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**Educational Program**

**2016-2017 School Year**

**Mrs. Natae Penn Ms. Yvonne McClean**

***Curriculum and Instructional Coordinator*  *Principal***

**Educational Program**

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.3, the Academy shall implement, deliver, and support the educational program identified in this schedule.

**THE VISION STATEMENT**

Weston Preparatory Academy, in cooperation with the families and the surrounding community, dedicates itself to creating a universal culture of achievement, by instilling high expectations for all students and incorporating a challenging level of academic rigor. Weston Preparatory Academy places a strong emphasis on effective and efficient communication skills, analytical and problem solving skills, and proficiency in use of technology that will allow all students to have a competitive edge upon enrolling in a four year university, post secondary institution, or entering the global workforce.

**BELIEFS AND VALUES**

Weston Preparatory Academy Education Beliefs:

1. People want to succeed

2. Schools are for teaching and learning

3. All students can learn

4. Teachers facilitate learning

5. Success is measured by growth

Weston Preparatory Academy is guided by an instructional program designed to:

1. Prepare students to mature into adult roles that will lead them to become participating

members of society

2. Develop responsible and productive citizens

3. Establish life-long learners

4. Encourage students to problem-solve

5. Develop students to become effective communicators (oral and written)

**THE MISSION STATEMENT**

Weston Preparatory Academy will facilitate and encourage educators, family, community, and business partners to contribute to the education of our students utilizing academic skills, creativity, and technology through well-defined academic goals and behavior expectations which will lead to life-long learning and continuing education in order to become productive members of a peaceful global society.

**CURRICULUM PHILOSOPHY**

Through home and school collaboration, Weston Preparatory Academy (WPA) will successfully educate students so they can effectively, efficiently and successfully communicate (read, write and speak) and solve complex mathematical challenges. WPA’s curriculum places a strong emphasis on math and communication skills. All other subjects such as science, social studies, art, music, physical education and technology are supported by a solid foundation of literacy and mathematics.

**CORE CURRICULUM**

Weston Preparatory Academy provides a challenging and rigorous curriculum that is aligned to state standards and prepares students for the 21st century. Standards-based units of study have been designed to ensure that every student will achieve at high levels. Teachers are supported in their instructional responsibilities by way of professional development, use of best teaching practices, technology and assessment information. Classroom instruction is delivered through a variety of technological means and a variety of online programs. We use data to drive instruction and create focused and targeted small group instruction to meet the needs of all learners.

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**Curriculum Guide**

Weston Preparatory Academy’s curriculum has been aligned to the Common Core State standards. Through the use of resources, lesson plans, pacing guides, and common assessments, teachers are able to deliver high quality instruction. Teachers are trained to analyze student data and plan for individualized instruction.

**Assessments**

* Unit Assessments
* 2-8 Math
* 6-8 Science
* 6-8 Social Studies
* 6-8 English Language Arts (ELA)
* Pre/Post Assessments
* K-8 Math
* K-8 Writing
* MAP Test (Measure of Academic Progress)
* M-STEP (Michigan Student Test of Educational Progress)

**Pre/Post Assessments**

Students in grades K-8 are assessed in math at the beginning of the year based on their current grade level standards. The purpose of this pre-assessment is to determine student readiness for current grade level. This same test is used as a post-assessment at the end of the year to measure growth and determine individual success of math standards.

The elementary reading program provides a pre-assessment for students to determine reading placement.

Students are given a pre and post assessment in writing to measure student growth from the beginning of the year to the end of the year.

**MAP Test** (Measure of Academic Progress)

MAP is a computer-adaptive test that allows us to quickly pinpoint the proficiency level of our students in the area of reading, math, and language arts. This test is administered three times per year (fall, winter, spring). Student growth targets are based on their individual performance on the test. The goal at the end of the year is for each student to meet their growth target. A class average of 50% of students meeting growth targets is considered average performance.

**Math**

All of the math units and assessments are aligned to the Common Core State Standards. Students are assessed after every unit and the data from these units are used to pinpoint students’ strengths and weaknesses. Students are re-taught in small groups for intervention, and re-tested to ensure success. Some resources include: Go Math!, Everyday Mathematics, Prentice Hall Math.

**Reading**

The Success For All Reading program (K-5) is aligned to the Common Core State Standards. Students are assessed every eight weeks and placed into reading groups based on their reading level. Students receive 90 minutes of reading instruction daily. Students are tutored during the school day for intervention.

Middle school reading curriculum is aligned to the Common Core State Standards. Students are taught through novel-based units and are assessed after every unit.

**Science**

K-5 science curriculum is aligned to the Common Core State Standards and provides hands-on activities and experiments for students. Macmillan/McGraw-Hill's dynamic science program, Science: *A Closer Look*, offers students exciting and accessible standards-based lessons. Engaging activities promote curiosity and foster the development of science inquiry skills. Through a consistent and structured learning cycle, students confidently build upon their experiences to develop a lifelong understanding of science concepts.

Middle school science curriculum is aligned to the Michigan State Standards and students are assessed after every unit. Students are engaged in hands-on activities, experiments, and projects to enhance learning in physical, earth, and life sciences.

**Social Studies**

*Harcourt Social Studies* is a comprehensive K–5 curriculum solution designed to engage and motivate every student. Through the stories of the intriguing people, exciting places, and fascinating events that make social studies relevant to their lives, students gain a global perspective. They also learn the social studies themes and skills they need to become informed, participating citizens who consider diverse points-of-view, use critical thinking skills, and are active in their communities.

Completely aligned to the national standards, the program’s research-proven content provides rigor and depth in an easy-to-read, highly visual format that instantly connects with all types of learners. Reading Skill development and reinforcement organized around a Big Idea and What to Know Essential Questions is core to the pedagogy. Because students also learn through interaction, the engaging hands-on activities and technology explorations in the Harcourt Social Studies program provide the high-interest level tools to foster that connection.

**Grade 6:** Sixth grade students will explore the tools and mental constructs used by historians and geographers. They will develop an understanding of Ancient World History, Eras 1 – 3, of the Western Hemisphere and will study contemporary geography of the Western Hemisphere. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they will analyze an issue and propose a plan for the future. As part of the inquiry, they compose civic, persuasive essays using reasoned argument.

**Grade 7:** Seventh grade students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of Ancient World History, Eras 1 – 3, of the Eastern Hemisphere and will study contemporary geography of the Eastern Hemisphere. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they will analyze the issue and propose

a plan for the future. As part of the inquiry, they compose civic, persuasive essays using reasoned argument.

**Grade 8:** Eighth grade students continue their study of United States History from the writing of the Constitution through Reconstruction. Geographic, civics/government, and economics content is integrated within the historical context. Using significant content knowledge, research, and inquiry, the students analyze an issue and propose a plan for civic action. They develop reasoned arguments and write a persuasive civic essay addressing issues from the past within a historical context. Where appropriate, they make comparisons to relevant contemporary issues.

**Success For All Reading Program (SFA)**

Success for All is a whole-school reform strategy that features research-proven tools, cooperative learning to engage students and collaborative leadership for continuous improvement. SFA’s elementary programs combine a cooperative-learning framework with detailed lessons that guide effective instruction in critical academic and social skills. Lessons incorporate multimedia, puppet skits, and videos to support classroom instruction and keep students engaged. Interactive lessons are fully aligned to the Common Core State Standards.

**KinderCorner:** KinderCorner is a comprehensive kindergarten program based on research indicating that young children learn best when material is delivered holistically rather than in isolation. Using a thematic approach to learning, KinderCorner addresses all key developmental domains for early learners. KinderCorner helps children make sense of the world around them, fostering the development of children’s language, literacy, math, and interpersonal and self-help skills and science and social studies concepts.

KinderCorner consists of sixteen thematic units that are designed to relate to children’s lives, interests, and surroundings and introduce them to concepts that are then explored and reviewed through concrete, integrated, theme-related activities.

KinderCorner specifically targets language and literacy development through the discussion of thematic concepts to promote the children’s phonological awareness, phonemic awareness, and oral-language development. These activities include interactive story reading and storytelling, action songs and rhymes, and verbal guessing games. Each day, children choose learning labs and engage in reflection activities to promote their problem-solving skills. Students also read KinderCorner concepts-of-print books, which helps them to develop phonics and other reading-readiness skills.

**Reading Roots:** Reading Roots 4th Edition is a ninety-minute comprehensive program that targets the needs of beginning readers. Reading Roots is a research-based beginning-reading program that provides a strong base for successful reading through systematic phonics instruction supported by decodable stories, along with instruction in fluency and comprehension. Reading Roots also fosters students’ love of reading by providing rich literature experiences, extensive oral-language development, and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process. Students are assessed and regrouped according to their reading level every quarter to ensure that they receive the most focused instruction.

Reading Roots is built around forty-eight lessons. Separated into four levels, it supports concept development in oral-language development, phonemic awareness, phonics, word skills, fluency, and writing. Second and third grade nonreaders can be regrouped into Reading Roots classes.   
  
Reading Roots provides a strong base for successful reading due to its emphasis on systematic phonics instruction through FastTrack Phonics. This phonics instruction is supported by decodable stories and instruction in fluency and comprehension.

**Reading Wings:** Reading Wings 4th Edition is a research-based reading curriculum that provides ninety-minute daily lessons over a period of five days and targets the needs of students reading on a second- through sixth-grade level who have successfully learned to decode but need to develop more sophisticated reading skills.

To ensure that students become proficient readers, Reading Wings uses Success for All’s core instructional structures to target vocabulary development, reading comprehension, fluency, oral-language development, and written expression by providing students ample opportunities with both narrative and expository text.

Targeted Treasure Hunts, a key component of the Reading Wings program, provides instruction focused on targeted reading skills and strategies. All the instruction accompanying each five- or six-day lesson cycle centers around a narrative or expository trade book or basal selection, allowing for background building, specific and technical vocabulary development, utilization of targeted skills, team discussion, relevant writing activities, and assessment.

Reading Wings further supports reading comprehension through the Savvy Reader. The Savvy Reader provides intensive, engaging introductions to each of the four core comprehension strategies—clarifying, questioning, predicting, and summarizing. Additional Savvy Reader lessons provide comprehension strategy instruction throughout the year, and this instruction is reinforced through Targeted Treasure Hunts.

**Writing (K-8)**

Writing is taught using the Traits Writing program which is organized as a spiraled sequence of the writing traits and their 4 key qualities. Key qualities define the traits in detail and give concrete concepts for targeted writing instruction. The program is structured so that all the traits are covered systematically and intermittently throughout the year rather than covering one trait at a time. Nine Units, including a "Getting Started" unit at the beginning of the year and a "Wrapping Up" unit at year's end, ensure comprehensive, well-rounded instruction.

**Traits Writing Components:**

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|  | **Teaching Guide**  Contains focus lessons, mentor text lessons, warm-up activities, differentiated small-group activities, tips for managing independent writing, and much more.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Comments Book**  Contains 100 ”just-right” comments, correlated to the trait scoring guides. Write the comments on papers or use them in one-on-one conferences, small groups, and whole class lessons to inspire your students!   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Implementation Guide**  Explains the instructional model, the research behind it, and ideas for scheduling instruction and managing the classroom. It provides detailed guidelines for assessing writing using the trait scoring guides, converting scores to grades, keeping records, and reporting progress to parents.   |  |  |  |  | | --- | --- | --- | --- | |  | **Student Handbook**  Includes definitions of the traits and key qualities, worksheets, write-on pages, warm-up activities, “Think Abouts,” author previews, graphic organizers, tip sheets, publishing checklists, and other tools that support instruction.   |  |  | | --- | --- | |  | **Mentor Texts**  A collection of fiction and nonfiction books and “everyday texts” serve as models for teaching the key qualities of the traits. Books and Everyday Texts align to a lesson in the Teaching Guide and most are accompanied by a video of the writer who created it. | | | | |

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|  | **Sing-Along CD (K-2)**  Includes a wide variety of sing-along songs that help your youngest learners become familiar with each of the Traits and include both sing along and instrumental versions. |

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| --- | --- | --- | --- |
|  | **Trait Posters**  Cool and colorful posters, one for each trait, that remind students of key qualities to think about as they draft, revise, and edit their work. Each one showcases a "Trait Mate" from the Student Handbook.   |  |  | | --- | --- | |  | **Traitspace™**  Every program comes with access to Traitspace, a password protected, easy-to-navigate website that includes:   * Video interviews with authors of Mentor Texts * Student materials * Benchmark Papers & Assessment Tools * Record Keeping Forms and much more! |   **Physical Education (K-8)**  Physical education plays an important role of enhancing academic achievement. It is an essential element in the total school curriculum designed to educate the whole person. All students as individuals will gain knowledge by developing their skills, interest and abilities to their fullest potential. The Physical Education curriculum is a comprehensive program that is aligned to State Standards and structured through the use of pacing guides.  **Weston Preparatory PE Guidelines:**  The overview of the Physical Education program includes the physical, emotional and social benefits of an active lifestyle. |

**What We Believe**

**Vision and Mission**

The mission of the Physical Education Program is to teach students about health related fitness, physical competence in team and individual sports and provide opportunities for students to learn and participate in a variety of lifetime activities. The focus will be on leading a healthy lifestyle through a variety of lifetime activities and sports. A quality program will include the following indicators:

* Standards based instruction
* Developmentally appropriate activities
* Develops skill acquisition
* High level of engaged activity time
* Builds self esteem
* Aligned assessments
* Promotes safety, self respect
* Teaches sportsmanship
* Connects to other contents

**Health Education (K-8)**

The goal of the Health Education program at Weston Academy is to make sure that students have the knowledge and skills necessary to make healthy decisions. Curriculum is aligned to Michigan State Standards. These content expectations represent a vision for a relevant health education curriculum that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child’s school years and beyond.

The Michigan Model for Health™ is a comprehensive, skills-based health education curriculum that shares your goal of helping young people live happier and healthier lives.

This nationally recognized curriculum is research based, and aligned to standards. This means teachers who follow the easy-to-use, sequential lesson plans are meeting their instructional requirements, while at the same time building the knowledge and skills students need to be successful in school and in life.

Using a building-block approach to health education, the Michigan Model for Health™ addresses the major [youth health risk behaviors](http://www.cdc.gov/healthyyouth/yrbs/index.htm) at every grade level, with age-appropriate instructional activities.

**Michigan’s Health Education Content Standards:**

**1. Core Concepts** All students will apply health promotion and disease

prevention concepts and principles to personal, family

and community health issues.

**2. Access Information** All students will access valid health information and

appropriate health promoting products and services.

**3. Health Behaviors** All students will practice health enhancing behaviors and avoid

or reduce health risks.

**4. Influences**  All students will analyze the influence of family, peers, culture,

media, and technology on health.

**5. Goal Setting** All students will use goal setting skills to enhance health.

**6. Decision Making** All students will use decision-making skills to enhance health.

**7. Social Skills** All students will demonstrate effective interpersonal

communication and other social skills which enhance health.

**8. Advocacy**  All students will demonstrate advocacy skills for enhanced

personal , family, and community health.

**Music Education (K-8)**

The Music Education Curriculum contributes to a multi-disciplinary, interrelated school curriculum. While being engaged in music activities, students learn more than music content and skills. As with any creative endeavor, many thought processes, learning strategies, and ways to express one-self are refined and transferred to other aspect s of one’s life. Like other art forms, music offers unique experiences from which a better understanding of the world and of oneself can emerge. The performance of music is an integral part of any comprehensive music program. Students participate in a minimum of two performances each year and are assessed on performance and music content. The music curriculum is aligned to State Standards and organized by units and pacing guides.

**Art Education (K-8)**

Each Weston art student will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of civilizations and develop the skills to express personal artistic modes. Goal areas for fostering the creative potential, self-esteem and human empathy include:

a. understanding diversity and cultural heritages

b. gaining ability to express art in one medium with skill

c. accessing and using resources concerning art in social media, libraries and

museums

d. using aesthetic judgment and applying to works of art and self-created art.

e. developing the whole individual intellectually and emotionally

The content for the Weston elementary visual arts program emphasizes:

a. function, uses and applications of the visual arts past, present and future

b. development of the doing and making as part of the creative process

c. development of the personal preference and critical critique process judging

value

d. recognizing major achievements in art history and the modern-day

K Art Program creates a basis for all other elementary foundational visual art programs by reinforcing the early stages of kinesthetic delivery through simple scribbles that soon become named shapes, followed by more focused and realistic symbols. Basic art elements of line, shape, color, form, texture are introduced through varied projects. Pointing out the world and increasing observation is an important emphasis. Developing their personal schema representations is also emphasized.

1st and 2nd Grade Art Program continues with foundational principles of art and adds space, value, secondary color mixing and the principles of design (balance, emphasis, contrast, movement, pattern, rhythm, and unity). Emphasis is placed on developing “how things are supposed to look” as the student becomes interested in having depictions become more real. Exposure to varied media and experimentation with processes in art making is developed throughout the term. Learning how to use tools and supplies is added with all prior foundations. Projects are more multi-cultural with the beginnings of art history, specific artists and functions of specific works.

3rd and 4th Grade Art Program expands by focusing on recalled knowledge and increased expectations when using methods and combinations of media. With their increased motor control, projects are more detailed. Better craftsmanship and conceptual big ideas are introduced and expected to develop higher level thinking. Art history becomes a part of weekly routine and some homework may be given. Cross-curricular projects are introduced that scaffold math, science and social studies. Success in art which builds value toward individuality, skill, self-esteem and self-awareness are emphasized.

5th Grade Art Program re-introduces basic foundational principles in more depth now adding perspective, different techniques, mixed media concepts, and demands better craftsmanship and attention to detail. Group projects, outdoor and conceptual art may be introduced. Some independent study projects are developed and students with media preferences may establish a focus toward the end of the term.

MS Art Program focuses on more in-depth techniques, concepts and skills needed to create detailed projects and art pieces. Students learn about art history and build upon the foundational principles and skills learned at the elementary level.