



Accreditations and Affiliations:

Independent Schools Association of the Central States • Independent Schools of St. Louis • Missouri Department of Elementary and Secondary Education • North Central Association • St. Louis Learning Disabilities Association

Curriculum Guide

miriam
SCHOOL

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Curriculum Guide

The mission of the Miriam School is to encourage children with multiple learning disabilities to recognize and successfully meet their potential. The mission is accomplished through an individualized curriculum designed to meet the unique social, emotional, physical and academic needs of each student. Through a team approach, we provide an individually designed instructional program for students age four through Grade 8. We are committed to maintaining an environment that is positive and supportive to children, families and staff, and to fostering a relationship of mutual respect with our community.

The Miriam School Curriculum Guide provides a concise overview of areas of instruction emphasized in the educational program. This curriculum, in combination with

Gross Motor Skills

- **Demonstrates developmentally appropriate bilateral coordination (running, skipping, jumping jacks, etc.)**
- **Displays upper limb coordination (catching, throwing accurately, etc.)**
- **Displays functional balance**
- **Demonstrates endurance for physical activity**

Technology/Compensatory Strategy Skills

- **Uses software programs to review and reinforce classroom instruction**
- **Uses basic keyboarding skills**
- **Uses word processing program**
- **Uses Neo/Dana/laptop**
- **Uses graphic organizer software for prewriting skills**
- **Researches subjects on Internet with teacher support**
- **Uses graphics program**
- **Uses PowerPoint for class presentations**
- **Uses calculator effectively**
- **Participates in functional math skills program**

Sensory Integration Support

Sensory integration is the ability to take in and process information from the body regarding light touch, deep touch and movement. When this process is compromised in one or more areas, daily function can be affected.

The Miriam School recognizes the importance of sensory integration in students' ability to function effectively in an educational environment. Teachers and therapists evaluate sensory integration effectiveness for each student through formal and informal methods. If a sensory integration dysfunction is identified, a sensory diet, including individual activities, group exercises and/or

Curriculum Guide

Organization/Study Skills

- Attends to group activities
- Works independently
- Attempts new or unfamiliar tasks
- Maintains task focus/finishes tasks on time
- Organizes materials for learning
- Completes homework

Communication Skills

- Demonstrates age-appropriate speech production skills
- Demonstrates age-appropriate voice quality, pitch, and volume
- Speaks fluently
- Understands basic language concepts
- Follows multi-step directions
- Understands and uses content-related vocabulary at grade level
- Understands compound and complex sentence forms
- Speaks in complete sentences using correct grammar (syntax and morphology)
- Uses and responds to nonverbal language (eye contact, tone of voice, facial expressions, and body language)
- Initiates, maintains, and closes conversations
- Uses verbal turn taking and natural reciprocity
- Uses social problem solving and negotiations skills
- Participates in group learning discussions

Fine Motor Skills

- Writes in manuscript
- Writes in cursive
- Writes numbers
- Draws basic shapes and pictures
- Demonstrates self help skills (buttoning, shoe tying, etc.)
- Uses compensatory strategies to accommodate for perceptual defi-

Curriculum Guide

Basic Reading Skills

- Exhibits letter and word recognition skills
- Names letters and discriminates between letters
- Exhibits understanding of sound-symbol relationships
- Recites alphabet correctly
- Uses correct page orientation
- Has adequate sight word vocabulary for age
- Uses decoding strategies
- Synthesizes strategies in word identification
- Reads oral selections fluently (with adequate speed and expression)

Reading Comprehension

- Understands meaning of words, phrases and sentences
- Uses context clues to facilitate comprehension
- Identifies main ideas of passages
- Draws inferences and conclusions from passages
- Accurately retells stories that have been read
- Recalls facts and details from passages
- Follows written directions
- Identifies author's purpose (e.g., to inform, to persuade, to entertain)
- Determines cause-effect relationships
- Predicts outcomes using information in passages
- Comprehends figurative language understands synonyms and antonyms

Curriculum Guide

Written Expression

- Uses correct handwriting when writing (e.g., letter formation, spacing, staying on the line, etc.)
- Copies information accurately from material at desk or on board
- Uses age appropriate writing conventions (spelling, punctuation, capitalization)
- Uses correct grammatical constructions (e.g., plurals, subject-verb agreement, tense endings) when writing
- Uses correct order of words in writing
- Uses complete sentences when writing
- Uses a variety of sentence structures (simple, compound, and complex)
- Uses age appropriate vocabulary when writing
- Demonstrates an understanding of the writing process (pre-writing, first draft, edit, revise, final product)
- Writes with correct sequence, organization and cohesiveness of ideas
- Writes for a variety of purposes: informative, personal, narrative, etc.

Mathematic Calculation

- Identifies numerals
- Rote counts by 1's, 2's, 5's, 10's
- Counts objects in a set
- Understands the meaning of basic computational symbols
- Knows basic arithmetic facts: addition, subtraction, multiplication, division
- Shows understanding of place value when performing calculations
- Performs calculations involving regrouping: addition, subtraction, multiplication and division
- Performs appropriate arithmetic operations and sequence of steps in multi-step computations

Curriculum Guide

Mathematics Concepts and Applications

- Understands concepts related to size (e.g. larger, smaller), sequence (e.g., first, last before, after), and quantity (equal to, more, less)
- Uses appropriate problem-solving strategies
- Solves word problems
- Applies estimation and prediction appropriately in solving problems
- Understands and constructs charts, graphs and tables
- Identifies and counts money
- Understands time concepts
- Solves problems involving measurement
- Generalizes skills from one problem to other types of problems
- Understands abstract mathematical concepts (e.g., positive and negative values on a number line, set theory)

Social Skills Development

- Demonstrates evidence of positive self-concept
- Has positive relationship with one or more peers
- Works and plays cooperatively in groups
- Shows respect for self and others
- Follows class and school rules
- Accepts responsibility for choices
- Knows and consistently uses appropriate social skills (e.g., manners, turn-taking in conversations, awareness of personal space, etc.)
- Is appropriately assertive
- Uses self-advocacy skills to facilitate learning
- Demonstrates flexibility in schedule or routine