

PROGRAM OF STUDIES



RIVERVIEW
SCHOOL

Caring. Teaching. Guiding.

A Letter from the Director of Education

This Program of Studies was developed to give students and families a comprehensive overview of Riverview's educational program. Accredited by the New England Association of Schools and Colleges and the Massachusetts Department of Early and Secondary Education, the school has utilized the Massachusetts Curriculum Frameworks as a guide in developing the curricula for these courses. At Riverview, students are able to experience first-hand the satisfaction and pride that come from engaging in challenging learning experiences within a safe and supportive environment. Classes are carefully designed to address individual needs and give each student the chance to attain his or her personal best.

Drawing upon years of experience, the Riverview faculty emphasizes the development of students' abilities to acquire and apply knowledge. Utilizing a thematic integrated model, direct instruction, and research-based practices, Riverview is committed to developing academic, social and independent living skills. Through participation in a broad range of courses, students have real-life opportunities for generalizing skills throughout the campus and the community. Technology is infused throughout the curriculum, including the use of computers, SMART Boards, digital cameras, videography, the Internet, and e-mail. Students regularly use programs such as *Office*, *Excel*, *Quicken*, and *PowerPoint*, as well as speech to text and text to speech programs (e.g., *Kurzweil*, *Dragon Naturally Speaking*).

The importance of being a lifelong learner is cultivated and modeled within a collaborative learning community where students, families, and staff learn and grow together. Besides the core academic courses, Riverview offers a wide variety of enrichment and elective classes intended to allow students to explore areas of interest and special talents.

Welcome to Riverview School!

Maria M. Cashdollar

Maria Cashdollar
Director of Education

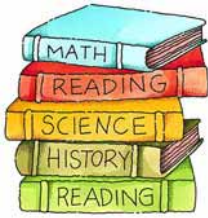


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THE RIVERVIEW PROMISE



Riverview School

Mission





Riverview School, an independent coeducational boarding school, provides a caring community for adolescents and young adults with complex language, learning and cognitive disabilities. The School is committed to developing student competence and confidence in academic, social and independent living skills.

Educational Philosophy of Riverview School

- Adolescents/young adults with learning disabilities versus learning disabled adolescents/young adults
- Typical, age-appropriate extra curricular and social experiences
- Emphasis on the whole child
- Caring, structured and predictable living/learning environment
- Respect and appreciation of different learning styles, interests and talents
- Emphasis on developing self-determination and personal best
- Encouragement to take risks with learning
- Understanding of learning disabilities and strategies needed for success
- Research validated instructional techniques
- Thematic, integrated instruction
- Real life opportunities for generalization of skills
- Direct and individualized instruction for academics, independent living, friendships and social skills
- Promotion of resilience and lifelong learning
- Cultivation of a learning community for all

Caring. Teaching. Guiding.

RIVERVIEW SCHOOL CURRICULUM OUTLINE

COURSES	MIDDLE SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	PHASE I	PHASE II	PHASE III
ELA	ENGLISH 6,7,8	ENGLISH 9	ENGLISH 10	ENGLISH 11	ENGLISH 12	ENGLISH I	ENGLISH II	CLASSROOM and COMMUNITY SKILLS APPLICATION
READING	READING 6,7,8	READING 9	READING 10	READING 11	READING 12	READING I	READING II	
MATH	FOUNDATIONS OF MATHEMATICS ▲ MATH APPLICATIONS ▲ PRINCIPLES OF MATH ▲ PRE- ALGEBRA ▲ ALGEBRA ▲ GEOMETRY ▲ CONSUMER MATH							CONSUMER MATH
HISTORY	SOCIAL STUDIES (Project Based Learning)	WORLD HISTORY I	US HISTORY I	US HISTORY II	WORLD HISTORY II			
SCIENCE	OCEANOGRAPHY (Project Based Learning)	EARTH SCIENCE	BIOLOGY I	BIOLOGY II				
TRANSITION				JUNIOR SEMINAR	SENIOR SEMINAR	GROW TRANSITION SEMINARS and TRAVEL TRAINING		
ELECTIVES	PHYSICAL EDUCATION ▲ ART ▲ INDUSTRIAL ARTS ▲ COMPUTERS ▲ DRAMA							
VOCATIONAL				COMMUNITY SERVICE	INTEGRATED VOCATIONAL EXPERIENCES	COMMUNITY/WORK EXPERIENCE and PROJECT FORWARD		

ENGLISH LANGUAGE ARTS OVERVIEW



"Words not only affect us temporarily; they change us, they socialize us."

David Riesman

English Language Arts is an important series of courses designed for Riverview students in order to promote their use of language to communicate more effectively. Starting with the basic skills of speaking, listening, and following directions, students learn about language and how it works, augment vocabulary, and practice writing for different audiences and purposes. At Riverview, all students adhere to a writing process checklist which focuses on specific correction areas. This not only allows for attention to an individual's writing needs but also provides for self-assessment and feedback from peers and staff. Class placements take into account an individual's receptive and expressive communication requirements in order to provide appropriate levels of support. ELA classes continue into the GROW Program where oral and written language skills are connected to life skills. This increases student independence and success - socially, academically and vocationally.

ENGLISH

Grade 6, 7, 8:

Language Arts at the middle school level focuses on categorizing parts of speech and increasing vocabulary to improve sentence structure. Students review figurative language, multiple meaning words, synonyms, antonyms and writing mechanics on a daily basis. They work on thematic writing assignments during the Project-based Learning block geared toward the study of "Journey at Sea" and "Journey through Cape Cod." During this time, assignments include creating a Cape Cod Guidebook as students explore the various towns on the Cape, a Cape Cod cookbook, lighthouse acrostic poems and limericks, PowerPoint presentations on famous Cape Cod people, and a pamphlet on tips to follow when rescuing stranded marine animals. Students also follow checklists or templates in order to write weekly e-mails home with details about what they are doing in their academic classes. In addition, students have the opportunity to work with the drama specialist to create and perform theme-related plays and productions during school assemblies. At this level, English Language Arts is a thoroughly integrated and interdisciplinary course of studies.

ENGLISH

Grade 9:

This course is designed to help freshman students increase not only the quantity but also the quality of details they use in sentences and link their paragraphs with appropriate conjunctions to form longer pieces of writing. Higher level vocabulary is explored through word connections, picture dictionaries, and thesauruses. Students also begin to examine the parts of a word to determine its meaning as well as search for context, adding new words to their vocabulary lists. Writing projects for the year are connected to the concepts being studied in history class, as well as field trips and hands-on experiences. In the fall while studying "Exploring a New World," students develop research, note-taking and editing skills in preparation for writing reports about their home states or countries as well as about a famous explorer. During their study of "Settling the New World," students learn about the traditions of the Native Americans and the Pilgrims and then write about their own family traditions. In the spring, while focused on the unit, "Creating of America," students write about personal experiences as they examine what freedom means to them. Students also complete creative writing stories, focusing on Native American folktales, short reports about explorers, and research projects about trades during the Colonial Period.

ENGLISH

Grade 10:

This course is designed to help sophomore students expand writing skills at the sentence, paragraph, and essay levels as appropriate to individual needs and skills. Vocabulary development is stressed through analogies, personal connections, homophones, homonyms and homographs. Using a writing process checklist, projects for the year are connected to the three time periods studied in history class. In the fall, students develop note-taking, categorizing and sequencing as they write one-minute biographies about famous Americans from the Revolutionary War. During the winter term, students explore parts of a newspaper, crafting their own newspaper depicting the 1840's Westward Expansion. As students study the American Civil War in the spring, they learn to compare and contrast while creating diaries from different perspectives about two teenagers from 1864, one from the North and the other from the South. Nightly homework in ELA involves independent reading from leveled thematic novels accompanied by literal and inferential comprehension activities.

ENGLISH

Grade 11:

This course is designed to help junior students focus on various communication skills, including oral, visual, body language, and written proficiencies. The curriculum is supported by the junior year history theme: the period from the end of World War I to the end of World War II. Students are expected to engage in daily writing assignments focused upon specific events that occurred, concentrate on augmenting vocabulary development, and increase their knowledge of sentence syntax through daily grammar exercises, journaling, and projects. In addition, student writers use a writing process checklist to edit their written work. At the beginning of the first quarter, students are expected to participate in oral communication activities in both formal and informal settings. They develop note-taking, highlighting, and summarization skills when using the Internet and informational books as they develop a biography about a famous person during the early 1920s. Students dress "in character" and read their life stories at the Hands-on History Speakeasy. Writing during the winter months focuses upon the Great Depression. Students within each ELA class compose personal Okie Journals to express the plight of the homeless farmers moving across the country to California. In the spring, students concentrate on World War II, choosing to write about various events, battles on the European or Pacific fronts, or the changes that took place on the United States home front.

ENGLISH

Grade 12:

This course is designed to provide senior students with explicit instruction in writing. The curriculum emphasizes writing as an essential tool for communicating ideas. Students begin the year creating an autobiographical narrative, which is orally presented to a small group of senior parents during Fall Family Weekend. The autobiography is Riverview's equivalent to the traditional college essay, and it helps students prepare for completing post-secondary applications. Students also continue to develop note-taking skills as they learn about Turn-of-the-Century Immigration during the winter term. Through class presentations and Internet exploration, students gather information about Irish immigration during the Potato Famine and create personal journals documenting the travels of an Irish immigrant to America during 1845. The spring assignment addresses the research strand of the curriculum. At this time, students gather information from a variety of sources, analyze, and evaluate their findings. They then use this information to answer their own questions about various "hot spots" in the world today.

ELA

GROW - PHASE I:

In this course, students practice effective communication skills, including listening, and speaking, as well as nonverbal means of communication. They learn the difference between relevant and irrelevant questions and summarize information given to them in familiar situations, identifying and demonstrating appropriate conversational skills. Writing projects include friendly and business letters. Students also utilize various forms of technology in order to access and relay information. An important part of being computer savvy includes emphasis on the need to adhere to the safety rules for using the Internet. Writing assignments involve research and producing a mini-research paper. Students then learn about the types of relationships, recognizing characteristics of those that are healthy and/or unhealthy. They list roles people assume in a variety of settings, identifying relationships with the people in their own lives. Students also describe the objective of an interaction and define the roles of those involved, with an understanding of what are appropriate physical and emotional boundaries. An accompanying writing component involves creating a script depicting a healthy or unhealthy relationship. In addition, students begin to identify personal strengths, challenges, and areas of interest. Then they decide on strategies to deal with those things that challenge them academically, physically, and emotionally. Finally, during the second semester, students develop a vision statement that includes three realistic goals for the future.

ELA

GROW - PHASE II:

In this course, students continue to communicate and listen by asking relevant questions and summarizing information given in the workplace, on the phone, and in the community. They also identify and demonstrate suitable conversational skills by effectively communicating and accurately relaying information to others using both simulated and real-life experiences. Writing skills are addressed and assessed as students use the writing process to brainstorm, organize, draft, proofread, edit and rewrite both friendly and business letters. Students also utilize Internet search engines to investigate a variety of topics, narrowing the field to appropriate sites in order to locate particular information for generating their own research papers. Ongoing emphasis is placed on safety rules for using the Internet and the importance of not sharing personal information online. In addition, students learn about types of relationships that occur and assess their own involvement with others. They review characteristics of healthy and unhealthy relationships, describing the objective of an interaction and displaying an understanding of what type of and degree of involvement is appropriate. While recognizing physical and emotional boundaries and strategies to maintain these boundaries, students write scripts depicting both healthy and unhealthy relationships. Students also continue to develop and apply compensatory strategies as they increase their awareness of personal strengths and challenges; they review and evaluate goals from the previous year and adjust them as needed. Finally, during the second semester, students revisit their vision statement from last year, edit their work so it reflects additional goals and strategies, and produce a final copy that includes new information as well as a plan to attain identified goals.

ELA/VOCATIONAL CLASS

GROW - PHASE III

Phase III students demonstrate and apply effective communication and listening skills within an integrated program designed to enhance their vocational training. In this course, students write résumés and fill out applications. They provide personal, academic, and educational information as well as their employment history. Students also determine the type of work

desired and fill out placement information as part of the application process. In addition, students answer interview questions, demonstrating eye contact and appropriate body language, participate in real and mock interviews, critique their own interviews, and evaluate those of their peers. The focus of this course is on life and vocational skills which include utilizing schedules, time tables, banking and budget information, menus, newspapers, want ads, signs, directions and community locations. Students hone their computer and research skills, participate in job tours, and exhibit competency and confidence in a variety of volunteer, internship, and work settings both off and on campus.



READING OVERVIEW



Education is not just learning to read but learning what to think about what you read and now to choose worthwhile reading material. It's about learning to discern truth and falsehood in what you read.

Tammy Drennan

Reading is the cornerstone of learning. At Riverview School, the goal is to accept students at their present skill level and guide them through a series of course offerings that increase reading proficiency. They can then achieve their optimum potential and learn to rely on interpreting the written word as an integral means of communicating with people and interacting with the world. Primary objectives, therefore, are that all students use word attack skills, develop vocabulary, read both silently and orally with accuracy and increased fluency. In addition, students need to comprehend what they read, understand the nuances and significance of language, analyze thoughts and ideas, and appreciate literature and informational writing. Because it is important students that become life-long readers, they are constantly encouraged to engage in reading outside the classroom.

At Riverview, the foundation of a strong reading program begins not with the program but with the individual and his or her personal needs and capabilities. Direct instruction, practice and repetition, cooperative learning, station learning, thematic approaches, analysis and discussion, and frequent oral and silent reading opportunities enhance students' reading experiences. Resources such as *Corrective Reading* and *Ravencourt*, (published by SRA) *Lexia*, *Kurzweil*, and *Read Naturally*, to name a few, are incorporated into the academic fabric of the reading program and students are evaluated using regular formal and informal assessments. The courses outlined below are offered at all grade levels in order to afford emerging, developing, and established readers the opportunity for steady growth and progression.

Reading A:

In this course, students build and apply basic word-attack skills. They also practice a variety of sounds, make use of rhyming and enunciating to aid pronunciation, emphasize initial letters, and use word recognition to decipher individual words and their meanings. Although they begin with single-syllable words, they soon move on to short phrases and sentences. The goal is that students read and understand the main thoughts and ideas expressed in sentences and then advance to short, easy-to-read stories, augmenting their rate and their fluency. In addition, students complete worksheets as well as oral and written exercises from a variety of instructional sources that supplement their reading in order to apply and reinforce what they are learning.

Reading B:

In the first part of this course, students focus on building and applying intermediate word attack skills and increasing their comprehension. They improve pronunciation and decoding by observing critical letter and word discriminations as well as letter combinations. They increase reading rate by practicing aloud and by periodic reading assessments. They also answer factual and simple comprehension questions from given passages as a means of demonstrating their understanding of what they have read. In addition, they complete worksheets and activities designed to complement and reinforce instruction.

In the second part of this course, students continue to build and apply word attack skills that are more challenging in order to increase their reading fluency as well as their understanding of word meanings. They work on pronunciation and recognition by examining letter combinations and comparing both word differences and similarities. They focus on multi-syllable words and compound words, accurate story decoding, and increasing both speed and accuracy. In addition, they improve their understanding by answering more difficult factual and comprehensive questions about the reading. In order to apply and reinforce skills, accompanying worksheets and activities reflect a degree of difficulty that matches the level of reading passages in order to apply, reinforce, and assess the skills students have mastered.

Reading C:

In this course, students continue to build and relate more sophisticated word attack skills in order to increase speed, accuracy, and understanding. For example, they focus on letter combinations, affixes, suffixes, root words, and vocabulary development. Students answer factual and well as inferential questions, engage in informational reading activities, and increase their fluency rate by practicing reading aloud. They learn to determine the meaning of unfamiliar words using context clues. In addition, they recognize and use words with multiple meanings (i.e., sentence, raise, down). They also improve their comprehension skills by answering questions, sharing ideas, and completing supplementary worksheets and exercises. The literature aspect of the course provides opportunities for students to analyze and apply knowledge about the characteristics of different genres and discover evidence from the text to support their understanding of elements, structure, and theme. They deepen their understanding of a literary, poetic, or non-literary work by relating it to its contemporary context or historical background.

Reading D:

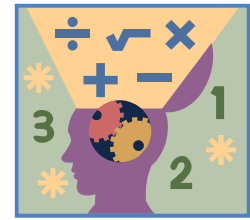
This course is designed for students who have developed strong decoding skills. Therefore, the focus is to improve reading comprehension and develop an appreciation for literature. Students learn to define and apply literary terms. They practice and apply oral reading skills and techniques, including voice, expression, and pace. As part of this course, students comprehend and analyze the context of a literary work from an examination of the text. They recognize and examine different literary characters and evaluate their motivations and actions. Students then follow the sequence of events and recognize a basic plot outline. They describe the setting, identify major themes, and analyze the interrelationship of the elements of literature. In addition to acquiring new vocabulary words and using them in oral and written language, students also relate topics, issues, and events in a piece of writing to their own personal experiences.

READING CLASSROOM AND COMMUNITY SKILLS APPLICATION GROW - PHASE III

Phase III students demonstrate and apply effective reading skills within an integrated program designed to enhance their vocational training. In this course, students read and define terms used in a standard application form. They read samples of job descriptions, information about the workplace, and terms that apply to both getting and maintaining a job. Because this course focuses on life and vocational skills, students display their ability to read and utilize schedules, time tables, banking and budget vocabulary, menus, newspapers, want ads, signs, and symbols. They hone their research abilities, follow written directions, and apply reading skills to employment situations, including internships and paid positions within the community.



MATHEMATICS OVERVIEW



“The essence of mathematics is not to make simple things complicated but to make complicated things simple.”

S. Gudder

Without mathematics, students will be at a loss to cope with life in the future. Riverview School recognizes the importance of this area of study. Through a series of courses designed to insure a strong foundation and knowledge base, students gain an understanding of fundamental concepts and the means of integrating math into everyday living. Classes are developed to challenge and support students by encouraging inquiry and stressing the necessary foundations. Direct Instruction using such programs as *Connecting Math Concepts* (SRA) is incorporated when appropriate. Primary objectives, therefore, are that all students acquire number sense and recognize symbols, utilize essential math functions, understand concepts, and solve problems. In addition, students explore and apply the need for and use of skills; such as, accurate measurement, time management, cost, statistics, probability, and a myriad of other everyday tasks. They also produce and interpret graphs and charts that represent relationships or show percentages. Those who acquire these skills are further challenged by advanced math classes like algebra and geometry where they investigate concepts and make use of abstract reasoning.

In most math classes, students work in a cooperative learning setting. They advance through a course by practice, demonstration, and application. As they reach senior year, many are ready to face the next step in their education. They learn to use Quicken to manage accounts and develop skills needed for planning activities. For students attending the GROW Program, the main objective is that students become responsible for their own personal and financial affairs. They tackle such topics and concerns as money problems, making purchases, scheduling and task management skills. They conduct banking business in the community and practice managing their checkbooks and budgeting. Students also make use of technology and operate a cash register as well as use assistive measures like calculators, cell phones, and tip cards to help them as they prepare for independent living.

FOUNDATIONS OF MATH

Level A

In this course, students acquire a foundation in number sense and operations. They engage in rote and rational counting, recognizing and using ordinal numbers, counting backwards, and counting by ten. Identification and use of mathematical symbols, numerals and counters are covered. Students practice distinguishing between the concepts of “More” and “Less” and “Equal” and use appropriate symbols in order to solve problems. In addition, they demonstrate computation and problem-solving skills: recognizing key words, writing answers, and solving addition and subtraction problems. Distinguishing between the functions of addition and subtraction, understanding the place value of numbers and determining answers and solutions assure that students are able to apply important mathematical concepts. In addition, they follow directions and relate mathematics to real-life situations; such as, managing time, recognizing the value of coins and solving money problems as well as identifying and using inches and feet to explain measurement. Finally, Foundations of Math I encourages students to use estimation as a problem-solving tool and to check their answers for accuracy.

FOUNDATIONS OF MATH

Level B

Continuing the skills found in Foundations of Math I, this course helps students build a strong base in number sense and operations through practice and application. Counting, following directions, and identifying/understanding the use of place value in mathematics are topics that are frequently reviewed. Students also determine number families, use tables, and recognize the missing addend in problems based on familiar number families. Using math facts to solve computation problems and discriminating between the need for addition or subtraction are important skills. Students practice solving problems that make use of these skills with others in small group settings as they demonstrate an understanding of number relationships. They recognize and apply the symbols for “More,” “Less,” and “Equal,” use a number line, facts to solve measurement problems. Although this course requires students to complete column addition and subtraction, they also engage in mental arithmetic. Column problems, using tables, understanding multiplication, translating this function into a count-by operation and solving problems not only help students solidify their basic math skills but challenge them to apply their knowledge in practical ways in their daily lives.

MATH APPLICATIONS

Level A

Math Applications I helps students increase their basic foundation of number sense and operations by practicing addition and subtraction computation, recognizing and using number families, as well as learning addition, subtraction, multiplication, and division facts. Students engage in mental arithmetic to solve addition problems that have 2-digit and 1-digit numbers and those that require renaming. They also demonstrate an understanding of number relationships and the concept of “More” and “Less.” They likewise identify number families and solve problems using various mathematical functions. Identification, understanding, and using place value in mathematics is of utmost importance, and students not only complete math problems using columns but also demonstrate an understanding of division, solving problems with remainders. Using estimation and a calculator helps students apply problem-solving techniques. They also use fractions, relate number families to fractions, and understand the connection between fractions and division. In this course, students make use of graphs and coordinates, using them to solve area and volume problems; they also solve problems involving time, statistics, and money.

MATH APPLICATIONS

Level B

Math Applications II assumes that students have already built a basic foundation in math skills. Now it is time for them to use what they have learned to solve computation and word problems, including those that involve multiplication and division, demonstrating that they have knowledge about number sense and operations. Students use mental arithmetic to solve problems that use columns, division, and equations. They also identify and understand place value in mathematics by reading and writing whole numbers and decimals correctly. In addition, they use and write fractions as a means of representation and complete functions such as adding, subtracting, multiplying, and comparing fractions as well as multiplying mixed numbers. Students also solve word and measurement problems using ratios and proportions; they figure out a variety of word problems involving money and time management, using comparison, classification, discrimination, and fractions to decipher multi-step problems. Finally, students demonstrate an understanding of geometry by solving problems involving area, perimeter, and volume. Part of this course calls for students to distinguish between the concepts of “parallel” and “intersect,” use a coordinate system, and demonstrate an understanding of sequencing.

Finally, students solve problems using probability and participate in probability, geometry, ratio, graph, and function-table projects.

PRINCIPLES OF MATH

Level A

The course, Principles of Mathematics is designed to help students express number sense and perform math operations. Understanding positive integer exponents and place value, representing and comparing very large and very small positive numbers in various forms, examining fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection and as locations on the number line are all components of this course. Students identify and determine common equivalent fractions, mixed numbers, decimals and percents, including finding and positioning integers, fractions, mixed numbers and decimals on the number line. It is important that students apply number theory concepts and select and use appropriate operations to solve problems by applying the Order of Operations and demonstrating an understanding of inverse relationship. In this course, students add, subtract, multiply, and divide whole numbers, positive decimals and fractions, as well as mixed numbers. They also use estimation, patterns, relations, and algebra to find answers to math problems. Students work to analyze and determine the rules for extending symbolic arithmetic, as well as geometric patterns and progressions. Likewise, they replace variables with given values in order to work through problems and determine linear equations; they produce and interpret graphs. In addition, students practice problem solving that involves proportional relationships, units of measurement, and time management. Finally, they use data analysis and statistics to describe and compare data sets, predicting the probability of outcomes of simple experiments.

PRE-ALGEBRA

Level B

This course prepares students for algebra. Since a solid math foundation is extremely important, the following topics are covered: Basic Equations, Basic Graphing, and Fractions. First of all, students require a period of review in which they explore number sense and operations through place value, whole numbers, fractions, decimals and percents. They apply number theory concepts including prime and composite numbers, prime factorization and divisibility rules. Students also select and use appropriate operations and estimate the results of their computations. In addition, students work with patterns, relations, and algebra components as they analyze and determine rules for extending symbolic arithmetic, geometric patterns and progressions. They learn to replace variables with given values, evaluate/simplify and use properties of equality to solve problems. Using simulated situations and mathematical relationships with concrete models often help students produce and interpret graphs that represent the relationship between two variables with a constant rate of change. Measurement goals are addressed through problem solving that entails proportional relationships and units of dimension, size, extent, quantity, amount, capacity, height and depth. In this course, students investigate data, statistics, and probability using the concepts of median, mean, mode, maximum, minimum and range, and they also predict the probability of the outcomes of simple experiments involving practical applications.



ALGEBRA

Level C

This course is sometimes difficult for students because of its abstract nature. However, the study of algebra is an important component of mathematics because it deals with structure, relation, and quantity, concepts students encounter or experience every day. Algebra is much broader than pre-algebra and can be generalized in daily living experiences. In addition to working directly with numbers, algebra focuses on symbols, variables, and set elements. During this progressive full year course, three main components are covered. First of all, number sense and operations are explored by using the properties of operations on real numbers, evaluating expressions with exponents, and simplifying radicals. Students then work with patterns, relations and algebraic components as they solve and graph equations and inequalities, evaluate functions, and write equations to solve real-world problems that might include measurement, time management, and money. Students also investigate data, statistics, and probability using the concepts of central tendencies, maximum, minimum and range, while collecting data and recording it in various forms. By the conclusion of the course, students are familiar with the concept of variables, the definition of polynomials, and are able to factor and determine roots, as well as make use of scientific notation.

GEOMETRY

Level D

Evidence of geometry is present everywhere in everyday life. The study of geometry provides students with experiences that increase their understanding of two and three-dimensional objects and their properties. Deductive and inductive reasoning that aid in drawing conclusions are emphasized. Students study terms that apply to geometry, including line, point, intersection, line segment, ray, endpoint, and parallel lines. Properties and relationships of geometric objects include the study of: points, lines, angles and planes. Particular emphasis is placed on distinguishing types of angles, including acute, obtuse and right. Students learn how to measure angles using degrees. They also study polygons with a focus on quadrilaterals, triangles, right triangles, circles, and geometric solids. Applying geometric principals is an important skill, and students use geometry to solve problems related to finding the area of squares, rectangles, parallelograms, triangles, and circles. In addition, they determine the perimeter and the circumference of objects in everyday life. Finally, they learn about solids and three-dimensional figures like cubes and spheres and deduce the volume and surface area of these objects.

SENIOR MATH COMPONENT

During senior year, in addition to their regular math studies, students also work on managing personal finances through maintaining a functional checking account and using the computer software Quicken. They plan several academic and recreational outings a year, and budget their money accordingly. In addition, seniors practice mapping and scheduling skills in order to examine the subway system in Boston (MBTA) and travel into the city using public transportation each academic quarter.



CONSUMER MATH I

GROW - PHASE I

This course is all about helping students become savvy consumers. They learn about money and its application to their present situations. Based on each student's individual abilities, skills range from counting mixed bill and coin combinations to using estimation to determine the cost of a number of purchases and a tip card to determine the proper gratuity. All students develop and utilize estimation and problem solving skills. Selecting the correct function, identifying relevant information, and solving word problems are major points covered in this course. In addition, students develop and apply scheduling and task management skills such as creating a schedule, and prioritizing tasks and responsibilities. Moreover, given daily, weekly, and monthly schedules, they obtain information about events, obligations, and dates. Finally, students utilize the "5 Components of a Plan" (time, money, transportation, people, and supplies) in order to organize and execute life and leisure activities. In addition, throughout the year, students engage in banking. An ongoing part of this involves discerning "wants" versus "needs" from a variety of weekly real-world scenarios. Students write checks and record information in their own register. They also calculate balances in their accounts as well as manage weekly funds. They conduct banking business in the community, displaying proper etiquette at the bank, demonstrating the ability to avoid impulse spending and effectively handle money with care and with skill.

CONSUMER MATH II

GROW - PHASE II

The purpose of Consumer Math II is to help students understand the impact of money and time and how to apply related skills to life settings and situations. Students learn to operate a basic cash register and count back the correct change with a receipt. They use estimation to calculate the total cost of purchases and determine if they have sufficient funds. Students also calculate the sales tax and/or gratuity and arrive at the total cost of a purchase or meal. In addition, they develop and utilize estimation and problem solving skills, select the correct function, identify relevant information, and solve word problems. As the course progresses, they develop and apply scheduling and task management skills, adhering to a schedule while foreseeing and reconciling conflicts by prioritizing tasks and responsibilities. Finally, students continue to utilize the "5 Components of a Plan" in order to identify, organize, and execute life and leisure activities, allowing for time, money, supplies, transportation, and resources. They execute a designated plan/activity and follow up as needed. In addition, throughout the year, students engage in banking and money management, as they write checks in the community for all personal needs. Then they practice skills necessary to manage their checkbooks and budgets, locating important information on the bank statement, and defining basic banking terminology. They record information and balance their checking accounts using *Quicken*. In addition, some students access funds through the use of an Automated Teller Machine and hold onto their ATM card and checkbook in a safe and responsible manner.

MONEY MANAGEMENT

GROW - PHASE III

Phase III students develop competency and confidence as consumers, as employees, and as members of the community. They strive for independence. They write personal checks and manage their own checkbooks, including handling checking and savings accounts as well as their weekly funds. When receiving money at the weekend, students clearly state

how they have earmarked this money, and allow for weekly activities using the correct denomination of bills. To help them do this, they create and manage a monthly budget. In addition, they use technology to handle money electronically with programs like *Quicken*. They also access funds through the use of Automated Teller Machines and are responsible for carrying their ATM cards and checkbooks safely and responsibly. Throughout the year, students practice skills they have learned by using mathematics in real-life situations. Besides being responsible for shopping, dining, planning leisure activities, and managing their money and time, students are afforded opportunities to use office equipment and cash registers in a work environment. Their focus in Phase III is on employment, and many students obtain internships and/or jobs on developing employability skills, and all students obtain internships in the community. In addition, they write checks in the community for all personal needs, displaying appropriate behavior and proficiency when dealing with bank employees, store clerks, and employers.



HISTORY AND SOCIAL STUDIES OVERVIEW



Education is not just learning dates and events from history but learning to apply the lessons of lives well lived and lives poorly lived -- and how to tell the difference.

Tammy Drennan

Through the study of history and social studies, students glean important facts about people as well as significant information regarding the way others live. They investigate the values and traditions of other cultures, those that essentially tie us all together as part of the human race. In addition, students learn valuable lessons about their own places in society and what it means to be citizens. Often, the courses in this series directly tie in with language arts and other disciplines, so that students are able to make connections using skills from other subject areas.

The curriculum in this area begins here on Cape Cod so that students may develop an appreciation for both the past and the present environment. From this point, they realize that we all belong to a larger community, and beginning in freshman year, students turn to the past for answers about the present. As they reach senior year, students begin to realize that not only are there many contemporary, world-wide dilemmas and quandaries, but there is also a great need for young adults to become knowledgeable and engaged in the struggles of others, so that they can become part of the solutions to these global challenges.

SOCIAL STUDIES

Grade 6, 7, 8:

In this course, middle school students discover a great deal about their surroundings and themselves as they complete thematic studies of "Journey at Sea" and "Journey through Cape Cod" projects. Students begin their study by exploring the formation of Cape Cod during the Ice Age. They focus on map skills and timelines as well as the Cape's industries, attractions and legends. Students examine how Cape Cod commerce is connected to the land and the natural resources found here. Projects completed during their study include creating salt dough maps, three bridge dioramas, and *PowerPoint* presentations comparing what school was like in the 1800's as compared to the present. In addition, students produce a time capsule and participate in thematic field trips as a follow up to the particular units they are studying.

WORLD HISTORY I

Grade 9:

The global theme for freshman year in this course is "Relationships" with three main focus areas. Using a thematic integrated model, students become explorers when they arrive on campus in September, as they study the unit, "Exploring the New World." In January, their focus changes to "Settling the New World," and later in the spring, they study the "Creating of America." Writing projects in English language arts classes incorporate and emphasize these time periods, as do the novels selected for reading activities. Students practice map skills, read timelines, and research famous people and events using selected Internet sites and texts. Related field trips as well as hands-on activities (i.e., role-plays, sampling period foods, participating in games and crafts) add to the students' understanding of the people and events of the past.

AMERICAN HISTORY I

Grade 10:

The global theme for sophomore year is "Choices" with an emphasis on three time periods: "The American Revolution," "Westward Expansion," and "The Civil War." This theme provides ample opportunities for students to examine choices that have been made during these historical times, as well as to explore how they make their own decisions. Throughout the year, they learn that acting in a particular way has certain results; this knowledge is important for their understanding of the relationship of cause and effect. Students practice map skills, read timelines, and research famous people and events using selected Internet sites. They participate in related field trips, enjoy guest speakers, and use hands-on activities such as reenactments that include period food, music and dress, in order to add to their understanding of the past in such a way that they are able "step back in time."

AMERICAN HISTORY II

Grade 11:

The junior historical theme for the year focuses on "Opportunities," especially those that presented themselves after World War I and lasted until the end of World War II. This theme is supported within the entire junior curriculum. ELA classes throughout the year help to augment each historical era by having students read thematic novels and engage in specialized writing projects. Three eras are studied: the "Age of Jazz," "The Great Depression," and "World War II." Students also learn about each era's music which depicts the political emotions of these time periods - the development of jazz, the influence of Woodie Guthrie's life and his music, and the war-time age of swing. Hands-on activities and field trips help bring these periods to life, as students participate in experiences similar to those of people who lived during those years.

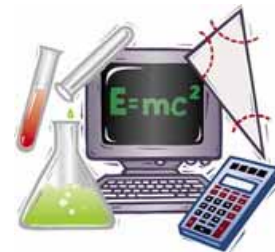
WORLD HISTORY II

Grade 12:

This course assists students in their senior year at Riverview to prepare for a transition to the next phase in their lives. They study three main time periods of "Transition" for the world: "The Industrial Revolution," "Turn-of-the-Century Immigration," and "Contemporary Struggles." They also learn about places in the world today that are going through major changes. Using selected texts, Internet sites, and photo journals, students gather factual information and begin to focus on human rights. They examine various perspectives of each period studied as it relates to human rights and to transition at that time. Hands-on activities and associated field trips engage students and help them gain a greater understanding of what it was like to have lived during earlier time periods or in other parts of the world. Map skills are emphasized during this unit of study to help students visualize other countries and where they are located in relation to the United States. Throughout their study of "Contemporary Struggles," students focus on countries presently in the news and are able to employ all of their senses using the following aids: excerpts from videos and documentaries, ethnic meals, how people dress, and what traditions they follow, in order to make informed decisions about world issues as well as to insure that these classroom experiences are educational, meaningful, and memorable for today's student citizens.



SCIENCE OVERVIEW



Education is not just learning the facts of science but learning why they matter and how to apply them ethically.

Tammy Drennan

Today students need to become aware of the world in ways that encourage conservation, cultivation, and cooperation. Science classes at Riverview School reflect this. Middle school students begin their scientific journeys by first exploring the natural world of Cape Cod. As they progress, they discover a world beyond local confines, one that includes oceans, continents, other cultures, and outer space. Students also examine many grave concerns for future generations, the consequences of not protecting our environment now, and ways that they may actively participate in the care of the Earth.

One approach to learning about science and solving dilemmas is the use of the scientific method. Students apply this to investigations of ecosystems and the study of living things. Another approach is a hands-on curriculum using cooperative learning which fosters researching information, discerning needs, and suggesting solutions through teamwork. Students also use technology and related subject areas to ascertain various situations and phenomena that occur or have occurred on Earth. In addition, they participate in field trips, explore global needs and concerns, and make use of laboratory tools and equipment. Finally, the students turn their focus inward as they study the science of the human body.

OCEANOGRAPHY

Grade 6, 7, 8:

In this course, middle school students spend their year engaged in integrated thematic studies of “Journey at Sea” and “Journey through Cape Cod” projects. Science exploration includes a broad study of animals, which then is narrowed to sea animals and their homes in the four oceans. Specific attention is paid to sea creatures that dwell in or near the waters surrounding Cape Cod. One specific area of study includes mollusks, with a focus on clams. Students learn about the habitats, the tides, and the industry of clamming. Following this unit, students study whales and plankton. Middle school scientists use the scientific method (hypothesize, observe, collect data, and draw conclusions) as they investigate ecosystems and food webs. They also study weather from New England to the Caribbean. As part of this unit, they examine natural disasters involving flooding, wind damage, and other weather-related catastrophes. In addition, this course includes related field trips and ties in with the students’ study of literature. Throughout the year, students make use of interactive web quests, participate in hands-on projects, and conduct experiments using a variety of laboratory tools.

EARTH AND SPACE SCIENCE

Grade 9:

In this course, students study the origin, structure, and physical phenomena of the Earth and the universe. Studies include concepts in geology, meteorology, oceanography, and astronomy. Students gain sophistication and experience using models, satellite images, and maps to represent and interpret processes and features of the Earth and its solar system. Specific topics studied are Earth’s materials (rocks, soil and water), weather (the sun as a source of light and heat), periodic phenomena, and the Earth’s history. In addition, students discuss, discover, and try to decide issues that affect us all, including how best to harness and preserve its natural resources. Students also take advantage of local natural and man-made features outside the classroom setting, such as the Atlantic Ocean, the Cape Cod Canal, the Cape Cod Museum of Natural History, and nearby tidal flats and marshlands.

BIOLOGY I

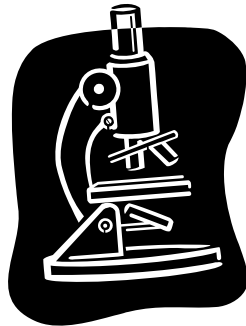
Grade 10:

This course uses instruction as a means of providing opportunities for students to learn and apply the steps of the scientific method. The intent is that students will be able to solve problems they encounter in everyday life. Initially, sophomores study the basis of life which includes the structure and function of the cell. In addition, they discover that all basic life functions are similar to those of cells, and by examining cells, they can learn about the functions of all living things. Students also use models and lab activities, including the microscope to view cells, which are the units of life. They also study the diversity of living things. They are introduced to the plant and animal kingdoms and are exposed to the many differences represented by various animal and plant species with which they share the Earth. Students then are introduced to the structure and function of the human body. They learn about many of the organs, organ systems, and their specific functions. Finally, they study current developments in science and technology. An important part of this course involves an eight-week curriculum introducing human sexuality.

BIOLOGY II

Grade 11:

Students continue the practice and application of the scientific method in order to solve problems. As expected, they deal with content that is more advanced than that of previous years. In addition to a more in-depth study of the systems of the human body, students also study current developments in science and technology. Topics include such things as infectious disease, immunology, and chromosomes, as well as DNA and genetics. Part of this course involves an eight-week curriculum reviewing and expanding the students' knowledge of human sexuality.



ELECTIVES/ENRICHMENT OVERVIEW



"Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."
Albert Einstein

At Riverview School, education is dedicated to developing the whole person, tapping creativity, and fostering a desire to learn. Therefore, in addition to a rigorous schedule of academics, we offer students opportunities to discover new things, to engage in hands-on activities, to practice and improve their ability to use technology, to hone skills they already have and develop new ones, to give back to the community through volunteerism, and to participate in visual, musical, and dramatic arts. It is during elective and enrichment classes that students are able to demonstrate curiosity, creativity, imagination, physical energy, mental exercise, an appreciation of the arts. Through participation, students are able to discover and augment hobbies and interests which will remain important in the years ahead and may even become part of their future vocations.

VISUAL ARTS

Grades 6, 7, 8, 9, 10, 11, 12:

This course provides students with experiences that enhance their perceptual awareness, visual discrimination, and fine motor skills. In an artistic and inventive environment, students create and respond to art through a sequence of lessons adapted to their particular interests and abilities. The course emphasizes hands-on participatory learning through studio experiences in such things as drawing, painting, design, and sculpture.

ART EXPLORATION

Grades 6, 7, 8, 9, 10, 11, 12:

In this course, the focus is on inspiration. Students express their imagination, emotion, and intelligence through aesthetic exploration. They develop and learn the fundamentals of techniques as well as hands-on use of materials. In addition, the structure of this course is linked to traditional "fine arts" and covers the following areas of education: figure drawing, perspective, design, color theory, special relationships, painting, sculpture and digital art programs. Within the interactive instruction, sub-topics include the purpose of art, art history, constructive criticism, and the magic of art. In addition, the course allows for flexibility within assignments, which appeals to students' strengths, abilities, and creative expressions.

ART ENRICHMENT

GROW Phases I, II, III:

This course allows students to apply both imagination and rational thinking to the making of art. They demonstrate their own style and have the opportunity to explain their artistic intent. They portray emotions and personality, using memory, recollection, imagination, and/or reflection. Students also use a variety of materials and techniques in order to produce visual effects. They make reasonable choices of materials and a variety of techniques to achieve desired effects for a specific project. They learn about form and color, as they create two and three-dimensional art. In addition, students present work publicly with confidence, pride, and distinction. During this course, they create and choose a body of work they want to display. Then they plan and prepare how their work will be displayed. As a result, students increase

competence and confidence in their self-expression. Finally, students examine ways the arts contribute to contemporary life. They recognize similarities and differences in various pieces of art, articulate personal responses to subject matter, materials, and techniques, recognize the concept of design and how it is used in the real world, and appreciate artistic expression and the ways art enriches their lives.

COMPUTERS AND TECHNOLOGY

Grades 6, 7, 8, 9, 10, 11, 12:

This course provides students with the use of a computer lab where, with practice, students work to improve their keyboarding skills. Using the *UltraKey* software, students complete daily practice routines which challenge them to use touch-typing skills; progress is tracked through the use of weekly assessments. *Microsoft Office* is used for a variety of projects. Examples include developing a résumé and writing friendly and business letters in the word processing program, *Word*, compiling information for a *PowerPoint* presentation, and using *Publisher* to organize and display information. Students learn to access information on the Internet, using the latest technology. They also access their e-mail accounts and learn to maintain contacts, a calendar, and groups through regular correspondence with friends, family, and staff.

COMPUTER LITERACY

GROW Phases I, II, III:

In this course, students demonstrate basic computer skills in order to use software programs and navigate the Internet. First, they demonstrate basic computer skills, including keyboarding, use of the mouse, creating, editing, and saving documents, as well as accessing their e-mail accounts on a regular basis. Then, they use a variety of computer programs, depending on their goals or needs. Demonstrating an understanding of Internet safety, they familiarize themselves with various websites in order to research information and discover new things. After they become comfortable using computers, they are afforded opportunities for more advanced activities that involve presentations, publishing, and photography.

DRAMA

Grades 6, 7, 8, 9, 10, 11, 12:

In this course, students explore the basic skills of acting and performing. This includes the following components: improvisation, character building, stage movement, and facial expression. Here, there are many opportunities for students to practice theatrical skills. They participate in creative, staged and theatrical games and activities which are aimed at improving the students' acting ability and helping them develop their "actors' tool kits." In addition, they have the actual experience of live performances in skits, scenes, and/or short plays.



PERFORMING ARTS

GROW Phases I, II, III:

In this course, students discover their own “inner thespian.” They examine acting and performing as art forms and as practical means of communication. Students are afforded many opportunities to improvise and “become” a character, using facial expression as well as voice tone, volume and emotion. They also study stagecraft and movement as it applies to dramatic presentations. In addition, students develop basic acting skills by their involvement in creative games and activities which are aimed at helping them overcome stage fright and deliver a performance which might include their own interpretation of scenes and short plays.

INDUSTRIAL ARTS

Grades 6, 7, 8, 9, 10, 11, 12:

This course offers diversity. Here, students discover a wide variety of units of study to spark their interest. As expected, students engage in many hands-on activities, ranging from woodworking, stained glass, and home maintenance. In addition, there are other units that intrigue students. These include the design and layout of the yearbook, photography, and rocketry. The emphasis of this course is on developing appropriate work habits and demonstrating skill using tools and materials. Cooperative learning and achieving one’s personal best are also stressed. Having taken this course, students may wish to pursue a particular area as a hobby or as a career.

INDUSTRIAL ARTS AND BEYOND

GROW Phases I, II, III:

This is an important course for GROW students who are looking ahead for possible vocations and avocations. Industrial Arts offers opportunities that engage students in practical and applied activities. These include woodworking and building projects, creating stained glass, learning about home maintenance, using photography in everyday life, and studying rocketry. Here, students develop safe and thoughtful work habits; they practice and hone their ability to utilize tools and materials with appropriate care. They apply their knowledge and skill toward completing assignments that are creative, practical, and often long-lasting. Emphasis is placed on developing interests that may develop into future hobbies or careers as well as preparing them for independent living.

MATH WORKSHOP

GROW Phases I, II, III:

The primary goal of this course is to provide students with a firm grasp of basic math concepts and the ability to apply these skills to everyday life. For that reason, they begin by practicing the various mathematical functions of adding, subtracting, multiplying, and dividing in order to gain accuracy and efficiency. They demonstrate an understanding of decimals and fractions and identify and generate equivalent forms of common decimals and fractions. Students also learn to select and use appropriate functions/operations to solve word problems. Finally, they use all their math skills in order to demonstrate their knowledge about using and managing money, thereby applying mathematics to real-life situations.

PHYSICAL EDUCATION

Grades 6, 7, 8, 9, 10, 11, 12:

The physical education program at Riverview is made up of a variety of components and is offered weekly to all students.

Physical Fitness: In this course, students complete a comprehensive fitness assessment in order to determine their current physical fitness levels. They then work towards developing areas that need improvement throughout the year. Some of these areas include cardiovascular endurance, strength training, and flexibility activities. At the close of the year, students are given a post-assessment in order to demonstrate improved areas.

Polar Physical Education: With the assistance of heart rate monitors and by repeated practice, students acquire and refine a variety of manipulative, loco-motor and non-loco-motor movement skills. Most importantly, students learn the principles of training and conditioning, realizing the importance of regular exercise. The goal of this course is that students apply the concepts of wellness to their personal lives.

Sports Skills: Students have an opportunity to enhance their level of physical fitness and participate in various sports and activities designed to strengthen cooperative skills and individual growth. Good sportsmanship and team play are the main focus of these activities, rather than the level of individual performance. During each class, there is an introduction where specific skills are discussed and often demonstrated. Following this, students enjoy a period of modified game play in order to implement skills learned.

Project Adventure: Project Adventure is an exciting and important component of the physical education program and serves as a means of involving students at every level. Cornerstones include: "Full Value Contract," "Challenge by Choice," and "Experiential Learning Cycle." Students participate in games; trust initiatives, and problem-solving activities in order to improve social skills, teamwork, and self-confidence.

RECREATIONAL FITNESS:

GROW Phases I, II, III:

Students in the GROW Program participate in individual and/or team activities in order to promote personal health and fitness. Activities are geared toward developing an active lifestyle and promote lifetime fitness. Some of the recreational fitness activities students participate in are as follows: basketball, volleyball, pickle ball, tennis, walking, jogging, and fitness. After completing this course, students are eligible to receive the Presidential Active Lifestyle Award at the end of the semester.

SEXUALITY EDUCATION ("411")

Grades 9, 10, 11, 12, and GROW Phases I, II, III:

Riverview School's sexuality education program provides information about human development, relationships, personal skills, sexual behavior, and sexual health, within the context of our society and culture. While all freshman, sophomore, junior, senior and GROW students are offered the opportunity to participate in this program, parents who choose to provide this instruction themselves have the option of not enrolling their children in this program.

Concepts and materials are modified as needed to accommodate developmental levels and learning styles of each student. The class is modeled on the OWL Program (Our Whole Lives)

and is taught by a male/female co-facilitation team. A large focus of the class for older students involves the “Riverview Steps for a Healthy Relationship,” which outline the steps and stages of relationships: acquaintance, friend, dating, commitment, marriage, and the levels of intimacy associated with each of these.

WRITING WORKSHOP

GROW Phases I, II, III:

This course is meant to supplement and enrich proficiency and appreciation for the written word. Here, students demonstrate writing skills and produce a body of written work to share with others. There are several areas of writing that are emphasized. First of all, students practice writing with a clear focus, coherent organization, and sufficient detail. They also learn to write for different audiences and purposes. Once they have their thoughts on paper or computer, they review, edit, and revise their pieces of writing, demonstrating an understanding of Standard English. Finally, they create a body of work that includes various types of writing that they can share with classmates in order to engage in a self-evaluation process.



VOCATIONAL OVERVIEW



*"My object in living is to unite
My avocation and my vocation
As my two eyes make one in sight"*

Robert Frost

Riverview School serves its students with caring, teaching and learning. However, our long term goal is that students learn to depend on themselves, that they become confident and competent, and that they grow as individuals, reaching their full potential. It is the school's belief that all students need exposure to a variety of career possibilities in order to increase their awareness and enable them to make appropriate vocational choices. Individuals with disabilities often lack the necessary exposure to and experience in the world of work, and as a result, are unable to identify appropriate occupational goals. Therefore, it is essential that Riverview students be provided with ample opportunities to participate in activities that will increase their knowledge and experience in this important area of development. This begins in the secondary school and continues at GROW where students learn to give back and "pay it forward" through Community Service Learning. In addition, vocational education is a cornerstone of the GROW Program where students learn and practice job skills, train for employment, and obtain both on and off-campus internships and jobs as appropriate to individual skills and needs. These real-world experiences prepare students for the work force and assure that they meet the future armed with living and learning skills and the self-reliance to use these to live full and meaningful lives.

COMMUNITY SERVICE

Grade 11:

Completing Junior Community Projects, students gain knowledge and life skills while participating in the field of human services. They attend project sessions to learn about issues involved in elderly care, early pre-school child-care, and providing for those in need. Each term students volunteer at thrift shops, pre-schools, nursing homes, and homeless shelters. They also support various Riverview community projects which include participating in beach clean-ups, on-campus recycling, visiting local reprocessing centers, and learning about SecondView, the GROW thrift shop.

INTEGRATED VOCATIONAL EXPERIENCES

Grade 12:

Seniors are provided ongoing information about careers and employment opportunities as well as opportunities to reinforce vocational skills. They examine their strengths, challenges, and interests and match these with various careers, while determining what makes a good employee and what are the necessary interpersonal skills for the work place. They also differentiate between vocations and avocations and examine examples of each. In addition, students create a five-year plan, which includes a thorough and well-considered vocational component. Students also participate in the annual GROW Job Fair and a Project Forward visit in order to investigate future possibilities. Finally, students have the opportunity to apply for and procure on-campus positions as appropriate and as they become available.

COMMUNITY WORK EXPERIENCE

GROW Phases I, II, III:

This course offers GROW students opportunities to participate in service learning projects and/or engage in volunteerism in order to enhance basic employment skills while developing a sense of community and fellowship. Students investigate and organize opportunities for community involvement and awareness. They participate in vocational training and enhance their work skills in a variety of area settings working with or on behalf of people in need of assistance. In addition, they demonstrate responsibility and a best-practices approach which help them develop self-esteem by “giving back” to their community. While engaged in the CWE course, students often discover vocational areas of interest and a sense of pride and accomplishment in a job well done and greatly appreciated.

WORK EXPERIENCE

GROW Phases I, II, III:

Through their participation in the three phases of GROW, students gain first-hand practice within a variety of employment settings and learn the tasks required and skills associated with a number of different jobs. All phases of career awareness in GROW emphasize the development of a good work ethic which is critical to vocational success. Exposure to a variety of careers also serves to increase student awareness of personal interests and talents.

Phase III is the culmination of Vocational Education at Riverview. The emphasis is on students' obtaining and maintaining an internship in the community. They must present a neat and clean appearance, display a positive attitude, listen and follow directions. They must also follow a schedule and sustain a routine, demonstrate behavior appropriate to a particular workplace, perform productively, taking pride in their work while giving their best effort. In addition, students must demonstrate endurance, punctuality, and independence in the workplace, demonstrate self-initiative while on the job, and ask for help or clarification about a job when necessary.

GROW's approach to instruction in this area is one that is individualized and student-centered. All of our young adults have unique sets of needs which must be closely considered by the trans-disciplinary team or instructors and coaches. This group carefully considers each student's strengths, interests, and abilities, tailoring vocational opportunities to most closely match an individual's needs and challenges. This customized approach is essential to the development of marketable skills, understanding career requirements, and progression within the program. Because the future success of students in the world of work is highly dependent on the exposure and experience that takes place during these formative years, every effort is made to place students in internships which offer them a comfortable, positive and challenging setting.

In addition, throughout school-to-work experiences, job coaching is provided as needed, with the understanding that over time, all students will demonstrate greater independence and competency in the workplace.



COLLEGE EXPERIENCE

GROW Phases I, II, III:

Post-secondary students have the opportunity to attend Project Forward, a school-to-work transition program at Cape Cod Community College. The curriculum is designed so that students build vocational competencies for increased independent living, develop communication proficiency, improve self-awareness and self-advocacy, relate to others in constructive ways, and demonstrate a motivated and responsible attitude toward work.

Through hands-on, experiential learning and work experience, students gain a broad-based repertoire of skills for employment, which is the focus of the first year's exploratory component. In the second year, students select an area of concentration and participate in a cooperative work experience for the purpose of learning through training. Although primarily designed as a two year program, many students choose to attend Project Forward for a third year, selecting an additional area of study.

It should be noted that the Project Forward Program is optional and requires a separate application process. GROW students may be admitted if they meet Cape Cod Community College's entrance criteria. Should a family decide not to avail themselves of this opportunity, Riverview provides individualized classes focusing on continued academic, vocational and social development.

In addition to Project Forward, students may also take mainstream courses at the college if appropriate and if they meet the entrance criteria.



TRANSITION OVERVIEW



“Through learning we re-create ourselves. Through learning we become able to do something we were never able to do.”

Peter Senge
The Learning School

At Riverview School, we are ceaselessly forward-looking in our approach. It is important for students to develop academic, social, and personal skills and competencies. It is also important for them to prepare for the future and life after Riverview. In order to do this, they must understand who they are. They need to examine the concept of permanence and have a realistic picture of their strengths, challenges, and strategies for meeting and successfully overcoming obstacles they will encounter as adults. While there are many opportunities for students to learn these things in the classroom, dorm, and community, one particularly effective means of examining and questioning their future goals lies in their participation in Junior, Senior and the four GROW Seminars; the latter includes: 411 (Human Sexuality), Health and Wellness, Looking in the Mirror, and Vocational Awareness. Here, students are able to voice questions, learn important communication skills, and make personal determinations about themselves. The purpose of these seminars is to allow them to discover their own answers and to find support and confidence sharing common concerns with peers. Most of all, it is important that students understand that questioning, like learning, is a lifelong endeavor and one that will help them make many future transitions. In addition, as part of the transitioning process, high school students participate in theme-related field trips while GROW students take a more expeditionary route. The goal of Travel Training is to foster independence and provide opportunities to generalize concepts learned in the classroom to real life situations.

JUNIOR SEMINAR

Grade 11:

This course is devoted to helping students learn about themselves and prepare for the future. One goal of this once-a-week class is to help students discuss and decide how to become better organized, including managing academic materials and personal calendars. Other objectives include helping students recognize and compensate for learning differences, apply social and interpersonal skills, and research opportunities beyond high school. Students complete a self assessment of their interest levels in order to assist them as they learn about themselves, their disabilities, strengths and personal goals. Another area of study in this course is a “Comprehensive Interview Skills Unit,” where students have the opportunity to prepare for and practice a job or college interview. After analyzing taped interviews of former seniors, students are videotaped and then able to critique their own performance during a one-to-one conference with the teacher. In addition, they visit the GROW campus and Cape Cod Community College’s Project Forward Program to explore various possibilities and post-secondary programs available to them.

SENIOR SEMINAR

Grade 12:

This course addresses pre-vocational skills including interviewing and writing applications, as well as personal skills including self-awareness and self-advocacy. In the fall, all seniors explore specific learning disabilities and increase an awareness of their own areas of strengths and challenges. In addition, students work on understanding and advocating for the accommodations they require for success in both academic and vocational settings. They begin to investigate and develop ideas for a five-year plan that addresses four major areas: educational, vocational, residential and social. Students also review interview techniques in preparation for job or college interviews. In the winter and early spring, students explore various “hot topics” of interest to young adults, form opinions, and participate in classroom debates. In addition, during an eight-week segment of this course, students study human sexuality, including examining “steps to healthy relationships.”

TRANSITIONAL SEMINAR

HEALTH AND WELLNESS

GROW Phases I, II, III:

In this course, students develop strategies for maintaining personal health and wellness as part of future independent living. They make decisions about hygiene and other responsibilities they need to complete on a daily basis. They also learn common first-aid measures, determine the seriousness of a given health issue, and recognize their own medications as well as those typically used for common illnesses. Students examine safety issues in their home and school environments. They discuss food and proper nutrition and explore ways of improving fitness on a personal level and making it part of their routine. The main focus of this course is that students learn that personal wellness is a lifelong goal and recognize the importance of maintaining a healthy lifestyle.

TRANSITIONAL SEMINAR

VOCATIONAL AWARENESS

GROW Phases I, II, III:

In this course, students develop preliminary skills for seeking employment. They create personal lists of strengths, challenges, and interests related to the world of work. Students also identify skills that employers look for. They answer sample interview questions, demonstrating and maintaining appropriate eye contact and body language. In addition, they identify various job positions and related responsibilities, listing the skills required for each. Students use the classroom as a forum to raise concerns and relate their own job experiences; they participate in a series of simulated activities in order to demonstrate various employment skills. While learning about typical application forms, professional résumés, and effective interview techniques, students also investigate strategies for improving their own work ethic.

TRANSITIONAL SEMINAR

411 (HUMAN SEXUALITY)

GROW Phases I, II, III:

In this course, students gain knowledge, values and skills needed to lead sexually-healthy and responsible lives. They identify and define terms related to sexuality. They describe the basic process of reproduction in both males and females. Because this is a seminar, students are afforded many opportunities to discuss sexuality and related issues. Given various scenarios, they identify “red flag” behaviors and determine whether an action is safe or unsafe. Students place the steps and stages of a relationship in a reasonable and progressive order. Finally, they complete a basic sexual knowledge review to determine their understanding of the topic of human sexuality and its importance in their lives as they move toward maturity and independence.

TRANSITIONAL SEMINAR

LOOKING IN THE MIRROR

GROW Phases I, II, III:

In this course, students increase personal awareness, develop strategies for growth, and improve self-acceptance. They begin by listing their learning strengths and challenges. They also identify personal coping strategies they use or might use when faced with a problem or during an uncomfortable social situation. In addition, students learn which

questions to ask and what information they need in order to make wise decisions. During class discussions, students articulate and explain their strategies for self-advocacy in school, at the work place, and in social settings. At the conclusion of this course, students are more aware of who they are; they are also better able to identify their abilities and disabilities, give examples of reasonable and effective decision making, offer and use a variety of coping skills, and list a few personal aspirations, looking not only in the mirror, but also looking toward the future.

TRAVEL TRAINING

GROW Phases I, II, III:

In this practicum course, students learn to navigate their community safely and wisely. Generalized skills include using maps, understanding reference points, giving and following directions, identifying familiar landmarks, reading time schedules, and making plans for travel and social outings. They begin by traveling in small groups, learning how to react to emergency situations and how to conduct themselves with composure and control in the community. Once students' safety and comfort levels have been established, training expands to the use of more independent travel such as taxis and buses. Finally, students create and execute a planned activity in the community. This involves identifying the components of a plan: time, money, number of people involved, transportation, and necessary materials. They work with partners to create a trip that can be completed during the class schedule. They also plan and participate in an all-day end-of-the year outing applying all their travel skills while building their confidence and preparing for independent living.



THE RIVERVIEW PROMISE

Riverview School will provide students with an environment that is safe, secure, productive, nurturing and responsive to their individual needs.

Riverview will utilize the tenets of preventive discipline, which posit that the behavior of adolescents with learning disabilities can best be managed by creating and maintaining an environment that is structured, supportive and conducive to learning.

Riverview School is committed to establishing and maintaining effective, consistent, meaningful and respectful communication with the parents of our students.

Riverview School recognizes that our students are entitled to the experiences of a typical adolescent/young adult lifestyle.

Although Riverview School has no formalized religious affiliation, we recognize our responsibility to promote and foster the basic values that will contribute to the students' moral and ethical development.

