

The Sonia Shankman Orthogenic School

# curriculum guide

2016-2017

[www.oschool.org](http://www.oschool.org)

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# Executive Team

## Dr. Diana Kon, Co-Executive Director

Diana is Co-Executive Director of the Brooke Whitted Center (BWC) and the Sonia Shankman Orthogenic School. She shares lead administration responsibilities for both programs. Diana joined the O-School in 1995 as a teacher and served as principal before being named to her current post. Before the O-School, she opened the Therapeutic Day School at Children's Memorial. Diana also collaborated on a variety of learning disability diagnostic clinics, A.D.D. centers, and programs designed to meet the needs of gifted learners. Early in her career, she gained invaluable experience working as the teacher for the Children's Unit at Chicago Lakeshore Hospital where she first learned about the concept of milieu. She has since devoted much of her career to ensuring that these core values remain at the center of the work at the O-School. Diana has facilitated meetings and presentations with numerous schools and school districts across the country.

Diana is a strong advocate on behalf of students and young adults with exceptional need. Diana is active on a variety of local, state and national legislative forums and often is called upon to join research and recommendation commissions that serve to advise on special education across the state.

Diana holds a doctorate in education, a post-graduate degree in educational leadership, a graduate degree in curriculum and instruction, and an undergraduate degree in elementary education from National Louis University. She maintains Professional Educator Licenses in general administration, special education, secondary education and elementary education.



## Dr. Peter Myers, Co-Executive Director

Pete is Co-Executive Director of the BWC and the Sonia Shankman Orthogenic School, where he shares lead administration responsibilities for both facilities.

Pete has spent most of his professional career at the O-School and has broad experience in a variety of diverse therapeutic environments. He began with counselor positions at the O-School, which led to him being named Assistant Director for Residential Services. He was appointed to his current post in 2008.

During his clinical training, Pete worked at a large intermediate care facility for chronically mentally ill adults, at Cook County Jail as a therapist, and at a large state operated facility in New York City that cared for 2,000 mentally ill adults. Additionally, he worked in a private psychological testing services office as a psychometrician; a local hospital emergency room as the crisis intervention specialist; and an outpatient clinic as a therapist and early childhood intervention specialist. Pete

currently teaches at the School of Social Service Administration at the University of Chicago as a lecturer.

Pete's education and training is in clinical psychology. He holds a bachelor's and earned his master's at the University of Chicago, while working at the O-School. He earned his doctorate from the Illinois School of Professional Psychology.

## Jerry Martin, MA - Principal

Jerry Martin began working at the Orthogenic School in 1983 as the teacher of a self-contained classroom. He has been a member of the administrative staff since 1983.

Mr. Martin received a Bachelor of Science degree in Education (with a comprehensive major in English) from Illinois State University. He received a Master of Arts degree in English Literature from the University of Illinois in Chicago. Mr. Martin was certified in Special Education (with endorsements in Social Emotional Disorders and Learning Disabilities) through a program at National Louis University. Mr. Martin also received his certification in Educational Administration through National Louis University.

Prior to coming to the Orthogenic School, Mr. Martin taught for five years in the public schools and for seven years at the Illinois State Psychiatric Institute. This year marks the beginning of Mr. Martin's forty-fifth year of service in the field of education.

Mr. Martin has found through the years that no two students are the same and that the creation of an educational plan for each student requires empathy and a willingness on the part of staff members to tailor their approach to meet each student's social emotional and cognitive needs.



## Michelle Zarrilli, MS Ed - Academic Coordinator

Michelle started working at the Orthogenic School in 1997 as the Fine Arts teacher. In January of 2011 she took on the role of Academic Coordinator. Michelle holds a Master of Science in Education in Supervision and Administration from Bank Street College in New York City, as well as a Bachelors of Science in both Studio Art and Art History from Ithaca College. She received her teaching certification in Art Education in 1996 from Bank Street College and Parsons School of Design. Since 1997, Michelle has been captivated by the milieu and the power of a positive and supportive environment. One of the many joys of her work at the O-School is providing leadership for the education staff in the hopes of furthering a culture of clinical and professional growth and learning. Michelle works at the Orthogenic School because she believes passionately in the O-School's mission and its ability to provide children with the education and care needed to help them through the challenges that they are facing. Each year spent at the O-School only reinforces her belief in the potential of our students and the impact our school can have on their lives.

# Therapy

Students at the Orthogenic School participate in individual and group therapy services to aid in their success. Therapy services help students manage difficult emotions, stress and other challenges children and adolescents face. Focus is also placed on helping students develop effective coping skills and build healthy, rewarding relationships with others. Individual and group therapy is built upon each student's unique strengths and needs, with a focus on the therapeutic relationship.



**Lauren Berebitsky, PsyD**  
Clinical Coordinator

Lauren is a Licensed Clinical Psychologist (Psy.D.) and joined the staff of the Orthogenic School in June 2006. As the Clinical Coordinator, she supervises the Residential Therapists and Day School Case Managers, oversees individual and group therapy, and manages psychological testing. Lauren received her Masters and Doctoral degrees in Clinical Psychology from the Illinois School of Professional Psychology and earned her Bachelors degree in Psychology from the University of Michigan. She has worked with children and adolescents in inpatient and partial hospitalization settings and with young adults in college counseling centers and completed psychological testing with individuals on both an inpatient and outpatient basis. She values the Orthogenic School

because of the opportunity to provide long-term, intensive psychotherapy, see positive change and growth in the students over time, and work among such a compassionate, dedicated staff.

**Greg Concodora, PsyD**  
Residential Therapist



Greg graduated from Lafayette College in 2001 with a B.A. in International Affairs, and began work as an educator in 2003. He first worked as a teacher's aide with middle and elementary school special education students, then in 2005 became a New York City Teaching Fellow, working primarily with middle school students in Brooklyn, NY. He also earned a masters degree in special education from Long Island University. After deciding to move into the field of psychology, Greg did masters level graduate work at New York University and held a research position at the New York University Child Study Center. He then moved to Chicago during the summer of 2009 to begin a clinical psychology doctoral program at The Chicago School of Professional Psychology, graduating with a PsyD in August of 2014. Greg's clinical experiences include work in residential, day school, community mental health, hospital, and private practice settings. He is primarily interested in therapeutic work with severely troubled students, particularly those children and adolescents who have had psychotic experiences. In his clinical work, Greg operates from a relational, strengths based framework, striving to help those with which he works to gain a more full understanding of themselves and the world in which they live. Greg returned to the O-School in September, 2014 after completing a diagnostic practicum experience in 2010, and feels very lucky to be a part of the O-School team.



**Heather Digby, PsyD**  
Residential Therapist

Heather Digby is a residential therapist who recently joined the clinical team at the Orthogenic School. She is a licensed clinical psychologist with specializations in child and adolescent psychology and a background in working with children and their families in residential treatment centers, hospital settings, and community outpatient centers. Prior to coming to the Orthogenic School, Heather completed a two-year fellowship with the Department of Psychiatry at Rush University Medical Center, where she split her time between the Child and Adolescent Outpatient Clinic and the Autism, Assessment, Research, and Treatment Services Center (AARTS). Heather adopts a collaborative approach in her work with others that focuses on personal strengths, skill building, and interpersonal relationships.

**Sarah Shimmel, LCPC**  
Residential Therapist



Sarah has worked at the Orthogenic School for seven years. She began as a dormitory counselor in the Phoenix Dormitory, where she stayed for three years before beginning in her position as a Therapist in September 2012. She became a Licensed Clinical Professional Counselor in May 2012, after having accrued supervision hours in order to take the examination while working in the dormitory. She received her Master's Degree in Clinical Psychology from the Illinois School of Professional Psychology in June 2009 after having received her Bachelor's Degree with a major in Psychology from Miami University of Ohio in 2007. In addition to her work at the Orthogenic School, she completed her therapeutic internship as a psychological intern providing individual and group therapy for children aged 5 to 17 at the Chicago Academy, a CPS school for students from kindergarten to 12th grade. Her favorite part about working with children and adolescents is how resilient they are, and how much capacity they have for making beneficial and lasting changes.



## Nicole Eskanazy, LCPC

### Day School Case Manager and Therapist

Nicole is a Day School Case Manager and Therapist who joined the Orthogenic School the summer of 2016. She graduated from The University of Illinois at Urbana-Champaign with a Bachelor's in Psychology and then attended Benedictine University receiving a Master's degree in Clinical Psychology. She is a Licensed Clinical Professional Counselor and has a background working with students and their families in residential treatment centers, foster care, and private practice throughout Illinois. She takes a collaborative, client centered approach to therapy utilizing cognitive behavioral and activity based techniques. She truly has a passion for working with students and their families and is excited to be a part of the Orthogenic School and supporting students as they achieve their goals.

## Ifetayo Kitwana, LPC

### Day School Case Manager and Therapist

Ifetayo 'Ife' started her journey at the Orthogenic School as a Phoenix dorm counselor in 2014. Recently, her position has shifted, as she is now a Day School Case Manager and Therapist. Ife received her B.A. in Psychology from The Ohio State University and her M.A. in Dance/Movement Therapy and Counseling from Columbia College Chicago. Ife is a Licensed Professional Counselor and a Registered Dance/Movement Therapist. Her background includes working with students and their families in residential treatment, community mental health, and educational settings. Ife utilizes a client centered model while incorporating aspects of cognitive behavioral, solution focused and dance/movement therapy. The Orthogenic school provides a safe place for students and their families to heal, learn and grow, she is proud to be apart of that.



## Samantha Prague, LPC

### Day School Case Manager and Therapist

Samantha's passion for psychology can be traced back to her undergraduate days at Seattle University where she focused in forensic psychology and cultural trauma studies. In 2012 she relocated to Chicago to attend Northwestern University, where she received a MA in Counseling. Samantha's background is a unique mixture of psychodynamic and phenomenological therapy across high intensity crisis settings including state run residential centers and partial hospitalization programs. In 2014, Samantha began her journey at the O-School as a day school case manager. In this position, she conducts individual, group and family therapy in addition to case management and transitional planning for day school students. Samantha strives to create connection and safety through authenticity, humor and a profound love of tinker toys.

## Ronda Skilton, LCPC

### Day School Case Manager and Therapist

Ronda is a Licensed Clinical Professional Counselor and holds a Bachelors in Behavioral Sciences from National Louis University and a Masters in Clinical Psychology from National Louis University. Before coming to the O-School, Ronda worked with adolescents and families in inpatient and outpatient programs as well as private practice. When Ronda started at the Orthogenic School as a Day School Case Manager in early 2010, the Day school consisted of only 8 students. Ronda has had the pleasure watching the Day School Program grow now has more than 30 students enrolled in the program. Working with families and adolescents in need has always been a passion for Ronda and she truly believes in the Orthogenic School philosophy of building strong relationships to promote growth and change. She has seen and experienced the impact that these relationships have on our students and it is truly amazing. She is very proud to be part of an organization that does such great work.





# Elementary/Middle

Building on the success of the semi-departmental approach adopted two years ago, the Olympian, Titan & Roman teaching teams look forward to building on this format this year. The students begin and end their day with their assigned base class. From there, they travel between the three middle school classrooms for English, Math, Science, and Social Studies. The students also participate in instruction in Physical Education, Fine Art, Foreign Language and Social Skills. Each student receives instruction, accommodations, and support as outlined in the individual plans, outlined in IEP's and school district requirements. Instruction takes place in a variety of settings: whole group, small groups, partner, and individualized. This structure allows students to learn transitional skills, good study habits, and appropriate social interaction and problem solving skills.

## The Romans Classroom

### Special Education Teacher: Andrea Arellano, MS Ed

This is Andrea's second year at the Orthogenic school and her 8th year as a Special Education teacher. Andrea previously worked at an elementary school in CPS as a Special Education teacher in resource and inclusion settings. She obtained a B.A. from Iowa State University in Elementary Education & Special Education. In addition, Andrea earned a Masters of Education degree in Curriculum & Instruction with an ESL Endorsement through the American College of Education. Andrea is thrilled to teach at the Orthogenic School and has always valued the combination of educating diverse learners while meeting their specific social and emotional needs. She is proud to be a part of this incredible school and a teacher to such spirited students!



### Elementary Teacher: Rebecca Loudis, MS Ed

Rebecca is excited to be returning as a co- teacher in the Romans classroom. This is her third year at the Orthogenic School and has been immersed in the field of education for the last 11 years. Rebecca earned her BA in Communications from the State University of New York at Oswego and MS in Elementary Education from The College of Saint Rose in upstate New York. Her wide range of experiences working with children include everything from camp counselor and classroom teacher in New York to dorm staff and outdoor education facilitator overseas at a residential school in India. The reason Rebecca is most excited to be working at the Orthogenic School is because she strongly believes in the school's mission to meet children where they are at and provide a safe place for them to learn and grow.

## The Olympians Classroom

### Kimberly Frey, MA Special Education Teacher

Kimberly is entering her fourth year as a middle school teacher at The Orthogenic School and continues to be extremely proud of her participation on this teaching staff. She began her professional career working with students with emotional and behavioral disabilities at a residential treatment facility in Florida. After graduating from the University of Central Florida with a B.S. degree in Exceptional Education with a focus on students with emotional and behavioral disabilities, she began a teaching career that has spanned every grade level from kindergarten through 12th grade. However, middle school has always held a special place in her heart. After obtaining her Master's degree in Public Administration and teaching for over a decade in Florida, she returned to her hometown of Chicago in 2013. Her first love has always been students who are dealing with significant emotional and behavioral issues because she has seen first-hand the growth they can achieve with the right support. She firmly believes that The O-School is the place where that happens. In her free time, you can catch her running the trail along Lake Michigan.



### Jasmine Lucas, Middle School Teaching Assistant

Jasmine Lucas earned her undergraduate degree in Psychology from Chicago State University. Jasmine later earned a Master's Degree in Community Counseling from Argosy University, Chicago. Jasmine has a background in a variety of areas and has worked with a variety of populations ranging from children to adults. Her experience includes working as a Shelter Care Specialist at a drop-in shelter for children who are a part of the Department of Children and Family Services (DCFS). Jasmine also worked with at-risk youth as a School Counselor Intern, at Henderson Elementary School in Chicago's Englewood neighborhood. Jasmine also has experience working with adults with severe mental illnesses where she most recently worked as a Social Service Director at Generations at Elmwood Park Nursing & Rehabilitation Center.

Jasmine is excited about joining the Orthogenic School as she has always had a strong passion for working with children and adolescents. Jasmine believes in giving them a second chance when needed and assisting them in overcoming any barriers or challenges they are facing. Jasmine is excited about building relationships with the children, family and staff at the Orthogenic School.

## Marsha Redmon Elementary/Middle School Teaching Assistant

Marsha is in her third year at the Orthogenic School as a Float Teaching Assistant for the elementary and middle school students. She holds a degree in Liberal Arts with a Special Education concentration from Chicago State University. Her education career began as a substitute teacher for Chicago Public Schools in 2004. Later Marsha became a special education paraprofessional. Working with our future generation of doctors, lawyers, and teachers has been her passion.





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## The Titans Classroom

### Special Education Teacher: Maggie Monohan, MAT



This is Maggie's fourth year at the Orthogenic School. Maggie began her journey at the O-School in September of 2013. Together, with her students, she created the Titans. The Titans have grown tremendously over the course of these past three years, and Maggie is eager to see what year number four brings! Prior to working at the O-School Maggie was a special education aide for five years at a middle school in Evanston. It was through this job that Maggie realized that her true calling was to work in Special Education. Maggie graduated from DePaul University with a B.A. in English and National Louis University with an MAT in Special Education. Maggie looks forward to working with the students and is proud of the work she does here at the O'School!



Lisa started in the All Stars (now Romans) classroom in April of 2016, as a temporary teaching assistant. She is thrilled to be joining the Titans classroom this academic year, and teach various levels of middle school math. Prior to joining the O-school, Lisa worked as a 1:1 learning aide, as well as a learning specialist; providing academic remediation, social emotional support, and test preparation for SpEd students interested in attending selective enrollment high schools in Chicago. Lisa also designed and led multiple social skills groups for middle-school boys with ADHD, Autism, and other related challenges. Lisa earned her M.Ed. in School Counseling from DePaul University, as well as a B.A. in English Literature.

### Teaching Assistant: Lisa Riggs

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## English/Language Arts

Prior to Secondary ISBE Course Codes: 51033A000, 51034A000, 51035A000, 51036A000

The elementary and middle school English curriculum strives to develop student proficiency in reading, writing, speaking, listening, and language skills while recognizing the needs of our diverse group of learners. Using a rigorous curriculum based on research and best practice, we encourage our students to understand and believe the power of language as they become critical thinkers and proficient communicators. During the course of the year, students will read short stories, novels, and poetry - both classical and contemporary - as they study the various elements of literature. They will learn to analyze literature and think critically about what they read as they interact with text in various ways such as making connections, inferences, and generalizations. Students will produce a variety of writing assignments to include poetry, essays, reflections, and narratives. The students will also complete units designed to increase their grammar and vocabulary skills.

Novel studies: Bridge to Terabithia, Esperanza Rising, A World Without Fish  
Scholastic News Magazines, Engage NY ELA modules

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## Social Studies

Prior to Secondary ISBE Course Codes: 54435A000, 54436A000, 54437A000, 54438A000

The mission of the elementary/middle school social studies curriculum is to create an interactive and fun program designed to keep students engaged while challenging them. This year students will focus on United States History, concentrating on U.S. Geography, the original thirteen colonies and the American Revolution, the Lincoln debates and the Civil War, Native Americans and the Westward movement, and the Gold Rush. Seventh grade students will also study the U.S. Constitution, while the eighth grade students study the Illinois Constitution. By the end of the school year students will have a better understanding of U.S. history, including how we came to be.

Creating America: A History of the United States McDougal Littell  
Spotlight on America: Native Americans Teacher Created Resources  
Contemporary's World History Matthew T. Downey  
Prentice Hall: America History of Our Nation

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## Mathematics

Prior to Secondary ISBE Course Codes: 52035A000, 52036A000, 52037A000, 52038A000

We believe that in order to effectively teach a student how to learn mathematics, the student must first learn to connect with, appreciate, and respect mathematics. We recognize individual differences among students and strive to offer a diversified program, which meets the needs and interests of students, while remaining consistent with the abilities of all students. Students will participate in a curriculum designed to bridge concepts they have learned in earlier grades with the expectations of middle school and high school mathematics. Students will also practice the ability to think critically, analyze information, and problem solve. We will work to increase competency in basic computation skills while also introducing pre-algebra, algebra, and geometry concepts through inquiry-based learning.

Spectrum Math Grades 4,5,6  
Spectrum Algebra Grades 6-8, Everyday Mathematics

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## Science

Prior to Secondary ISBE Course Codes: 53235A000, 53236A000, 53237A000, 53238A000

The mission of the elementary/middle school science curriculum is to create a safe and interactive environment for students to feel free to explore the intricacies of the world around them. The curriculum is designed as a trimester each for the core disciplines: Life Science, Physical Science, and Earth/Space Science. We want to give students a solid foundational knowledge base in the core scientific disciplines, continue to develop students' skills in the processes of scientific inquiry, and reinforce key concepts as students progress each year.

Holt Science & Technology, Integrated Science, 2008  
middleschoolchemistry.com  
brainpop.com



# High School

The High School Program at the Sonia Shankman Orthogenic School is very unique and offers High School students a broad array of experiences and learning challenges. Our five High School classes, in collaboration with Foreign Language, Physical Education and Fine Arts, present students with a departmentalized approach to academics and study. Students have the opportunity to master all the components of High School life (balancing a daily schedule, organizational skills, attending each class prepared, different classroom settings), within a smaller, therapeutic environment. Classes are designed to be flexible enough to meet learning and social/emotional challenges in ways that do not compromise course content and learning requirements. Our smaller setting allows each teacher to take leadership in a core-content area so that study can be more intensive and specialized.

The High School teachers at the Sonia Shankman Orthogenic School also work with students to create a Base Classroom community. Each student is assigned to a base classroom and that teacher assumes leadership of that student's educational program. They oversee guidance issues and course selections, learning style accommodation recommendations, IEP development and attend and participate in all clinical and treatment planning meetings on behalf of their base classroom students. In this way, the therapeutic and educational processes can be cohesive and integrated.

As the weekly schedules also indicate, students at the Sonia Shankman Orthogenic School participate in Group and Individual Therapy during the academic week.



# English Program, The Rhetoricians Classroom

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## Special Education Teacher: Michelle Pegram, MA

Michelle has worked at the O-School for a total of 17 years and truly enjoys both the challenges and rewards that her position entails. She earned a BS from the University of Iowa in 1990 and has since earned an MA in writing from DePaul University, and a CAS in reading from National Louis University. She is currently working towards her doctorate in Reading, Language and Literacy, also at National Louis.

As a teacher she has worked in both urban and rural settings and has been a part of public and private school systems. Currently, she is the Special Education teacher in the Rhetoricians base classroom and the lead teacher for all high school English courses. She enjoys working with students at the O-School with their unique struggles and talents, and is proud to say that she learns from them as well as helps them to learn. In addition to bringing them literature and having the chance to read their thoughts in their writing, she has had the privilege of building a newspaper and literary magazine that helps them highlight their skills and gives them a continued platform to share their voices.

## Teaching Assistant: Geoff Keegstra

Geoff has worked at the O-School for 10 years. He was born in Grand Rapids, Michigan and moved around a bit during his life, having lived in multiple states of the U.S. and in France. He earned a BA in English Literature at Michigan State University and then moved to the Chicago area. Teaching and working with students has always been a part of his life. He enjoys working with the students here and helping them to see and work towards each of their individual potentials.



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## English

The English program consists of all levels of English that are required by districts for High School Graduation. There is a Forms of Literature class in which students are introduced to the language and methods of thinking, talking and writing about literature. We also offer World Literature, American Literature and British Literature courses. In addition to this, we offer a Survey of Literature course that provides support to students who may have learning gaps or a learning disability in reading. These courses are primarily novel based and provide the students with multiple ways in which to respond to what they have read in writing. Being based in Chicago, we have the opportunity to take advantage of programming in the arts, and, each year, we identify which productions will be done at Steppenwolf and The Chicago Shakespeare Theater so that we can incorporate those works into our curriculum and then take the students to the theater. We are also fortunate to offer two electives, Journalism and Literary Magazine, which allow our students to explore different forms of writing and to produce publications for the school community.

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# Journalism

High School Credit Course: 2 Semesters

State Course Code: 11101A000

Students in this course will produce the four yearly issues of the Yellow Door Chronicles. They will explore the first amendment and its relationship with high school journalism and examine the work of journalists in both online and print formats. For each issue students will be responsible for completing two articles, giving feedback on peer articles and completing editor responsibilities as either copy, content, involvement and photo editors. In addition to this, as members of the newspaper staff, they will learn to use Adobe InDesign in order to complete the layout of the paper.

Inside Reporting by Harrower  
Online news sites  
Subscriptions to Time, The New York Times, and Teen Ink

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# Literary Magazine

High School Credit Course: 2 Semesters

State Course Code: 11104A000

Students in this course will produce the school literary magazine, Orthogenique, by completing one issue per semester. The magazine staff will identify two or three themes, depending on the semester, around which the writing and art pieces will be built. These themes will then constitute the chapters of the magazine. Students will alternate between writing and art units during the course and there is an emphasis on collaboration as students will illustrate the writing of another students and write for the art work of another student at various times during the year. They will learn about creative writing genres, the tenets of illustration and the use of Adobe InDesign for layout of the magazine.

Mentor texts with exemplars from each genre: Short Story, Personal Essay, Poetry, Children's Story, One Act Play

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# English I

High School Credit Course: 2 Semesters

State Course Code: 01001A000, 01053A000

This course focuses on the forms of literature and helping students build the language and knowledge that allows them to speak and write about the literature that they read. Students will complete a short story unit that focuses on plot, setting, character, point of view and theme as well as novel studies on works that could include Grendel, by John Gardner, Of Mice and Men by John Steinbeck, Ella Minnow Pea by Mark Dunn and Animal Farm by George Orwell. There will also be a reading and analysis of Romeo and Juliet by William Shakespeare. Students will respond to all readings by completing a journal entry that has them summarize, make connections, visualize, determine the important events, synthesize their understanding, ask questions and make predictions based on their reading. In addition to this course work, students will participate in an independent reading program in which they will read a book of their choice for one class period per week and respond to that reading in various written formats.

Romeo and Juliet by William Shakespeare  
Of Mice and Men by John Steinbeck  
Short stories by Saki, Connell, Hurst, DH Lawrence, and others  
Other novels and plays based on student interest and theater partnerships

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# English II

High School Credit Course: 2 Semesters

State Course Code: 01002A000 01058A000

This course focuses on the reading and analysis of world literature. Students will visit England, France, Iraq, Jordan, Australia, Japan, and Kenya among other possibilities. Students will respond to all readings by completing a journal entry that has them summarize, make connections, visualize, determine the important events, synthesize their understanding, ask questions and make predictions based on their reading. They will also complete analytical papers in response to the literature that they explore.

No Exit by Jean Paul Sartre  
The Stranger by Albert Camus  
Other People by Neil Gaiman  
The Complete Persepolis by Marjane Satrapi  
Does My Head Look Big in This? by Randa Abdel-Fattah  
The River Between by N'gugi Wa Thiong'o  
Purple Hibiscus by Chimamanda Adiche  
Other novels and plays based on student interest and theater partnerships

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# English III

High School Credit Course: 2 Semesters

State Course Code: 01003A000 01054A000

This course focuses on American Literature. Students will explore the work of American authors in units on Native American literature, African American Literature, Latino(a) American literature, Asian American literature, and European American literature. All units other than European American will include two novel studies that will be supplemented with children's literature. The European American unit will incorporate the analysis of the short stories of as many authors as possible. Students will respond to all readings by completing a journal entry that has them summarize, make connections, visualize, determine the important events, synthesize their understanding, ask questions and make predictions based on their reading. They will also complete analytical papers in response to the literature that they explore.

Yaqui Delgado Wants to Kick Your Ass by Meg Medina  
Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Saenz  
Killer of Enemies by Joseph Bruchac  
If I Ever Get Out of Here by Eric Gansworth  
Autobiography of an Ex-Coloured Man by James Weldon Johnson  
Mare's War by Tanita S. Davis  
American Born Chinese by Gene Luen Yang  
Good Enough by Paula Yoo  
Short stories by European American Authors from Poe to Hemingway to Bradbury to King  
Other novels and plays based on student interest and theater partnerships

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# English IV

High School Credit Course: 2 Semesters

State Course Code: 01004A000, 01056A000

This course focuses on the reading and analysis of British literature. Students will read works from the Anglo Saxon times through the modern era including such titles as Beowulf, The Canterbury Tales by Chaucer, King Lear by Shakespeare, Wuthering Heights by Bronte, and The Importance of Being Earnest by Wilde. In addition to this, they will study poetry and essays from various historical periods in British history. Students will respond to all readings by completing a journal entry that has them summarize, make connections, visualize, determine the important events, synthesize their understanding, ask questions and make predictions based on their reading. They will also complete analytical papers in response to the literature that they explore.

Beowulf  
The Canterbury Tales by Geoffrey Chaucer  
Various Poets  
Hamlet by William Shakespeare  
Wuthering Heights by Emily Bronte  
The Importance of Being Earnest by Oscar Wilde  
Other novels and plays based on student interest and theater partnerships

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# Survey of English

High School Credit Course: 2 Semesters

State Course Code: 01051A000; 01052A000; 01053A000

This course has students from various grade levels who need additional support in the completion of reading and writing assignments. All students will be assessed to determine their reading level and to identify areas in which they need to work. They will then complete novel and short story studies during which they will build these skills. Students will respond to all readings by completing a journal entry that has them summarize, make connections, visualize, determine the important events, synthesize their understanding, ask questions and make predictions based on their reading. They will also complete analytical papers in response to the literature that they explore. In addition to this basic course work, students will participate in an independent reading program during which they will choose a book that they would like to read during one or two class periods a week. After each session of reading they will be asked to respond in writing to what they have read.

Words their Way by Donald R. Bear  
Young Adult Novels based on student interest and reading level that could include:  
Marcelo in the Real World by Francisco X. Stork  
Firefly Letters by Margarita Engle  
The One and Only Ivan by Katherine Applegate  
Monster by Walter Dean Myers  
Other novels and plays based on student interest and theater partnerships

## Fine Arts Teacher: Hague Williams, MAT

A practicing artist with a print and design studio in Hyde Park, Hague is the fine arts teacher at the Orthogenic School. He received an MFA in Print-Media from SAIC and an MAT in Art Education from Columbia College. He has exhibited in New York, Los Angeles, Prague, Sofia, and Chicago, and performed at Carnegie Hall, New York. Additionally, Hague is a core member of Art for Health a global health program at Rush Medical Center, a group of artists and medical doctors committed to providing and improving health care for under-served communities. As an artist, he supports the work by traveling with the of the medical teams and offering community engagement through arts programming and documentation to the partner communities, both in Haiti and the Dominican Republic. The Orthogenic School has provided Hague with opportunities for him to explore his practice as an art educator and artist.



## Fine Arts Teaching Assistant: Emily Grelck

Emily is an artist and art educator from Chicago and she has been the Fine Arts teaching assistant at the Orthogenic School since February of 2014. She has a BFA in Art Education from the University of Illinois at Chicago with a concentration in painting. Emily has been involved in several after school arts programs through the National Museum of Mexican Art as well as a National Endowment for the Arts granted performance arts program called City As Site. She has always been motivated by artwork that promotes social justice and unique perspectives, and she tries to incorporate these themes into her curriculum. Emily loves working at the O-School because she is able to form strong relationships with

her students and help them explore themselves through their artwork.

# The Art Room

The students at the Orthogenic School have the opportunity to participate in a wide array of artistic endeavors. Our Fine Arts Program has involved young artists in painting , printmaking, photography, digital imaging, drawing, quilting and more.

**The Classroom:** The classroom is exceptionally large and organized. The room is sectioned off into 3 main areas: seating and working, printmaking with press, and junior achievement (a small screen printing business that is student run). There is plenty of shelving for materials and each student in the school has a flat file for his/her projects. The room is organized in a way that students can easily find and access materials, while dangerous materials are behind a lock and key cabinet. The room is equipped with 2 desktop computers for printing and 10 laptops. There is also a media cart with speakers and a projector, a pull down screen and a Promethean Board. Large tables dominate the center of the room for the students to sit at. Also a large section of the wall is cork board for hanging work onto along with announcements, and posters of artists. Additionally there are multiple bookshelves with a myriad of types of books related to art and design

**The Approach:** In the Art Room at the Sonia Shankman Orthogenic School our goal is to inspire growth at the deepest level. Our concept of artistic growth includes intellectual depth, social maturity, as well as local and global awareness. It is our job to mentor students so that they can benefit from exposure to the arts and grow. We value the critical thinking skills we aquired in our education. Developing and continuing to improve critical thinking skills is essential to education and growth. The study of the Visual Arts continues to be an excellent way to provide young people with powerful insights and practice of critical thinking. Simpson (1998) in *Creating Meaning Through Art*, states, "thinking with images is the most effective strategy for critical thinking skills associated with certain reasoning and insight problems (Simpson, p. 270)". Keeping critical thinking at the forefront of a Visual Arts curriculum is key to building 21st century skills in the classroom. We use a combination of Discipline Based Art Education (DBAE) and Arts Integration instructional methods in our classroom to foster and build critical thinking skills, a skill that will be necessary for a successful and enriching lifetime of learning.

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## Elementary/Middle School Fine Arts Classes, The Olympians & The Titans

In the elementary/middle school program we work with students on building stronger problem solving skills, a stronger ability to work in groups/collaborate and the ability to organize/utilize materials in a way that maximizes their use. Students learn about the elements of art and principles of design. Students will evaluate the visual qualities of symbols that create meaning in works of art, and they will critique art using appropriate language in a positive, constructive manner. They will experience these concepts through a variety of short-term projects in media including pencil, paint, clay, sculpture, collage, & printmaking.

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## Painting & Drawing

High School Credit Course: 2 Semesters

State Course Code: 05155A000

This course is an introduction to drawing & painting using all types of materials. We will begin with developing a solid foundation in composition. Then the class will explore the necessary skills of line, shape and value drawing and color theory. The final weeks will allow students to combine all these techniques together to create dynamic finished drawings of advanced quality. Each student will be encouraged to develop his or her own personal style and strengths, while at the same time incorporating new skills into the work. Ultimately, the goal for each student will be to produce work that reaches beyond a singular, formulaic approach to drawing & painting, where unique concepts, style and creativity is able to flourish.

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## Printmaking

High School Credit Course: 2 Semesters

State Course Code: 05161A000

This course will cover the introduction and fundamentals of creating printmaking art. Upon completion of this course students should be able to apply their knowledge to 4 basic processes in printmaking: mono-printing, relief printing, collagraph-printing, and screen-printing. Within these 4 types of printmaking each student will learn how to apply design, typography, compositional elements, and concepts to the area of print editions. Three critical components will be applied to the 4 types of printmaking: art history, technical process, and art criticism. The history of printmaking will be discussed and viewed, technical processes will be shown through demonstration, and art criticism will be a conversation about each students work during the course of the year in group critiques. Students will produce a portfolio of prints demonstrating all 4 types of printmaking.

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## Digital Imaging & Concepts

High School Credit Course: 2 Semesters

State Course Code: 05169A000 or 11153A000

Students are introduced to the fundamentals of creating digitally based art. Upon completion of this course students should be able to apply their knowledge of the basic elements of composition and design to their understanding of electronic based imaging and illustration software. Upon completion of this course the student will be able to utilize electronic based applications to: Create art and manipulate images; Use electronic based applications to edit images; Recognize the difference between vector and raster based images; Identify the thought process behind using different applications; Prepare images for printing and presentations; and Digitize original art by scanning with a desktop scanner. Course instructional methods use a combination of lecture and collaborative learning techniques. Class time will involve lecture, guided discussions, student presentations and structured individual/group-based lab activities. Student success results from an understanding and use of programs, class exercises and discussions. Class attendance and participation, as well as the timely completion of all assignments/projects, are required components in this process. Students are responsible for being able to present completed work both visually and orally. Course work demands that students achieve visual and intellectual depth through their artwork that is within the Sonia Shankman Orthogenic School's quality initiatives of using technology across the curriculum.

Programs: Adobe Photoshop, Adobe Illustrator, Google SketchUp, and CanonScan ToolBox X

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## Infectious Tees: Business & Marketing, Workplace Experience

High School Credit Course: 2 Semesters

State Course Code: 12998A000 or 12053A000

In 2007-2008 students at the Orthogenic School began a Junior Achievement Chapter, Infectious Tees. Students created a mission statement and organizational structure that we continue to build on every year. Students each school year learn to design and print custom t-shirts and bags. We are proud to report that over 5000 t-shirts, bags, and hats have been printed through 2016. The participating students have made a significant profit and have been able to provide our shareholders with a handsome check at the end of every school year. In this class students will work collaboratively to further develop the Infectious Tees company. Students will work together to manage accounting, marketing, production and direct sales. Students will work as a team to expand our business model in a way they determine to be of sound business sense.

# The Pythagoreans

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## Special Education Teacher: Sara Hayduck

Sara Hayduck is the Special Education teacher in the Pythagoreans classroom. She began working at the O-School in April of 2014 and is proud to be a part of this school community. Sara earned an undergraduate degree in Special Education at Illinois State University in 2011. As a Special Education teacher, she was drawn to the programming at the O-School because of her strong desire to work with students who have emotional disabilities. Through Sara's time at The O-School, she has seen many students blossom with the individualized support that they are able to receive here.



## Mathematics Teacher: Tom North, MBA

Tom is entering his fourth year as the high school math teacher at the Orthogenic School. His path to teaching has been somewhat unusual. He worked in Corporate America for nearly 25 years before switching to teaching. IBM, General Mills, Cummins Engine and American Family Insurance are some of his previous employers. Tom is able to share stories of those times with the students to help them make the connection between conceptual and practical math. Tom received a bachelor's degree from Northwestern University and a Masters in Business from the University of Chicago. His previous teaching experience includes the Atterbury Job Corp Center in Indiana, a private Catholic school in Indianapolis and a small rural school in Central Illinois. Tom especially likes the benefits

of small classes at the O-School and being able to work with such a diverse and talented group of co workers.

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# The Math Program

The math curriculum at the Orthogenic school is informed by common core goals and is designed to build upon the ongoing process of observation and analysis that began in elementary school. Math, while confusing to many, is actually the language and instrument that helps society and individuals put structure to the world. Beyond pure computational skills, our math classes are intended to help students see structure and patterns that occur around them, formulate opinions about analyzing and predicting future outcomes based on prior data and results. Each course is designed to help students make sense of how numbers and quantities relate to their world and become problem solvers through quantitative analysis and critical thinking. Modifications for courses include small class size and extended time for homework assignments and tests, as recommended by each student's IEP.

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## Algebra I

High School Credit Course: 2 Semesters

State Course Code: 02052A000

Algebra 1 begins with a review of fundamental algebraic techniques learned in earlier grades, such as the basic operations of addition, subtraction, multiplication, and division. Students also make connections between the vocabulary of mathematics and the symbols by translating sentences and word problems into equations. The review phase wraps up by covering proportions, fractions, negative numbers and percentages. These are all skills that have been taught at earlier levels. Topics that may be new to students in Algebra 1 will include functions and relations and graphing these representations. The basic functions that will consume most of the year are linear functions and quadratics. These are explored in both equation and graph form, using both equalities and inequalities. Students will also be exposed to exponential and radical functions, right triangles and elementary trigonometry and rational functions and expressions, ie, fractions with variables. When appropriate, we connect the concepts to real world applications in economics, finance, statistical and probability analysis and both physical and social sciences. The text used for the course is Algebra I: Common Core Edition, published by Prentice Hall. This is supported by separate texts for homework assignments and for test preparation.

Pearson: Prentice Hall Algebra I Foundation Series

Pearson: Prentice Hall Algebra I

# Geometry

High School Credit Course: 2 Semesters

State Course Code: 02072A000

Geometry is most often thought of by people as pertaining to physical shapes in one, two and three dimensions (like lines, angles, squares and boxes) and the properties and formulas that help define them (perimeter, area, surface area and volume). While that is certainly a significant part of geometry, many people often overlook the quantitative side of geometry as well as the perspective, logic and deductive elements of geometry that lead to proofs. All of this will be covered during the course of the year, as well as learning how to construct two dimensional figures with non-measuring tools (straight edge and compass). Included in the development of the shapes of geometry will be exploration of transformations, parallel and intersecting lines, right angle trigonometry and the properties of circles and polygons. The text used for this course is Geometry: Common Core Edition, published by Prentice Hall. This is supported by separate texts for homework assignments and for test preparation.

Pearson: Prentice Hall Geometry Foundation Series

Pearson: Prentice Hall Geometry

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# Algebra II & Trigonometry

High School Credit Course: 2 Semesters

State Course Code: 02106A000

The Algebra 2 course reunites the computations and concepts from Algebra 1 with the logic and critical thinking of the physical shapes that was covered in Geometry. Students develop a greater fluency with the language of mathematics and begin to compare the principles of a function learned from linear equations to more complex functions and concepts, such as systems of equations, linear programming, composite functions and rational equations. The idea of modeling situations in one of four styles is further developed, utilizing pictures (graphs), numbers (tables), formulas (equations) and words (written or spoken). A major goal in Algebra 2 is the comfortable switch between each of these mediums for modeling and the ability to explain the hows and whys of those transitions. The text used in class is Algebra 2: Common Core Edition, published by Prentice Hall. This is supported by separate texts for homework assignments and for test preparation.

Pearson: Prentice Hall Algebra 2 Foundation Series

Pearson: Prentice Hall Algebra 2

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# Precalculus

High School Credit Course: 2 Semesters

State Course Code: 02110A000

Precalculus is intended to consolidate the skills learned in Algebra 2 and provide the students with the skills necessary to tackle calculus, statistics and applied mathematics. It involves more analysis of characteristics and properties and a different type of computation. The deductive logic of Geometry is called upon to see how proofs are formed in number theory, power series and trigonometric functions. The twelve basic functions are introduced and advanced functions, such as trigonometry and exponential growth, are compared to the simpler linear functions. Finance, compound interest and the determination of growth rates is part of the exponential function section, while Ferris wheels, the changing water heights that accompany changing tides and other cyclical phenomenon are covered. Trigonometric identities and their use in calculus are the final topics that are covered. The text used for the course is Precalculus: Graphical, Numerical and Algebraic, published by Prentice Hall. This is supported by separate texts for homework assignments and for test preparation.

Pearson: Addison Wesley Precalculus: Graphical, Numerical, Algebraic (7th Edition)

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# Calculus

High School Credit: 2 Semesters

State Course Code: 02121A000

Calculus is an advanced study of the twelve basic functions, with concentration on limits, continuity, derivatives (rate of change) and integrals (area under a curve). The emphasis in calculus delves much deeper into the 'whys' of mathematical functions so that more detailed and impactful predictions can be made. Characteristics of functions, similarities, direction, magnitude all can be uncovered through the detailed analysis that is Calculus. The course is necessarily divided into distinct halves that come together about halfway through the school year. Initially, much of the work is theoretical, dealing with graphs and equations at different levels of a process. However, the value comes when the real world situations are then brought to bear with the theory. Use of AP materials is very effective in combining critical analysis with real world circumstances. The textbook is Calculus: Graphical, Numerical and Algebraic, published by Prentice Hall. This is supported by separate texts for homework assignments and for test preparation.

Pearson: Addison Wesley Calculus: Graphical, Numerical, Algebraic AP Edition (3rd Edition)

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# Physics

High School Credit: 2 Semesters

State Course Code: 03151A000

The physics course is designed to give students a thorough understanding of the physical world around them and the ways that the different physical elements (force, properties of matter, etc.) combine in the three main factors of physics - length, mass and time. Students will use mathematical techniques from Algebra 2 to express these relationships in formulas and equations as well as use them to predict how a physical system will behave. The study of vectors, Newton's Law, collisions and both the potential and kinetic energy involved will be covered, as well as thermodynamics, electromagnetism, light and optics and modern physics. The text used in Physics, AP edition, published by Prentice Hall. This is supported by separate texts for homework assignments, practical lab sessions and for test preparation.

Pearson: Prentice Hall Physics AP Edition (3rd Edition)

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# The Archaeologists



## Special Education Teacher: AJ Wieselmann, MAT

A.J. is the special education teacher in the Archaeologists base class, where she teaches high school social science courses. This is her third year teaching at the Sonia Shankman Orthogenic School. Prior to the Orthogenic School, A.J. was a special education math and science teacher in Chicago Public Schools, where she also coached Science Olympiad and served as the advisor for Gay-Straight Alliance clubs.

A.J. earned her B.A. in biology from Colorado College, and her M.A.T. from National-Louis University, in partnership with the Academy for Urban School Leadership teaching residency. She is dual-certified in special education and general education, with a concentration in biological sciences, and has experience teaching students with unique learning and social-emotional needs across all core subject areas.

## Teaching Assistant: Joseph Gray



Joseph earned his bachelor's degree in English teaching from the University of Southern Indiana in 2009. After graduating, he was selected by the Japanese Ministry of Education to teach English in Hiroshima as part of the JET Program. Upon fulfillment of his contract with the Hiroshima Board of Ed., he relocated to Chicago where he taught freshman and sophomore English at Chicago Tech Academy High School, and then worked as an aide for students with communication disorders in the Evanston/Skokie public school system.

Joseph started at the Orthogenic School as temporary Summer Fun staff in the summer of 2014. He was impressed with the amount of time and care devoted to each individual student at the O-School, and with the overall supportive atmosphere of the school community. The following summer of 2015, he returned for Summer Fun and the opportunity arose for him to come on as permanent teaching staff. Now, Joseph teaches history in the Archaeologists Classroom with AJ.

## Social Studies Program

The social sciences program at the Orthogenic School centers around inquiry and exploration of Essential Questions in history using primary and secondary sources from diverse perspectives, including periodicals, interviews, reference books, documentary films, and nonfiction texts. Throughout their coursework, students learn to find, analyze, and cite specific textual evidence from a variety of sources to support opinions and claims.

## United States History

High School Credit Course: 2 Semesters

State Course Code: 04101A000

In U.S. History, students explore the history of the United States from a wide variety of viewpoints through the study of primary and secondary sources, research, and reflective writing. Topics are arranged thematically around Essential Questions (example- What does it mean to be 'free?'), and then incorporated into a historical timeline for context. This course focuses on inquiry, critical thinking, and document based questions (DBQs) similar to a college history course. Students learn to use textual evidence to support or refute claims, and to view history with a critical lens. Content covered in US History includes the history of American Indians pre and post Columbus, foundations of American government, wars and revolutions, the arts, science and technology, and international relations.

Howard Zinn, *Young People's History of the United States*

Primary Source documents including the Declaration of Independence, the U.S. Constitution, and *The Federalist Papers*, as well as the website *The Smithsonian Source- Teaching with Primary Sources*, *Stanford History Education Group*



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# Government & Economics

High School Credit Course: 1 Semester each

State Course Code: 04151A000 & 04201A000

U.S. Government (1st Semester):

Government is a one semester course in which students analyze primary and secondary source documents and artifacts to better understand the foundations, structure, and function of the United States government. The course culminates with the U.S. and State of Illinois Constitution Test, a statewide graduation requirement for all Illinois high school students. In addition to studying the constitution, other topics covered in Government include the rights and responsibilities of citizenship, civic participation, an introduction to political parties, landmark legislation and court cases, civil rights/liberties, protest movements, current events, and issues related to anti-racism and social inequality.

Primary Text: The United States Constitution Study Guide, by Academic Solutions, Inc.

Supplementary Resources: The Smithsonian Source- Teaching with Primary Sources, The New York Times, Library of Congress

Economics (2nd Semester): This is a one-semester course that explores macro and microeconomic concepts and their practical applications. Students begin by comparing and contrasting economic systems, specifically capitalism, socialism, and communism. Using a variety of source material including documentary films, current events articles, economics textbooks, and U.S. government websites, Economics covers a wide range of economic topics including supply & demand, incentive systems, investment strategies, business models, sustainable development/design, advertising, media literacy, debt, credit, government regulation, and the U.S. stock, job, and housing markets.

Economics (Publisher: Holt)

Freakonomics, Periodicals including The Economist, TIME Magazine, and resources from the Council for Economics Education

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# World History The Modern World -1500 to the Present

High School Credit Course: 2 Semesters

State Course Code: 04051A000; 04099A000

In our world history class, we explore history from the Big Bang to the present, focusing on the themes outlined in the Common Core Standards and borrowing from the AP World History curriculum. Starting each unit with an essential question, students work together in research teams reading and annotating primary and secondary sources to discover key people, events, and quotes. To conclude each unit and help put into historical and global context what has been learned, students create illustrated study cards which are placed on our class timeline along with cards made by students in the other social sciences classes.

Our World's Story, Eric Burnett (2013)

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# World Cultures

High School Credit Course: 2 Semesters

State Course Code: 04061A000, 04062A000, 04301A000, 04302A000

Students in our world cultures class will study the meaning of culture, outline its components, how it develops, and explore its manifestations throughout history and around the world today. In addition to political structures, kinship systems, languages, religions, gender roles, and the arts, we study geography in order to put the myriad cultures of our world into global context. Each unit begins with an essential question. Students work together in research teams reading and annotating primary and secondary sources. In order to place everything we study in context, students create illustrated study cards throughout the year which are placed on our class timeline with cards made by students in the other social sciences classes.

Our World's Story, Eric Burnett (2013)

## Special Education Teacher: Dana Bellich, M.Ed

Dana Bellich is the Special Education teacher in the Xenophiles (the Spanish classroom) and is in her eighth year working at the Orthogenic School. Dana holds bachelor's degrees from Marquette University in Psychology, Education and Spanish as well as a Master's degree in Special Education at Northeastern Illinois University. She is currently in her internship for her Administrative License. Her appreciation for languages and different cultures grew while she studied, worked, and traveled in Spain. After learning more about this unique school, she felt that it would be a perfect match for her- it has been ever since.



## Teaching Assistant: Diana Camarillo

Diana is the Spanish Teaching Assistant in the Xenophile classroom. She also taught the College Readiness Course and the Law and Order Course over the summer term. Diana completed her undergraduate education at Concordia University of Chicago with a B. A. in Political Science and Spanish. Prior to joining the O-School Diana worked with populations with chronic illnesses and mental health diagnoses in Chicago. Diana finds the environment at the Orthogenic School to be one that is not only very positive but also very supportive.

## Spanish Teacher: Nallely Dimas M.Ed

Nallely has recently joined the Orthogenic School this summer as a Spanish Teacher and is extremely excited for the upcoming school year. She earned her B.A. in English from UIC with a concentration in Creative Writing. During this time she was worked as a Writing Tutor with a diverse group of people and discovered she enjoyed teaching and learning about languages and education. It was then she decided to return to school to obtain her teaching degree. She graduated from DePaul University in the winter of 2015 with a Master's in World Language Education with a focus in Spanish. She feels fortunate to begin my teaching career the Orthogenic School in an environment that cares for both students and staff alike and looks forward in working with such a bright group of students!



## Foreign Language Program

¡Bienvenidos to the Spanish Department! We are proud to offer various courses to all or students. We offer high school level Spanish language classes, a hispanic cultures class, and an introduction to the Spanish language & cultures for our middle school and elementary students. In all classes, we focus on acquiring language in fun, yet effective ways, involving what are called "The Five C's": communication, cultures, comparisons, connections, and communities. Our central goal is communication in the language. We also explore world cultures and make cultural and linguistic comparisons with our own. All of these are aimed to provide the students with memorable experience with the language, because the more ways a student utilizes the language, the more completely they will acquire it. Our classes also emphasize organization and other important executive functioning skills by infusing the skills into the curriculum.

### Philosophy

Our experience has proven that, in the classroom, it is important that the teacher facilitates learning rather than imposes it. We believe that our role is to give guidance and to present the information in an interesting way, while encouraging students to have fun and do their best. In our classes we aim to get to know each student so that we can provide an adequate learning environment for him or her. We use communicative, student-centered methods that involve each child in the learning process and strive to provide a real-world context for the material we study, so that the students can use the language outside of the classroom as well. For us, student success is seen not only when they use the language and understand the cultures we have studied, but also when they have acquired the skills they need to be a successful language (and world) student.



## Elementary & Middle School Spanish For Beginners

This course meets four days per week for one trimester of the school year. It offers an initial exposure to the Spanish language and culture. Students engage in everyday conversations, songs, and projects. The course utilizes the language program, Muzzy, which promotes second language learning through a series of stories involving recurring characters and their adventures.

## Elementary/Middle School Spanish

This course meets four days per week for one trimester of the school year. It offers initial exposure to the Spanish language and culture. Students engage in conversations and projects as they learn the basics of conversational vocabulary as well as simple grammar topics.

## Spanish I (High School)

High School Credit Course: 2 Semesters

State Course Code: Spanish, 06101A000

In this beginning class we focus on language that can be used daily in the students' academic and personal lives. Some of the vocabulary and cultural topics we will explore are: greetings, describing people, school classes, food, and community activities. Basic grammar is taught such as conjugating verbs in present tense and agreeing nouns & adjectives, describing likes and dislikes, as well as structuring questions. We will also be comparing our own culture with Spanish-speaking cultures as well as engaging in a number of hands-on activities to make learning a second language a unique experience.

The textbook, *Realidades 1* is utilized as a guide to a curriculum that is heavily supplemented with various materials that help support students memorize vocabulary, comprehend grammar, and more importantly, acquire the language in order to communicate.

## Spanish II (High School)

High School Credit Course: 2 Semesters

State Course Code: Spanish, 06102A000

In this intermediate class, we focus on topics that begin to take-in the greater world around the students. We will be working on more advanced grammar, expanding upon vocabulary, and making an effort to become more comfortable with the language. We concentrate on a combination of topics including: sports, family, restaurants, and households. Grammar topics include more complex concepts such as the simple future tense, possessive adjectives, stem-changing verbs, and commands. We spend a lot of time listening and speaking in class since the accents can be a challenge! Lastly, we continue to discover various aspects of Spanish-speaking countries around the world.

As in the first levels of the foreign language classes, students utilize the textbook *Realidades 1-2* as a guide to a curriculum that is heavily supplemented with various materials that help support students memorize vocabulary, comprehend grammar, and more importantly, acquire the language in order to communicate.

## Spanish (III+) (High School)

High School Credit Course: 2 Semesters

State Course Code: Spanish 3, 06103A000 Spanish 4, 06104A000 Spanish 5, 06105A000

In this advanced class we build upon the students' previous knowledge of their Spanish language study and begin using higher level thinking skills with the language and culture. Using textbooks, authentic materials, abbreviated novels (readers), and more complicated coursework, students are able to learn the language in more depth and develop their speaking, writing, listening and reading skills. These upper-level courses prepare students for possible future study of Spanish at a college or 4-year University.

The textbook, *Realidades 3* is utilized as a guide to a curriculum that is heavily supplemented with various materials that help support students memorize vocabulary, comprehend grammar, and more importantly, acquire the language in order to communicate.

## Hispanic Studies

High School Credit Course: 2 Semesters

State Course Code: 04302A000

In this humanities class, students learn about Hispanic cultures, traditions, and history. Students are asked to explore Spanish-speaking cultures to make cultural comparisons with their own. Cross-curricular connections with subjects such as History and English are emphasized throughout this class. We will explore the history of various Hispanic cultures to understand the evolution of their traditions and customs.

# Physical Education Program

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## Physical Education Teacher: Frank Burns, MS

Frank began at the O-School in 2004 with the mission of developing and building the school's first physical education program. He evolved from an adapted physical education career working with physically challenged athletes in Paralympic sports. Frank also had the honor of coaching the USA Paralympics Men's Basketball Team in 1988 in Seoul (Gold Medal) and in 2000 in Sydney (Bronze Medal). Frank worked for the United States Information Agency and developed programs to win the hearts and minds of the people in both El Salvador and Bahrain. From 1985-1997, he developed and built the Olympic and Paralympic Training Center in Birmingham, Alabama. The \$65 million state-of-

the-art athletic complex is the largest Paralympic training facility in the world. Prior to embarking on his career at the O-School, he served as Executive Director of National Wheelchair Basketball Association. For the past 35 years Frank has also been a USPTA certified tennis professional.

Frank has a passion for staying contemporary in providing health, fitness, wellness, and exercise programs for our students. The PE motto is 'Fun...Fitness...Movement' and the focus is to teach all students the joy of learning exercise and fitness concepts.

### Education.

BA in Speech Education and Journalism, University of Wisconsin-Whitewater

MS in Health Physical Education and Recreation, University of Kentucky

Special Education Teaching Program, Northeastern Illinois University

## Physical Education Teacher: Katina Williams, MS

"There can be no keener revelation of a society's soul than the way in which it treats its children." -Nelson Mandela

This quote captures the essence of Katina's heart for children. Katina Williams, a Chicago native, is a warm-hearted, vibrant educator who has a passion for children. She is determined to invoke change and plant seeds in the lives of every child she encounters. Katina is equipped and well-versed in her field. She received her Bachelor of Science degree in Psychology From Valparaiso University in 2009. She worked as a Special Education Assistant and as the girls Varsity Basketball coach for Chicago Public Schools for 5 years. In 2016 she received her Masters and license to teach in Physical Education. Katina knows what it means to be an effective educator to children of all backgrounds. Her ultimate goal is to be a beacon of hope and inspiration to her students and to be one who upholds the standards of quality education in the state of Illinois and abroad.



"A good teacher can inspire hope, ignite the imagination, and instill a love of learning." -Brad Henry

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## MISSION

Physical education is a necessity for the health and well being of every student. As a unique and essential part of the total academic program, physical education can significantly enhance all aspects of development including health, fitness, movement knowledge, academic performance, goal setting, self-esteem, stress management, and social skills. Research clearly demonstrates that daily exercise, from childhood throughout life, is a primary factor in maintaining health and enriching the quality of life.

## Elementary & Middle School

The focus of elementary physical education is the introduction and exploration of physical education skills and concepts. As an important part of the elementary academic program that contributes to the school's overall goals, physical education emphasizes the total development of the child including:

- Physical Development
- Motor Skill Development
- Cognitive development
- Social Development
- Emotional Development

We believe that it is critical at the elementary level that students be guided through a series of developmentally appropriate experiences and activities that promote a desire to engage in physical activities, promote a sense of self worth, encourage cooperation and self control and lead to choices the promote healthy living. Such experiences include the following introductory activities:

- Soccer (running, kicking, drills, team development)
- Basketball (dribbling, passing, shooting drills, team development)
- Lacrosse (throwing, catching)
- Baseball/Softball (throwing, catching, hitting, running)
- Fitness (obstacle courses, running games, exercise and stretching games)

## High School:

High School Credit Course: 2 Semesters

State Course Code: 08001A000

The focus of high school physical education is to promote healthy living and knowledge of lifetime activities. "Lifetime Activities" and "Healthy Living" is a foundation for the high school physical education program. At this level the student will learn to design his/her lifetime health and fitness plan as well as participate in team and individual sport and fitness activities including:

- Lacrosse
- Soccer
- Baseball/Softball
- Tennis
- Floor Hockey
- Basketball

Fitness Concepts:

- Rhythm and Movement
- Cardio Activities
- Functional Fitness Training
- Fundamentals of Exercise



# The Professors

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## Special Education Teacher: Maria Photopulos, MS Ed

Maria started work at the Orthogenic School in the summer of 2010. She teaches Chemistry, Biology, Environmental Science, Urban Farming and Music Appreciation. She holds a BA from DePaul University and an Masters in Special Education from Dominican University. Prior to the Orthogenic School, she was a teaching assistant in variety of settings and worked primarily with students who struggled with emotional issues. In college, Maria volunteered at the Arts of Life, a non-for-profit art and music studio that provides a workspace for artists with developmental disabilities. She composed a literary criticism essay that was published in the Harper Anthology and she has pursued musical endeavors that had her playing venues from Orchestra Hall to the Empty Bottle. Her motto is: an engaged student is a content student.

## Science Teaching Assistant: Lisa Staehle, M.Ed

Lisa Staehle is a Chicago resident, but was born and raised in Northwest Indiana. She attended Indiana University where she earned her Bachelor of Science degree in Secondary English Education. Upon graduation, Lisa became a full-time English teacher at the high school level as well as leading a journalism class in their publication of their high school newspaper. Moving to Chicago, Lisa sought out the Sonia Shankman Orthogenic School as her passion for teaching compelled her to do something larger with her teaching career. The possibility to work professionally with such a diverse group of students in such a unique environment, really ignited the fire inside her. To join the O-School was the opportunity a lifetime, and too amazing to pass up. Since joining the O-School in October 2016, Lisa has felt such an organic connection with the students and is grateful for such an amazing staff who have solidified in her mind that the O-School is her new “professional home.” She is proud to be an integral part of the Sonia Shankman Orthogenic school where the difference made with teachers and students goes both ways.



# Science Program

The Orthogenic School Science Program is predicated on these philosophies:

1. Conceptualization is important. Sure, you can balance an equation, but what does that really mean? We pride ourselves on a comprehensive understanding of the fundamentals.
2. An engaged student is a content student. Lab activities, gardening, art integration, project management and healthy discussion can all serve as important therapeutic experiences within the milieu.
3. Real life connections are the basis of learning. We are not afraid to answer the age old question, “when am I going to use this?” Students have an opportunity to connect scientific concepts to social, personal, cultural and political experiences.
4. We are not in a bubble. We strive to create sophisticated experiences on par with the most competitive schools in the nation, but with a pace and support that appeals to students here.

The physical learning environments in the science program include: a classroom equipped with interactive technology, a brand new and sophisticated laboratory, and a community garden. We designed the layout of the classrooms to accommodate students individually, in small groups and classroom-wide.

Science is an ever-changing field; students are encouraged to ask good questions and always be thorough.

\*Modifications for courses include small class size and extended time for homework assignments and tests, as recommended by each student’s IEP.



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# Environmental Science

High School Credit Course: 2 Semesters

State Course Code: 03003A000, 03058A000

In Environmental Science, students explore biodiversity and the dynamics of different ecosystems on our planet. The cornerstone of this course rests on a simple philosophy: "if you change one thing, you change everything." Students learn how the environment affects humans and vice versa, relate current events to core environmental concepts, and create and present several written, artistic and multi-media projects. Additionally, students participate in labs and lab demonstrations, which involve testing elements of the Chicago environment & Orthogenic School ecosystem. Problem solving and critical thinking are utilized to gain an understanding of the material presented. Student effort as reflected in labs, lab reports and completion of assignments is important for success in this course.

Holt Environmental Science

Lab Kits with lesson plans and student materials, Noodle Tools, HarvardX, Original Teacher-made texts & materials

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# Urban Farming

High School Credit Course: 2 Semesters

State Course Code: 18098A000, 18051A000, 18052A000

In Urban Farming the students are given a unique and diverse experience. As part of the Student Work program students in this course are employed to maintain our school garden. Students also collect specimen from local flora, and keep multi-media nature journals. In the winter months students continue to grow food for the school kitchen with indoor gardening. Because of the workplace nature of Urban Farming, students also gain valuable vocational experience. Students in this course practice employable skills and are provided the opportunity to put their lessons into practice.

Harris' Farmer's Almanac, Organic Gardening - An Essential guide to natural gardening by Christine & Micheal Lavelle, Worms Eat My Garbage by Mary Appelhof

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# Chemistry

High School Credit Course: 2 Semesters

State Course Code: 03101A000

Throughout Chemistry, students perform experiments, observe and report on demonstrations, learn to define chemistry as a part of every day life, and become well acquainted with the periodic table. Students harness the basic chemistry concepts including subatomic properties, chemical reactions, interpreting and balancing chemicals in written representation, reaction types, acids and bases, atomic theory, and chemical laws. Students also learn historical and geographical information that pertains to the development of Chemistry as a science. Problem solving and critical thinking are utilized to gain an understanding of the material being presented. Lectures are presented with a multi-media approach that includes auditory and visual examples and demonstrations. Student effort as reflected in daily participation and completion of assignments is important for success in this course.

McDougall World of Chemistry

Lab Kits with lesson plans and student materials, Noodle Tools, University of Nottingham periodic table of Videos, original teacher-made texts & material

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# Biology

High School Credit Course: 2 Semesters

State Course Code: 03051A000

Biology is the study of life. It serves as a fundamental building block for all other sciences. More than this, an understanding of biology can teach us about nature, history, health, and what exactly makes us human. During a typical unit, students have experiences in a wide variety of activities including laboratory work, creative writing, art activities, discussions, note taking, projects and teamwork. Students also learn historical and geographical information that pertains to the development of Biology as a science. Lectures are presented with a multi-media approach that includes auditory and visual examples and demonstrations. Problem solving and critical thinking are utilized to gain an understanding of the material being presented. Student effort as reflected in daily participation and completion of assignments is important for success in this course.

Prentice Hall Biology Miller/Divine

HarvardX online, Lab Kits with lesson plans and student materials from Carolina supply & Flinn Scientific, Noodle Tools, Original Teacher-made texts/materials

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# Elective Classes & Credits

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## Music Appreciation

High School Credit Course: 2 Semesters

State Course Code: 05118A000, 05116A000, 05117A000

Maestro Jose Abreu says, "Music is immensely important in the awakening of sensibility, in the forging of values and in the training of youngsters to teach others." This course encourages students to be better listeners through the understanding of basic theory elements, recognizing instruments, studying hallmarks of different genres, learning how to conduct, and studying composers and producers. Students will explore both Western and Non-Western elements of music. They will also be a part of several very special workshops that will include guests from the Chicago Symphony and other major players in the Chicago music scene. After this course students will be able to critically analyze a piece of music, gain cultural awareness and cultivate a sense of obligation to the music as an integral part of life.

McGraw Hill Power-Point: Music - An Appreciation Part I - Elements, Spotify, Garage Band/Midi controllers

## Afterschool Academic Supports

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### Writer's Society with Michelle P. & Geoff

Thursday 3:15-4:00

Looking for a place to write where you can share ideas and get input from others? Need a place to journal, to start that new short story or pen that masterpiece novel? Or, maybe you need a place to get help on a paper for a class. Either way, The Rhetoricians is where to be on Thursday afternoons. Sign up to attend every week and be a part of a society of writers, or sign up as needed for help in a class. Come prepared to write, respond, and get feedback.

### High School Math Support with Tom & Sara

Thursday 3:15-4:00

If you're having difficulty with your math assignment and need a bit of extra help, this is a place you can come. Also, if you feel that there's a skill that you ought to know, or have forgotten, this is the place for you.

## Co-Curricular Opportunities

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### Student Council (STUCO)

Wednesday 12:45-1:30pm

Advisor: Ellie Badesch & Joseph Gray

First of all Student Council is AWESOME! We had a productive and exciting term last year. If you are interested in working to build a better Orthogenic School and keep the voice of the student alive in all decisions made at the school, then this is the group for you! Help the student body be heard by all. Represent your classmates. Elections will be held end of September.

### Student Leadership

Wednesday Mornings, 8-8:45am

Students must be 7th grade or older

Group Leaders: Dana Bellich & Phillip Uresey

Student Leadership engages in a variety of activities and volunteer opportunities, both at The Sonia Shankman Orthogenic School and in the greater Chicago community. Activities will vary and will allow for students to develop their leadership, interpersonal, and organizational skills. The students in the group will be expected to participate in all meetings and events. Additionally, students will share the responsibility of preparing and planning all events and activities and are expected to be respectful at all times.

Students must complete an application at the start of the academic year in order to be a part of the Student Leadership Group.

### Student Work Program (SWP)

Advisor: Ellie Badesch

The SWP provides up to two thirds of our students with the opportunity to have a job, make money and develop a positive and strong work ethic. There are two interview and evaluation sessions scheduled this year. For more information about the program, please refer to the SWP guide on [oschool.org](http://oschool.org) or ask your teachers/counselors for a copy.

### Food Council (FoodCo)

Advisors: Greg Darden, Alyssa O., Ellie Badesch

Food Co, launched in the 2014-2015 school year, provides students with the opportunity to give input into issues related food and meals at the O-School. Eight Base Class Representatives work with Greg, our Kitchen Manager and the other advisers to provide ideas and input, and develop/implement food-based initiatives. Recent initiatives (from the 2014-2015 school year) included: a Breakfast Food Survey, Thank You T-Shirts for Quest Staff (in partnership with Infectious Tees), and a Summer Fun Food Fest (a "Taste of Woodlawn/Hyde Park" event). Yummy!

# Supportive Services

## Crisis Intervention Leader: Alyssa Onan

This is Alyssa's third year at the Orthogenic School and her first as a Crisis Intervention Leader after spending two years as the Physical Education TA. Alyssa earned her BA in Psychology from Lawrence University in Appleton, Wisconsin where she worked with children in the developmental psychology department. Since leaving Lawrence, Alyssa has worked with children in a variety of settings including child care, coaching, and now here at the O-School. Alyssa loves working at the Orthogenic School and is excited to have the opportunity to continue to support the students during their time with us.



## Crisis Intervention Leader: Blaken Wamsley, MA

Blaken graduated from Wabash College in 2008 with a bachelor's degree in psychology and a minor in philosophy. Eight years later, he graduated from Northeastern Illinois University with a master's degree in Family Counseling. Since his time at Wabash, Blaken has worked at a variety of organizations geared towards helping children overcome obstacles, including Wediko Children's Services in New Hampshire and KEEN (Kids Enjoy Exercise Now). Blaken worked as a counselor in an adolescent boys' dorm for 4 years before transitioning to the residential CIL position, which he held for 3 years. He recently switched to the school CIL position and looks forward to help children make a better future for themselves.

## One-to-One Instructional Assistant: Morris Wilson, MA

Morris provides direct support to two high school students throughout the school day. Morris's previous educational experience consists of being a substitute teacher with Chicago Public Schools, an aide to an autistic student, and a 5th/6th grade teacher. Prior to becoming an educator, Morris was a Telecommunications Engineer with Lucent Technologies. Morris received an A.A.S. Degree in Electronic Engineering Technology, from Olive Harvey College, a B.A. from Northeastern Illinois University (Social Science) and, a M.A. Degree in teaching from Dominican University. As always, Morris looks forward to supporting our students academically, as well as, helping them with their social-emotional lives, so they can become more confident and accomplished.



## Occupational Therapist: Laura Jendusa, MA

Laura joined the O-School family in May of 2015 as an Occupational Therapist working with students during the school day. She earned a combined Bachelor of Science and Master of Occupational Therapy degree from Maryville University. Laura has had the privilege over the past five years to partner and work with children, families and teachers in the field of pediatric mental health. Laura is grateful to be at the O-School, as it is a community that truly nurtures and empowers students to heal and be agents of change in their lives.

## Speech Pathologist: Kirsten Mull, MA

Kirsten is a licensed speech-language pathologist (SLP/L) entering her fifth year working at the Sonia Shankman Orthogenic School. She earned her B.A. in Pre-Professional Speech-Language Pathology from Indiana University and an M.A. in Communicative Sciences and Disorders from Michigan State University. Kirsten currently maintains national credentials with the American Speech-Language and Hearing Association (ASHA) which granted her certificate of clinical competency (CCC). Prior to her move to Chicago, she worked in the South Carolina and Michigan public school systems as well as a traumatic brain injury rehabilitation center in Michigan. Kirsten's therapy focuses on improving the articulation, fluency, language, and social communication (pragmatic) skills of the O-School students.



## H.S. Teaching Assistant: Phillip Uresey, MA

Phillip has been with the Orthogenic School for eleven years. After beginning as a one to one Phillip became the TA in the elementary classroom a position he held for eight years. Currently Phillip is the high school float TA a position he has held for three years. For eleven years Phillip taught school in the Chicago Public School system after graduating from Eureka College earning a BA in History and The Ohio State University with an MA in Political Science. Since coming to the O-School Phillip has discovered that building relationships with students is probably the most important and enjoyable aspect of working in the educational field.

## School Nurse: Rick Ames, BSN, RN, PEL- CSN

Rick graduated from Illinois Wesleyan University in Bloomington, Illinois with his bachelors of science in nursing (BSN) as well as a minor in health and human services management. Rick worked as a registered nurse at Chicago Children's Center for Behavioral Health, an inpatient facility for children and adolescents with behavioral health needs, before joining the nursing staff in the fall of 2014. Since starting in 2014, Rick has been the nurse during the school day working with the residential and day school students. In the spring of 2016, Rick completed his certification at the University of Illinois at Chicago as a certified school nurse in the state of Illinois. In the near future, Rick plans to become a certified school nurse on the national level. At the Orthogenic School, Rick has enjoyed developing personal relationships with the students while observing their progress.



## Academic Program Contacts

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