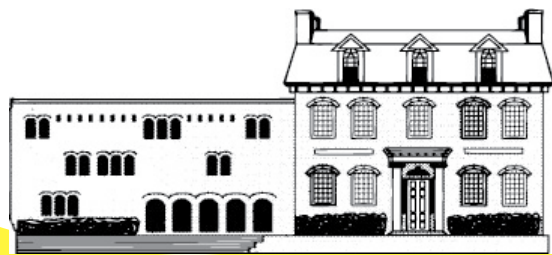


The Sonia Shankman Orthogenic School  
at The University of Chicago

# curriculum guide

2010-2011



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

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# Administrators

## Co-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, 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 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.



## Co-Executive Director: Peter Myers

My education and training is in Clinical Psychology. I graduated from a small liberal arts college in Michigan, Kalamazoo College. I earned my Master's Degree at the University of Chicago, while working at the Orthogenic School. My Doctorate is from the Illinois School of Professional Psychology.

Most of my professional experiences have been at the Orthogenic School. I started out as a counselor in a younger boy's dormitory and then was promoted to the Coverage Position, the Head Counselor Position, and the Assistant Director for Residential Services. I have also worked in a private psychological testing services office as a psychometrician; in a local hospital emergency room as the crisis intervention specialist; in an outpatient clinic as a therapist and early childhood intervention specialist; and I currently am a part-time Visiting Lecture at Northeastern Illinois University. During my clinical training

I worked at a large intermediate care facility for chronically mentally ill adults, at Cook County Jail as a therapist, and at a large state operated facility in New York City that cared for 2000 mentally ill adults.

I work at the Orthogenic School because I share the school's mission and values directed at providing children, adolescents, and their families the best second chance in life. We all need that from time to time. I enjoy the excitement and pride that always seems present within the school. No matter how small, each accomplishment and victory is acknowledged and appreciated. I also work at the Orthogenic School because it has become like a second family to me; the staff and students are wonderful to be with day after day.

## Principal: Jerry Martin

Jerry Martin first began working at the Sonia Shankman Orthogenic School as a teacher in 1983. He has been a member of the administrative staff since 1990. Most recently he supervises the educational staff at the school, oversees each student's Individualized Educational Plan, and implements each student's Behavior Intervention Plan based on the Social Emotional Profile that he creates with the educational staff. Mr. Martin received a Bachelor of Science degree in Education (with a comprehensive major in English) from Illinois State University. He received a Master of Arts Degree in English Literature from the University of Illinois in Chicago. Mr. Martin was certified in Special Education (with endorsements in Learning Disabilities and Social Emotional Disorders) and in Educational Administration through programs of Study at National-Louis University. Prior to coming to the Orthogenic schools, Mr. Martin taught for five years in public schools and for seven years at the Illinois State Psychiatric Institute. During his many years at the Orthogenic School, Mr. Martin has found that one essential belief has remained the same: That each student is unique and that the creation of an educational plan for each student requires empathy and a willingness on the part of the staff to tailor a program to meet each student's social-emotional and cognitive needs.



# 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 Case Manager: 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.

While I have officially been working as a School Social Worker at the Orthogenic School for over 4 years, I actually have a long history with the school that started in 2001. 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 really missed 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 one of the most supportive environments for children who want to grow educationally as well as emotionally.

## Day School Case Manager: Ronda Skilton

After spending time as a stay at home with my two children I decided to go back school to get a degree in nursing so I could pursue a more challenging career. However, it was the psychology class work that really caught my interest and I shifted my focus in that direction and I earned a bachelors degree in behavioral sciences. During this time I worked with multi-needs students at a local Jr. High. Soon I decided I wanted to further my education and decided to obtain my masters degree in Human Services and Counseling. While earning my degree, I was gaining experience working with adolescents in an acute inpatient unit at Linden Oaks Hospital in Naperville. I received my Masters degree from National Louis University and continued to work at Linden Oaks in the self-injury out patient unit, learning more about why adolescents self-injure and learning more ways to help them.



While working in the self-injure program, I wanted to be able to help the kids I was working with on a longer term basis. This is what led me to being part of the amazing team at The Orthogenic School.

# Therapy Department

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



## Dr. Lauren Berebitsky, Psychological Evaluation Coordinator/Therapist

I am a licensed clinical psychologist and joined the staff of the Sonia Shankman Orthogenic School in June 2006. I am responsible for overseeing the psychological testing/assessment program at the school, including supervising and training the psychodiagnostic externs. Other responsibilities include providing individual and group psychotherapy, supervision of psychotherapeutic externs, and overseeing the group therapy program.

I received my master's and doctoral degrees in clinical psychology from the Illinois School of Professional Psychology and earned my undergraduate degree in psychology from the University of Michigan. Previous clinical experience has included treatment of children and adolescents in inpatient and partial hospital settings, work with young adults in college and university counseling centers, and psychological testing with individuals on both an inpatient and outpatient basis.

I was drawn to the O School because of the unique opportunity to do long-term, intensive psychotherapy with children and adolescents and have found the best aspects of my job to be the opportunity to see positive change and growth in the students over time and to work among such a compassionate, dedicated staff.

## Dr. Shivroup K. Grewel, Therapist

Dr. Shivroup K. Grewal joined the Sonia Shankman Orthogenic School in June of 2009. She is responsible for providing weekly individual and group therapy to students at the school.

Dr. Grewal received her Doctoral and Master degrees in Clinical Psychology from the Chicago School of Professional Psychology. She completed her Bachelor's degree at the University of Indiana, where she majored in Psychology and Chemistry. Dr. Grewal's clinical training and experience has been spanned across all ages, racial/ethnic groups, sexual orientation, and socio-economic status. She has had the opportunity to work in a hospital, community mental health center, college counseling center, and a long-term residential setting, where she provided individual therapy, group therapy, crisis intervention, and the supervision of Psychologists-in-training. Dr. Grewal's clinical interests include working with children/adolescents, trauma, and culture/diversity.



Dr. Grewal values the opportunity the Orthogenic School provides to work with children and adolescents in a long term, intensive psychotherapy setting. She uses an array of clinical interventions depending on what best helps her clients as they aim towards growth and reaching their potential. She particularly enjoys working with a group of students and staff who are dedicated, genuine, and unique.



## Dr. Mark Sciarrino, Therapist

Dr. Mark Sciarrino joined the Sonia Shankman Orthogenic School in August of 2009. He is responsible for providing weekly individual and group therapy to students at the school.

Dr. Sciarrino received his doctoral and master degrees in Clinical Psychology from the Chicago School of Professional Psychology. He completed his Bachelor's degree at the University of Texas, where he majored in Psychology and Philosophy. Dr. Sciarrino's clinical training and experience has been primarily with youth and their families and he has had the opportunity to work in hospital, school, community mental health, and residential settings, where he provided individual therapy, as well as conducted psychological testing. Dr. Sciarrino's clinical interests include art and music therapy, narrative psychology, and neuropsychology.

Dr. Sciarrino values the unique opportunity the Orthogenic School provides to work with children and adolescents in a long term, intensive psychotherapy setting. He particularly enjoys working with a group of students and staff who are creative, passionate, and committed. In addition to working at the Orthogenic School, Dr. Sciarrino has an adjunct faculty position at Columbia College Chicago.

## Kate Mengler, Therapist

Kate Mengler joined the Sonia Shankman Orthogenic School in March of 2010. She is responsible for providing weekly individual and group therapy to students at the school.

After earning her Masters Degree in Social Work from Loyola University Chicago, Kate spent several years providing long-term psychotherapy to children and families throughout the Hyde Park neighborhood and surrounding communities. During that time, Kate participated in a pilot program on Social and Emotional Learning with the Chicago Public Schools, where she provided both individual and group therapy to students struggling with emotional and behavioral challenges. Kate has also worked within the foster care system, providing psychotherapy to children, adolescents and their families.



Kate greatly appreciates the opportunity to be a part of the Orthogenic School team and to work with such an incredible group of students and staff. She strongly believes in the restorative value of the therapeutic relationship and works to build interventions around each individual's unique needs, strengths and challenges.

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## Therapy Externs



### Katie Taylor, Advanced Therapy Extern

Katie Taylor, an advanced therapy intern, joined the staff of the Sonia Shankman Orthogenic School in July 2009. She will be at the O' School for one year. Her primary role at the school is to conduct individual and group therapy.

Katie is currently a student completing her master's and doctorate degrees at Argosy University-Chicago. She earned her undergraduate degree in Political Science from the University of Michigan. Her previous clinical experience has included work with children and adolescents in an inpatient hospital setting where her primary role was to conduct psychological testing. She also currently works with adults in an outpatient drug treatment center where she conducts individual psychotherapy. Katie also spent five years working at various marketing and advertising companies in the Chicago area. She worked for both for-profit and non-profit companies.

Katie was drawn to the O'School because of her interest in working with children and adolescents. Katie was also interested in working at the O'School because of its long standing history and reputation for being an outstanding place to grow and learn.

### Gregory Concodora, Diagnostic Extern

I graduated from Lafayette College in 2001 with a B.A. in International Affairs, and worked at Rutgers University until beginning my career in education in 2003. I began working with special education students in New Jersey and in 2005 became a New York City Teaching Fellow, working primarily with middle school students in Brooklyn, NY. I also earned a masters degree in Education from Long Island University. After deciding to move into the field of psychology, I did masters level graduate work at New York University and held a research position at the New York University Child Study Center. Finally, I moved to Chicago last summer, 2009, to begin a doctoral program at The Chicago School of Professional Psychology. My main psychological interests involve relationship building with adolescents, and focus on the importance of interpersonal dynamics in the development of strong, healthy young men and women. I feel tremendously fortunate that I will have the opportunity to work as a diagnostic extern at The O School, and look forward to becoming a part of the team.



### Theresa Gregoire

Theresa Gregoire will be a diagnostic extern for the 2010-2011 academic year. Theresa's educational background includes bachelor's degrees in Philosophy and Psychology, from Western Illinois University, and a master's degree in clinical psychology from Argosy University/American School of Professional Psychology. Her psychodiagnostic externship at the Orthogenic School will be an invaluable learning experience for Theresa, as she is currently working to complete her doctorate degree in clinical psychology. Theresa is very excited for her work as an extern, as it will provide her with an opportunity to work with the students at the Orthogenic School in a new way and afford her with greater clinical knowledge about a population of students she has been privileged to have worked with for the past five years.

# 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: Phillip Uresy

My name is Phillip Uresy and I am the teaching assistant 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.



## One-to-One: Jessica Cook

I grew up in Kansas and earned my Bachelor's degree in Secondary English Education from Wichita State University. I was drawn to Chicago's energy and diverse opportunities and moved here in 2008. I've loved teaching my whole life: whether it was unwilling siblings, piano students, at special education camps or in various tutoring positions. I am very lucky to have found the Orthogenic School. I feel very connected to, and responsible for, the students here. The school, staff and students help fulfill my pursuit for an noble purpose.

## One-to-One: Melanie Roon

My name is Melanie Roon, and I grew up in Oak Lawn, a south suburb of Chicago. I spent four years at the University of Illinois in Urbana-Champaign earning a Bachelors degree in Mathematics with a minor in Secondary Education. I enjoy playing volleyball, softball, flag football, and tennis. I am very excited to be working at the Orthogenic Day School because it allows me to work with so many amazing people – staff and students alike. I look forward to spending my time in such a wonderful learning environment!





# Curriculum

The current Conquerors Class is organized to address the individual and collective educational needs of students through the 6<sup>th</sup> 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.

# Elementary Coursework

## **LANGUAGE ARTS**

Language Arts is integrated throughout all aspects of the curriculum at this level. The key areas of reading, writing, speaking and listening are incorporated into the daily schedule. Word processing and interactive computer technology resources are included in the educational program. The primary educational text and resources include:

### **SRA CORRECTIVE READING**

This is a research based direct instruction program that focuses on the dual skills of decoding and comprehension. It is an age appropriate program for older children who need to solidify reading skills. There is also a computer component that allows children to practice independently the skills they have learned with the teacher

### **WILSON READING SYSTEM**

This is a sequential multi-sensory structured language program. It teaches the phonetic decoding and encoding skills necessary to master reading and spelling. Spelling will be based on this program with the addition of key terms needed for the development of an academic vocabulary in math, social studies, and science.

### **BE A BETTER READER**

This is a leveled reading series that focuses on developing the various kinds of reading that students need to be successful learners. Each unit is composed of selections of literature, math, social studies, and science. There are additional lessons that help develop various study skills.

### **LEXIA SOFTWARE**

This software program is a phonemic based program that allows students to reinforce their reading and spelling skills.

### **SUSTAINED SILENT READING**

Students are exposed to a variety of genres of literature and non-fiction.

### **READERS' AND WRITERS; WORKSHOP**

Students will read a variety of literature and write or create projects in response to their reading. Examples are : Note taking on a chapter book and a power point presentation on a biography. In addition students will work to develop their written expression using a variety of graphic organizers and written assignments.

### **CO-WRITER AND READ OUT LOUD SOFTWARE.**

This software has word prediction capabilities that allow support for students who have difficulty writing. It also allows students to hear their work read back to them. This combination of software supports students with learning and emotional difficulties and allows them to move toward improved written communication skills.

### **INSPIRATION SOFTWARE**

This software allows students to create outlines and graphic organizers using pictures and words. It also allows students to represent various math manipulatives on the computer.

### **ADDITIONAL PROGRAMS INCLUDE**

World of Vocabulary, Handwriting Without Tears, Spectrum Language Arts, and Daily Language Review Work is selected from these programs to supplement the overall program and to provide students with the skills that are needed for their particular grade and/or ability level.

## **MATHEMATICS**

### **SRA CONNECTING MATH**

This is a direct instruction program that combines concepts and computational learning. It is sequential and develops many skills from word problem strategies to functions. It provides a beginning introduction to algebraic and geometry concepts as well. It also covers basic computation and the mastery of facts in the 4 basic operations.

### **KEY CURRICULUM PROGRAM**

This is a sequential program that teaches specific units on Measurement, Geometry, Fractions, Decimals and Percents. This program features consumable workbooks that present the material in easily mastered specific steps. In addition students use the Spectrum Math, Daily Word Problems, and Daily Math Review series and other worksheets to help them develop the appropriate skills for their grade level and to alleviate any deficits in their mathematical knowledge base.

### **SYMPHONY MATH**

This is a software program that allows student to practice individual skills on a variety of computational skills.

## **SCIENCE**

The Conquerors will be using the Houghton Mifflin Science Series. This series offers units in Life, Physical, Earth and Space Science. It is supported with a series of DVD films made by National Geographic, leveled readers for independent reading, and computer simulations that provide outside background information and lab-like simulations. Topics covered will include Scientific Inquiry, Weather, Solar System, Simple Machines, and others.

## **SOCIAL STUDIES**

The students will complete a variety of units that highlight government, economics, history, and geography. Very often a single unit will highlight each of these. For example in our unit on Illinois we covered maps, agricultural products, writing about famous people from Illinois, and building log cabins with Lincoln logs. Once again each unit can be structured to accommodate the differing academic levels of each student. Units will be based on the Houghton Mifflin Social Studies series. Students will also use a geography program developed by Teacher Created Resources. This program uses worksheets as well as CD recording to allow access to material by students who have not yet developed grade appropriate reading skills.

In addition to texts for science and social studies, Thematic Units and Mini-courses featuring supplemental topics for science and social studies will be introduced. This allows students of different grades and skill levels to participate together in a learning community. Each unit features different projects that can be adapted to each student's skills.

## **COMPUTER SKILLS**

Students will be introduced to a variety of computer skills including keyboarding, graphing, word processing, power point presentations. In addition to a weekly period that teaches these skills specifically, students will use these skills throughout the day. Students will take advantage of the Co-writer and Inspiration software. This year we will also be using Alpha-smarts – portable desktop word processors. One of these will be equipped with the Read out Loud Software for students that require additional support.

## **COOPERATIVE SOCIAL SKILLS**

Students will use free and directed play using board games, building materials, arts and craft projects and teacher directed activities to learn how to cooperate with their peers and use free time appropriately.

## **ACADEMIC ACCOMODATIONS**

Students are provided with accommodations according to their Individual Education Programs. These can include but are not limited to audio recordings, keyboarding help, scribing and dictating when necessary. They are provided with extra time and adult support with reading directions and understanding assignments.

# 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 & Spanish). 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), The Count of Monte Cristo (Robert Dumas), Robinson Crusoe (Defoe), Adventures of Huck Finn/ Tom Sawyer (Twain), The Lord of the Rings Trilogy (JR Tolkien), etc.
- Holt (2009) Language Arts Handbook Level Red (Grades 6-8)
- 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):

- Holt (2009) Mathematics Course 1 and Course 2 (Grade 7 & 8)
- 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):

- Holt (2009) Science and Technology: Integrated Science Level Red (Grade 6-8)
- 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 8<sup>th</sup> 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):

- Holt (2009) U.S. History with Student Workbooks (Grade 8)
- 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 Rhetoricians 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 19 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 sixth 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 Course: 2 Semesters

English I is a year-long course that introduces students to the analysis of literature and the fundamentals of writing. Students will have one intensive writing unit 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  
Comedy of Errors: Shakespeare  
Of Mice and Men: Steinbeck  
Dracula: Stoker  
Cat's Cradle: Vonnegut  
The Pigman: Zindel  
Ella Minnow Pea, Mark Dunn

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# English II

## High School Credit Course: 2 Semesters

English II explores the literature of various regions of the world including France, Germany, Cuba/Dominican Republic, New Zealand, China, Japan, South America, Mexico, India, Africa, and time contingent, Russia, Italy and Spain. Literary analysis will focus on thematic 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 these units 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):

# English III

## High School Credit Course: 2 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. It emphasizes close, critical reading and analysis of primary and contemporary works of American Literature. 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 for 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  
A Separate Peace: John Knowles  
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  
Their Eyes Were Watching God: Zora Neale Hurston  
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

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# English IV

## High School Credit Course: 2 Semesters

Students in this year-long course will strengthen their backgrounds and foundations in two main areas: English Literature and academic awriting. 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. 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  
Turn of the Screw: Henry James  
Waiting for Godot: Samuel Beckett  
The Importance of Being Earnest: Oscar Wilde

# Survey of English

## High School Credit Course: 2 Semesters

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

Any appropriate titles from English I-IV

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# Journalism

## High School Credit Course: 2 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. Students will also participate in layout, using the industry standard, Adobe InDesign, learning how to make decisions about images and presentation.. 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 such as 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*  
*Teaching Tolerance*



# Orthogenique

## Literary Magazine

### **High School Credit Course: 2 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, and poems 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. One unit each semester will involve the completion of art to which the students will respond with writing. At the end of each semester, students will gain experience using Adobe InDesign, the industry standard software, in order to complete spreads of the completed art and writing. 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 create a new artistic outlet and tradition for the school, and be prepared to work daily in this endeavor.

### ***Literary Magazine Supplementary Materials: (may be included, but not limited to)***

Columbia University Media GuideNews U, online journalism resource and courses  
Understanding InDesign  
Smithsonian Magazine  
Teaching Tolerance  
Chicago Magazine  
Other School Literary Magazines

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## **Reading Technology**

### **Lexia Reading**

Lexia is a research based computer program designed to enhance the development of reading decoding and phonics skills as well as to increase the understanding of vocabulary and how words are structured. Students in elementary school and middle school, as well as some high school students who struggle with reading, will participate in this program as a part of their coursework.

### **Reading Plus**

Reading Plus is a research based computer program designed to develop reading fluency, speed and comprehension, many of the skills that are necessary to be successful on college entrance exams and in college courses. Students in middle school as well as high school students enrolled in Survey of English, English 1, English 2, and some students in English 3, will participate in this program as a part of their coursework.

# 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. 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. With every new year I look forward to the new people I will meet and the new things that I will learn from them.

## 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 Archaeologist's classroom in the Fall of 2006. After two years as a Teaching Assistant, and many hours helping with art classes at the Orthogenic School, I made the decision to pursue a degree in Art Education. During the summer of 2008, I moved on to a position in the art room as an assistant teacher where I have worked part-time for the past year and a half. I am currently enrolled in the Masters of Arts in Teaching program at Columbia and expect to graduate in the summer of 2011 with a Masters in Education and K-12 teaching certification in the arts.

# 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



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## Middle School Fine Arts Classes, The Argonauts



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

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# Printmaking

## High School Credit Course: 2 Semesters

This course will cover the introduction and fundamentals of creating printmaking art. Upon completion of this course students should be able to apply their knowledge to 4 basic processes in printmaking: mono-printing, relief printing, collagraph-printing, and screen-printing. Within these 4 types of printmaking each student will learn how to apply design, typography, compositional elements, and concepts to the area of print editions.

Three critical components will be applied to the 4 types of printmaking: art history, technical process, and art criticism. The history of printmaking will be discussed and viewed, technical processes will be shown through demonstration, and art criticism will be a conversation about each students work, during the course of the year, in group critiques.

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Students will produce a portfolio of prints demonstrating all 4 types of printmaking.



# Mathematics Program, The Pythagoreans



## Teacher: Megan Harlow

I am the Special Education Teacher in the Pythagoreans classroom and I am thrilled to be starting my 4<sup>th</sup> 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.

During the winter quarter 2011, I will complete my Masters degree in Technology in Education at National-Louis University in Chicago and I hope to assist with technology integration in the years to come.

During the 2010-2011 school year I am looking forward to co-teaching mathematics, supporting students in the Pythagoreans classroom, and 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 postgraduate certificate]
- Certified to teach K-12 with endorsement in Mathematics

I have been teaching mathematics and science in high schools for over 15 years. Most of my experience has been in schools in London and Yorkshire in the UK, teaching both mainstream and special education classes. Marriage brought me to Chicago in June 2005, and it wasn't long before I was lucky enough to find myself teaching at the Orthogenic School. I was impressed that it was possible for a therapeutic environment like this to exist without sacrificing the aim of academic achievement. There are so many opportunities accessible to students here that I have not seen made available in other special education schools. It is hard to believe that I have been here for almost 5 years already.



My interests include games of all descriptions, but particularly games of strategy and pure logic. I also like to follow sports, especially soccer (watching European league games and Leeds matches whenever possible) and have been gradually learning about American sports (including how to stay out of Cubs v Sox arguments).

## Math Skills

### High School Credit Course: 2 Semesters

The Basic Math Skills course is designed to review and utilize basic arithmetic math skills in everyday life. The course will begin with a review of place value, number concepts, and basic arithmetic math skills. As the course continues it will cover an overview of geometrical and algebraic concepts and topics, as well as real world uses for basic arithmetic math skills in applying them to consumer problems.

The texts used for this course is Basic Math Skills, published by AGS Publishing as well Practical Mathematics for Consumers published by Globe Fearon. In addition to the textbooks mentioned above students will utilize Symphony Math, iLearn Math and Algebrator math software programs.

Modifications for this course include small class size, extended time for homework assignments and tests, extended review of topics in order to achieve reinforcement of basic concepts, and any additional modifications recommended by each student's IEP.

## Curriculum

# Algebra I

## High School Credit Course: 2 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.

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# Algebra 2 & Trigonometry

## High School Credit Course: 2 Semesters

The algebra 2 and trigonometry course is designed to combine the skills learnt 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.

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# Geometry

## High School Credit Course: 2 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.

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# Precalculus

## High School Credit Course: 2 Semesters

The precalculus course is designed to consolidate the skills learnt 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.

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# Calculus

## High School Credit Course: 2 Semesters

The calculus course is designed to teach students the origins and mechanics behind the two major branches of calculus (differentiation and integration) and to consolidate and build on the skills learnt in precalculus, such as logarithmic, exponential and inverse trigonometric functions. As the course progresses, students will learn how to differentiate and integrate expressions involving these functions.

The text used for this course is Calculus: Early Transcendentals published by John Wiley & Sons.

Topics covered during this course will include:

analysing functions (including parametrics and families); limits and continuity; differentiation (including the chain rule); exponential, logarithmic and inverse trigonometric functions; applications of the derivative (turning points; relative and absolute extrema; Newton's method); integration (definite and indefinite; substitution; geometric applications); mathematical modeling; infinite series (Maclaurin and Taylor series; convergence tests)

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

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# Physics

## High School Credit: 2 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.

# Mathematics Technology

During the 2009-2010 school year, The Sonia Shankman Orthogenic School began an exciting new technological endeavor, in utilizing 3 pieces of computer software: iLearn, Sympony Math, and Algebrator. Students are assigned to utilize these programs if it has been noted that they have a mathematics deficiency, due to previous school experiences and/or absences.

A brief description of each software program, as well as a link to its URL is listed below.

## ***iPass ~ [www.ilearn.com](http://www.ilearn.com)***

iPass is the internet-delivered software from iLearn that manages the entire math intervention process. In brief, it assesses, prescribes, instructs and reports and features pre- and post-assessment, placement, original instruction, systematic practice and review of content.

iPASS stands for an "Individual Prescription for Achieving State Standards," which reflects two of its most important features:

- It is prescriptive at a very detailed level - that is, instruction is matched to the specific concept and skill deficits of individual students.
- It is mastery-based, which means students achieve mastery of each standard as a prerequisite for progress through the program.

## ***Symphony Math ~ [www.symphonylearning.com](http://www.symphonylearning.com)***

Symphony Math was developed in order to provide sufficient conceptual foundation in number sense and math operations. The hierarchical progression of math concepts requires that students develop a strong mathematical foundation to ensure their future success. The five modules of Symphony Math® focus on the most fundamental concepts that are essential for understanding algebra, time, money, measurement and statistics. Symphony Math® fosters learning for students at all levels of the three-tier model.

The Symphony Math® branching system is designed to adapt to each student's needs with appropriate interventions:

- Tier 1-Students develop their knowledge of critical mathematical concepts as they progress at grade level.
- Tier 2-Students gain extra practice and work at their own pace as the program emphasizes fundamental skills.
- Tier 3-Students work intensive

## ***Algebrator ~ <http://www.softmath.com/algebra-features.html>***

Algebrator is a software package that can solve user-entered problems in a myriad of areas including but not limited to: simplification of algebraic expressions, factoring, large number arithmetics, operations with complex numbers, solving equations and systems, graphing, simplifying logarithms, and basic trigonometry, sequences and statistics.

# Social Studies Program, The Archaeologists



## Teacher: Sara Howes

Sara Howes will be starting her third year as the teacher in the Archaeologist classroom. After receiving her bachelor of arts in history from New York University, Sara returned to her home city of Chicago to pursue a masters of arts in teaching special education from National-Louis University. Upon graduation, Sara moved to Orlando, Florida, where she taught kindergarten through fifth grade for students with varying exceptionalities. She then returned to the Sonia Shankman Orthogenic School for the academic year of 2008-2009 as the high school history teacher. Sara was already familiar with the school from having conducted observation and clinical hours at the Orthogenic School while pursuing her degree. Sara is delighted to begin her third year as she has a passion for working with students and making history come alive for students.

## Teacher Assistant: Josephine Claxton

Hello, my name is Josephine Claxton, and I am the teaching assistant for the social studies program. I am a Texas native and relocated to Chicago to pursue my graduate studies. I hold an Undergraduate Degree in Historical Studies from the University of Texas at Dallas and a Graduate Degree in Social and Cultural Foundations in Education from DePaul University. This is my first year with the O School and I am looking forward to a fantastic year! My previous teaching experience includes working with various student populations- from low-income to the gifted and talented.



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## Government

### High School Credit Course: 2 Semesters

This semester long course explores how the government works and analyzes how the government functions in the United States. Students will discuss how government affects citizens, as well as compare and contrast the United States' government to those of other nations. Students will have the opportunity to draw conclusions based on the cause and effect of governmental policy. Students will work on improving critical thinking skills and focus on being open-minded to different beliefs and ideas about the government.

Students will be evaluated on their participation, general knowledge of course material, and accuracy of assignments. Students will also complete a course long project in which they draw comparisons between a past President and current concerns for the United States' government.

Primary Textbook- American Government- Wilson, Dilulio

Supplemental Materials- A variety of primary sources, internet resources, and documentaries.

## Curriculum

# United States History

# Curriculum

## High School Credit Course: 2 Semesters

This course examines the history of the United States and particularly allows students to analyze events, draw conclusions, and make inferences regarding the future. Students enrolled in this course will also be responsible for taking the Illinois and United States' Constitution test. This course will examine different themes in American history, including economics, foreign relations, science, technology, geography, diversity, and the role of government. Students will complete a variety of assignments that allow them to practice their study and research skills, as well as understand cause and effect through historical analysis. Class discussions, projects, and tests will provide students the opportunity to demonstrate their knowledge of course material.

Primary Textbook: United States History

Supplementary Materials- A variety of primary sources, internet resources, and documentaries.

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## Consumer Education

### High School Credit Course: 1 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
- 

## Economics

### High School Credit Course: 2 Semesters

Consumer education is designed to provide students with a basic knowledge of consumer issues, including consumer rights and responsibilities, consumer protection, comparison buying, budgeting, money management, fiscal policy, saving, investing, credit, taxes, and insurance. Students will be studying the different parts of today's economy and how it affects their everyday lives. The class will address the way in which individuals shape the world through their economic choices. Upon successful completion of this course, students will be able to identify and explain different economic systems, supply and demand, business organizations, the stock market, becoming an employee, and being an efficient consumer.

Students will be evaluated on their assignments, class participation in discussions, and general knowledge of course material.

Primary Textbook: Economics

Supplemental Materials: Understanding Economics: A Case Study Approach and Exemplary Lessons for High School Economics.

# World Cultures

## High School Credit Course: 2 Semesters

This course will allow students to explore the cultures around the world. Students will learn about the interaction between geography and cultures throughout the world including the Pacific region, Africa, Asia, North America, South America, and Europe. By the end of the year, students will have developed an appreciation for diversity and a tolerance for cultural differences. Students will be able to compare and contrast cultures throughout the world and analyze how geography affects cultural differences.

Students will complete assignments, including papers, projects, and tests, in order to demonstrate their knowledge of the course material. They will practice their study and research skills, while participating in class discussions and note-taking activities.

Primary Text: Eastern Hemispheres- Jacobs, Randolph, Le Vasseur

Supplemental Materials: World Cultures, A Global Mosaic- Ahmad, Brodsky, Crofts, Ellis

Various videos and internet resources.

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# World History

## High School Credit Course: 2 Semesters

This course provides students an understanding of how the world has come to be in modernity. Students will examine different time periods and the themes that exist within those time periods. They will have the opportunity to analyze how geography, power, and authority affect culture, how different economies, social systems, religious, and ethic systems create empires, and how science and technology dictate revolution.

Students will be evaluated on their assignments, class participation in discussions, and general knowledge of course material. Upon successful completion of this 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

Supplemental Materials: A variety of primary sources, internet resources, and documentaries.

# Foreign Language Program, The Xenophiles



## 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 also recently completed a Masters Degree in Special Education at DePaul, receiving an LBS1 degree.

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 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 fifth year here (and last fall took on the responsibility of my own base class—the wonderful Xenophiles) and I look forward to many more years to come!

## Teaching Assistant: Dana Bellich

I recently graduated from Marquette University where I earned a Bachelor of Arts in Psychology, Elementary/Middle Education and Spanish Language and Literature. I hold an elementary education certificate with middle school endorsements in Language Arts, Social Sciences and Spanish as well as a type 39 substitute teaching certificate for grades K-12. I am excited to be back in the Chicago area. With the exception of the five years I spent studying in Milwaukee and Spain, I have lived here all my life. I was drawn to the Orthogenic School by a fellow staff member who spoke highly of the school, students and staff. After learning more about this unique school, I felt that it would be a perfect match for me. I am looking forward to my second year at the O- School.



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# 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. High school level Spanish classes are also available to the students.

In all classes, we focus on acquiring language in fun, yet effective ways, involving what are called "The Five C's": communication, cultures, comparisons, connections, and communities. Our central goal is **communication** in the language. We also explore world **cultures** and make cultural and linguistic **comparisons** with our own. 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.



## 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, songs, and projects. They also find ways to use French outside of school! In the elementary class, we will be continuing with the language program 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 the Standard Deviants' French program to supplement their daily lessons, as well as various cultural activities.

## French I/Spanish I (High School) High School Credit Course: 2 Semesters

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) High School Credit Course: 2 Semesters

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.

## Advanced French (High School) High School Credit Course: 2 Semesters

In this advanced class we build upon the students' previous knowledge of French and begin using higher level thinking skills with the language and culture. Using authentic materials, novels and more complicated coursework, students are able to learn the language in more depth and develop their speaking, writing, listening and reading skills. This course prepares students for possible future study of French at a Community College or 4-year University.

## 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 and strive to provide a real-world context for the material we study so that the students can use the language outside of the classroom as well. For 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.



# Physical Education Program



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.

## Physical Education Assistant: Laurie Cardwell

This marks my 3<sup>rd</sup> year at the Orthogenic School. I came here as a recent graduate of St. Bonaventure University with a Bachelors in Sociology, and for the past two years I have worked as a TA in the Archaeologists classroom. This will be my first year as full-time Phys Ed Teaching Assistant. I have worked for several years in Recreation and Coaching positions with children of all ages, including coaching here at the O-School. Over the past two years I have enjoyed helping out in the Phys Ed classes here at the school as playing, coaching, and teaching athletics has always been a love of mine. It is such a unique and truly enjoyable atmosphere that Coach Frank creates for the students, and a joy to see the students outside of a "traditional classroom". I plan on beginning a Masters Program in Physical Education/Recreation in the near future.



## MISSION

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

### Elementary:

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

Physical Development  
Motor Skill Development  
Cognitive development  
Social Development  
Emotional Development

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

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

### High School:

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

# Science Program, The Professors



## Teacher: Maria Photopulos

My name is Maria Photopulos (fo-top-oo-lus) and I am honored and humbled to be a new teacher at the Orthogenic School. I hold a BA in English from DePaul University and a MS in Special Education from Dominican University, with endorsements in Language Arts and Music. Prior to the Orthogenic School, I was a teacher's aide in several capacities in both Chicago Public Schools and the Chicago suburbs. I also volunteered at the Arts of Life, a non-for-profit art and music studio that provides a workspace for artists with developmental disabilities.

While I have worked with a myriad of students and adults, my most fruitful strides and deepest connections have always been with those with emotional issues - this is one part of the school's appeal. Part two is

its comprehensive, therapeutic and progressive environment, which fosters adolescents in a way that I have literally never encountered before. It is with sincere ambition and great care that I look forward to fostering growth in this therapeutic milieu.

## Teacher Assistant: Marshall Roupp

My name is Marshall Roupp. I attended the University of Pittsburgh and obtained a Bachelors degree in Psychology with a minor in Political Science. In my sophomore year, I began working at the Western Psychiatric Institute and Clinic (WPIC) on the children and adolescents unit. I worked at WPIC through the summer following my graduation from college. When I moved to Chicago, I tried my hand at other employment opportunities (I am not a very good Sales Person!), I decided to return to the only kind of work that I found rewarding. The O School. Now in my fifth year, I have moved from the residential side to the academic side to help me prepare for my career in education.



Since my first experiences of working with trouble youths and adolescents, I have found this field rewarding. I am always truly amazed with the ability of one person to strongly influence and shape a young mind.

## Biology

### High School Credit Course: 2 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 experiences 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 edition) 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)

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## Health Education

### High School Credit Course: 1 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 Course: 2 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

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# Environmental Science/Botany

## High School Credit Course: 2 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 in which students learn how to make decisions from the onset with a decision-making model designed to sharpen their critical-thinking abilities. Students learn how to access and respond to the most up-to-date, relevant information concerning our environment.

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# Vocational Horticulture

## High School Credit Course: 2 Semesters

Vocational Horticulture is a work-study program. Students are required to submit an application in order to be considered for one of these positions. The main focus of this position encompasses a respect for our environment while assisting with gardening responsibilities. These responsibilities will include the continued development and maintenance of Sonia's Garden. Particular care is being given to our organic vegetable garden in addition to a garden area devoted to native plants of Illinois.

As part of the work study program, students selected to participate in this program will earn an hourly wage. Participation in the work study program will be reflected on student transcripts.

Applications are available from Linda or Mallorie in The Professors classroom.

# Extracurricular & Afterschool Activities

student council...infectious  
tees, junior achievement...  
community service....after  
school art group...intramu  
ral sports...student work pro  
gram....act prep group...mat  
support....writers society....co  
lege prep... student council.  
infectious tees, junior achiev  
ment....community service...  
afterschool art group...intramu  
ral sports...student work pro  
gram....act prep group...mat  
support....writers society....co  
lege prep... student council.  
infectious tees, junior achiev

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

Thursday/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 continue to build on every 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, 9/27 - Applications will be handed out during base class**

**Wednesday, 9/29 - Applications MUST be turned in to Michelle Z. in the art room by LUNCH**

**Friday, 10/1 - Interviews will be conducted during base class in the art room**

**Monday 10/4 - Acceptance Letters will be delivered during base class**

**Thursday, 10/7 - First team meeting in Art Room during base class**





# Student Work Program

The Student Work Program (SWP) provides work opportunities for students at the Orthogenic School that are intended to provide a forum for developing a positive and productive work ethic. A more detailed description of the Student Work Program and the positions available are in the SWP Guide which is made available to all students and is also available for viewing on our website [www.oschool.org](http://www.oschool.org).

Applications for the SWP are accepted four times a year. We will go through the process outlined below each time.

## Informational Meeting

Held in the Big Gym after the Community Meeting

## Application Deadline

All applications should be turned in to the Art Room by 3pm

## Applicant Review

Applications will be reviewed by staff @ All Staff Meeting

## Interviews

Student Work Program Interviews in Art Room, 3-5pm

## Notification Letters

Letters will be delivered to Base Classes

## Orientation/Training

Program expectations, time card training & work practices will be reviewed from 3-4pm in the Art Room - ATTENDANCE IS MANDATORY for all Student Workers.

## 2010-2011 Application Dates

September	January	April/May
9/1 - Informational Meeting	1/12 - Informational Meeting	4/27 - Informational Meeting
9/7 - Application Deadline	1/18 - Application Deadline	5/3 - Application Deadline
9/10 - Applicant Review	1/21 - Applicant Review	5/6 - Applicant Review
9/14 - Interviews	1/25 - Interviews	5/10 - Interviews
9/15 - Notification Letters	1/26 - Notification Letters	5/11 - Notification Letters
9/20 - Orientation/Training	1/31 - Orientation/Training	5/16 - Orientation/Training

## Drama Group - Chicago Dramatist

Tuesday/Thursday: 2:15-3:00pm

Middle School & High School Students, Extracurricular

Instructors: Philip Dawkins & Josephine Claxton

In Drama we'll be working together to bring our own student-generated stories from the page to the stage. The first semester will concentrate mostly on writing, peer-editing, improvisations, and behind-the-scenes creative skills. Second semester, we'll focus on putting our work up on its feet, the end result being a fully mounted play for friends, family, and peers. Tons of fun and little bit of hard work, but totally worth it.

The first couple classes are open to anyone who thinks they may or may not be interested. No commitment necessary for the first classes, so feel free to stop by and see if it's for you.

# Sonia Shankman Orthogenic School Student Council

Monday 2:15 – 3pm

Advisors: Michelle Zarrilli, Ellie Badesch, Lorrie Cardwell

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:

Monday, 10/4 - Nominations for Student Council Officers

Tuesday, 10/5 - Nominee meeting in Art Room during Base Class

Tuesday, 10/5- Posters can be put up in School Halls

Thursday, 10/7 - Speeches in Big Gym

Friday 10/8- Voting first thing in the morning and Officers will be announced during Lunch

Monday, 10/11 - Officers Meeting in Art Room

## Class Representatives:

Monday, 10/11 - Each Classroom will conduct a vote to decide on their Classroom Representative and inform the advisors.

Monday 10/18 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

# Student Leadership (Semester 1 &2)

Wednesday Mornings, 8-8:45am

Students must be in 7th grade or older.

Led by Mirielle & Meagan

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

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

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## 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)

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## Writer's Society with Michelle P.

Thursday 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.

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## Semester 1: High School Math Support with Tom

Thursday 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.

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## Semester 2: ACT Prep with Tom

Thursday 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.

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# Supportive Services

## Crisis Intervention: 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 second year as Crisis Intervention. 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.



## Education Support Staff: Nicole Mendyk

Education

BA in English from Mundelein College (now merged with Loyola University)

M.Ed from DePaul University

Ryan Pupil Personnel Credential in School Counseling from University of California, Riverside.

I have 11+ years experience teaching and counseling adolescents. I taught high school and middle school English in Moreno Valley, CA, and Palm Springs, CA. More recently, I worked as a middle school counselor in Banning CA and in Palm Springs, CA.

Prior to working in public schools, I was an outreach educator for Heartland Alliance. I taught English as a Second Language and was involved in an after school program for Cambodian and Vietnamese youth in Uptown.

This is my first year at the Orthogenic School, and I'm thrilled to be part of a place that genuinely helps students grow academically, emotionally, and socially.

## Tina Rice, Teaching Assistant & Administrative Support

I am proud to say that this is my fourth year at the OSchool! This year I will be working as the all-around assistant for the school side- putting together transcripts, scheduling meetings, and working inside the classrooms as needed. I believe strongly in this school and especially our students and I look forward to being part of another great year.



## 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.

## Drama Instructor: Philip Dawkins

Philip Dawkins Plays: EDAR AND ELLEN: BAD SEEDS, THE SKOKIE DETECTIVE CHARTER SCHOOL (Northlight Theatre Academy, [www.playscripts.com](http://www.playscripts.com)), BIFF AND OTIS: TOTALLY UPSTREAM ADVENTURE (Northlight Theatre Academy), DEAD LETTER OFFICE (Dog and Pony), YES TO EVERYTHING! (Around the Coyote; ARS Nova), UGLY BABY (Chicago Vanguard/Strawdog), A STILL LIFE IN COLOR (T.U.T.A.), SAGUARO (Estrogen Fest, Estrogenius); PERFECT (Side Project). Philip teaches playwriting through Chicago Dramatists which first started bringing him to Sonia Shankman about seven years ago. He's excited to be returning once again.



## 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 14 years.

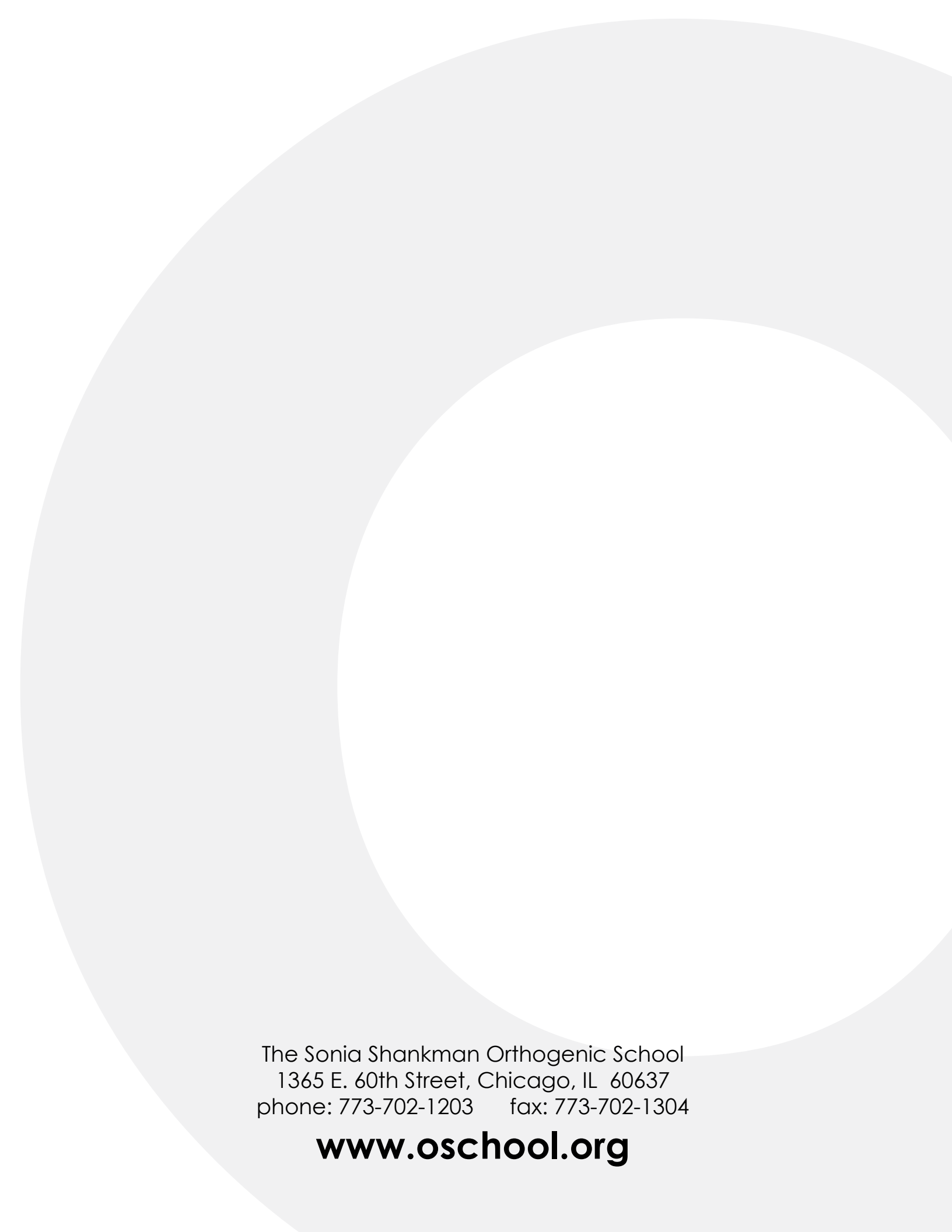
## Occupational Therapy: Belinda Anderson

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.



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