

South Brunswick School District



Curriculum Guide for James Kimple Center

Parent Guide



District Mission

The South Brunswick School District will prepare students to be lifelong learners, critical thinkers, effective communicators and wise decision makers. This will be accomplished through the use of the New Jersey Core Curriculum Content Standards (NJCCCS) and/or the Common Core State Standards (CCSS) at all grade levels. The schools will maintain an environment that promotes intellectual challenge, creativity, social and emotional growth and the healthy physical development of each student.

~Adopted 8.22.11

Curriculum Aligned to NJ Core Curriculum Content Standards (NJCCCS) and Common Core State Standards (CCSS)

Board Approval of the James Kimple Center Program and Curriculum August 2016

This curriculum is approved for all regular education programs as specified and for adoption or adaptation by all programs including those for Special Education, English Language Learners, At-Risk Students and Gifted and Talented Students in accordance with Board of Education Policy.

Acknowledgments

Student and teacher materials for *The James Kimple Center* are available from the South Brunswick School District.

For more information or to acquire materials, contact:

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The James Kimple Center for Alternative Education is supported by the South Brunswick Board of Education with the approval of the New Jersey State Department of Education.

The James Kimple Center for Alternative Education

OVERVIEW

Mission

The James Kimple Center aims to help students successfully meet the high standards of South Brunswick High School's graduation requirements, to be prepared for further education, and to gain skills required for meaningful employment in a flexible yet structured environment.

Description

The James Kimple Center for Alternative Education is a program designed for students who have experienced difficulty being successful in the traditional high school setting. While adhering to the New Jersey Core Curriculum Content Standards of Education, The James Kimple Center offers students smaller class sizes, daily forty-five minute class periods for core subject areas, individualized instruction, and varied teaching strategies to address different learning styles.

Objectives

Through participation in this program, students will:

- become more motivated learners.
- improve their attendance.
- act in a socially responsible manner.
- develop a more positive attitude about themselves and others.
- involve parents in their education.

Who benefits from Alternative Education?

- Students who need to recover lost credit.
- Students who would benefit from shorter class meeting times.
- Students who require more individualized instruction.
- Students who would benefit from smaller class sizes.

PROGRAM STRUCTURE

The James Kimple Center offers the four core content subjects, English/Language Arts, Mathematics, Science, and Social Studies, and follows the New Jersey Core Curriculum Content Standards and the Common Core State Standards. Additionally, while students have the option of taking Physical Education (PE) and Health on the Main Campus, the Kimple Center also offers an alternative course PE course, which encompasses physical education, health, and character education. Students are also offered specific electives in the Kimple Center and still have the option of taking all other electives offered by South Brunswick High School at the Main Campus.

All courses are delivered with various teaching methods such as Differentiated Instruction, Understanding by Design, and Inter-Disciplinary Activities to meet the needs of various learning styles. A more intimate learning community is established by having sixty minute class periods and class sizes that average less than twelve students for the core content subjects. Various assessment methods are utilized such as participation, individual worksheet assignments, individual and group activities and projects, take-home reports, review games, unit assessments, and tests. In addition, alternative paths to credit attainment are available, such as earning credits through regular course work, work-study, on-line courses, Option II, Co-Op, etc. Students can also gain credit through a teacher-directed Independent Study.

The Kimple Center is co-administrated and overseen by the Chairperson of Intervention Services and the Assistant Principal for Student Services. A social worker works in a dedicated manner with the students in the program, providing individual and group counseling, family support, case management, crisis intervention, and can offer referrals when necessary. Kimple Center students also have a guidance counselor for all other needs.

Student Expectations

The core values of the program align with South Brunswick High School's values, which include honesty, kindness, respect, responsibility, and service. It is expected that students of the James Kimple Center follow the norms of the program.

- Demonstrate respect for people and property
- Be responsible for their own behavior and learning
- Use time and resources wisely and responsibly
- Dress appropriately for a safe and healthy high school setting
- Share responsibilities
- Express opinion and ideas in a respectful manner
- Meet attendance and academic requirements
- Be prompt in reporting to class

Delivery

The program is tailored to meet student needs including those within IEPs and 504 plans. Each student has an Individualized Program Plan (IPP), which addresses each student's achievement of the NJ Core Curriculum Content Standards. The plan includes support services, case management, and transitions services. Once in the program, students take a minimum of two courses (one block).

Individualized Program Plan (IPP)

Each IPP is developed individually and is based on past learning experiences, present interest and needs, and the future aspirations of each student. Each student's program

plan is geared toward meeting the 125-credit requirement of SBHS, the minimum standards on the HSPA, and proficiency on any end-of-course content exams mandated by the State. The IPP process begins the moment a student is accepted into the program. A representative of the Kimple staff meets with the applicant and their guidance counselor for the purpose of designing an IPP that includes attention to student interest, talents, and abilities. The IPP is updated annually.

The guidance counselor for the Kimple Center is involved in planning the student schedules, completing Naviance assessments, and planning post-high school options.

Classroom Management

The classroom atmosphere in each area of content is one of caring and concern. Students learn to trust themselves, their classmates, and their teachers. Smaller classes allow teachers to really get to know their students. Everyone is expected to attend classes, be punctual, participate in class activities, complete assignments, and receive passing grades. Although expectations are high, the atmosphere remains comfortable and relaxed. Ridiculing, teasing, and bullying of others is not tolerated. Students must respect the rights of others to learn. They also know that they will be treated with respect by their teachers. Classroom expectations are posted on large, laminated signs in each classroom.

Assessment

The program design also allows for the consistent evaluation of student progress. The staff works closely with each other to discuss all student matters. Decisions concerning a student's welfare can be adopted quickly and immediately. In addition, records on attendance, grade-point average, behavior and discipline are kept. Two parent conferences are held each year, however, any parent can request a conference whenever he/she feels one is needed or contact any staff member by phone or email whenever necessary. Other than the two scheduled conferences, staff members request meetings with parents as needs arise. All staff keep in contact with parents on a regular basis.

James Kimple Center Course of Studies

Students in JKC take coursework within the Center, in the Main Building, and as part of Option II. Therefore, the regular curriculum guides apply to this program.

The course of studies within the Center framework can include the following:

Mathematics

Elements of Algebra I

Elements of Geometry

Elements of Algebra II

Math Skills Lab

Science

Physical & Earth Science

Biology
Science & Society

English

English I-English II (A and B)
English III-English IV (A and B)
Communication (2-year course)

Social Studies

America Government
US History II
Global Studies

Physical Education/ Health

Alternative Physical Education/Health
Project Adventure

Financial Literacy

Personal Financial Management B

World Language

Spanish 1 and 2 B

Option II- JKC

Directed Independent Study

Electives for JKC

There are main building courses that are adapted for study in JKC. The offerings can vary.

Curriculum: Alternative Education Course Overviews

The Center teachers work from the District core curriculum in developing their long range, unit and daily plans, and make modifications and develop alternatives as per students' IPPs, interests and academic performance.

The following is an overview of the approach taken to each area of study.

JKC Social Studies Overview

Social Studies in the James Kimple Center covers all the essential elements of the traditional Social Studies courses, but it is delivered in a unique and personal manner. The goal is to learn from the people and events of the past and apply these lessons to daily life. The courses are geared to peak student interest and encourage student participation and ownership in the learning process. Compacted curriculum and a focus on interdisciplinary connections allow for an optimal learning environment. "You were

there” activities encourage students to place themselves in the shoes of those who experienced history and look at events and situations from a different perspective.

JKC Math Overview

The James Kimple Center currently offers four different math classes: Elements of Algebra I, Elements of Geometry, Elements of Algebra II, and Math Skills Lab. All the Elements courses follow the curricula used by the Math Department of South Brunswick High School but are modified to accommodate many different learning styles. Math Skills Lab is a class that covers a number of topics that include Algebra I, Geometry, and Algebra II. HSPA prep is included in all four classes. The small class sizes allow for a comfortable learning environment where students receive individualized attention from the teacher and are encouraged to work with other students in the class. Along with lecture and direct instruction, students also relate their work to real-world applications, work on individual and group activities and hands-on projects, and play different kinds of review games in which students can earn extra credit points.

JKC English Overview

While adhering to all CCSS, the English classes in the James Kimple Center focus on literacy throughout all the content areas. By offering English for 9th-10th graders, English for 11th-12th graders as well as a combination class (Communications), students are afforded the opportunity for success regardless of academic situation. The high interest selection of novels offers a unique alternative to the rudimentary canon of texts. This coupled with a small, student centered classroom environment, creates a great opportunity for student success in all facets of academic life. The goals include but are not limited to: HSPA prep, writing for the world of work, and becoming life-long readers.

JKC Science Overview

Due to several factors, the JKC science program is not offered in a lab environment, however some lab equipment such as microscopes is located in the classroom.

PES (Physical & Earth Science): This course follows the NJCCCS and the aligned textbook is used straight through, as well as the use of the accompanying workbook, enrichment book, and test generator. Units of Covalent and Ionic Bonding are eliminated, as are the topics of moles, molar masses, or Avogadro’s Number.

Biology: The NJCCCS and the District’s core curriculum are modified for this course. The anchor textbook is used as a reference. Many news articles and PowerPoint presentations along with worksheets, and activities that have relevance to the students are used instead. The curriculum is compacted and topics such as glycolysis/Kreb’s Cycle/electron transport are eliminated. Strong emphasis is placed on the human body systems, which is a meaningful, essential topic for the students.

Science, Technology and Society: While loosely based on the District’s curriculum and approach, this content has been very modified and shaped by the teacher. The curriculum

is focused around controversial topics in science that students should be informed about including the following units of study:

1. Marking Period 1 Topics: Abortion, The Death Penalty, Euthanasia, Genetic Engineering (cloning and stem cell research)
2. Marking Period 2 Topics: Top 3 Natural Causes of Death (heart disease, strokes, cancer), Natural Disasters (tsunami, earthquake, hurricane, tornado, and volcanoes)
3. Marking Period 3 Topics: Crime Scene Investigation, Space Exploration
4. Marking Period Topics: The Environment (Endangered Species, Alternative Energy, Global Warming), Negative Impacts of Technology

Option II- JKC Directed Independent Study

Similar to an independent study, this option is available for students enrolled in JKC who need a concentrated study in areas that are offered in SBHS. The study may be completed on-site, off-site, or online. A SBHS teacher provides direct supervision. For grades 10-12, Graded or Pass/Fail, listed in transcript, included in GPA, and assessment determined by Supervisor/Chair in the student's Individualized Program Plan (IPP).

JKC Career Awareness Overview

The Career Awareness course offered in the James Kimple Center follows the Careers of the 21st Century half-year curriculum used by South Brunswick High School but includes other topics to help prepare students for further education and/or meaningful employment after high school. Topics include research of different colleges and military opportunities, creating life plans, writing resumes, preparing for job interviews, and working on technical, management, and communication skills. The course allows students to meet many college representatives and military recruiters to discuss what can be offered to them. It is a project-based course that encourages students to seriously think about where they want to take their lives after high school. The course also allows the students to use this class as a time to research and explore how to reach their goals. The guidance counselor for the James Kimple Center also uses this class as a time to meet with students and discuss their plans for after high-school and allows them to use Naviance, a web-based tool that helps students research colleges, write resumes, and take personality tests to help students find fields they may be interested in.

JKC Spanish Communication & Culture Overview

The South Brunswick World Languages curriculum for JKC is based on the Spanish Curriculum and meets the objectives as stated in the NJ State Department of Education Core Curriculum Content Standards. Technology is embedded where meaningful, and cross-curricular connections are purposely and explicitly noted.

The focus of the acquisition of the Spanish language will be for students to understand, negotiate, and produce spoken and written language in a culturally authentic context while also developing an awareness and sensitivity to different peoples and perspectives. Students will be able to read, write, speak and understand with proficiencies commensurate to their development and length of study.

JKC Project Adventure Overview

The James Kimple Center students need to be health literate, especially in response to all the input they receive from the media and society. Our integrated curriculum—health education, physical education and character education-- is firmly based on the teaching of “wellness” which can be defined as a “way of life.” Our goal is to help students learn the lessons of wellness and to encourage them to take responsibility for their own health and fitness and to make informed choices about their character development now—and in the future.

The program goal it to build strong character within the students while building strong fitness habits and lifelong interests and skills that are good for both the body and the mind.

The integrated model permits students to follow an alternate path to the achievement of the graduation requirement for 5 credits annually of physical education, safety and health education. Entitled Project Adventure, this multidimensional program is designed to build students from the inside out. On alternating days in the A-B Cycle, students in the James Kimple Center take a half block of Character Education followed the next day by a half block of Physical/Health Education.

Curriculum for this course includes the Board-approved PROJECT ADVENTURE Curriculum Guide for Character, Health and Physical Education which is based on the NJCCCS for Physical, Health and Safety Education, the NJCCCS for Career and Life Skills, and the core values that are embedded in the District Code of Conduct as well as the High School’s character education approach.

Admissions Process:

The program is open to all sophomores, juniors and seniors. Enrollment is voluntary through an application process involving the student, the family, and acceptance by the James Kimple Center staff:

1. A guidance counselor or case manager requests an application packet from the Kimple Center. The counselor makes the decision to complete an application after discussing the program with the student, family, and other providers.
2. The Kimple Center social worker, after receiving an application, contacts the parent to arrange a meeting. This meeting consists of the student, parents, counselor/case manager, Kimple Center social worker, supervisor, and other involved parties. In this meeting, the student's grades, credits, behavior, and other

records are reviewed, as well as establishing the student's motivation to attend the program.

3. If the student is appropriate for the program, the schedule is immediately changed to reflect the new program.

Students tend to stay in the program for a minimum of one year, but may choose to continue in the program until they graduate. If a student chooses to exit the alternative program, the parent, counselor, and administrator would be involved in approving that decision. At times, a student may not be admitted back to the traditional high school setting. For instance, continued academic failure may hinder a student from returning to the traditional high school setting. If the student is classified, the case manager would determine whether a change in placement is appropriate.

History of the Program

The alternative program was originally created in 1984 and was given the name of Project Promise-- a center for children whose promise had yet to be recognized or realized. It was the brainchild of South Brunswick School District Superintendent, Dr. James Kimple. From its inception, the center was operated by a counselor and a four-teacher team and was located in the portable classrooms behind the original high school (now Crossroads South Middle School) on Major Road. This location provided a separate setting for alternative teaching while still affording students the opportunity to access resources and elective courses in the main high school building.

Historically, the program has been a small school within a school that afforded students an opportunity to learn in a non-traditional setting characterized by:

- ◆ A low student to staff ratio
- ◆ Instructional practices geared to meet the individual learning styles of students
- ◆ Community building activities
- ◆ Individualized Program Plans (IPPs)
- ◆ An experiential physical education and health program
- ◆ Individual and group counseling
- ◆ Tutoring and mentoring
- ◆ School-to-work experiences
- ◆ Option II opportunities such as enrollment in community college courses, online course, and individualized directed study activities.
- ◆ Community service opportunities

In 1997 South Brunswick opened its doors to a newly built high school on Ridge Road. Project Promise moved into a wing there designed specifically for the alternative program. In 2000, the name was changed to Alternative Center for Education (ACE) to symbolically re-emphasize the program's focus on "alternative education". Despite the

name change, the center continued to operate largely as described above. In 2004, the name was changed again to, “The James Kimple Center” in honor of its founder.

South Brunswick School District



DISTRICT APPENDIX

There are the various strands that cross content.

They have relevance to every curricular area and all grade levels.

The strands are interwoven into content and integrated into instruction.

They do not stand-alone.

A synopsis of each strand is included in this document.

**The full SBSB K-12 District Appendix, with detailed information about each strand,
can be found as a separate document.**

Topics

Teaching for the 21st Century

Educational Technology Standards

21st Century Life and Career Education Skills

Character Education

Differentiation

Understanding by Design (UbD): “Reader’s Digest” Version

Topic

**Teaching for the 21st Century:
What does this mean and how do you do it?**

Students need to gain skills that will enable them to learn on their own, think critically and creatively, and apply knowledge to new situations. An emphasis needs to be placed on problem solving, teamwork skills, global awareness, and proficiency in using technology. Students need to learn to collaborate and work on authentic problems that they will likely encounter in their future careers. This section will outline what this means and how you “teach” for the 21st century: Elementary, Middle and High.

**Tools for the 21st Century:
Life, Careers, and Digital Environments**

21st Century Life and Career Education Skills and Educational Technology Skills outline the NJ Core Curriculum Content Standards for these areas that align with PK-12 learning.

These standards are written into the curriculum documents for all areas of content—English Language Arts, Mathematics, Science, Social Studies, PE/Health Education, Visual Art, Music, World Language and Library-Media. They are integrated into curriculum and instruction in places where it is relevant and meaningful to do so, and in ways that enhance learning. You will see these integrations explicitly noted in the curriculum guides: Elementary, Middle and High.

**Character Education:
Safe and Caring Learning Communities**

South Brunswick takes an “approach” to character education that fosters the social, emotional and academic growth of each child. The intent is to create a safe and caring community while building life skills based on the five core values (CARES):

- C Cooperation
- A Assertion
- R Responsibility (and Respect)
- E Empathy
- S Self-Control

For over ten years, the K-5 teachers have been trained in and have followed the *Responsive Classroom (RC)* approach.

The middle school teachers have studied and/or been trained in the *Developmental Designs (DD)* approach to character education.

The high school approach has been named “Strive for Five” and includes an annual theme with related activities to bring Character Education to the forefront. There is always a service-learning project connected to the theme. In addition, the high school also follows the *Institute of Excellence and Ethics* (IEE) approach. The IEE approach allows for explicit teaching of Character Education through a series of multimedia lessons that are embedded into the students’ schedules.

Differentiation

Differentiation of instruction is a deliberate and conscious method of planning and teaching that provides multiple avenues of learning. It means different challenges to different students. It is characterized by strategies that use an assessment of each individual student for readiness, interest and learning style to modify instruction in three ways: by content, process and product.

In this document, there is a brief description of several approaches and methods that have long been utilized in South Brunswick to meet the differentiated needs of students within the classroom.

- Bloom’s Taxonomy
- Gardner’s Multiple Intelligences
- Learning Styles
- Inclusion Classrooms
- Kagan Cooperative Learning
- Principles of Differentiation

It is expected that classroom instruction will be differentiated. This expectation is predicated upon the belief or disposition that “all students can learn.”

Understanding by Design

For nearly two decades, the South Brunswick School District has held much value in the Understanding by Design (UbD) or Backward Design model of curriculum writing by Grant Wiggins. This model and the process of curriculum development, has been used in the district for many years. The curriculum template—which was recommended by the State of NJ and adopted/adapted by the District, includes elements of the UbD approach.)

You will note that in every curricular area, we begin with the end in mind (that is, the big idea). Enduring understandings, essential questions and performance assessments—all based on standards- - are used in the process of curriculum development.

With this being said, it is not only important to understand the process of UbD, but also how to implement curriculum designed in such a way.

A brief overview of how to use Understanding by Design in delivering curriculum is included in the Appendix.