



Curriculum Guide

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Lots of schools can provide simple accommodations for students with learning disabilities, but the challenge is to provide accommodations and, at the same time, to provide direct instruction in the academic skills a student needs.

White Oak sees accommodating a student's needs as the starting point of instruction, not the finish line. Students need to learn to do research, to collect data, to write analytical papers, to take great notes, and to do all the other skills that will lead to academic success... and they need to have this direct instruction throughout their day and across the curriculum.

White Oak starts with the Massachusetts Curriculum Frameworks, which identify the grade-appropriate curriculum for every student in the Commonwealth, and then the teacher adds individualized instruction in the core literacy and academic skills necessary for success in that class.

Every day, every student has a full course load of seven 50-minute classes, including a one-to-one tutorial class in reading, spelling, reading analysis and written composition. There are no pull-out sessions for any student. We believe that no child should have to miss part of his or her program in order to be taught appropriately. Even the one-to-one tutorial is individually scheduled into each student's daily schedule, as an independent class.

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I. Language Arts: Program Description White Oak School

The White Oak Language Arts program is focused on preparing our students with the sophisticated literacy skills necessary for college, employment training and the modern workplace. Because White Oak School's program is specifically designed to assist our students in developing expressive and receptive language skills, students engage daily in three classes dedicated to the acquisition and expansion of language skills. The three classes are English-Language Arts, Oral Expression, and a 1:1 Tutorial. Each class meets each day for fifty minutes of personalized, intensive literacy-skill instruction. This comprehensive approach utilizes research-based instruction and strategies and provides a truly effective language arts program for students with specific language-based learning disabilities.

In their English-Language Arts classes, students are guided step-by-step in developing grammar, vocabulary, reading comprehension, writing, editing, group discussion, and independent work skills. Standard grammar conventions of the English language are a key focus throughout the program. Students work to increase vocabulary knowledge by focusing on using context clues to determine meaning, analyzing meaningful word parts, utilizing reference materials, and through explorations of idioms, figurative language, metaphors and similes. In ninth and tenth grades, MCAS preparation (practice and strategies) is also a key component in the curriculum.

Literature selections – novels, essays, speeches, biographies, short stories, plays, and poetry – are drawn from the approved Massachusetts Curriculum Frameworks Appendices. Literature is read independently and also read aloud collaboratively and discussed in depth, and students respond both orally and in writing to comprehension questions. Students also work to interpret and analyze the structure of texts. They focus on making inferences and predictions and supporting their ideas with details from the text. They work to identify themes and summarize central ideas with supporting details in oral and written formats. The intensity and student-centered pace of this approach allows our students to engage with literary texts to greater depth.

Students engage in writing for a variety of purposes – persuasive, informative or expository, and narrative. They routinely work to strengthen and develop their writing through pre-writing exercises, short- and long-term writing assignments, and revising, rewriting, editing, and giving oral presentations. Writing scaffolds are utilized and adapted as students grow in their writing skills. When developing essays or research projects, they focus on gathering relevant information from valid sources, organizing their information, and clearly expressing their ideas with supporting details in writing before revising, editing, and giving oral presentations of their work.

At each level of the Language Arts program, students focus on comprehending increasingly complex literary and informational texts. They learn to express their ideas, both orally and in writing, with growing richness of language and independence.

High School English Courses

(2 semesters: 1 credit)

World Literature and Introduction to Genres and Themes courses alternate yearly for Grades 9 and 10. American Literature and British Literature courses alternate yearly for Grades 11 and 12. The authors, topics, and skills addressed at each level are in accordance with the MA Curriculum Frameworks and also correspond to the Common Core Curriculum.

World Literature (Grades 9 & 10)

During this year-long course, students study a variety of works from across the globe and how they relate to each other and the world we face today. Novels, short stories, and poems are selected from a variety of authors including Arthur Miller, Joseph Conrad, Kate Chopin, Chinua Achebe, Nathaniel Hawthorne, T.S. Eliot, and Alfred Lord Tennyson. The class also focuses on MCAS preparation and critical thinking skills. In addition, an emphasis upon language skills is the foundation for literature exploration, and students work on developing reading comprehension, written composition, vocabulary, time management, and organizational skills.

Introduction to Genres and Themes (Grades 9 & 10)

Students study a variety of novels, short stories, poems, and informative texts which they break down and categorize, enhancing their ability to recognize literary devices and improve textual analysis. Authors studied include William Shakespeare, John Steinbeck, Ernest Hemingway, S.E. Hinton, Edgar Allen Poe, Robert Frost, Walt Whitman, and Emily Dickinson. The class also focuses on MCAS preparation and critical thinking skills. In addition, an emphasis upon language skills is the foundation for literature exploration, and students work on developing reading comprehension, written composition, vocabulary, time management, and organizational skills.

American Literature (Grades 11 & 12)

Students study a variety of genres and themes in American literature, how they relate to events occurring in American history and how literature has evolved throughout history. Authors and literature included in this study are Arthur Miller's The Crucible, F. Scott Fitzgerald's The Great Gatsby, and Narrative of Frederick Douglass: An American Slave, as well as short stories by Ray Bradbury, John Updike, and William Faulkner along with poems from different eras of American history. An emphasis upon language skills is the foundation for literature exploration, and students work on developing reading comprehension, written composition, vocabulary, time management, and organizational skills.

British Literature (Grades 11 & 12)

Students study literature from major British authors, including a variety of genres and themes and how they evolved through history. Authors and literature studied include selected tales from Chaucer's Canterbury Tales, Arthurian legends, selected plays by William Shakespeare, Charles Dickens, George Orwell, Jonathan Swift, and a variety of poems and short stories from different eras of British Literature. An emphasis upon language skills is the foundation for literature exploration, and students work on developing reading comprehension, written composition, vocabulary, time management, and organizational skills.

Language Arts Courses

Grades 1-8

These classes are highly focused on literacy skill development in the areas of reading comprehension, vocabulary development, and written expression. These skills are built upon in class in structured, sequential, multi-modal ways. Classes in these grade levels explore a variety of literary works from various genres as dictated by the Massachusetts Curriculum Frameworks.

II. Mathematics: Course Descriptions White Oak School

High School Mathematics Courses (2 semesters: 1 credit)

White Oak's college-preparatory (CP) mathematics courses are listed below. The skills addressed at each level are in accordance with the MA Curriculum Frameworks and also correspond to the Common Core Curriculum.

Essentials of Algebra I (Grade 9)

In this college-preparatory course, students lay the groundwork for higher mathematics as preparation for the MCAS. Students focus on expanding their understanding of the real number system; interpreting and writing algebraic expressions; performing operations on polynomials; understanding, creating, representing graphically, and solving equations and inequalities; interpreting, constructing, comparing, and analyzing introductory functions; and interpreting, summarizing, and representing data and linear models. An emphasis upon language skills is the foundation for content exploration, and students work on developing skills in the areas of number identification, numerical sequencing, computations, mathematical language, and strategies for organization and independent work.

Essentials of Geometry (Grade 10)

In this CP course, students lay the groundwork for higher mathematics and prepare to take the MCAS. Students explore transformations in the plane, make geometric constructions, use measurement units and a variety of formulas to define dimensions, and study congruence, similarity, right triangles, and circles. They also focus on expressing geometric properties with equations, solving problems with equations, and modeling geometric concepts. An emphasis upon language skills is the foundation for content exploration, and students work on developing skills in the areas of number identification, numerical sequencing, computations, mathematical language, and strategies for organization and independent work.

Essentials of Algebra II (Grade 11)

In this CP course, emphasis will be on practicing and expanding algebraic topics learned in Algebra I to enable students to use mathematics as a modeling language for real-life problems. Students will perform arithmetic operations with polynomials, interpret the structure of rational expressions, and write expressions in equivalent forms to solve problems. Students will also focus on representing and solving equations and inequalities graphically and interpret, analyze, and build functions that model relationships between two quantities. They will work to construct and compare linear, quadratic, and exponential models and solve problems. Trigonometric functions and studies on statistics and probability will be introduced and explored as time permits. An emphasis upon language skills provides the foundation for content exploration, and to that end, students will focus on developing skills in the areas of number identification, numerical sequencing, computations, mathematical language, and strategies for organization and independent work.

Financial Literacy (Grade 12)

In this course, students apply their mathematical knowledge to practical, real-world problems. Topics covered include understanding credits and debits, budgeting, assessing viable housing options, transportation costs (including car loans), understanding and calculating taxes, keeping financial records, applying for loans, credit scores, credit history, and understanding investment opportunities. An emphasis upon language skills provides the foundation for content exploration, and to that end, students will focus on developing skills in the areas of number identification, numerical sequencing, computations, mathematical language, and strategies for organization and independent work.

Grades 4 – 8 General Mathematics Courses

Pre-Algebra _____ (Grade 8)

Students focus on the ‘big ideas’ of algebra and bridging the gap between arithmetic and algebra. They will investigate ratios and proportional relationships, review and refine their abilities to compute with rational numbers, and focus upon solving real-life and mathematical problems by utilizing numerical and algebraic expressions and equations. They will work with integers and exponents, analyze and solve linear equations, and define and evaluate functions. As time permits, they will also focus on understanding and solving problems utilizing geometric concepts: congruence and similarity, the Pythagorean Theorem, and volume of cylinders, cones, and spheres. Students will draw, construct, and describe geometrical figures. In addition, studies in statistics and probability will be covered. An emphasis upon language skills provides the foundation for content exploration, and to that end, students will focus on developing skills in the areas of number identification, numerical sequencing, computations, mathematical language, and strategies for organization and independent work.

Middle School Math _____ (Grades 6 & 7)

Students focus on developing knowledge in the areas of whole numbers and decimals, data charts and graphing, patterns and variables, number theory and fractions (including adding, subtracting, multiplying and dividing fractions), ratios, proportions and percents, the basic tools of geometry, measurement, exploring probability, integers, and equations and inequalities. The second year of this course reinforces these mathematical concepts and continues the exploration of decimals and integers, exponents, factors and fractions, operations with fractions, equations and inequalities, ratios, rates and proportions, percents, graphing in the coordinate plane, displaying and analyzing data, and using probability. An emphasis upon language skills provides the foundation for content exploration, and to that end, students will focus on developing skills in the areas of number identification, numerical sequencing, computations, mathematical language, and strategies for organization and independent work.

Basic Mathematics (Grades 1-5)

Students will focus on performing the four operations with whole numbers, build familiarity with factors and multiples, and identify and define patterns. Base Ten place value and operations with multi-digit numbers, and understanding and operations with fractions, decimals, and percents will all be key areas of focus. Students will also work to solve problems involving measurement and conversion of measurements. They will focus on representing and interpreting data, drawing and identifying lines and angles, and work to solve one-variable equations and inequalities. Students will focus on solving real-world and mathematical problems involving area and volume and explore basic concepts in statistics and probability. An emphasis upon language skills provides the foundation for content exploration, and to that end, students focus on developing skills in the areas of number identification, numerical sequencing, computations, mathematical language, and strategies for organization and independent work.

III. Oral Expression

The acquisition of language and the ability to understand and utilize that language in its printed and written forms is a hierarchical process. Students first must comprehend and produce language in oral forms before they can successfully acquire and use language in its written forms. Therefore, Oral Expression is a critical part of the White Oak School curriculum. For the language learning disabled student, word retrieval, auditory discrimination, language processing and the semantic organization needed to produce coherent oral language all are issues which frequently pose difficulty. At the most basic levels of the Oral Expression curriculum, issues of auditory discrimination, syllabication, vocabulary development, sequencing, and comprehension of auditorily presented materials are addressed. In this first level students also begin to learn basic skills for oral presentation, producing simple PowerPoint presentations to introduce them to the use of this technology, a tool that is used with expanding complexity at each level of the Oral Expression curriculum.

The second level of the curriculum continues to work in the above-mentioned areas at an increasingly complex level, but also addresses areas of notetaking from auditorily presented materials and comprehension and expression of directions. It is at this second level as well that the curriculum begins to address the use of language in the social context, an area of oral language usage that can sometimes be challenging for language learning disabled students. Social language usage continues to be an important part of the curriculum from the second level onward, as the focus of the curriculum exercises begins to shift toward a greater emphasis on classroom and work-place scenarios for which the student needs rehearsed strategies which will afford him/her the confidence necessary to survive in the world beyond White Oak. Thus, the third level of Oral Expression addresses speech preparation and delivery skills, social introduction and conversation skills, and the comprehension of proxemics and the use of contextual clues in various conversational settings.

In the final level of the curriculum, conversational skills, proxemics, and abstract language usage are all addressed using the context of a video production class. In this class students are expected to arrange interviews focused on selected topics, conduct and film these interviews, and use computer technology to edit the finished work. Additionally, and most

critically, students are expected to learn to define and describe their learning differences and the impact those differences have upon their lives so that they may be viable self-advocates in the academic community, the work place, or within social contexts in their adult lives. Facing the world of adulthood with a previously outlined and rehearsed scripts to follow for “what to say” in certain predictable situations (i.e. job interviews, requests for modifications from college professors or supervisors in the workplace, meeting strangers in social settings) can afford students the confidence to express themselves in a manner that will allow them to display their true levels of competence and intellect and thus succeed in a society which might otherwise judge them to be “lazy, and disorganized”.

White Oak School has partnered with agencies under the umbrella of the Massachusetts Rehabilitation Commission to incorporate the Pre-ETs program for students beginning in 9th grade. The Pre-Employment Transition Program focuses on getting students ready for post-high school training and employment.

High School Oral Expression Courses (2 semesters: 1 credit)

Grade 9

The theme units covered include internet safety, manners and etiquette, being tactful, “Who I Am As a Learner, A Self-Study”, giving and receiving compliments, telephone skills (making important phone calls and taking messages), career preparation through career inventories, using formal vs informal language, hate speech vs free speech, conflict resolution, filling in forms and applications, and appropriately using humor. The themes are covered through addressing a variety of important oral language and social pragmatics skills. These include: syntax, vocabulary development, identifying and responding to situational cues, speech preparation, preparing and presenting oral presentations, conversational skills, and semantic expression.

One day a week students are part of the Pre-ETs Program (Pre-Employment Transition Program) getting students ready for post-high school training and employment which is presented by Riverside Industries through MRC. The topics that are being addressed in class are: Workplace Readiness including Hygiene, Appearance, Punctuality, Time management,

Manners, Listening Skills, Managing Emotions, Task Completion, Responsibility; Wants Vs Needs; Self-Advocacy including What is a disability?, Their Strengths, Rights and Responsibilities, What is an IEP?, and Interacting in the community; and Job and Career Exploration including identifying Jobs that are well-matched to Personal Strengths. This is a half year program.

Grade 10

The theme units include interpersonal relationships (friends, work, relationships), healthy vs unhealthy relationships, and conflict resolution. Students also complete a job unit which entails filling out applications, interviewing skills, dressing for the workplace, non-verbal messages within the workplace, giving and receiving constructive criticism, creating a PowerPoint presentation on a specific career, job conflict resolutions, and completing mock interviews. Students may also complete a unit encompassing practical life skills, including finding an apartment, completing medical forms, budgeting, check writing, etc. The themes are covered through addressing a variety of important oral language and social pragmatics skills. These include: syntax, vocabulary development, identifying and responding to situational cues, speech preparation, preparing and presenting oral presentations, conversational skills, and semantic expression.

Grade 11: Social Pragmatics/Media Component

In this course, students focus on understanding and practicing a variety of social pragmatics skills needed to communicate effectively. These concepts include conversational skills, identifying positive role models, building character, uses of non-verbal communication (body language, tone of voice, facial expressions), navigating difficult social scenarios, self-awareness and respect, and networking and effective communication. Career exploration, resume writing, job interview skills, post-school transition skills and social media safety are also explored. This class also incorporates media and audiovisual concepts. The students learn to create and conduct interviews, how to present a television newscast, to create storyboards to tell sequenced narratives, and to research, write, and film public service announcements. The students are also exposed to using video cameras, microphones and digital editing software. This class often participates in the Hampden County District Attorney's

Office Stop the Swerve campaign to bring awareness to distracted driving through producing a public service announcement. The skills students focus on in this class are communication and oral language pragmatics, group cooperation skills, time management and organization, and executive functioning skills.

One day a week the students are part of the Pre-ETs Program (Pre-Employment Transition Program) getting students ready for post-high school training and employment which is presented by Riverside Industries through MRC. The topics that are being addressed in class are: Workplace Readiness including Appropriate workplace behavior, Soft Skills, Hard Skills, Informal Interviews; Self-Advocacy including Goal Setting How To, and Rights and Responsibilities; Post Secondary Including Preparing for College, Independence during and after College, Scholarships; Job Exploration including Careers and Jobs based off of interests and Strengths; and Work-based Learning including Internships if Ready and Possible. This is a full year program.

Grade 12: Career Pragmatics

Topics addressed in this class include; workplace scenarios (problem solving, collaboration, asking for accommodations, safety in the workplace, conflict resolution), communication skills (The Americans with Disabilities Act, paraphrasing, summarizing, giving and receiving directions, verbal and non-verbal communication, and respect), ethical behavior, daily life skills (budgeting, transportation, unit pricing, medical appointments, jury duty, voting, identity safety and theft), time management, and interviewing skills.

One/Two days a week the students are part of the Pre-ETs Program (Pre-Employment Transition Program) getting students ready for post-high school training and employment which is presented by Riverside Industries through MRC. The topics that are being addressed in class are: Workplace Readiness including Appropriate Workplace behavior, Soft skills, Hard Skills including Informal Interviews; Self-Advocacy Including Goal Setting How To, and Rights and Responsibilities; Post Secondary training Including Preparing for College, Independence during and after College, Scholarships; Job Exploration including Careers and Jobs based off of

interests and Strengths; and Work-based Learning (Internships if Ready and Possible). This is a full year program.

IV. Science: Course Descriptions White Oak School

High School Science Courses (2 semesters: 1 credit)

All high school science courses address science lab experiences and skills. Biology and Physics courses alternate yearly for Grades 9 and 10. Chemistry and Anatomy & Physiology courses alternate yearly for Grades 11 and 12. The skills addressed at each level are in accordance with the MA Curriculum Frameworks and also correspond to the Common Core Curriculum.

Biology (Grades 9 & 10)

Students investigate key topics in the chemistry of life, cell biology (structure and functions), cells and energy, and heredity and genetics. They also focus on MCAS preparation and critical thinking skills. In addition, an emphasis upon language skills is the foundation for content exploration, and students work on developing notetaking, writing, lab, research, vocabulary, classroom discussion and organization, and independent work skills.

Physics (Grades 9 & 10)

In this introductory physics course, topics in the areas of motion and forces, conservation of energy and momentum, heat and heat transfer, waves, electromagnetism, and electromagnetic radiation. Mathematic skills are utilized throughout this course. Students make observations, raise questions, formulate hypotheses, design and conduct scientific investigations, and analyze, interpret, and report upon the results of those investigations. They also focus on MCAS preparation and critical thinking skills. With an emphasis upon language skills as the foundation for content exploration, students will work on developing notetaking, writing, lab, research, vocabulary, classroom discussion and organization, and independent work skills.

Anatomy & Physiology (Grades 11 & 12)

The focus of this course is on the structures and functions of organs and the relationships within the body systems of an organism. Students engage in studies on the digestive system, circulatory system, respiratory system, nervous system, muscular/skeletal system, sexual

reproductive system, communication among cells, and the interaction between systems to maintain homeostasis. An emphasis upon language skills is the foundation for content exploration, and students work on developing notetaking, writing, lab, research, vocabulary, classroom discussion and organization, and independent work skills.

Chemistry (Grades 11 & 12)

Topics covered in this course include properties and states of matter, solids, liquids, and gases, Kinetic Molecular Theory, atomic structure and nuclear chemistry, the Periodic Table of Elements, chemical bonding, chemical reactions and stoichiometry, thermochemistry, solutions, rates of reaction, and equilibrium, acids and bases and oxidation-reduction reactions. Students will make observations, generate questions, form hypotheses, and investigate the credibility and validity of scientific claims. Students will also explore careers that require training in chemistry and investigate the Love Canal Tragedy and the environmental waste case in Woburn, MA, that became the basis for A Civil Action. An emphasis upon language skills will be the foundation for content exploration, and students work on developing notetaking, writing, lab, research, vocabulary, classroom discussion and organization, and independent work skills.

Grades 4 – 8: General Science

The General Science curriculum includes semesters of revolving content: Earth and Space Science, Environmental Science, Life Science, and Physical Science.

Earth and Space Science (Grades 4 – 7)

Students will explore Earth's structure and history, investigate causes and effects of heat transfer, and learn about the earth's atmosphere. They will investigate various maps of the earth and be able to describe the earth's layers, the role of tectonic plates, causes for earth's seasons, and the causes and effects of earth's natural processes (rock formation, sedimentary deposits, weathering, erosion) upon its surface. They will study weather phenomena and the water cycle. Students will generate questions, make predictions, seek out solutions, record the procedures used, evaluate their conclusions, and develop reports on their investigations.

Students will also focus on the role of gravity upon the solar system, describe lunar and solar eclipses, compare and contrast planets, and explore the Milky Way. With an emphasis upon language skills as the foundation for content exploration, students will work on developing notetaking, writing, lab, research, vocabulary, classroom discussion and organization, and independent work skills.

Life Science and Environmental Science (Grade 8)

Students will learn about structures and processes from molecules to organisms, including how environmental and genetic factors influence the growth of organisms; heredity, gene traits and variations; introduction to the chemistry of life, and an introduction to cellular Biology. Topics such as human impact on the global environment, fossil fuels, and deforestation as well as food chains and life cycles are also explored. With an emphasis upon language skills as the foundation for content exploration, students will work on developing notetaking, writing, lab, research, vocabulary, classroom discussion and organization, and independent work skills.

V. Social Studies White Oak School Course Descriptions

High School Social Studies/ History Courses (2 semesters: 1 credit)

The skills addressed at each level are in accordance with the MA Curriculum Frameworks and also correspond to the Common Core Curriculum.

U.S. History I:

Foundations and Framework of the American Government 1776-1867 (Grade 9)

Students will focus upon the political and intellectual origins of the American Revolution and the Constitution. First semester topics will include political, economic, intellectual, and historical factors leading to the Revolution, the major battles and characters of the Revolutionary War, key documents (the Mayflower Compact, Declaration of Independence, Articles of Confederation), Thomas Jefferson's political philosophy, the Jacksonian Era and westward expansion. Second semester topics focus on sectionalism, the roots of the Civil War, Reconstruction, and the Jim Crow era. Primary source documents will be read and discussed throughout these studies. With an emphasis upon language skills as the foundation for content exploration, students will work on developing notetaking, writing, vocabulary, geography, research, group discussion, organization, and independent work skills.

World History I and II: Development of Early Civilizations to Present (Grades 10 and 11)

Part I: World Interactions (500 BC - 1800 CE):

Students will study world interactions, including interactions among regions, development and diffusions of religions and systems of belief, and political power, religion and cultural achievement. They will explore interactions with kingdoms and empires (1000 CE -1500 CE), including the political, economic and social development of kingdoms and empires, trade, the plague, the Crusades and the middle ages. A study of philosophy, art, science, and technology will also be explored, with a focus on Chinese inventions and technology, Indian economy and textiles, the European Renaissance, and the scientific revolution. Finally, a global exploration and philosophies of government will be studied, including the Treaty of Granada, the route to Asia by sea, missionaries, the Trans-Atlantic slave trade, the European Enlightenment period,

and political philosophies. Primary source documents will be read and discussed throughout these studies. With an emphasis upon language skills as the foundation for content exploration, students will work on developing notetaking, writing, vocabulary, geography, research, group discussion, organization, and independent work skills.

Part II: The Rise of the Nation State to Present:

Students study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th century political reform in western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Chinese and Russian Revolutions. Finally, students will explore the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. With an emphasis upon language skills as the foundation for content exploration, students will work on developing notetaking, writing, vocabulary, geography, research, group discussion, organization, and independent work skills.

- Economics, American Government and Politics will also be covered during these two years.

U.S. History II: Modern United States History (19th - 21st Centuries) (Grade 12)

In this course, students will explore the role of economics and ideologies in the modern United States, including scarcity and economic reasoning, supply and demand, national economic performance, the consequences of the Great Depression and the New Deal (1 & 2). They will also study the defense of democracy, with a focus on American Isolationism, the rise of fascism, American involvement in World War II, the long term consequences of World War II, factors that led to The Cold War, the rise of Communism, and the Vietnam War. During the second semester, topics covered include the Cold War and Civil Rights at home, with an emphasis on Truman and Eisenhower's policies, domestic Cold War trends in the US, African American civil rights, and the civil rights movement. Finally, students explore the presidencies of JFK, LBJ, Nixon, and Regan, along with the failure of Communist economic policies, 21st century technology, and the US response to terrorism. Primary source documents will be read

and discussed throughout these studies. With an emphasis upon language skills as the foundation for content exploration, students will work on developing notetaking, writing, vocabulary, geography, research, group discussion, organization, and independent work skills.

Grades 4-8 Social Studies:

U.S. Geography:

(Grade 4)

Utilizing the five themes of geography (location, place, human interaction with the environment, movement, and regions), students will study cultural and physical features of the United States today. Students will become familiar with immigrants and immigrants' rights, resources (both natural and limited), and the different regions of the U.S. and their key geographic features. They will also learn about contemporary Canada, Mexico, Central America, and the island cultures in the Caribbean Sea. Geography skills include understanding and being able to utilize absolute and relative location, longitude and latitude, key terms, the compass rose, map keys, and map scales. With an emphasis upon language skills as the foundation for content exploration, students will work on developing notetaking, writing, vocabulary, geography, research, group discussion, organization, and independent work skills.

U.S. History:

(Grade 5)

"Students study the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution." (Massachusetts History and Social Science Curriculum Framework, Pg. 27) Geography skills include recognizing various types of maps and using timelines. With an emphasis upon language skills as the foundation for content exploration, students will work on developing notetaking, writing, vocabulary, geography, research, group discussion, organization, and independent work skills.

World Geography and Ancient Civilizations I and II:

(Grade 6 & 7)

In part I, students examine how the perspectives of political science, economics, geography, history, and archeology apply to the study of regions and countries. They study the development of prehistoric societies and then focus on regional studies of Western Asia, the Middle East, North Africa, Sub-Saharan Africa, and Central America, the Caribbean Islands, and South America. Part II examines the physical and political geography and ancient societies of South and East Asia, Oceania, and Europe and concludes with a study of government in Greece and Rome, which serves as a prelude to the study of civics in 8th grade. Students will also focus upon comparing historical and modern maps, using primary and secondary sources, learning about multiple causes and effects, and learning new terms for economics and government. With an emphasis upon language skills as the foundation for content exploration, students will work on developing notetaking, writing, vocabulary, geography, research, group discussion, organization, and independent work skills.

United States and Massachusetts Government: (Grade 8)

Students will study the roots of the ideas that influenced the development of the U.S. political systems, how the framers of the new Constitution attempted to address issues of power and freedom in the design of the new political system, the Constitution, the three branches of government, the Bill of Rights, the rights and responsibilities of citizens, how the content of the Constitution evolved over time, the role of state and local government in the political system, and freedom of the press and current news. A prominent emphasis in this course also includes civics and civic engagement, with the eventual goal of a student-led, non-partisan civics project consistent with the History and Social Science curriculum Frameworks. With an emphasis upon language skills as the foundation for content exploration, students will work on developing notetaking, writing, vocabulary, geography, research, group discussion, organization, and independent work skills.

VI. Tutorial

Tutorial meets daily in a one-to-one setting for fifty minutes each day. This class focuses on the remediation and development of the student's literacy skills and provides explicit instruction in English language structure and usage. The curriculum for each Tutorial is designed based on the student's individual needs as determined through both formal and informal testing and analysis of student work samples. As the teacher uses a diagnostic-prescriptive approach to instruction, revisions are made on a continuous basis as the student's skills evolve and expand. Specific instruction is provided in phonemic awareness and analysis in order to improve the student's decoding and encoding skills. Through this instruction the Tutorial seeks to improve the student's ability to decode textual material, improve comprehension of literature, and develop the student's ability to organize and compose written language that will adequately demonstrate the student's comprehension of material he or she has read or heard read.

Daily class activities include development of phonemic awareness, syllabic structure of words, morphemic study and analysis for the development of vocabulary skills, and decoding practice with controlled text and with selected literature that is at the current instructional decoding level. Whenever possible, the selected literature includes text from grade-level English classes. Writing activities are done in concert with the literature being read, and are designed to teach the student organizational scaffolds to compose written assignments typical of writing assignments students are asked to complete in grade-level academic classes. Executive functioning skills are addressed on a daily basis, including organization of academic materials, time management, keeping schedules, and improving self-advocacy skills for academic success and in community experiences.

VII. White Oak School Electives

The following are typical elective classes offered at White Oak School. The courses offered are dependent upon scheduling, staffing, and student interest. At least 2 different electives are offered each semester.

Art I All Grades (1/2 Year: .25 Credit; 1 Year: .5 credit)

Students explore a variety of media and materials and investigate their artistic interests. Students receive direct instruction and opportunities to understand and practice the elements of art and principles of design. They work to develop skills in drawing, painting, printmaking, fabric design, papermaking, and sculpture. Art history, appreciation, and art literacy are additional areas of focus.

Art II All Grades (1/2 Year: .25 Credit; 1 Year: .5 credit)

Students continue to expand upon their previous experiences in art as they work to hone their skills in drawing, painting, printmaking, sculpture, papermaking, and fabric design. Assignments increase in complexity and level of difficulty. Emphasis is placed upon developing a unique, personal style. Students will increase their knowledge of art history and art processes, techniques, methods, and materials. Students who are interested in art careers will focus upon developing portfolios.

Pottery I: 1/2 Year: .25 Credit; 1 Year: .5 credit)

Students explore the processes of creating functional and/or artistic clay projects that include preparing the clay, utilizing a variety of techniques (pinch, slab, coil, and throwing on the wheel) to construct functional and/or sculptural forms, and glazing and firing. Design elements (pattern, form, color, rhythm, balance, etc.) and historical pottery references are key areas of instruction, practice, and class discussions.

Pottery II: (1/2 Year: .25 Credit; 1 Year: .5 credit)

Students continue to develop clay construction skills and build increasingly complex functional and/or sculptural projects with increasing skills and by combining methods of clay construction (pinch, slab, coil, and throwing on the wheel). Additional design possibilities are explored including patterning through carving, painting, decorating with slip, sgraffito, and under-glazing effects, etc. Students are encouraged to develop unique creative solutions for each assignment. The work of both contemporary and historical potters provides examples and inspiration to experiment with their ideas.

Culinary Arts (1/2 Year: .25 Credit; 1 Year: .5 credit)

Basic knowledge of nutrition and training in food preparation are covered in this class. Baking and cooking basics, measurement skills, meal planning, supermarket strategies, and proper dining etiquette are also key areas of focus. Students will create weekly menus for breakfast, lunch, and dinner. They will explore recipes and cook and bake a variety of dishes as preparation for living independently in the future.

Drama (1/2 Year: .25 Credit; 1 Year: .5 credit)

Confidence building, socialization, and development of teamwork skills are the goals of the White Oak Drama program. All students are invited to participate and are given any necessary support to do so; it is an inclusive program. Students are introduced to all aspects of a dramatic production with emphases on improving memory, articulation, enunciation, intonation, acting, and pragmatic skills. Also included are scene studies, prop design and construction, set design, and costuming. As an annual event, students participate in the performance and full production of a play for the benefit of the White Oak School and Community.

Photography (1/2 Year: .25 Credit; 1 Year: .5 credit)

This class introduces students to the history of photography and the basics of color and black and white photographic images. Assignments and class projects give students a hands-on approach to mastering the subject. Each student will also be responsible for investigating in depth the work of a major photographer and will develop a presentation that includes factual information as well as visuals to share with the class. Digital photography skills will be explored and honed through the use of ADOBE PHOTOSHOP ®. Projects include exploring nature through a camera lens, portrait studies, and creative assignments that urge students to look at the world around them in a new way.

Woodshop Skills with Practical Math (1/2 Year: .25 Credit; 1 Year: .5 credit)

Woodshop/Practical Math offers training and practice in the areas of practical mathematical concepts/skills and hands-on woodworking skills development. Students will explore the processes for planning and constructing a variety of wood projects (box, bench, table, baseball bat, etc.)

Key areas of focus include:

- Utilization of practical mathematical concepts and operations as needed for precise measuring and planning in the construction of wood projects
- The safe use of common stationary woodworking machinery and portable power tools
- Reading and preparing shop drawings
- Compiling material cut lists
- The use of hand tools such as planes, chisels, etc.
- The finishing processes with emphasis on attention to detail

VII. Physical Education/Health (1/2 Year: .25 Credit; 1 Year: .5 credit)

All students are enrolled in a year-long physical education class which meets either two or three days a week opposite of the elective they are enrolled in.

The goal of the White Oak School Physical Education Department is to provide students with the necessary skills needed to make fitness a life-long habit. In order to meet this goal the department's curriculum is aligned with the Massachusetts Comprehensive Health Curriculum Framework, which is as follows:

Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and will utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives.

The Health Curriculum follows the Massachusetts Curriculum Frameworks Strands. Grade appropriate information is delivered by the physical education teacher and the school nurse.

Massachusetts Curriculum Frameworks Strands

Physical Health	Social & Emotional Health	Safety & Prevention	Personal & Community Health
Standards: <ul style="list-style-type: none">• Growth and Development• Physical Activity & Fitness• Nutrition• Reproduction/ Sexuality	Standards: <ul style="list-style-type: none">• Mental Health• Family Life• Interpersonal Relationships	Standards: <ul style="list-style-type: none">• Disease Prevention and Control• Safety and Injury Prevention• Tobacco, Alcohol and Other Substance Abuse/Prevention• Violence Prevention	Standards: <ul style="list-style-type: none">• Consumer Health & Resource Management• Ecological Health• Community & Public Health

