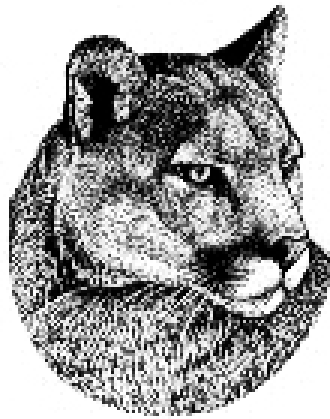


# **The Rock Terrace School Upper School Course Offerings**

**2011-2012**



**Rock Terrace School  
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## The Rock Terrace School Program

### Overview

The Rock Terrace School program is dedicated to the education of students with a wide range of significant physical and cognitive disabilities. Students may attend for as long as nine years. Students graduate at twenty-one years of age with a Maryland Certificate of Program Completion. The Rock Terrace School prepares students for independent living, integrated employment, and participation in the community. Our educational approach combines the Fundamental Life Skills (FLS) Curriculum with functional learning experiences, a modified MCPS program of studies, vocational skills training, and transition to independent living preparation. The Fundamental Life Skills curriculum gives special education students access to the general education curriculum. Rock Terrace students meet the participation criteria for the Alternate Maryland School Assessment (Alt-MSA).

Rock Terrace School is composed of three academic levels: the Middle School (grades 6, 7, 8 and 9; ages 11-14); the High School (grades 10, 11, and 12; ages 15-17); and the Upper School transition program (referred to at Rock Terrace as grades 13, 14, and 15. Students are typically ages 18-21). Within each level, classes may contain students from various grades. All students have an Individual Education Plan (IEP) which aligns classroom instruction to the student's specific academic and social goals and instructional levels. Classroom teachers differentiate instruction to address the individual skill levels of each student in the basic academic areas of reading, math, and social skills. All students continue to receive reading and math instruction daily. If a student's in-school schedule does not include a reading class or a math class, the student's Reading or Math IEP goals are addressed in the class in which they are enrolled.

The primary objectives of Rock Terrace are continual achievement and maximum independence after graduation. Our program promotes the advancement of each student's highest potential to access and interact with the surrounding community, obtain and retain employment, and live with maximal independence.

Rock Terrace provides an environment rich in diverse learning experiences and opportunities for all students. *The Rock Terrace 2011-2012 Course Offerings* booklet contains a complete listing of required academic and vocational courses, as well as elective and special interest courses. Parents/guardians will receive a Middle School, High School, or Upper School packet based on the age/grade of their child.

The Upper School is the final phase of the Functional Life Skills curriculum combined with Transition to Independent Living training. The Transition program focuses on apprenticeships in real work environments and on-the-job training, community travel, and finally the transition, if eligible, from the Montgomery County Public School system to state and county support and service agencies. The following course descriptions are provided to help you and your student understand the in-school component of the Rock Terrace program.

Please be advised that although the Rock Terrace School makes every effort to place students in requested classes, we cannot guarantee that staffing and other factors always will permit us to do so.

## Introduction to the Upper School (Grades 13 – 15\*)

The Rock Terrace Upper School is a three-year Transition Program during which students move successively closer to their potential for an independent work and home life. Students focus on applying academics to work and community experiences. The Functional Life Skills curriculum for these years follows four themes: Life, Home, Travel/Community, and Self.

Students receive extensive training on real job sites. During Community Resource Instruction (CRI) students practice traveling in the metropolitan area using public transportation to access work, personal needs, and leisure destinations. Classroom instruction continues in reading for understanding, and consumer math.

The Transition program is the capstone of the MCPS Fundamental Life Skills (FLS) curriculum, successful completion of which leads to an MCPS Certificate of Program Completion.

*\* Rock Terrace School students are entitled to an educational program up to age 21. At Rock Terrace, we refer to the three years following age 17-18, typical ages for grade 12 and graduation, as grades 13, 14, and 15. This is for Rock Terrace purposes only.*

### The Upper School Course Offerings

<u>13<sup>th</sup> Grade</u>	<u>14<sup>th</sup> Grade</u>	<u>15<sup>th</sup> Grade</u>
REQUIRED COURSES	REQUIRED COURSES	REQUIRED COURSES
Reading	Reading	Reading
Math	Math	Math
On-the-Job Training	On-the-Job Training	On-the-Job Training
Community Resource Instruction	Community Resource Instruction	Community Resource Instruction
ELECTIVES	ELECTIVES	ELECTIVES
Media II	Media II	Media II
Culinary Arts	Culinary Arts	Culinary Arts
Office Skills and Practices	Office Skills and Practices	Office Skills and Practices
Band	Band	Band

### **Academic Classes**

MCPS has established major indicators for competence and mastery for all curriculum areas in the Fundamental Life Skills program for each grade level. Individual Education Plans (IEPs) also establish individual goals to determine progress in reading, writing, and mathematics for each student where a need has been determined to exist. Both classroom instruction and measures of student achievement are differentiated to support the highest potential of each student.

### **Reading**

Students will distinguish between fact and opinion; will read, use and identify the characteristics of non-fiction materials to gain information and content knowledge. Students will be able to demonstrate active listening strategies to gain information and advocate for themselves. Students continue to develop their vocabulary of sight words, especially community and survival words. They identify personal information, demonstrate comprehension skills, read pictures/symbols, demonstrate decoding skills, gather information, gain meaning/enjoyment from literature and/or multi-media experiences, follow a process for research

completion, use technology to express ideas and experiences, and create text, drawings, photographs, videos, and graphics to present information.

### **Functional Math**

Student will be provided with opportunities to master functional math skills to help them attain independence. Over the course of each quarter during the three years of Upper School, students will have classroom based and community based experience and instruction in the following areas.

Shopping: students will be able to:

- add money for items purchased
- determine the correct change

Banking: students will be able to:

- fill out a deposit slip
- write a check
- maintain a check register
- know the difference between credit cards and debit cards

Manage money: students will be able to:

- compute simple interest for tax purpose
- compute simple interest on money in a savings account
- compute simple interest on credit charges

Understand weights and measure: students will be able to:

- use linear measurement in daily life
- use volume measurements in comparison shopping
- use weights for comparison shopping

Students will be able to use numbers for critical thinking in daily life:

- read weather data
- read graphs for comparison shopping
- read data to gain general information

### **Functional Life Skills Unit One. Life. Now That You Are an Adult**

During this unit, students will learn how to record personal information, such as creating personal identification cards, completing job applications, and practicing job-interviewing skills. In addition, students will work on money skills, and skills involved with bank-related transactions. Also, students will learn about appropriate dress for different types of occasions, and proper manners in public and job-site settings. Different career options will also be discussed. Other practical skills that students will practice are: using the telephone and other resources to gather information about community activities and what to do in basic emergency situations.

### **Functional Life Skills Unit Two. Home. Maintaining Your Place**

During this unit, students will practice using basic homecare tools and appliances, research where to buy appliances/tools, travel to a local appliance center, fill out appliance warranties, read tool/appliance instruction, read safety/hazards warnings, and read labels on household cleaners.

### **Functional Life Skills Unit Three. Travel/Community. Managing Your Weekend**

During this unit, students will discuss different leisure activities, research information on leisure activities, write directions to specific destinations in the community, calculate cost of leisure activities, work with bus schedules, read movie reviews and choose a movie, estimate time needed to complete task or activity, visit movie stores, and check out music/exercise videos or books.

**Functional Life Skills Unit Four. Self. Health Management**

During the final unit, students will identify healthy choices, research about care for common injuries/illness, list and practice describing symptoms to doctors, identify safe and unsafe practices when dealing with an emergency, shop for over the counter medicines and items for first aid kits, compare prices of generic versus name brand medicine, practice reading medicine labels, practice scheduling an appointment with a doctor, and work on using a touch tone phone system to refill a prescription.