



Curriculum

Middle School & High School

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 rationale and an alternative course. For example, John Smith may have World Language as an exemption and have Life Skills or Floortime™ as a replacement. That would count for the credits normally given to a World Language Course.

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 and is aligned with the current New Jersey Core Curriculum Content Standards.



Curriculum

Middle School & High School

Language Arts

Grades 5 & 6

Houghton-Mifflin

The Houghton-Mifflin Reading Series is the core of our Reading Program for our Fifth and Sixth Grade students. It is built on a solid foundation of research, aligns with New Jersey Core Curriculum Content 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 differentiated instructional purposes, while encouraging students to become fluent in all phases of the writing process. It provides hands-on activities, which internalize the learning process for our students. Houghton-Mifflin Reading is based on highly respected scientific research in order to deliver effective instruction in the key areas of reading.

Phonics

- Systematic explicit instruction
- Immediate application of new skills in the Anthology and in decodable books
- Phonics/Decoding strand continues through Grade Six

Concepts include: initial and final consonants, short/long vowels, possessives, contractions, compound words, and syllabication patterns. Interpret new words correctly in context. Learn to apply spelling and syllabication rules that aid in decoding and word recognition.

Fluency

- Fluent reading modeled in teacher read aloud, 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 skills
- Recognizing literary elements and figurative language and interpret Idiomatic expressions
- Recognizing persuasive and propaganda techniques while understanding how to distinguish between major and minor details
- 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, graphic organizers, recognize characterization, setting, plot, point of view in fiction, and poetry.

Writing

- Using the reading curriculum, generate ideas using graphic organizers, charts and webs to write stories with multiple paragraphs
- Develop ideas for writing through stories, listening, talking and recalling experiences
- Review and edit work for spelling, usage, clarity, organization and fluency
- Use computer-writing software during the writing process
- Use proper capitalization, punctuation, quotations and commas
- Use knowledge of roots, prefixes and suffixes in writing
- Use increasingly complex sentence structure
- Write for different purposes



Curriculum

Middle School & High School

Writing

- Organize paragraphs using topic sentences
- Demonstrate higher order thinking skills when answering open-ended questions in content areas
- Recognize a rubric
- Develop a portfolio of writings

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.

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.

Language Arts **Grades 7 & 8**

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: accelerates 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, in Class Reader anthologies, and exclusive in Time Magazine.



Curriculum

Middle School & High School

Language Arts

Grade 7

Language Arts is a combined course of reading and writing. In this class, the two subjects are closely layered so that reading builds a better writer and one's writing builds a better reader. This course explores learning strategies in order to foster a greater understanding of literature, as well as improve reading skills, fluency and comprehension. Language Arts will also expose students to a wide variety of genres and writing styles, in addition to providing ample opportunity to practice the revision process.

Ideas for writing are generated through reading and making connections across the curriculum as well as with current events. Due to the specialized population, graphic organizers, outlines, computer software and scribing are the key modes of completing the necessary skills in this area. Many of the students are learning how to revise their work and re-read it for information, elaborating, deleting and reworking the organization of their work. Also, students are taught to review and edit their work and the works of others for spelling, usage, clarity, organization and fluency. Students learn to demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

Language Arts

Grade 8

Seventh grade skills of reading and writing mentioned above are continued in more depth during the eighth grade year. The infusion of literature and writing provides students with the opportunity to further develop characters, setting, dialogue, conflict and resolution and descriptive detail. Multi-paragraph essays are developed using graphic organizers, brainstorming and technology-assisted processes. Students will continue to reflect on their work and the works of others. Further ranges of essays are developed (persuasive, speculative, descriptive, personal or issue-based). Students are also taught to apply knowledge and strategies for composing pieces in a variety of genres (narrative, expository, persuasive, poetic and everyday / workplace or technical writing).

High School English Courses

English

Grade 9

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.

- Write daily and for sustained amount of time
- Analyze and edit personal writing and that of others for spelling, punctuation, clarity and fluency
- Reflect on own writing
- Use the computer and word-processing software to compose, revise, and edit
- Employ relevant graphics to support a central idea (charts, graphs, graphic organizers, pictures and computer-generated pictures)
- Demonstrate a well-developed use of the English language
- Employ most effective writing formats and strategies for the purpose and audience



Curriculum

Middle School & High School

English Grade 10

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.

- Write daily and for sustained amount of time
- Analyze and edit personal writing and that of others for spelling, punctuation, clarity and fluency
- Reflect on own writing
- Use the computer and word-processing software to compose, revise, and edit
- Employ relevant graphics to support a central idea (charts, graphs, graphic organizers, pictures and computer-generated pictures)
- Demonstrate a well-developed use of the English language
- Practice a variety of writing genres, such as personal narrative persuasive essay, critique, parody and poetry

English Grade 11

Students use Theory of Mind skills in their writing, demonstrating an understanding for other people's perspectives and points of view. 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.

- Write daily and for sustained amount of time
- Analyze and edit personal writing and that of others for spelling, punctuation, clarity and fluency
- Reflect on own writing
- Use the computer and word-processing software to compose, revise, and edit
- Employ relevant graphics to support a central idea (charts, graphs, graphic organizers, pictures and computer-generated pictures)
- Demonstrate a well-developed use of the English language
- Use transition words to reinforce a logical progression of idea
- Recognize extraneous details, repetitious ideas, and inconsistencies to improve writing

English Grade 12

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.

- Write daily and for sustained amount of time
- Analyze and edit personal writing and that of others for spelling, punctuation, clarity and fluency
- Reflect on own writing
- Use the computer and word-processing software to compose, revise, and edit
- Employ relevant graphics to support a central idea (charts, graphs, graphic organizers, pictures and computer-generated pictures)
- Demonstrate a well-developed use of the English language to practice expository, narrative and persuasive essays
- Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing



Curriculum

Middle School & High School

A partial list of materials used throughout the English classes include:

- *Developing Young Authors*
- *My Sidewalks on Reading Street*
- *Daily Language Review*
- *To Kill A Mockingbird*
- *Retold American Classics*
- *Glencoe Literature Program*
- *Houghton-Mifflin Reading Series*
- *Jamestown Reading Navigator*
- *Lindamood Bell Visualizing and Verbalizing for Reading Comprehension*

Mathematics **Grades 5 & 6**

Houghton-Mifflin Mathematics is a comprehensive system used for Grades Five and Six that emphasizes learning in small increments through a spiral approach, which reviews previously learned concepts throughout the year. Mathematics curriculum and assessment revolve around the five 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, prime factors, estimating and comparing and ordering numbers.

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, comparing and classifying polygons, similar shapes, and understanding concepts such as, line, ray, line segment, parallel, perpendicular and intersecting lines, transforming shapes and using a protractor.

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, writing and solving percent equations, patterns, using sentences to model situations, solve simple linear equations, and understand properties such as, the distributive.

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. Range, median, mode, determining probability, and recognizing vertex-edge graphs are also studied.

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, subtraction, multiplication, division, decimals, fractions, geometry, measurement, money, ratio, etc.



Curriculum

Middle School & High School

Mathematics

Grades 7 & 8

The Holt-McDougal Mathematics Course 2 (Grade Seven) and Mathematics Course 3 (Grade Eight) programs prepare students for Algebra, while assisting them to develop the necessary skills that stretch beyond the classroom. There are seven levels of differentiated instruction and skill development, which provide the opportunity to reach every student according to their ability, learning style and need.

Students work with the following topics in the area of Mathematics: algebraic reasoning and the principles of Algebra, integers, rational numbers and their application, exponents and roots, ratios, proportions, percent, analyzing data, graphs and functions, geometric figures, perimeter, area and volume, measurement, graphing, two- and three-dimensional figures, probability, equations and inequalities, and polynomials.

Students master these skills using everyday materials, manipulatives and computer software.

Mathematics

High School

Throughout the students' high school Mathematics program, students learn to organize, record and communicate mathematical ideas by using visual activities in the form of manipulatives, diagrams, charts, tables, and graphs in order to gain a more meaningful understanding of the world of Mathematics.

The students at CTC benefit from the use of technology to gather, analyze, and communicate mathematical information. Computers, calculators and various physical manipulatives are used to solve, analyze, organize and explain mathematical skills.

Integrated Mathematics

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, percent, 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.



Curriculum

Middle School & High School

Pre-Calculus (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 construct 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.

Bookkeeping and Accounting

Introduces the student to the purpose and construction of the balance sheet and the profit and loss statement. The student becomes familiar with analyzing these financial statements through basic instruction on the flow of entries from the General Journal to the General Ledger. Students analyze the concepts of assets, liabilities, and retained earnings through the study of debits and credits to appropriate ledger accounts. Students will become familiar with the proper classification of revenues, expenses, gross profit, and net profit. The accounts of cash, accounts receivable, accounts payable, and long-term debt are investigated. Students will begin to calculate simple interest, as well as basic tax calculations. Personal accounting through the use of a checking account is also discussed.

A partial list of materials used throughout the Mathematics classes include:

- *Houghton-Mifflin Mathematics series*
- *Holt-McDougal Math series*
- *Holt-McDougal Algebra*
- *Holt-McDougal Math Connects*
- *Holt-McDougal Geometry*
- *Holt-McDougal Algebra 2*
- *Heath Math Connections*
- *Math Discoveries with Pattern Blocks*
- *Exploring Fractions and Decimals with Manipulatives*
- *Microsoft Excel for Bookkeeping*

Social Studies Grades 5 & 6

Houghton-Mifflin Social Studies

The curriculum explains that the world is divided into many nations consisting of territory and people with their own government, languages, customs, and laws. The course also identifies and discusses the fundamental values and principles of our American democracy with regards to the US Constitution, Bill of Rights, Declaration of Independence, and Pledge of Allegiance. It further evaluates the importance of traditions, values, beliefs, and individual state practices, which form a common American heritage in an increasingly diverse American society.

Visualize and Verbalize 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 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



Curriculum

Middle School & High School

Social Studies

Grade 7

Ancient Civilizations

The study of societies during the Ancient and Classical periods 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.

Social Studies

Grade 8

Civics

The purpose of this course is to prepare students to be informed, active and responsible citizens in the American democratic republic. Students discuss state and federal government, current events and the importance of being good citizens. Students will learn the major characteristics of the local and federal governments. They will also gain an understanding of the agencies that impact our daily lives. Students will be introduced to global challenges, cultures and connections with one another.

History

High School

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. Students will be introduced to the eight periods of World History which include: The Birth of Civilization to 1000 BC, Early Human Societies to 500 AD, Developing Human Societies to 1400 AD, The Age of Global Encounters, The Age of Revolutionary Change (1750-1914), The Modern World (1945-1979) and Looking to the Future (1980-present).

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. A further in-depth look into the Modern World and Looking to the Future portions of World History is examined here as well.

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.



Curriculum

Middle School & High School

A partial list of materials used throughout the History classes:

- *Houghton-Mifflin Social Studies*
- *Weekly Current events published by Weekly Reader*
- *Scholastic*
- *See Time Fly History Collection: Middle Ages, Renaissance and The Age of Kings*
- *Ancient Civilizations- World History – Holt Social Studies*
- *The Americans- A History- McDougal Littell/Houghton Mifflin*
- *American Anthem- Reconstruction to Present- Holt*

Science Grades 5-8

General Science

Provides students with a general understanding of the diversity, complexity and interdependence of life on Earth. This subject explores the nature of matter and energy and demonstrates an understanding of the planet Earth in relation to the rest of the universe. Students will recognize scientific theories. Students will learn to evaluate the strengths and weaknesses of data, claims and arguments and to identify questions and make predictions that can be addressed by conducting investigations. 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. Students will investigate the impact of events such as forest fires, floods and hurricanes on the environment in New Jersey. 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.

Science High School

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.

Environmental Science

Studies the myriad interactions between humans and the world around them, living and non-living. As Earth's human population continues to grow, as technology advances and human needs and wants increase, our impacts on the world become more widespread and severe, despite improvement in some areas. Environmental impacts, in turn, affect human health and well-being. A few of the major challenges that are topics for environmental science include: global climate change (global warming, its causes and all of its consequences), management of Earth's water resources, energy and mineral resource depletion, meeting the food, fiber and clothing needs of a growing world population, air pollution and acid deposition (rain), stratospheric ozone depletion, water pollution, soil erosion, fertility depletion and contamination, habitat destruction on land and in the oceans, the spread of infectious diseases, including those caused by organisms that have developed antibiotic resistance, long-term sustainability of the global and national economies, the evolution and spread of pests that are resistant to pesticides, waste generation and disposal in a world increasing in population and per capita consumption, the fate of hazardous chemicals in the environment, potential environmental effects of genetic engineering, and protection of the ocean and its resources.



Curriculum

Middle School & High School

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.

A partial list of materials used throughout the Science classes include:

- *Holt-McDougal Integrated Science*
- *Houghton-Mifflin Science*
- *Exploring Science Series*
- *PCI– Earth and Space Science*
- *PCI- Power Basics Physics*
- *PCI-Access: Science*
- *PCI-Elements Curriculum- Physics / Chemistry*
- *PCI-Power Basics Biology*
- *Attainment – Exploring Science through Symbols and Words*

Additional Subjects

Physical Education, Music, Art, Technology, Career Education, World Language, Business and Economics, 21st Century Skills and Life Skills courses are all aligned with the New Jersey Core Curriculum Content Standards.

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 sound beam. 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 three-dimensional structures, using materials such as paint, crayons, clay, water, paper, papier-mâché, 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, the individual who created it recognizes all artistic work as a personal achievement.

Introduction to Spanish

This one-year exploratory course emphasizes on Spanish as a spoken language. The student is given the opportunity to develop skills in speaking, understanding, reading, and writing Spanish. The student is also given an opportunity to acquire some knowledge and understanding of the culture and civilization of the Spanish-speaking world.



Curriculum

Middle School & High School

Introduction to Business and Economics

Designed to acquaint the student with the American business system as a part of our total economic environment. The topics studied are the nature of American business, business and the consumer, banks and banking services, wise use of credit and money management.

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), and invention (creativity, innovation, integration of ideas).

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*

Life Skills

Personal development is the pursuit of developing: honing and mastering the skills that help us become the best that we can with all that we have. It is the reaching for and realizing of our full potential as human beings. Everyone wants to live full, productive lives, but sometimes, we just don't know where to begin. One thing, however, is certain in order to accomplish anything in life and realize our full potential, we must have some life skills. The program at CTC evaluates and re-evaluates personal interests, abilities, and skills through various measures of mastery. Employability skills are discussed, practiced and evaluated. Hands-on learning is important for this population, as is the ability to integrate into the community with activities such as, map skills, timetables, bus schedules, pedestrian safety, shopping, dining and socializing with others. Students learn the necessary skills to allow them to be as independent in their life as possible and to live successfully and utilize their full potential as viable members of the community.

A partial list of materials used throughout the Life Skills classes include:

- *I Can Problem Solve*
- *Brigance Life Skills Inventory*
- *Ready, Set, Relax*
- *How Does Your Engine Run*
- *Developing Character When It Counts*
- *Social Activities for Special Children*
- *Ideas that Work – U.S. Office of Special Education Programs*
- *Stepping Out – A Community-Based Instruction Curriculum*
- *Attainment – Aligning Life Skills to Academics*

Career Education Transition Program

At age fourteen, children are eligible for transition services. According to the state of New Jersey, “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. Beginning in preschool, 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.



Curriculum

Middle School & High School

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 matching the student up with that job in the community) are all incorporated into the schedule. Students are able to supplement their lunches by buying snacks or drinks at the school store, which 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.

Electives (Cycles)

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 parents to choose what's most important to them: traditional school activities or more developmental activities.

Course Descriptions of Cycles:

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 focuses 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 allows 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.

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, including 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.



Curriculum

Middle School & High School

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 relationships 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 interpret 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 mosaics, theater masks, and gladiator accessories.

Music Appreciation: A course designed to enhance listening enjoyment and ability. Emphasis is placed 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.

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

Woodworking: An introductory course that 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 (e.g., mousetrap contraptions).



Curriculum

Middle School & High School

Introduction to Production 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.

Driver Education: Students gain awareness of the driving task and the responsibilities that accompany it. They demonstrate knowledge of traffic laws and regulations that help provide safe and efficient patterns. Students understand the impact that natural forces and conditions have concerning driving. They learn to identify hazardous conditions and react appropriately to avoid or minimize problems. Students develop an attitude of safe, courteous, and defensive driving.

Assessment

Celebrate the Children provides various 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-IV*
- *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.

Incorporating DIR® into the Curriculum Framework

In addition to the core curriculum, skill areas are addressed to support the social, emotional and developmental growth of the students.

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. 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'Angi 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*