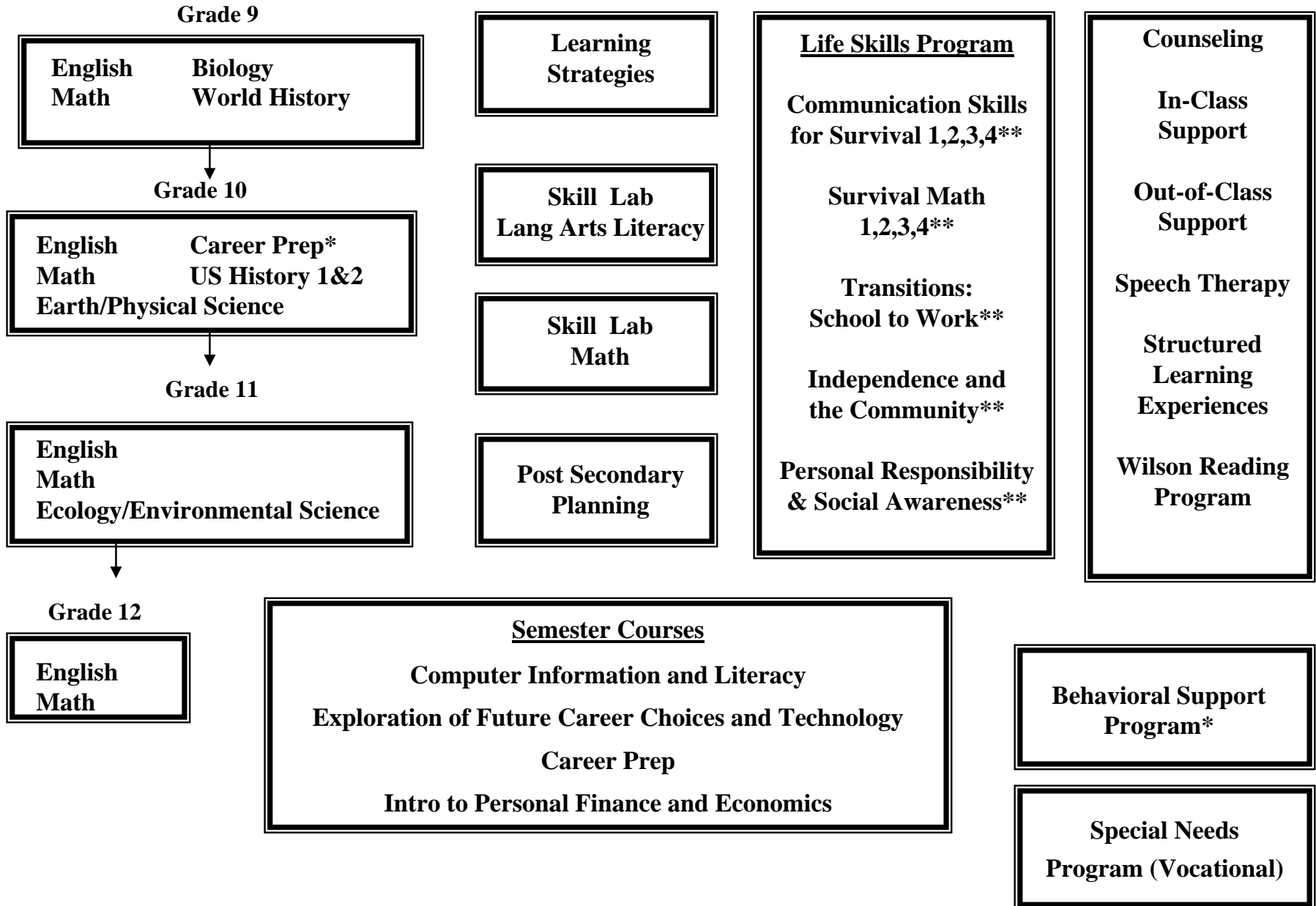


# Special Education

\* West Morris Central Only  
\*\* West Morris Mendham Only

## Suggested Course Sequence



# ***SPECIAL EDUCATION***

The special education program is designed to meet the individual needs of each student with a disability. In most cases the courses provide a structure that parallels the regular high school program but is flexible enough to accommodate the instructional needs of the students' Individualized Educational Plan.

All special education curricula address the New Jersey Core Curriculum Content Standards, and for purposes of GPA and rank are considered Studies Level.

## **English 1 & 2**

5.0 credits

Prerequisite: none

The English 1 & 2 program is designed for students who require a small group environment in conjunction with an alternative instructional approach in order to meet with success.

The program emphasizes foundational skills and strategies in reading comprehension, writing and vocabulary development. Content is taught and presented sequentially and cumulatively. Assessment reflects a variety of learning experiences.

## **English 3 & 4**

5.0 credits

Prerequisite: English 2

The English 3/4 program is designed to meet the needs of students requiring more exposure to receptive and expressive language development, vocabulary and pragmatics. This is accomplished through narrative and expository text, film analysis, field trips and cooperative projects.

In addition, Juniors will be taught skills necessary for success with the HSPA. Seniors will be aided with literacy skills necessary for successful transition to post-secondary situations.

## **Mathematics 1, 2, 3, 4**

5.0 credits

Prerequisite: none

The Resource Center Math program is designed for students who require small group and individualized instruction to succeed in mastering math skills. Many students will be exposed to the skills associated with the High School Proficiency Assessment, including Algebra and Geometry. Their level of mastery in Algebraic and Geometric concepts and skills will be assessed on an individual basis to determine if mainstream programming will be appropriate in subsequent course schedules. In addition, students who may require a more pragmatic approach, leading to the application of mathematics in their daily lives, will be exposed to an alternative curriculum. Regardless of approach, goals and objectives are selected at the student's annual review meeting and the math skills are determined individually and documented in each student's IEP.

## **Biology**

5.0 credits

Prerequisite: none

Biology is the first in a series of alternative science courses. It is designed for classified students who have been identified in their IEP for reasons such as weak reading or writing skills or other academic, social, emotional or behavioral reasons as not to benefit fully from a mainstream class. The course examines the diversity, complexity and inter-relationships of living things in our world. It covers many of the same topics addressed in the mainstream Biology curriculum but stresses real life application of concepts and information rather than in-depth study of abstract biochemical processes. Instruction will be individualized and stress hands-on, experiential activities. The curriculum will be coordinated with the Resource Room Mathematics curriculum and the relationship of math to science will continually be stressed to the students. When students gather information for research or other activities, a variety of print and non-print media will be used.

## **Earth/Physical Science**

5.0 Credits

Prerequisite: Biology

Earth/Physical Science is the second in the series of alternative science courses. It is designed for classified students in grades 10, 11, and 12, who have been identified in their IEP with weaknesses in reading and/or writing skills or other academic, social, emotional, or behavioral reasons which prevent them from fully benefiting from a mainstream class. The course introduces students to the tools and techniques of science, and provides opportunities to learn and develop an understanding of the solar system, the earth

and moon systems, meteorology, oceanography, and geology. The course will also examine the structure and nature of matter, the principles of energy, force and motion, and gravity. The emphasis will be on real-life application of course content and instruction will be individualized and stress hands-on, experimental activities. An important aspect of the course is the development of scientific knowledge that can be generalized to solving everyday problems.

### **Ecology/Environmental Science**

5.0 credits

Prerequisite: Earth/Physical Science

Ecology/Environmental Science is the third in a series of alternative science courses. It is designed for classified students in grades 11 or 12 who have been identified in their IEP with weaknesses in reading and/or writing skills or other academic, social, emotional or behavioral reasons which prevent them from fully benefiting from a mainstream class. The course examines basic concepts dealing with the scientific method, ecosystems, biomes, populations, natural selection, the characteristics of life, and current environmental issues such as conservation and pollution. The emphasis will be on real-life application of course content and instruction will be individualized and stress hands-on, experimental activities. The curriculum will be coordinated and integrated to the greatest extent possible with the students' other core courses. When students gather information for research or other activities, a variety of print and non-print media will be used.

### **World History**

5.0 credits

Prerequisite: none

World History is a course designed to introduce students to historical issues from the period of 1500A.D. to the present. The course emphasizes basic skill development in the following areas: primary source document analysis, note-taking, listening, research, outlining, reading comprehension, writing, map work, oral presentation and vocabulary development. The program closely models the mainstream World History course while supporting individual needs.

### **US History 1 & 2**

5.0 credits

Prerequisite: World History

US History I and II are designed to develop an understanding of the origins and development of the American nation. Both a chronological and topical approach are utilized. The programs emphasize: the acquisition of basic skills in history, vocabulary development, primary source document analysis,

reading comprehension, writing, research, computer applications, and project presentation. The programs closely model the mainstream US History I and II courses while supporting individual needs.

### **Computer Information and Literacy**

2.5 credits 1 semester course

Prerequisite: none

This course satisfies the graduation requirement related to Career Education and Consumer, Family, and Life Skills.

It is critical for today's students to have a working knowledge of keyboarding and computer operating systems. In this course, the students will first learn the keyboard by touch. Students will develop formatting skills, proofreading skills, and proficiency in preparing personal and business documents. Word will be used to produce letters, memos, tables, charts, and outlines. In addition, students will use mail merge, use templates and wizards, manipulate graphics, and create envelopes and labels.

Part of the focus of this course will be life-skills for students who will learn how to utilize the internet using a variety of search engines, reference website research, plan trips online, purchase cars online and much more.

### **Exploration of Future Career Choices and Technology**

2.5 credits 1 semester course

Prerequisite: none

This course satisfies the graduation requirement related to Career Education and Consumer, Family, and Life Skills.

Exploration of Future Career Choices is a course designed to give students a knowledge base that will enable them to make informed decisions about their future plans and goals. Course activities include self-assessment of interests and strengths, identification of career prerequisites, awareness of career options, appropriate goal setting, and exploring the use of technology in the work environment.

### **Career Prep (WMC only)**

5.0 credits

Prerequisite: none

This course satisfies the graduation requirement related to Career Education and Consumer, Family, and Life Skills

Career Prep is designed to expose students to various career options and experiences within the school and community. The course will provide work-based

learning experiences facilitating students' career awareness, career planning and development of career decision-making skills.

Structured school and community experiences are intended to help students develop skills necessary to communicate and solve problems in the workplace, as well as to introduce workplace competencies, positive work attitudes and employability skills in the context of a real work environment.

Students enrolled will also receive additional instruction and reinforcement in topics critical to successful career preparation and found in other coursework such as Driver Education, Health, and Technology.

### **Learning Strategies**

5.0 credits

Prerequisite: none

Learning strategies is a research-based course designed to introduce students to efficient and effective approaches to handling the demands of mainstream curriculum. Students are taught skills/strategies that prepare them for learning, including an understanding of individual learning styles, responsibility, time management and organizational skills. Subsequent units of instruction focus on strategic approaches to reading, writing, math, test-taking, note-taking, concentration and memory techniques. Students are provided direct instruction, guided practice and opportunity for transfer of strategy. An emphasis is placed on application of skill/strategies to students' course materials. Students are encouraged to develop self-advocacy skills.

### **Skill Lab - Language Arts Literacy**

5.0 credits

Prerequisite: none

Skill Lab is a course within the special education department that provides literacy instruction. It is designed for classified students in grades 10-12 in need of basic skill development. In order to meet individual needs, this course is diagnostic and prescriptive in nature, while being closely aligned with the requirements needed to master the Language Arts Literacy High School Proficiency Assessment.

Skill Lab reviews and reinforces the basic skills and concepts required for proficiency in English (Language Arts). The two major goals:

- Students become independent and fluent readers by reading a variety of materials and texts with comprehension.
- Students write in clear, concise organized language that varies in content and form for different audiences and purposes.

### **Skill Lab - Math**

5.0 credits

Prerequisite: Algebra 1 – Studies or Academic

Math Skill Lab is a course within the Special Education department that provides a more individualized and concentrated program in the fundamentals of mathematics. It is designed for classified students in grades 11. Students are recommended based on a review of their standardized test scores and individual assessment profiles. Goals and objectives are prescribed and delineated in the student's Individualized Education Plan (IEP). The course is open to students who need to strengthen math skills in preparation for the High School Proficiency Assessment.

### **Post-Secondary Planning**

5.0 credits

Prerequisite: none

Post-Secondary Planning is a course for students who are considering post high school educational opportunities. The purpose of this course is to develop and strengthen those strategies essential for success in a variety of post-secondary programs. The major topics of study in this course are oriented toward choosing an appropriate post-secondary setting and developing those skills necessary for application, acceptance and success. Also stressed are effective writing strategies, expanded research skills as well as the development of effective decision making, critical thinking, problem solving and self-advocacy skills. Students are encouraged to develop and implement a strategic approach that matches individual learning styles. On average, students are provided assistance directly related to mainstream course work one day per rotation.

### **Life Skills Program**

The Life Skills program is based on the New Jersey State Department of Education Core Curriculum Content Standards for Students With Severe Disabilities. The program is designed to develop those skills and competencies that are critical to successful independent functioning in the home, at school, and in the work setting. The overall goal is to promote independence in the adult community. Students are taught essential skills in the areas of communication, math, daily living, personal-social, work adjustment, and recreation. Practical experiences are provided so that students have the opportunity to generalize and apply the skills necessary for independence in the community. Work experiences enable students to identify areas of interest and to develop essential employment skills. This program utilizes an interdisciplinary approach with competencies infused throughout curriculum thereby promoting generalization of skills.

**Communication Skills for Survival (CSS) 1,2,3,4 (WMM Only)**

5.0 credits

Prerequisite: none

This course is specifically designed to meet the unique and practical needs of students. The course will provide the students with the opportunity to practice oral reading and writing skills in the context of real life experiences in the home, at school and in the work settings. It will help them to acquire essential oral expression and functional reading and writing skills.

**Survival Math 1,2,3,4 (WMM ONLY)**

5.0 credits

Prerequisite: none

This course is specifically designed to meet the unique and practical needs of students. Students will acquire, remediate and master computational concepts as well as concepts of time, money within the context of their daily needs at home, in school and in the community.

**Introduction to Personal Finance**

2.5 credits

Prerequisite: none

This course satisfies the graduation requirement related to career education and consumer, family, and life skills.

Introduction to Personal Finance provides an essential foundation in everyday financial living skills. Students will be able to apply problem-solving techniques and decision making processes. They will acquire and use skills for budget preparation, smart purchasing, saving, investing, insurance protection, credit, transportation choices, and housing options. Consumer protection laws and fraud protection will be investigated.

**Transitions: School to Work (WMM ONLY)**

5.0 credits

Prerequisite: none

This course provides students with the opportunity to develop basic employability skills. Students may participate in work experiences within the school environment and community. This course is specifically designed to meet the unique and practical needs of students. The course provides students with the opportunity to discover attitudes and aptitudes that lead to success in employment situations. Students will be provided with curriculum as well as practical experiences, which will assist them in building necessary pre-employment and employment skills.

**Independence and the Community (WMM ONLY)**

5.0 credits

Prerequisite: none

This course, specifically designed to meet the unique and practical needs of students; it is an integrated program of social studies, science and health related concepts. Students will participate in an infused dynamic, community-based life-skills program. This course offers opportunities for students to participate, on an individual basis, in mainstream school activities and/or electives.

**Personal Responsibility and Social Awareness (WMM ONLY)**

5.0 credits

Prerequisite: none

This course is specifically designed to meet the unique and practical needs of students and to broaden their awareness in the area of humanities and leisure time activities. It also provides instruction for important adult issues such as family life, social behaviors and personal relationships. Students will explore visual and performing arts through their participation in in-class activities as well as units of instruction in mainstream electives.

**In-Class Support**

0 credits

In-Class Support is a program of instruction in which regular and special educators are collaboratively involved in planning and implementing special strategies, techniques, methods and materials designed to support the special education student in the regular classroom. The service is delivered in that classroom. The student has the same educational objectives as the other students and is graded by the regular classroom teacher with input from the special education teacher. Examples of assistance might include: organizing information, restating directions or facts, re-teaching concepts and/or skills, modifying test time restraints, etc.

**Out-of-Class Support**

0 Credits

Out-of-Class Support is designed for students who continue to require significant assistance in organizing and preparing mainstream course requirements. It is a program usually offered one day per cycle with students able to access additional time if needed for test preparation, assistance with projects and re-teaching of concepts and/or skills. The purpose of Out-of Class

Support is not to replace study hall or Individual Responsibility Time (IRT) which can be used for completion of homework or studying for tests.

The provision of In/Out of Class Support services is determined by ongoing assessment of curriculum demands and student needs. Level of support required is determined at the student's annual review.

### **Speech Therapy**

1.25 - 5.0 credits

Prerequisite: IEP

The speech and language therapy program is designed to meet the individual needs of every communicatively disordered student in the West Morris Regional High School District. Classified students who are in need of speech and language related services as indicated by their Individual Education Plan are included in the program. Students identified as "Eligible for Speech Services", in accordance with N.J.A.C. 6:2.1 and due process procedures (1:6A-1.1) as mandated by law, are enrolled. Speech is considered to be impaired when it displays any of a variety of speech disorders: articulatory defects, stuttering, delayed language, hearing impairment, language deficits and voice disorders.

### **Structured Learning Experiences**

1 - 5 credits

Prerequisite: none

Interested 11<sup>th</sup> and 12<sup>th</sup> grade students will voluntarily select a Structured Learning Experience (SLE) to complement their classroom instruction. The experience may be paid or unpaid, may or may not be sponsored by the district, and can include the following options: apprenticeships, community service, internships, job shadowing, school-based experiences, vocational student organization activities, volunteer activities, and work experience/career exploration. The students Individualized Educational Program (IEP) will include goals and objectives to be met in the program, credits to be granted and the general framework of the selected activities. All SLE activities shall adhere to state and federal child labor laws and other regulations of the Federal and State Departments of Education and Labor.

### **Wilson Reading Program**

1 - 3 credits

Prerequisite: none

The Wilson Reading System is a research-based reading and writing program. It is a complete curriculum for teaching decoding and encoding (spelling) beginning

with phoneme segmentation. WRS directly teaches the structure of words in the English language so that students master the coding system for reading and spelling. The language system of English is presented in a systematic and cumulative manner so that it is manageable. It provides an organized, sequential system with extensive controlled text to help students decode and encode to the level of mastery. Screening for this program is scheduled through the annual review process. Students are taught in a small group environment.

### **Special Needs Program (Vocational) – MCST**

The special needs program is a shared-time, half-day prevocational program at the Morris County School of Technology. Initially, students undergo assessment of their vocational interests and aptitudes. Following evaluation, the student may be placed in one of nine Employment Orientation programs: Auto Body I, Auto Service Technician I, Building Construction, Building & Grounds Maintenance Services, Building Trades, Clerical/Banking Careers, Culinary Arts I, Human Services, Retail/Supermarket Careers. Students may also be mainstreamed in other Vo-Tech programs.

### **Behavioral Support Program\* (WMC only)**

The Behavioral Support Program is designed for classified students who require, and benefit from, an alternative educational/classroom environment. The program provides a high level of structure and focuses on strengthening student behavior, responsibility for school assignments as well as improving socializing skills within the high school milieu. Students may access this program for history, math, English and out-of-class support. The academic curriculum is delineated as either mainstream or resource center via the IEP process. Social skills are strengthened via individual or group counseling. Individual counseling may also be provided as indicated in the student's IEP.

