LEARNING PREP SCHOOL



Program of Studies

Last modified September 2026

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Mission Statement

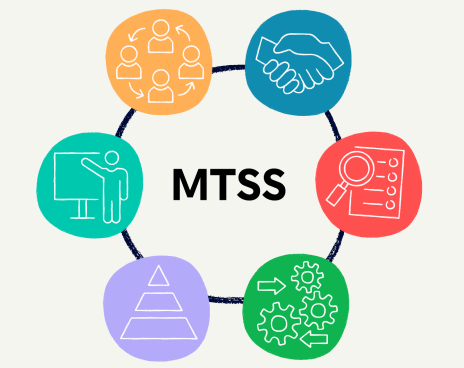
At Learning Prep School, our mission is our people.

Our mission is our families who seek a school where children with complex learning profiles rediscover the joy in education, find community, and thrive in a language-based program.

Our mission is our staff who are empowered to nurture the potential of each child through expert, data-informed instruction in academics, social communication, and practical skills with unwavering compassion and support.

Above all, our mission is our students who are seen and celebrated in the safe learning environment they deserve, where they build meaningful friendships through enriching social opportunities and gain the knowledge and confidence to lead happy, independent lives.

Program Wide Supports



MTSS (Multi-Tiered System of Support)

MTSS offers a comprehensive framework that ensures every student, regardless of their unique needs, receives the essential support to thrive both academically and socially. Our Universal MTSS Tier I supports are available to all students and focus on assessment, instruction, organization, and social-emotional development. For those who require additional challenge or targeted assistance, our MTSS Tier II supports are specifically designed to meet those needs. Meanwhile, Tier III provides intensive interventions for students who continue to face challenges despite the supports offered in Tiers I and II. By implementing this tiered system, educators are better equipped to address the diverse challenges our students encounter and pave the way for their success.

Thinking Maps®

Thinking Maps® are a visual language for thinking. Thinking Maps® recognizes eight different fundamental thinking skills and teachers eight different maps for students to learn. By linking these eight cognitive functions to a unique visual representation, the language of Thinking Maps® becomes a tool for supporting students. Learning Prep School is using Thinking Maps® through all content areas, therapies, and electives to provide a consistent visual language throughout the school to support students in reading, listening, speaking, and writing.



Assistive Technology

Assistive Technology (AT) is a product, system, or service that helps people with disabilities improve or maintain their functional capabilities. AT tools are compensatory in nature, not remedial. Tools can range from low tech (tinted plastic sheet) to high tech (online programs like Kami and Read&Write). They should be tied to the IEP goals as a means for obtaining the goals, not as the goal itself. AT services are available for all staff and students, coordinated by our AT specialist, both in and out of the classroom.

Social Thinking®

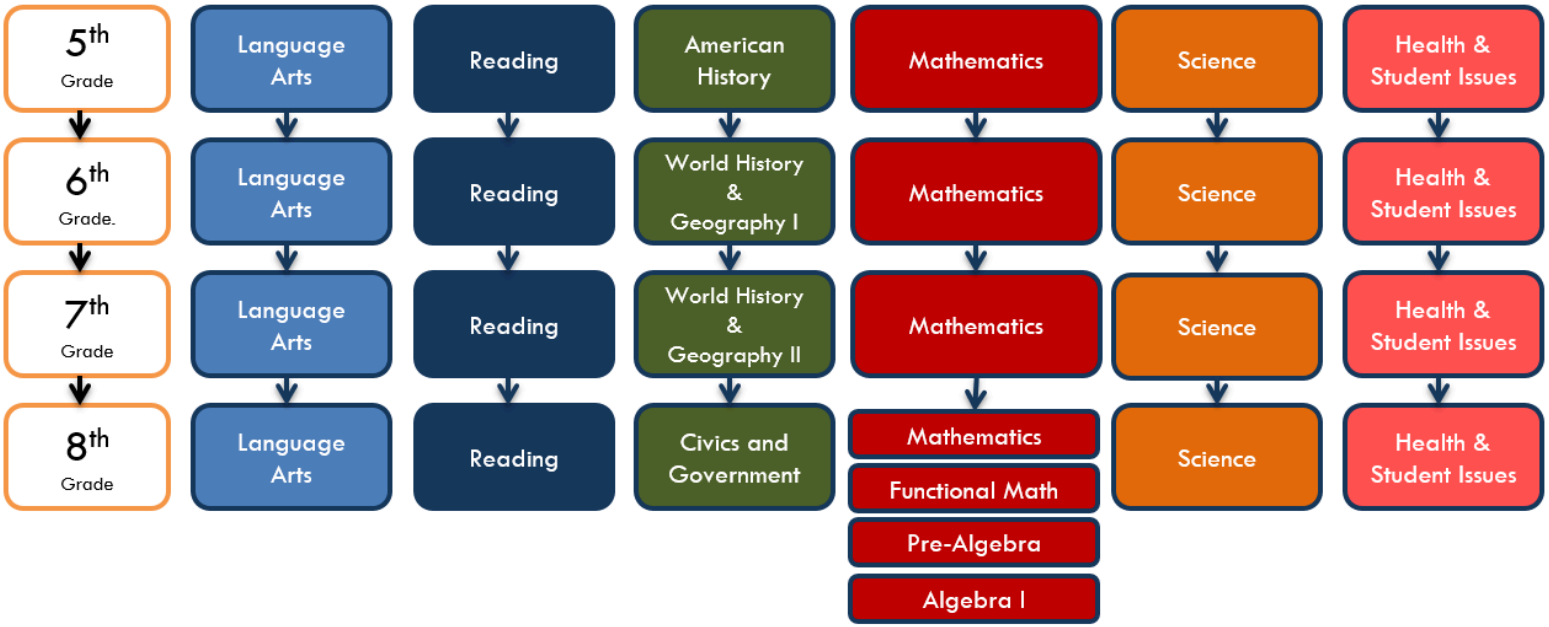
At Learning Prep School, we integrate the Social Thinking® methodology across all settings to break down complex social skills into manageable, easy-to-understand steps. Social Thinking concepts, along with related frameworks like the Zones of Regulation®, offer evidence-based strategies that support students in developing social-pragmatic skills, flexible thinking, self-regulation, and problem-solving abilities. These strategies empower students to work toward their personal social goals and navigate various social environments more effectively. Social competencies are explicitly taught through Counseling, Health and Student Issues, Speech, and Occupational Therapy, and are reinforced by academic and elective teachers in the classroom.

LEARNING PREP SCHOOL

Learning Prep Middle School



Academic Pathways
Middle School



Electives include:

- Art
- Horticulture
- Physical Education
- Food Services
- Technology and Design

- Speech Therapy
- Occupational Therapy, Work Center
- Counseling

Middle School English Language Arts Department

Scope	Sequence
The English Language Arts Department plays a vital role in helping students grow as readers and writers. Middle school students take both Reading and Language Arts as separate classes, which allows us to focus more closely on the specific skills they need. Students see their ELA teachers twice a day, so they get consistent support, strategies that work for their learning style, and encouragement along the way.	Students are thoughtfully placed in Reading Comprehension and Language Arts classes based on their individual learning profiles and performance levels. All students receive Reading Comprehension instruction at their instructional reading level to strengthen understanding and engagement with texts. Language Arts placement is guided by each student's decoding and encoding skills.
Framework Compliance	**Language-Based Approach**
While individualized education plans (IEPs) and student needs play a central role in shaping instruction, lessons are aligned with the Massachusetts Curriculum Frameworks to ensure standards-based learning. Students also take the MCAS ELA Exam each year.	Reading, writing, and the language skills that connect them are at the heart of instruction in these courses. Our language-based approach ensures that students build a strong foundation in literacy through explicit, structured teaching that supports their individual learning needs.

Course Descriptions

Reading Comprehension
Reading Comprehension is designed for students who benefit from explicit, scaffolded instruction in foundational reading skills. Aligned with the Massachusetts ELA and Literacy Frameworks, the curriculum emphasizes multisensory approaches to build comprehension, vocabulary, oral language, and critical thinking. Students engage with high-interest texts - primarily through read-alouds and supported independent practice - fostering active listening and a deeper understanding of key comprehension strategies such as identifying main ideas, sequencing, making inferences, and summarizing. Instructional methods include guided discussions, think-alouds, visual supports, Reader's Theater, and technology tools like audiobooks and interactive platforms, all aimed at strengthening literacy and sparking a love of reading.

Language Arts

Language Arts classes focus on the needs of the students, plus areas of concentration including:

Wilson
The Wilson Reading System (WRS) is a structured literacy program designed for students with dyslexia and other significant reading challenges. Grounded in explicit, multisensory instruction, Wilson provides a sequential approach to reading and spelling that targets phonological awareness, word recognition, fluency, and comprehension. It is important to note that the program's steps do not correspond to grade levels but instead reflect a progression of skills tailored to student needs.

Megawords
Megawords is a structured, multisensory program designed to build students' skills in reading, spelling, and understanding multisyllabic words. It provides systematic instruction in word structure, syllable division, and spelling patterns, helping students move from decoding individual word parts to using complete words in context. Organized in a progressive skill sequence, Megawords supports vocabulary growth through targeted exercises. Megawords is for students who are ready to expand beyond basic decoding into more advanced word study.

Worldly Wise
Wordly Wise is a program of study that builds vocabulary, reading comprehension, and writing skills through an explicit, structured approach. Using the Wordly Wise program, students engage in direct instruction, contextual reading, and multimodal activities that reinforce vocabulary through repetition and meaningful use. Instruction emphasizes word structure (prefixes, suffixes, and roots), context clues, and word relationships to help students decode unfamiliar words and deepen their understanding. Writing is supported through structured, vocabulary-rich assignments that encourage clarity and purpose. Worldly Wise is for students who have strong decoding skills and are ready to focus on vocabulary development and writing.

Middle School Math Department

Scope	Sequence
The Mathematics Department plays a vital role in helping students develop the mathematics skills they will need in their everyday lives. Middle School students are placed in math groups at their instructional levels, allowing them to learn and progress at an appropriate pace. Students have access to reference materials with visuals, formulas, and examples to increase their independence. Students are supported in developing their basic number sense; skills and concepts are taught in isolation and then as they are mastered, are embedded into higher level, multi-stepped problem solving.	Students are placed in their math classes at their instructional level based on informal assessments. Skills and concepts such as basic number sense, math fact fluency, calculation skills of whole numbers, decimals, fractions, and integers are all addressed. Important life skills such as application of money and time (clocks) are woven into the curriculum where needed at different math levels. Students receive instruction that meets their level of math understanding where it's at.
Framework Compliance	**Language-Based Approach**
Lessons are aligned with the Massachusetts Curriculum Frameworks to ensure standards-based learning. Individualized Education Plans (IEPs) and student needs also play a central role in shaping math instruction. Middle School students take the MCAS Math exam in grades five through eight as well.	The math department uses a language-based approach to ensure that students build a strong foundation in number sense through explicit, structured teaching that supports their individual learning needs.

Course Descriptions

Math - Number Worlds D
Students are working in the Number Worlds level D math curriculum. Students are given opportunities to work towards increasing their understanding in the following areas: Number Sense to 1,000, Addition, Subtraction, and Geometry and Measurement. Concepts are taught through interactive lessons using a variety of modalities, such as using hands-on manipulatives (when appropriate), paper/pencil, Smartboard, class discussions, and visuals. The Number Sense units include number patterns and whole number relationships, visualizing and constructing whole numbers, understanding the base-ten number system and place value, skip counting, and comparing whole numbers. The Addition and Subtraction units include fundamentals, as well as tools and strategies to use each operation to solve problem-solving activities and word problems. The Geometry and Measurement unit includes linear measurement, measurement tools, time measurement to the half hour and nearest five minutes, attributes of shapes, and graphs.

Math - Number Worlds E

Students are working in the Number Worlds level E math curriculum. Students are given opportunities to work towards increasing their understanding in the following areas: Number Sense, Addition, Subtraction, Multiplication and Division, and Geometry and Measurement. Concepts are taught through interactive lessons using a variety of modalities, such as using hands-on manipulatives (when appropriate), paper/pencil, Smartboard, class discussions, and visuals. The Number Sense unit includes place value and rounding of whole numbers to 999, skip counting, an introduction to fractions and their representations, as well as comparing basic fractions. The Addition and Subtraction units include an introduction to both operations and how to use mental strategies, grouping, and regrouping to solve word problems and problem-solving activities. This unit also introduces the idea of computational estimation to assess the reasonableness of a solution to a problem. The Multiplication and Division unit includes models, number lines and arrays, basic facts and beyond, constructing division, and solving word problems with multiplication and division. The Geometry and Measurement unit includes skills such as measuring weight, finding area and perimeter, understanding shapes, and creating and interpreting graphs.

Math - Number Worlds F

Students are working in the Number Worlds level F math curriculum. Students are given opportunities to work towards increasing their understanding in the following areas: Number Sense, Addition and Subtraction, Multiplication, Division, and Geometry and Measurement. Concepts are taught through interactive lessons using a variety of modalities, such as using hands-on manipulatives (when appropriate), paper/pencil, Smartboard, class discussions, and visuals.

Math - Number Worlds G

Students are working in the Number Worlds level G math curriculum. Students are grouped by their instructional level. Students are given opportunities to work towards increasing their understanding in the following areas: Number Sense, Multiplication and Division, Operations with Decimals, Operations with Fractions, and Geometry and Measurement. Concepts are taught through interactive lessons using a variety of modalities, such as using hands-on manipulatives (when appropriate), paper/pencil, Smartboard, class discussions, and visuals.

Math - Number Worlds H

Students are working in the Number Worlds level H math curriculum. Students are given opportunities to work towards increasing their understanding in the following areas: Number Sense, Operations Sense, Algebra, Statistical Analysis, and Geometry and Measurement.

The Number Sense unit includes comparing fractions, comparing decimals, ratios and rates, and integers. The Operations Sense unit includes operations involving whole numbers, decimals, and fractions, order of operations, function tables, and graphs. The Algebra unit includes exponents, expressions, equivalent expressions, creating equations, solving linear equations, and inequalities. The

Statistical Analysis unit includes showing data in line plots, data displays, measure of center (averaging), describing and comparing data, and statistical measurements. The Geometry and Measurement Unit includes area of triangles, quadrilaterals, and polygons, volume of right rectangular prisms and prisms, nets, and graphing polygons.

Math - Number Worlds I

Students are working in the Number Worlds level I math curriculum. Students are given opportunities to work towards increasing their understanding in the following areas: Number Sense, Operations Sense, Algebra, Statistical Analysis , and Geometry and Measurement.

The Number Sense unit includes working with rational numbers, fractions, decimals, and percents, ratios and rates, unit rates, percents, discounts, and commissions, and markups, markdowns, and simple interest. The Operations Sense unit includes adding and subtracting integers, properties of addition and subtraction, applications using addition and subtraction, multiplying and dividing integers, properties of operations for rational numbers, and applications of rational numbers. The Algebra unit includes algebraic expressions, solving simple equations, solving 2-step equations, equations for real-world problems, solving inequalities, and inequalities for real-world problems. The Statistical Analysis unit includes an introduction to probability, data and probability, theoretical and experimental probability, applications using probability, box plots, and interpreting box plots. The Geometry and Measurement unit includes angles and shapes, parallel and perpendicular lines, pi, circumference, and diameter, area, surface area, and space figures.

Functional Math

This Functional Math curriculum reviews and reinforces the students' understanding of mathematical skills necessary in their everyday lives. Relevant life skills such as working with money and time are embedded into problem solving which exposes students and provides opportunities to continue working with fractions, decimals, and calculations using all 4 operations. Students will often be permitted to use calculators in the classroom as long as the focus is on problem solving and not solely on computational skills.

Pre-Algebra

This Pre-Algebra course reviews and extends the students' understanding of number sense, operation, and quantitative reasoning with such things as patterns, linear relations, geometry, measurement, probability and statistics. The students work their way through factoring, multiples, rounding, real number properties, fundamentals of fractions, decimals, percents, and order of operations, and a study of dimensional space including perimeter, area, and volume. The students also explore sets of data while calculating measures of central tendency and appropriate data displays. The class then extends into introductory algebraic content including variable substitution, solving variable equations and inequalities, and graphing functions.

Algebra I
This Algebra I course reviews and extends student understanding of standards found in the Mathematics Curriculum Framework in order to provide further opportunities to solidify their understanding of number sense, operation and reasoning. These include such things as patterns, rates, manipulating equations, coordinate structure, geometry, measurement, probability and statistics, systems of equations, function families, and quadratics. We study in depth function relationships by solving mathematically, graphically, and discussing their application in real life. We also study basic geometric themes such as perimeter, area, volume, as well as an overview of basic geometric shapes.

Middle School Science Department

Scope	Sequence
The Science program for grades five through eight is guided by the goal of creating an inquiry-based environment that encourages curiosity, engagement, persistence and an understanding of fundamental science and engineering concepts.	Fifth, sixth, seventh, and eighth grade students take a science course each year. Students are grouped based on their current grade and learn a variety of Earth science topics and more.
Framework Compliance	**Language-Based Approach**
Each grade course in the Science Department follows the applicable Massachusetts Curriculum Frameworks. Science MCAS Exams are given in grades five and eight.	The Science Department uses a variety of language-based teaching strategies. Some strategies include explicit vocabulary instruction, checking for understanding, activating background knowledge, and building connections.

Course Descriptions

5th Grade - Science
Engaging in science and engineering practices and concepts, students explore the following topics: Earth's place in the universe, interactions, dynamics and energy flow in ecosystems, classification of organisms, human activities that impact the Earth, and the physics behind chemical reactions. With a focus on hands-on activities, students engage in activities and then write about their experiences and share their ideas in a variety of ways. Skills worked on include generating complete sentences, generating cohesive paragraphs, using correct capitalization, ending marks, grammar, and organizing content information using a variety of Thinking Maps.

6th Grade - Science

Students use models and hands-on experiments to engage in activities that help them relate structure and function in their world. Topics include Earth and Space, Life Science, Physical Science, and Engineering. Students learn about light and sound waves, Earth systems and the relationship of Earth to the Sun and other objects in the solar system, weather, cell function and human body systems., as well as the engineering design. As writing is intrinsic to the LPS program, understanding of the concepts is often demonstrated through writing assignments. Skills worked on include generating complete sentences, generating cohesive paragraphs, using correct capitalization, ending marks, grammar, and organizing content information using a variety of Thinking Maps.

7th Grade - Science

The focus for students is on systems and cycles, and their interconnections. Areas of study include interactions of humans and Earth processes, ecosystems and the transfer of energy. Students are taught about sound waves, light waves and wavelengths. Students engage in extensive lessons on the various body systems and how they react with one another to function. In further exploring biodiversity students learn about ecosystems which includes how various organisms interact with each other and how these relationships can be competitive, predatory or parasitic. This involves comparing and contrasting different habitats throughout the world. Skills worked on include generating complete sentences, generating cohesive paragraphs, using correct capitalization, ending marks, grammar, and organizing content information using a variety of Thinking Maps.

8th Grade - Science

Eighth grade students begin the year with a delve into Earth Science, including the rock cycle, types of rocks, plate tectonics, carbon dating, climate change, and the fossil record; from Earth science, we begin looking at geochemistry and review the Periodic Table of Elements and explore various types of chemical reactions, exploring various theories that explain the rise of biochemistry, the chemistry of living things. Finally, students define life by examining the characteristics of all living things. Distinctions between living, once-living and non-living things lead to discussions of the difference between non-living viruses and biotic causes of illness, e.g. bacteria, fungi and protists. One characteristic of life is the ability to reproduce, students explore heredity and adaptations, exploring subtopics of DNA and chromosomes, genes and alleles, recessive and dominant traits, mutations, and nature vs. nurture, delving into the work of Gregor Mendel and creating Punnett squares. The end of the unit saw the exploration of different domains and kingdoms and how scientists use dichotomous thinking to classify and organize the millions of living and extinct species of our planet. Skills worked on include generating complete sentences, generating cohesive paragraphs, using correct capitalization, ending marks, grammar, and organizing content information using a variety of Thinking Maps.

Middle School Social Studies Department

Scope	Sequence
The Social Studies Department ensures that all students will learn about the history of Massachusetts, the United States, and the world. Students will strengthen their abilities to make informed civic choices based on equality, justice and freedoms. The Social Studies content is the vehicle through which students learn and strengthen writing skills.	Fifth grade students study American History. The sixth and seventh grade students study World History and Geography I and II respectively. And the eighth grade students study Civics and American Government.
Framework Compliance	**Language-Based Approach**
Middle School Social Studies follows the Massachusetts Department of Education History and Social Science Frameworks for Grades five through eight. Eighth Grade students take the MCAS Civics Exam.	The Social Studies Department uses a variety of language-based teaching strategies. Some strategies include content vocabulary instruction, summarizing, and comprehension checks. Writing is exercised through formal and informal essay writing. Readings are taken from a variety of textbooks and other sources to match the reading levels of the students appropriately.

Course Descriptions

5th Grade - American History
Students conduct an entry level survey of American history beginning with the societies of the Indigenous peoples of the Americas and moving into the European Age of Exploration, colonization of the Americas by the Spanish, French, and English (among others), establishment of the 13 American colonies and their journey to independence, and the aftermath of that independence and the achievements and challenges they faced afterwards, up to and through the Civil War. Content is aligned with the current 5th Grade Massachusetts History and Social Science Frameworks. Written language skills are worked on at different levels in the Middle School depending on the level/skills of the students in the class. Skills exercised include generating complete sentences, generating cohesive paragraphs, generating cohesive essays, using correct capitalization, ending marks, grammar, and organizing content information using a variety of Thinking Maps.

6th Grade - World History & Geography I

Students learn about the beginning of civilization beginning with hunters/gatherers through the agricultural revolution, and then learn about ancient civilizations including the civilizations of Mesopotamia such as Sumer, Babylon and Assyria as well as the development of civilization in Egypt. Students also learn about the geography of the Middle East, North Africa, and Europe throughout the year as they study the civilizations. Content is aligned with the current 6th Grade Massachusetts History and Social Science Frameworks. Written language skills are worked on at different levels in the Middle School depending on the level/skills of the students in the class. Skills worked on include generating complete sentences, generating cohesive paragraphs, generating cohesive essays, using correct capitalization, ending marks, grammar, and organizing content information using a variety of Thinking Maps.

7th Grade - World History & Geography II

Students learn about Ancient Greece, Macedonia, and Ancient Rome and then move on to learn about Japan and China. An examination of the founding of the religions of Christianity, Judaism, and Islam and their impact on the culture and history is covered as well. The geography of Europe and East Asia is also addressed during the course of study. Content is aligned with the current 7th Grade Massachusetts History and Social Science Frameworks. Written language skills are worked on at different levels in the Middle School depending on the level/skills of the students in the class. Skills worked on include generating complete sentences, generating cohesive paragraphs, generating cohesive essays, using correct capitalization, ending marks, grammar, and organizing content information using a variety of Thinking Maps.

8th Grade - Civics and Government

Students study the influences of how and why the Constitution was written and learn about the parts of the Constitution, such as the Preamble, 7 Articles, and the Bill of Rights. Students also learn how government works by learning about the Legislative Branch, the Executive Branch, and the Judicial Branch of Government. Students will then learn about the government of Massachusetts and about their own municipalities. Content is aligned with the current 8th Grade Massachusetts History and Social Science Frameworks. Written language skills are worked on at different levels in the Middle School depending on the level/skills of the students in the class. Skills worked on include generating complete sentences, generating cohesive paragraphs, generating cohesive essays, using correct capitalization, ending marks, grammar, and organizing content information using a variety of Thinking Maps.

Middle School Health Department

Scope	Sequence
Health and Student Issues classes combine education on traditional health topics integral to optimal human development and wellness. These classes take place in a small group setting that fosters discussion and invites students to raise issues and questions as they arise. Health and Student Issues classes are taught by Master's level mental health clinicians.	Health and Student Issues classes are taught once per week each year of middle school. The middle school curriculum gradually deepens understanding of health topics through review and spiraling of the previous years' content.
Framework Compliance	**Language-Based Approach**
Health and Student Issues curriculum is based on the guiding principles and specific frameworks for grades five through eight, defined in the Massachusetts Curriculum Frameworks	Health and Student Issues classes incorporate language-based teaching for reading by using instructional level-appropriate guided readings. Writing skills are strengthened through use of Thinking Maps, direct teaching of key vocabulary, and topic-based, student-centered projects to demonstrate comprehension.

Course Descriptions

5th and 6th Grade - Health
These classes meet once a week and are taught by a school counselor. They use a psycho-educational group format and focus on topics including: social communication, bullying prevention, internet safety, emotional/behavioral self-regulation, disability awareness, nutrition, basic substance/alcohol use/abuse awareness, hygiene, and puberty.

7th and 8th Grade - Health
These classes meet once a week and are taught by a school counselor. They use a psycho-educational group format and focus on topics including: social communication, bullying prevention, internet safety, emotional/behavioral self-regulation, disability awareness, nutrition, hygiene, basic substance/alcohol use/abuse awareness, puberty/human sexuality, and reproduction.

Related Services

Speech Therapy

Within the Speech and Language Department, services are individualized to target skills and strategies within the broader domains of receptive, expressive, and pragmatic language. Students are explicitly taught foundational language concepts and strategies, and then supported to generalize and maintain those skills across all settings. While goal areas depend on the specific needs of each student, targeted concepts may include vocabulary and word retrieval, organization of language, comprehension and use, abstract/higher-level language, and social language. While targeting students IEP benchmarks, executive functioning skills and strategies are introduced and reinforced throughout speech and language sessions.

Occupational Therapy

Skills addressed in OT sessions vary according to each student's needs. A wide variety of techniques are utilized, ranging from arts and crafts projects, pencil-and-paper work, technology and board games, to strengthening and coordination exercises. As students progress, skill areas are addressed within the context of practical learning experiences. Students engage in various activities involving life skills and age-appropriate "jobs" around the school. Work-related vocabulary and basic work behaviors are emphasized throughout the curriculum while developing executive functioning skills. Direct services and frequency are determined by the IEP. Common skills practiced at LPS include: handwriting, cutting and pasting, organization, time management, shoe tying, managing schoolwork, calendar skills, planning, time and money skills, preparing for college, and teamwork/collaboration.

Counseling

Individual counseling services are provided weekly by a Master's level clinician. Each student works with the same counselor throughout middle school. Counseling services are structured to support the Social Emotional goal of each student's IEP. Topics covered in Counseling include, but are not limited to: self-awareness, self-regulation, social awareness, relationship skills, responsible decision-making, social pragmatics (e.g., greetings, reciprocal conversation), perspective taking, disability awareness, and self-advocacy. In addition, counselors support students with their goal sheets and binder and schedule management.

Middle School Electives

Electives	Enrichment
At Learning Prep School, our electives are designed to provide students with hands-on opportunities to explore new interests, build confidence, and develop real-life skills. Elective offerings in the middle school include Art, Tech & Design, Horticulture, Physical Education, and Food Service. These classes allow students to discover passions and talents in supportive, engaging environments that connect learning to the real world.	Enrichment classes expose students to different experiences that might not happen within their academic schedule. Students have a different Enrichment group every day of the week providing multiple opportunities to expand their skills and interests. Staff in Enrichment support students in the areas of executive function, social skill development, and creative thinking.

Course Descriptions

Art

Art introduces fundamentals, principles, various disciplines, and media while encouraging expression. Classes aim to introduce a new idea that students can explore for one week. Lessons will introduce: Media–pencils, charcoal, paint, clay, etc. Disciplines–sculpture, painting, drawing, mixed media, etc. Fundamentals–proper use of media, concept, composition. Alternate weeks allow for less structured activity of expression. A common goal for both activities is to give students the opportunity to connect to and gain various life-skills, such as welcoming new ideas, time management, patience, frustration tolerance, endurance, attention to detail, spatial awareness, etc. Activities are extremely flexible depending on students' progress, interest, and other factors.

Horticulture

Classes take place in our campus greenhouse and learn the basics of greenhouse maintenance, plant care, growing herbs and vegetables, and how to plan and start a garden in the springtime. In the spring, the greenhouse holds a Plant Sale and is open to our local community to purchase houseplants, flowers, herbs, and vegetable seedlings to plant in local gardens. Horticulture students learn planning and organizational skills, patience, work ethic, environmental awareness, mindfulness, nutrition, healthy eating, and much more. Students also learn entrepreneurial and marketing skills while running our greenhouse as a business.

Physical Education

In this course, students will learn skills in the following domains: psychomotor, cognitive, and affective. Students will participate in activities that promote teamwork, cooperation, and an enjoyment of physical activity. Students will work consistently to demonstrate appropriate personal and social

responsibility as well as following classroom guidelines. The psychomotor skills learned in this course are fundamental object control, manipulative, and fitness skills. An integral part of this course is breaking down each skill into parts to understand the task analysis of each skill. Drill work will give students the opportunity to learn and develop psychomotor skills in a variety of closed and open environments. Students will begin to learn modified games and activities in order to understand and demonstrate being able to perform a variety of skills while working cooperatively with other students. The skills taught in this course are catching, throwing, kicking, striking, shooting, and swinging. The activities taught in this course are team and individual sports, net invasion games, racket sports, and fitness.

Food Service

Working in a true commercial kitchen, students gain hands-on experience while discovering a passion for food, and building essential life skills. Our culinary program teaches foundational techniques in safety, sanitation, knife skills, nutrition, recipe execution, along with communication, teamwork, and customer service. Students leave with the confidence and practical skills needed for greater independence and future employment.

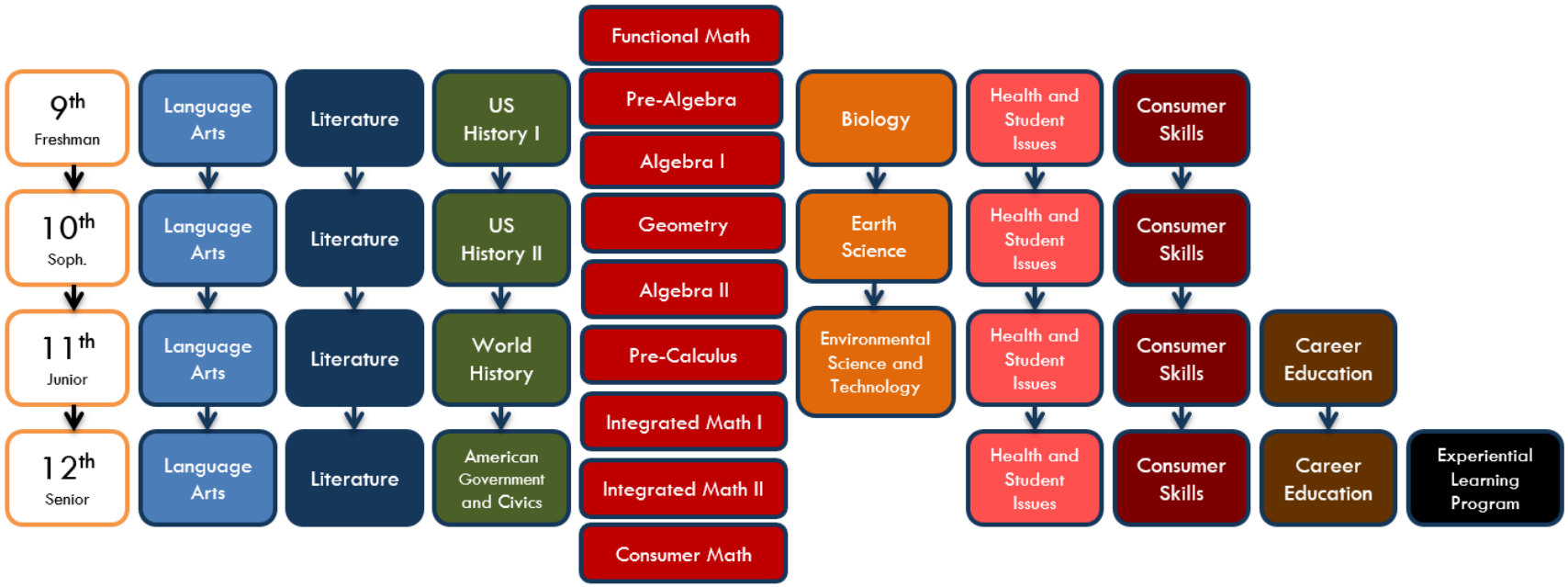
Technology and Design

This engaging Technology and Design course invites students from both middle and high school to explore the dynamic world of design through hands-on learning experiences. In the middle school segment, students embark on an exploratory journey where they discover the fundamentals of the design thinking process. Through creative projects and collaborative activities, students will develop their understanding of the elements and principles of design. This exploratory approach allows students to experiment with various materials and techniques, fostering a love for innovation and creativity in a supportive environment. Throughout the course, all students will practice their functional typing skills, ensuring they are equipped with tools for communication in our digital age.

Learning Prep High School



Academic Pathways
High School



Electives include:

- Art
- Horticulture
- Physical Education
- Food Services
- Technology and Design
- Child Care (Age 15+)

- Speech Therapy
- Occupational Therapy, Work Center
- Counseling

High School English Language Arts Department

Scope	Sequence
The English Language Arts Department plays a key role in supporting high school students as they continue to develop their reading, writing, and critical thinking skills. Students take both Literature and Language Arts as separate classes, allowing for targeted instruction in literary analysis, composition, grammar, and communication. With the same teacher for both classes each day, students benefit from consistency, personalized support, and instructional strategies aligned to their learning profiles, all within a structured, language-based approach.	At the high school level, students are grouped by grade, and within each grade, they are placed in Literature and Language Arts classes according to their instructional levels. Placement is informed by assessments and classroom performance, allowing teachers to tailor instruction to students' current reading, writing, and language needs. This structure supports meaningful growth by providing appropriately challenging materials and targeted skill development within a familiar, grade-level peer group. This personalized approach ensures that instruction meets students where they are while preparing them for the demands of high school and beyond.
Framework Compliance	**Language-Based Approach**
While individualized education plans (IEPs) and student needs play a central role in shaping instruction, lessons are aligned with the Massachusetts Curriculum Frameworks to ensure standards-based learning. High school students take the MCAS ELA Exam in the tenth grade.	Reading, writing, and the language skills that connect them remain central to instruction at the high school level. Our language-based approach continues to provide explicit, structured teaching, while gradually encouraging students to take more ownership of their learning. As they progress toward graduation, students are supported in applying strategies independently, building the confidence and competence they need for success beyond high school.

Course Descriptions

9th Grade - Language Arts
The 9th grade Language Arts course emphasizes vocabulary development and writing proficiency through the use of the Wordly Wise Vocabulary program. Students will engage with rich vocabulary exercises designed to enhance their understanding and application of words in various contexts. In addition, the course will focus on writing skills at the sentence, paragraph, and multi-paragraph levels, enabling students to construct clear and coherent pieces of writing. Utilizing the Thinking Maps program, students will visually organize their thoughts and ideas, facilitating critical thinking and effective communication. Through a combination of vocabulary enrichment and structured writing instruction, students will develop the skills necessary to express themselves accurately and confidently.

10th Grade - Language Arts

The 10th grade English Language Arts course emphasizes written expression and vocabulary development through the use of the Wordly Wise Vocabulary program. The course supports students through structured read-alouds, interactive discussions, annotation, and writing exercises. Instruction is differentiated and multisensory, with frequent use of visual supports, to build confidence and independence in reading and writing.

11th Grade - Language Arts

Short-term and long-term writing assignments will focus on planning, drafting and editing. Writers will be tasked with identifying specific, relevant information in context and integrating textual evidence into well-organized paragraphs. As they move into utilizing more complex transitions with multi-paragraph assignments, students will work towards the eventual goal of writing a five paragraph literary analysis essay. Along the way, students will be taught to identify and utilize writing appropriate to proper audiences and learn skill and grade-level appropriate vocabulary that they can utilize both verbally and in their written coursework. With an emphasis on integrating figurative language along with this vocabulary development, students will also begin to compose more vivid and specific imagery in their writing, which will ultimately allow them to paint clearer, more vivid pictures for their readers.

12th Grade - Language Arts

During their senior year, students participate in three long-term writing projects. The first project is a narrative essay, where students will enhance their writing skills by creating a narrative composition supported by specific evidence. These narratives will be rich in detail and structured according to established guidelines. This essay serves as an opportunity for students planning to attend college to write their Common Application essay. For those not intending to pursue college, the narrative essays will allow them to craft a personal narrative focused on a single topic or experience.

The second long-term writing assignment is a research project. The writing process will include planning, revising, editing, and further revision, ensuring that the writing is appropriate for the task, purpose, and audience. Students will learn the appropriate use of technology, including how to effectively use AI to assist in writing production, as well as the feedback process for revisions. They will synthesize information from various sources, evaluate the reliability of these sources, and avoid plagiarism by using proper citation methods and quotations.

The final long-term assignment is the Senior Speech, in which every student in the 12th grade will write a speech that reflects on their academic and/or personal journey. While all students are expected to write their speeches, presenting them to an audience is not mandatory.

In addition to these projects, students will concentrate on mastering the conventions of standard English while exploring language. They will identify unfamiliar words using context clues, consult references for clarification, and analyze figurative language.

9th Grade - Literature

This course is designed for 9th grade students and focuses on developing critical reading, writing, and analytical skills through a variety of engaging texts. Students will explore diverse genres, including mythology, where they will analyze ancient myths and their cultural significance. The study *The Odyssey*, examining character development and themes of loyalty and perseverance; biography, studying the lives of significant historical figures and evaluating author perspectives; non-fiction, practicing critical reading strategies to analyze arguments and synthesize information; drama, reading and performing selected plays to understand dialogue and character motivation; and poetry, exploring various forms and responding to texts through analysis and creative expression. Through varied assessments, students will enhance their analytical writing skills and articulate their thoughts effectively, fostering a deeper appreciation for literature.

10th Grade - Literature

The 10th grade English Literature course emphasizes reading comprehension through engagement with a variety of literary genres and forms. Through teacher read-alouds, guided discussions, and multisensory activities, students engage with literary and informational texts to develop key comprehension skills such as identifying main ideas, analyzing characters and plot, making inferences, and summarizing. The course incorporates visual supports, graphic organizers, and adaptations to support diverse learning needs, while fostering independence through projects, structured discussions, and differentiated assessments. Emphasis is placed on textual analysis, critical thinking, and making real-world connections, with accommodations and modifications embedded throughout to ensure each student has the opportunity to succeed.

11th Grade - Literature

Reading comprehension is developed through exposure to various genres and cultures via short stories, poetry, and novels. Readers learn to determine central ideas in a text, begin general discussions of literary themes, and explore characterization and how a main character grows and changes over the course of a novel. Emphasis is placed on identifying and discussing specific textual evidence to support inferences and identify various character motivations. Over the course of the year, parts of plot development are discussed and class discussions involve more critical thinking as readers are encouraged to address questions asking “why” and expand students' ability to identify concrete and specific proof to back up their opinions. With a combination of teacher support, independent work, and collaborative work with other students, readers make text-to-text, text-to-self, and text-to-world connections. Figurative language is identified and labeled (simile, metaphor, idiom, etc.) in isolation as well as within a text.

12th Grade - Literature

The course focuses on enhancing reading comprehension skills essential for the workforce and challenges those who plan to attend college to prepare them for those literacy demands. Students will

develop active reading strategies that encourage them to engage with texts more effectively, fostering a deeper understanding and enjoyment of reading. Instruction will cover key comprehension strategies such as summarizing, predicting, questioning, and making inferences, while also enhancing critical thinking abilities.

To support listening comprehension and discussion skills, novels may be read aloud. This method not only aids in understanding but also incorporates guided activities that promote independent thinking. Additionally, the curriculum emphasizes building vocabulary and background knowledge, which will help students navigate complex texts more confidently. Overall, this course aims to empower students to become self-assured readers capable of tackling the diverse texts they will encounter in their future endeavors.

High School Math Department

Scope	Sequence
The Mathematics Department plays a vital role in helping students develop the mathematics skills they will need in their everyday lives. High School students are placed in math groups at their instructional levels, allowing them to learn and progress at an appropriate pace. Students have access to reference materials with visuals, formulas, and examples to increase their independence. Students are supported in developing their basic number sense; skills and concepts are taught in isolation and then as they are mastered, are embedded into higher level, multi-stepped problem solving.	Students are placed in their math classes at their instructional level based on informal assessments. Skills and concepts such as basic number sense, math fact fluency, calculation skills of whole numbers, decimals, fractions, and integers are all taken into account. Important life skills such as application of money and time (clocks) are woven into the curriculum where needed at different math levels. Students receive instruction that meets their level of math understanding where it's at.
Framework Compliance	**Language-Based Approach**
Lessons are aligned with the Massachusetts Curriculum Frameworks to ensure standards-based learning. Individualized Education Plans (IEPs) and student needs also play a central role in shaping math instruction. High school students take the MCAS Math Exam in the tenth grade.	The math department uses a language-based approach to ensure that students build a strong foundation in number sense through explicit, structured teaching that supports their individual learning needs.

Course Descriptions

Functional Math

This Functional Math curriculum reviews and reinforces the students' understanding of mathematical skills necessary in their everyday lives. Relevant life skills such as working with money and time are embedded into problem solving which exposes students and provides opportunities to continue working with fractions, decimals, and calculations using all four operations. Students will often be permitted to use calculators in the classroom as long as the focus is on problem solving and not solely on computational skills.

Pre-Algebra

This Pre-Algebra course reviews and extends the students' understanding of number sense, operation, and quantitative reasoning with such things as patterns, linear relations, geometry, measurement, and probability and statistics. The students work their way through factoring, multiples, rounding, real number properties, fundamentals of fractions, decimals, percents, and order of operations, and a study of dimensional space including perimeter, area, and volume. The students also explore sets of data while calculating measures of central tendency and appropriate data displays. The class then extends into introductory algebraic content including variable substitution, solving variable equations and inequalities, and graphing functions.

Algebra I

This Algebra I course reviews and extends student understanding of standards found in the Mathematics Curriculum Framework in order to provide further opportunities to solidify their understanding of number sense, operation and reasoning. These include such things as patterns, rates, manipulating equations, coordinate structure, geometry, measurement, probability and statistics, systems of equations, function families, and quadratics. Students study in depth function relationships by solving mathematically, graphically, and discussing their application in real life. They also study basic geometric themes such as perimeter, area, volume, as well as an overview of basic geometric shapes.

Geometry

This Geometry course reviews and extends student understanding of standards found in the Mathematics Curriculum Framework in order to provide further opportunities to solidify their understanding of number sense, operation and reasoning. These include such things as patterns, rates, manipulating equations, coordinate structure, geometry, measurement, probability and statistics, systems of equations, function families, and quadratics. We study in depth function relationships by solving mathematically, graphically, and discussing their application in real life. We also study basic geometric themes such as perimeter, area, volume, as well as an overview of basic geometric shapes.

Algebra II

Building upon the skills learned in Algebra I, students will solve problems involving higher level algebraic concepts, such as linear, absolute value, exponential, systems of equations, and quadratic functions, inequalities, and their graphs. Students will build upon previous knowledge on probability and statistics including combinations, permutations, measures of center and standard deviation. Throughout the course, students will continue to have exposure to practice problem solving skills involving real-world applications such as money, time, and word problems. Students will often be permitted to use calculators in the classroom as long as the focus is on problem solving and not solely on computational skills.

Pre-Calculus

Building upon the skills learned in Algebra II, students will solve problems involving higher level concepts, such as right triangle trigonometry, trigonometric functions and equations, and exponential and logarithmic functions. Concepts also include complex numbers, vectors, and matrices. Throughout the course, students will continue to practice problem solving skills involving real-world applications such as trajectory of an object over time and multi-step word problems. Students will often be permitted to use calculators in the classroom as long as the focus is on problem solving and not solely on computation skills.

Integrated Math I

Building upon the skills and concepts from Algebra and Geometry, students will develop an understanding of linear expressions and equations, use geometric transformations to explore congruence, identify properties of shapes and the connections between Algebra and Geometry. During the course students will be introduced to statistics and data analysis with a focus on analyzing data sets. This course integrates mathematical concepts in order for students to learn and apply math in a meaningful way.

Integrated Math II

Building upon the skills learned in Integrated Math I, students will analyze and solve quadratic equations through factoring, completing the square and using the quadratic formula. Students will explore the rules of probability to analyze and interpret data. This course will continue to develop critical thinking and reasoning skills through real-world problem-solving.

Consumer Math

Building on skills previously learned, students will have the opportunity to practice and gain proficiency with math related topics and how they are integrated into everyday life. Concepts include real-world applications of percents, such as discounts, interest rates, sales tax, and credit cards. Students will also explore topics on banking and accounts, including checking vs. savings, debit vs. credit, and calculating interest. Throughout the course, students will continue to practice problem

solving skills such as word problems, money, and time. Students will often be permitted to use calculators in the classroom as long as the focus is on problem solving and not solely on computational skills.

High School Science Department

Scope	Sequence
Science classes are designed around inquiry-based programs that encourage curiosity, engagement, understanding of the importance of organization, respect for evidence, an understanding of the underlying concepts and the need to communicate. Project and problem-based learning is the cornerstone of the tenth and eleventh grade courses.	Ninth grade students take Biology. Tenth grade students take Earth Science. Eleventh grade students take Engineering and Environmental Technology.
Framework Compliance	**Language-Based Approach**
Massachusetts provides standards for Biology and Earth Science. The eleventh grade Environmental Science and Technology program is guided in part by Massachusetts Technology & Engineering standards, but includes a wider variety of topics. Ninth grade students take the MCAS Biology Exam.	The Science Department uses a variety of language-based teaching strategies. Some strategies include explicit vocabulary instruction, checking for understanding, activating background knowledge, and building connections.

Course Descriptions

9th Grade - Biology
Biology is the study of living things and their environment. The course content and activities are designed to improve and extend the students' mastery of various biology topics and science skills and practices, with emphasis on language and learning skills. State standards focus on cell structure and function, heredity, evolution, ecology, and animal body systems structures and processes.

10th Grade - Earth Science
Students in this course learn about the various aspects of the Earth, the space around it, and how humans interact and impact it. Students focus on developing and using models, constructing explanations, and obtaining, evaluating and communicating information. The course consists of many

hands-on activities, lab-based work and projects that are often tied together with these activities. Course topics include Earth's place in the universe, Earth's systems, and Earth and human activity.

11th Grade - Environmental Science and Technology
Students in this course take a hands-on approach to learning about environmental concepts using engineering principles. Starting from learning about the engineering design process, students will do hands-on activities, projects and lab-based work where they will connect both the environmental and technological aspects of science. As the engineering principles require communication, students will present their findings in various ways. Topics consist of fundamental engineering/physics concepts, conservation/renewable resources, sustainable engineering and the human impact on the environment.

High School History Department

Scope	Sequence
The History Department ensures that all students will learn about the history of Massachusetts, the United States, and the world. Students will strengthen their abilities to make informed civic choices based on equality, justice and freedoms.	High School students take a History course each year. The ninth grade course is US History I. The tenth grade course is US History II. The eleventh grade course is World History, and the twelfth grade course is Civics and American Government.
Framework Compliance	**Language-Based Approach**
High School History courses follow the Massachusetts Department of Education History and Social Science Frameworks for Grades 9-12.	The Social Studies Department uses a variety of language-based teaching strategies. Some strategies include content vocabulary instruction, summarizing, and comprehension checks. Writing is exercised through formal and informal essay writing, along with introducing research writing skills. Readings are taken from a variety of textbooks and other sources to match the reading levels of the students appropriately.

Course Descriptions

9th Grade - United States History I

Students examine colonial America through World War I. They are also introduced to political, economic, and social events that have helped shape the nation we live in today. Language skills continue to be reinforced while emphasizing reading and writing. Vocabulary building, note taking, study skills, and research skills are also introduced. Current events are also covered in History courses.

10th Grade - United States History II

Students focus on historical events from post-World War I in the United States up to present day. Some topics students study include the Great Depression, New Deal, World War II, and the Cold War and conclude with an examination of domestic and global policies and politics in the 21st Century, and how these events impact society today. They also work on current events weekly, short writing prompts, graphic organizers, projects, and quizzes. The focus on writing in 10th grade is 3-5 paragraph essays, which vary from student to student based on academic ability. Students are required to complete graphic organizers, either as a class or independently, and incorporate revisions and feedback into final drafts. Content is aligned with the current 10th grade Massachusetts History and Social Science Frameworks.

11th Grade - World History

Students examine human development from the beginning of civilization to present day. This includes geography and common patterns that emerge throughout cultures through multisensory lessons, short writing responses, weekly quizzes, vocabulary review, and independent note-taking. The focus on writing in this course continues skill building of the research process and using citations. Current events are also covered in this course.

12th Grade - Civics and American Government

Students focus on understanding the workings of the political system, the founding documents of the United States, with an emphasis on understanding their relevance and impact on policy and politics in the present, as well as their own political and civic rights and responsibilities, including important social issues. They do this by examining current events, using information from a variety of sources to complete graphic organizers, taking weekly quizzes and writing responses, as well as independently completing a student-led civics project that requires them to research a civics issue of their choice. The focus on writing in 12th grade is based upon research, planning, writing using graphic organizers, and incorporating revisions from teacher feedback into their final drafts. Content is aligned with the current 12th grade Massachusetts History and Social Science Frameworks.

High School Health Department

Scope	Sequence
Health and Student Issues classes combine education on traditional health topics integral to optimal human development and wellness. These classes take place in a small group setting that fosters discussion and invites students to raise issues and questions as they arise. Health and Student Issues classes are taught by Master's level mental health clinicians.	Health and Student Issues classes are taught twice per week each year of high school. The high school curriculum gradually deepens understanding of health topics through review and spiraling of the previous years' content.
Framework Compliance	**Language-Based Approach**
Health and Student Issues curriculum is based on the guiding principles and specific frameworks for grades nine through twelve, defined in the Massachusetts Curriculum Frameworks	Health and Student Issues classes incorporate language-based teaching for reading by using instructional level-appropriate guided readings. Writing skills are strengthened through use of Thinking Maps, direct teaching of key vocabulary, and topic-based, student-centered projects to demonstrate comprehension.

Course Descriptions

9th Grade - Health and Student Issues
Ninth grade classes meet twice a week. They use a psycho-educational group format and are taught by a school counselor. The topics covered include; social communication, bullying prevention, nutrition, drug and alcohol awareness, puberty/anatomy review, sexuality, social safety, and dating relationships.

10th Grade - Health and Student Issues
Tenth grade classes meet twice a week. They use a psycho-educational group format and are taught by a school counselor. The topics covered include; social communication, bullying prevention, Internet/social media safety, coping skills and anger management, disability awareness, anatomy review, Sexually Transmitted Infection (STI) awareness and prevention, and birth control protection methods.

11th Grade - Health and Student Issues
Eleventh grade classes meet twice a week. They use a psycho-educational group format and are taught by a school counselor. The topics covered include: Social communication, bullying prevention, Internet/social media safety, pregnancy, parenting, decision-making and assertiveness.

12th Grade - Health and Student Issues
Twelfth grade classes meet twice a week. They use a psycho-educational group format and are taught by a school counselor. The topics covered include; social communication, bullying prevention, Internet/social media safety, public health, community action/service, age of majority, self-determination, health care management, and psychology.

High School Transition Department & Experiential Learning Program

Scope	Sequence
The Transition Department offers courses that are essential to encourage the growth and development of students' independent living, employment, self advocacy, and determination skills. Consumer Skills class helps students work on pre-employment skills, learning about new careers through research projects and by working on communication skills. Career Ed courses help students understand their strengths/challenges while working on resumes, cover letters and mock interviews, post-high school options, workplace expectations, and much more. The Experiential Learning Program offers students real-life, hands-on, job skills, training, and field trips.	Freshmen and Sophomores receive Consumer Skills once per week. Juniors have Consumer Skills once per week, and add a Career Education class that occurs twice per week. Seniors receive Consumer Skills twice per week, and Career Education three times per week. Seniors also participate in the Experiential Learning Program, which gives them on-site training, community resource training, and targeted employment skills lessons on a bi-weekly basis.

Course Descriptions

9th Grade - Consumer Skills
By introducing topics of independent living, this class is setting the foundation for students to be thinking about life after high school at an early stage in their development. Students assess and build on their executive functioning skills while completing hands-on activities in the classroom.

10th Grade - Consumer Skills

This class focuses on career exploration. Students will complete career interest inventories and work toward identifying their work skills, while learning about and researching careers in their interest categories. Students will continue working on their executive functioning skills through multi-step projects.

11th Grade - Consumer Skills

This class focuses on financial literacy skills such as: savings/checking accounts, debit/credit cards and financial wants and needs. Students will learn to balance accounts, write checks, and pay bills. Students will also learn about community services that are available to them.

12th Grade - Consumer Skills

This class focuses on higher level financial literacy skills such as credit and lending, taxes, and loans. Students will practice budgeting, filling out financial forms and practice making informed financial decisions.

11th Grade - Career Education

This class focuses on students developing self awareness to learn more about employment to help them obtain gainful future employment. Students will learn about and practice SMART goals. They will learn about work skills and be able to identify their strengths and challenges. They will also write a high school resume, cover letter and participate in a mock interview.

12th Grade - Career Education

This class focuses on post high school options, reasonable accommodations, the ADA/IDEA law and basic employability skills. Students will explore the options available to them after graduation. They will learn about the laws that protect students/persons with disabilities and how to obtain accommodations.

Experiential Learning Program

These classes focus on the functional side of reading, writing, and math. Students learn about writing emails, filling in employment forms, financial literacy, and professionalism. Students are also working on the use of assistive technology, such as calendars, alarms, and planning. Students participate in activities around soft skills to help them transfer those skills into the work, school, and community environments. Students also engage in social skills activities to help them navigate professional and personal relationships in and outside of work/school.

Related Services

Speech Therapy

Within the Speech and Language Department, services are individualized to target skills and strategies within the broader domains of receptive, expressive, and pragmatic language. Students are explicitly taught foundational language concepts and strategies, and then supported to generalize and maintain those skills across all settings. While goal areas depend on the specific needs of each student, targeted concepts may include vocabulary and word retrieval, organization of language, comprehension and use, abstract/higher-level language, and social language. While targeting students IEP benchmarks, executive functioning skills and strategies are introduced and reinforced throughout speech and language sessions.

Occupational Therapy

Skills addressed in OT sessions vary according to each student's needs. A wide variety of techniques are utilized, ranging from arts and crafts projects, pencil-and-paper work, technology and board games, to strengthening and coordination exercises. As students progress, skill areas are addressed within the context of practical learning experiences. Students engage in various activities involving life skills and age-appropriate "jobs" around the school. Work-related vocabulary and basic work behaviors are emphasized throughout the curriculum while developing executive functioning skills. Direct services and frequency are determined by the IEP. Common skills that are being practiced at LPS include: handwriting, cutting and pasting, organization, time management, shoe tying, managing schoolwork, calendar skills, planning, time and money skills, preparing for college, and teamwork/collaboration.

Counseling

Individual counseling services are provided weekly by a Master's level clinician. Each student works with the same counselor throughout high school until their graduation. Counseling services are structured to support the Social Emotional goal of each student's IEP. Topics covered in Counseling include but are not limited to: self-awareness, self-regulation, social awareness, relationship skills, responsible decision-making, social pragmatics (e.g., greetings, reciprocal conversation), perspective taking, disability awareness, self-advocacy, self-determination, and future planning/goal setting.

Reading Tutoring

Reading Tutoring is a related service that is offered to high school students who meet the criteria.

In Reading Tutoring, a systematic multisensory approach to teaching decoding and encoding is presented following the Wilson Reading System principles and approach. The focus is on word study

and analysis, which includes phonological awareness, phonemic awareness, phonics, word elements, and syllabication. Wilson syllable patterns are taught to improve syllable recognition, division, and spelling. Each tutoring session reviews and introduces new words that align with previously learned or new concepts. Lessons incorporate warm-up and review activities, such as phonological and phonemic awareness exercises, letter and sound identification, and constructing syllables and words using letter tiles. Additional activities include word analysis, word sorts, syllable sorts, and combining syllables to form words. Controlled word lists, sentences, and passages are utilized to enhance students' accuracy, automaticity, comprehension, and vocabulary development. Practice pages featuring controlled words, sentences, and short stories reinforce both new and previously learned concepts, providing students with repeated opportunities to apply skills and strategies for decoding familiar and unfamiliar words while building comprehension.

High School Electives

Electives	Enrichment
At Learning Prep School, our electives are designed to provide students with hands-on opportunities to explore new interests, build confidence, and develop real-life skills. Elective offerings in the high school include Art, Tech & Design, Horticulture, Physical Education, Food Service, and Childcare. These classes allow students to discover passions and talents in supportive, engaging environments that connect learning to the real world.	Enrichment classes expose students to different experiences that might not happen within their academic schedule. Students have a different Enrichment group every day of the week providing multiple opportunities to expand their skills and interests. Staff in Enrichment support students in the areas of executive function, social skill development and creative thinking.

Course Descriptions

Art
Art introduces fundamentals, principles, various disciplines, and media while encouraging expression. Classes aim to introduce a new idea that students can explore for one week. Lessons will introduce: Media–pencils, charcoal, paint, clay, etc. Disciplines–sculpture, painting, drawing, mixed media, etc. Fundamentals–proper use of media, concept, composition. Alternate weeks allow for less structured activity of expression. A common goal for both activities is to give students the opportunity to connect to and gain various life-skills, such as welcoming new ideas, time management, patience, frustration tolerance, endurance, attention to detail, spatial awareness, etc. Activities are extremely flexible depending on students' progress, interest and other factors.

Horticulture

Classes take place in our campus greenhouse and learn the basics of greenhouse maintenance, plant care, growing herbs and vegetables, and how to plan and start a garden in the springtime. In the spring, the greenhouse holds a Plant Sale and is open to our local community to purchase houseplants, flowers, herbs, and vegetable seedlings to plant in local gardens. Horticulture students learn planning and organizational skills, patience, work ethic, environmental awareness, mindfulness, nutrition, healthy eating, and much more. Students also learn entrepreneurial and marketing skills while running our greenhouse as a business.

Physical Education

In this course, students will learn skills in the following domains; psychomotor, cognitive, and affective. Students will participate in activities that promote teamwork, cooperation, and an enjoyment of physical activity. Students will work consistently to demonstrate appropriate personal and social responsibility as well as following classroom guidelines. The psychomotor skills learned in this course are fundamental object control, manipulative, and fitness skills. An integral part of this course is breaking down each skill into parts to understand the task analysis of each skill. Drill work will give students the opportunity to learn and develop psychomotor skills in a variety of closed and open environments. Students will begin to learn modified games and activities in order to understand and demonstrate being able to perform a variety of skills while working cooperatively with other students. The skills taught in this course are catching, throwing, kicking, striking, shooting and swinging. The activities taught in this course are; team and individual sports, net invasion games, racket sports, and fitness.

Food Service

Working in a true commercial kitchen, students gain hands-on experience while discovering a passion for food, and building essential life skills. Our culinary program teaches foundational techniques in safety, sanitation, knife skills, nutrition, recipe execution, along with communication, teamwork, and customer service. Students leave with the confidence and practical skills needed for greater independence and future employment.

Child Care

The LPS Child Care program is a course designed to provide students who are 15 or older, an opportunity to work in a licensed program that provides a service for both the staff and students. The Child Care teachers provide a warm and nurturing environment for the children of LPS employees while developing direct work experience for the students who choose Child Care as an elective. Students work alongside the Child Care teachers to assist with the daily routines and tasks necessary to run a successful program. Students do not necessarily have to want a career in Child Care to participate; however if interested, they will be provided information and support to pursue further. The teachers' objective is to provide instruction using school wide learning strategies and daily

learning opportunities to reinforce work skills and behaviors throughout the school year. Understanding the importance of punctuality, positive social skills, teamwork, self-advocating, professionalism, timely task completion, sequencing tasks, hygiene, and health and safety are just some of the skills addressed in this program.

We also work closely with our OT Dept., Transition Dept., Horticulture and Culinary Services to reinforce the work and life skills that are useful at home, the community, and the general workforce. Our program is unique in its ability to join families of staff and students into a very comfortable working and learning environment that benefits everyone long after graduation.

Technology and Design

This engaging Technology and Design course invites students from both middle and high school to explore the dynamic world of design through hands-on learning experiences. High school students build upon their foundational knowledge by diving deeper into project-based assignments that challenge their problem-solving skills and creativity. Utilizing the design thinking process, students will engage in complex projects that require critical thinking and collaboration. This hands-on approach, combined with the use of Chromebooks for research and design, prepares students for real-world applications of technology and design. Throughout the course, all students will practice their functional typing skills, ensuring they are equipped with tools for communication in our digital age.

Additional Programs

After School Activities

After School Programs have been proven to support social, emotional, cognitive, and academic development. This is especially true for the program at Learning Prep School. We offer programs that encourage students to continue to develop their physical abilities, cognition, and creativity while also having fun. The confidence gained through these programs can be seen in and outside of the school environment. The After School Program can be a wonderful addition to help foster our students' academic progress and social growth.

The Summer Program

Learning Prep School's Summer Program (Extended Year Program/EYP) is a three-week program designed to maintain progress and prevent substantial regression through structured, fun, and enriching academic and social experiences in a language-based environment. Modeled after our year-round school program, our summer program is open to both current LPS students and the public.

Middle School (rising grades 5-8): Program components consist of functional academic classes (reading, math, writing, and social communication), social skills groups, art/computers, organizational support, essential speech and OT (as needed), social activities, and weekly, structured field trips.

High School (rising grades 9-12): Program components consist of functional academic classes (reading, math, and writing), essential speech and OT (as needed), social and transitional/independent living skills development, and weekly field trips. All students entering 12th grade will be participating in a volunteer-based work experience, two days per week.