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Illinois School for the Visually Impaired
Jacksonville, IL 62650
217-479-4400

Superintendent
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Principal
Janet McGovern

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Director of Support Services
Jane Breen

LETTER FROM PRINCIPAL

Dear Students and Parents:

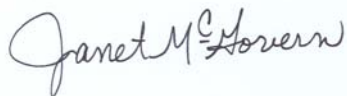
The information presented in this curriculum guide is of extreme importance. Its purpose is to assist you in the high school career course planning process.

Charting courses through high school is of critical importance to every student and should be planned with utmost care. Post-secondary education and career plans are directly influenced by decisions made now. Parents are strongly encouraged to collaborate with a counselor and teachers on behalf of their children. Please contact the counselor and teachers if you have questions.

A considerable amount of time and effort has been devoted to the development of the courses listed in this guide. Please read it carefully.

The Illinois School for the Visually Impaired has a long tradition of academic excellence. We look forward to YOU being a part of it.

Sincerely,



Janet McGovern
Principal

GENERAL INFORMATION

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The education of each of the students at the Illinois School for the Visually Impaired is driven by an Individualized Education Program (IEP) developed for that child by a multi-disciplinary team made up of staff from ISVI and the students' LEA. This educational plan is developed and reviewed with each parent annually and/or as needed, and may be altered, renewed, or maintained in consultation with educators, educational administrator(s), parent(s), and the local school district.

The IEP is a written statement for a student with a disabling condition that provides a statement of the following:

- the student's present levels of educational performance
- annual goals and short-term instructional objectives
- specific special education and related services
- the extent of participation in the basic special education program
- the projected dates for initiation of services
- anticipated duration of services
- appropriate objective criteria and evaluation procedures
- a schedule for annual determination of short-term objectives
- transition program planning for all students age 14 and older

Each IEP is specific and individualized according to the student's range of ability and potential. The Local Education Agency (LEA) and parents are invited and encouraged to attend the IEP conference. If attendance is not possible, they are encouraged to participate via telephone conference. A draft copy of the student's IEP is forwarded for review to the parents and participants before the IEP, and a final copy of the completed IEP is sent to the parents and LEA when the meeting is complete.

CURRICULUM

CORE CURRICULUM

Academic Areas of Instruction - Kindergarten through high school students are presented with courses in the academic areas. Courses in English/language arts, math, social studies and consumer economics, science, health and PE, and fine arts become the foundation for most learning.

Modified Academic Program - A modified curriculum meets the needs of the students who are visually impaired who have one or more additional disabilities which prevent them from functioning on grade level.

Functional Academics Program - The material covered stresses skills that are necessary for each student to begin to explore career and technical interests. Individualized instruction in reading improvement, vocabulary development, speaking and writing skills, math skills and science and social studies concepts is

provided daily. Enrollment in this course requires IEP team approval. Academic credit is awarded to those students who successfully complete the prescribed work. One credit per class period per academic year will be earned for Functional Academics classes.

EXPANDED CORE CURRICULUM

The Expanded Core Curriculum for students who are visually impaired, or visually impaired and multiply disabled, is a set of eight skill areas which require direct instruction from specialists. The areas of the expanded core curriculum include:

Compensatory Academic Skills - including Braille skills, abacus and calculator skills, study skills

Orientation and Mobility - awareness of the environment, independent travel

Social Interaction Skills - skills which the students who are blind and visually impaired can't mirror from sighted peers so must be carefully, consciously, and sequentially taught

Independent Living Skills - skills necessary for independent living in a supported program including those skills taught within the Transitional Living Program (see below)

Recreation and Leisure Skills - skills focusing on the development of life-long needs for students who are blind and visually impaired.

Career Education - pre-vocational and job readiness skills, career awareness and work experiences including STEP opportunities (see below)

Assistive Technology - use of any item, piece of equipment, or product system, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

Visual Efficiency - determination of aids and devices for students with low vision, use of variety of low tech and high tech solutions including magnifiers, telescopes, binoculars, lights, closed circuit television magnification systems, and computer screen enlargement software.

Self Determination - The importance of believing in oneself, while understanding one's abilities and limitations; the ability for the visually impaired to control their lives, reach goals they have set and take part fully in the world around them.

RELATED SERVICES

Related Services are services designed to assist a child with a disability to benefit from special education. Related services address each students' individual needs as stated in the IEP and provides modifications or supports necessary to allow a student to participate in the curriculum, be involved in extracurricular activities, and advance appropriately toward employment and independent living. The following is a list of related services offered at the Illinois School for the Visually Impaired. A comprehensive list of related services may be found in the Special Education Funding and Child Tracking System (FACTS) booklet provide by the Illinois State Board of Education (ISBE).

Aide-Individual Student

Individual aides are provided to assist students during the educational day based on their identified needs and determined by the IEP team.

Audiology Services

Audiological services are provided by qualified audiologists through the Illinois School for the Deaf (ISD). Referrals are made to address hearing concerns identified within the evaluation process. Hearing evaluations include identifying and determining the range, nature, and degree of hearing loss, referral for medical or other professional attention for language habilitation, i.e. auditory training, speech reading (lip-reading), hearing evaluations, and speech conservation if required. Additional audiological services include assessing the effectiveness of amplification within the educational setting, and hearing aid selection and fit.

Counseling Services

Counseling services are provided by qualified social workers, psychologist, guidance counselors, or other qualified personnel. Services focus on the needs, interests, and issues related to various stages of student growth and may provide students with support in the following areas; personal and social concerns such as developing self-knowledge, making effective decisions, learning health choices, improving responsibility, setting and reaching academic goals, developing positive attitudes toward learning, and recognizing and utilizing academic strengths. Additional counseling services may include parent counseling, training, and rehabilitation counseling when necessary.

Consultant Services

Collaboration with professionals and agencies to assist students with disabilities in successfully benefiting from the educational program. Consulting services may include planning and developing interventions and programs, and training for staff and families.

Interpreter Services

Interpreter services are provided for families and student=s unable to fully participate in the special education process due to language/communication barriers. (Ex. sign language, Spanish)

Assistive Technology Devices and Services

Assistive technology (AT) refers to various types of devices and services designed to help students with disabilities function within their environments. Assistive Technology Services refers to any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Services typically include:

- an evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment,
- purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for children with disabilities,
- selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices,
- coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs,
- training or technical assistance for a child with a disability or, if appropriate, that child's family, and
- training or technical assistance for individuals providing education or rehabilitation services, employers, or other individuals providing education or rehabilitation services, employ, or are otherwise substantially involved in the major life functions of a student with a disability.

Low Vision Services

Include any service that directly assists a child with a visual impairment in the selection, acquisition, or use of an assistive technology device. This includes:

- an evaluation of the needs of a child with a visual impairment, including a functional vision evaluation of the child in the child's customary environment,
- purchasing, leasing, or otherwise providing for the acquisition of low vision devices for children with disabilities,
- selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing low vision devices,
- coordinating and using other therapies, interventions, or services with low vision devices, such as those associated with existing education and rehabilitation plans and programs, training or technical assistance for a child with a disability or, if appropriate, that child's family, and
- training or technical assistance for individuals providing education or rehabilitation services, employers, or other individuals providing education or rehabilitation services, employers, employ, or are otherwise substantially involved in the major life functions of a student with a disability.

Occupational Therapy

Occupational therapy services enhance a student's ability to function in an educational program and typically include, self-help skills or adaptive living (e.g., eating, dressing), functional mobility (e.g., moving safely through school), positioning (e.g., sitting appropriately in class), sensory-motor processing (e.g., using the senses and muscles),

fine motor (e.g., writing, cutting), gross motor performance (e.g., walking athletic skills), life skills training/ vocational skills and, psycho social adaptation. Services are provided by qualified staff trained in strategies for the visually impaired population. Services are provided in both individual and small group sessions with goals and objectives integrated into daily activities by staff.

Orientation and Mobility

Orientation and mobility services are provided by certified Orientation and Mobility Instructors. O&M addresses a student's need to attain systematic orientation to, and safe movement within, their environments in school, home, and community settings. Students work to expand their spatial and environmental concepts and increase their ability to use information received by the senses to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street). Long cane usage, low vision aids, and other techniques are incorporated into the training lessons to supplement visual travel skills for students with no available travel vision. Individual and group experiences are provided both on and off campus with opportunities for mass transit exercises in the community.

Physical Therapy

Physical therapy services are provided by a qualified physical therapist within the educational day. Therapy sessions provide strategies to improve a student's posture, muscle strength, mobility, and organization of movement within the educational environment. The physical therapist monitors the students' performance within the educational setting and provides ongoing consultation with staff.

Psychological Services

Psychological services are delivered by a certified School Psychologist as a related service when necessary to help eligible students with disabilities benefit from their special education. The psychologist administers psychological and educational tests, interprets assessment results, collects and interprets information about a student's behavior and conditions related to learning, consults with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests, behavioral evaluations, observation and interview. The psychologist assists in developing positive behavioral intervention strategies, functional analysis plans and manages a program of psychological services, including psychological counseling for students and parents. In addition the School Psychologist acts as the State and Local District Testing Coordinator.

Psychiatric Services

Psychiatric evaluations are provided by a consulting Child and Adolescent Psychiatrist for students with behavioral, developmental and or mood disorders. Psycho educational evaluations, classroom observations, medication reviews, and follow-up school consultations are available based on need.

School Health Services

School health services are provided by a full time certified nursing staff and a part time physician. ISVI maintains a Health Center for its students with a 24-hour a day, seven

day a week infirmary provided through ISD. School health services include health assessments and interpreting health assessment results, recommending additional medical evaluations as indicated, providing pertinent health information about a child as it applies to learning, consulting with other staff members in planning school programs to meet the needs of children who require the provision of special health services at school, administering medications; planning and managing school health programs to meet the specific needs of all children, chronic disease management; and conducting and or promoting education and skills training for all who serve as care givers in the school setting.

Social Work Services

Social work services may become necessary in order to help a student benefit from his or her educational program. Social work services are provided by certified social workers trained in providing services to students with visual impairments. Services include preparing social or developmental histories on students, group and individual counseling; working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and assisting in developing positive behavioral interventions strategies.

Speech and Language Services

Speech and language services are provided by a certified Speech and Language therapist at ISVI. Services include identification and diagnosis of students with speech and language impairments, planning and developing interventions and programs, referral and follow-up for medical or other professional attention necessary for the habilitation of speech and language impairments, and counseling and guidance of parents, children, and teachers regarding speech and language impairments. Services are provided on an individual, or group basis with language services integrated into instructional activities in the classroom to encourage the carryover of functional communication skills.

Transportation (Special)

Services required because of the child's disability or the location of the special education program or related services, and which are in addition to the regular transportation services provided by the local school district and can include: travel to and from school and between schools, travel in and around school buildings, specialized vehicles, specialized equipment, and personnel who provide assistance to students in the course of transportation

Career and Technical Education

Services designed to support a student in career development, occupational preparation, academic improvement and post secondary education/training.

Transitions/STEP by Division of Rehabilitation Services (DRS)

DRS works in partnership with people with disabilities and their families to assist them in making informed choices to achieve full community participation through employment, education, and independent

Competitive Employment

Paid employment at a job in the regular business community without support or with support that will not exceed six months. (Ex. Job-finding assistance, on-the-job training, and social skills training to access and/or make initial adjustment to employment.)

Supported Employment

Paid employment at a job in the regular business community that involves intensive or long term support services matched to the individuals= needs to remain employed. (Job coaching, social skills training, situational assessment, vocational or other training.)

Supports for Transition to Post-secondary Education

Included but is not limited to, assistance in applying to college/university and or for financial aid and or scholarships. Training to teach students to advocate for themselves in post-secondary settings.

Interagency Linkages

Includes but is not limited to DHS, Home based services, respite care, DSCC, other non-educational service providers.

The below mentioned services are listed in the Special Education Funding And Child Tracking System (FACTS) booklet under related services for reporting purposes, but are currently considered a part of ISVI=s instructional program.

Recreation

Recreation services are provided to assist students to learn to use their leisure and recreation time constructively. Recreation services include; the assessment of leisure function, therapeutic recreation services, recreation programs in school and community agencies; and leisure education. Recreation services are provided for all students within the ISVI instructional program and are not considered a related service (ISBE memo #05-4)

Acquisition of Daily Living Skills

Students at ISVI perform everyday activities such as preparing meals, doing laundry, using public transportation, and paying bills, etc. to assist in developing and acquiring skills for independent living. Daily living skills are provided within the ISVI instructional program and are not considered a related service. (ISBE memo # 05-4)

Adapted Physical Education

Physical education services are available to every student attending ISVI and are specifically designed to meet the needs of students with visual impairments. Services are provided for all students within the ISVI instructional program and are not considered a related service. (ISBE memo# 05-4)

Braille/Reader

Braille instruction and modification of materials required by an individual student to access the curriculum within ISVI's educational program are not considered a related service. (ISBE memo #05-4).

SECONDARY TRANSITIONAL EXPERIENCE PROGRAM (STEP)

At the ISVI, STEP is available to high school students 16 years of age and older. Students may receive high school credit and earn a training stipend while gaining work experiences and work habits at assigned workstations on the ISVI campus, such as in the dietary department, in offices, housekeeping, and laundry. Students may work a varied number of hours on a weekly basis in the STEP program. During the senior year, students may be assigned career internships at off-campus workstations at various businesses in the Jacksonville community.

TRANSITIONAL LIVING PROGRAM (TLP)

The transitional living program is an integral part of the total ISVI program and focuses on a realistic preparation of students for life in the work world. Students are eligible for TLP at age 16. The early introduction of the TLP builds confidence and allows students to progress more quickly in their transition plan. The TLP will enable students to experience opportunities designed for independence and the development of a responsible adult lifestyle and will be individualized to accommodate the particular needs of each student. Students will learn housekeeping, home management, meal planning and preparation, budgeting, consumerism and decision-making.

TRANSITIONAL LIVING CENTER (TLC)

The Transitional Living Center is the only facility of its kind in the state of Illinois. Students who have met their graduation requirements, have banked their diplomas to come to the 5th Year Program, and who exhibit the necessary independent skills will be placed in the TLC to live in independent apartment settings and gain additional skills. The primary focus of the TLC is community based employment and job readiness training. Students must work at least one quarter per school year and be limited to only two extra-curricular activities per school year to be eligible for TLC. Students in the TLC learn advanced cooking, cleaning, money management, self-care and self-advocacy.

Not all students in the 5th Year Program will reside in the Transitional Living Center. Some of the 5th Year Program students will reside in the boys' or girls' dorm. They may be transferred to the TLC once the academic and residential staff recognize significant growth in the skill areas needed in the TLC.

5th Year Program participants will be required to observe all ISVI rules as outlined in this handbook and the Handbook On: Rights, Responsibilities, Procedures and athletic activity eligibility will be governed by the IHSA and NCASB conference rules. (Refer to

www.ihsa.org and www.ncasb.org.) The students living in the TLC will also be required to agree to and sign the TLC Lease and Behavior Contract.

GOALS ADVOCACY TRANSITION EMPOWERMENT SHORTCOURSES (GATES)

During the 2008-2009 school year Illinois School for the Visually Impaired (ISVI) will offer a program of short-term services to students who are blind and visually impaired who attend local public schools. These courses will address the vision specific needs of students through direct one-on-one or small group instruction in the nationally recognized Expanded Core Curriculum for the Blind and Visually Impaired. Research has shown that students who are blind and visually impaired must be taught orientation and mobility, social interaction, and independent-living directly. Daily living skills such as shopping, dining, attending and participating in recreational activities are a right, not a privilege for students, including those who are blind and visually impaired. Responsibilities such as banking, taking care of health needs, and using public and private services are a part of a full life for all persons, including those who are blind or visually impaired. Adoption and implementation of the expanded core curriculum to students, who are blind and visually impaired, including those with additional disabilities, will assure students the opportunity to develop independence.

GATES short-courses will provide intensive instruction, on a 9-week basis, to help students acquire the skills needed to go back to their home school environment and to become independent and successful in the general education curriculum. Since skill acquisition is vertical in nature, students may benefit from different levels of the courses at different developmental levels; therefore, students with visual impairments, ages fourteen through twenty-one, may receive nine weeks of specialized instruction, per school year in the following areas: Activities of Daily Living, Orientation and Mobility, Visual Efficiency, Industrial Technology, Computer/Assistive Technology, and Career Exploration.

GRADUATION REQUIREMENTS

Students are not allowed to participate in graduation ceremonies unless ALL graduation requirements have been COMPLETED. A total of 24 credits are required for graduation. Students will receive 1/2 credit per semester for each class including Physical Education. Listed below are the requirements. An additional 5 credits must be met from the Expanded Core Curricula and Elective Courses offered.

English - 4 Credits

Math - 3 Credits

Social Studies - 3 Credits

Successful completion of the state and federal constitutions is required. Students are required to complete a research project to satisfy the writing intensive requirement of the Illinois State Board of Education.

Science - 2 Credits

PE - 4 Credits PE credit may be waived if student is medically excused from participation or IEP or Administrative Discretion

Health - 1 Credit

Fine Arts - 1 Credit

Consumer Economics – 1/2 Credit

Orientation to Family and Consumer Science/Food Prep – 1/2 Credit

These minimum courses apply to students attending ISVI. Requirements may be altered by an IEP.

With the approval of the administration, Hadley School for the Blind courses (or other correspondence courses) will only count toward graduation if the student is in his last year of school, (fourth or more) and is short one credit in a core subject. A correspondence course may not be used as a substitute for courses available to the student at ISVI.

Transfer students are generally expected to meet all graduation requirements of ISVI. However, in consultation with the referring local school district, requirements of the local district and the IEP, the student's graduation requirements may be altered with the approval of the Principal and/or Superintendent.

The state of Illinois requires an additional 2 credits in writing classes. ISVI has incorporated these credits into one English course and one social studies course.

GRADUATION CEREMONY

Students who have earned their high school graduation requirements at ISVI at the end of a school year will participate in the graduation ceremony. Those students may bank their diploma with ISVI and return for our 5th Year Program.

Students who are involved in the ISVI 5th Year Program will be recognized at the annual Awards Day program as participants in the 5th Year Program. They will not participate in the graduation ceremony.

5TH YEAR STUDENTS

Returning seniors (students enrolled for their fifth or sixth year in high school) may be enrolled in courses needed to meet graduation requirements, expanded core curriculum classes, and STEP/Work Study. Enrollment in Physical Education is permitted if less than 1.75 credits have been earned in Physical Education for 2007-08 juniors and seniors.

TRANSFER STUDENTS

Transfer students are generally expected to meet all graduation requirements of ISVI in order to receive an ISVI diploma. However, in consultation with the referring local school

district, requirements of the local district and the IEP, the student's graduation requirements may be altered with the approval of the Principal and/or Superintendent.

ISVI will accept credit from accredited schools and/or recognized schools. At the discretion of the principal, students transferring from a non-accredited and/or non-recognized school may be expected to pass an examination covering the content ordinarily included in the course in question before credit is approved.

CORRESPONDENCE COURSES

With the approval of the administration, Hadley School for the Blind courses (or other correspondence courses) will only count toward graduation if the student is in his last year of school, (fourth or more) and is short one credit in a core subject. A correspondence course may not be used as a substitute for courses available to the student at ISVI.

EARLY GRADUATION

A student seeking graduation in less than four years should see the principal.

No student will be permitted to graduate before the end of the 7th semester of high school. By May 1 of his/her junior year, a student wishing to graduate early must submit a letter of application, along with a transcript, and a detailed plan for meeting graduation requirements. Any application received after this date will not be accepted. Approval must be granted by both the principal and the superintendent. Early graduates will receive their diploma at commencement in May. Upon request, a copy of the official transcript will be granted.

GRADES - CLASSES

Students may receive a quarterly progress report in letter grade or narrative style. Areas of mobility, communication skills, fine motor development, socialization, and vocational development, general behavior, field trip experiences, and related services may also be included in reports.

Students within the Academic and Modified curriculum will receive a letter grade on the following scale: A-100 to 90%, B-80 to 89%, C-70 to 79%, D-60 to 69%, F-Below 60%. Students within the Functional curriculum will be graded on a P/F grading system with a Pass being 70+%.

Individual teacher conferences to discuss progress can be scheduled by contacting the Principal's office.

GRADE POINT AVERAGE

Courses earn units of credit each semester based upon the number of days per week that the class meets. Grades are assigned quarterly by the educator. Semester grades are entered on each student's official school transcript.

<u>Grade</u>	<u>Points</u>
A	4 points
B	3 points
C	2 points
D	1 point
F	0 points

*Grade Point Average is determined by dividing the total of all points by the total of credits attempted. (0.0-4.0)

Grade Point Average is determined at the end of each semester.

SCHEDULING/CLASS CHANGES

Students may enroll in a maximum of eight courses and must enroll in a minimum of six courses per semester.

Students enrolled in STEP (Student Transition Education Experience) or a work-study program may be released from school to meet work requirements.

Students may request class changes during the first five school days of each semester. Students dropping classes after the class change period will be dropped from the class with an "F". Students with no study hall may request to drop an elective for a study hall during the first fifteen (15) school days of each semester with no grade given. Students dropping a class for a study hall after the fifteen-day period will be dropped with an "F". A class change request form signed by the student and his/her parent/guardian must be submitted to the Guidance Office by the last change day in each semester.

HOMEWORK

Work assigned by teachers is to be completed by the designated time. Some of this work may be done in class and in study halls, while some may have to be done after school hours. Homework is to be expected by the student as part of his/her educational program. It is an opportunity to develop study habits in structured study time that can be useful in later life. Failure to turn in homework may result in a structured study after school.

OFF CAMPUS EDUCATIONAL OPPORTUNITIES

DISTRICT #117

Jacksonville School District #117, may offer an individual ISVI student the opportunity to participate in their educational programming. Due to the number of items to be taken into consideration when attempting to place a student in a District #117 class, all students' referrals are handled on an individual basis. While every feasible attempt will be made to enroll referred students within designated classes, placement is not guaranteed. ISVI students attending District #117 classes during ISVI's educational school day will be provided transportation to and from the ISVI campus. ISVI day students, who reside within the District #117 area, are expected to attend those classes and provide their own transportation on days district classes are in session but ISVI is not in session. In the event a district class meets prior to the start of the ISVI educational day, all students residing at home within District #117, are to provide their own transportation to their district class on a daily basis.

LINCOLN LAND COMMUNITY COLLEGE

ISVI works in conjunction with LLCC's Western Region Education Center at Jacksonville to provide information to assist qualifying students in the following areas: application for admission process, placement testing information and assistance. Admission to Lincoln Land Community College shall be open to ISVI Seniors and Fifth year seniors, age 18 or older, who can benefit from any of the programs offered at LLCC and have fulfilled graduation/IEP requirements. ISVI is **not** responsible for student financial assistance or transportation to and from LLCC classes. All students must seek ISVI administrative approval prior to enrolling in a LLCC class.

ISVI students desiring to enroll in any credit-bearing course need to be assessed in English, mathematics and reading unless they present appropriate ACT/SAT scores or previous academic experience that waives placement testing. The college and the student accept responsibility for placement of the student in courses and programs for which the student demonstrates academic preparedness. For a student who initially does not demonstrate preparedness for college-level work, the college reserves the right to restrict access to certain courses and programs.

ISVI students interested in attending LLCC need to start the process for admission through the Guidance Office no less than 8 weeks prior to the first day of the class. Students and Parent/Guardians seeking further information concerning ISVI's LLCC policy should contact the ISVI Principal, (217) 479-4437 or Guidance Counselor, (217) 479-4438.

For further information concerning all aspects of LLCC programs and policies contact:
Western Region Education Center - Jacksonville
32 N. Central Park Plaza, Jacksonville, IL 62650
217-243-6699 OR Toll Free 1-888-494-1622
Fax 217-243-6412
www.llcc.edu

COURSE DESCRIPTIONS – Core Curricula

Accommodation needs stated in the Individual Education Plan will be implemented in these courses of study and may directly affect the curriculum content.

ENGLISH - 100

111 – English I

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Prentice Hall*

Prerequisite: None

This course is designed for students who have average to above average skills. Emphasis for literature studies is placed on poetry, short stories, and Greek/Roman mythology. Additional course work includes grammar and grammar usage, spelling, vocabulary-building, and oral communications skills. Written communication skills develop theme and creative writing which incorporate the writing process.

112 – English I Modified

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Prentice Hall*

Prerequisite: teacher recommendation

This course is modified for students who have average to below average skills and is designed to meet the individual needs of the student. Literature studies include short stories, poetry, and a novel with an emphasis placed on developing both reading and comprehension skills. Students will work on developing written communication for a variety of purposes, strengthening basic grammar and on increasing vocabulary.

121 – English II

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Prentice Hall*

Prerequisite: English I or teacher recommendation

This course is designed for students who have average to above average skills. Literature studies are continued with emphasis placed on classic and modern novel studies, drama, and a novelette. Additionally, grammar and grammar usage, spelling, vocabulary-building, and oral communication skills are emphasized. Written communication skills continue to develop formal and creative writing styles, utilizing a writing process.

122 – English II Modified

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Prentice Hall*

Prerequisite: English I Modified and teacher recommendation

This course is modified for students who have average to below average skills and is designed to meet the individual needs of the student. Literature studies continue to emphasize reading and comprehension skills by reading a variety of genres. Students will work on developing written communication, on strengthening basic grammar and on increasing vocabulary.

131 – English III

Credit: .5 per semester - 2 semester course

Meets daily (5 days per week)

Text: *Prentice Hall*

Prerequisite: English II or teacher recommendation

This course, designed for students who have average to above average skills, includes the growth of the English language and the origin of words. Literature studies include comprehension, identification of the dominate literary elements, and genre style. Writing emphasis is creating poetry that reflects the poet's decisions on word choice, phrasing, content, and extended literary elements usage. The research process is studied with emphasis on the various phases of the research process, the writing process, and MLA and instructor guidelines.

132 – English III Modified

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Prentice Hall*

Prerequisite: English II Modified or teacher recommendation

This course is modified for students who have below average skills. Students will continue to work on developing written communication, strengthening basic grammar and increasing vocabulary.

141 – English IV

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Prentice Hall*

Prerequisite: English III or teacher recommendation

This course is designed for students who have average to above average skills. Several methods of writing are covered, including a research paper completed independently. Additionally, grammar and grammar usage, punctuation, and vocabulary are stressed. Critical thinking and listening skills continue to be emphasized. Oral communication skills are stressed with presentations being given to a variety of audiences.

142 – English IV Modified

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Prentice Hall*

Prerequisite: English III or teacher recommendation

This course is modified for students who have below average skills. It centers on the study of English literature. The development of written communication is continued. Grammar, grammar usage, punctuation and vocabulary are stressed.

MATHAMATICS – 200

201 –Math for Community Living

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Saxon Math 5/4* or other materials appropriate for student instructional level

Prerequisite: teacher recommendation or minimum score requirement on placement test

This course will provide individualized instruction according to student goals and objectives in the IEP to increase independence in a community setting by applying mathematical concepts to real life situations. Instruction may include money skills, time, measuring and use of scales, fractions, and basic problem solving skills. Continued development of basic math skills and number sense will be imbedded in instruction. Students will build a foundation of pre-algebra skills with concepts such as solving equations with variables, powers and square roots.

211 - General Math I

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Saxon Math 6/5*

Prerequisite: minimum score requirement on an individualized placement test, or teacher recommendation

General Math I includes topics such as divisibility, integers, prime and composite numbers, powers, roots, and probability. Solving word problems with equations is emphasized. Basic geometry concepts are included.

213 – General Math II

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Saxon Math 7/6*

Prerequisite: minimum score requirement on an individualized placement test, or teacher recommendation

General Math II is designed to introduce new concepts a student will need for upper-level algebra and geometry. Lessons expand the hands-on activities introduced in the primary and intermediate levels while placing an emphasis on content. Solving word problems with equations is further developed, involving two-step problems. Geometry skills are further developed.

214 – Pre Algebra Modified

Credit: .5 per semester - 2 semester course

Meets daily (5 times per week)

Text: *Saxon Math 87 with Pre-Algebra*

Prerequisite: Successful completion of Jr. High math Curriculum, minimum score requirement on individualized placement test, or teacher recommendations.

Pre-Algebra Modified is designed to build on arithmetic calculation, measurement, basic geometry and other conditional concepts and skills. The curriculum is presented at a

modified, individualized pace. This allows for repetition and practice of skills according to each individual student's needs.

215 – Pre-Algebra

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Saxon Math 8/7 with Pre-Algebra*

Prerequisite: Successful completion of Jr. High math curriculum, minimum score requirement on an individualized placement test, or teacher recommendation

Pre-algebra is designed to build on arithmetic calculation, measurements, basic geometry and other conditional concepts and skills. Extensive pre-algebra exercises are included. Operations with fractions are used extensively, as are problem-solving skills, ratios, probability, roots, and exponents. Geometry concepts are applied with formulas for simple figures, complex 2-dimensional figures, and solids. The curriculum includes using coordinate planes to graph points and lines.

222 – Algebra I Modified

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Saxon Math Algebra 1/2*

Prerequisite: Completion of Pre-Algebra, minimum score on an individualized placement test, or teacher recommendation

Algebra 1/2 covers all topics normally taught in pre-algebra, as well as additional topics from geometry and discrete mathematics (used in engineering and computer sciences). With pre-algebra, students can deepen their understanding of pre-algebraic topics. The curriculum includes: instruction and enrichment on such topics as compressions, approximating roots, polynomials, advanced graphing, basic trigonometry. This course will review and work with arithmetic skills and apply them to algebra and geometry. This course is designed to automate the use of fractions, mixed numbers, and decimals in all operations; automate procedures for solving simple word problems. Concepts of area, percent, ratio, and order of operations are introduced and the beginning concepts of algebra are practiced thoroughly. Fundamentals of geometry and real-world topics about percent and ratio will be covered.

231 - Algebra IA .5

Credit: .5 per semester - 2 semester course

Meets Daily7 (5 times per week)

Text: *Saxon Math Algebra I*

This course takes students through the Algebra I curriculum at a modified, individualized pace. Modified pace allows time for repetition and practice of skills according to each individual student's needs. Geometry skills are integrated into the Algebra I curriculum and will be included in this course as well.

233 - Algebra IB .5

Credit: .5 per semester - 2 semester course

Meets Daily7 (5 times per week)

Text: *Saxon Math Algebra I*

Prerequisite: Successful completion of Algebra IA .5.

Algebra I.B is a continuation of Algebra I.A. The Algebra I curriculum will be continued in this course at a modified, individual pace. Geometry will be integrated into the curriculum.

235 – Algebra I

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Saxon Math Algebra 1/2*

Prerequisite: Successful completion of Pre-Algebra, minimum score requirement on an individualized placement test, or teacher recommendation

Algebra I covers all topics in a first year algebra course, from proofs, statistics, and probability to algebra-based real-world problems. Students begin developing the more complex skills and understanding required for advanced mathematics. Signed numbers, integer exponents, solving equations and system of two linear equations in two unknowns and their graphs will all be heavily emphasized. Basic geometry-perimeter, area, surface area, and volume of irregular geometric solids are addressed throughout the course. Students completing Pre-Algebra and Algebra I will have studied the equivalent of one semester of informal geometry. Other topics include scientific notation, ratio, percent, variation problems and unit conversion. Problem solving is emphasized throughout the course.

236 - Geometry I

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: *Saxon Geometry*

Geometry I covers all topics in first year geometry course from Identifying and applying the associative, commutative, and distributive and identity properties of real numbers, including special numbers such as pi and square roots to being able to design a statistical experiment to answer a question about a realistic situation, conduct an experiment, use statistics and interpret data and communicate the results, individually and as a member of a team.

241 – Algebra II

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Saxon Math Algebra II*

Prerequisite: Successful completion of Algebra I, minimum score requirement of an individualized placement test, or teacher recommendation

Algebra II covers all topics that are traditionally covered in second-year algebra. All concepts of geometry are covered in depth. Fundamental trigonometry concepts are also included, including trigonometric ratios, conversions from rectangular-to-polar and polar-to-rectangular coordinates, addition of vectors, and similar triangles. Students completing Algebra II will have studied the equivalent of one semester of informal geometry. Ample time is spent developing geometric concepts and writing proof outlines. Real-world problems are included along with applications to other subjects such as physics and chemistry. This course completes the automation of the fundamental skills of algebra. Solving uniform motion and chemical mixture problems are emphasized.

243 – Advanced Mathematics (Pre-calculus)

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: Saxon Math Advanced Mathematics

Prerequisite: Successful completion of Algebra 2 or minimum score requirement on an individualized placement test.

Advanced mathematics is designed to continue teaching the concepts and skills necessary for calculus, chemistry, and physics. Emphasis is on problem solving and the development of thought patterns. New skills include functions, matrices, statistics, and use of graphing calculator, two-column proofs. The curriculum provides an in-depth use of trigonometry, logarithms, analytic geometry, and upper-level algebraic concepts. This course is designed to be completed in three, four or more semesters.

SCIENCE - 300

311 – Physical Science I

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Holt Earth Science*

Offered: Each year

Prerequisite: Freshman status. This course introduces high school students to a broad range of topics, including matter, motion, forces, work, machines, energy, the atom, waves, sound, and light.

312 – Physical Science I Modified

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Offered: Each year

Text: *Holt Physical Science*, as well as supplemental materials

Prerequisite: Freshman status (311 or 312 required beginning with Class of 2011)

This course is modified for students with below average reading and math skills. This course introduces high school students to the broad range of topics, including matter, motion, forces, work, machines, energy, the atom, waves, sound, and light.

321 – Life Science I

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Holt Life Science*

Offered: Each year

Prerequisite: Physical Science (321 or 322 required for Classes of 2010)

This course introduces high school students to processes of scientific inquiry, use of technology in science, living organisms, the cell, cell processes, Mendelian genetics, genes and DNA, classification, and human body systems.

322 – Life Science I Modified

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Holt Life Science*

Offered: Each year

Prerequisite: Physical Science (321 or 322 required for Classes of 2010)

This course is modified for students who have below average reading and math skills. This course introduces high school students to processes of scientific inquiry, use of technology in science, living organisms, the cell, cell processes, Mendelian genetics, genes and DNA, classification, and human body systems. This course will use materials from a variety of sources.

330 – Biology I Modified

Credit: .5 per semester - 2 semester course

Meets daily (5 times per week)

Text: *Biology the Dynamics of Life*

Offered: As needed

Prerequisite: Completion of Life Science and Junior/Senior status or teacher recommendation.

This course will cover the topics of scientific inquiry and the use of technology in science, classification, viruses, bacteria, protists, fungi, plants, invertebrates, vertebrates and the human body. The curriculum is presented at a modified, individualized pace. This allows for repetition and practice of skills according to each individual student's needs.

331 – Biology I

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Biology The Dynamics of Life*

Offered: Each year

Prerequisite: Completion of Life Science and Junior/Senior status or permission of teacher. This course will cover the topics of scientific inquiry and the use of technology in science, classification, viruses, bacteria, protists, fungi, plants, invertebrates, vertebrates and the human body.

343 – Biology 2

Credit: .5 per semester - 2 semester course

Offered: 2009-10, 2011-12

Meets Daily (5 times per week) plus 1 lab per week

Prerequisite: Biology 1

Text: Glencoe: The Dynamics of Life

This course will cover in depth the topics of ecology, cells, and genetics.

351 - Horticulture

Credit: .5 per semester - 2 semester course

Offered: Each year

Meets Daily (5 times per week)

Prerequisite: 2 years of high school science

This course will cover the topics of soil types, plant identification, plant growth and development, plant nutrition, media selection, pest management, chemical disposal, career exploration, and greenhouse plant production and sales.

352 - Horticulture Modified

Credit: .5 per semester - 2 semester course

Offered: Each year

Meets Daily (5 times per week)

Prerequisite: 2 years of high school science

This course will cover the topics of soil types, plant identification, plant growth and development, plant nutrition, media selection, career exploration, and greenhouse plant production and sales. In addition, money and customer relations will be included in this course.

361 - Earth Science 1

Credit: .5 per semester - 2 semester course

Offered: 2010-11, 2012-13

Meets Daily (5 times per week)

Prerequisite: Junior/Senior status or permission of teacher

Textbook: Holt Earth Science

This course will cover the topics of the solar system, water systems, minerals, landmasses, erosion, earthquakes, plate tectonics, and volcanoes.

362 - Earth Science 1 Modified

Credit: .5 per semester - 2 semester course

Offered: 2010-11, 2012-13

Meets Daily (5 times per week)

Prerequisite: Junior/Senior status or permission of teacher

This course is modified for students with below average reading and math skills. The course will introduce the topics of the solar system, water systems, minerals, landmasses, erosion, earthquakes, plate tectonics, and volcanoes. This class will use a variety of materials.

371 - Introduction to Chemistry

Credit: .5 per semester - 2 semester course

Offered: Each year

Meets Daily (1 times per week) and 1 lab per week

Prerequisite: Completion of Pre-Algebra with B or higher; enrollment in Algebra, at least 2 years of science with B or higher average, and permission of teacher

This course will cover the topics of gas laws, atoms, molecules, and chemical equations, periodic table mole concept, atomic structure, solutions, energy in chemical processes, acids and bases, oxidation-reduction, career exploration, and report writing.

381 - Independent Study for Science

Credit: .5 per semester - 2 semester course

Offered: each year

Meets: TBA

To be designed by student and teacher with permission of principal.

SOCIAL SCIENCE - 400

411 – World Culture/Geography

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Pearson World Geography*

This course is a study of physical geography and the development of the world's major cultural regions. Included is a review of basic geographical skills. There is a special emphasis on current political and economic developments in these regions. The historical origins of these developments are studied.

412 – World Culture /Geography Modified

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Pearson World Geography*

Prerequisite: Teacher recommended

This course is modified for students who have below average skills. This course is a study of physical geography and attention will be given to state, regional and local geography. The topics of land, water, air climate, food, energy and population are studied.

421 – US Government

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Pearson American Government*

The Government course presents a basic knowledge of U.S. national, state and local government, and how each level operates in our federal system. It focuses on our political party system and elections and on the role of each U.S. citizen, both as to one's rights and responsibilities as a participating member of our society. Students study the structure, content, and concepts embodied in the federal and Illinois constitutions and learn about our state's history, geography and economic and social setting. Constitutions are studied and students must pass constitution tests to meet requirements of ISBE.

Current events are discussed and debated regularly so as to make the students aware of the importance current events can have on the individual, the nation, and the world.

422 – US Government Modified

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *Pearson American Government*

Prerequisite: Teacher recommended

This course is modified for students who have below average skills. Students learn the basics of citizenship at the local, state and federal levels. The Illinois and U.S. Constitutions are studied and students must pass constitution tests to meet requirements of ISBE.

431 – American History

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *The Americans*

The Americans explores the story of United States history, weaving the reflections of people who experienced history firsthand. Thought-provoking lessons make history human and relevant to students' everyday lives, helping them realize the richness of our nation's history.

The Americans makes history human through the personal voices of ordinary and extraordinary Americans who played a key role in, or were affected by, past events. Inspiring accounts make history come alive as students examine daily life in different eras and discover how the past has influenced the present. Students are required to complete a research project to satisfy the writing intensive requirement of the Illinois State Board of Education. This project will be completed within this class.

432 – American History Modified

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: *The Americans*

This course is modified for students who have below average skills. This course is an overview of the events during the past 400 years of U.S. history.

433 – Consumer Education

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: TBA

This course focuses on the student's role as a citizen, family member, consumer, and active participant in the work and business world. The intent is to inform students of their various economic and financial responsibilities in the marketplace. Possible units students will study include the United States economy, advertising, budgeting, banking services, credit, investing, housing, buying major items, food purchasing, income tax preparation, and insurance.

434 – Consumer Education Modified

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: TBA

This course is modified for students who have below average skills and is designed to meet the individual needs of the student. This course focuses on the student's role as a citizen, family member, consumer, and active participant in the work and business world. Possible units students will study include budgeting, banking services, credit, food purchasing, income tax preparation, and insurance.

441 – World History

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text:

Prerequisite: Teacher recommended

This course is a traditional, chronological survey of the world's history. The textbook traces the cultural development of the world's major civilizations up to about 1500, at which time it then analyzes the rise of European Civilizations to worldwide prominence and power. Good reading skills and a genuine interest in history are required.

PHYSICAL DEVELOPMENT AND HEALTH - 500

501 – Adapted Physical Education

Credit: .50 per semester - 2 semester course

Meets Daily (5 times per week)

The curriculum for High School students incorporates activities in individual, partner and group settings. The focus is on the social, emotional, and overall fitness of each student. Activities in the curriculum include but are not limited to: swimming, weight lifting/strength training, fitness and life skill activities, tumbling, and gymnastics, various projectile activities, individual stunts and apparatus work, basic Yoga and Pilates, body bars, jump rope, ball handling and object control skills, track and field, rhythmic activities, cup stacking, dance, wrestling, aerobics, climbing, creative movement, Raabe ball, goalball, volley tennis and beep baseball. In addition, the following tests may be administered to students: AAHPERD, Buehl's, TGMD, AAU fitness test, and the ISVI fall and spring fitness checklist. Requirements: Students are required to attend class on a daily basis where they will dress out and shower at the end of class. Students are required to wear appropriate gym shoes. Students who need special equipment such as sports goggles, swim goggles, earplugs, etc should have them available for each P.E. class.

521 – Health

Meets Daily (5 times per week) - 2 semester course

Text: Glenco Health

Credit: .5 per semester

Prerequisite: None

An attempt is made to establish sound health habits and attitudes by including in the course the following topics: what is a healthy lifestyle and behavior and risk taking, decision making, setting goals, and character building, being a health-literate consumer, physical activity and nutrition (including information on anabolic steroids), nutrition and your health, body image and eating disorders, mental and emotional health and problems, safe and healthy relationships, violence prevention, growth and development, human sexuality (puberty, male and female reproductive systems, pregnancy prevention, Safe Haven Law), tobacco, alcohol, and other drugs, diseases and disorders (communicable, non-communicable) and injury treatment and prevention.

522 – Health Modified

Credit: .5 per semester - 2 semester course

Meets Daily (5 times per week)

Text: None

Prerequisite: None

This course is modified for students who have below average skills. An attempt is made to establish sound health habits and attitudes by including, in the course, the following topics: what is a healthy lifestyle and behavior and risk taking, decision making, setting goals, and character building, being a health-literate consumer, physical activity and nutrition (including information on anabolic steroids), nutrition and your health, body image and eating disorders, mental and emotional health and problems, safe and healthy relationships, violence prevention, growth and development, human sexuality (puberty,

male and female reproductive systems, pregnancy prevention, Safe Haven Law), tobacco, alcohol, and other drugs, diseases and disorders (communicable, non-communicable) and injury treatment and prevention.

FINE ARTS – 600 & 700

601 – Art Appreciation

Credit: .5 per semester - 1 semester course

Meets Daily (5 times per week)

In this course students learn the art history time line from Pre-Historic Art, up through European and American Post-Modern Art, to get an overall perception of art through the ages and to help us understand how and why art is what it is today. Students learn identifying factors of the art periods and then of prime artists in each period. Correlating art projects may be incorporated through the semester.

602 – High School Art Modified

Credit: .5 per semester - 1 semester course

Meets Daily (5 times per week)

This course focuses on art for the student with multiple disabilities. The art lessons and projects given will be modified from the high school art courses listed, according to the abilities of the students within the class. Professional grade art materials may or may not be used in this course.

611 – General Art I

Credit: .5 per semester - 1 semester course

Meets Daily (5 times per week)

Prerequisite: Art Appreciation

In this course, students learn: principles of art, perspective, creating illusions of depth, compositional format, elements of design, the color wheel, rules of color mixing and paint mixing, the effects of light and dark, high lights, shadows and shading, the use of drawing pencils and a variety of medium techniques.

613 – General Art II

Credit: .5 per semester - 1 semester course

Meets Daily (5 times per week)

Prerequisite: General Art I

This course focuses on particular art mediums and techniques and provides beginners with a more intense study and skill training in various mediums including a choice of acrylic and oil painting, pastel and charcoal, oil pastel, pencil drawings and silverpoint, printmaking, scratchboard, photography, mixed media, wire sculpture, clay building, potter's wheel throwing, and more.

619 – Clay/Pottery/Sculpture

Credit: .5 per semester.

Pre-requisite: General Art II

This course focuses on clay building techniques and potter's wheel throwing. It also teaches clay preparation, slip casting from pre-cast molds and student made molds, glazing and fundamentals of firing. Sculpture is featured in this course, though it isn't exclusively clay. It includes a variety of sculpture media, such as wire sculpture, papier mache', cardboard and/or plaster of Paris, mixed media and more.

621 - Advanced Art I

Credit: .5 per semester - 1 semester course

Meets Daily (5 times per week)

Prerequisite: General Art II

This course is an individualized study of art, which focuses on one or a few desired media of student's choice. It involves an intense training and use of the elements of art and creativity with this medium. Students may explore perceptual theories pertaining to various experiences and emotions of human life, as well as those of animals or objects, as in the world of fantasy; including supernatural subject matter. Students may also explore various resolutions to attain the desired atmosphere and symbolism in their works of art.

623 – Advanced Art II

Credit: .5 per semester - 1 semester course

Meets Daily (5 times per week)

Prerequisite: Advanced Art I

This course is an individualized study of art, which focuses on one or a few desired media of student's choice. It involves further exploration of an intense training and use of the elements of art and creativity with this or other medium. Students may further explore perceptual theories pertaining to various experiences and emotions of human life, as well as those of animals or objects, as in the world of fantasy; including supernatural subject matter. Students may also explore additional resolutions to attain the desired atmosphere and symbolism in their works of art.

631 – Advanced Art III

Credit: .5 per semester - 1 semester course

Meets Daily (5 times per week)

Prerequisite: Advanced Art II

This course continues the individualized study of art attained through Advanced Art II, further developing and broadening the student's knowledge, experiences and abilities that he/she has attained through Advanced Art II to better create pieces of art.

641 - Vocational Art Marketing

Credit: .5 per semester - 1 semester course

Meets Daily (5 times per week)

Prerequisite: General Art II

This course provides information on various marketable arts; how to discover what's selling, art on the Internet, starting an art business and hands-on experience with various art mediums. Field trips to various art businesses may be included.

701 – Community Choir

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Community chorus is a beginning choral ensemble for junior high and high school students. Students study a variety of styles of unison choral music for mixed voices and learn fundamentals of performance. Participation in 3 concerts per year is required. Daily attendance is crucial.

702 – Concert Choir

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Prerequisite: admission by audition only

Concert Choir is an advanced choral ensemble for junior high and high school students. Students study a variety of styles of 3 and 4-part choral music for mixed voices and learn fundamentals of performance. Participation in 3 concerts per year and singing at graduation is required (unless prearranged with teacher at least 2 months in advance). Daily attendance is crucial.

703 – Music Theory

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Prerequisite: teacher recommendation

This class is offered to students who want to study music in college. It covers the fundamentals of music notation, major and minor scales, fingerings, chords, ear training and basic piano skills. This class is available by teacher recommendation only.

704 – Drama

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Prerequisite: None

This class is open to high school students. The class covers the history of drama, elements of drama, physical aspects of staging a play, learning and performing monologues and small skits, the art of improvisation and how to select a play. Sometimes the class will learn and present a one-act play. This is optional and depends on the size of the class and interest from the student body.

COURSE DESCRIPTIONS – EXPANDED CORE CURRICULA

COMPENSATORY ACADEMIC SKILLS - 1000

1001 – Study Hall

1002 – Study Skills

Credit: .1 credit per day of week per semester – 2 semester course

Meets 1 to 5 days a week as needed

Text: None

Prerequisite: Teacher recommendation

This course offers helpful strategies for students covering topics such as organization, note-taking skills, test taking skills, time management, memory, listening, and writing.

1003 – Braille

Credit: .1 credit per day of week per semester – 2 semester course

Meets 1 to 5 days a week as needed

Text: *The Mangold Developmental Program of Tactile Perception and Braille Letter Recognition Braille Too*

Additional texts available: *Braille FUNdamentals, The Braille Connection, Specific Skills Series, Literary Braille Practice Sentences*

Prerequisite: Braille instruction is determined on a case-by-case basis for each student by the team at the annual Individualized Education Plan meeting.

This course is designed to provide formal Braille Instruction in Grade 1 and Grade 2 Braille. Students learn to read and write the Braille contracted code following rules and regulations. Students learn to use the Perkins Braille Writer. Activities include introductory and sentence practice pages, drill pages, writing practice, supplemental reading, and tests. When the student has completed learning the Braille code, a cumulative test is administered.

Upon completion of learning the Braille code, students work on increasing their reading and writing rates. Students read magazine articles or books of their choice at their appropriate reading level.

Students receive instruction in using the Perkins Braille Writer and slate and stylus in order to increase writing rates. Lessons include writing journal entries, dictated sentences, copying sentences, note taking, writing shopping lists, phone numbers, etc. Instruction is individualized.

Nemeth Code Braille is learned in the core mathematics class through practical application as is Braille music notation learned in music class.

1004 – Literacy Class

Credit: .1 credit per day of week per semester – 2 semester course

Meets 1 to 5 days a week as needed

Text: None

Prerequisite: Teacher recommendation

This class is for students who need to improve their language arts. Students are selected for literacy based on assessment/review of records/teacher recommendation. An individual educational plan is developed for each student. Using a variety of learning materials and equipment, students work to improve their reading, writing, spelling, and/or grammar skills.

1005 – Accelerated Reader

Credits: .1 credit per day of week – 2 semester course

Meets 1 to 5 days a week as needed

Text: None

Prerequisite: Minimal ability to listen and communicate answers

Reading assessments are reviewed or given to determine students' individual reading levels. Guidance in selecting appropriate reading materials is provided by the teacher.

1007 -Transition Planning

Credit: .5 per semester

Meets daily

Pre-requisite: High school age

This individualized course is designed to provide students with the opportunity to develop and refine skills related to their transition goals. Some of these skills may include but are not limited to the following: Braille, orientation and mobility, assistive technology, signature writing, study skills, post-secondary educational planning, or self-advocacy.

1008 - Resource – Transition Living Program

Credit: .5 per semester

Meets daily

Pre-requisite: High school senior

The Transition Living Program assists young people who are blind or visually impaired to make an effective transition from secondary school to adult life and the world of work. The program prepares these young consumers who are at least a senior in high school or who have earned all of their high school credits and attend ISVI for additional skill development. These students are provided with:

- opportunities for career exploration
- opportunities to gain work experience while in high school
- feedback about the consumer's current academic, vocational, and independent living skills
- training in skills needed to achieve their goals and adaptive tools to achieve their goals.

SOCIAL INTERACTION SKILLS – 1100

1101 – Social Interaction Skills

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: *Learning Basic Social Skills*

Prerequisite: None

This class will cover areas in social skills such as looking your best, choosing and caring for clothing for work, getting along with others, developing conversation skills, and having a good work attitude.

RECREATION AND LEISURE SKILLS– 1200

1211 – Leisure Time Activities

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: *Learning Basic Social Skills*

Prerequisite: Social Skills

This class covers skills and knowledge essential for leisure time activities that are classified as individual and dual activities. Students will learn how to select and assess personal interests, establish a list of interests and draft a management plan.

1221 – Management of Leisure Time

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: *Learning Basic Social Skills*

Prerequisite: Leisure Time Activities

Students will learn skills that will improve planning, assertiveness, accessing the community and gaining greater control of their leisure time activities. The class will allow students to plan and examine personal interests and how those interests can be implemented into their lives through a management plan.

ASSISTIVE TECHNOLOGY, TECHNOLOGY AND WORD PROCESSING – 1300

WORD PROCESSING

1311– Keyboarding and Formatting

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Software: Corel Word Perfect for Windows (Version 8.0), Microsoft Word, or newest version available

Hardware: PC, ink-jet printer

Assistive Software: Zoom-Text, Window-Eyes and/or JAWS

Prerequisite: None

This course is designed to assist students in developing basic keyboarding skills utilizing a personal computer. Course instruction is totally individualized to meet the needs of each student. The instructional focus employs touch-keyboarding methods and techniques while progress is self-paced. Students learn alphabetic, numeric, and the function row of keys, reinforcing individual key locations with the appropriate and

corresponding reaches. Students become proficient in the use of the mouse as well as hot-key combinations. Application skills include creating, printing, saving, editing, and deletion of basic straight-text documents, bold print, underlining, and italics, spell-checking and the thesaurus. Practice activities replicate business standards (spelling, punctuation, spacing, and sentence, paragraph, and document structure) in order to provide for a direct transfer of vocational skill development. The ISAFE program (which is an internet safety program) will also be incorporated into the curriculum so that students will be aware of the need for security while using the internet.

1321– Information Processing I

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Software: Corel Word Perfect for Windows (Version 8.0), Microsoft Word, or newest version available

Hardware: PC, ink-jet printer

Assistive Software: Zoom-Text, Window-Eyes and/or JAWS

Prerequisite: Must have completed Keyboarding and Formatting 1311 with a C or above, or teacher recommendation

This course is designed to expose students to a variety of procedures and skills. Students learn to perform disk and drive maintenance operations, creating back-up files, file management and organization through renaming files, developing file folders and sub-folders, and moving files. Strong emphasis is placed on the development of speed and accuracy with an equivalent concentration on improvement of proofreading skills. Students operate audible dictation-transcription equipment. Application skills include formatting and production of personal and business letters, letters with special features and notations, memorandums, envelopes, resumes, centering–vertical and horizontal, outlining, research paper production, tables, and columns. Students receive course instruction on accessing the internet for research and education purposes, as they learn to perform topical and advanced searches. ISAFE is again reinforced to insure the students are aware of internet safety issues. Additionally, students utilize electronic mail by creating, sending, printing, reading, deleting, replying, and forwarding e-mail messages. Students' completed homework assignments are submitted daily and weekly to the teacher via e-mail attachments. E-mail management and organizational skills are addressed as students learn to create appropriate e-mail folders and sub-folders, moving such messages as needed.

1331 – Information Processing II

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text:

Software: Corel WordPerfect for Windows, Version 8.0, Microsoft Word, or newest version available.

Hardware: PC, ink-jet printer,

Assistive Software: Zoom-Text, Window-Eyes and/or JAWS

Prerequisite: Must have completed Keyboarding and Formatting 1311 with a C or above, or teacher recommendation.

This course is designed to expose students to a variety of procedures and skills. Information Processing II is more detailed in its approach to all of the areas covered in Information Processing I and goes into the more current practical reasons for outlines, term papers, reports, letters, etc. Information Processing II coordinates with English classes in many areas to help with projects and research papers that the students are responsible for during the junior and senior years of high school. Information Processing II also shows the practice use of these learned methods for entering into the world of work and higher educational needs. Again, ISAFE is reinforced to show the need for security for students when using the internet.

TECHNOLOGY

1312 – Assistive Technology I

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Texts: * indicates main texts. + indicates supplemental materials

* *Windows XP Concepts With JAWS*, Dewitt and Associates

* *Windows XP Concepts With Window-eyes*, Dewitt and Associates

* *Windows-xp Concepts With Zoomtext*, Dewitt and Associates

* *Internet Explorer With Zoomtext*, Dewitt and Associates

* *Outlook Express With JAWS*, Dewitt and Associates

* Manual adapted by Dan Thompson from Talking Dictionary By Primer Technology 2005 (supplements by Dan Thompson)

* *Kurzweil Educational Systems Version 11 Manual 2007*

+ *Duxbury Embossing Minc Manual 2006*

+ *Outlook Express with Window-eyes or JFW* by Brian Hartgen, copyright and printed in 2002

+ *Windows 97 through Windows XP and Word 2003 from the Keyboard* by John Wilson, second edition, copyright and printed 2005

+ *Computer Basics from the Keyboard* by John Wilson, copyright and printed in 2005

+ *VISTA (Visually Impaired Student's Assistant)* by Dan Thompson 2007, contains several handouts for new blinded young adults, or anyone wishing to get the basics for the keyboard with several popular programs used by the blind/low vision computer user.) This covers windows navigation/editing/help keys, screenreading reading/movement/help keys, Duxbury Embossing Software, Kurzweil Scanning, Basics for Beginners in Wordperfect/MS Word, Screen Enlargement, Internet Explorer, HumanWare, Braille Note/Voice Note, and Freedom Scientific PacMates, Icon Mobile Manager and Icon Braille Plus, GWMicro's Voice Sense/Braille Sense, Victor Stream, Victor Classic, Plextor Pocket, and Franklin Speller.

+ *DPI Instructional Services Computer - Technology Skills Resources Computer Terms Glossary 2007*

+ *Wordperfect with Window-eyes or JFW* from the Iowa Department of Rehabilitation Assistive Technology Project, copyright and produced in 2002

+ *Zoomtext from a Blind Perspective and Keyboard User* by Kathy Anne Murtha, copyright 2003-04

+ *Internet Fundamentals with JFW 6.1* from Iowa Department of Rehabilitation, copyright 2005

- + *Internet Fundamentals with Window-eyes 5.0* from Iowa Department of Rehabilitation, copyright 2005
- + *Windows 98 XP Accessibilities* from Microsoft Corp., copyright 2006
- + *Eudora E-mailing with Window-eyes or JFW* by Bryan Hartgen, copyright and produced in 2004

Prerequisite: 1 semester of keyboarding

This course is designed to provide in-depth instruction addressing the composition of a computer station, computer terms/basic glossary, windows navigation/editing keys, Window-Eyes hot keys, Jaws for Window hot keys, Zoom Text hot keys, the campus e-mailing program, Primer Technology's Talking Dictionary 2005, Duxbury Embossing Software, Kurzweil Scanning Software, Internet Explorer Access, and basics of word processing

1322 – Assistive Technology II

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: * indicates main texts. + indicates supplemental materials

- * *Microsoft Word 2003 and Microsoft Word 2007 with JAWS*, Dewitt and Associates
- * *Microsoft Word 2003 and Microsoft Word 2007 with Zoomtext*, Dewitt and Associates
- * *Window-wise with Window-eyes* by Bryan Hartgen copyright 2002
- + *Zoomtext from a Blind Perspective and Keyboard User* by Cathy Anne Murtha, copyright 2003-4
- + *Jaws Scripting Audio* by Jim Snowbarger 2006
- + *Jaws Scripting More In-depth* by Kenneth A. Gould, copyright 2000 by Freedom Scientific Inc.,

Prerequisite: Technology I

This level covers very in-depth instruction in either Zoomtext Screen Enlargement Software, Window-eyes (screen reader) or Job Access for Windows (screen reader.) This is different from level one of technology instruction in that it is very detailed in making use of advanced configuration changes, writing JFW scripts, Window-eyes set files or Zoomtext profiles as they are used with Window Eyes, Jaws, and Zoomtext.

Students are also required to research an article/topic on assistive technology or technology related to visual impairment once a week and turn in a summary plus the article. This is intended to keep students aware of current trends in Assistive Technology and enhance the potential of them advocating for themselves.

1332 – Assistive Technology III

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: * indicates main texts. + indicates supplemental materials

- * *Excel With JAWS*, Dewitt and Associates
- * *Acrobat Reader 5.5 with JFW 4.1 and Above* from Iowa Department of Rehabilitation, copyright 2005
- * *Adobe Acrobat with Window-eyes Version 4.5*, Copyright 2005 by Iowa Department of Project Assist
- * *Adobe Audition Sound Editing Adapted Manual* by Adobe, copyright 2005-06

- * Audio Editing/copying/cutting/pasting from the Keyboard by John Wilson copyright 2005
- * Window-eyes with Microsoft Excel by the Iowa Department of Rehabilitation Copyright 2004
- * Sonar 4 Audio Manual 2006
- * Ebay Online by Cathy Anne Murtha, copyright 2004
- * Microsoft Excel With Zoomtext Dewitt and Associates
- * Sound Forge Sound Editing with Window-eyes or JFW by John Mosen, copyright 2002
- *Text-To-Audio By Premier Technology 2005
- + *Excel 2002 with JFW 6.0* from Iowa Department of Rehabilitation, copyright 2006

Prerequisite: Technology II

Topics in this level address Ebay, sound editing programs, Microsoft Excel, Acrobat Reader as they are used with Window Eyes, Jaws, and Zoom Text.

Students are also required to research an article/topic on assistive technology or technology related to visual impairment once a week and turn in a summary plus the article. This is intended to keep students aware of current trends in Assistive Technology and enhance the potential of them advocating for themselves.

1342 – Assistive Technology IV

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: * indicates main texts. + indicates supplemental materials

- * *Frontpage 2002 with Window-eyes* from Iowa Department of Rehabilitation Project, copyright and produced in 2005

Technology Project, copyright and produced in 2003

- * *JFW most current version with Powerpoint 2003* from Kathyanne Murtha, copyright 2008

- * *Microsoft Access Expert 2002 with Window-eyes or JFW*, copyright 2005 from the Iowa Department of Rehabilitation

- * *HTML Mini-chapters from the Internet, 1996-2001* by Dave Kristula copyright 2001

- * *HTML Made Easy* by Cathy Anne Murtha, copyright 2000

Prerequisite: Technology III or teacher recommendation

Students preparing to take this level of technology must be familiar with Job Access With Windows (JFW) Version 5.1 or above.

1. Understand and use windows 98-xp concepts.
2. Have a high comfort level using dialog boxes.
3. Able to use menus and menu commands.
4. Familiar with JFW features such as reading keystrokes, verbosity settings, and configuration files.

This level addresses all the features of Power Point, Front Page, introduction to Access and HTML as they are used with Window Eyes, JFW and Zoomtext.

This level addresses all the features of Acrobat Reader 5.0 and above from the keyboard as it is used with JFW 5.1 and above.

Students are also required to translate at least one pdf file per week regarding assistive technology or technology related to visual impairment once a week and turn in a summary plus the article. This is intended to keep students aware of current trends in Assistive Technology and enhance the potential of them advocating for themselves.

1352 – Technology for Independence

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: * indicates main texts. + indicates supplemental materials

- * *Milestone Voice Recorder/MP3 Player and Portable Bookstorage Device Abridged Manual* by Dan Thompson 2007
- * *APH Bookport Abridged Manual* by Dan Thompson 2007
- * *Audio Editing/Copying/Cutting/Pasting from the Keyboard* by John Wilson, copyright 2005
- * *Computer Basics from the Keyboard* by John Wilson, copyright and printed in 2005
- * *DPI Instructional Services Computer - Technology Skills Resources Computer Terms Glossary 2007*
- * Victor Stream/Victor Classic
- * Plextor Pocket
- * *VISTA (Visually Impaired Student's Assistant)* by Dan Thompson 2007, (contains several handouts for new blinded young adults, or anyone wishing to get the basics for the keyboard with several popular programs used by the blind/low vision computer user.) This covers windows navigation/editing/help keys, screen reading reading/movement/help keys, Duxbury Embossing Software, Kurzweil Scanning, Basics for Beginners in Wordperfect/MS Word, Screen Enlargement, Internet Explorer, Humanware, Freedom Scientific, GWMicro and Levelstar Notetakers/PDA's
- * *Windows XP Concepts With JAWS*, Dewitt and Associates
- * *Excel With JAWS* Dewitt and Associates
- * *Outlook Express With JAWS* Dewitt and Associates
- * *Windows-xp Concepts With Window-eyes* Dewitt and Associates
- * *Internet Explorer With Window-eyes 5.0*
- * *Windows-XP Concepts With Zoomtext* Dewitt and Associates
- * *Internet Explorer With Zoomtext*, Dewitt and Associates
- * *Microsoft Excel With Zoomtext*, Dewitt and Associates
- + *Basic Computer Curriculum Guide* By James Carreon, Joan Anderson, Jerry Kuns California School for the Blind January 2005
- * *Windows 98 XP Accessibilities* from Microsoft Corp., copyright 2006
- * *Talking Checkbook* by Primer Technology, copyright 2005
- * *Text-To-Audio* by Primer Technology 2005 Know Your Computer Terms
- * *Talking Dictionary* By Primer Technology 2005 (supplements by Dan Thompson)
- * *Money Talks* from APH, abridged manual by Dan Thompson 2007
- * *Color Identifier and Light Detector*, abridged manual by Dan Thompson 2007
- * *Note Teller II Abridged Manual* by Dan Thompson 2007
- * *Guide of e-text* by Dan Thompson, 2007
- * *Assistive Technology Reference Guide* by Dan Thompson 2009
- * Franklin Speller

Prerequisite: Instruction in the level of Technology is intended for students enrolled in the Transitional Living Program.

Topics addressed include: computer station (monitor, keyboard, mouse, speakers, printer, scanner, etc. Windows navigation/editing/help keys, adaptive software reading/movement/help keys (screen enlargement, screen reading, embossing and voice recognition), emailing, money management software, basics of Microsoft Excel for budgeting, basics of Windows problem solving, computer glossary, word processing basics for beginners (WordPerfect/MS Office 2003), scanning, audio editing, electronic note taker, portable book storage/reader, AFB Guide to Assistive Technology most current issue and e-text access.

INDEPENDENT LIVING SKILLS – 1400

HOME AND SAFETY

1411 – Independent Living Skills

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: None

Prerequisite: None

This class will introduce students to skills necessary for independent living. Some areas that will be addressed are: basic cooking, health and hygiene, money management, and time management.

1421 – Learning for Independence and Family Education

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: TBA

Prerequisite: None

This course introduces students to the variety of areas in the field of Family and Consumer Sciences. It is intended to give the students an overview of all FACS areas. Some areas that will be addressed are: nutrition and food preparation, care and maintenance of clothing, clean and safe environment and time management. Students have an opportunity to use adaptive techniques and products, as needed, in a supervised setting while building basic independent living skills. Additional areas that will be addressed are: human growth and development, and Family and Consumer Sciences related careers.

1431 – Home Safety and Maintenance

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: *General Industrial Education Technology*, McGraw-Hill 1986

Resources: HQ Educator, Internet, Home Depot - Home Improvement CD 2001, Lab tools and equipment History of New York and Chicago CDs.

Prerequisite: High school student

Students gain knowledge and skills needed to perform maintenance and repairs in all households. Risk management has an additional role of analyzing and determining the

hiring of contractors. Experiences will be offered in the fields of construction, plumbing, electrical, mechanical, general home safety, and building codes. Examples of the course work are: building a mini-wall, disassemble and reassemble a toilet, drywall, soldering, switch replacement etc. As with all I.T.E. classes, the collaborative academic approach is used.

Historic research is examined on the Internet and with our History of Chicago /New York CDs. perfecting of the toilet, plumbing, building/labor codes (Hammurabi: Triangle Shirt Waste Fire).

1441 – Life Management

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Prerequisite:

This course will include teaching skills for adult living: personal hygiene and appropriate dressing skills, household organization and cleaning skills, time management, money management, researching resources available for life needs and for recreation.

CHILD CARE

1422 – Child Development I

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: *The Developing Child*, 2006, Holly E. Brisbane, McGraw Hill

Prerequisite: None

Resources: Various videos, CD's, magazines and guest speakers related to child development and their care.

This course is designed to help students gain knowledge and understanding of the development of family, self, pre-natal development and birth. Students will also gain knowledge and understanding of the development of the intellectual, physical, social and emotional development of children from birth through the first year. Information is given on practicing health and safety standards for children through age 1. Careers related to the childcare field are also incorporated within the course.

1432 – Child Development II

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: Continued use of *The Developing Child*

Prerequisite: Child Development I

Resources: Various videos, CD's, magazines and guest speakers related to child development and their care.

This course is designed to help students gain knowledge and understanding of the development of the intellectual, physical, social and emotional development of children from age 2 through 6 years. Information is given on practicing health and safety

standards for children through age 6. Careers related to the childcare field are also incorporated with the course.

1442 – Human Care and Education

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Prerequisite: Child Development I & II

This is an activity based class which enables students to apply the knowledge and skills learned in previous child development courses. Students will learn to plan activities, identify various jobs involved in running a childcare facility, design a day care setting, plan purchases, and identify requirements of DCFS for licensing. Gerontology and Food Sanitation will also be discussed. This course is an excellent preparatory course for higher education in the childcare field. Student may participate in work experience in the childcare area.

Foods

1443 – Foods and Nutrition

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text:

Prerequisite:

Students will use safe and efficient methods to prepare a variety of foods, using a variety of kitchen appliances. They will use adaptive products and techniques as needed. The course will emphasize safety and sanitation by following food safety rules and kitchen sanitation. Students are also encouraged to make responsible choices about the foods they eat and to be aware of the nutritional values of these foods by following the FDA Food Pyramid guidelines. Upon completion of this course, students will compile in their own medium a recipe book. Careers in the food industry will also be discussed.

1453 – Food Prep - Advanced

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text:

Prerequisite: Must be students who are seniors or have enrolled in the advanced Independent Living Program as a fifth year senior component to their total educational plan.

Students have the opportunity to review their independent living IEP goals and to set personal goals that will help prepare them to live independently. They may choose to work on goals in one or more of the following areas: cooking skills, laundry and clothing maintenance, housekeeping skills, self advocacy and social skills, consumer awareness, college awareness, and organizational skills. Students will also have the opportunity to explore adaptive products and techniques available to them. They will be encouraged to explore various ways to complete a task and problem solve by selecting the method which works best for their particular needs.

Students participate in daily meal preparations with emphasis on nutritional meal planning, shopping skills, budgeting, time management and housekeeping skills. This class meets five days a week, using a double period (90 minutes) schedule. Two sections are in operation, one section for breakfast food preparation and another section for lunch preparation. Students work on using traditional kitchen equipment with various adaptations needed for the visually impaired. Students also use current small appliances that are suitable for safe food preparation with Braille markings. Daily living skills are reinforced at all times with emphasis on eating skills and table etiquette. Students work as a unit to complete all tasks required for cleaning up the kitchen, safe food storage and completing other household tasks such as the classroom laundry. There are two sections. Shopping is completed with cooperation from the Mobility Department while working on shopping adaptations for the Visually Impaired.

1463 - Foods and Hospitality Services

Credit: .5 per semester – 2 semester course
Meets Daily (5 times per week)
Prerequisite: Foods and Nutrition

Student will be introduced to employability and career opportunities in the field of food and hospitality. The course will include field trips, guest speakers and lecture. Global foods and sanitation will be addressed. Students could have possible work experiences, such as catering school events, working in the industrial dining hall at ISVI, and the school's Snack Bar.

1473 - Culinary Arts

Credit: .5 per semester – 2 semester course
Meets Daily (5 times per week)
Prerequisite: Foods and Hospitality Services
Grade Level:12+

Prerequisite: Foods and Hospitality Services

Description: In this course students will explore the variety of job possibilities and types of culinary schools and different kinds of chefs. The fundamentals of culinary arts will be discussed. Terms, budgeting, ordering, and marketing in the field will be addressed. A variety of foods from around the world and industrial kitchens will be explored.

TEXTILES

1444 – Clothing and Textiles I

Credit: .5 per semester –1 semester course
Meets Daily (5 times per week)
Prerequisite: None

Students will be introduced to basic fabrics, clothing care, sewing terms, parts of a sewing machine, construction, and clothing repairs. In this course students will construct an item using basic techniques.

1454 - Textile Services

Credit: .5 per semester –1 semester course

Meets Daily (5 times per week)

Prerequisite: Clothing and Textiles I

This course is designed as a continuation of Clothing construction. Students will learn about various careers related to the textile industry. Job shadowing, field trips, lecture, alterations and construction will be included. Students will be given an opportunity to use an embroidery machine. Being an entrepreneur and marketing will also be addressed.

CAREER EDUCATION – 1500

1502 – Technology Engineering & Design Processes

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text:

This course integrates academics into seven concepts of study, by giving students the experience of applying engineering design processes through three dimensional projects. The concepts of study are: Technology Today and Tomorrow, Communications, Energy & Power, Manufacturing, Construction, Transportation, and Bio-Related. Through a variety of learning activities, students are exposed to many career opportunities. Experiences include product design, materials and processes, tools and equipment, computers, risk management, research & development, and planning, production.

1511 – Career Exploration

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: None

Prerequisite: High school student

This class will allow students to explore careers. Students will assess their interests and abilities to match specific career possibilities. This class will also have students explore specific career requirements, pay and education. Instruction of the class will also allow for students to visit employers in various careers and allow for employers to visit the classroom to provide presentations.

1521 – Prevocational Skills (Assembling/Packaging I)

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: None

Prerequisite: None

This course prepares students to enter workstations. Students will experience work readiness in risk management, independence, work behaviors, and production rates. This class is progressive; the student will enter the work program once requirements of pre-voc have been met.

1531 – Employability Skills

Credit: .5 per semester

Meets Daily (5 times per week)

Text: *Succeeding In The World Of Work, Preparing For The World Of Work, and Janus: Job Planner*

Prerequisite: None

This class will complete an array of inventories covering interests, experience, work conditions, values, attitudes, getting to know yourself, and the SDS. The students will also write an Individual Career Plan.

This class will explore different careers via the text books mentioned above, the Internet, and a field trip to the local IETC (Illinois Education and Training Center).

1541 – Advanced Employability Skills

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: *Janus Employability Skills Program, Succeeding in the World of Work, Preparing for the World of Work*

Prerequisite:

This class covers exploring job leads through various sources, applying for a job, interviewing, and resume writing.

1551 – Employability Training

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: None

Prerequisite: None

This class covers preparing for a new job, work place ethics, teamwork and leadership skills.

1552 – Work Study (Supervised Occupational Experience)

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: None

Prerequisite: Employment through the STEP Work Program

Students may enroll in this course for more than one credit. Students enrolled in this course are placed in various job assignments. The outcome for students is to gain valuable work experience before entering the labor market seeking full time employment upon graduation. Students enrolled are supervised by an ISVI instructor and work to meet goals established by their supervising teacher.

1553 – Wood Technology & Processes

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: *General Industrial Education Technology*, McGraw-Hill, 1986

Resources: HQ Educator, Internet, Lab tools and equipment.

Prerequisite: Technology Engineering & Design Processes with a "C" or better or teacher recommendation

This course integrates academics into the study of wood technology. Students study six concepts of wood technology while constructing a project from their personal design. The concepts of study are: Material Science of Wood, Safe Tools and Operation, Joinery and Assembly, Safety in Woodworking Machines, Science and Application of Finishes, and Construction Techniques. Through a variety of kinesthetic learning activities, students are exposed to many career opportunities. Experiences and skills are developed in research and design, material science, manufacturing, and construction. Students manufacture their design and critique any engineering changes during their three dimensional build.

1554 – Carpentry & Building Construction and Building Maintenance

Credit: .5 per semester – 2 semester course

Meets Daily (5 times per week)

Text: *General Industrial Education Technology*, McGraw-Hill, 1986

Resources: HQ Educator, Internet, Lab tools and equipment.

Prerequisite: Wood Technology & Processes with a “C” or better or by teacher recommendation

This course integrates academics into the study of carpentry and building construction. Students explore seven areas of construction technology during the build by integrating each area. The areas of study are: Preparing to Build, Tools & Equipment, Building Foundations, Wood Frame Construction, Completing the Structure, Finish Carpentry, and Construction Specialties. Through a variety of hands-on learning activities, students are exposed to many career opportunities. Experiences and skills are developed in research and design, selection of materials, trade techniques and vocabularies.

1555 – Business Technology and Procedures (Braille Dots Print Shop)

Credit: .5 per semester

Meets Daily (5 times per week for two 40-minute class periods per day; 7.5 hours per week)

Software: Corel WordPerfect, Microsoft Office Suite, Novell-GroupWise, Adobe Acrobat Reader

Assistive Software: Duxbury Braille Translation Software, Zoom-Text Extra, Window-Eyes, JAWS;

Hardware: Desktop computer, networked color laser printer, Bookmaker Braille embosser, photocopier, flatbed document scanner, binding and folding equipment

Prerequisite: Office Technology III (or comparable course content), Assistive Technology III (or comparable course content) and teacher recommendation

This unique course functions as an office simulation that operates as a small business, specializing in the production of enlarged print and Braille for the reader who has a visual impairment. This enterprise employs student-employees with a supervising teacher.

Through various activities, students learn to operate numerous peripheral pieces of equipment, some of which are specialized assistive hardware for the user who is visually impaired. A portion of the Print Shop's work orders is provided by teachers, administrators, and supervisors on the ISVI campus. A larger portion of the off-campus jobs comes from businesses and organizations in the community, surrounding area and across the state. Besides academic and vocational skill refinement while working in the Print Shop, focus is also given to securing and maintaining employment, job interviewing, work ethics, punctuality, time and workload management and prioritizing, positive

interpersonal relationships, decision making, being a contributing participant through a “team” approach, dealing with conflicts in the work place, personal grooming, and suitable apparel for the workplace. Once each week, students are required to come to work properly dressed and groomed

GOALS ADVOCACY TRANSITION EMPOWERMENT SHORTCOURSES (GATES)

GATES – ACTIVITIES OF DAILY LIVING

This area of the expanded core curriculum is often referred to as “daily living skills.” Independent living consists of all the tasks and functions persons perform, in order to lead lives as independently as possible. Some independent living skills are addressed in the existing core curriculum, but they may be introduced as splinter skills, appearing in learning material, disappearing, and then re-appearing. Traditional classes in Home Economics or Family and Consumer Science are not enough to meet the unique needs of most students who are visually impaired, since they assume a basic level of knowledge, acquired incidentally through vision. The skills and knowledge that sighted students acquire by casually and incidentally observing and interacting with their environment are often difficult, if not impossible, for students who are blind and visually impaired to learn without direct, sequential instruction. **GATES** Independent Living Skills emphasize increased independence in personal hygiene and care, personal food preparation, household management, money management and time monitoring. Self-advocacy is stressed in all classes.

2101 – Meal Planning & Preparation

Credit: .25

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

This course will include the teaching of the following: kitchen organization, identification of kitchen equipment, kitchen safety, use of small appliances, use of stove top, use of sharp knives, use of oven, proper kitchen clean up and sanitation, food storage, nutrition, menu writing, grocery list writing, recipe reading, direction reading, resource file making, making of necessary adaptations for efficient cooking (labels).

2102 – Personal & Home Management

Credit: .25

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

This course will include the teaching of the following: personal hygiene skills, laundry, simple clothing repair, appropriate dressing skills for different settings, organization of personal belongings, use of cleaning equipment, use of cleaning products, organization of household equipment, making of resource file, direction reading, making of necessary adaptations and labels.

2103 – Living in the Real World

Credit: .25

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

This course will include the teaching of the following: money identification, signature writing, banking practices, practice writing out bills, acquiring readers, telephone use,

technology for daily living skills, low tech devices, community resources, time management skills.

2104 – Recreation for Adult Life

Credit: .25

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

This course will teach the following: planning outings, game playing, social skills, appropriate dating behavior, accessing the community, using the World Wide Web to locate recreation events.

GATES – ORIENTATION AND MOBILITY (O&M)

Orientation and Mobility training encourages students with visual impairments to develop essential skills, build confidence in their ability to travel safely and independently within various environments and to take responsibility. By developing these skills, students with visual impairments and blindness are able to participate to a fuller extent in their school and community life. For this reason ISVI offers O&M for *GATES* students. O&M topics that will be addressed in the course will differ based on students' needs and IEP goals. In general, students will work on the following: concepts and sensory development skills, cane skills and travel techniques including public transportation, orientation skills which will address mapping and route planning, visual efficiency skills related to travel, personal safety and advocacy skills

2201 – Individual O & M

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

Individualized O&M lessons will be presented following the student's IEP.

GATES – VISUAL EFFICIENCY

The visual acuity of children diagnosed as being visually impaired varies greatly. Through careful, systematic training, most students with remaining functional vision can be taught to efficiently utilize their remaining vision. *GATES* short course objectives often include: planning appropriate learning activities to enhance effective visual utilization and instructing students in using their functional vision in useful and efficient ways. Objectives are identified through the measurement of students' current skills, either by formal observation, IEP team decision, or LEA provided data, and often include: exploration with appropriate vision devices and techniques, activities to encourage use of functional vision, and development of vision portfolios often in conjunction with Transition Training or Assistive Technology. In addition, the learner will investigate their own eye condition, emphasizing the physical characteristics and treatment, possible resulting effects, adaptations used, and the educational considerations relating to their condition.

2301 – Visual Efficiency

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

Students will have one on one instruction in the use of their functional vision as directed by their IEP.

GATES – INDUSTRIAL TECHNOLOGY

In Industrial Technology students gain knowledge and skills to perform maintenance and repairs to households. Risk management has an additional role applying and determining the hiring of contractors. Experiences will be offered in the field of construction, plumbing, electrical, mechanical, general home safety, and building codes. Examples of the course work are: building a mini-wall, dry walling, switch replacement, etc. Skills in these courses assist students in preparing for self-sufficiency. Students who are visually impaired may not have experience in these areas that could negatively impact on their ability to make decisions in the industrial technology area and to self-advocate when living in their own homes.

2401 – Basic Construction

Credit: .25

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

The course work contains: general tool use and basic construction, foundation, and exterior.

2402 – Plumbing/Home Safety

Credit: .25

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

The course work contains: plumbing, building codes, and home safety.

2403 – Advanced Construction

Credit: .25

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

The course work contains: advanced construction, interior design, drywall, and painting.

2404 – Electrical/Future Designs

Credit: .25

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

The course work contains: electrical, future designs, environmental concerns, and mechanical tools and systems.

GATES – COMPUTER AND ASSISTIVE TECHNOLOGY

Computer and Assistive Technology teaches basic computer skills to assist students who are blind and visually impaired to facilitate learning in all areas. Technology can be a great equalizer. For the Braille user, technology allows the student to provide feedback to teachers by first producing material in Braille for personal use, and then in print for the teacher, classmates, and parents. It gives individuals who are blind the capability of storing and retrieving information. Technology enhances communication and learning, as well as expands the world of individuals who are blind and visually impaired. Technology is an essential part of the Expanded Core Curriculum. Computer/Assistive Technology goals include: word processing, spreadsheets, databases, telecommunications, text enlargement or speech output programs, Braille/Large Print production, and the use of Braille 'n Speak, Braille Lite, Braille and/or PacMate.

2501 – Windows i.e. JAWS, Window-Eyes or ZoomText

Credit: .25

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

Look through any window and enjoy the taste of success one byte at a time through an introduction to Windows concepts using JAWS, Window-eyes or Zoomtext.

This brief tech trek will develop basic cyber building blocks necessary for higher level activities such as internet browsing and/or word processing.

Text regarding teaching Windows concepts with assistive screen access from Dewitt and Associates 2007 along with supplements is used to enhance the potential of today's dreams of independence becoming tomorrow's reality.

2502 – Use of Desktop, Laptop or Notetaker

Credit: .25

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

Note: Laptops or Notetakers are provided during instruction if available. Students visiting from a different school district should consider bringing their own.

This second tour of assistive technology provides instruction using Microsoft Word with screen reading and/or screen enlargement software, embossing with Duxbury, Kurzweil Scanning Software and a portable book storage device (Milestone or Bookport.) all using the desktop. Additionally, students will develop skills moving data between a note taker, desktop and portable book storage device.

2503 – Untangling the Web

Credit: .25

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

This course is an introduction to Internet Explorer using JAWS, Window-eyes or Zoomtext. This brief tech trek will develop basic cyber building blocks necessary for higher level activities. Individuals enrolled in this course will complete an extensive tour through the World Wide Web and several practical activities that will enhance everyday independence.

2504 – Outlook Express Using JAWS, Window-Eyes, or ZoomText

Credit: .25

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

May you send the right message with a trip on the Outlook Express. Students are provided extensive training using Outlook Express with JAWS, window-eyes or ZoomText.

GATES – CAREER EXPLORATION

The *GATES* transition training course is designed to give students, age 14-22, knowledge necessary to manage their daily lives and to achieve self-confidence and self-sufficiency. This course teaches students various skills needed to help locate and maintain employment. The concepts and skills addressed in the career component of the *GATES* program will differ depending on the students' current skill level and needs. Students will work on vocational skills including methods of seeking employment, developing a resume, budgeting including managing a bank account and check book. During transition training, students develop a personal Vision Portfolio. Topics that may be covered in the portfolio include: pertinent information about the student's eye condition, questions to ask the ophthalmologist, assistive devices and aids that the student uses for his or her environment and financial assistance, resources and services available for students with visual impairments and blindness.

2601 – Developing A Career Plan

Credit: .25

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

This class will complete an array of inventories covering interests, experience, work conditions, values, attitudes, and getting to know yourself. The students will also write an individual Career Plan.

2602 – Researching Careers

Credit: .25

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

This class will explore different careers via textbooks, resource materials, the ISVI library, community agencies, and the Internet.

2603 – Finding a Job

Credit: .25

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

This class covers exploring job leads through various sources, applying for a job, interviewing, and resume writing.

2604 – Joining the Workforce

Credit: .25

Meets Daily for 9 weeks

Prerequisite: Must be recommended by LEA

This class covers preparing for a new job, workplace ethics, developing a positive attitude, Teamwork and Leadership skills