

The Sonia Shankman Orthogenic School
at The University of Chicago

curriculum guide



Established 1912
www.oschool.org

1365 East 60th Street, Chicago, IL 60637 • 773-702-1203

Table of Contents

Administrators.....	2
Day School Program.....	3
Elementary Program, The Conquerors	4
Middle School Program, The Argonauts	6
High School	9
English	10
Fine Arts	15
Extracurricular.....	19
Foreign Language	22
Math	24
Physical Education	27
Science	29
Social Studies	32
Supportive Services	36
Academic Calendar	38

Executive Director: Diana Kon

I hold a Post Graduate Degree in Educational Leadership, a Graduate Degree in Curriculum and Instruction and Undergraduate Degree in Elementary Education and Psychology from National Louis University. I maintain certificates in General Administration, Secondary Education and Elementary Education with Special Education Endorsements.

I have been blessed with outstanding professional opportunities and mentors. Prior to coming to teach at the Orthogenic School (over thirteen years ago!), I opened the Therapeutic Day School at Children's Memorial and taught there for four years. I also collaborated in a variety of Learning Disability Diagnostic Clinics, A.D.D centers, and gifted learners programs. As a young teacher, I gained invaluable experience working as the teacher for the Children's Unit at Chicago Lakeshore Hospital where I first learned about the concept of milieu and was encouraged to develop academic programming that incorporated this approach. Through these experiences I have facilitated meetings, presented at, or consulted with numerous schools and school districts throughout the Midwest. I also have almost twenty years of experience (oh my!) working as Jewish Educator in Chicago's North Suburbs.

As an educator, I have come to learn that teaching is not just about the simple act of imparting information -- it is about everything you do, think, experience, and learn. In my opinion, good teaching takes your whole, complete, authentic self. Students know the difference! There is no school, in my experience, that more richly embraces this notion and supports teachers to develop significant and meaningful relationships with students than the Orthogenic School. It is for this reason that I came to teach at the Orthogenic School over twelve years ago -- and it is for this reason that I have remained.



Coordinator of Student Services: Jerry Martin



Degrees/ Certification

- BA in English
- MA in English
- Learning Behavior Specialist—Learning Disabilities Social/ Emotional Disorders
- General Administrative

I taught high school English in Galena, Illinois for five years; I was the head of the English Department the last three years at the school. I moved to Chicago in 1976 and began teaching English classes at the Illinois State Psychiatric Institute. While teaching at ISPI, I completed graduate work in both Special Education and English in an attempt to decide which discipline in which to specialize. Both areas proved to be equally appealing so I continued with graduate work in a number of programs until I received both a master's degree in English and certification in Special Education.

I began working at the Orthogenic School as the classroom teacher in the Conquerors' classroom in 1983. I soon began to take on additional supervisory responsibilities such as Crisis Team Leader. Over the years I began to teach less and provide more supervisory and administrative services. I have worn every hat there is to wear in the classroom component of our program; often I have worn more than one hat at a time!

Currently, my responsibilities range chairing an IEP meeting to arranging that hot tea be brought to a student who is under the weather. I relish being able to work closely enough with the teachers and students that I can make sure that every detail in our work with a student is carefully thought out and individualized. I appreciate how closely theory and practice work in the classroom. A week after a teacher and I discuss a behavioral plan with a student, I can watch it be utilized by the teacher at the most opportune moment.

I had read a good deal about the school before I interviewed, and the school was frequently discussed in my special education classes. I was intrigued by working in a program in which all aspects of a student's life would be examined in order to create the best educational plan for that student. I relished the idea of being able to work with students for longer than one year.

During my interview and visits to the classroom (there were several in those days), I was most impressed by the respect that all of the staff members showed to the children and adolescents. No one viewed the students as "The Other." Instead of an orientation of fixing something that was broken, there was an excitement about analyzing the best way to help each student to grow (cognitively and emotionally) and a genuinely caring attitude that helped the students feel safe enough to take the necessary steps to begin to change their lives.

Figuring out the best way to assist a student's growth has proved to be an endlessly interesting task. The more one learns about a student the more complicated he or she grows. That is most likely why I still find my work here so stimulating after all these years: The more I have learned the more there is to know.

Day School Program

The Orthogenic School's Day School is quickly becoming an integral part of the larger Orthogenic School program and community. The mere existence of the Day School program speaks to the evolving philosophy of the Orthogenic School in the fact that work is being done with families to figure out how to keep their child functioning within their home and community seven days a week. The creation of the Day School program means that the Orthogenic School can now offer a step in between a child being in residential care and attending their home school with supportive services. The ultimate goal of the Day School program is to work with the Day School families to figure out what level of support is necessary to aid the students in achieving their academic and emotional goals. Some of the Day School students become members of the day school community as they enter into the residential program or as they leave the residential program. And some members of our little community are exclusively Day School Students until they transition back to their home schools.

A culture of care and support are values that are developing among the Day School students. The Day School students are learning how to be a support system for one another as they face challenges that are exclusive to the Day School population. The Day School program is unique in the fact that the students are members of a group that varies so much in their age range. In true Orthogenic School fashion however, each member is acknowledged for their personal strength and abilities and is able to find their niche among our intimate community. Ultimately, most days, each member of the community supports one another as they make the changes that are necessary to be successful in facing the life that awaits them beyond the yellow door.



Day School Social Worker: Bitsy Taylor-Score

I earned my Master's in Social Work at the University of Chicago's School of Social Service Administration. My undergraduate degrees are in Theatre and Film, and Psychology from the University of Kansas. (Go Jayhawks!)

While I have officially been working as a School Social Worker at the Orthogenic School for a little over a year, I actually have a long history with the school that started over five years ago. When I first moved to the big city of Chicago from Kansas the reason was not due to a tornado but due to an amazing job opportunity. I started working at the Orthogenic School as a counselor in the Minstrel's dormitory. While I enjoyed working in the milieu and learning all about the therapeutic process, I was really missing working in a school setting. At that point, I decided to move to the school side and become a teaching assistant in the Archaeologist's classroom where I stayed for a little over two years. Then the opportunity arose for me to put my Theatre and Film degree to good use. This is the point in time when I taught drama for an after school class and directed a shortened version of "Steel Magnolias."

While I originally took a job at another day school upon completing my Master's, I found my way back to the Orthogenic School because I have found it to be the best day school option for children who want to grow educationally and emotionally.

The Conquerors - Elementary Program

Teacher: Sharon Bender



My name is Sharon Bender, and I am the teacher for the Conquerors. In many ways coming to the Orthogenic School brings my life journey full circle. I grew up in the South Chicago neighborhood minutes away from Hyde Park. However, after college I lived and taught in the Southwest suburbs for a number of years. So, it is interesting to find myself back where I started.

I am a bit of an educational and occupational gypsy. I graduated from Western Illinois University with a degree in psychology and special education. While I do not have a master's degree, I definitely have a PH.D. in life. I have taken master level courses at various universities, but my most meaningful and important educational experience was the birth of my son 21 years ago. He was born with spina bifida and hydrocephalus. He qualifies as physically handicapped, learning disabled, and gifted. I learned more than I ever wanted to know about the medical world, the educational world, and the legal implications of the Americans with Disabilities Act.

I have taught in a number of educational settings in the public schools: self-contained, resource classes, regular elementary, and high school psychology. Additionally, I spent 10 years as a pharmacy technician. I also worked in a Neuropsychology Clinic doing testing and school-in-service.

I have been married for a long, long time to my best friend. In addition to our son, we have two daughters. Our youngest has started college, this year. Our oldest has two children of her own, a six-year old boy and a three year-old girl. So now I have my most favorite job of all – grandma in charge of fun.

Teacher Assistant: Darling Bello

Educational Background

- B.S in Psychology
- M.A. Community Counseling
- Certified Rape Crisis Counselor ~ 2yrs experience

I graduated with my undergraduate degree from Illinois Institute of Technology with a focus in Psychology, in 2001. I then worked for Maryville as a Family Educator. I worked with Developmentally Delayed Teens aged from 9 to ~ 21 years of age. Later, I decided to go back to school. I attended Roosevelt University where I graduated with my Master of Arts Degree in Community Counseling in 2004. I then worked as an intern at the Harris YWCA as a Rape Crisis Counselor for twenty-four months. About three months into my work I earned certification and began working with teens and adults.

I was drawn to the Orthogenic School because of the Therapeutic Environment that made a difference in children's lives.



One-to-One: Mercedes Gilliom

I graduated from the University of Chicago in 2006, with a B.A. in Interdisciplinary Studies, specializing in the philosophy of education. After college I spent a year in France as an assistant English teacher in a middle school just outside of Paris. When I returned to the United States, I tutored at Lindamood-Bell Learning Processes in Oak Park, where I worked with students of all ages who had a variety of learning disabilities and special needs. As a tutor I enjoyed working with students one-to-one, because I could establish a warm rapport with each individual and learn how to meet his or her unique needs. I'm pleased to be working at the Orthogenic School where I act as a one to one aide and member to a community focused on improving children's lives.

One-to-One: Phillip Uresy

My name is Phillip Uresy and I am a one-on-one instructional aid in the Conqueror's Classroom. I am a graduate of Eureka College where I obtained a B.A. degree in History. I also graduated from Ohio State University with a M.A. degree in Political Science. My first teaching experience was with the Chicago Public Schools teaching 6th grade for eleven years. Prior to my arrival at the Orthogenic School I was a teacher's aide with the Hyde Park Day School for three years. I am delighted to work at the Orthogenic School and look forward to working with new teachers and students.



The current Conquerors Class is organized to address the individual and collective educational needs of students through the 6th grade level. Within our therapeutic, self-contained learning community we continually strive to provide a highly structured multi-sensory approach to the acquisition of knowledge and information. Our goal is to provide a learning environment that allows each student to work within his/her own grade and ability range, giving special consideration to any identified learning gaps. All students are expected to work towards their greatest potential while meeting the established goals of their specific IEPs and the state learning standards.

The Conquerors Class functions within a self-contained duplex classroom environment. Students receive instruction in the basic content areas: Language Arts, Mathematics, Social Studies, and Science on a daily basis. Students have Physical Education four times a week as well as Foreign Language and Art twice weekly. Scheduling, assignments, and materials are organized in relation to each student's individual capabilities and IEP determinations. While the subject matter is integrated throughout, we utilize traditional and contemporary approaches to support academics within our unique therapeutic milieu. A variety of texts, workbooks, and materials are used within the Conquerors class and for homework assignments. Additionally the class maintains its own mini library containing a number of books that support the curriculum, and provide literary resources for independent reading.

To support Language Arts and Social Studies skill development (communities), all of the Conquerors participate in frequent class meetings and small group learning and project groups to increase communication, collaboration, and cooperative learning. Each student participates in daily whole language activities, small group work, 1:1 learning, quiet reading, and literature periods. This balance is created to support the therapeutic process as well.

Computer technology resources are regularly available to support educational goals and to enhance each student's learning progress. All class members have assigned times and are encouraged to increasingly use this time to perform academic related tasks, such as typing, math and reading programs. The uses of specific Internet web sites enable proper use of technology skills as we move toward more projects and problem-based learning

Middle School Program, The Argonauts

Teacher: Jason C Osmolak



I graduated from Loyola University Chicago in 2001 with a B.S. in Psychology and a B.Ed. in Special Education. I received two Master's degrees in Special Education and Educational Leadership from National Louis University by 2006. I am a certified "highly qualified" teacher for secondary and elementary students in: All Content Areas (Math, Science, English, Reading, and Social Studies), Learning Disabilities, Social/Emotional Disorders, and Special Education with Multiple Disabilities. I am a Learning Behavior Specialist II with a certification of advanced studies (C.A.S./Type 75) in educational leadership with a special education supervisory endorsement. I am currently in school studying to earn a Ph.D. in Special Education.

This is my seventh full year of experience teaching special education after graduating college and being honorably discharged from the United States Marine Corps in 2002. I grew up in the south side Chicago suburb of Orland Park, IL and attended Amos Alonzo Stagg High School. I am 29-years-old and have a home on the north side of Chicago.

I am drawn to the Orthogenic School because of its child-centered philosophy and the close knit staff and support structure. I continue to enjoy my experiences at the Orthogenic School because of my belief that the close student-teacher relationship at this school can have a profound and positive impact on the course a child's life takes.

Teacher Assistant: David Hyatt

David graduated summa cum laude from Columbia University in New York City (B.A., Music '02; Phi Beta Kappa) and moved to Chicago in order to pursue an advanced degree in music theory from the University of Chicago (M.A., Music Theory, '05). David comes to the "O-School" after working as a paraprofessional with the Chicago International Charter School Foundation (subsidized by American Quality Schools) where he enjoyed a challenging and multivalent role as a teaching assistant, Direct Instruction teacher (reading), academic tutor, and an assistant coach for both the varsity football and basketball teams. David currently holds Type-39 certifications as both a paraprofessional and K-12 substitute teacher.

"I cherish the opportunity to positively impact the lives of young men and women at the Orthogenic School. My mission is to help students achieve their intellectual, emotional, social, and fitness goals, and I believe the academic and therapeutic landscape established and sustained by Jerry, Diana, and Jason makes the success of that mission inevitable."



The Orthogenic School Middle School Curriculum is designed so that middle school students can gain support from a self-contained learning setting while developing fundamental skills in preparation for the rigors and expectations of a departmentalized High School experience. As appropriate, some middle school students may participate in selected departmentalized classes. Students receive instruction in all content areas including Mathematics, Language Arts, Science, Social Studies, Reading, and Foreign Language (French). Each student receives direct instruction, materials, assignments, and quizzes/examinations in direct correlation with his/her prescriptive IEP and IEP goals.

Within the self-contained classroom the schedule has been developed to allow for the prescriptive learning needs of each student. Instruction has been arranged to allow for large and small group experiences, partnering and individualized academic support and remediation. This structure promotes academic progress, while encouraging students to learn transitional skills, proper study habits, and appropriate social interaction and problem solving. Students are encouraged to become independent learners as they attend class prepared each day, organize and complete assignments, and participate in classroom discussions.

The following briefly outlines core content areas, general goals, and texts that may be utilized for instruction:

English/Language Arts

Language Arts instruction will be a key focus of study as students will work to develop vocabulary, grammar composition, and spelling skills. There will be a strong emphasis on reading and Literature throughout the year. Novels will be completed as multi-weekly units utilizing comprehension, vocabulary, writing, and reasoning skills. Writing skills are also utilized throughout as well as in a weekly writing and communicating lessons. The English Literature novels will include written papers to be critiqued and edited by peers and teachers.

Materials (may include, but not limited to):

- Age-appropriate Middle School English Literature Novels including: 20,000 Leagues Under the Sea (Verne), Island of the Blue Dolphin (O'Dell), Treasure Island (Stevenson), Robinson Crusoe (Defoe), Adventures of Huck Finn/Tom Sawyer (Twain), The Invisible Man (Wells), etc.
- Prentice Hall Grammar & Composition (grades 4-9)
- Worldly Wise Vocabulary (grades 5-9)
- Spellbound (grades 6-9)
- Pearson/Prentice Hall Writing & Grammar: Communicating in Action
- Foresman Exploration in Literature
- Supplementary Language Arts internet materials

The special education teacher in the Argonauts' classroom is also certified in instruction in the specialized Wilson Reading Program. This is a specialized phonics-based program that emphasizes the decoding and language implementation skills of students of all ages suffering from deficits in reading, writing, language, and communication. This program is implemented and instructed in a one-to-one or small group setting several times a week outside of the traditional, in-class language arts instruction program.

Mathematics

This course of study is designed to extend basic math skills as well as explore and develop new concepts in Pre-algebra and Algebra. Students will utilize their existing math skills and continue into more difficult mathematical areas including extensive work with fractions, decimals, number theory, and mathematical formulae.

Materials (may include, but not limited to):

- Laidlaw Mathematics (levels 3-8) with Workbooks
- University of Chicago Transition in Mathematics (level 8/9)
- Pearson Basic Mathematics (levels 6-9)
- Prentice-Hall Connections in Mathematics (levels 2-8)
- Houghton Mifflin General Mathematics (levels 4-6)
- Houghton Mifflin Applications of Mathematics (levels 6-9)
- Supplementary Mathematics Internet Resources

Science

Middle school students will have the opportunity to endeavor into the world of physical, earth, and life sciences including works in matter, basic biology, health, and astronomy. Lessons will help students become familiar with the Scientific Methodology, problem solving and organization in order to prepare the skills necessary for further advanced study. Whenever possible, appropriate and safe, hands on experiences will be a part of the learning process.

Materials (may include, but not limited to):

- Prentice Hall Exploring Physical Science (Grade 8)
- Science Explorer: Life Sciences (Grade 9)
- Prentice Hall Life Science (Grades 4-6)
- Prentice Hall Earth Science (Grades 6-8)
- Discover Science (Grades 3-7)
- Golden Stamp Stars & Planets (Supplementary)
- Supplementary Science internet resources

Social Studies

Students will have the opportunity to gain detailed instruction in the history of the United States from discovery to the signing of the U.S. Constitution. There will be focus on the intricacies of the Constitution and its development. Students who are in 8th grade will also complete a unit resulting in completion of the State and Federal Constitution Exams. There will also be opportunities for the students to study and explore current events through use of the daily newspaper, classroom discussion, and research utilizing the internet.

Materials (may include, but not limited to):

- Houghton Mifflin A More Perfect Union (Grade 8)
- Houghton Mifflin Across the Centuries (Grade 7)
- Houghton Mifflin America May Be (Grade 5)
- Houghton Mifflin A Message From Ancient Days (Grade 6)
- Houghton Mifflin From Sea to Shining Sea (Grade 4)
- Prentice Hall Civics: Government and Economics in Action (Grades 8-9)

Health

The Middle School academic program will incorporate a health curriculum that will allow students to develop proper understanding of basic health skills such as personal hygiene, importance of exercise and physical fitness, basic structure of the systems of the human body, and other aspects of health and the human body deemed appropriate for middle school students. This curriculum will alternate with the Study Skills curriculum described below.

Materials (may include, but not limited to):

- Discover Health The Human Body (Grades 4-8)
- Health for Life (Grade 9)
- Totally Awesome Health (Grade 7)
- Health & Fitness (Grades 2, 4, & 6)
- Decisions for Health (Grade 5 and 6)

Study Skills

The Middle School academic program emphasizes organization and study skills development. Prescriptive Assignment Book programs are utilized on a daily basis in order to assist students as they become more independent learners. Supportive organizational materials are utilized on an ongoing basis throughout all aspects of the curricula.

- Elementary/Middle School Study Skills & Strategies
- High School Study Skills & Strategies
- Students with Special Needs Study Skills & Strategies

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 four 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, I.E.P. 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 school day.

English Program, The Crusaders Classroom



Teacher: Michelle Pegram

Education

- BS in Special Education from the University of Iowa
- MA in writing from DePaul
- Certified to teach K-12 with endorsements in TMH, EMH, LD, EBD

I have been teaching high school special education for 17 years. My public school experience includes St. Charles, IL, Madison, VA, and Austin H.S. in Chicago, IL. I taught at the Orthogenic School from 1994-1998, and gained further day treatment and residential experience at Northwest Academy in Streamwood, and Solace Academy in Chicago. Aside from teaching, I have sponsored forensics teams and peer mentoring programs, and have coached softball, volleyball and cross country. In my current role at the Orthogenic School, I am an advisor for the school newspaper, The Yellow Door Chronicles, and literary magazine, Orthogenique.

When I first came to the Orthogenic School in 1994, I felt immediately at home due to the beautiful architecture and antiques – antiquing has always been a favorite pastime in my family. After teaching here, however, the relationships that I developed with the students and staff became the driving force in my staying for four years. I feel that my development as a teacher started here, and I took what I learned with me to the jobs I held in between. I am currently beginning my fourth year since returning, and look forward to all the learning I will do along the way.

Teacher Assistant: Geoff Keegstra

My name is James Geoffrey Keegstra and I go by "Geoff". I was born in Grand Rapids, Michigan and have moved around a bit during my life, having lived in multiple states of the U.S. and in France for two years. I earned a BA in English Literature at Michigan State University and recently moved to the Chicago area. Teaching and working with youth has always been a part of my life and I am excited about the difference I can make here at the O-School and about the difference it will make in my life.



English I

Curriculum

High School Credit: Two Semesters

English I is a year-long course that introduces students to the analysis of literature and the fundamentals of writing. Students will have two intensive writing units focusing on the stages of the writing process and on creating essays that rely on structure and evidence to express ideas and share information. Students will focus on writing to clarify ideas, writing for specific occasions, and the ability to use the conventions of standard written English. Grammar and mechanics will be addressed by having students participate in writing conferences and utilize feedback in completing a final draft. Creative writing exercises will allow the students to explore personal experiences and to learn the process and art of writing stories and poems. Students will learn to use dialogue, figurative language and sensory details. Short story units will enable the students to explore and apply literary elements including plot, character, setting, and point of view, while novel studies will involve vocabulary, literary analysis, and oral reading development. Students will also complete a unit on types of poetry to begin an exploration of this art form.

English I Textbooks:

Patterns in Literature – Scott Foresman
Grammar in Composition – Prentice Hall
How to Write Successfully in High School and College: Ellis

Supplementary Materials (may be included, but not limited to):

Grendel: Gardner
The Old Man and the Sea: Hemingway
To Kill a Mockingbird: Lee
The Giver: Lowry
Romeo and Juliet: Shakespeare

Of Mice and Men: Steinbeck
Dracula: Stoker
Cat's Cradle: Vonnegut
The Pigman: Zindel
Ella Minnow Pea, Mark Dunn

English II

High School Credit: Two Semesters

English II explores the literature of various regions of the world including France, Germany, Cuba/Dominican Republic, New Zealand, China, Japan, Africa, and time contingent, South America, Mexico, India, Russia, Italy and Spain. Literary analysis will focus on thematic development, character development, figurative language, especially metaphor and irony, inferential reading and the identification of various patterns. Students will also participate in an intensive writing unit that focuses on descriptive writing. Students will be expected to utilize the skills learned in this unit in their writing assignments throughout the year. While students will focus on exposition, they will also write personal essays, poetry, and short stories. As in English I, grammar will be taught through writing conferences that address individual student needs and that require students to identify areas of weakness to be improved upon in final drafts. Novel studies will include vocabulary development, writing in response to literature and oral presentations.

English II Textbooks:

Elements of Literature, Fourth Course: Holt, Rinehart, Winston
Traditions in Literature: Scott Foresman
Grammar and Composition: Prentice Hall
How to Write Successfully in High School and College: Ellis

Supplementary Materials (may be included, but not limited to):

The Stranger, Albert Camus
"No Exit," Jean Paul Sartre

"La Chevelure," Guy de Maupassant
Faust, Johann Wolfgang Goethe
Siddhartha, Herman Hesse
Metamorphosis, Franz Kafka
Kingdom of the World, Alejo Carpentier

In the Time of the Butterflies, Julia Alvarez
Bone People, Keri Hulme
"You Are Now Entering the Human Heart," Janet Frame
The Dream of the Red Chamber, Tsao Hsueh-Chin
The Peach Blossom Fan, K'ung Shang-jen
The Noh Theater of Japan
Kokoro, Natsume Soseki
"Three Japanese Tankas,"
Autumn of the Patriarch, Gabriel Garcia Marquez
"The Book of Sand," Jorges Luis Borges
"A Very Old Man with Enormous Wings," Gabriel Garcia Marquez
Labyrinth of Solitude, Octavio Paz
Like Water for Chocolate, Laura Esquivel
The God of Small Things, Arundhati Roy

"By Any Other Name," Santha Rama Rau
"The Tiger, Brahman, and Jackal," from The Panchatantra
The River Between, Ngugi Wa Thiong'o
"Life is Sweet at Kumansu," Abioseh Nicol
"Sundiata," D.T. Niane
The Nose, Nikolai Gogol
One Day in the Life of Ivan Denisovich, Alexander Solzhenitsyn
The Tartar Steppe, Dino Buzzati
One, None, One Hundred Thousand, Luigi Pirandello
Fortunata and Jacinta, Galdos
Don Quixote, Miguel de Cervant

English III

High School Credit: Two Semesters

In this course, students will explore the major themes and periods in American Literature from colonial times to the present. This course uses a thematic approach to the study of American Literature and culture that looks at Classicism, Romanticism, Transcendentalism, Realism and Naturalism. The course emphasizes close, critical reading and analysis of primary and contemporary works. In conjunction with their study of literature, students will participate in an intensive writing unit that will focus on expository writing. They will learn to write concise prose and to organize their ideas according to the logic of their thesis. Students will begin to explore research skills and learn to utilize their research in their writing. As in previous years, grammar will be addressed through individual conferences in which students will learn to identify and correct their own weaknesses in preparation of a final essay that is ready to "publish."

English III Textbooks:

Adventures in American Literature: Holt, Rinehart, Winston
Practical English Handbook: Watkins, Dillingham
How to Write Successfully in High School and College: Ellis

Supplementary Materials (may be included, but not limited to):

MLA Handbook
Fahrenheit 451: Bradbury
For the Time Being: Dillard
A Raisin in the Sun: Hansberry
The Crucible: Miller
The Death of a Salesman: Miller

The Catcher in the Rye: Salinger
The Adventures of Huckleberry Finn: Twain
Slaughterhouse Five: Vonnegut
The Glass Menagerie: Williams
The Pearl: Steinbeck
Our Nig, Harriet Wilson
Autobiography of an Ex-Coloured Man, James Weldon Johnson
Their Eyes were Watching God, Zora Neale Hurston

English IV

High School Credit: Two Semesters

Students in this year-long course will strengthen their backgrounds and foundations in two main areas: English Literature and academic writing. First, students will complete close readings of a variety of British literary texts to discover, through class discussion and writing exercises, their social, historical and literary meaning and importance. Second, students will participate in two intensive writing units that will focus on persuasive writing and the writing of college entrance essays and resumes. They will enhance composition and writing skills by writing poetry, short stories, journals and reflective analytical essays. Students will also build on research skills and the use of research in their writing.

English IV Textbooks:

Elements of Literature, Sixth Course: Holt, Rinehart, Winston
How to Write Successfully for High School and College: Barron's

Supplementary Materials (may be included, but not limited to):

Hamlet: Shakespeare
As You Like It: Shakespeare
Pride and Prejudice: Austin

Wuthering Heights: Bronte
Brave New World: Huxley
1984: Orwell
Oxygen: Miller
Hard Times: Dickens

Modified English

This course combines elements of English I-IV as dictated by individual student needs and functioning. Units are completed at a slower rate, often at a lower reading level, and students are provided with intensive assistance to complete work. A majority of the reading is done orally in class, and assignments are modified to be more manageable and to address specific skill deficits. Novel units focus on vocabulary development, responding to literature in writing, and reading comprehension. Students will participate in two intensive writing units that focus on utilizing pre-writing skills and understanding the writing process to produce organized, interesting essays. Students will also complete creative writing assignments and will analyze and write different types of poetry.

Modified English Textbooks:

Patterns in Literature: Scott Foresman
Elements in Literature, Fourth Course: Holt, Rinehart, Winston
Adventures in American Literature: Holt, Rinehart, Winston
Elements in Literature, Sixth Course: Holt, Rinehart, Winston
How to Write Successfully in High School and College: Ellis

Supplementary Materials (may be included, but not limited to):

Animal Farm: Orwell
I am the Cheese: Cormier
Bridge to Terabithia: Paterson
Freak the Mighty: Philbrick
Island of the Blue Dolphin: O'Dell

A Wrinkle in Time: L'Engle
I Know Why the Caged Bird Sings: Angelou
Charlie and the Chocolate Factory: Dahl
The Outsiders: Hinton



High School Credit: Two Semesters

This course will focus on the continuation of The Yellow Door Chronicles, the Orthogenic School newspaper. Students will learn the structure and focus of news writing, examine and dissect examples from various newspapers, and generate articles, topics and newspaper segments. An emphasis will also be placed on identifying sources, arranging, and conducting interviews. Students will be expected to research and write two articles per issue, and will also participate in layout, learning how to make decisions about images and presentation as well as learning the computer programs used to execute these decisions. Leadership positions will be assigned on an issue by issue basis, with all students being expected to take on an editor role at least twice per semester. Students who sign up for this course should be committed to the production of the paper and be prepared to work on a daily basis towards that goal. The paper will be student generated with guidance from Michelle P. and Michelle Z. In addition to the creation of the paper, students will be reading books and articles by journalists, and completing online courses in order to explore issues of media bias, ethics and legalities.

Journalism Textbook:

Reaching Audiences: A Guide to Media Writing: Yopp, McAdams
News U, online journalism resource and courses

Supplementary Materials: (may be included, but not limited to):

The Chicago Tribune
The Chicago Sun Times
The New York Times
USA Today

Time
US News and World Report
Newsweek
Discover
Smithsonian

Orthogenique

Literary Magazine

High School Credit: Two Semesters

Students in this course will work towards the publication of Orthogenique, the Orthogenic School literary magazine. Submissions will include essays, short stories, children's literature, poems, and one act plays that relate to themes that will be established by the class. Students will work within a system of revision deadlines to complete each piece. In addition to completing their writing assignments, students will collaborate with classmates to plan and create illustrations for the completed writing. Throughout each semester, students will participate in lessons on Adobe CS3 which will be used in layout. In the final unit of each semester, students will be responsible for creating the spreads for their writing pieces. These spreads will then be combined to create the magazine. The course will involve some instruction on the various genres involved, as well as provide a studio environment for writing and art work. Units will be approximately two weeks in duration, and will alternate between writing and art. The goal is to put out a publication at the end of each semester. Students should be motivated to help continue this artistic outlet and tradition for the school, and be prepared to work daily in this endeavor.

Fine Arts Program, The Art Room



Assistant Director of Fine Arts & Recreation: Michelle Zarrilli

I earned my Graduate Degree from Bank Street College Education & Parsons School of Design in Supervision & Administration in the Arts, which will be entirely complete when I hand in the final version of my Thesis (Details!). I also hold undergraduate degrees in Fine Art and Art History from Ithaca College in New York and my Art Education Certification from Bank Street College of Education and Parsons School of Design in New York City.

Before I worked at the Orthogenic School I worked at the Metropolitan Museum of Art in New York City. I remember looking around the office one day and thinking...there are no kids here! With that, I decided to become an art teacher. I envisioned myself in a regular school, with regular hours and the typical restrictions that an art teacher faces.

I began at the Orthogenic School in 1997. Aha! A regular school with regular hours! The truth is there is nothing regular about the Orthogenic School; it was a perfect fit for me. Over the years I have met extraordinary children and colleagues that have changed my ways of thinking and seeing the world. I have had the opportunity to teach art and to build a program that extends beyond the walls of the art room. Whenever I am asked to write about running an art program at the Orthogenic School, I realize that it is too big to write, it is a job that is indescribable and irreplaceable.

Fine Arts Educator: Hague Williams

I am a fine artist specializing in Printmaking and New Media genres. I received my MFA in Printmaking from The School of the Art Institute of Chicago, where I was a recipient of the prestigious Graduate Fellowship. An Undergraduate Research Scholar from UNC - Asheville, I received both a BA with distinction in Art, and a BA in Multimedia Arts and Sciences. I have exhibited in Czech Republic, Bulgaria, Chicago, North Carolina, and performed at Carnegie Hall, New York. Lectures include: University of Kentucky, Columbia College, Chicago, in the U.S., and the Academy of Fine Arts - Prague, Czech Republic, the National Art Academy, and American College in Sofia, Bulgaria.



I currently serve as the Assistant Director of the Prague Study Program at The School of the Art Institute of Chicago. Most recently, the Prague Study Program was awarded the Best Collaborative Effort Award from the Office of Multicultural Affairs at SAIC. At the same time I serve as Adjunct Faculty at the International Academy of Design and Technology, and Arts Faculty at the Sonia Shankman Orthogenic School at the University of Chicago.



Fine Arts Teaching Assistant: Jillian Swinford

I Graduated from the University of Illinois at Urbana-Champaign in May 2004 with a degree in Psychology and a minor in Sociology

After graduating college, I moved up to Chicago and participated in an Americorps program called City Year. Americorps is a national youth service organization similar to the Peace Corps, where recent high school and college graduates can commit years or months to service within the United States. The organization I worked for, City Year, is an international non-profit that focuses on literacy and service learning. While at City Year, I worked at Howe Elementary School in the Austin neighborhood of Chicago, tutoring second graders and running after school programs for 5th – 8th grade students. The program ended in June of 2005 and I began to work at the O School!

I was drawn to the Orthogenic School because I was interested in continuing work in the field of education and thought the O School would be a perfect way to combine this interest and my undergraduate background in Psychology. I spent my first year at the Orthogenic School as a one-to-one instructional aide and began working as a Teaching Assistant in the Archeologist's classroom in the Fall of 2006. Since that time I have made the decision to pursue a degree in Art Education and have moved on to a position in the art room as an assistant teacher.

Curriculum

Elementary Fine Arts Classes, The Conquerors

In arts classes, we learn to solve problems, work in teams, organize our environment & decide what we find interesting and beautiful. Through their experiences in the art room, students have a greater understanding of their own creative process and how this relates to those around them.

Students will spend the school year learning about the elements of art and principles of design. They will experience these concepts through a variety of short-term projects in media including pencil, paint, clay, sculpture, collage & printmaking.

Long-term Goal: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.

Students successfully completing the elementary fine arts classes can:

- Use materials, tools, and technology when making art
- Interpret visual images, sounds, movement, and story
- Understand the way the arts are used in their daily lives



Middle School Fine Arts Classes, The Aragonauts



In the middle school program we continue to 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 continue to learn about the elements of art and principles of design. They will experience these concepts through a variety of short-term projects in media including pencil, paint, clay, sculpture, collage & printmaking.

Long term Goals: Sensory Elements

1. Demonstrate an understanding of the creation of illusion of space (e.g., overlapping; variations in size, placement, value).
2. Demonstrate an understanding of formal/linear perspective (e.g., horizontal lines, vanishing point, one/two point perspective).
3. Identify the role of a specific color scheme in an art work.

Organizational Principles

4. Describe the elements and principles that create harmony.

Expressive Qualities

5. Identify the elements and principles that convey meaning in a work of art.
6. Describe elements and principles that unify a work of art.
7. Evaluate the visual qualities of symbols that create meaning in works of art.
8. Critique a work of art using appropriate language in a positive, constructive manner.

Painting & Drawing

High School Credit Course: 2 Semesters

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 their 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.

Course Objectives:

Upon completion of this course the student should be able to:

- Understand the concepts of composition, space, line, value, form and shape
- Draw & paint comfortably from still-life
- Use two or more materials at an advanced level to create a drawing and/or painting.
- Produce works that are "traditional" and works that are "imaginary"
- Create quality over a long period of time spent on one work
- Firmly develop his/her own personal style and technique
- Have 6-10 completed works for the portfolio, per semester
- Incorporate multiple techniques

Course Instructional Methods:

This course will be taught through lecture and instructional demonstrations with a significant portion of studio/work time in class.



Course Requirements:

Student's success results from an understanding of the use of materials, participation in 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 across the curriculum.

Students will be required to:

- Complete a minimum of seven works
- Complete one research paper on an artist of the student's choice
- Participate in all classes
- Write an instructional or 'how to' paper
- Maintain a sketchbook
- Participate in critiques
- Help maintain the studio space and materials

Digital Imaging & Concepts

High School Credit Course: 2 Semesters

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.



Course Objectives:

Upon completion of this course the student should be able to:

- Use electronic based applications to create art, 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.
- Digitize original art by scanning with a desktop scanner.

Course Instructional Methods:

This course will be taught using a combination of lecture and collaborative learning techniques. Class time should involve lecture, guided discussions, student presentations and structured individual/group-based lab activities.

Course Requirements:

Students' success results from an understanding of the 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 CS3
Adobe Illustrator CS3
CanonScan ToolBox X

Text:

Romaniello, Steve Photoshop CS Savvy, New York, Sybex
Faulkner & Walthers Von Alten, Classroom in a Book, Photoshop CS3, Berkley CA, Peachpit
Botello, Chris Adobe Illustrator CS3 Revealed, Boston, Mass. Thomson Course Technolog

Extracurricular & Afterschool Activities

The following groups have special requirements.

Each group will provide an informational meeting for all students interested to attend. They will be followed by either an application or in the case of Student Council a nomination/voting process.

Infectious Tees: Junior Achievement Company Program

Monday/Friday 2:15-3:30

High School Students, Extracurricular

Instructors: Hague Williams, Michelle Zarrilli & Mallorie Smallwood

In 2007-2008 students at the Orthogenic School began a new Junior Achievement Chapter, Infectious Tees.

Students created a mission statement and organizational structure that we will continue to build on this year.

Last year students learned to design and print custom t-shirts and bags. We are proud to report that over 2,500 shirts & bags were printed! We made a significant profit and were able to provide our shareholders with a handsome check at the end of the school year.

This year we are looking for 8 students to form the next chapter of Infectious Tees.

Students interested in participating will be expected to:

- Complete a job application
- Attend an interview with the advisors
- Attend their academic classes and maintain passing grades throughout the school year
- Remain committed for the duration of the school year upon acceptance

As a member of the Infectious Tees team you will gain experience in the following areas:

- Screen Printing
- Finance
- Marketing Strategy
- Adobe Indesign
- Team Work!

To Apply make note of the following dates:

Monday, 9/15 - Applications will be handed out during base class

Wednesday, 9/17 - Applications MUST be turned in to Michelle Z. in the art room by LUNCH

Friday, 9/19 & Monday, 9/22 - Interviews will be conducted during base class in the art room

Wednesday, 9/24 - Acceptance Letters will be delivered during base class

Friday, 9/26 - First team meeting in Art Room during base class



Sonia Shankman Orthogenic School Student Council

Tuesday 2:15 – 3pm

Advisors: Michelle Zarrilli, Ellie Badesch, Tina Rice

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 to 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.

To run for an office make note of the following dates:

Thursday, 10/2 - Nominations for Student Council Officers

Monday, 10/6 - Nominee meeting in Art Room during Base Class

Tuesday, 10/7 - Posters can be put up in School Halls

Thursday, 10/9 - Speeches in Big Gym

Friday 10/10 - Voting first thing in the morning and Officers will be announced during Lunch

Tuesday, 10/14 - Officers Meeting in Art Room

Class Representatives:

Monday, October 13th - Each Class room will conduct a vote to decide on their Class Room Representative and inform the advisors

Tuesday, 10/21 - Full Student Council meeting in the art room during base class

Student Council Responsibilities according to our Student Council Constitution:

Article 2: Official Duties

The President:

1. Responsible for administration and organization of the Student Council itself.
2. Responsible for representing the Student Council before the Staff (along with the Vice-President and Representative chosen for the present Staff meeting).
3. Directs meetings with the help of the Vice-President.
4. Has vetoing power only over Classroom Representative if all Officers agree.
5. Creates an Agenda for meetings with Vice-President
6. Responsible for keeping a Master Binder of any/all records, proposals, votes, meeting minutes and Agendas for each term. This binder is public information, which will be kept in a designated place to be decided during each term
7. Responsible for submitting a monthly report to the Director of the Orthogenic School summarizing the most important activities and decisions of the Student Council

The Vice-President:

1. Responsible for the administration, operation, and oversight of all affairs of Council members, along with representing at Staff meetings
2. Shall take over all duties of President if President is not present
3. Creates an Agenda for meetings with President

The Secretary:

1. Responsible for the maintenance and oversight of the records of Student Council meetings
2. Responsible for communication between Council members and the Student Body through notes that

will be displayed on the Student Council Board.

The Treasurer:

1. Responsible for the maintenance and oversight of the financial affairs of the Council
2. May distribute funds as necessary that are approved by the Student Council members/Student Body

Classroom Representative:

1. Responsible for expressing all views, opinions, and concerns of the class they represent
2. Responsible for taking any classroom votes when the issue only affects their class, and reporting the number of votes back to Student Council
3. Responsible for taking notes and reporting back to classmates after each meeting
4. Responsible for appointing a temporary Representative if he/she will be absent from the meeting
5. Responsible for keeping a Classroom Binder with any/all records, proposals, votes, meeting minutes and Agendas, which will be brought to every meeting

Article 3: Purpose

The purpose of the Student Council shall be to:

1. Create a "voice" for the students of the Sonia Shankman Orthogenic School
2. Involve students in important decision-making that may affect the learning and/or living situation of all residential and day school students
3. Help all students work well together
4. Teach students how to express their ideas in an official and appropriate manner
5. Dispense information at the Community Meetings and by using the Student Council Board.
6. Assist in organizing school events

Community Service Group (Semester 1 &2)

Thursday's 2:15-3:00

Students must be in 7th grade or older.

Led by Mirielle

The Community Service Group will meet every Tuesday from 2:15-3pm. This group will engage in team building activities and go out into the community two times per month to serve others. Activities will vary as we seek to expose students to the many opportunities for sharing their assets and talents. The group will be expected to work hard and participate in all outings. Students will be expected to discuss each activity before and after, prepare and plan for outings and engage in respectful and responsible behaviors on community outings. Outings will last longer than the scheduled time and students will be expected to attend and plan their time accordingly.

Students need to apply to be in this group and must have consistent off-grounds privileges. There are very strict guidelines in place for participation in this group.

Open Art with Jillian

Thursday 3-3:45

This group is for students who have an interest in working independently on a painting, drawing, printmaking or ceramic project. Students will be expected to participate during the entire period.

(Limit 6 students per week)

Writer's Society with Michelle P.

Thursday's 3-3:45

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 Crusaders 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.

Semester 1: High School Math Support with Tom

Thursday's 3-3:45

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, you can get help with that here too.

Semester 2: ACT Prep with Tom

Thursday's 3-3:45

Students who are taking the ACT can sign up for the after school ACT group which runs during the second semester in place of the math support group.

For this, we will be using an ACT support book and to answer sample math questions from previous tests. They can also use these books as a resource for independent study outside of the ACT group. We will then focus on reviewing areas where students feel they are lacking confidence. In particular most students have usually found a review of trigonometric techniques has been useful.

Some time will also be devoted to looking at the science sections of the ACT if students feel that this would be beneficial.

Students that sign up for this group are expected to make a commitment to attend.

Foreign Language Program



Teacher: Mirielle Craven

I received my bachelors in education from the University of Illinois, with a degree in French and a minor in Speech Communication and Drama. I hold a Type 09 certificate (grades 6-12) in Illinois and am currently pursuing a Masters Degree in Special Education at DePaul.

During college, I tutored a variety of students, from elementary school through university level, some in a residential setting similar to the Orthogenic School. I also worked and coordinated summer day camps for many years. After graduating from college, I first traveled to Dijon, France to teach English at the University of Burgundy, and then returned to teach French and Drama at a middle school in the suburbs of Chicago. I always had an interest in teaching students with special needs, but rarely were opportunities in that field made available to foreign language teachers. When I heard about a job opening at the Orthogenic School, I immediately applied and after a series of visits, where I was able to meet administrators, faculty, staff and some students, I knew I was in the right place. I'm now beginning my second year here as the foreign language teacher and I'm sure there will be a third and a fourth and a fifth.

Curriculum

¡Bienvenidos, bienvenues to the department of Foreign Languages! We are proud to offer French classes at the high school, middle school and elementary school levels. We also provide high school level Spanish classes.

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. We also make connections with other school subjects. Lastly, we make opportunities for the students to use the language outside of the classroom in a larger community. 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.

Acquisition is different than learning in that instead of memorizing a lot of words or forms, students internalize and use the language naturally.

Elementary and Middle School French

Because these classes are only twice a week, they offer an initial exposure to language and culture. Students engage in everyday conversations, music, and art projects. They also find ways to use French outside of school! In the elementary class, we will be using a new language program this year called Muzzy, which promotes second language learning through a series of stories involving recurring characters and their adventures. In the middle school class, the students' will be using a high school level textbook and focusing on conversational French and various French-speaking cultures.



French I/Spanish I (High School)

In this beginning class we focus on language that can be used daily in the students' academic and personal lives. We will explore the following topics: greetings, friends, school classes, pastimes, and family. We will also be comparing our own culture with other, French or Spanish-speaking cultures, as well as engaging in a number of hands-on activities to make learning a second language a unique experience.

French II/ Spanish II (High School)

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 complex grammar, expanding upon vocabulary, and making an effort to become more comfortable with the language. We concentrate on a combination of topics, ranging from the personal to more abstract concepts, including food, clothing, health, and sports. 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 French and Spanish-speaking countries around the world.

My teaching philosophy

My experience has proven that, in the classroom, it is important that the teacher facilitates learning rather than imposes it. I have always believed that my 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 my class I aim to get to know each student and their needs so that I can provide an adequate learning environment for him or her. I use communicative, student-centered methods that involve each child in the learning process. I 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. The activities are interactive and require student involvement and responsibility. For me, 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.

Mathematics Program, The Mariners



Teacher: Megan Harlow

I am the Special Education Teacher in the Mariners classroom and I am thrilled to be starting my 2nd year at The Sonia Shankman Orthogenic School!

Prior to teaching at the Orthogenic School, I attended Manchester College, in North Manchester, Indiana. As a student, I had many service-learning and study-abroad opportunities, and I earned a dual degree in Elementary Education and Special Education.

In the coming year, I am looking forward to co-teaching mathematics as well as co-facilitating the Community Service Group.

Math Teacher: Tom Griffett

Education

- Imperial College, University of London: BSc (Hons) Mathematics
- Institute Of Education, University Of London: PGCE (Mathematics) [UK teaching postgrad cert.]

Professional Experience

10 Years teaching math and science in high schools in London and Yorkshire, including 3 years teaching math and science in special ed. schools.

Interests

Games of any description (board games, card games, word games, and puzzles)

Sports Football (oops, I mean "soccer") and tennis are favourites, but I have been slowly learning the rules to US sports, including football and baseball

Listening to music, especially in a live setting. Lots of that in Chicago

Drawn to O-School

I arrived in the US at the very end of June and was looking to continue working as a math teacher in a residential special ed. school. Was very taken by the O-school when I came for a visit, in particular by the enthusiasm that the students have for learning.



Teacher Assistant: Tina Rice

My Name is Christina Rice and I am the teaching assistant in the Mariners Classroom. I also help out with some administrative projects.. I have my BA from Bethel College in Early Childhood and Elementary Education. I have worked with children of all ages and abilities inside and outside of the school setting. Before coming to the O'School I was a preschool teacher on the south side of Chicago. I was drawn to the Orthogenic School because I wanted to work in a school that strives to meet the needs of every student holistically.

Curriculum

Practical Consumer Math

High School Credit: Two Semesters

In Practical Consumer Math the students will study fractions, distance, percentages, statistics, budget management and pre algebra concepts and learn how to use these concepts in their everyday lives. Using the Life Math skills book published by AGS as a primary

text, this class will focus on basic algebra and geometry formulas and use them to create independent money management skills. This class will include opportunities for students to practically apply their knowledge through field trips and class projects.

Algebra I

High School Credit: Two Semesters

The algebra 1 course is designed to introduce students to the fundamental algebraic techniques that can be employed to represent and model mathematical relationships. These skills will be supplemented by learning practical applications of these skills, including applications in economics, statistical analysis and science. In addition, this course will build on the numerical skills students have acquired during prealgebra, such as dealing with fractions, negative numbers and percentages.

The text used for this course is Algebra: Tools For A Changing World, published by Prentice Hall. This is supported by separate texts for homework assignments and for test preparation.

Topics covered during this course will include:

functions and their graphs; algebraic concepts; graphing and writing linear equations; systems of equations and inequalities; quadratic equations and polynomials; exponential and radical functions; right triangles and elementary trigonometry; rational expressions and functions

Modifications for this course include small class size, and extended time for homework assignments and tests, as recommended by each student's IEP.

Algebra 2 & Trigonometry

High School Credit: Two Semesters

The algebra 2 and trigonometry course is designed to combine the skills learned in algebra 1 and geometry, and to use this as a basis to tackle more advanced problems. Students will develop an increased fluency with more advanced algebraic techniques, providing them with different options with which to solve most problems. This, in turn, will help enable them to recognize which techniques are most appropriate in any given context.

The text used for this course is Advanced Algebra: Tools For A Changing World, published by Prentice Hall. This is supported by separate texts for homework assignments and for test preparation.

Topics covered during this course will include:

functions and relationships; matrices and linear systems; permutations, combinations & the binomial expansion; sequences and series; exponential and logarithmic functions; quadratics and other polynomial functions; periodic and trigonometric functions

Modifications for this course include small class size, and extended time for homework assignments and tests, as recommended by each student's IEP.

Precalculus

High School Credit: Two Semesters

The precalculus course is designed to consolidate the skills learned in algebra 2, providing the students with the skills necessary to tackle calculus, statistics and applied mathematics. Students will combine advanced algebraic techniques with the deductive logic of geometry to see how proofs are formed in elementary number theory. From analyzing power series and trigonometric functions, they will also develop an understanding of how transcendental numbers and trigonometric values are calculated.

The text used for this course is Precalculus: Graphical, Numerical, Algebraic, published by Addison Wesley. This is supported by separate texts for homework assignments and

for test preparation.

Topics covered during this course will include:

modeling with functions (including parametrics); using zeros of functions; power series; exponential & logistic modeling; trigonometric functions (direct applications, radians and inverses); analytic trigonometry (identities, laws, proofs); linear and non-linear systems & matrices; analytic co-ordinate geometry; discrete mathematics

Modifications for this course include small class size, and extended time for homework assignments and tests, as recommended by each student's IEP.

Physics

High School Credit: Two Semesters

The physics course is designed to give students a thorough understanding of the physical world, and the ways that the different physical elements (forces, properties of matter etc.) combine. Students will use mathematical techniques from algebra 2 to express these relationships algebraically (eg the equations of motion) and use them to predict how a physical system will behave.

The text used for this course is Physics, published by Prentice Hall. This is supplemented with test preparation books, and student solutions manuals showing worked examples and ideal solutions.

Topics covered during this course will include:

elementary techniques (dimensional analysis, standard form, significant figures etc.); Newtonian mechanics (including gravity, waves, fluids and vectors); thermodynamics; electromagnetism; light & optics; modern physics (relativity, quantum physics, atomic and nuclear physics)

Modifications for this course include small class size, and extended time for homework assignments and tests, as recommended by each student's IEP.

Geometry

High School Credit: Two Semesters

The geometry course is designed to introduce students to the concept of logical and deductive reasoning, leading to the composition of proofs. These skills will be supplemented by increasing their knowledge of the fundamental properties of shapes. Learning how to construct 2 dimensional shapes is another skill that will be developed by this course. This should help consolidate much of the theoretical component of the course, demonstrating first hand some of the applications of the theorems.

The text used for this course is Geometry: Tools For A Changing World, published by Prentice Hall. This is supported by separate texts for homework assignments and for test preparation.

Topics covered during this course will include:

investigating geometric figures; transformations; shapes in motion; triangle relationships and congruence; measuring in the 2 and 3 dimensions; right triangle trigonometry; properties of circles (including chords, secants, and tangents); parallel lines and quadrilaterals

Modifications for this course include small class size, and extended time for homework assignments and tests, as recommended by each student's IEP.

Physical Education Program



Physical Ed. Teacher: Frank Burns

Education

1976 University of Wisconsin-Whitewater...BSE Speech and Journalism
1978 University of Kentucky...MS Health, Physical Education and Recreation
2002-2004 Northeastern Illinois University...FACE (Federal Accelerated Certification Education Program)...Special Education Teacher Certification

Professional Certification

American Council on Exercise (ACE)-Certified Fitness Instructor
United States Professional Tennis Association (USPTA)-Certified Tennis Professional

Professional Highlights

1985-1997 Director of Athletics, Lakeshore Foundation-Birmingham, AL
1997-2000 Director of Athletics And Lacrosse Coach-North Country Community College-Lake Placid, NY
2000-2002 Executive Director, National Wheelchair Basketball Association Chicago, IL

On the Orthogenic School

I chose to teach at the O-School because of the challenge and opportunity to build the physical education, intramural, and athletic programs. With the on-campus gymnasium, the large and adaptable Side-Yard Field, and access to the University of Chicago's athletic facilities, my goal is for each student to learn the joy of an active, happy and healthy lifestyle.

Curriculum

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.

PROGRAM DESCRIPTIONS

Elementary:

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 that 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)

Middle School:

The focus of middle school physical education is to provide an ongoing opportunity for students to participate in a wide variety of physical activities and experiences that promote mastery of core skills introduced at the elementary level. Middle school is time of transition that brings a focus to the student's physical, emotional, social, and intellectual development. At this point, there is an increased focus on team development and sportsmanship within the Physical Education program. To successfully bridge the transition, students will explore and apply information as well as participate in physical activities that empower them to assume responsibility for their own lifetime health, wellness, and fitness.

Students will have the opportunity to participate in the following activities:

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

High School:

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 activities including:

- Lacrosse
- Soccer
- Baseball/Softball
- Tennis
- Floor Hockey
- Basketball
- Floor Gymnastics/Tumbling
- Weightlifting
- Track/Cross Country

Science Program, The Professors



Teacher: Linda Handel

Degrees

- * B.A. - philosophy, elementary ed.; Barat College
- * M.S. - emotional behavior disorders; Chicago St. U.
- * M.S. - learning disabilities; Chicago St. U.

Certifications

- * Standard Elementary Teaching (K-Grade 9)
- Learning Behavior Specialist 1
- Learning Disabilities
- Social/Emotional Disorders
- * Standard Secondary Teaching (Grade6-Grade12)
- Learning Behavior Specialist 1
- Learning Disabilities
- Social/Emotional Disorders

I have taught students K through H.S. in regular education and special education settings. I have taught in several therapeutic schools; designed/implemented behavior programs; supervised student teachers.

I was drawn to the Orthogenic School because of its outstanding reputation for teaching the emotionally disturbed in a therapeutic milieu. I wanted to be a part of this knowledgeable team, learn from them and offer my own experiences

Teacher Assistant: Mallorie Smallwood

My name is Mallorie Smallwood and I am the new Teacher Assistant in the Professors' classroom. I have my Bachelor's in Business Administration with an accounting major and Spanish minor. Currently I am working towards my Master's of Education in Special Education.

Prior to employment at the O School I worked as a Teacher Assistant and One to One Aide at Krejci Academy, an alternative school for youth who have developmental and social/emotional disabilities. Before that I taught 6th and 8th grade math in Chicago Public Schools.

I have enjoyed my first few months at the O School and I'm looking forward to the upcoming school year.



Biology

High School Credit: Two Semesters

Biology is a combination of a “hands-on” and lecture science course in which students study the basic units of life science from cell structure and function to ecology, energy relationships, reproduction and development, genetics and evolution in accordance with state standards.

During a typical unit, students have experience involvement in a wide variety of activities including reading, writing, and drawing activities, laboratory work, discussions and note taking, projects and team work.

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.

The primary text (2006 editon) is:

Biology – Prentice Hall

Supplementary materials include:

Biology – Prentice Hall

- BioDetectives: Investigations in Forensics
- Biotechnology Manual
- Issues and Decision Making
- Laboratory Manual
- Reading and Study Workbook
- Testing Resources –Prentice Hall
 - Chapter Tests
 - Diagnostic Tests
 - Standardized Test Preparation Workbook
 - Test-Taking Tips

- Media Resources – Prentice Hall
 - Animated Biological Concepts and Worksheets
 - Biology-Lab Simulations
 - Biology-Section Summaries on Audio CD
 - Biology-Virtual Labs CD-ROM
 - PHSchool.org (SciLinks)
 - United Streaming.com

Health Education

High School Credit: One Semester

Health Education is a one semester class that is a graduation requirement for most school districts.

The course uses a wellness approach, which stresses prevention and self-responsibility through informed choices. Also emphasized, is the inter-relationship of the physical, mental, emotional, and social dimensions of Health and their affect on the total person.

The various topics of the curriculum promote wellness and health literacy while encouraging positive behavior now to ensure a lifetime of health. Through group interactive activities, the students will focus on developing skills for a healthy life centering on physical fitness, nutrition, managing stress/mental health, drugs, disease and disorders, reproductive health, and issues related to these topics.

The primary text used for the course is:

Lifetime Health – Holt, Rinehart, and Winston

Supplementary materials include:

Decisions for Health – Steck-Vaughn

Health and Your Body – McDonald Publishing Co.

Media Resources

Lifetime Health videos – Holt, Rinehart and Winston

United Streaming. com

Understanding Human Anatomy & Physiology – McGraw-Hill Higher Education

Chemistry

High School Credit: Two Semesters

This beginning course in chemistry provides students with a lecture/discussion approach combined with introductory laboratory investigations in inorganic and physical chemistry. Students will be presented with the basic concepts underlying the facts, formulas, and principles of chemistry in everyday life with an emphasis placed on developing critical-thinking and problem-solving skills in accordance with state standards. This course prepares students for higher level courses in the field of science. Student effort as reflected in daily participation and completion of assignments is important for success in this course.

The primary text (2006 edition) is:

World of Chemistry – McDougal Littell

Supplementary materials include:

- World of Chemistry
 - Chapter Review Worksheets
 - Worksheets for Less Proficient Students
 - Challenge projects and problems
 - Classroom Activities and Projects
 - Media Resources
 - Audio CD – Summaries
 - Classroomzone.com (instruction, practice, and learning support)
 - Overhead Transparencies
 - Power Point Presentations
 - United Streaming.com
 - Videos and Animations DVD
- Testing Resources
 - Chapter Resources
 - Standardized Test Practice
 - Test Bank
- Hands-On Action Chemistry - NeoSci

Environmental Science/Botany

High School Credit: two semesters

This science course is divided into two semesters. The primary focus of the Fall semester will center on environmental science. The class is a combination of investigative activities and a lecture science course enabling students to utilize a decision-making model to sharpen their critical-thinking abilities. Students learn how to access and respond to the most up-to-date, relevant information concerning our environment.

The primary text used for the course is:

Environmental Science (2000 edition) – Holt, Rinehart and Winston

Supplementary materials include:

- Environmental Science - Holt, Rinehart and Winston
- Field Activities and Projects Guide
 - Laboratory Guide
 - Review and Critical Thinking Worksheets
 - Media Resources
 - CNN Presents Science in the News: EYE on the Environment
 - www.scilinks.org – current information on various topics
 - Teaching Transparencies for the overhead
 - United Streaming.com

The Winter semester of this course focuses on Botany. The students will be introduced to the native plants of North America. Each plant will be studied according to its botanical structure, ethnobotany, natural history as well as its usefulness today. Students will have the opportunity to research a plant of their choice, grow it from seeds and cultivate the plant. Students will document their observations in accordance with the scientific method of inquiry.

The primary text used for the course is:

Botannica North America by Marjorie Harris (2003 edition)- Harper Collins

Social Studies Program, The Archaeologists



Teacher: Sara Howes

Hello, my name is Sara Howes, and I am the high school social studies teacher. During college, I pursued a bachelor of arts degree in history at New York University. From there, I proceeded to graduate school for a master of arts in teaching special education at National Louis University. While studying there, I completed internship hours in the high school science classroom. After teaching special education in Florida, I decided to return to Chicago to teach history. I was delighted to return to the Orthogenic School as the high school social studies teacher.

Teacher Assistant: Laurie Cardwell

Lorrie came to the Orthogenic School as a recent (May 2008) graduate of St. Bonaventure University in Western NY, where she received a B.A. in Sociology. As her father was born and raised in the city of Chicago, she decided to make it her home and feels blessed to have found a place, in such a large city, as special as the Orthogenic School. Over the years Lorrie has worked in several educational and recreational programs with youth as well as special needs adults and children.



Government

High School Credit: One Semester

This semester long course will explore how the government works and the students will analyze how the government functions. Students will also compare the United States government to the governments of other countries. We will discuss how governments affect nations and citizens within the countries they rule. Students will examine different perspectives and viewpoints relating to political topics. Students will work on improving their critical thinking skills and focus on being open-minded to different beliefs and ideas about government.

Students will be expected to examine different sources that pertain to how governments function. We will view video clips of government in action and learn to question why the world functions in the way that it does. Students will also be required to write a research paper on a cultural war topic and prepare a PowerPoint presentation on a public policy.

Evaluation will consist of class discussion, written and oral knowledge of subject matter through homework, tests/quizzes, presentations, and written assignments. Upon successful completion of this course, students will be able to recognize, analyze, and interpret different governments that exist and how government decisions impact society.

Primary Text:

- United States Government, Democracy in Action - Richard C. Remy

Secondary Materials:

- **American Government, Wilson Diulio**
- **CNN documentaries**
- **Various newspaper, magazine, and internet sources**

Consumer Education

High School Credit: One Semester

Consumer Education is designed to provide students with a basic knowledge of consumer issues, including consumer rights and responsibilities, consumer protection, comparison buying, consumer economics, budgeting, saving, investing, credit, taxes, and insurance.

Throughout this semester long course, students will be studying the different parts of today's economy. Students will examine different aspects of our economy and identify ways in which it affects us in our everyday lives. Students will also spend time discussing real life issues that play a part of being a good consumer. The class addresses the way in which economics affects the lives of individuals and how individuals, through their economic choices, shape their world.

Evaluation will consist of class discussion, written and oral knowledge of subject matter through homework, tests/quizzes, presentations, and written assignments. Upon successful completion of this course, students will be able to identify and explain economics and different economic systems, supply and demand, business organizations, the stock market, becoming an employee, and being a good consumer.

Primary Text:

- Economics - Robert L. Pennington

United States History

High School Credit: Two Semesters

This year long course develops an understanding of the history of the United States of America by evaluating current events and their impact upon issues we face in today's society. Students enrolled in this course will also complete the State and Federal Constitution exams.

Throughout the course, we will focus on different themes that exist throughout American history. Students will examine the role of government, geography, diversity, economics, culture, foreign relations, science, and technology. The goal of this course is to provide an understanding of the United States History and the correlation between events happening currently and the historical events of the past.

Students will complete projects and homework assignments that will test their knowledge of United States History. They will be evaluated upon participation in the class activities, discussions, tests/quizzes, homework completion, presentations, and projects. At the end of the year, students should be able to develop links between events of the past and current events. Students will also work on their study skills and their ability to understand cause and effect through historical analysis.

Primary text:

- To Be Determined

Supplementary Materials:

- A History of the United States – Ginn
- Various newspaper and magazine articles
- Various Internet Sources and/or Websites
- Various documentaries and films

World History

High School Credit: two Semesters

This year-long class helps students develop understanding of modern history. Students will examine different time periods and the themes that exist within those time periods. They will look at how power and authority affected culture. The students will examine different religious and ethical systems and how power interacted with their environment. Students will look at the economies of different social systems and how cultures grew into empires. They will learn about how science and technology impacted societies and how revolutions and rebellions lead to different social changes throughout time.

Students will be expected to examine primary and secondary sources and demonstrate their knowledge of different time periods through various class activities. The class, although writing intensive, will also emphasize student presentations, in class discussion, homework, tests/quizzes, and written assignments. In this class, students will also read novels, biographies, and autobiographies that describe different time periods, different social structures, and different people. Upon successful completion of the course, students should be able to recognize, analyze, and interpret different trends that exist throughout history.

Primary text:

- Modern World History, Patterns of Interaction – McDougal Littell

Supplementary Materials:

- World History – Glencoe, McGraw-Hill
- Slave – by Mendes Nazer
- The Birth of Venus – by Sarah Dunant
- The Kite Runner – by Khaled Hosseini
- The French Revolution and Human Rights – Lynn Hunt
- Bound Feet & Western Dress – Pang-Mei Natasha Chang
- Various Internet sources and websites
- Various films and documentaries (Ex: The History Channel)

World Cultures

High School Credit: Two Semesters

This course will allow students to explore cultures around the world. Students will discuss different geography, heritage, traditions, and current lifestyles of all people all over the world. Students will examine cultures that exist in Africa, Asia, Australia, Latin America, Middle East, North America, and Europe. By the end of the semester, students will understand geography around the world and the meaning of culture. Students will be able to compare and contrast various cultures throughout the world.

Coursework will include discussions, projects, presentations, and homework assignments that will test their knowledge of the different customs, traditions, and customs. Students will learn how to take notes and comprehend historical texts. Classes will also emphasize study skills and research skills. Evaluation for this course will be based extensively upon student participation in classroom activities, discussions, tests/quizzes, presentations, and completion of homework assignments and projects.

Primary text:

- Eastern Hemispheres –Jacobs, Randolph, LeVasseur

Supplementary Materials:

- World Cultures, A Global Mosaic – Ahmad, Brodsky, Crofts, Ellis
- World Geography – Baerwald, Fraser
- Various Internet sources and/or websites
- Various Videos on different cultures

Supportive Services

Crisis Intervention: Michael Dewhirst

Wow-----Five years and counting at the O' School... I started as a Teaching Assistant and moved on to Crisis Intervention (Coverage) after three years. I hold a double degree in Music Education and Cello Performance from Ithaca College. I am also a certified Trainer in Therapeutic Crisis Intervention (the model that we use for all of our staff.)

Like many people, I have held various interesting positions leading up to my time at the O School. I am a freelance cellist and teacher, have been a conductor and clinician for several youth orchestras, performed and lived abroad, and worked at the Lab School as one of the Orchestral teachers. (Not to mention waitstaffing, catering, cooking professionally, and more. Much more...)



I appreciate the skills I continue to develop at the Orthogenic School, and I am genuinely proud to see students graduating that I feel I have personally influenced. I find my work here positively affecting many other aspects of my life, making me an all-around better educator, and person. And it seems that there are always new things to be learned...



Education Support Staff: Tony Gleason

I graduated from DePaul University in 2001 with a B.A. in Psychology. I have worked in special education for the past five years and look forward to my first full year at the O' School. My position here is to provide academic support to all classrooms throughout the day as well as being flexible to step in as a substitute as needed when teachers are absent. I enjoy being able to interact with every student within the school and I'm encouraged by the school's philosophy of

building strong teachers/student relationships in order to learn and grow emotionally.

Outside of school I work as an Assistant Football Coach at Hammond High, in Hammond Indiana.

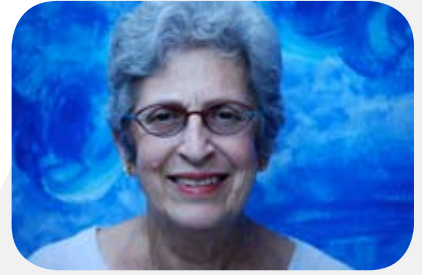
I was drawn to the Orthogenic School because of its reputation of providing students with a safe place to learn and grow into successful free-thinking individuals.



Academic Support

High School teachers provide academic support within the school day that is reflective of the Orthogenic School's relational model which emphasizes student/teacher interaction. Academic Support is available during each scheduled period and is staffed by a few teachers and/or teaching assistants each period. In many cases, students are able to reserve time to work with a particular teacher on a particular subject and base teachers have additional opportunity to oversee student organization systems. In this way, students are supported to structure their time, prioritize their needs, and seek additional help when necessary.

Speech Pathology: Doris Kirschner



Experience: I have lost count but I started as a speech therapist in the public schools in Cincinnati, Ohio with a caseload of about 100 children-all ages. I moved to Chicago and worked at Michael Reese Hospital in the Cerebral Palsy Nursery which became the Developmental Institute. Altogether I was there more than 20 years. Then I came to the University of Chicago where I worked with infants. (I was also part of Early Intervention at Cook County Hospital) I worked part-time at 2 therapeutic schools, one residential which had mostly high school students and the other was an elementary school. I worked with the first Head Start initiatives as an advisor and gave one of the first lectures on speech/language to the initial training.

I am also a voice therapist (I help speakers and singers who are on the verge of "losing their voices") and receive many referrals from the ENT department of U of C.

Addendum: I sing and teach singing . I sang with Luciano Pavarotti when he sang for the pope here. I had 2 solo parts with the Chicago Symphony once under Solti and with James Levine at Ravinia. I was a founding member of The Chicago Ensemble, a chamber music group with instruments and voice. I was a cantor for 10 years and I am soloist now at the First Presbyterian Church in Woodlawn.

Now about my ice skating.....

I took a few classes with Bettelheim many years ago and read his book "The Uses of Enchantment" and always looked up to this school as THE BEST. (I thought they read a lot of fairy tales here). I worked with a psychologist at one of my other residential schools and when she came here as acting director she brought me with her-- so here I am for perhaps 13 years.



Occupational Therapy: Belinda Anderson

Hello, I am Belinda Anderson, the Occupational Therapist (OT). I began my career as a Special Educator, with a B.S. degree in Education from Illinois State University. I majored in Educable Mentally Handicapped (EMH). Later, I received Type 10 Certificates in Learning Disabilities, Trainable Mentally Handicapped, Social/Emotional and Behavioral Disorders from Chicago State University. I obtained a M.S. in Education from CSU, majoring in Curriculum and Instruction/ Secondary Level.

I spend my career as an Educator in a residential facility, Howe Developmental Center in Tinley Park. I became the Program Administrator for the newly developed, on-grounds workshop, the Adult Training Center. I was transferred to the skilled unit, when I discovered occupational therapy. I was fascinated with this field and studied at Rush University at Rush-Presbyterian St. Luke's Medical Center in Chicago, IL. I acquired my second Master of Science degree.

I became Supervisor at Schwab Rehabilitation Hospital for the out-patient occupational therapy program. I found my way to working with children and adolescents again. I began working for the company that I have been working for the past 11 years, Select Medical Rehabilitation Services. I have worked in many wonderful places within and around the Chicagoland area. I have worked in home health, schools, out-patient and hospital programs as an Occupational Therapist. I came to the Orthogenic School in June 2007, after trying the public schools. I am enjoying the students and staff. I look forward to having a long relationship with this school.

Academic and Program Calendar
 The Sonia Shankman Orthogenic School
 at The University of Chicago

September 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	① Labor Day No School	② Teacher Institute Day No School	③ First Day, Semester 1	4	5	6
7	8	9	10	11	12 Visit Dismissal @ 4:00pm	13 Visit Weekend
14 Visit Weekend	15	16	17	18	19	20
21	②② Extended School Day 9am-5pm	23	24	25	②⑥ Garden Party 2-3pm Visit Dismissal @ 4:00pm	27 Visit Weekend
28 Visit Weekend	29 Rosh Hashamah Begins	30				

Hispanic Heritage Month, Sept. 15- Oct. 15

Academic and Program Calendar
 The Sonia Shankman Orthogenic School
 at The University of Chicago





October 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4 Family BBQ 12:30-2pm
5	6	7	8 Yom Kippur	9	10 Student Council Elections Visit Dismissal @ 4:00pm	11 Visit Weekend
12 Visit Weekend	13 Columbus Day No School Visit Return 5pm	14	15 Academic Open House 6:30-8pm	16	17	18
19	20	21	22	23 Visit Dismissal @ 4:00pm	24 Teacher Institute Day No School	25 Visit Weekend
26 Visit Return 5pm	27	28	29	30	31 Halloween Dance hosted by Student Council	

Hispanic Heritage Month, Sept. 15- Oct. 15

Academic and Program Calendar
 The Sonia Shankman Orthogenic School
 at The University of Chicago

November 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 Parent Teacher Conferences	4 Parent Teacher Conferences	5 Parent Teacher Conferences	6 Parent Teacher Conferences	7	8 Visit Weekend
9 Visit Weekend	10 Veterans Day No School Visit Return 5pm	11	12	13 School Picture Day	14	15
16	17	18	19	20	21	22
23	24 Extended School Day 9am-5pm	25	26 Visit Dismissal @ 4:00pm	27 Thanksgiving No School	28 No School	29 Visit Weekend
30 Visit Return 5pm						 

Peanut Butter Lover's Month!

Academic and Program Calendar
 The Sonia Shankman Orthogenic School
 at The University of Chicago

December 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18 O'School Holiday Party 3:30 Talent Show 5:45-7 Dinner	19 Visit Dismissal @ 4:00pm	20 Visit Weekend
21 Visit Weekend	22 Winter Break/Chanukkah <small>For residential students who remain at the school academic programming will take place Mon, Tues, Wed & Fri. No School for Day Students</small>	23 Winter Break <small>For residential students who remain at the school academic programming will take place Mon, Tues, Wed & Fri. No School for Day Students</small>	24 Winter Break <small>For residential students who remain at the school academic programming will take place Mon, Tues, Wed & Fri. No School for Day Students</small>	25 Winter Break Christmas Day No School	26 Winter Break/Kwanzaa <small>For residential students who remain at the school academic programming will take place Mon, Tues, Wed & Fri. No School for Day Students</small>	27 Visit Weekend
28 Visit Weekend	29 Winter Break <small>For residential students who remain at the school academic programming will take place Mon, Tues, Wed & Fri. No School for Day Students</small>	30 Winter Break <small>For residential students who remain at the school academic programming will take place Mon, Tues, Wed & Fri. No School for Day Students</small>	31 Winter Break/New Years Eve <small>For residential students who remain at the school academic programming will take place Mon, Tues, Wed & Fri. No School for Day Students</small>			

Academic and Program Calendar
 The Sonia Shankman Orthogenic School
 at The University of Chicago

January 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
4 Visit Return 5pm	5	6	7	① Winter Break New Years Day No School	2 Winter Break <small>For medical students to remain in the school schedule programming will take place Mon, Tues, Wed & Fri. No School for Day Students</small>	3 Visit Weekend
11	12 <i>Spirit Week</i>	13 <i>Spirit Week</i>	14 <i>Spirit Week</i>	15 <i>Spirit Week</i>	16 Visit Dismissal @ 4:00pm	17 Visit Weekend
18 Visit Weekend	19 Martin Luther King Jr. Birthday - No School Visit Return 5pm	20 First Day, Semester 2	21	22	23	24
25	26	27	28	29	30 Visit Dismissal @ 4:00pm	31 Visit Weekend

Academic and Program Calendar
 The Sonia Shankman Orthogenic School
 at The University of Chicago

February 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12 Visit Departure 4pm	13 Lincoln's Birthday No School	14 Visit Weekend
15 Visit Return 5pm	16 Extended School Day 9am-5pm	17	18	19	20	21 Spaghetti Lunch 12:30-2pm
22 Visit Return 5pm	23	24	25	26 Visit Departure 4pm	27 Teacher Institute Day No School	28 Visit Weekend

Black History Month

Academic and Program Calendar
 The Sonia Shankman Orthogenic School
 at The University of Chicago



March 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 Visit Weekend	2 Pulaski Day No School Visit Return 5pm	3	4	5	6	7
8 International Women's Day	9	10	11	12	13 Visit Dismissal @ 4:00pm	14 Visit Weekend
15 Visit Weekend	16 Spring Break No School for Day Students	17 Spring Break No School for Day Students	18 Spring Break No School for Day Students	19 Spring Break No School for Day Students	20 Spring Break No School for Day Students	21 Visit Weekend
22 Visit Return 5pm	23	24	25	26 Science Fair Parents & Guardians are encouraged to visit between 2:15 & 3:00pm	27 Teacher Institute Day No School	28 Visit Weekend
29 Visit Return 5pm	30 Parent Teacher Conferences	31 Parent Teacher Conferences				

Women's History Month

Academic and Program Calendar
 The Sonia Shankman Orthogenic School
 at The University of Chicago



April 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Parent Teacher Conferences	2 Parent Teacher Conferences	3 Parent Teacher Conferences	4
5	6	7	8	9 Passover	10 Visit Dismissal @ 4:00pm Good Friday	11 Visit Weekend
12 Visit Weekend Easter Visit Return 5pm	13	14	15	16	17	18
19	20	21	22 Earth Day	23	24	25
26	27	28	29	30 Visit Dismissal @ 4pm		

Holocaust Month

Academic and Program Calendar
 The Sonia Shankman Orthogenic School
 at The University of Chicago



May 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Teacher Institute Day No School Visit Weekend	2 Visit Weekend
3 Visit Return 5pm	4 Extended School Day 9am-5pm	5	6	7	8	9
10	11	12	13	14	15	16 Mother's Day Tea
17	18	19	20	21	22 Visit Dismissal @ 4:00pm	23 Visit Weekend
24 Visit Weekend	25 Memorial Day No School Visit Return 5pm	26	27	28	29	30
31						

Holocaust Month

Academic and Program Calendar
 The Sonia Shankman Orthogenic School
 at The University of Chicago



June 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
				Visit Dismissal @ 4:00pm	Teacher Institute Day No School	Visit Weekend
7	8	9	10	11	12	13
Visit Weekend	Spirit Week	Spirit Week	Spirit Week	Prom 5:30-8:00pm	Spirit Week	
14	15	16	17	18	19	20
	Testing	Testing	Testing	Testing	Visit Dismissal @ 4:00pm	Visit Weekend
21	22	23	24	25	26	27
Visit Weekend	Summer Semester Term A					Father's Day BBQ 12:30-2pm
28	29	30				

Summer Semester early school dismissal begins June 22nd & ends August 29th

Academic and Program Calendar
 The Sonia Shankman Orthogenic School
 at The University of Chicago

July 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 Early Visit Dismissal @ 1:30pm	3 No School Visit Weekend	4 Visit Weekend Independence Day
5 Visit Return 5pm	6	7	8	9	10	11
12	13	14	15	16	17 Early Visit Dismissal @ 1:30pm	18 Visit Weekend
19 Visit Return 5pm	20 Summer Semester Term B	21	22	23	24	25
26	27	28	29	30	31 Early Visit Dismissal @ 1:30pm	

From July 3rd - August 29th Visit Weekends will begin at 1:30pm on Friday and end at 5pm on Sunday


Academic and Program Calendar
 The Sonia Shankman Orthogenic School
 at The University of Chicago



August 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Early Visit Dismissal @ 1:30pm	Visit Weekend
2 Visit Weekend	3	4	5	6	7	8
9	10	11	12	13	14 Early Visit Dismissal @ 1:30pm	15 Visit Weekend
16 Visit Weekend	17 Summer School No School for Day Students	18 Summer School No School for Day Students	19 Summer School No School for Day Students	20 Summer School No School for Day Students	21 Summer School No School for Day Students	22 Visit Weekend
23 Visit Weekend	24 Summer School No School for Day Students	25 Summer School No School for Day Students	26 Summer School No School for Day Students	27 Summer School No School for Day Students	28 Early Visit Dismissal @ 1:30pm <small>Summer Break; No School for Day Students</small>	29 Visit Weekend
30 Visit Weekend	31 Teacher Institute Day No School Visit Return 5pm					

From July 3rd - August 29th Visit Weekends will begin at 1:30pm on Friday and end at 5pm on Sunday



The Sonia Shankman Orthogenic School
1365 E. 60th Street, Chicago, IL 60637
phone: 773-702-1203 fax: 773-702-1304