



TIEGERMAN
TEACHING THE EXTRAORDINARY

Tiegerman Middle School

“Teaching The Extraordinary”

Course Catalog 2024-2025



Reviewed by the Board of Directors 2024



TIEGERMAN

TEACHING THE EXTRAORDINARY

EXPERTS IN LANGUAGE AND COMMUNICATION DEVELOPMENT

September 2024

Dear Parents:

Enclosed you will find the Middle School Course Catalog for students attending Tiegerman Middle School. Please review the enclosed information on our grading system and the various courses offered in middle school. If you have any questions, please feel free to contact administration at (516) 801-6915.

Sincerely,

Mrs. Kristin Lyons
Principal

EDUCATIONAL ADMINISTRATION

Tiegerman Elementary School

Program Administrators

Dr. Ellenmorris Tiegerman, Chief Executive Officer

Dr. Christine Radziewicz, Chief Compliance Officer

Dr. Jeremy Tiegerman, Chief Operating Officer

Mr. Jeffrey Scott, Chief Financial Officer

Mrs. Lauren Leonardi, Director

Mrs. Karen Katzman, Principal

Mrs. Rosemarie King, Admissions Coordinator

Program Coordinators

Mrs. Michelle Neitz

Mrs. Alicia Andrus

Mrs. Erica Citrin

Ms. Kim Piegari

Tiegerman Middle School

Program Administrators

Mrs. Kristin Lyons, Principal

Mrs. Joanna DiGianni, Assistant Principal

Program Coordinator

Mrs. Danielle Polito

Tiegerman High School

Program Administrators

Dr. John Wagner, Principal

Ms. Elana Ehrlich, Assistant Principal

Program Coordinators

Mrs. Andrea Giangregorio-McAteer

Tiegerman School at Woodside

Program Administrator

Mrs. Nina DeVita, Principal

Program Coordinators

Mrs. Jennifer Cohen

Ms. Heather Li

Tiegerman Preschool at Far Rockaway

Program Administrators

Mrs. Michelle Costantino, Principal

Mrs. Esther Price, Assistant Principal

Main Office: 516-609-2000

Ms. Cioni – Ext. 154

Mrs. Rutigliano – Ext. 127

Mrs. Stanco – Ext. 164

Mrs. Rutigliano – Ext. 127

Ext. 134

Mrs. Rutigliano – Ext. 127

Ms. Giordano – Ext. 286

Ms. Cruz– Ext. 323

Ms. Giordano – Ext. 309

Ms. Santoli – Ext. 309

Ms. Giordano – Ext. 286

Ms. Giordano-Ext. 286

Main Office: 516-801-6915

Mrs. Barnett – Ext. 317

Mrs. Barnett – Ext. 317

Mrs. Barnett – Ext. 317

Main Office: 718-291-2807

Ms. Johnson – Ext. 627

Ms. Johnson – Ext. 627

Ms. Turnbull – Ext. 619

Main Office: 718 476-7163

Ms. Van Wyk – Ext. 379

Ms. Van Wyk– Ext. 379

Ms. Van Wyk– Ext. 379

Main Office: 718-868-2961

Ms. Poblete – Ext. 1451

Ms. Poblete – Ext. 1451

IMPORTANT CONTACT INFORMATION

Busing

New York City Office of Pupil Transportation 718-392-8855
Customer Service <http://schools.nyc.gov/offices/transportation>

Tiegerman Elementary School Busing Issues Ms. Giordano 516-609-2000 ext. 283
Tiegerman Middle School Busing Issues Ms. Banos 516-801-6915 ext. 433
Tiegerman High School Busing Issues Ms. Turnbull 718-291-2807 ext. 619
Tiegerman School at Woodside Ms. Beckford 718-476-7163 ext. 379

School Nurse

Ms. Ida Puccini- Elementary School 516-609-2000 ext. 145
Ms. Susan Schleger - Middle School 718-476-7163 ext. 402
Ms. Magdalena Salamon-High School 718-291-2807 ext. 602
Ms. Kate Wynee - Tiegerman School at Woodside 718-476-7163 ext. 377
Mr. Avrohom Fordonski -Tiegerman School at Far Rockaway 718-868-2961 ext. 1400

Central Auditory Processing Evaluator

Dr. Ronni Glass 516-609-2000 ext. 275

Parent Liaison

Mrs. Toya Davis 718-476-7163 ext. 364

Development Department

Mrs. Irene Scalfani 516- 609-2000 Ext. 313

School Closing Information

In case of inclement weather, you will be notified via telephone by automated message. You can also check the following media outlets:

News 12 Long Island
WINS 1010 AM

WKJY 98.3 FM
WBLI 106.1 FM

TIEGERMAN Board of Directors

TIEGERMAN's Board of Directors is charged with the responsibility of ensuring the fiduciary and academic integrity of the institution. Members of TIEGERMAN's Board of Directors demonstrate a strong commitment to TIEGERMAN's mission. The Board works tirelessly to develop long-range planning strategies, to evaluate the ongoing physical plant needs and to ensure TIEGERMAN's financial solvency.

The Board of Directors meet regularly throughout the school year in order to meet the challenges of long-range planning, changing physical space needs, and the financial health of the school.

2024 – 2025 Board of Directors

| |
|---|
| <i>Mr. Jay Parker, Chairperson</i> |
| <i>Mr. Paul Rosen, Vice Chairman and Secretary</i> |
| <i>Mr. Joseph Farber, Esq., Board Counsel</i> |
| <i>Dr. Ellenmorris Tiegerman, Founder and CEO</i> |
| <i>Mr. Jimmy Araujo</i> |
| <i>Mr. Douglas Farber</i> |
| <i>Mrs. Toya Davis</i> |
| <i>Mrs. Terri Fritz</i> |
| <i>Mr. John Scalfani</i> |
| <i>Ms. Penny Mendelsohn</i> |
| <i>Mr. Joseph Ficalora</i> |
| <i>Mr. David Farbstein</i> |
| <i>Mr. Eli Szus</i> |
| <i>Ms. Denise Tembelis</i> |

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Mission Statement of TIEGERMAN

The Tiegerman mission of “teaching the extraordinary” reflects the organization’s goal to substantively transform the lives of individuals with developmental disabilities from preschool throughout adulthood by means of the Tiegerman Learning Method. We are committed to providing an enduring opportunity for exceptional instruction, education and support to ensure that the children and adults that we serve achieve their potential in life. We believe that each individual is extraordinary and through our extraordinary efforts they will achieve a more independent and successful future.

STUDENT BEHAVIOR AND RESPONSIBILITY

A student’s primary responsibility in school is to prepare for the future. All students should be aware of and take advantage of the opportunities offered to them. Students are expected to conduct themselves in a manner conducive to learning. A detailed explanation of students’ expected behavior with regard to attendance, dress code, homework, books and other important matters is contained in the Tiegerman parent/Student Handbook that is distributed to parents on Open School Night. The Tiegerman Code of Conduct sets specific guidelines and procedures on matters of behavior. Copies of the Code of Conduct and attendance policy are available upon request.

STUDENT BILL OF RIGHTS

1. All students have the right to clear standards.
2. All students have the right to appropriate materials and resources.
3. All students have the right to a suitable learning environment and facilities that enable learning and health.
4. All students have the right to high quality teachers and professional staff.
5. All students have the right to have professional staff that is knowledgeable of students’ individual educational plans.
6. All students have the right to a safe, secure and supportive school environment that is nondiscriminatory, and safe from harassment or abuse of any kind.
7. All students have the right to a school environment that encourages and supports prosocial, positive interactions.
8. All students have the right to confidentiality as per FERPA.

PARENTS’ BILL OF RIGHTS AND RESPONSIBILITIES

ALL PARENTS HAVE THE FOLLOWING RIGHTS:

1) THE RIGHT TO A FREE PUBLIC SCHOOL EDUCATION

Parents have the right to a free public school education for their child in a safe and supportive learning environment.

Parents have the right to:

- a) free public school education for their child as provided by law;
- b) have their child receive his or her full instructional schedule for the 12 month school year;
- c) have their child learn in a safe and supportive learning environment, free from discrimination, harassment, bullying, and bigotry;
- d) have their child receive courtesy and respect from others and equal educational opportunities regardless of actual or perceived race, color, religion, age, creed, ethnicity, national origin, alienage, citizenship status, disability, sexual orientation, gender (sex) or weight;
- e) have a child accorded all the rights set forth in Tiegerman's Students' Bill of Rights.

2) *THE RIGHT TO ACCESS INFORMATION ABOUT THEIR CHILD*

The Department of Education and its schools are responsible for providing parents with access to their child's education records and any available information on educational programs and opportunities.

Parents have the right to:

- a) oral and written translation if they require or request language assistance in order to communicate effectively with Tiegerman staff;
- b) information regarding all policies, plans and regulations which require parent consultation at Tiegerman;
- c) be informed about required health and immunization requirements;
- d) information concerning expectations relating to their child's educational program, attendance and behavior;
- e) be assured of the confidentiality of their child's records in accordance with FERPA;
- f) access and review their child's education records no more than 45 days from receipt of the request;
- g) request that their child's education records be released to an outside agency with written consent;
- h) have their child's education records sent in a timely manner to another school to which their child has transferred;
- i) consent to disclosures of personally identifiable information contained in their child's education records, except to the extent that Family Educational Rights and Privacy Act (FERPA) authorizes disclosure without consent. One exception permitting disclosure without consent is disclosure to Tiegerman's officials and the School District who need to review education records to fulfill their professional responsibility. Examples of school officials include Tiegerman employees (such as administrators, supervisors, teachers, other instructors, or support staff members).

3) *THE RIGHT TO BE ACTIVELY INVOLVED AND ENGAGED IN THE EDUCATION OF THEIR CHILDREN*

Parents have the right to:

- a) feel welcomed, respected and supported in their school communities;
- b) be treated with courtesy and respect by all school personnel, and to be accorded all rights without regard to race, color, creed, religion, national origin, sex, gender, age, ethnicity, alienage/citizenship status, marital status, partnership status, sexual orientation, gender identity or disability;
- c) participate in regular written or verbal communication with teachers and other school staff and share concerns regarding their child's academic, social and behavioral progress;

- d) meet with their child's teachers and principal in accordance with established procedures;
- e) participate in meaningful and productive parent-teacher conferences to discuss their child's progress in school and have access to other school staff, as appropriate, throughout the school year to discuss concerns;
- f) be informed on a regular basis, both informally and through formal progress reports, of their child's academic and behavioral progress in school;
- g) due process as set forth in Tiegerman's Behavioral Expectations when their child is subject to discipline;
- h) have school staff make every reasonable attempt to ensure that parents receive important notices from the school, including notices about parent-teacher conferences, Parent-Teacher Association meetings, Parent Education meetings, school events, etc.;
- i) be a member of Tiegerman's Parent Teacher Friends Association;
- j) receive a copy of the "Parents' Bill of Rights and Responsibilities", the Students' Bill of Rights", and the Code of Conduct.

ALL PARENTS ARE RESPONSIBLE FOR:

1. sending their child to school ready to learn;
2. ensuring that their child attends school regularly and arrives on time;
3. being aware of their child's work, progress, and problems by reading school notices, talking to their child about school, reviewing their child's work and progress reports, meeting with school staff and assisting with homework;
4. maintaining verbal and/or written contact with their child's teachers and principal about the progress of their child's education;
5. adhering to all school policies that pertain to their child's education;
6. responding in a timely manner to communications from the child's school;
7. attending all meetings and conferences requested by the school that pertain to their child;
8. entering the school building in a respectful manner, refraining from disruptive behavior and treating all members of the school community with courtesy and respect;
9. ensuring that the school is updated with accurate contact information (e.g., home address, telephone number).

PARENTS SHOULD ALSO:

1. provide a supportive home setting where education is priority;
2. reinforce the importance of acquiring the knowledge, skills and values needed to function effectively in society;
3. volunteer time or resources in the school;
4. take part in school programs that empower parents to participate in educational decision-making;
5. teach their child to respect property, safety, and rights of others and the importance of refraining from intimidating, harassing or discriminatory behavior.

MIDDLE SCHOOL CURRICULA

The Middle School Program provides intensive academic instruction to students in grades 7-9. Tiegerman's curriculum is approved by the New York State Department of Education (NYSED) and is aligned with the Next Generation Learning State Standards. Classroom curricula, including goals, instructional strategies, and academic content are modified to meet the individual needs of each student.

GRADING SYSTEMS

Grading is considered a positive tool to indicate achievement and development in each class or subject in which a student is enrolled. The classroom teacher has the primary responsibility to evaluate students and determine their grades.

Grading will be based upon student academic achievement, participation in classroom discussions and activities. Report Cards/Progress Reports are issued five times during the school year (November, January, March, June, and August).

Grading will not be used for disciplinary purposes (i.e., reducing a test grade for being disruptive in class), although a lower grade may be given for failure to complete assigned work.

All students are expected to complete the assigned class work and homework as directed by the teacher. Students are also expected to participate meaningfully in class discussions and activities. If work is missed, the student is expected to make up the work in accordance with the Tiegerman policy on student attendance.

GRADING SYSTEMS REGULATION

Consistent with Tiegerman policy, student grades shall be based on academic performance on tests, quizzes and other assessments, homework assignments, reports, projects, laboratory reports, effort, preparedness, and class interaction and participation, which shall be consistent with course goals and New York State Next Generation Learning Standards. This provides the student and their parent(s)/guardian(s) information about his/her level of content and skills mastery.

Students' grades shall be permanently recorded by the educator consistent with procedures established by the building principal or his/her designee at designated times throughout the school year. A portfolio of assigned academic work completed for each marking period will be assembled by each academic teacher.

Grading Policy

| <u>7 - 8th Grade Grading Policy</u> | | <u>9th Grade Grading Policy:</u> | |
|---|-----|--|-----|
| Class Participation | 10% | Tests, Projects, Quizzes: | 70% |
| Classwork | 15% | Participation: | 10% |
| Assessments | 60% | Classwork: | 10% |
| Homework | 15% | Homework: | 10% |

TRANSFER STUDENTS

Students who transfer to Tiegerman from other districts or private/parochial schools shall have grades and course units earned at their previous school identified as such on their transcript.

PROGRESS REPORTS

Report cards are issued at the end of each marking period. Recorded on the report will be scholarship grade (numerical form), modification, comments and absences.

Attendance

Regular attendance by students is very important. Students risk not achieving course credit if they exceed the maximum allowed absences for the school year. The maximum number of unexcused absences permitted is 10% of the total number of school days for the academic year. Please schedule doctor and dentist appointments outside of school hours or when school is not in session. Work missed through absence must be made up. Students attending Tiegerman have 12-month IEPs because of their intensive learning needs. Summer programming is not recreational, but a continuation of the academic program during the school year. If students have less rigorous 10-month IEPs, their academic needs can be met in less restrictive settings. Please be advised that if a student has five or consecutive unexcused absences, the school district will be notified. The CSE then has the option of reconsidering your child's educational placement.

Absences

Please call the school nurse at 516-801-6915, ext. 402 by 8:00 a.m. to inform the school if your child is going to be absent. The New York State Education Department requires the documentation of all absences. Please provide the school with a note explaining the reason for your child's absence when he/she returns to school. If a student has a record of excessive absences, Tiegerman is obligated to notify the school district. The school district has the right to change a student's placement and reconvene a CSE based on excessive absences. In addition, Tiegerman is not reimbursed for educational programming when students are illegally absent.

If a child has surgery, or is hospitalized, a doctor's note is required in order for the child to return to school and continue all activities.

Attendance information is collected and forwarded to your school district on an annual basis.

Lateness

Students are expected to arrive at school on time. Students who arrive to school late will not be admitted to class until they have reported to the Main Office. Students who enter class late disrupt the learning process for the entire class. Should a student arrive to first period more than 15 minutes late (8:32AM), they are to be marked absent for that period. If a

student is 15 minutes late more than 4 times over the course of a marking period, he/she may be required to make up missed coursework if not rectified.

Excused Absences

Excused absences are defined as absences, tardiness, and early departures from class or school due to personal illness, illness or death in the family, impassible roads or weather, religious observance, quarantine, required court appearance, medical or dental appointments, approved college visits, military obligations, or such other reasons as may be approved by the principal. All other absences are considered unexcused absences.

SUMMER POLICY

Several years ago the New York State Education Department issued a memorandum to school districts and non-public schools concerning the development of 12-month IEPs for children with disabilities. Students with Extended School Year IEPs covering 12-months must satisfy two primary characteristics:

1. They must present with severe developmental disabilities.
2. Their disabilities must be severe enough that any interruption in educational services will result in regression.

Students attending Tiegerman have 12 month IEPs and therefore satisfy the criteria indicated above. There are some families, however, who remove their children over the summer to go on vacation or to summer camp for several weeks. We do not believe that this is appropriate for the population of children served at Tiegerman. Illegal absences must be reported to Committees on Special Education. It is then the decision of each CSE to determine whether a child's placement is going to be changed as a function of illegal absences and poor attendance. The policy of the school is that summer camp and vacations must be scheduled around educational programming and not in place of the mandated services on a child's IEP. We expect that every student with a 12 month IEP be present during the summer for his/her educational services.

Tiegerman Middle School Modification Policy for Students

With the implementation of the NYS Next Generation Learning State Standards, it is essential that all students be exposed to a rigorous curriculum and tasks of high cognitive demand. The Next Generation Learning State Standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. To meet the demands of the Next Generation Learning State Standards, students are placed in modification levels.

Sixth grade students entering Tiegerman Middle School will not be placed in a modification level. This year will be used to get the sixth grade students acclimated to the middle school setting. Throughout the year, the students will be exposed to a rigorous curriculum, one that is focused, coherent and challenging. During this time, all teachers will be collecting data (classwork, homework, test, quizzes and projects) to assess the progress of each individual learner.

At the end of sixth grade, meetings will be held with all stakeholders to discuss the progress of each student throughout their first year of middle school. Students will then be placed in a modification level 2. The Next Generation Learning Standards provide a consistent, clear understanding of what

students are expected to learn, so teachers and parents know what they need to do to help them. Students who achieve a score of 64 or below over the course of two consecutive marking periods will require a meeting with his/her educational team to consider a modification level adjustment within the specific content area.

Please see below for an explanation of modification levels.

Modification 1: Curricular elements at this level demand consistent use of higher order thinking processes such as synthesis, reflection, assessment and adjustment of plans over time. Students are engaged in conducting investigations to solve real world problems with unpredictable outcomes. Students in modification level 1 participate in New York State Testing with testing accommodations as per each individual student's IEP.

Sample Task/Assessment at level 1: Research and design a system to lift heavy objects using the conversion of electrical energy to mechanical energy. Build a prototype of the system using materials found in the classroom.

Modification 2: Curricular elements at this level demand thinking processes such as applying, analyzing and evaluating information. At this level, students should be able to explain processes and support these explanations with evidence. Students in modification level 2 participate in New York State Testing with testing accommodations as per each individual student's IEP.

Sample Task/Assessment at level 2: Analyze the results of an experiment demonstrating that electrical currents produce magnetic forces. Use this knowledge to predict events in related experiments.

Modification 3: Curricular elements at this level demand thinking processes in which students show an understanding of ideas or concepts learned by interpreting and explaining the information in their own words. At this level, students should be able to compare and contrast people, places, events and concepts, convert information from one form to another, and classify information into meaningful categories. Students in modification level 3 participate in New York State Testing with testing accommodations as per each individual student's IEP.

Sample Task/Assessment at level 3: Compare and contrast the workings of an electrical motor to an electrical generator.

Modification 4: Students with a level 4 modification participate in New York State Alternate Assessment in which they demonstrate their performance toward achieving New York State and Next Generation Learning Standards. Curricular elements at this level demand thinking processes such as recalling and reproducing information. Students at this level will participate in learning tasks such as matching, identifying, copying and labeling.

Sample Task/Assessment at level 4: Define the following terms: electrical generator, electrical motor, magnetic field and electrical current.

Extra Credit Policy

Extra Credit - Extra Credit should be part of the learning process. If a student fails a graded assessment (tests/quizzes), teachers will give them the opportunity to gain extra credit. Points will be ad

Test Corrections – Students will have the opportunity to gain points on an exam by completing test corrections. Test corrections must be done in school (either in class or during homework period). After an assessment is given, teachers will review the content with the class once it is graded. Students will then make corrections and have the chance to gain a **maximum of 5 points** to that particular **assessment, not the overall average grade.**

End of Marking Period Review Packet – If a student is in danger of failing, the teacher will send home a review packet to be completed for extra credit.

- If the student is failing significantly (lower than a 55) and they complete the review packet, their grade will be raised to a 55.
- A student that has a grade from 55 – 64 will be able to gain a **maximum of 5 points** to their average, **up to a 65.**

PLEASE NOTE THAT A 65 IS THE HIGHEST GRADE EARNED

Example: If a student currently has a 56 average, he or she can complete the review packet for a maximum of 5 points = 61 FINAL

Example: If a student has a 63 and completes the extra credit packet, he or she will earn a 65.

Credit Recovery

Eligible students who previously failed a course may also have the option to make up credit through credit recovery. Targeted credit recovery is specifically for students who have already attended most of the course and mastered the majority of the content. This option affords the student the opportunity to pass the course and master the content that was in need of improvement. The student does not retake the full course again, but instead works with a teacher to make up and subsequently master only the particular portion of the course he/she still needs additional instruction in. However, there are specific NYSED policies regarding the use of credit recovery that schools must implement in order for schools to award credit through targeted credit recovery, as outlined below.

Eligible students can make up credit through credit recovery: targeted, intensive instruction in the student's identified deficiency areas of a course. To award credit through targeted credit recovery, schools must meet the following requirements:

- The program must align with applicable New York State commencement-level learning standards; address student course deficiencies; and ensure that students receive equivalent, intensive instruction in the applicable subject area under the direction or supervision of a teacher certified in the subject area in which the student is making up credit.
- A teacher may oversee and instruct a group of students with different course deficiencies making up credit in the same subject. As with all targeted credit recovery programs, in this scenario the teacher must be certified in the subject area and the classroom component and assignments must be differentiated based on students' individual course deficiencies and credit recovery plans.
- A school-based panel, which must include the principal, a teacher certified in the subject area for which the student needs to make up credit, and a guidance counselor or other administrator must approve a student's participation in a make-up credit program.
- To receive credit, the student must successfully complete the make-up credit program and demonstrate mastery of the learning outcomes for the subject, including passing the Regents exam, if the Regents exam is required for graduation.

COURSE DESCRIPTIONS

HEALTH EDUCATION DEPARTMENT

Health Education - 8th & 9th Grades

The courses cover the impact of physical, mental, emotional and social health on overall wellness and longevity. Students will learn how to make responsible decisions related to peer pressure, substance abuse, relationships, and other health-related issues they may face on a daily basis. They will also develop an appreciation for their role within their family, community, and society. The state required HIV/AIDS sexual education and parenting units are incorporated into the Family Life unit of study within this class. The 9th grade health education course earns a student 1 HS credit.

PHYSICAL EDUCATION DEPARTMENT

Physical Education – 7th, 8th & 9th Grades

Students will engage in activities throughout the year to improve their cardiovascular endurance, strength, flexibility, muscular endurance and body composition. While the lessons are modified to fit the needs of the individual student, skills and objectives reflect the New York State Next Generation Standards. The 9th grade physical education course earns a student 1 HS credit

ART DEPARTMENT

Art

This course teaches skills of creative expression. Through a variety of activities such as exploring the principles of art, art history, architecture, drawing and mixed media, students are given the foundation to understand and appreciate their own artistic skills. Students are also engaged in drawing, painting, sketching and projects that foster the foundation to understand and further develop artistic skills. Students are encouraged and given the opportunity to show their art work at a variety of functions throughout the school year.

MUSIC DEPARTMENT

Music Theory, Performance and Music Appreciation

Students in this music course study a variety of the basic elements of music ranging from beginning musicianship and appreciation, to music technology, vocal study and instrumental study. Emphasis is on developing musical skills and techniques that nurture emotional development and foster creative thinking. Additionally, our students are offered the opportunity to commence instruction with orchestra and band instruments, sing in the Tiegerman choir, and choreograph their own dance routines for annual shows. The overall goal of our performance program is to enhance each student's skill level as well as their love and appreciation of music and the arts.

LANGUAGE ARTS PROGRAM

Reading and Writing: Tiegerman's Extraordinary Language & Literacy (TELL): An Integrated Approach to Teaching Reading, Writing, Listening and Speaking

Tiegerman's Extraordinary Language & Literacy (TELL) is a program that provides language and literacy learning through explicit instruction of reading, writing, listening and speaking skills. TELL integrates the following components of balanced literacy to help students develop the skills and strategies necessary to become competent readers, writers and oral language users:

- Phonics: Systematic and explicit teaching of the relationships between written letters and spoken sounds
- Read To/Write To: Teacher modeling of reading and writing through demonstration and explicit instruction
- Shared Reading: Interactive reading experience in which the teacher models specific reading skills/strategies and students participate in reading and interacting with the text
- Shared Writing: Interactive writing experience in which the students and teacher both contribute ideas. The teacher prompts and questions students to help develop and shape the text, and models and explains the writing of the text
- Guided Reading: Small group reading instruction designed to strengthen students' decoding, word identification, vocabulary, comprehension and reading fluency skills. The teacher guides and supports students in their use of specific reading strategies/actions for reading and understanding new text

ENGLISH DEPARTMENT

English Language Arts 7th Grade

This is a required course for students who have completed the sixth grade course. Students in seventh grade will experience a balance of literature and informational texts designed to create opportunities for learners to engage with a variety of topics and texts, and discuss texts that support language development and knowledge building as outlined by the Next Generation Learning Standards. Creating this learning environment for readers can take a variety of formats, including shared readings, paired readings, independent readings and other learning activities that incorporate literacy materials, talking, and writing.

English Language Arts 8th Grade

This is a required course for students who have completed the seventh grade course. Students in eighth grade will experience a balance of literature and informational texts in the context of instruction designed to create opportunities for learners to engage with a variety of topics and texts, and discuss texts that support language development and knowledge building as outlined by the Next Generation Learning Standards. Creating this learning environment for readers can take a variety of formats, including shared readings, paired readings, independent readings and other learning activities that incorporate literacy materials, talking, and writing. The literature is thematically connected and is designed to teach skills of increasing complexity.

English Language Arts 9th Grade

Students read complex literary and informational texts including novels, plays, short stories, poetry and speeches by recognized authors. This Next Generation aligned curriculum includes expository writing, reinforcement of oral and written language skills and continued development of research skills. This full-year course earns a student 2 HS credits.

English Language Arts 9th Grade Basics

This course provides students with meaningful reading, writing, speaking and listening activities that are aligned with the Next Generation Standards. The literary selections are thematically connected. Grammar will be taught formally and integrated into students' work. Among the organizing principles emphasized are chronology, cause and effect, fact and opinion, and examples arranged in increasing order of importance. Several pieces of writing will be added to each student's portfolio. This full-year course is a non-diploma credit course.

MATHEMATICS DEPARTMENT

Mathematics 7th Grade

This course integrates the mathematical concepts addressed in the Next Generation Learning Standards. In Grade 7, instructional time will focus on three areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; and (3) drawing inferences about populations based on samples. Please note that while every standard/topic in the grade level has not been included in this overview, all standards will be included in instruction.

Mathematics 8th Grade

This course integrates the mathematical concepts addressed in the Next Generation Learning Standards. In Grade 8, instructional time will focus on three areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Please note that while every standard/topic in the grade level has not been included in this overview, all standards will be included in instruction.

Algebra I Part I-9th Grade

Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. This first part in the multi-part sequence of Algebra I generally covers the study of properties of rational numbers (i.e., number theory), ratio, proportion, and estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first degree equations and inequalities. This full year course earns a student 1 HS credit.

Algebra I Part I-9th Grade Basics

In Algebra I Part I Basics, practice is given mainly to conceptual understanding, especially when students are learning computational procedures, such as simplifying algebraic expressions and solving algebraic equations and inequalities. The course concepts include operations with rational numbers, simplifying algebraic expressions, solving algebraic equations and inequalities, geometry, and data analysis. The curriculum is designed to transition students from simple whole number operations to basic algebraic equations and inequalities. This full year course is a non-diploma credit course.

SCIENCE DEPARTMENT

Life Science – 7th Grade

This course focuses on the main areas of Life Science: diversity of life, evolution, cell structure and function, genetics, human physiology, and ecology.

Physical Science – 8th Grade

This course focuses on the main areas of Physical Science: matter and energy, chemical interactions, forces and motion, waves, sound, light, and electricity and magnetism. Students will also discuss the scientific method.

Living Environment-9th Grade

This course will provide a broad understanding of the fundamental principles of biology and will focus on specific areas of biochemistry, human physiology, reproduction and development, modern genetics, modern evolution, and ecology. Laboratory exercises reinforce the basic principles in each of the course topics. Following this course, students will be prepared to take the Living Environment Regents examination. This year and a half course earns a student 2 HS credits.

Living Environment Basics-9th Grade

The Living Environment Basics curriculum is designed to parallel the Living Environment science curriculum with practical, hands-on classroom experience. An emphasis will be placed on exposing the students to the main themes of the course including plant and animal cells, the body systems, plant structure and function, and genetics. Laboratory exercises will reinforce the basic principles in each of the topics. This year and a half course is a non-diploma credit course.

SOCIAL STUDIES DEPARTMENT

Social Studies 7th Grade- United States History and Government

This is a required course focusing on U.S. History and Government from the colonial era through Reconstruction. Main topics include the age of exploration, the thirteen colonies, the American Revolution, the study of government, the Civil War, reconstruction and other developments that affected U.S. domestic and foreign relations.

Social Studies 8th Grade - United States History and Government

This is a required course, which focuses on U.S. history and government from the westward expansion to current day. Main topics include the study of government as it relates to historical events, American business, industry, labor, Westward expansion, the Industrial Revolution, World War I, the Great Depression and World War II.

Global History 9th Grade

The course constitutes the first half of the New York State Global History and Geography requirement. This course is a study of world history from prehistory until the mid-eighteenth century. It begins with a unit on ancient civilizations and ends with “Global Absolutism.” Many facets of culture are examined, including religion, geography, economics, political science, anthropology, history, sociology and archaeology. Through this course, students will explore and analyze significant historical cultural regions, specifically East Asia, South Asia, the Middle East, sub-Saharan Africa, Latin America, Eastern Europe and Western Europe. Students in this course begin to prepare for the Global History Regents by learning to analyze and evaluate documents and historical texts, make comparisons between and among significant events, communicate through oral and written work, and synthesize learning through broad essential questions. This full year course earns a student 2 HS credits.

Global History 9th Grade Basics

The Global History Basics curriculum is designed to parallel the global history curriculum with practical, hands-on classroom experience. This course is a study of world history from prehistory until mid-eighteenth century. It begins with a unit on ancient civilizations and ends with “Global Absolutism.” However, topics will be covered in a broader sense and an emphasis will be placed upon the general importance of each time period and region. This full year course is a non-diploma credit course.

FAMILY AND CONSUMER SCIENCE DEPARTMENT

Home and Careers

This course equips students with essential life skills and knowledge to thrive both in the home and in their future careers. Students will explore a variety of topics including personal finance, nutrition, cooking, and basic household management. Emphasis is placed on problem-solving, decision making and teamwork, preparing students to become responsible, self-sufficient and resourceful individuals.

Exploring Careers

Exploring Careers explores each of the 16 U. S. Department of Education career clusters as well as builds foundation skills and workplace competencies. In this course, students will explore their interests, abilities, and preferences for working with people, information, and/or things in order to begin to develop a career plan that will assist them in transitioning from school to eventual entry into a career. Additionally, students learn how each new skill can help them build successful careers.

Entering the World of Work

Entering the World of Work is aimed at career preparation. This course helps students succeed in their careers and everyday lives. They learn that choosing the right career requires self-exploration, research, and planning and will explore the relationship among personal interests, skills, abilities, and career research in order to further develop their career plans. The course also covers essential workplace skills such as responsibility, self-management, leadership, and integrity. The Travel Training Program will enhance students' understanding of the options available in the public transportation system. Classroom lessons on travel related skills and behaviors are designed to introduce the students to the features of the public transportation system and the personal practices that will help them travel safely. This full year course earns 2 HS credits.

Travel Training Program

The travel training program will enhance your child's understanding of the options available in the public transportation system. Classroom lessons on travel related skills and behaviors are designed to introduce the students to the features of the public transportation system and the personal practices that will help them to travel safely.

Retail Store

Students will have an opportunity to focus on all the aspects of retail marketing in our fully equipped Calvin Klein & Tommy Hilfiger store. The students are exposed to inventory control, setup design, cashiering, and loss prevention. They are taught about the operations of retail establishments, related technology, and will become able to demonstrate an understanding of business, marketing, and economic concepts.

TECHNOLOGY EDUCATION DEPARTMENT

Technology

This course is designed to introduce students to the essential skills and concepts in modern technology. Students will explore various topics including computer literacy, digital citizenship and the basics of programming. They will learn to use a range of software applications for word processing, spreadsheets and presentations. Additionally, students will engage in hands-on projects that involve designing simple websites and creating multimedia presentations.