

CURRICULUM

Our Academic program provides students with the opportunity to achieve their fullest potential, prepare for post-secondary education, and experience success in the workplace

Schoolhouse Preparatory offers a college preparatory program to students with learning differences. The programs, courses of study, and instructional materials are chosen and implemented based on educational research and curricular standards. Our curriculum implements alternative textbooks that are designed for students with unique learning styles who struggle with reading, language, or a learning disability. These textbooks use larger fonts, shorter chapters, and are visually appealing. Alternative textbooks help students who are on track toward a standard high school diploma but need extra support. Our textbooks and curriculum are based on national and state standards.

To facilitate learning, instruction comes alive through small group instruction, interactive and hands-on lessons in a stimulating and motivating environment. Students participate in exciting field trips throughout the year and are given the opportunity to learn about careers by shadowing professionals in our community.

The use of technology assists our students to access the curriculum. Each classroom is equipped with interactive boards that promote student engagement and target diverse learning styles. Our Florida Virtual School Lab is equipped with laptops and webcams for the students to take online courses to fulfill the foreign language and elective requirements. Our SPN (Schoolhouse Prep Network) studio is equipped with green screen technology and audio visual editing equipment. Our daily news show "The Howling News" is taped in our studio.

STANDARD DIPLOMA OPTIONS

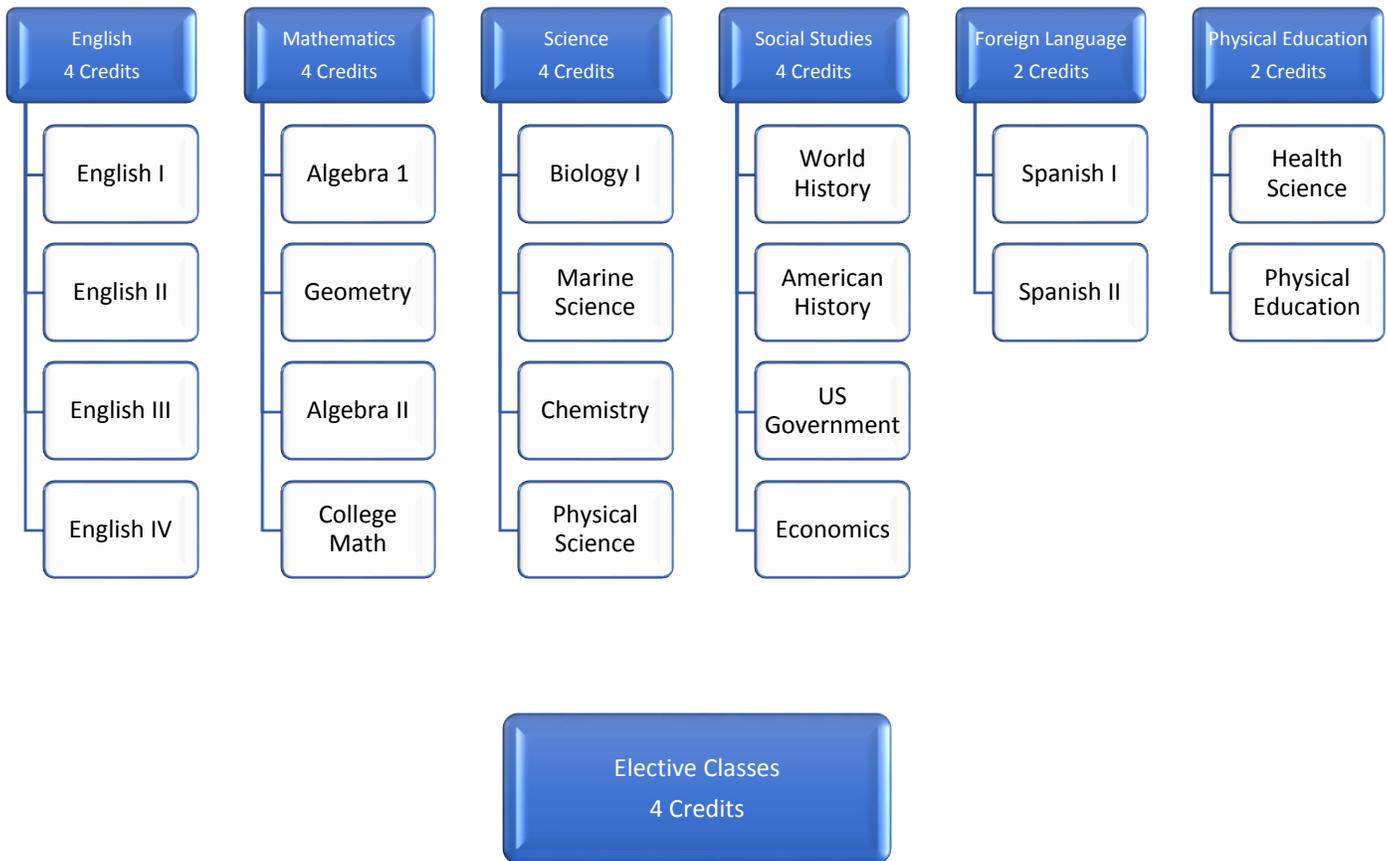
Option 1 - Standard Diploma with Dual Enrollment Option

- College courses are offered through Miami Dade College. Upon acceptance to the college, students may start to take credit courses during their Junior and Senior year.
- Eligibility requirements include a minimum 3.0 un-weighted GPA and a passing score on the Reading, writing, and math portions of the PERT.

Option 2 - Standard Diploma Option

- Students are required to maintain a cumulative 2.0 un-weighted GPA in order to receive their high school diploma.

Graduation Requirements for a Standard Diploma (24 Credits)



These courses meet the graduation requirements as established by the Florida Department of Education (Florida Statute 6A-1.09961)

NOTE: Every student is required to complete 70 hours of Community Service and 40 hours of Work Experience.

HOMEWORK

Homework is an essential part of the school program. Teachers assign homework in order to provide extra practice and to encourage further learning thereby reinforcing academic progress. All students will be provided with a "HOMEWORK ASSIGNMENT JOURNAL." Students are responsible for writing their daily homework assignments there and for parents to be aware of what their child's homework responsibilities are. Parents must contact the teacher via email if the student has a missed homework assignment. All missed homework must be turned in within a reasonable time-frame agreed upon between the teacher and the student.

BINDERS

Students are required to maintain course binders up to date with all the notes, handouts and assignments.

PLAGIARISM AND CHEATING

Any student caught plagiarizing or cheating on course work or homework will receive a zero for that assignment and will be referred for disciplinary action. Please refer to the Schoolhouse Parent Manual for more information.

GRADING POLICY:

Tests, quizzes, student participation, classwork, homework, reports and assignments will all be applied to the student's final grade for the quarter. Students will receive a minimum of nine (9) grades per quarter/marketing period.

Corrections Journal:

Students are given the opportunity to improve their grade for the quarter by making corrections to a test. Corrections journals will be turned in to the teacher at the end of the quarter for extra-credit. Maintaining a corrections journal is not mandatory and up to the discretion of the student and parent.

Other Grades

- Incomplete (I): This indicates that the student has not completed all of the course requirements. If the incomplete work has not been turned in within two weeks after the close of the marking period, the "I" will be reduced to an F.
- No Grade/No Credit (N): This represents that the student did not receive a grade/credit for the marking period due to excessive absences (all absences; including medical).

APA FORMAT

All reports should be headed in standard APA Format. Students will learn APA format and follow the guidelines in the APA manual.

GRADING SCALE

Schoolhouse Preparatory uses the standard 4.0 point grading scale.

Letter Grade	Percentage	Qualitative Points
A+	97 – 100	4.0
A	93 – 96	4.0
A-	90 – 92	3.7
B+	87 – 89	3.3
B	83 – 86	3.0
B-	80 – 82	2.7
C+	77 – 79	2.3
C	73 – 76	2.0
C-	70- 72	1.7
D+	67-69	1.3
D	65 – 66	1.0
F	65 & below	0.0

MISSED ASSIGNMENTS

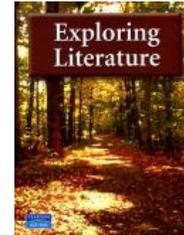
When students are absent, it is the student's responsibility to confer with the teacher concerning makeup work and tests. Assignments are posted on each teacher's homepage on the portal www.schoolhouseportal.weebly.com. Students will receive a zero for any assignments not turned in.

- **TEXTBOOKS**

- **SCOPE AND SEQUENCE**

English

Course Title: English I
Textbook Publisher: AGS
Title: Exploring Literature
Credit: 1.0
State Course Number: 1001310



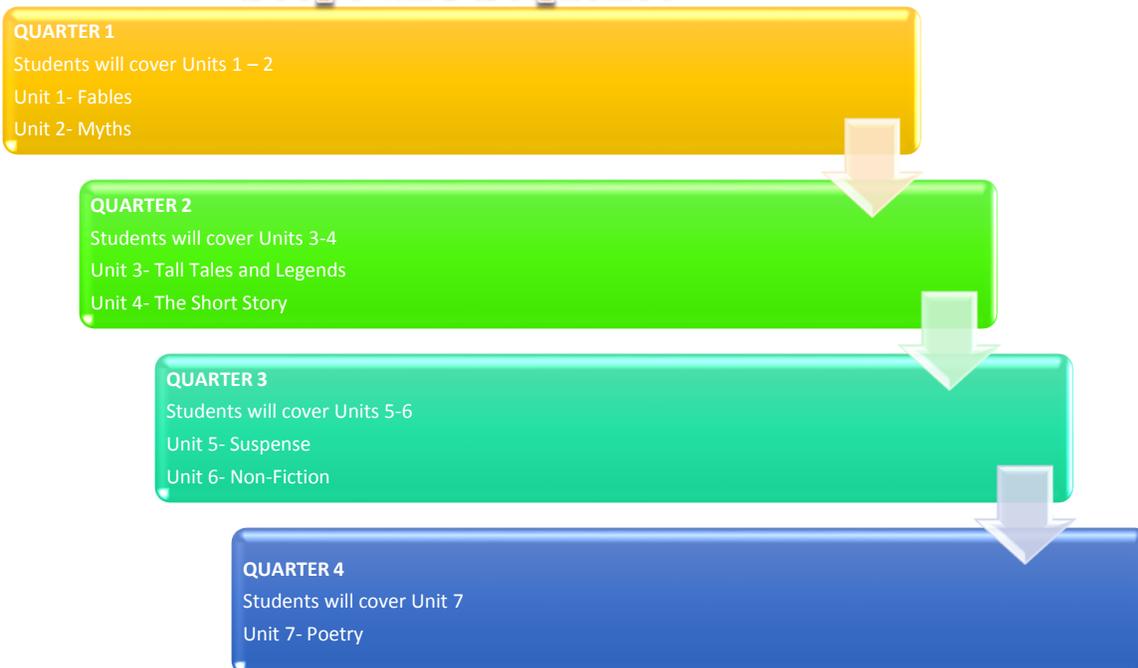
COURSE DESCRIPTION:

In this course, students will gain language arts skills by reading literature, writing, listening, viewing, and speaking. They will learn to use the English language successfully to express themselves.

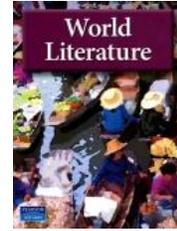
COURSE GOALS/OBJECTIVES:

In each unit, Students encounter a variety of reading and assessment techniques that allow them to express their thoughts about literature through a variety of media and in multiple ways. Key supports encourage students to call on prior knowledge of subjects and formats to move forward in their literary adventure. In addition, an exploration of grammatical skills and other language arts skills are included in each unit, so that students can also explore these structures in context, a highly effective method for helping them master the techniques of formal English.

Scope and Sequence



Course Title: English II
Textbook Publisher: AGS
Title: World Literature
Course Number: 1001340
Credit: 1.0



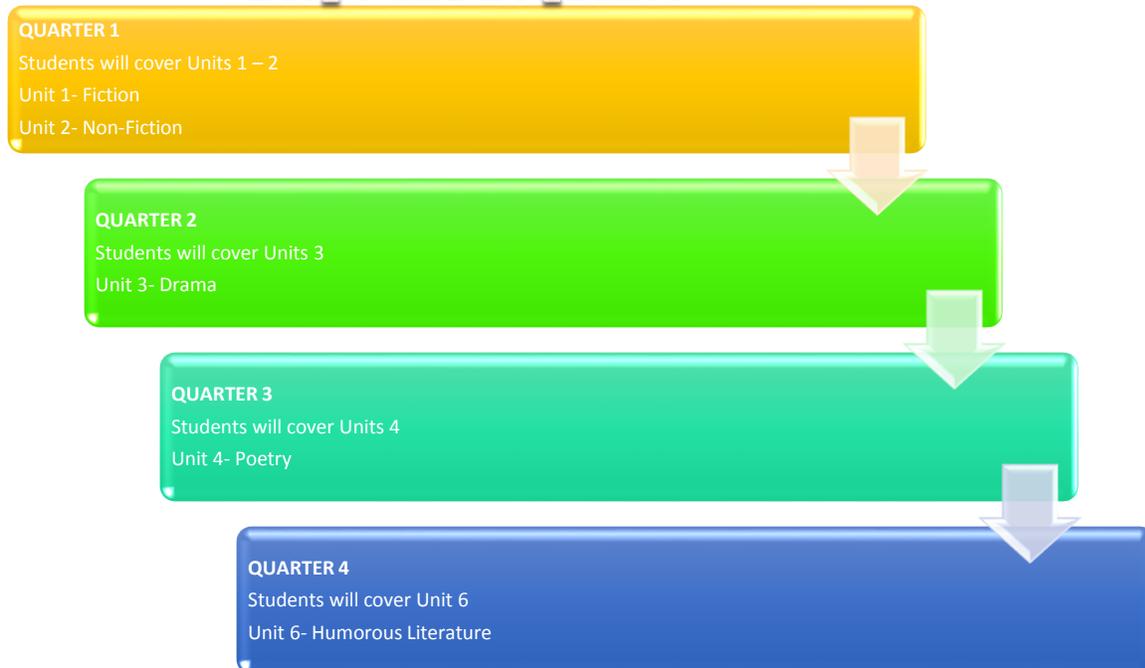
COURSE DESCRIPTION:

Students will be exposed to various forms of communication including verbal, visual, and audio. In addition to evaluating the plot and characters of well-known writers, students will learn to identify themes, create dialogue, and appeal to emotions through their writing.

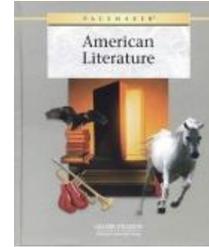
COURSE GOALS/OBJECTIVES:

In each unit, students encounter a variety of reading and assessment techniques that allow them to express their thoughts about literature through a variety of media and in multiple ways. Key supports encourage students to call on prior knowledge of subjects and formats to move forward in their literary adventure. In addition, an exploration of grammatical skills and other language arts skills are included in each unit, so that students can also explore these structures in context, a highly effective method for helping them master the techniques of formal English.

Scope and Sequence



Course Title: English III
Publisher: Pacemaker
Title: American Literature
Course Number: 1001370
Credit: 1.0



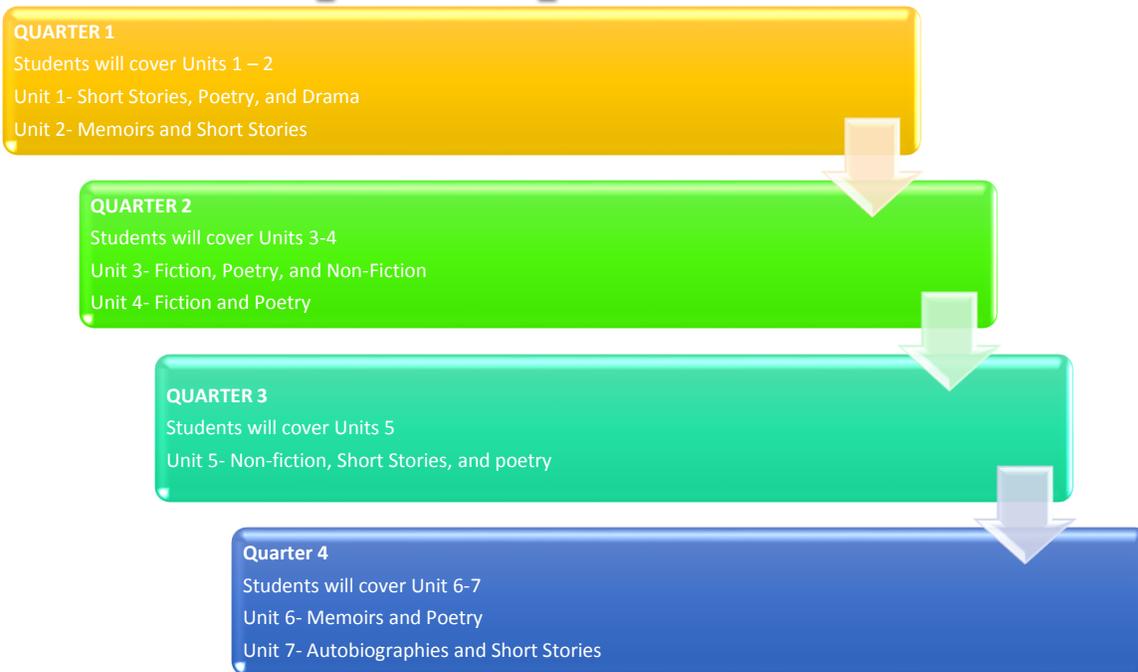
COURSE DESCRIPTION:

The writing and insights of American authors throughout history will be analyzed. Students will gain an appreciation of American literature and learn about the time in which it was written.

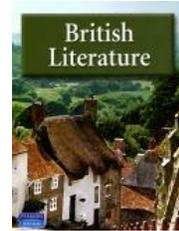
COURSE GOALS/OBJECTIVES:

In each unit, students encounter a variety of reading and assessment techniques that allow them to express their thoughts about literature through a variety of media and in multiple ways. Key supports encourage students to call on prior knowledge of subjects and formats to move forward in their literary adventure. In addition, an exploration of grammatical skills and other language arts skills are included in each unit, so that students can also explore these structures in context, a highly effective method for helping them master the techniques of formal English.

Scope and Sequence



Course Title: English IV
Textbook Publisher: AGS
Title: British Literature
Course Number: 1001400
Credit: 1.0



COURSE DESCRIPTION:

The writing and insights of English authors such as Shakespeare and literary works such as The Canterbury Tales will be read and analyzed. Students will gain an appreciation of English literature and learn about the time in which it was written.

COURSE GOALS/OBJECTIVES:

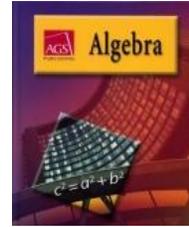
In each unit, students encounter a variety of reading and assessment techniques that allow them to express their thoughts about literature through a variety of media and in multiple ways. Key supports encourage students to call on prior knowledge of subjects and formats to move forward in their literary adventure. In addition, an exploration of grammatical skills and other language arts skills are included in each unit, so that students can also explore these structures in context, a highly effective method for helping them master the techniques of formal English.

Scope and Sequence



Mathematics

Course Title: Algebra I
Textbook Publisher: AGS
Textbook Title: Algebra I
Credit: 1.0
State Course Number: 1200310



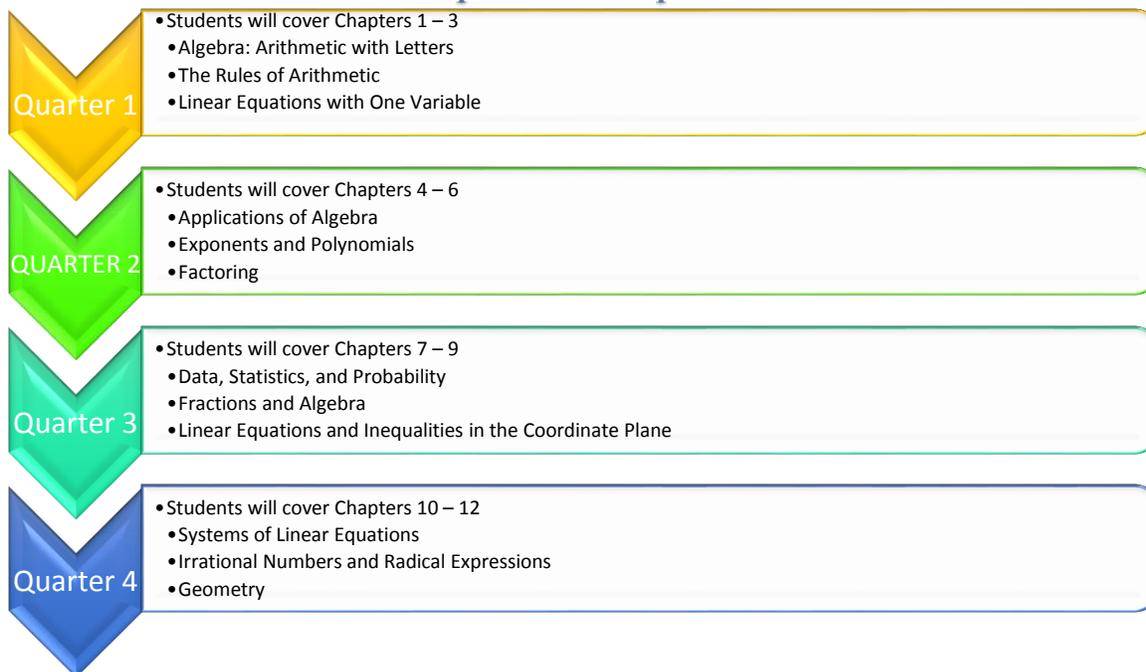
COURSE DESCRIPTION:

Students are placed in this course in their ninth grade year. It is designed for students who have previously taken Pre-Algebra. The scope and pace of this class is designed to meet the general needs of the students. Topics covered will include: real numbers, linear equations, inequalities, exponents, radicals, polynomials, factoring, rational expressions, graphing and problem solving, introducing functions, analysis, quadratic functions, and equations and topics from probability.

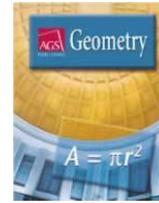
COURSE GOALS/OBJECTIVES:

Students will learn to apply and use real numbers, linear equations, inequalities, exponents, radicals, polynomials, factoring, rational expressions, graphing and problem solving, introducing functions, analysis, quadratic functions, and equations and topics from probability.

Scope and Sequence



Course Title: Geometry
Textbook Publisher: AGS
Textbook Title: Geometry
Credit: 1.0
State Course Number: 1206310



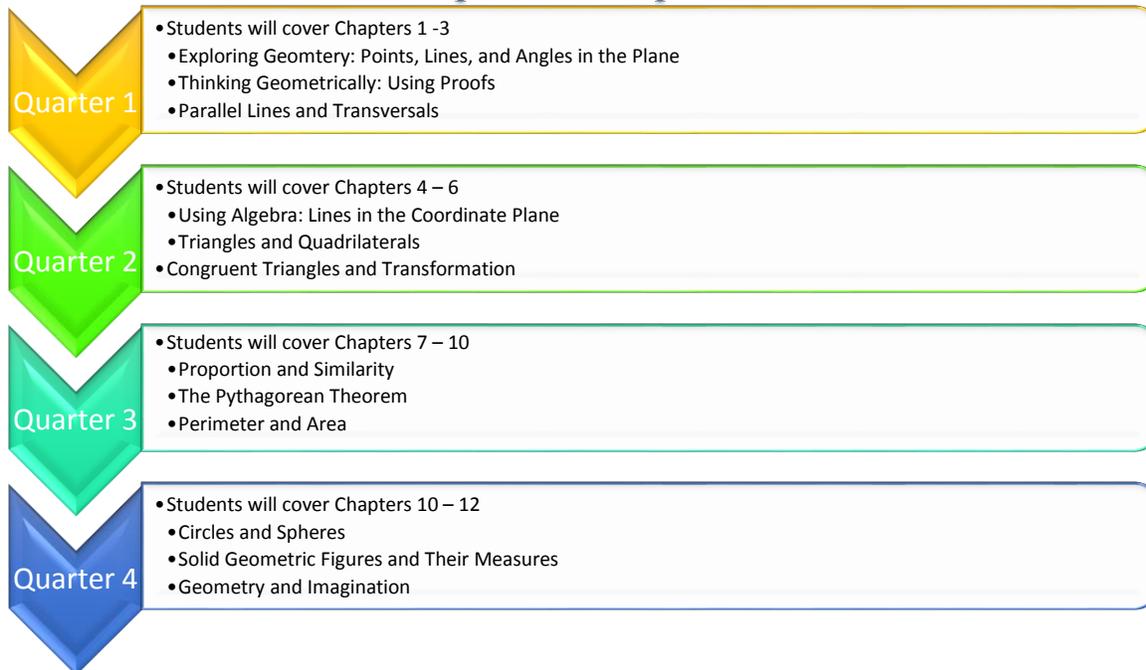
COURSE DESCRIPTION:

Students are placed into this course for their tenth grade year. The class will cover basic geometric concepts, angles, reasoning and proofs, perpendicular and parallel lines, triangles, quadrilaterals, and polygons, perimeter and area surface area and volume coordinate geometry, transformations and triangle trigonometry.

COURSE GOALS/OBJECTIVES:

Students will learn a basic understanding about angles, shapes, perimeters and area and how they apply to our world.

Scope and Sequence



Course Title: Algebra 2
Textbook Publisher: AGS
Textbook Title: Algebra II
Credit: 1.0
Course Number: 1200330



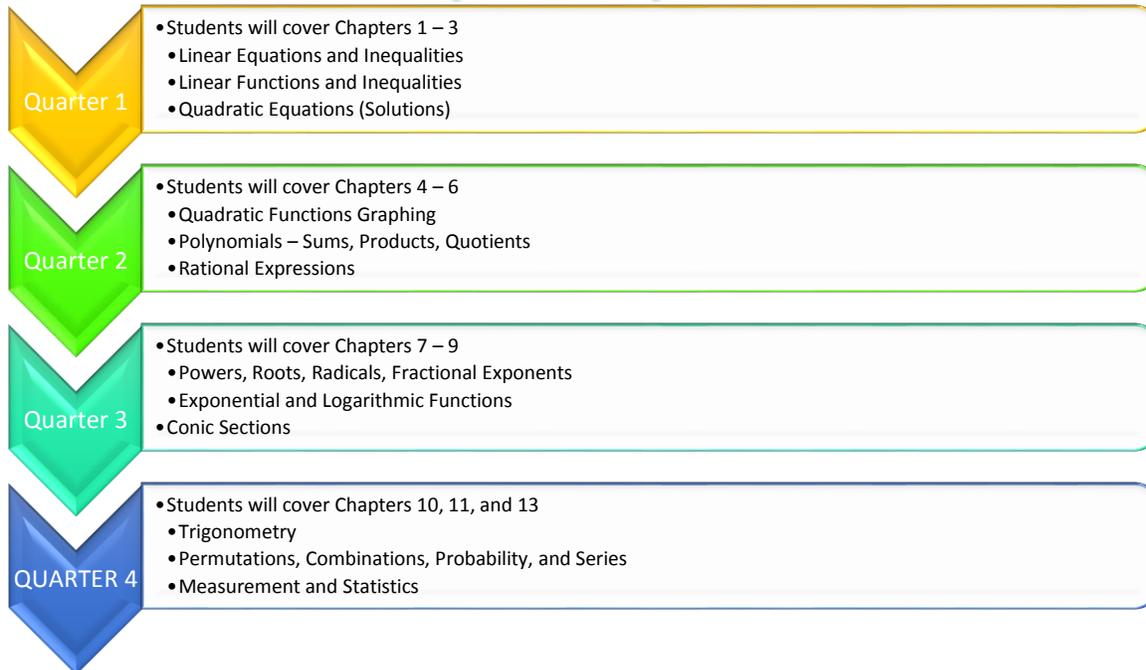
COURSE DESCRIPTION:

Students are placed into this course for their eleventh grade year. Topics will include: solving linear, quadratic and simultaneous equations and inequalities, simplifying and solving equations and word problems involving fractions and radicals, graphing lines, functions, complex numbers, polynomials, exponential and logarithmic functions, conic sections, trigonometry, permutations, probability, mathematical inductions and statistics.

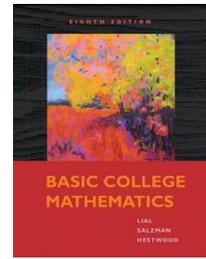
COURSE GOALS/OBJECTIVES:

Students will learn to solve linear, quadratic equations and inequalities as well as solving fractions, and word problems.

Scope and Sequence



Course Title: College Mathematics
Textbook Publisher: Pearson
Textbook Title: Basic College Mathematics 8th Edition
Credit: 1.0
Course Number: 1200330



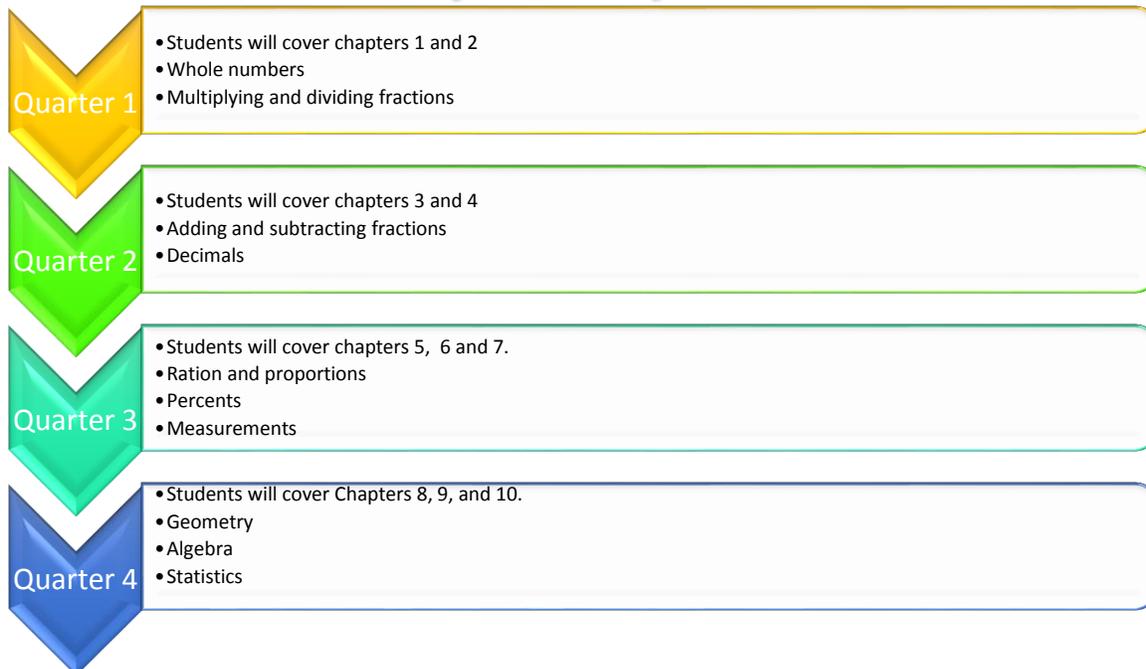
COURSE DESCRIPTION:

This course reinforces existing Algebra, Statistics, and Geometry skills. It explores concepts students will need to master in order to further their study of mathematics at the college level.

COURSE GOALS/OBJECTIVES:

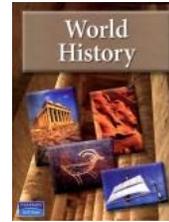
Students will learn to solve problems that involve the use of algebra, geometry and statistics. Through hands on activities, they will be able to show how these concepts are applied to solve real life problems, especially in the public media.

Scope and Sequence



Social Studies

Course Title: World History
Textbook Publisher: AGS
Textbook Title: World History
Course Number: 2109310
Credit: 1.0



COURSE DESCRIPTION:

This World History program offers a topical and thematic approach to the world’s major civilizations through analysis, synthesis and application. This course will enable the student to understand the connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community.

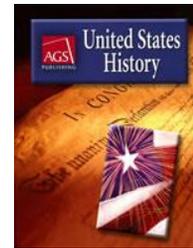
COURSE GOALS/OBJECTIVES:

This course uses a chronological approach to analyze world geography, cultures, politics, economics, history, and current events. Students learn how cultures are different and examine ways to accept differences in cultures. Additionally, this course assists students to understand the spatial relationship of the world and the human relationship with natural environments. Students obtain knowledge of emerging issues within the cultural and geographic regions and develop strategies to solve these concerns.

Scope and Sequence

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<ul style="list-style-type: none">• Units 1 Chapter 1-9• Early civilization	<ul style="list-style-type: none">• Units 2-3 Chapter 10-18• Regional Civilization• Early Modern times	<ul style="list-style-type: none">• Units 4-5 Chapter 19-24• Enlightenment and revolution 1687-1850• A new globe age 1840-1914	<ul style="list-style-type: none">• Units 6-7 Chapter 25-31• World wars and revolution 1905-1945• The world since 1945 - present

Course Title: American History
Textbook Publisher: AGS
Textbook Title: United States History
Course Number: 2100310
Credit: 1.0



COURSE DESCRIPTION:

This American History course traces the political, economic and social development of the United States from the Constitutional Period through present time. Student activities will include research and analysis of historical events, thematic individual and group projects, and contemporary issues.

COURSE GOALS/OBJECTIVES:

Within the course, students will be able to analyze principles and review events that surrounded the founding of the nation including the role of religion in shaping American society. The course will examine the relationships between industrialization, westward movement and immigration in leading to our role as an emerging world power at the end of the 19th century through the First World War. Students will explore the events that lead to the Great Depression, the US involvement in WWII, and determine why the federal civil rights and voting rights movements took so long to be able to transform American society.

Scope and Sequence

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<ul style="list-style-type: none"> •Units 1-3 •Chapter 1-9 •Three worlds meet: beginnings -1607 •Colonization and settlements: 1607-1763 •Revolution and the new nation: 1763-1815 	<ul style="list-style-type: none"> •Units 4-5 •Chapters 10-17 •Expansion and reform: 1816-1850 •Civil War and Reconstruction: 1850-1877 	<ul style="list-style-type: none"> •Units 6-8 •Chapters 18-26 •Development of industrial America: 1862-1900 •The emergence of modern America •Depression and World War II 1930-1945 	<ul style="list-style-type: none"> •Units 9-10 •Chapters 27-32 •Postwar United states 1945-1969 •Contemporary United states 1970-Presnt

Course Title: Government
Textbook Publisher: AGS
Textbook Title: United States Government
Credit: 1.0
State Course Number: 2106310



COURSE DESCRIPTION:

This course of study develops knowledge of the principles found in the U.S. Constitution as well as the three branches of government that implement those principles. The course is intended to help students understand both the roles and responsibilities of citizens in our American democracy.

COURSE GOALS/OBJECTIVES:

What could be more important than learning about government? In this course, students will learn the importance of United States citizens need staying informed, knowing their rights, and being involved. Students will explore and learn the origins and development of our government, the history of political parties, and branches of government. The timely topics of voting, foreign policy, terrorism, economics, and the media's role are covered in detail. By the end of the course, students will be able to relate government to their own lives.

Scope and Sequence

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<ul style="list-style-type: none">• <u>Chapter 1-3</u>• Beginnings and creation of the American Government• The Constitution	<ul style="list-style-type: none">• <u>Chapters 4-8</u>• Legislative Branch• Executive Branch• President's Cabinet• Independent Agencies• Judicial Branch	<ul style="list-style-type: none">• <u>Chapters 9-11</u>• the 50 states• Local Government• Political Parties	<ul style="list-style-type: none">• <u>Chapters 12-14</u>• Citizenship• American Economics• Foreign Policy and Trade

Course Title: Economics
Textbook Publisher: AGS
Textbook Title: Economics
Course Number: 2102310
Credit: 1.0



COURSE DESCRIPTION:

The purpose of this course is to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants by answering the three basic economic questions. Areas of study include, but are not limited to, the following: economic systems, supply, demand, prices, market organizations, business organizations, investments, the stock market, the banking system, taxes and world economies.

COURSE GOALS/OBJECTIVES:

To have a basic understanding about how the economic system works in the United States. Students will also learn how to create and manage a personal budget and banking accounts.

Scope and Sequence

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<ul style="list-style-type: none">•Chapters 1 – 7•Introduction to Economics•The American Free Enterprise System	<ul style="list-style-type: none">•Chapters 8 – 12•The American Economy at Work•The Role of The Consumer•Money and Banking	<ul style="list-style-type: none">•Chapters 15 – 21•How Well is The Economy Doing?•Government and The Economy	<ul style="list-style-type: none">•Chapters 22 – 23 and Complete a Personal Budget•Government and The Economy•A Global View•Personal Budget

Science

Course Title: Biology I / Lab Requirement
Textbook Publisher: AGS
Textbook Title: Biology
Course Number: 2000310
Credit: 1.0



COURSE DESCRIPTION:

This basic one year course deals with life from the molecular level to the highest level of complexity. Lecture is complemented by laboratory investigations. Major divisions include: interaction of life, evolution, development of new life, genetics and utilization, regulation and coordination by life processes and discussions on disease, plant kingdom, animal kingdom, and human body.

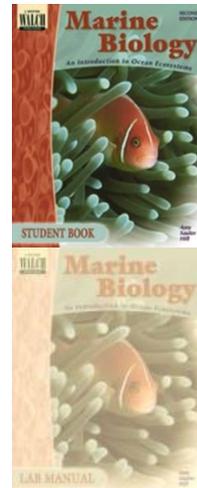
COURSE GOALS/OBJECTIVES:

Students will learn about classification, organization, patterns of growth and reproduction of living things. They will also learn about the systems of the human body and how evolution has shaped our planets biodiversity. Hands on investigations will help supplement the knowledge they gain from text.

Scope and Sequence



Course Title: Marine Biology / Lab Requirement
Textbook Publisher: J. Weston Walsh
Textbook Title: Marine Biology
Course Number: 2002500
Credit: 1.0



COURSE DESCRIPTION:

Students will explore the Earth's bodies of water and study geologic structures and how they impact the oceans. They will investigate characteristics of various populations of aquatic life, patterns of distribution, and ongoing changes occurring in our ecosystem.

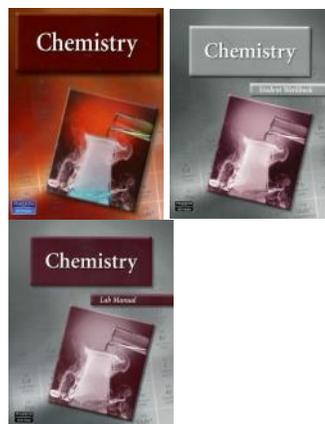
COURSE GOALS/OBJECTIVES:

Students will learn about the bodies of water and how they affect our lives. We will explore the different environments and the species that thrive in them. Students will learn how human intervention has affected our ocean worlds. Hands on investigations will help supplement course objectives.

Scope and Sequence



Course Title: Chemistry / Lab Requirement
Textbook Publisher: AGS
Textbook Title: Chemistry
Course Number: 2003340
Credit: 1.0



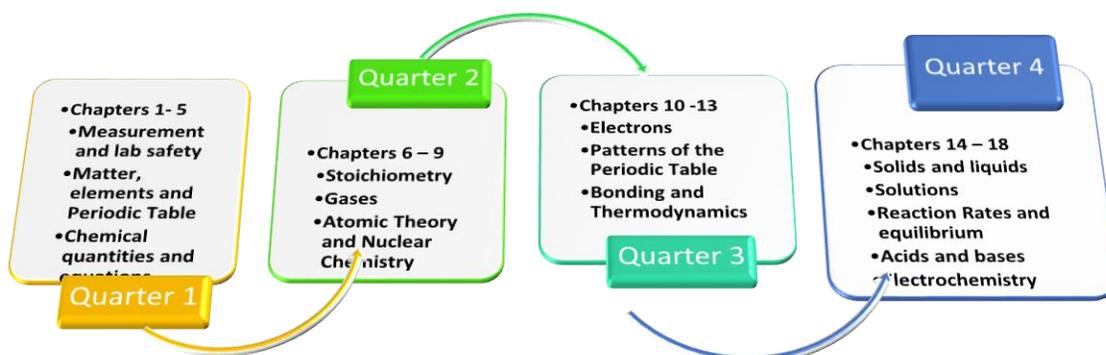
COURSE DESCRIPTION:

A lecture and laboratory course in the fundamental concepts of chemistry with emphasis placed on applying the concepts learned to situations in the world in which we live. Topics of study providing the basic core of information include water and air pollution, nuclear chemistry, personal chemistry, food chemistry, chemical resources, and the chemical industry.

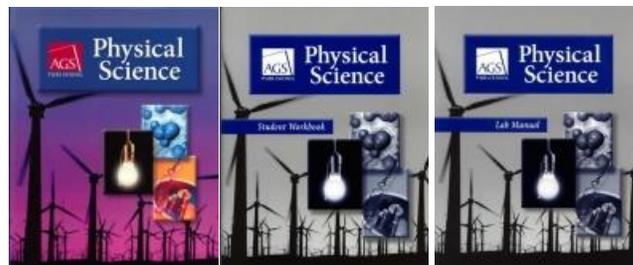
COURSE GOALS/OBJECTIVES:

Students will learn about the properties and interactions of matter. Main topics we will cover are scientific measurement, chemical formulas, chemical reactions, stoichiometry, gas laws, atomic theory, bonding, thermodynamics, acids and bases. Students will apply the information they learn to lab experiments and investigations throughout the year.

Scope and Sequence



Course Title: Physical Science / Lab Requirement
Textbook Publisher: AGS
Textbook Title: Physical Science
Course Number: 2003310
Credit: 1.0



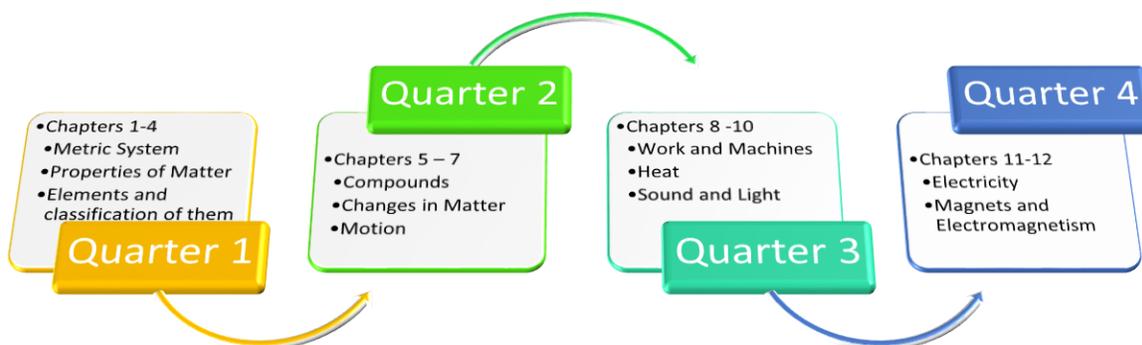
COURSE DESCRIPTION:

This course is designed as an interactive, 21 century course focusing on basic physics and chemistry. Topics include forces and motion, energy through waves, electricity and magnetism, the matter around us, chemical bonding and reactions. This course will provide a foundation for the study of the physical sciences.

COURSE GOALS/OBJECTIVES:

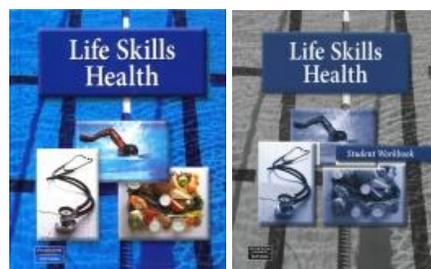
Students will learn basic understandings of matter and its components, classifying elements, the physics of objects in motion, energy, heat, electricity, sounds, light and magnetism. Throughout the year, the students will perform and see different experiments describing the lessons they learn.

Scope and Sequence



Physical Education & Life Management

Course Title: Personal Fitness
Textbook Title: Life Skills Health
Textbook Publisher: AGS
Credit 0.5
State Course Number: 1501300



Course Title: Health/Life Management
Credit: 0.5
State Course Number: 0800300

COURSE DESCRIPTION:

This course is divided into two courses. Personal Fitness fulfills part of the physical education requirement for graduation. The purpose of this course is to develop the individual's maximum level of physical fitness and acquire knowledge of physical fitness concepts and the importance of health and fitness. The content of the course includes the importance of physical fitness, health problems related to inadequate levels of fitness, biomechanical and physiological principles of physical fitness, as well as safety practices and stress management.

The Health/Life Management Skills course is designed to provide students with the foundations for maintaining a healthy life-style that includes all facets of health: physical, mental, emotional, and social. It provides basic knowledge regarding the abuse of drinking alcohol, smoking, and drug abuse. This course will also address self-esteem, decision making skills, coping with stress, basic first aid and cardiopulmonary resuscitation (CPR).



Where students learn without
limitations: *any time, any place, any path,
any pace.*

Online education is quickly changing the way our students learn. Most major colleges currently offer online degrees. The Florida Department of Education presently requires all students to take at least one online course for graduation.

Schoolhouse Preparatory is a proud facilitator for Florida Virtual School. Students take courses in our computer lab under teacher supervision. These virtual classes allow students to learn at their pace and on their schedule. The virtual learning environment also prepares students for the world of on-line learning which is being offered at most colleges and universities. Students who are missing credits can make up those courses in order to meet graduation requirements. Florida Virtual School courses are taught by fully certified teachers and organized through the Florida Department of Education.

Foreign Language Requirements offered through FLVS

Course Title: Spanish I **(1.0) credit** **State Course Number: 0708340**

Students will learn basic Spanish phrases and vocabulary through interactive lessons that will include images, recordings and videos. The course is an initial exposure to basic grammatical patterns learned in the context of fundamental dialogues and conversations. The aim is to enable students to communicate effectively at a beginner's level through repeated oral practice. Heavy stress is placed on listening and speaking skills. Cultural materials provide students with source of enrichment and reinforcement of essential subject matter

Course Title: Spanish II **(1.0) credit** **State Course Number: 0708350**

Students will learn conversational Spanish phrases and vocabulary through interactive lessons that will include images, recordings and videos. The course builds on the foundations of a beginning course in the language and aims at expanding the student's proficiency in all four skills: listening, speaking, reading, and writing. Emphasis is placed on the acquisition of more advanced vocabulary and grammar structures. Cultural readings and use of multimedia provide students with source of enrichment and reinforcement of essential subject matter.

**Electives Courses that meet the High School Graduation Requirement offered through FLVS.
[Pursuant to Section 1003.428(2)(a)5., F.S.; Chapter 2008-235, Laws of Florida]**

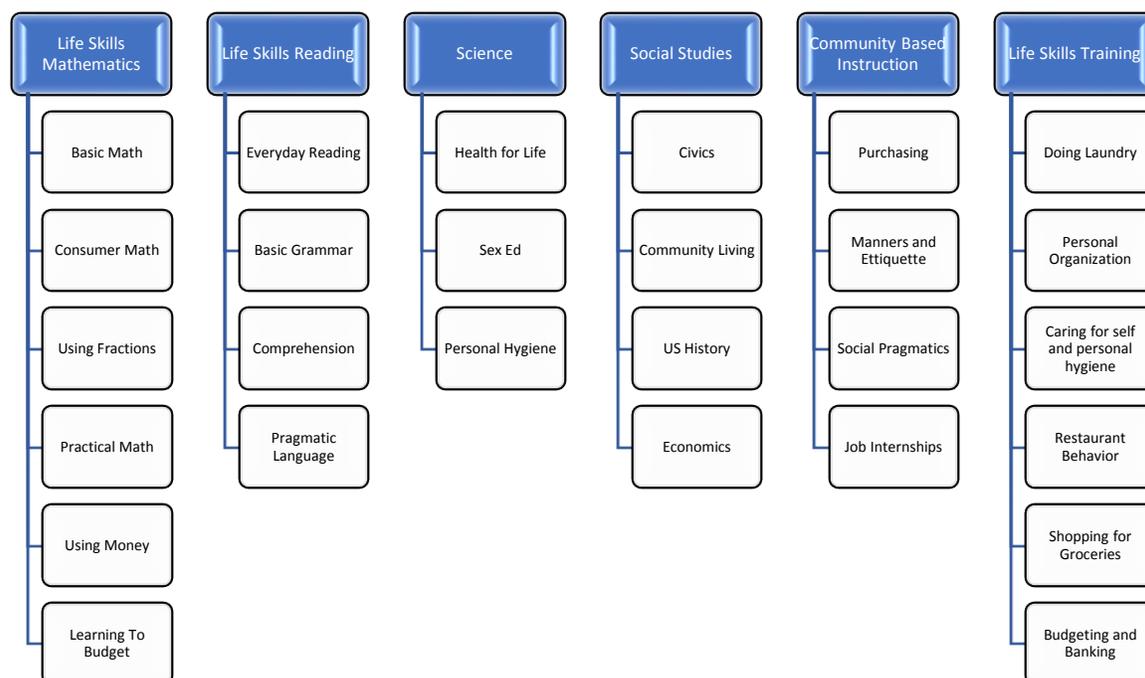
Art History and Criticism I	Guitar I	Parenting Skills
Computing for College and Careers	Journalism I	Personal and Family Finance
Creative Photography I	Law Studies	Psychology I
Driver Education/Traffic Safety	Leadership Skills Development	Reading for College Success
Forensic Science	Life Management Skills	Social Media 1
Foundations of Web Design	Music of the World	User Interface Design

Special Diploma Option

“The Academy”

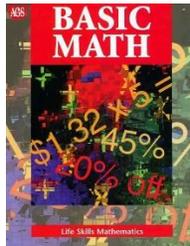
Students on the special diploma track are enrolled in the “Academy”. This is a self-contained program intended for students who cannot complete the required course work for graduation due to their academic and cognitive challenges. Under the direction of the teacher and teacher assistant, students engage in meaningful lessons which prepare them for transitioning into adulthood and independent living. The student ratio is 8 students to a teacher and a teacher assistant. The courses offered include Career and Life Skills Math, Basic English, Science, Social Studies, Community Based Instruction (CBI), and Life Skills Training. This is not a High School Diploma. However, this certificate can be used for vocational training programs.

- 1) Students enrolled in this program have the option of remaining enrolled at Schoolhouse Preparatory through age 21.
- 2) They will participate in all senior activities including the senior graduation ceremony. Students that choose to remain through age 21 will participate in a vocational career training program.
- 3) Students have the option of taking any of the elective classes offered at Schoolhouse Preparatory.
- 4) Students are required to complete a minimum of 40 hours of work experience.



LIFE SKILLS MATHEMATICS

Course Title: Life Skills Mathematics
Textbook Title: Life Skills Math
Textbook Publisher: AGS



BASIC MATH

This fundamental worktext provides instruction examples, and practice on basic math operations, including whole numbers, fractions, decimals, percents, and measurements. **Reading Level is 3.3**

CONSUMER MATH

Presents math skills through everyday applications so students can make wise consumer decisions. Students learn how to write checks, keep accurate balances, check monthly statements, and make comparisons on interest rates. Up-to-date prices make this worktext an excellent aid in becoming a wise consumer. **Reading Level is 3.4**

PRACTICAL MATH

This worktext covers practical skills dealing with financial transactions, banking, and establishing credit. Students learn the basics of budgeting, banking services, loans, completing income tax returns, and purchasing insurance. **Reading Level is 3.5**

USING MONEY

The skills covered in this worktext are divided into four sections: Coins and Currency, Working with Money, Counting Money, and Word Problems. **USING MONEY** provides a review for students who have difficulty understanding currency or for those new to the American currency system. **Reading Level is 3.5**

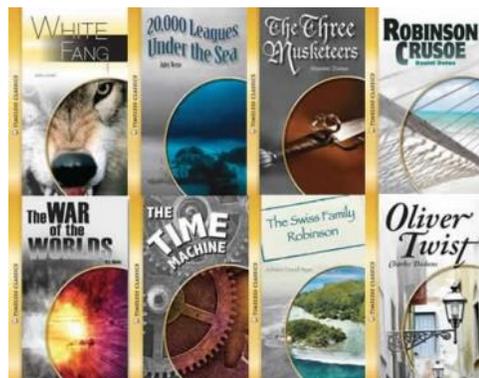
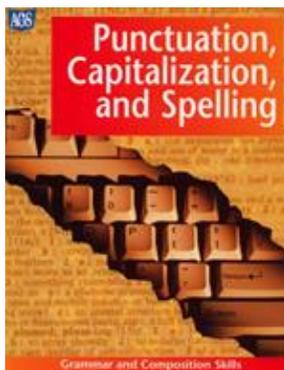
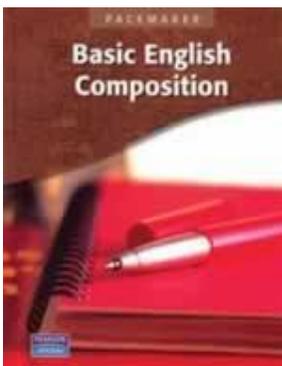
LEARNING TO BUDGET

Helps develop practical budgeting and money management skills using real life situations. Six units include Developing Money Management Skills, Planning a Budget, Practice with Budgets, Fixed and Variable Expenses, Keeping a Cash Record, and Budgets and Cash Records. **Reading Level is 3.2**

USING FRACTIONS

This worktext review all the basic concepts of fractions and provides and understanding of the uses of fractions in real life situations. Units include mixed fractions, operations, and percents. **Reading Level is 3.9**

LIFE SKILLS READING



Course: Writing

Textbook Title: Basic English Composition

Publisher: AGS

This course offers thorough instruction in the fundamentals of writing sentences and paragraphs. Students learn how to write for various purposes, both within and outside the classroom.

Course: Grammar

Textbook Title: Punctuation, Capitalization, and Spelling

Publisher: AGS

This course teaches students critical written communication skills. It is divided into four components:

- **Punctuation, Capitalization and Spelling:** Teaches the basics of mechanics, including the rules of punctuation, capitalization and spelling.
- **Writing Sentences and Paragraphs:** Students learn to write proofread, and revise descriptive narratives, persuasive paragraphs and business and personal letters.
- **Building Vocabulary Skills:** teaches students the meanings of unfamiliar words and terms related to everyday living skills.
- **Using Parts of Speech:** provides students additional practice with language structure and parts of speech and their usage.

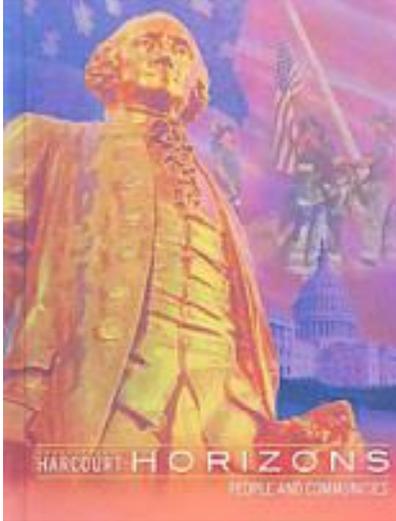
Course: Everyday Reading

Textbook: Timeless Classics

Publisher: Saddleback

The Timeless Classics series is designed for the struggling reader and adapted to retain the integrity of the original work. Each novel is only 80 pages long and developed for high interest at a lower reading level.

SOCIAL STUDIES



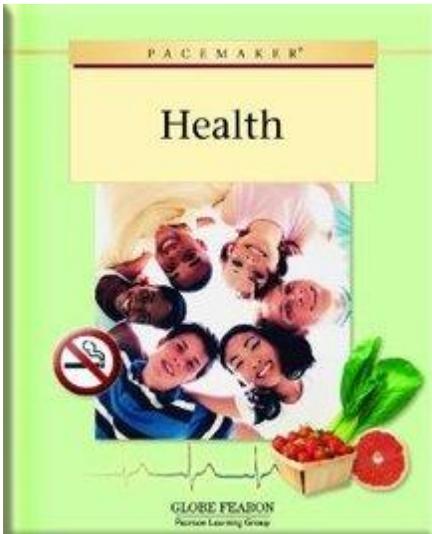
Course: Community Living

Textbook Title: People and Communities

Publisher: Harcourt

This course involves students learning about people in their communities, our government, and other people who left a mark in our society. Students are expected to apply knowledge learned to interact with others, and have a common notion on how communities come together.

SCIENCE



Course: Health for Life

Textbook Title: Health

Publisher: AGS

This course involves learning the fundamentals of nutrition and fitness, safety and injury prevention, personal health (hygiene) and wellness. Students are expected to apply the knowledge learned in their daily lives.

The Learning is in the Doing

Website: <http://schoolhouseportal.weebly.com/cbilife-skills.html>



Community Based Instruction is a critical component of the educational program of the Academy. It takes place in the community where the students are able to generalize knowledge and skills learned in the academic environment. The students benefit from age-appropriate, functional, hands-on instruction in essential life skills in a meaningful, natural setting where such skills are commonly used. It is expected that the students will live, play and, ultimately, work, in diverse environments within their community, and it is there that they will participate in typical activities across many settings.

Repetitive practice of skills learned in the classroom setting without connections to the students' real lives lacks joy and motivation. In order to energize and motivate the students', we must enhance the generalization to community and to everyday life situations. Providing access to the community for the students gives them a chance to apply what they've learned in a real life setting, so that the learning has meaning to them. Instruction is guided by students' strengths and needs. Overall, community based instruction uses consistent teaching strategies and accommodations designed to encourage the students' participation in typical activities. It gives them a broad spectrum of experiences to enhance their adaptive and social behaviors. It also provides familiarity with a variety of diverse settings, use of tools in those settings and also provides frequent opportunities (whether it be at a restaurant, movie theatre, library, etc.) to generalize their knowledge. This frequency establishes increasing confidence in knowing how to apply what they've learned from setting to setting.



For example, the students are given opportunities to develop a menu, create a shopping list, go to the store, purchase the items

(determining how much money to give and how to determine what change to expect), prepare the meal and enjoy not only the food that's been prepared but enjoy the process, giving practice for real life. Another connecting example would be going to the movie: finding a theatre, choosing a movie, purchasing tickets (and see the connection to shopping at the grocery store in knowing how much money to give and what change to expect), entering the theatre, purchasing items at the snack bar (again, the connection to purchasing movie tickets and grocery store), locating which theatre matches the ticket. The opportunities in the communities are many and diverse, but it is optimal place to reveal generalization.

Community based instruction should not be confused with “field trips.” Field trips are a one-time activity. Community-Based Instruction is direct, planned, continuous instruction. Community environments are visited repeatedly in order to provide instruction for target skills. These can include relevant instructional settings such as shopping centers, grocery stores, restaurants and public facilities such as libraries, coin laundries and post offices. Community based instruction also provides opportunities to interact with typical members of the community



facilitating growth in communication and social skills.

Prior to venturing out into the community, we visit with local businesses to provide general information about Schoolhouse Preparatory and the student population in order to ensure the experience is a positive one. Instructional procedures are determined and materials are secured prior to entering community sites. Modifications (to sites, instructional materials, instructional cues, etc.) are made, as appropriate, and opportunities are also made available for reinforcement and maintenance of mastered skills.

Community Based Instruction (CBI) Domains

DOMESTIC: this domain includes the skill areas of self-care, personal grooming, wellness and nutrition, and home care, such as housekeeping, cooking and meal planning.

VOCATIONAL: the focus of this domain is to develop employability skills, such as being on time, staying on task, following rules, and calendar skills related to work.

COMMUNITY: this domain includes the skill areas of accessing transportation and community sites, such as libraries, grocery stores, shopping centers, the post office and restaurants.

RECREATION & LEISURE: the focus of this domain is to learn how to utilize public recreation options, to plan personal leisure time, and to participate in recreational activities.

Process of Implementation

- Access individual student needs



- Prioritize skills
- Plan the logistics: student grouping, staffing pattern, scheduling, transportation, cost

Community Based Instruction Business Partners

Here are a few of our CBI Business Partners:

Miami Dade Public Library/West Regional Branch, Publix, Walgreens, Little Chefs Kitchen Pizza Hut, US Post Office