

# TIEGERMAN SCHOOLS



2025 - 2026  
Grades 9 - 12  
Course Catalog

*"Teaching the Extraordinary"*



# TIEGERMAN

TEACHING THE EXTRAORDINARY

EXPERTS IN LANGUAGE AND COMMUNICATION DEVELOPMENT

September 2025

Dear Parents:

Enclosed you will find the Course Catalog for students attending Tiegerman Schools who are in grade 9 through grade 12. Please review the enclosed information on our policies, graduation requirements, grading system, and the various courses offered in high school. If you have any questions, please feel free to contact administration at:

Tiegerman High School (718) 291-2807  
Tiegerman School at Woodside (718) 476-7163

Sincerely,

*Dr. John Wagner*  
Principal  
Tiegerman High School

*Mrs. Nina DeVita*  
Principal  
Tiegerman School at Woodside

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## EDUCATIONAL ADMINISTRATION

### **Central Administration**

Dr. Ellenmorris Tiegerman, Chief Executive Officer  
Dr. Christine Radziewicz, Chief Compliance Officer  
Dr. Jeremy Tiegerman, Chief Operating Officer  
Mrs. Lauren Leonardi, Director

### ***Tiegerman Elementary School***

#### **Program Administrators**

Mrs. Karen Katzman, Principal  
Mrs. Rosemarie King, Admissions Coordinator  
Mrs. Andrea Giangregorio-McAteer, Asst.  
Admissions Coordinator  
Mr. Jeffrey Scott, Chief Financial Officer

#### **Program Coordinators**

Mrs. Michelle Neitz  
Mrs. Alicia Andrus  
Mrs. Erica Citrin  
Mrs. Kimberly 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

#### **Program Coordinators**

Mrs. Heather Li  
Ms. Rebecca Baron

### ***Tiegerman School at Woodside***

#### **Program Administrator**

Mrs. Nina DeVita, Principal

#### **Program Coordinator**

Mrs. Jennifer Cohen

### ***Tiegerman Preschool at Far Rockaway***

#### **Program Administrators**

Mrs. Michelle Costantino, Principal  
Ms. Elana Ehrlich, Assistant Principal

#### **Program Coordinator**

Mrs. Esther Price, Assistant

### ***Tiegerman Preschool at St. Catherine's***

#### **Program Administrators**

Christine Austin, Principal  
Mrs. Catha Bucaro, Assistant Principal

### **Main Office: 516-609-2000**

Ms. Cioni – Ext. 154  
Mrs. Stanco – Ext. 164  
Ms. Thompson – Ext. 127  
Ms. Thompson – Ext. 127

### **Main Office: 516-609-2000**

Mrs. Giordano – Ext. 283  
Ms. Cruz – Ext. 323  
Ms. Cruz – Ext. 323

Ext. 134

Mrs. Giordano – Ext. 283  
Ms. Santoli – Ext. 309  
Mrs. Giordano – Ext. 283  
Mrs. Giordano – Ext. 283

### **Main Office: 516-801-6915**

Ms. Barnett – Ext. 317  
Ms. Barnett – Ext. 317

Ms. Barnett – Ext. 317

### **Main Office: 718-291-2807**

Ms. Stewart – Ext. 627

Ms. Turnbull – Ext. 619  
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Ms. Van Wyk – Ext. 379

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Ms. Poblete – Ext. 1451  
Ms. Poblete – Ext. 1451

Ms. Poblete – Ext. 1451

Ms. Knatz- Ext. 1321  
Ms. Knatz- Ext. 1321

## IMPORTANT CONTACT INFORMATION

### Busing

New York City Office of Pupil Transportation  
Customer Service

718-392-8855

<http://schools.nyc.gov/offices/transportation>

Tiegerman Elementary School Busing Issues  
Tiegerman Middle School Busing Issues  
Tiegerman High School Busing Issues  
Tiegerman School at Woodside  
Tiegerman Preschool at Far Rockaway  
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Ms. Catha Bucaro 516-609-2010

### School Nurse

Ms. Angela McHugh- Elementary School

516-609-2000 ext. 145

Ms. Susan Schleger - Middle School

718-476-7163 ext. 402

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718-291-2807 ext. 602

Tiegerman School at Woodside

718-476-7163 ext. 377

Mr. Avrohom Fordonski -Tiegerman School at Far Rockaway

718-868-2961 ext. 1400

Ms. Ida Puccini-Tiegerman School at Saint Catherine's

516-609-2010 ext. 1145

### Central Auditory Processing Evaluator

Dr. Ronni Glass

516-609-2000 ext. 275

### Parent Liaison

Mrs. Toya Davis

516-609-2000 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.

### **BOARD MEMBERS**

**Mr. Jay Parker, Chairman**

**Mr. Paul Rosen, Vice Chairman  
and Secretary  
David G. Rosen, Inc.**

**Mr. Jimmy Araujo**

**Mrs. Toya Davis**

**Mrs. Nicole Epstein**

**Mr. Douglas Farber  
Millennium Management**

**Joseph Farber, Esq., Board  
Counsel**

**Mr. David Farbstein  
McFar Construction Ltd.**

**Mr. Joseph Ficalora**

**Mrs. Teri Fritz**

**Mr. Todd Jackson  
WarnerBros./Discovery**

**Mr. John Scalfani  
TOMRA of North America**

**Mr. Elis Szus**

**Ms. Denise Tembelis**

**Dr. Ellenmorris Tiegerman  
Tiegerman  
(Founder and CEO)**

## **TIEGERMAN MISSION**

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 at TIEGERMAN. 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 Parent/Student Handbook that is distributed to parents. 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.

## ***I. HIGH SCHOOL GRADUATION REQUIREMENTS***

New York State Education Department (NYSED) Commissioner’s Regulations Part 100.5 establishes the requirements for earning a high school diploma in New York State. To meet diploma requirements, students must earn specific course credits and pass specific assessments, typically Regents exams or Department-approved alternatives.

Part 100 requires students to earn at least 22 units of credit to earn a diploma. TIEGERMAN calculates credits towards graduation using a semester-based model, in which the State’s requirement of 22 units of credit equates to 44 credits. Throughout this guide, the TIEGERMAN semester-based credit model is used.

### **A. DIPLOMA TYPES**

All students at TIEGERMAN are afforded the opportunity to earn a high school diploma. With the exception of students who are alternately assessed, all high school freshmen begin credit-bearing coursework with the eventual goal of attaining a Local or a Regents diploma. The following are important factors relating to the opportunity for students with disabilities to earn regular high school diplomas.

1. Students will be enrolled in coursework that leads to a diploma and be provided instruction by teachers who are highly qualified in the subject area course being taught.
2. Each student with a disability will receive appropriate special education supports and services to address the effect of the student’s disability on participation and progress in the general education curriculum.
3. CSE’s, parents and students will understand the relationship between courses of study, a regular diploma and the student’s post-secondary goals.
4. Transition planning and activities will be meaningful and motivate the student to work towards a regular diploma.

Please be advised that when a student on a high school diploma path struggles and fails three (3) consecutive marking periods within a specific subject area, a meeting is convened with teachers, counselors, parents, and administrators to explore the academic options that might be most appropriate going forward. TIEGERMAN takes steps early in the student’s career to ensure that the parent and student fully understand the various diploma options offered at the high school. Parents are informed in numerous ways (Annual Transition meetings, Parent-Teacher conferences, and Parent Education Workshops) that a high school diploma is intended for a student who has displayed the ability to master the state approved curriculum and meets the required standards on state approved examinations (Regents).

Students may pursue one of two high school diploma options—the Regents or local diploma. All students should be encouraged to meet the requirements for the most rigorous option possible. The charts outlined below outline student eligibility and specific requirements by diploma type.

The following charts summarize the credit and assessment requirements for diplomas, by type. All students should be encouraged to meet the requirements for the most rigorous option possible.

Diploma Type	Eligibility	Requirements	
		Credits	Assessments
Regents	All students	Earn 44 required credits	5 required Regents exams with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and 1 Pathway Assessment; or  4 required Regents exams with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential <a href="http://www.p12.nysed.gov/part100/pages/1005.html#regents_diploma">http://www.p12.nysed.gov/part100/pages/1005.html#regents_diploma</a>
Local	All Safety Net-eligible students: <ul style="list-style-type: none"> <li>Students with Individualized Education Program (IEPs)</li> </ul>	Earn 44 required credits	Low Pass Safety Net Option: 5 required Regents exams with a score of 55 or better as follows: 1 math, 1 science, 1 social studies, ELA and either 1 Pathway Assessment, or meet all the requirements of the CDOS Commencement Credential

**Footnotes:**

- \* Students who appeal one Regents exam score of 60–64 may still graduate with a Regents diploma.
- \* Students who appeal two Regents exam scores of 60 – 64 may graduate with a Local diploma.
- \* Students who appeal up to two Regents exam scores of 52-54 may still graduate with a Local diploma.

Diploma Type	Eligibility	Requirements	
		Credits	Assessments
Local Diploma (through Superintendent Determination) Revised Jan, 2018	Students with disabilities with an IEP Does NOT INCLUDE students with a Section 504 Accommodation Plan	Earn 44 required credits	To be eligible for the Superintendent Determination: <ol style="list-style-type: none"> <li>The student must have a current individualized education program (IEP) and be receiving special education programs and/or related services.</li> <li>The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option.</li> <li>The student must have earned the required course credits and have passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents examination areas (English Language Arts (ELA), mathematics, social studies and science).</li> <li>The student must have taken and received a minimum score of 55 on both the ELA and Mathematics Regents examinations</li> </ol>

		<p>or a successfully appealed a score between 52 and 54, except that on or after December 12, 2017, a student who was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the English and/or Mathematics Regents examinations may be considered an eligible student for the Superintendent Determination option, provided that the student has completed the requirements for the New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential.</p> <p>5. There must be evidence that the student participated in all Regents examinations required for graduation but has not passed one or more of these examinations.</p> <p>6. In a subject area where the student was not able to demonstrate his/her proficiency of the State's learning standards through the Regents examinations required for graduation (including ELA and/or mathematics if using the CDOS Commencement Credential to meet the eligibility condition(s) in #4), there must be evidence that the student has otherwise demonstrated graduation level proficiency in the subject area(s).</p> <p>7. The parent/guardian must submit a written request that their child be considered for a Superintendent Determination;</p>
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Assessment Requirements	Local Diploma (Safety Net)	Regents Diploma
<b>Regents subject area</b>	<b>Minimum Requirements</b>	
<b>English Language Arts</b>	<b>55+</b>	<b>65+</b>
<b>Math</b>	<b>55+</b>	<b>65+</b>
<b>Social Studies</b>	<b>55+</b> on one social studies exam: U.S. History OR Global History & Geography	<b>65+</b> on one social studies exam: U.S. History OR Global History & Geography
<b>Science</b>	<b>55+</b> on one science exam: Living Environment OR Earth Science	<b>65+</b> on one science exam: Living Environment OR Earth Science
<b>+1 Option</b>	<b>55+</b> on any additional Regents exam or State-approved +1 option	<b>65+</b> on any additional Regents exam or State-approved +1 option
<b>Total</b>	<b>5 assessments</b>	<b>5 assessments</b>

Credit Requirements	Local & Regents Diploma Minimum Requirements
<b>English</b>	<b>8</b>
<b>Math</b> Including at least 2 credits of advanced math (e.g., Geometry or Algebra II)	<b>6</b>
<b>Social Studies</b> <i>Distributed as Follows:</i> Global History (4) U.S. History (2) Participation in Government (1) Economics (1)	<b>8</b>
<b>Science</b> <i>Distributed as Follows:</i> Life Science (2) Physical Science (2) Life Science or Physical Science (2)	<b>6</b>
<b>Language Other than English (LOTE)</b>	<b>2*</b>
<b>Visual Art, Music, Dance, and/or Theater</b>	<b>2</b>
<b>Physical Education</b> In every year, distributed in specific patterns	<b>4</b>
<b>Health</b>	<b>1</b>
<b>Electives</b>	<b>7</b>
<b>Total</b>	<b>44</b>
*Students with a disability may be excused from the requirement for 2 unit credits in LOTE if so indicated on the IEP, but must still earn 44 units of credit to graduate.	

## B. COURSE CREDITS

According to Part 100 Regulations, students must earn 44 credits, distributed across specific subjects and aligned to NYSED learning standards, in order to graduate. All high schools must provide students with the opportunity to take credit-bearing courses in grades 9–12 to satisfy the requirements for a high school diploma. By passing the course successfully, students demonstrate mastery of the content and skills, as set forth in a New York State-developed or locally-developed syllabus aligned to NYSED learning standards.

Students' programs are comprised of credit bearing and non-credit bearing units of study. A unit of study is defined as at least 180 minutes of instruction per week throughout the semester or school year. This is the equivalent of 54 hours per credit. To accumulate a credit, students must be provided with the opportunity to receive 54 hours of instruction and must demonstrate mastery of the learning outcomes. Schools must provide all students with opportunities to complete the credit requirements and must cover any costs associated with participating in and making up required courses. All credit-bearing courses must address high school (i.e.,

commencement-level) learning standards, meet instructional time requirements, and be taught by a teacher with a NYSED secondary certification in the course’s subject area.

When students miss class time, they must be provided opportunities to make up the classwork, assignments, assessments, and other learning experiences; students are not required to make up the exact amount of instructional time missed due to absence. Students who master the course content and satisfactorily meet the expectations outlined in the syllabus for a course must receive credit for the course; they may not be denied credit based on lack of “seat time” alone.

School grading policies and course syllabi must outline the extent to which attendance and participation factor into students’ grades and might therefore impact whether students earn credit. Determinations of passing or failing must be based primarily on how well students master the subject matter, concepts, content, and skills addressed in a class or course. Students cannot pass or fail primarily based on non-mastery measures such as attendance, participation, preparedness, professionalism, respect, and adherence to the school code of conduct.

### **1. English Language Arts**

Students must accumulate a minimum of eight core credits in English language arts (ELA) to graduate. NYSED does not define a specific sequence; instead, schools must define a four-year ELA sequence aligned to commencement-level standards, spanning grades 9–12, and progressing in rigor. Schools may also offer “electives” that address ELA standards, as well as electives in other areas in the English department that support learning in ELA.

### **2. Social Studies**

In social studies, students must earn a minimum of eight credits to graduate with a diploma. NYSED defines specific subjects and standards. These requirements apply to all students, regardless of the social studies assessment(s) students use to graduate:

- Four Global History credits
- Two U.S. History credits
- One Government credit
- One Economics credit

### **3. Math**

Students must earn a minimum of six credits in mathematics, including at least two credits of advanced math (e.g., Geometry) to graduate. However, to be college-and-career ready, it is strongly recommended that students receive four years of high-school level math, including instruction in:

- Algebra I
- Geometry
- Business Math

NYSED allows math courses designed to culminate in a Regents exam to extend up to four credits. No more than a total of four credits may be awarded for high school-level coursework in any of the following subjects: Algebra I, Geometry and Business Math. Students participating in

an extended algebra course must earn at least two commencement-level math credits other than algebra.

Courses that do not align to high school-level standards (e.g., pre-algebra, math fundamentals) may not bear credit and cannot be used to fulfill the math or elective requirements. Students may also not receive credit for retaking a course they have already passed, even if they are using it to help prepare to take the Regents exam. Regents-preparatory courses may not be credit bearing. See the non-credit bearing courses section of this guide for additional information.

#### **4. Science**

Students must earn a minimum of six credits in science to graduate, including:

- Two Living Environment credits
- Two Earth Science credits
- Two additional science credits in life and/or physical science

To be college- and career-ready, it is strongly recommended that students receive four years and eight credits of high-school level science, including Living Environment, Earth Science and Environmental and/or Ecology.

The required two life science credits listed above can be in Living Environment or in school-developed courses derived from the Living Environment standards. Likewise, the required two physical science credits can be in Earth Science, Chemistry, Physics, or school-developed courses derived from any of the physical setting standards. Schools may determine which of these courses culminate in Regents exams.

Completing year-long, two-credit science courses supports students in thoroughly mastering the course content; however, students are not required to complete three year-long science courses to earn six science credits. For example, a student who completes one credit of earth science and one credit of chemistry meets the minimum physical science credit requirements. Schools should consider students' post-secondary goals in designing science sequences.

NYSED allows any science course that end in a Regents exam to extend up to four credits. No more than a total of four credits may be awarded for the following high school-level coursework: Living Environment, Earth Science, Chemistry, or Physics.

While all science courses incorporate lab activities, for those science courses designed to culminate in a Regents, students must also successfully complete an additional required hands-on (not virtual) laboratory component of 1,200 minutes with documented satisfactory lab reports. The lab may not be credit bearing and must be provided in addition to the 54 hours required for each science credit. Labs that correspond to science courses designed to culminate in a Regents exam must be recorded on student transcripts, with a clear indication of whether the student successfully completed the laboratory requirement (e.g., 'P' or 'F' to indicate pass or fail, or the equivalent per the school's grading policy). Schools can provide the 1,200 minutes of hands-on lab experiences in a single term or across multiple terms. If the 1,200 minutes are scheduled across multiple terms, students must pass all terms to meet the lab requirement.

If students pass a required science lab but fail the Regents, it is recommended, but not required, that they retake the lab in order to retake the Regents.

Students may not receive credit for re-taking a course they have already passed, even if they are using it to help prepare to take the Regents exam. Regents-preparatory courses may not be credit bearing. Please see the section on non-credit bearing courses for additional information.

## 5. Languages other than English (World Languages)

A student with a disability is exempt from meeting the LOTE requirement only if his/her IEP indicates that the requirement is not appropriate due to a disability that adversely affects his/her ability to learn a language. The student must still earn 44 course credits required for graduation through elective credits earned in other subject areas.

## 6. Physical Education

Part 135.4 defines the minimum requirements for schools to provide physical education (PE) in grades 7–12. High school students must participate in an instructional physical education (PE) program using either the traditional model (90 minutes per week using the “3/2 flip model” or other patterns) or the daily model (180 minutes per week, in all but one term). Schools may not count the time for dressing or traveling to an off-site facility toward the instructional time. In order to graduate and earn a diploma, students must successfully earn four course credits in PE. Like all credit-bearing experiences, PE courses must be aligned to NYSED commencement-level learning standards and taught by a subject-certified teacher.

High School PE Model	Minimum required PE time	Minimum required PE frequency	Credits
Traditional Model	90 minutes per week	Every term	0.5 per semester, totaling 4 credits
Daily Model	180 minutes per week	Daily, in all but one term	0.58 per semester, totaling 4.06 credits

Students may take more than one PE course per term, but students may not accelerate or “bank” PE credits in order to avoid taking PE in later grades.

As in all other courses, grading for PE must be based primarily on content area knowledge and skills and not on non-mastery measures. Students may not be graded solely on attendance, participation, or preparedness.

### NYSED PE & Health Learning Standards

1. Personal Health & Fitness
2. A Safe and Healthy Environment
3. Resource Management

## 7. Health Education- *Updated May 2018*

Part 135.3 defines the minimum requirements for schools to provide health education instruction, including a minimum of six required annual HIV/AIDS lessons for students in grades 7–12.

All high school students are required to complete a one-credit comprehensive health education course that includes sexual health education. Like all credit-bearing experiences, the course must be aligned to NYSED health education learning standards at the commencement level and must be taught by a certified health education teacher. It is strongly recommended that this course take

place during grades 9 or 10, so that students are adequately prepared to make healthy and informed choices throughout high school.

In addition to one credit in comprehensive health education, NYSED mandates six HIV/AIDS lessons for every student every year in grades 9–12.

NYSED requires schools to include the several dimensions of health education including mental health and the relation of physical and mental health; that are designed to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity.

## 8. The Arts

Students must earn at least two credits in the arts to graduate. Students may take courses in any of the following: dance, music, theater, and/or visual arts.

## 9. Electives

Students must earn seven elective credits to graduate with a Regents or Local diploma. Elective courses, like all other credit-bearing courses, must align to high school learning standards, be taught by a certified subject teacher, and meet instructional time requirements. NYSED has commencement-level learning standards in the following subject areas: English language arts; social studies; mathematics, science, and technology; the arts (including visual arts, music, dance, and theater); languages other than English; health; physical education; family and consumer sciences; and career development and occupational studies.

## C. ASSESSMENTS

### 1. Regents Exams

The Board of Regents administers culminating assessments in subject areas to assess student learning. The table on the following page summarizes all available Regents exams, created and administered by NYSED, by subject area.

All students who have enrolled in a course of study leading to a Regents exam have the right to take that exam. Students may not be barred from an exam for disciplinary reasons or because their achievement or attendance in the course is considered unsatisfactory. Schools may not recommend that certain students not take the Regents exam at the end of a course that culminates in a Regents exam.

Subject Area	Regents Exams	
<b>English Language Arts (ELA)</b>	English Language Arts	
<b>Math</b>	Algebra I Geometry	
<b>Social Studies</b>	Global History and Geography U.S. History and Government	
<b>Science</b>	Life Sciences: Living Environment	Physical Sciences: Earth Science

## 2. Approved Alternatives and the 4 + 1 Policy

The exam requirements in New York State changed in 2015, to provide students more flexibility regarding the assessments required for graduation. The 4+1 Option is available to all students eligible to receive a high school diploma in June 2015 and thereafter; these are the current exam requirements for graduation requirements in New York State. To earn a Local or Regents diploma, students must earn the 44 required course credits and pass at least one Regents exam or Department-approved alternative, in each of these four subject areas:

- English Language Arts (ELA)
- Mathematics
- Science
- Social Studies

For their fifth required assessment, or +1 option, students may now pass any of the following:

- Any other Regents exam not counted toward the above requirements.
- Any one item from these additional approved options, including:
  - One Department-approved alternative in English language arts, social studies, mathematics, or science
  - The experiences that count for the Career Development and Occupational Studies (CDOS) commencement credential. Students who have engaged in work-based learning and CTE experiences can use those experiences to help them earn their diplomas by choosing the CDOS for their +1 option. These students must complete all the requirements for the CDOS.

## 3. Appeals to Graduate with Low Scores on Regents Examinations

NYSED allows a student who has met specific eligibility requirements to appeal to graduate with a low score on up to two (2) Regents exams. The Regents exam appeal options described below are designed for students who are unable to achieve a passing Regents exam score despite multiple supports and attempts to achieve a higher score. There are currently three types of low score Regents appeals that are available to students.

	<b>Low Score Appeal</b>	<b>Safety Net Appeal</b>
	Appeal to graduate with a score of 60–64 on Regents exams	Appeal to graduate with a score of 52–54 on Regents exams for Safety Net-eligible students
<b>Eligible Students</b>	All students who meet the criteria listed below	Only for Safety Net-eligible students who meet the additional criteria listed below
<b>Test Score Requirements</b>	60–64 on up to two of any of the required Regents exams	52–54 on up to two of any of the required Regents exams
<b>Type of Diploma</b>	One successful appeal results in a Regents diploma  Two successful appeals result in a Local diploma	A Safety Net appeal always results in a Local diploma

To be eligible for these appeals, students must have:

- Taken the exam(s) under appeal at least two (2) times
- Scored within the point range on the exam(s) under appeal
- Earned or be on track to earn a passing grade in all courses required for graduation in the subject area of the exam under appeal
- Been provided academic intervention services in the subject area of the exam under appeal
- Been recommended by a teacher or department chairperson for the appeal

To be eligible to appeal a score of 52–54 (Safety Net Appeal) on the Regents exam, students must have an Individualized Education Program (IEP); have a 504 plan specifying Safety Net eligibility; or be a student with a disability who was declassified in grades 8-12, and the last IEP specifies Safety Net-eligible.

All appeals to graduate with a low score on the Regents exam must be submitted to the Director for approval. Once the Director approves an appeal, the school must update the student's transcript with a new instance of the exam and 'WG' as the score, to represent a successful appeal. The original examination score may not be changed. For example, if a student has successfully appealed the U.S. History exam with a score of 63, the school must leave the original 63 and add a new U.S. History exam, with a score of “WG.”

#### **4. Safety Net Flexibilities**

Students with disabilities, like all students, should be encouraged to pursue the most rigorous diploma option available and to achieve high scores on Regents exams when possible. The “Safety Net” provides additional flexibility to support students with disabilities in earning a diploma.

As part of the Safety Net, these students have the following options to earn a local diploma if they cannot meet or exceed the requirements for an advanced Regents or Regents diploma:

- Graduate with exam scores of 55 or higher
- Qualify for the Safety Net appeal, provided they meet the other eligibility requirements
- Use the compensatory score option to graduate, provided they meet the other eligibility requirements
- Qualify for a Superintendent Determination review, provided they meet the other eligibility requirements. Note that this review is only for students with current, active IEPs.

##### **a. Safety Net Appeal**

Safety Net-eligible students may appeal a score of 52–54 on up to two (2) of the required Regents examinations, provided that they pass the remaining Regents exams with a score of 55 or above and meet the additional criteria. Students can earn a Local diploma if they successfully appeal a score of 52–54 on any Regents exam and a score of 55 or above on the remaining exams.

## **b. Compensatory Score Option**

The compensatory score option allows eligible students to earn a Local diploma with one or two Regents exam scores of 45-54 by compensating each low score with a score of 65 or higher on another required Regents exam. To be eligible for the compensatory score option, students must:

- Be Safety Net-eligible
- Earn a score of 55 or higher on the ELA and a math Regents exam
- Earn or be on track to earn a passing grade in all courses required for graduation in the subject area of the exam being compensated
- Have satisfactory attendance rate, as defined by their school

The compensatory score option, like other options for Safety-Net-eligible students, continues to apply to students using the additional flexibility of the 4+1 option. The compensatory score option may also be used in conjunction with the Safety Net appeal.

## **c. Superintendent Determination**

NYSED requires superintendents to conduct a review of eligible students with IEPs who do not meet the graduation requirements through the existing Safety Net options (i.e., the compensatory score option, and Safety Net appeal). Superintendents must review and approve students for graduation with a Local diploma if the students have a current IEP and meet other specific eligibility criteria. Schools must follow specific procedures as outlined in the Superintendent Determination Graduation Review for Students with IEPs to complete this review process.

To be eligible for the Superintendent Determination:

- The student must have a current Individualized Education Program (IEP) and be receiving special education programs and/or related services.
- The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option.
- The student must have earned the required course credits and have passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents examination areas (English Language Arts (ELA), mathematics, social studies, and science).
- The student must have taken and received a minimum score of 55 on both the ELA and Mathematics Regents examinations or a successfully appealed a score between 52 and 54, except that on or after December 12, 2017, a student who was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the English and/or Mathematics Regents examinations may be considered an eligible student for the Superintendent Determination option, provided that the student has completed the requirements for the New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential.
- There must be evidence that the student participated in all Regents examinations required for graduation but has not passed one or more of these examinations.
- In a subject area where the student was not able to demonstrate his/her proficiency of the State's learning standards through the Regents examinations required for graduation (including ELA and/or mathematics if using the CDOS Commencement Credential to meet the eligibility condition(s) in #4), there must be evidence that the student has otherwise demonstrated graduation level proficiency in the subject area(s).

- The parent/guardian must submit a written request that their child be considered for a Superintendent Determination;

#### D. DIPLOMA ENDORSEMENTS

<b>Career Development and Occupational Studies (CDOS) Endorsement</b>		
<b>Who can earn?</b>	<b>Eligible Diploma</b>	<b>Requirements</b>
All students who participate in standard State assessments	Regents and Local diploma	<p>Complete and successfully pass 216 hours (or four, 54-hour units of study) in CTE and/or work-based learning courses;</p> <ul style="list-style-type: none"> <li>• This must include, at minimum, 54 hours of supervised work-based learning experiences related to career awareness, exploration, or preparation.</li> <li>• Demonstrate achievement of the commencement-level CDOS learning standards</li> <li>• Complete and annually review a career plan; and</li> <li>• Within one year prior to the student's exit from high school, complete a work skills employability profile detailing the student's attainment of the CDOS learning standards through work-related and academic experiences. This must be maintained in the student's permanent record.</li> </ul>

## E. COMMENCEMENT CREDENTIALS

In lieu of the diploma types, students who meet specific criteria may be eligible to earn the Career Development and Occupational Studies (CDOS) commencement credential or the Skills and Achievement commencement credential. These exiting credentials are not equivalent to a high school diploma and do not have credit or exam requirements. They do not guarantee qualification in situations where a high school diploma is required.

### 1. Career Development and Occupational Studies (CDOS) Commencement Credential

The Career Development and Occupational Studies (CDOS) commencement credential is offered to all students in New York State, including students with disabilities who participate in standard assessments and meet the requirements. It is designed to recognize students' mastery of the career-readiness skills defined in the Career Development and Occupational Studies (CDOS) learning standards.

The CDOS commencement credential is not equivalent to a high school diploma. All students, including students with disabilities, must receive the opportunities and support needed to earn a high school diploma. Unlike a diploma, the CDOS credential does not require students to earn credits or pass exams. As a standalone credential earned in place of a high school diploma, the CDOS does not guarantee employment where a diploma is required and does not qualify students to enter the military or enter many post-secondary institutions. For these reasons, schools should only offer students CDOS-aligned work-based learning and CTE experiences alongside the academic coursework required for a diploma.

Commencement Credential	Student Eligibility	Requirements
<p>Career Development and Occupational Studies (CDOS) Commencement Credential</p> <p>The CDOS may be awarded to students who participate in standard assessments as an endorsement to an advanced, Regents, or local diploma; as a +1 option in lieu of a fifth Regents exam; or as the student's sole exiting credential from high school.</p>	<p>Students who participate in standard assessments</p>	<ul style="list-style-type: none"> <li>• Complete and successfully pass 216 hours (or four, 54-hour units of student) in CTE and/or work-based learning courses. This must include, at minimum, 54 hours of supervised work-based learning experiences, related to career awareness, exploration, or preparation. The remaining three units (162 hours) may be completed through CTE courses, work-based learning, or other career preparation activities (i.e., internships, service-learning, community service, etc.);</li> <li>• Demonstrate achievement of the Career Development and Occupational Studies (CDOS) learning standards;</li> <li>• Complete and annually review a career plan; and</li> <li>• Complete a work skills employability profile detailing the student's mastery of the CDOS learning standards.</li> </ul>

Students who earn the CDOS credential without earning a high school diploma must receive written assurance of their right to return to high school and work towards earning a diploma.

Students remain eligible through the end of the full school year (including the summer) in which they turn 21, or until they have earned a diploma, whichever comes first.

As of June 2016, all students who participate in standard assessments may earn the CDOS credential as an endorsement to any diploma. Students also may use the experiences aligned with the CDOS as a +1 option in lieu of a fifth Regents exam when working towards a diploma, as described further in this CDOS policy guidance.

## 2. Skills and Achievement Commencement Credential

The Skills and Achievement Credential can be awarded to only students with an IEP who participate in the New York State Alternate Assessment (NYSAA) in place of standardized assessments. It is the sole exiting credential available to NYSAA-eligible students. Students who earn this credential without earning a high school diploma must receive written assurance of their eligibility to stay in high school through the school year in which they turn 21. The Skills and Achievement Commencement Credential should be awarded in alignment with the transition planning process for students with IEPs.

Commencement Credential	Student Eligibility	Requirements
Skills and Achievement Commencement Credential	Students with severe cognitive disabilities who participate in NYSAA: <ul style="list-style-type: none"> <li>• Upon reaching the end of the school year in which the student turns 21; or</li> <li>• Upon application of the student or his/her parent/guardian at the completion of at least 12 years of schooling, excluding kindergarten</li> </ul>	The credential must be issued together with a summary of the student’s academic achievement and functional performance and must include documentation of the student’s: <ul style="list-style-type: none"> <li>• Achievement against the Career Development and Occupational Students (CDOS) learning standards;</li> <li>• Level of academic achievement and independence as measured by NYSAA;</li> <li>• Skills, strengths, interests; and</li> <li>• As appropriate, other achievements and accomplishments.</li> <li>• Schools should use the exit summary and directions provided by NYSED.</li> </ul>

## **F. TIEGERMAN HIGH SCHOOL POLICIES AND PROCEDURES**

All students at TIEGERMAN have Individualized Education Programs (IEPs) and are provided with access to the least restrictive environment (LRE).

Students with IEPs should, regardless of their disability:

- Have access to a rigorous academic curriculum that sets high academic standards, enabling them to fully realize their potential and graduate prepared for independent living, college, and careers
- Be taught in the least restrictive environment, and, as often as possible, alongside students without disabilities
- Receive special education services that are targeted to their needs and provide the appropriate level of support throughout the school day
- Be able to attend their zoned schools or the school of their choice, while still receiving the supplementary services and supports required

### **1. New York State Alternate Assessment (NYSAA)**

The NYSAA is an assessment for students with severe cognitive disabilities who are unable to participate in general education assessments. It is offered in ELA, math, science, and social studies.

Students with disabilities who have Individualized Education Programs (IEPs) may participate in a variety of assessment programs, depending on their needs and as specified on their IEPs. The Committee on Special Education (CSE) or IEP team determines eligibility. Student eligibility for NYSAA is determined on a case-by-case basis and is documented on an IEP in the Special Education Student Information System (SESIS). The student's IEP must clearly state why the student cannot participate in the general assessment program and the rationale for NYSAA eligibility.

NYSAA-eligible students are assessed according to their chronological age and against grade level standards set by NYSED. In high school, they are tested one time per subject in ELA, math, science, and social studies. The ELA and math NYSAA exams are administered via a computer. As of 2013-14, the ELA and math NYSAA are aligned to Next Generation Learning Standards. NYSAA students will earn the Skills and Achievement Commencement Credential.

### **2. Transition Services for Students with Disabilities**

TIEGERMAN's goal is to prepare all students for post-secondary college and career readiness, and for students to exit high school with the highest diploma option available. High expectations, rigorous instruction, access to effective teaching practices, and quality Individualized Education Programs (IEPs) with deliberately planned transition services help to ensure that each student with a disability is on "A Shared Path to Success." NYSED specifies the requirements for determining and documenting postsecondary transition plans for students with disabilities, beginning no later than the first IEP to be in effect when the student is age 15, and updated annually. Transition services are formalized plans documented in each student's IEP for continuing education, vocational training, employment, adult services, independent living and/or community participation, and tailored to student needs, abilities, and interests. Specific requirements include:

- A statement of the student’s needs, taking into account the student’s strengths, preferences and interests, as they relate to transition from school to post-school activities
- Appropriate measurable postsecondary goals relating to education, training, employment and, where appropriate, independent living skills
- A statement of the transition service needs of the student, including activities to facilitate movement from school to post-school activities, such as instruction, related services, community experiences, the development of employment and other post-school adult living objectives, etc.
- A statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of such services and activities that promote movement from school to post-school opportunities, or both, before the student leaves the school setting

TIEGERMAN also provides a summary prior to school exit for students whose eligibility for special education services terminates due to graduation from secondary school with a high school diploma or due to the students’ ages.

### **3. Testing Accommodations for Students with Disabilities**

Testing accommodations are changes to test format and/or administration procedures to support students in overcoming or working around their disability or English proficiency to demonstrate their skills, knowledge, and abilities. Testing accommodations are intended to remove barriers and increase access to the general education curriculum. Testing accommodations do not change the skill or content that the test is measuring, nor are they intended to make tests less rigorous.

Decisions to provide accommodations, as well as the specific accommodations themselves, are made on a case-by-case basis and are highly dependent upon individual student needs. Examples of testing accommodations include:

- Flexible test schedules or time limit extensions;
- Method of presentation, test directions, and assistive technology; and
- Method of test response, content, or physical support

### **4. Student Portfolios**

At TIEGERMAN, each student will maintain a portfolio of work that serves as the basis for determining course credit. The instructional team, made up of teachers and administrators, will review this portfolio annually to decide whether credit should be granted. Factors such as exams, homework, and attendance will also be considered during the evaluation process. The guidance counselor will keep records of each student’s completed courses, earned credits, and passed state exams. Parents will meet annually with the guidance counselor and/or school administrators to review their child’s educational progress and records.

## 5. Modifications

We recognize that every student learns in a different manner. Thus, teachers subscribe to individualization and utilize the following modifications in order to enhance the learning capacity of each particular student. A modification scale has been developed that explains the level of changes to the instructional presentation of the curriculum that each student receives. These modification levels appear on student report cards and portfolios.

# GRADES 9-12 MODIFICATION POLICY

## Overview

All students at TIEGERMAN are afforded the opportunity to earn a high school diploma. **With the exception of students who are alternately assessed, all high school freshmen begin credit-bearing coursework with the eventual goal of a Local or a Regents diploma.** The following are important factors relating to the opportunity for students with disabilities to earn regular high school diplomas.

1. Students will be enrolled in coursework that leads to a diploma and be provided instruction by teachers who are highly qualified in the subject area course being taught.
2. Each student with a disability will receive appropriate special education supports and services to address the effect of the student's disability on participation and progress in the general education curriculum in accordance with the student's IEP.
3. CSEs, parents, and students will understand the relationship between courses of study, diploma/credential options, and the student's post-secondary goals.
4. Transition planning will provide students and families with realistic and meaningful post-secondary goals/options.

Please be advised that when a student on a high school diploma path struggles and fails three (3) consecutive marking periods within a specific subject area, a meeting is convened with teachers, counselors, parents, and administrators to explore what academic options might be most appropriate going forward. Annual transition meetings, parent-teacher conferences, and parent workshops are completed throughout the year to inform parents that a high school diploma is intended for a student who has displayed the ability to master the state approved curriculum and meets the required standards on state approved assessments.

**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 working 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.***

## 6. Grading System

Grading is considered a 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 grades.

TIEGERMAN will use a uniform grading system. Classroom teachers will evaluate students and assign grades according to the established system. Report cards will be filled out at the end of each marking period.

Grading will be based upon student academic achievement and participation in classroom discussions and activities. Parent(s)/Guardian(s) will be informed regularly, at least five (5) times a year of their child's progress.

Grading will not be used for disciplinary purposes (i.e., reducing a test grade for being disruptive in class), although grades may be affected by failure to complete assigned work or poor attendance.

All students are expected to complete the assigned classwork 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.

## 7. Grading Policy

Core Subject Areas (Math, Science, Social Studies, English)

Tests, Projects, and Quizzes:	70%
Participation:	10%
Classwork:	10%
Homework:	10%

## 8. Grading System Regulations

Consistent with TIEGERMAN policy, student grades shall be based on academic performance on tests, quizzes, other assessments, homework assignments, reports, projects, laboratory reports, effort, preparedness, class interaction, and participation. Work is aligned with the New York State, Next Generation Standards, and Career Development and Occupational Studies (CDOS) Learning Standards.

Students' grades shall be permanently recorded by the guidance counselor consistent with procedures established by the building principal or his/her designee at designated times throughout the school year. Each academic teacher will assemble a Portfolio of assigned academic work completed for each marking period.

## 9. Extra Credit Policy

**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**.

**Extra Credit Packet** – If students are in danger of failing for the marking period, 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.
- The students that have grades from 55 – 64 will be able to gain a **max 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.

## 10. Transfer Students

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

## 11. Report Cards

Report cards are issued at the end of each marking period (5). Recorded on the report will be the numerical grade, comments, modification level, and absences.

## 12. 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.

### **13. Attendance**

Regular attendance by students is crucial. Students risk not earning 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 school days for the academic year. Please schedule doctor and dentist appointments outside of school hours or when school is not in session. Missed work due to absence must be completed. 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 more consecutive unexcused absences, the school district will be notified. The CSE then has the option to reconsider your child's educational placement.

### **14. Certifying Students for Graduation**

Certifying high school seniors for graduation is one of the most important procedures performed by high schools. In certifying a student for graduation, the principal is attesting that the student has completed all requirements for graduation and should receive the designated high school diploma from the school. Every high school must have clearly defined procedures for certifying students for graduation.

Principals and their designated staff must still review all graduating students' transcripts for completion of all specific requirements, and the principal remains responsible for certifying students as graduates.

## **II. COURSE DESCRIPTIONS**

### **HEALTH EDUCATION DEPARTMENT**

#### **Health Education – one semester is required for high school graduation**

This course explores how physical, mental, emotional, and social health influence overall wellness and lifespan. Students will gain understanding of the idea of optimal health and learn to identify factors that impact maintaining health. They will also learn how to make responsible choices regarding peer pressure, substance abuse, relationships, and other health-related issues encountered daily. Students will develop an appreciation for their role within their family, community, and society. The state-mandated HIV/AIDS, sex education, and parenting units are integrated into the Family Life curriculum within this class. This half-year course provides students with 1 high school credit.

### **PHYSICAL EDUCATION DEPARTMENT**

#### **Physical Education – Required for All Students**

Students will engage in activities throughout the year to improve their cardiovascular endurance, strength, flexibility, muscular endurance and body composition. Skills and objectives reflect the New York State Physical Education Learning Standards, while the lessons are modified to fit the needs of the individual student. The high school physical education courses earn a student 4 HS credits over four years.

## CULTURAL ARTS DEPARTMENT

### **Introduction to Music**

This introductory course offers students an overview of the fundamental elements of music, including melody, rhythm, form, structure, and tempo. Students will also explore basic music theory and become familiar with the instruments of the orchestra. By the end of the course, students will be able to read and write basic music notation, perform simple musical analysis, and identify orchestral instruments. This course may be taken as either a half-year or full-year program and earns students 1–2 high school credits.

### **Music Theory**

Building on the foundations introduced in *Introduction to Music*, this course deepens students' understanding of music through focused listening and evaluation of works across various genres and historical periods. Emphasis is placed on music theory and analysis, with connections to historical and cultural context. Students will strengthen their skills in melody, harmony, rhythm, and form, enhancing their overall musical knowledge and appreciation. This course may be taken as either a half-year or full-year program and earns students 1–2 high school credits.

### **Music Technology**

Music Technology is a project-based course that introduces students to the fundamentals of digital music creation using “Soundtrap”, an online collaborative recording platform. Through hands-on projects, students will explore music production and podcast creation while developing key 21st-century skills such as communication, collaboration, critical thinking, and creativity. Students will learn how to compose, arrange, and produce original works, with all projects compiled into a digital music portfolio to showcase growth and mastery. This course may be taken as either a half-year or full-year program and earns students 1–2 high school credits.

### **Music Appreciation**

This course offers students an engaging exploration of diverse musical topics, including jazz, Broadway, careers in music, and the role of music in film. Throughout the year, students will demonstrate their understanding by creating a short podcast series using “Soundtrap”, an online recording studio platform. They will document their learning and reflections in an online portfolio and present their projects at the end of each quarter. This course encourages creativity, communication, and critical

thinking through hands-on, multimedia projects. It may be taken as either a half-year or a full-year program and earns students 1–2 high school credits.

### **Performance and Music Appreciation**

This course provides students with a well-rounded introduction to music through a blend of performance, appreciation, and foundational music skills. Students will explore key elements such as music theory, note reading, rhythm, diction, vocal articulation, music symbols, and terminology. The course also includes introductory experiences in vocal and instrumental study, as well as music technology. Designed for beginning musicians, this course fosters both practical skills and a deeper appreciation of music. It may be taken as either a half-year or full-year program and earns students 1–2 high school credits.

### **Dance Appreciation**

Dance Appreciation introduces students to dance as a dynamic and expressive performing art. The course focuses on developing a critical framework for observing, understanding, and analyzing various styles of dance. Students will explore a wide range of dance traditions, genres, and cultural influences, gaining both historical context and artistic insight. Through observation, discussion, and reflection, students will build a deeper appreciation for dance as a form of artistic communication. This full-year course earns students 2 high school credits.

### **Dance Education**

The Dance Education Program provides students with a understanding of dance through history, criticism, appreciation, studio practice, and performance. Course content emphasizes the application of the elements and principles of dance, with a focus on both historical and contemporary styles from a global perspective. Students will also receive instruction in dance critique, helping them develop the ability to respond to dance as an expressive and communicative art form. The program encourages creativity, self-expression, and cultural understanding. Each dance course earns students 1–2 high school credits.

### **Dance I: Introduction to Dance and Movement**

This is an introductory course to dance and movement. This class will cover LMA (*Laban Movement Analysis*) concepts of space, timing, body shape, and effort qualities. The students in this course will explore how to use their bodies in many ways, and to create and develop their own movement styles in relation to others. They will study how LMA basics apply to choreography and composition. At the culmination of the fall and spring semesters, the students will perform their work in

school-wide concerts. Each class will use their understanding of dance making to devise, expand, and demonstrate their choreography for the school. This half-year course earns a student 1 HS credit.

### **Dance II: Introduction to Dance Technique**

This course begins with a continuation of LMA movement concepts as well as developing dance literacy. The students will use choreographic tools and apply them to cultural, social, and theatrical/performative dance techniques. These include ballet, tap, jazz, hip-hop, modern, contemporary, Bollywood, African, and Latin dance styles. The students will attend a live dance performance as well as perform their own work in a school-wide concert. This half-year course earns a student 1 HS credit.

### **Dance III: Dance Composition A**

This course focuses on developing dances while making connections to cultural and community events, as well as within interdisciplinary units. The students will review and further research dance composition, relating it to topics such as anatomy/kinesiology, current events, historical texts, and literature. Additionally, they will use technology to edit music and video their work. This half-year course earns students 1 HS credit.

### **Dance IV: Dance Composition B**

This course is an in-depth study of dance composition and choreography. The students will combine their previous knowledge of LMA principles, basic dance technique, and connections to multidisciplinary topics to choreograph dances. Their work will be performed within the classroom for their peers, at school-wide performances and assemblies, as well as for outside audiences in the community. The students will also study aspects of stage direction and will assist backstage in lighting, sound design, and stage design. This half year course earns a student 1 HS credit.

### **Set Design**

This course introduces the students to the various arts that create a complete theatrical production: acting, sets, costumes, lights, sound, make-up, etc. Classroom requirements include participation on stage and behind stage in productions during school hours and maybe after school hours. There are no auditions. Students will be encouraged to become actively involved in all aspects of a production. This course (half or full year) earns a student 1-2 HS credits.

## **ENGLISH DEPARTMENT**

### **HIGH SCHOOL COURSEWORK**

Students are required to complete four years of English to meet high school graduation requirements. All students must take and pass the English Language Arts Regents Exam to earn a Regents Diploma. English must be taken each semester throughout a student's high school enrollment.

All English courses align with the New York State Next Generation English Language Arts Standards and the Career Development and Occupational Studies (CDOS) Standards. Coursework is designed to strengthen students' skills in reading, writing, listening, and speaking. Students will learn to engage critically with a variety of texts, analyze ideas thoughtfully, and communicate effectively—skills essential for both college and career readiness.

#### **English Language Arts 9**

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 9 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.

#### **English Language Arts 10**

Students explore **multicultural world literature** through reading of complex literary and informational texts. The curriculum features novels, plays, poetry, speeches, and short stories, providing a foundation for deep literary analysis and cultural understanding. Aligned with the Next Generation English Language Arts Standards, this course also develops students' understanding in various modes of writing, including persuasion, narration, exposition, and research. This full-year course earns students 2 high school credits.

## **English Language Arts 10 Basics**

This is a required course for students who have successfully completed the 9<sup>th</sup> grade basic course. The literature is thematically connected and is designed to teach skills of increasing complexity. Vocabulary and grammar will be taught formally. Several pieces of writing will be added to each student's portfolio. This is a non-diploma credit course.

## **English Language Arts 11**

Students broaden their understanding of culture and perspectives through reading eighteenth, nineteenth, and early-twentieth-century American literature, Shakespeare, and complex informational texts. Emphasis is placed on composition and preparation for the Next Generation English Language Arts Regents. This full-year course earns students 2 high school credits.

## **English Language Arts 11 Basics**

This is a required course for students who have successfully completed the 10<sup>th</sup> grade basic course. Students analyze themes and identify stylistic techniques in literary works of various genres. Increased emphasis is placed on students' awareness of the most appropriate method of composition development, specifically as they pertain to structure, clarity, style and tone. Several pieces of writing will be added to each student's portfolio. This full year course is a non-diploma credit course.

## **English Language Arts 12**

This course explores English literature, world literature, and a range of thematic topics of inquiry. Students study major poets, playwrights, novelists, and essayists across cultures and time periods, examining their works through thematic and comparative lenses. In addition to literary analysis, students complete a variety of portfolio activities, including a research paper, presentations, and independent reading assignments. This full-year course earns students 2 high school credits.

## **English Language Arts 12 Basic**

This is a required course for students who have successfully completed the 11<sup>th</sup> grade basic course. Students will complete various essays on given topics. Several pieces of writing will be added to each student's portfolio. This full year course is a non-diploma credit course.

## **Understanding Film**

This course introduces students to film appreciation by exploring the art of filmmaking and providing insights into both classic and modern movies. Students learn cinematic vocabulary, how to identify a director's purpose, and how to create storyboards, animations, and scripts. This introductory course covers various genres such as classics, westerns, science fiction, drama, action, horror, comedy, animation, and documentary. It awards students 1 high school credit for the semester.

## **Reading and Writing**

Reading and writing courses are offered to help students improve their skills in vocabulary, grammar, and literacy. These classes provide extra reading and writing support and work with core content area courses to help students complete their assigned coursework. This course does not earn a diploma.

## **Creative Writing**

Creative Writing covers a variety of skills and interests. The aim is to help students understand style, voice, and storytelling within literary genres. Students will write short fiction, creative nonfiction, one-act plays, and poetry. They will have the chance to experiment with dialogue, description, imagery, point of view, and allusion. This course does not offer a diploma.

## **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

## **MATHEMATICS DEPARTMENT**

### **HIGH SCHOOL COURSEWORK**

The Mathematics Department offers at least three years of math for high school students. All courses are designed to meet New York State and Next Generation Standards as well as the Career Development and Occupational Studies Standards (CDOS). It is the goal of the Mathematics Department to ensure that, upon graduation, all students are prepared to analyze and solve real world mathematical problems that require the use of multiple computational skills, reason abstractly and quantitatively, construct viable arguments to explain their work, and strategically use appropriate mathematical tools.

#### **Algebra I Part I-9<sup>th</sup> Grade**

Algebra I Part I is the first course in a multi-part Algebra sequence and provides a strong foundation in algebraic concepts. This full-year course focuses on the properties of rational numbers, including number theory, ratios, proportions, estimation, exponents, and radicals. Students will also explore the rectangular coordinate system, sets and logic, formulas, and techniques for solving first-degree equations and inequalities. In addition, they will begin working with rational algebraic expressions and translating word problems into equations. This course prepares students for more advanced algebra topics. This full-year course earns a student 1 high school credit.

#### **Algebra I Part I 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.

## **Algebra I Part II**

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 course is the second part in the multi-part sequence of Algebra I. This course covers the study of properties of the real number system and operations, 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 quadratics. This full year course earns a student 1 HS credit.

### **Algebra I Part II Basics**

The Algebra I Part II Basics curriculum is designed to parallel the algebra curriculum. Units are taught to bridge conceptual modeling with real world examples. Students will be exposed to a variety of topics including expressions, equations, inequalities, proportions, ratios and graphing. Everyday situations will be used to teach students the basic computational skills used in typical Algebra courses. This full year course is a non-diploma credit course.

## **Geometry**

The study of Geometry in high school extends the conceptual and analytic approach of the Algebra curriculum. Geometry assists students in building reasoning skills through inductive and deductive thinking with problem solving. It expands the focus of study from solving equations and inequalities to applying this knowledge to geometric figures and postulates. Students will expand their analysis of equations and expressions learned in Algebra to proving theorems and postulates, illustrating constructions, and proving similarities and relationships. Students will be able to connect algebraic terminology and theories to the geometric shapes, formulas, and properties learned in Geometry. Students will work with a variety of tools including compass, straightedge, graphing calculators, and manipulatives to form geometric constructions, prove congruence and similarities, and identify and describe relationships among geometric figures. This full year course earns a student 2 HS credits.

## **Geometry Basics**

The Geometry Basics curriculum is designed to parallel the Geometry curriculum. Units are taught to bridge conceptual modeling with real world examples. Students will be exposed to a variety of topics including geometric figures and their formulas, constructions, postulates, relationships and properties. Everyday situations will be used to teach students the basic computational skills used in typical Geometry courses. This full year course is a non-diploma credit course.

## **Business Math**

This course prepares students to navigate the complex financial decisions they will face in everyday life. Topics include earning income, budgeting, managing household expenses, shopping, banking, investing, paying taxes, and career planning. Designed for students with a basic understanding of mathematical computation, the course emphasizes real-world application through hands-on projects and activities. Students engage with authentic materials such as shopping ads, coupons, cookbooks, play money, utility bills, and more. They are encouraged to explore local stores, analyze advertising, and speak with professionals to understand how math is used in daily life and the workplace. This full-year course earns students 2 high school credits.

## **Business and Personal Finance**

This course is designed to help students understand the impact of personal financial decisions on their occupational goals and long-term financial well-being. Students will learn to create personal and household budgets, simulate checking and savings account usage, and demonstrate knowledge of finance, credit, debt management, insurance, and taxes. Emphasis is placed on building a strong foundation for informed financial decision-making. Through real-life scenarios, students will evaluate the **costs** and benefits of financial choices, understand their rights and responsibilities as consumers, and apply learned skills to future financial situations. This full-year course earns students 2 high school credits.

## SCIENCE DEPARTMENT

### **HIGH SCHOOL COURSEWORK**

The Science Department offers at least three years of science for high school students. All courses are designed to meet New York State and Next Generation Learning Standards as well as the Career Development and Occupational Studies Standards (CDOS). This offering is necessary to meet graduation requirements.

#### **Life Science: Biology**

This course offers a broad understanding of biological principles and processes, as outlined by the New York State Science Learning Standards. Students will explore fundamental biology concepts such as cell structure and function, ecology, organism interdependence, evolution, and trait inheritance. Scientific inquiry skills will be enhanced through hands-on investigations, group discussions, and critical thinking activities. Laboratory exercises will reinforce key concepts covered in each unit. Upon completing this course, students will be prepared to take the Life Science: Biology Regents exam. This year-and-a-half course earns a student 2 high school credits.

#### **Life Science: Biology Basics**

The Life Science: Biology Basics curriculum is designed to parallel the Life Science: Biology science curriculum with practical, hands-on classroom activities. An emphasis will be placed on exposing students to the main themes of the course, including plant and animal cells, ecology, evolution, and the inheritance of traits. Laboratory exercises will reinforce the fundamental principles of each topic. This year-and-a-half course is a non-diploma credit course.

#### **Earth and Space Science**

This course provides a broad understanding of Earth's systems and the universe, as outlined by the New York State Science Learning Standards. Students will investigate the different processes that shape our planet, including geology, Earth's history, climate change, meteorology, and astronomy. Scientific inquiry skills will be developed through hands-on investigations, collaborative discussions, and critical thinking activities. Laboratory exercises will reinforce foundational concepts covered in each unit. Following this course, students will be prepared to take the Earth and Space Science Regents examination. This year-and-a-half course earns a student 2 HS credits.

## **Earth and Space Science Basics**

The Earth and Space Science Basics curriculum is designed to parallel the Earth and Space 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 rocks and minerals, the history of Earth, weather, and space science. Laboratory exercises will reinforce the basic principles in each of these topics. This year-and-a-half course is a non-diploma credit course

## **Environmental Science**

This Environmental Science course examines the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, these courses usually cover the following subjects: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources. This full year course earns a student 2 HS credits.

## **Introduction to Marine Biology**

This course offers students a broad introduction to the fundamental principles of marine biology. Students will explore the diversity of marine life, the structure and dynamics of marine ecosystems, and the physical and chemical characteristics of the ocean environment. Emphasis is placed on the interconnectedness between humans and the ocean, fostering awareness of environmental impact and conservation. This full-year course earns students 2 high school credits.

## **Ecology**

This course explores core **ecological concepts** and the methods used by ecologists to study the relationships between organisms and their environments. Students will examine both **local and global environmental issues**, with a focus on understanding the impact of human activity on natural ecosystems. The course also highlights the roles of individuals, communities, and governments in **environmental protection and conservation efforts**. This full-year course earns students **2 high school credits**.

## **Forensic Science**

This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation and physical and trace evidence. Through lessons, laboratories, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions. This full year course earns a student 2 HS credits.

## **SOCIAL STUDIES DEPARTMENT**

### **HIGH SCHOOL COURSEWORK**

Four years of social studies are required for graduation, and all courses are designed to meet New York State and Next Generation Standards as well as the Career Development and Occupational Studies Standards (CDOS). Additionally, students will take a half year of Government and a half year of Economics in grade 12.

#### **Global History 9**

This course fulfills the first half of the New York State Global History and Geography requirement. Students will study world history from prehistory through the mid-18th century, beginning with ancient civilizations and concluding with the era of Global Absolutism. Throughout the course, students examine key aspects of culture—religion, geography, economics, political systems, anthropology, history, sociology, and archaeology—to gain a comprehensive understanding of global development. Major cultural regions explored include East Asia, South Asia, the Middle East, sub-Saharan Africa, Latin America, Eastern Europe, and Western Europe. Students also begin preparation for the Global History Regents Exam by learning to analyze and evaluate historical documents, draw comparisons across time periods and regions, communicate effectively through oral and written work, and synthesize information through inquiry-based learning and essential questions. This full-year course earns students 2 high school credits.

#### **Global History 9 Basics**

The Global History Basics course is designed to align with the standard global history curriculum while providing practical, hands-on learning experiences in the classroom. This full-year course covers world history from prehistory through the mid-eighteenth century. Students begin with a study of ancient civilizations and conclude with the era of Global Absolutism. The course takes a broader approach to each topic, focusing on the overall significance of different time periods and regions rather than detailed analysis. It offers students a strong foundational understanding of global historical developments and provides a non-diploma credit.

## **Global History 10**

This course fulfills the second half of the New York State Global History and Geography requirement. It focuses on significant historical events from 1750 to the present, encouraging students to interpret evidence, synthesize information, and evaluate differing perspectives throughout their analysis. The course begins with a review of key global concepts from Grade 9, followed by units on the Scientific Revolution, and concludes with an in-depth study of Middle East conflicts. Students examine multiple facets of society—including religion, geography, anthropology, history, political science, sociology, and economics—while exploring major world culture regions such as East Asia, South Asia, the Middle East, sub-Saharan Africa, Latin America, Eastern Europe, and Western Europe. Upon completing this course, students will take the Global History Regents Examination. This full-year course earns students 2 high school credits.

### **Global History 10 Basics**

The Global History Basics curriculum is designed to parallel the Global History curriculum with practical, hands-on classroom experience. The course concentrates on world history from 1750 to present day. It begins with a review of Global History nine, continues with a unit on the “Scientific Revolution,” and culminates with a unit on Middle East conflicts. This full year course is a non-diploma credit course.

## **United States History and Government**

This course provides a comprehensive study of United States history and the structure and function of government, from the colonial era to the present day. Students will explore how American government interacts with major historical developments, including business, industry, labor, domestic policy, and foreign relations. Emphasis is placed on building critical thinking and communication skills through individual research, independent reporting, analytical writing, and close reading of primary and secondary sources in American history. This full-year course earns students 2 high school credits.

### **United States History and Government Basics**

The United States History and Government Basics curriculum is designed to parallel the United States History and Government curriculum with practical, hands-on classroom experience. The course centers on U.S. History and Government from the colonial era to current day. 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.

## **Economics**

This is a required half-year course that will provide students with the economic knowledge and skills that will enable them to function as informed and financially literate citizens in our society and the world. Basic concepts such as scarcity, productivity, capitalism, interdependence and the business cycle will be stressed. Economic issues will be identified, and the students will examine the topics in the context of history and current affairs. This half year course earns a student 1 HS credit.

## **Economics Basics**

The Economics Basics curriculum is a half-year course designed to parallel the Economics curriculum with practical, hands-on classroom experience. Within this class, economic issues will be identified and students will examine the topics in the context of history and current affairs. 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.

## **Government**

This is a required half-year course that emphasizes the interaction between citizens and government at all levels: local, state, and federal. Students will learn how the federal system works and the interrelationship among town, county, state, and national governments. An emphasis is placed on relating the content and skills to the individual student's need to act as an active and responsible citizen. This half year course earns a student 1 HS credit.

## **Government Basics**

The Government Basics curriculum is a half-year course designed to parallel the Government curriculum with practical, hands-on classroom experience. Students will learn how the federal system works and the interrelationship among town, county, state, and national governments. An emphasis is placed on the importance of active participation by informed citizens. 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.

## **Current Events**

Current Events is a course structured to give students an understanding of current issues in many areas of a political, social, and economic nature. This course emphasizes research done by the students. The topics chosen are fluid, meaning that the topics and the amount of coverage on the topics will fluctuate on any given day, week, or month depending on topics current in the media. This course (half or full year) earns a student 1-2 HS credits.

## **TECHNOLOGY DEPARTMENT**

### **HIGH SCHOOL COURSEWORK**

Technology is the application of scientific discoveries to improve the quality of daily life. In the 21st-century job market, the ability to understand and operate current technologies is essential. The Technology Education Program is designed to introduce students to the tools, systems, and innovations used in modern business and industry. Through hands-on, project-based learning, students gain practical experience with a variety of technologies and develop the skills to select and apply the appropriate tools to complete real-world tasks. These courses prepare students to become confident, capable users of technology, equipped for both further education and future careers.

#### **Technology**

Technology is designed to enable students to become efficient computer users and understand the basics of the computer operating system. In one semester, or its equivalent, the student will be taught skills needed to use a word processor, a database, a spreadsheet, creative software, presentation graphic programs, and the Internet. This course is designed for any student planning to attend a college or enter the business world. This half-year course earns the student 1 HS credit.

#### **Keyboarding**

This program concentrates on learning the keyboard and word processing applications. The course covers desktop publishing, databases, and spreadsheets. This program includes comprehensive skill building routines. Pretest-Posttest routines diagnose students' weaknesses and prescribe individual practice. This half-year course earns the student 1 HS credit.

## VOCATION EDUCATION ELECTIVE COURSES

Career development is a lifelong process, unique to each individual. All courses in this program align with the Career Development and Occupational Studies (CDOS) Standards and are designed to help students build strong decision-making, problem-solving, and planning skills for both college and career pathways.

Students will explore valid and reliable educational and career information to better understand their interests, strengths, and abilities. They will integrate academic knowledge with technology, communication, and interpersonal skills to make informed decisions. Using tools such as interest inventories and career exploration software, students will research a range of career options, identify educational requirements, and develop a personalized college and career achievement plan.

### **Exploring Careers**

Exploring Careers examines each of the 16 US 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. This full year course earns the student 2 HS credits.

### **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. This full year course earns the student 2 HS credits.

### **Succeeding in the World of Work**

Succeeding in the World of Work prepares students for the 21st century workplace. This course integrates academic standards-based activities with real world workplace connections. The students will apply decision-making skills in order to select a career option of strong personal interest and will complete the development of their career plan. Workplace skills, technology, and understanding and working with cultural differences will also be addressed. This full year course earns the student 2 HS credits.

## **Character Development & Leadership**

The Character Development Leadership program provides a consistent format of 10 diverse lesson plans to teach each of the 18 character modules. Each module starts with informal, social language activities (debate, small and large group discussions, and persuasive arguments) and naturally progresses to formal, academic writing & speaking by the end of the unit. Activities are highly engaging, interactive and meaningful, allowing students to develop personally as well as academically. The goal is for students to be able to demonstrate personal qualities that lead to responsible behavior and to be able to relate to and interact with people of different ages and from diverse backgrounds. This half year course earns a student 1 HS credit.

## **Hospitality**

This course is designed for students to practice and apply life skills strategies. Students will obtain practical information and hands-on instruction on topics such as good manners, hygiene and sanitation, customer relations, and orientation to the hospitality industry. This half-year course earns the student 1 HS credit.

## **Housing & Environment**

This course is designed for students to learn the essentials about independent living through real life experiences. Students will learn how to prepare and cook meals, wash dishes, clean their living environment, and wash laundry. Students will learn the importance of safety, hygiene, and responsibility. This half-year course earns the student 1 HS credit.

## **Applying Life Skills**

Students will practice and apply strategies to focus on applying life skills. Students obtain practical information and hands-on instruction on topics such as protecting personal identity, staying safe on the internet, selecting quality clothing, and dealing with bullies. Students are instructed to practice and apply skills such as handling stress, being a better listener, managing time, being respectful, being responsible, showing self-control, using good manners. Students will work on further developing their thinking skills in order to be able to solve problems and apply this knowledge to new and unfamiliar situations. Instruction focuses on employability skills necessary to be successful and demonstrate responsible behavior while finding and keeping a job. This half-year course earns the student 1 HS credit.

## **Managing Life Skills**

Managing Life Skills is a one to two credit course designed to help students' develop independent living skills and prepare for success beyond high school. Career readiness focuses on thorough resume writing, job interview prep, and portfolio building activities and guidance. college readiness includes information on scholarships, financial matters, and the college application process. Project-based pedagogy is used throughout the program through unit portfolio projects, and financial education is thoroughly integrated. This full year course earns a student 2 HS credits.

## **Life Skills and Career Exploration II**

Students will learn the essential skills needed to prepare for a career post high school. This course builds upon topics covered in Applying Life Skills, and Managing Life Skills,. High school is a critical time for decision making and exploring various personal, academic and career options. As part of this course, students will explore their interests, aptitudes, and skills as well as their individual learning styles in order to find possible career matches. Students will explore a variety of career options, as well as, strengthen their decision making skills. A variety of post-high school opportunities will be discussed to help students develop and achieve career goals. This full year course earns a student 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.

## **Work Based Learning**

Work-based learning (WBL) is the "umbrella" term used to identify activities that collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students develop broad, transferable skills for postsecondary education and the workplace. Work-based learning provides students with the opportunity to apply knowledge and skills learned in the classroom to real world situations.

Students are afforded the opportunity to attend various internships around the neighborhood. Students travel with a transition specialist who assists the students with travel training and the basic skills needed to complete assigned tasks.

## **VOCATIONAL PATHWAYS**

The vocational pathways are designed to expose the students to real-life work situations and give them the opportunity to gain skills and knowledge about the equipment and technology used in the world of work. These pathways align with the Career Development and Occupational Studies Standards (CDOS). Students learn 21<sup>st</sup> century skills in order to enhance career opportunities. The courses taken during the pathway program will give the student credit toward the elective requirements for a diploma. Courses will be offered based on student enrollment.

## **COMPUTER ARTS TECHNOLOGY**

This pathway is designed to teach students about art and technology. It exposes them to different fields within design and visual arts, giving a broad overview of creative industries. Students gain practical experience with industry-standard computer software used in various areas of design, preparing them for future academic or career opportunities in the field.

### **Creative Art Comprehensive**

This course introduces students to the history of art, further developing their appreciation and understanding of the visual arts. Students will also develop their perceptual skills and creative expression. This course (half or full year) earns a student 1-2 HS credits.

### **Computer-Assisted Art**

This section is designed for students to learn the basics of Adobe Photoshop, including how to utilize layers and master selection tools. Students will discover how to work with text, apply special effects, and blend modes. They will manipulate and prepare images for web and print use. This full year course earns the student 2 HS credits.

### **Photography A**

This course is designed to promote student creativity through the use of photography. Students will use digital cameras to take still photographs showcasing various photography techniques. Students will utilize Adobe Photoshop editing software to manipulate, alter, and improve the quality of their photographs. The works of significant photographers will be examined. This half year course earns the student 1 HS credit.

## **Photography B**

This course builds upon technical skills developed in Digital Photography A. Elements of art and the principals of design will be applied to digital photography. Students will also work with alternative photographic processes, digital cameras, scanners, and computer software. This half year course earns the student 1 HS credit.

## **Graphic Design**

This course is designed for students to incorporate digital arts through computer graphics, photography, cartooning, and animation. Students will design websites utilizing software to demonstrate digital art skills and creativity. This course (half or full year) earns a student 1-2 HS credits.

## **Computer Graphics**

This culminating course incorporates all skills acquired throughout the computer arts coursework. Students demonstrate their creativity and expression by developing a professional portfolio showcasing their digital creations. This course (half or full year) earns a student 1-2 HS credits.

## **Photo & Print Technology**

This course is designed to teach students various printing techniques combined with utilizing Adobe Photoshop and Adobe Illustrator. Students will learn about 2D printing as they compare inkjet to laser printing. Students will learn the process for 3D printing and learn how to produce their final outcome. Students will explore screen printing techniques as they design their own prints and t-shirts. This course (half or full year) earns a student 1-2 HS credits.

## **Computer Graphics**

This course is designed to teach students how to create art using different Adobe programs. Students will use Adobe Photoshop, Adobe Illustrator, and Adobe After Effects. Students will learn how to recognize when to use each program and how to combine all of the program effects together into a final outcome. Students will create 2D art and motion art. This course (half or full year) earns a student 1-2 HS credits.

## **Digital Mixed Media**

This course is designed to teach students how to combine techniques using various art mediums. Adobe Photoshop and Adobe Illustrator will be explored as students utilize the features to prepare artwork, to print and manipulate. This course (half or full year) is a noncredit baring course .

## **BUSINESS AND OFFICE TECHNOLOGY**

This pathway is designed to introduce students to all aspects of office technology, including instruction in the operation of office equipment and standard office procedures. Students will develop an understanding of various types of technology, explore their impact on society and the workforce, and learn to use technology effectively to acquire, organize, and communicate information.

### **Microsoft Office**

Microsoft Office is a suite of applications designed to help with productivity and completing common tasks on a computer. Students will create and edit documents containing text and images, work with data in spreadsheets and databases, and create presentations and posters. Students will use all applications in the office suite, including Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. This half year course earns the student 1 HS credit.

### **Microsoft Word**

Microsoft Word is a word processing program that enables users to create and edit text and graphics for documents such as letters, reports, web pages, and email messages. This full-year course provides students with comprehensive instruction in Microsoft Word and earns them 2 high school credits upon completion.

### **Microsoft Excel**

Microsoft Excel is a spreadsheet application written and distributed by Microsoft for Microsoft Windows. It features calculation, graphing tools, and pivot tables. Excel has extensive graphing capabilities, and enables users to perform mail merge. This half-year course earns the student 1 HS credit.

### **Microsoft PowerPoint**

PowerPoint is a Microsoft application for creating presentations, speeches, and slides. It enables software, text, graphics, movies, and other objects to be positioned on individual pages or “slides” to help create a presentation. Slides can be printed, or displayed on-screen and navigated through at the command of the presenter. This half-year course earns the student 1 HS credit.

### **Microsoft Publisher**

Publisher is a method of electronically combining text and graphics to produce professional-quality printed documents. With desktop publishing software, students will produce sophisticated layouts. Students will learn the specific features of “PageMaker,” a desktop publishing software package, and will develop competency in graphic design principles and publishing techniques. This half-year course earns the student 1 HS credit.

### **Web Page Design- HTML**

This course enables students to learn how to design, create and publish web pages to the World Wide Web. Students create web pages using HTML (the language of the Internet) and a variety of tools such as Macromedia Flash and Adobe Photoshop. Students learn real world skills and produce professional looking websites in this hands-on project oriented course. Students will be introduced to techniques which include web page templates, navigation bars, tables, frames, I frames, and animations. This half-year course earns the student 1 HS credit.

### **Advanced Publisher: Newspapers and Magazines**

This section is composed of designing and laying out newspapers and magazines using Microsoft Publisher. Students will develop competency in graphic design principles and publishing techniques. Students will also learn the elements of newspaper and magazine formatting. This half-year course earns the student 1 HS credit.

### **Web Design**

This course introduces basic methods for the creation and design of user-centered Internet web sites using the XHTML (extensible Hyper Text Markup Language) language in Dreamweaver for animation and interactivity. Students will learn the basic techniques, tools, and processes used to construct a well-designed and effective web site while keeping the site’s users in mind. Students will learn and demonstrate these concepts through exercises and projects. This half-year course earns the student 1 HS credit.

### **Advanced Publisher: Newspaper/ Web Design**

This course is designed to teach students the importance of sending email publications and how to design websites. Students will utilize Publisher to create and display newspaper articles on student created websites. This course (half or full year) earns a student 1-2 HS credits.

## **Records Management and Data Processing**

This section on information systems introduces records management concepts and careers. Records management covers basic filing terminology and procedures. This section also includes data processing using Microsoft Excel. This half-year course earns the student 1 HS credit.

## **Business Communications**

The communications section provides units that are composed of modules addressing both verbal and non-verbal business communication skills, business writing skills, and note taking skills. Each unit is composed of various elements of communication skills, providing students with a strong foundation for proper communication in any business setting or personal endeavor. This half-year course earns the student 1 HS credit.

## **Careers**

The career topic area provides units on career awareness, career planning, job searching, and career success. Each unit is composed of career development, providing students with a strong foundation and skills for understanding their own interest and natural abilities, researching what careers exist, how to go about preparing for a specific career, and developing the skills necessary to be successful in any career. This half-year course earns the student 1 HS credit.

## **RETAIL MARKETING**

This pathway is designed to educate students 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.

### **Marketing Essentials**

This course is designed to provide students with an in-depth knowledge of the marketing functions and the supervisory and management responsibilities for those functions, as well as the competencies important for successful supervisory management employment and advancement to other management positions. Students develop advanced marketing competencies in professional selling, marketing planning, marketing mathematics, purchasing, physical distribution, advertising, and visual merchandising as well as economic and social competencies related to the supervision of marketing employees. This full year course earns the student 2 HS credits.

### **Retail Marketing**

This course provides students with the opportunity to become familiar with the skills required for job entry in the retail and service industries. Students will learn the principles of marketing and apply them to the fashion/apparel and accessories industry. Students will explore the psychology of pricing, promoting, and selling in the fashion industry, and learn how a major organization, such as Calvin Klein, develops marketing strategies. Students will conduct research and use all forms of media to develop original marketing campaigns, including window displays and fashion magazines. Students will also analyze retail establishments for color, lighting, theme, organization and display. This full-year course is designed to provide an insight into the higher-level decision-making and critical thinking skills required to succeed in the fashion industry. Case studies, news media, and field trips will be used to explore current trends and marketing topics. This course (half or full year) earns a student 1-2 HS credits.

### **Fashion Marketing**

This course is for students who have an interest in apparel and accessories marketing. It is designed to provide these students with an in-depth knowledge of the apparel and accessories industry as well as with competencies necessary for supervisory-management employment in apparel businesses. Students develop advanced skills unique to fashion marketing and advanced general marketing competencies applied to buying, merchandising, marketing research, product/service technology, marketing

mathematics, and supervision of employees. This half year course earns the student 1 HS credit.

### **Sports and Entertainment Marketing**

This course will prepare students for marketing occupations in the area of sports and entertainment. One of the largest industries in the world, sports marketing provides a unique way of looking at the business world. This course will focus on the two main aspects of sports and entertainment marketing: (1) The marketing of sports and entertainment, and (2) The marketing of non-sports products and services through sports. Students will be provided with exposure to areas relating to sponsorship, promotion, advertising, legal contracts, agents, event marketing, and communications. This half year course earns the student 1 HS credit.

### **Principles of Entrepreneurship A**

The first part of this course provides students with an introduction to entrepreneurship business opportunities and requirements as well as related career information. This course covers the importance of characteristics of different types of business organizations and opportunities, entrepreneurial career examples, individual career assessment and planning, and entrepreneurial projects and simulations. This half year course earns the student 1 HS credit.

### **Principles of Entrepreneurship B**

The second part of this course provides students an opportunity to explore self-employment benefits/risks, and to develop specific competence in starting a small business. It covers the characteristics of an entrepreneur, economics and the nature of small business, feasibility study business plan development, type of ownership, location, financing, recordkeeping, management, promotion, legal issues, business protection, and assistance. This half year course earns the student 1 HS credit.

### **E-Commerce**

This course focuses on marketing, servicing, and promoting products using electronic technology. Students will learn the essential skills and information to be successful in today's e-commerce market. This course (half or full year) earns a student 1-2 HS credits.

### **Hospitality & Tourism**

This course provides a foundation for students interested in a career in travel, tourism, and recreation marketing. Emphasis is placed on the hospitality/tourism industry,

customer relations, travel destinations, tourism promotion, economics, and career development. This half year course earns the student 1 HS credit.

### **Retail Marketing Internship**

This course is designed to expose the student to aspects of retail marketing. They will have access to our fully equipped Calvin Klein & Tommy Hilfiger Store. Students will be exposed to inventory control, setup design, and cashiering and loss prevention. This half year course earns the student 1 HS credit.

## **FAMILY AND CONSUMER SCIENCE**

All Family and Consumer Science Department courses have been designed to provide students with the knowledge and skills to effectively make the transition to the world of work or college life. Students will have an opportunity to learn many career-oriented applications of Consumer and Family Science courses.

This pathway is designed to expose students to the principles of nutrition and its relationship to the foodservice industry. Topics include personal nutrition fundamentals, weight management, exercise, nutritional adaptation/analysis of recipes/menus, healthy cooking techniques and marketing nutrition in a foodservice operation. In addition, this pathway exposes students to child /adult care.

### **Introduction to Food for Today**

Food for Today is a comprehensive lab-based foods and nutrition program. It is correlated to the National Standards for Family & Consumer Sciences. Students learn how to appreciate cultural food diversity, farm to table, basic nutrition, health and wellness, and how to make healthy food choices following MyPlate in meal planning and grocery shopping. This half year course earns the student 1 HS credit.

### **Food for Today**

Food for Today is a comprehensive lab-based foods and nutrition program. It is correlated to the National Standards for Family & Consumer Sciences. Students learn how to make healthy and nutritious food decisions reflecting the most current nutritional guidelines, how to plan meals safely, how to prepare food, how to appreciate food diversity, and how science and technology influence food and nutrition. This full year course earns the student 2 HS credits.

### **Culinary Essentials**

Culinary Essentials is a comprehensive lab-based foods and nutrition program. It is correlated to the National Standards for Family & Consumer Sciences. Students learn the essential knowledge and skills needed to become a culinary professional. This course demonstrates the value of quality customer service, the role of foodservice management, the proper use of professional kitchen equipment and cooking techniques. Students will create successful menus and follow standard recipes. This full year course earns the student 2 HS credits.

### **On Cooking**

On Cooking is a comprehensive lab-based foods and nutrition program. It is correlated to the National Standards for Family & Consumer Sciences. Students learn the fundamentals of the culinary arts that prepare for a rewarding career in the food service industry. This course teaches the “hows” and “whys” of cooking and baking principles, reflects key trends, and provides information on healthy cooking. Students

will learn how to plan meals and safely prepare various recipes. This course (half or full year) earns a student 1-2 HS credits.

### **Decorative Baking**

The Art of Baking is a study of the fundamentals of baking. Students will learn the basic ingredients for baking, careful measuring techniques, the baking process, and how to store baked products. Methods for making yeast breads and quick breads, and how to use leavening agents are discussed, as well as, methods for making and storing cakes, cookies, candies, pies and tarts. This half year course earns a student 1 HS credit.

### **International Foods**

International Foods is a course where students begin to understand cultures different of their own. Students will be exposed to foods and food customs of various cultures. They will learn about foods from various regions around the world and each country's distinct dishes as well as the different factors that influence the types of foods people eat. Students will look at the influences of many cultures on their diverse cuisine. We will explore a variety of ingredients and cooking methods that make these cuisines unique. This half year course earns a student 1 HS credit.

### **Introduction to Food, Nutrition, and Wellness**

In the Introduction to Food, Nutrition and Wellness course, students will relate the concepts of basic nutrition, medical diets, and types of exercise for good health. The content of this course will examine the role of diet-related conditions, special diets, lifetime fitness, eating habits, and careers in the field of nutrition. This half year course earns a student 1 HS credit.

### **Food Nutrition and Wellness**

In the Food, Nutrition and Wellness course, students will relate the concepts of nutrition, diet, and exercise to good health. The content of this course will examine the role of nutrients in the body, diet-related conditions, special diets, diet analysis, nutrition for athletes, lifetime fitness, the effect of food preparation techniques on diet, and careers in the field of nutrition. This course (half or full year) earns a student 1-2 HS credits.

### **Summer Seasonal Foods**

The Seasonal Foods courses is designed for students to gain a deeper understanding of which fruits and vegetables grow during the summer season. Students will learn where food comes from and what it takes to get it from farm to table. They will learn the proper methods for purchasing local summer seasonal foods. Students will also research recipes for the seasonal food ingredients to prepare a simple dish for the

summer season. This course is given during the summer session and in a non-diploma credit course.

### **Winter Seasonal Foods**

The Seasonal Foods courses is designed for students to gain a deeper understanding of which fruits and vegetables grow during the winter season. Students will learn where food comes from and what it takes to get it from farm to table. They will learn the proper methods for purchasing local seasonal foods. Students will also research recipes for the seasonal food ingredients to prepare a simple dish for that particular season. This course is given during the summer session and is a non-diploma credit course.

### **Skills for Independent Living**

The Independent Living course is designed to prepare students for the realities and responsibilities of managing all aspects of adulthood: education, career, interpersonal relationships, and financial security. Topics include setting goals dealing with peer pressure communication and getting along with others. Defining one's lifestyle goals and developing a plan to attain them is the core of this course. Students will be engaged in experiential activities that will guide them into the future. This course (half or full year) earns a student 1-2 HS credits.

### **The Developing Child**

The Developing Child course introduces students to the child education and child care profession. It is designed to increase understanding of the basic concepts of child development and the developmental characteristics of children from birth through the adolescent years. This course is the foundation for planning appropriate activities for children and establishing appropriate expectations of young children. This course also offers an opportunity to study the developmental domains (physical, intellectual, emotional and social). This course (half or full year) earns a student 1-2 HS credits.

### **Entrepreneurship**

The Entrepreneur course provides an opportunity for students to analyze themselves in relation to an entrepreneurial career, develop a business plan, and conduct an in-school business. As students learn business principles, the entrepreneurship project will be developed. The course is designed to be extremely flexible to adapt to the needs of students in developing and successfully managing an entrepreneurial career. This course (half or full year) earns a student 1-2 HS credits.

## **Restaurant Marketing**

The Restaurant Marketing course focuses on the management, marketing, and operation of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Upon completing this course, students will be able to demonstrate knowledge of marketing strategies and processes, such as analysis of consumer behavior, advertising campaigns, and marketing channels. This half-year course earns a student 1HS credit.

## **Media Arts and Technology Pathway**

### **Video/Digital Film**

This introductory course aims to give students a basic understanding of the video/film medium. Students will learn to use computer programs such as Movie Maker, Adobe Premier Pro, and iMovie while exploring basic design techniques related to visual arts and business. This course emphasizes the visual components of computer graphics, multimedia presentations, and desktop publishing. This full-year course earns the students 2 credits.

### **Animation**

This course introduces students to the production of digital animation. Students will design 2D and 3D animation while learning programs such as Adobe Animate and Character Animator. Students will learn how to develop digital landscapes, characters, storyboards, stop-motion, and special effects. This full-year course earns the students 2 credits.

### **Video Production I**

This course introduces students to the rapidly expanding field of video production technology and related career opportunities. Students will learn how to develop an idea on paper and translate that concept through the three forms of production. Students will examine basic shot set-up techniques and gain the necessary knowledge to operate equipment so they can produce (pre-production), create (production), and edit (post-production) their videos/films. This half-year course earns the students 1 credit.

### **Video Production II**

This course will build on skills introduced in Video Production I. Students will further develop script writing skills and analyze pre-production planning essential for the success of any production. Camera techniques will be explored, including various shooting angles, multi-camera usage, and mobile cameras. Students will learn how to utilize digital cameras and electronic editing techniques. This half-year course earns the students 1 credit.

## **Broadcast/Communications I**

This course introduces students various forms of media creation and broadcasting. After developing basic skills in groups and individualized projects, students will produce their own media art suitable for broadcast across different platforms such as cable TV, internet media, podcasts, etc. Students will also learn how to program and operate the Tiegerman Media Center. This half-year course earns the students 1 credit.

## **Broadcast/Communications II**

This course will build upon skills introduced in Broadcast Communications I. This course introduces students to the current technology used in broadcast communications. Students will gain confidence as presenters and improve their public speaking skills while reviewing the fundamentals of verbal and non-verbal communication. Working on a digital platform, students will write, speak, and create media to inform and engage an audience. This half-year course earns the students 1 credit.

## **Tiegerman Transition NYC**

### **Financial Literacy**

This course focuses on essential knowledge and skills needed to manage personal finances and make informed economic decisions. Students will explore real-world topics such as budgeting, saving, banking, credit, investing, taxes, insurance, and financial planning. An emphasis is placed on connecting financial concepts to the individual student's daily lives and future goals, empowering them to become responsible, financially literate citizens. This course (half or full year) earns a student 1-2 HS credits.

### **Work Place Communication**

This course emphasizes the essential skills needed to communicate effectively in a variety of workplace settings. Students will develop and apply verbal, nonverbal, and written communication techniques, including active listening, professional writing, email etiquette, presentations, and conflict resolution. An emphasis is placed on connecting communication skills to real-world workplace expectations, empowering students to act as confident and competent professionals. This course (half or full year) earns a student 1–2 HS credits.

### **Life Skills for Success**

This course emphasizes the essential life skills students need to navigate adulthood with confidence and independence. Students will explore various topics including time management, goal setting, decision-making, organization, self-advocacy, interpersonal skills, and problem-solving. An emphasis is placed on applying these skills to real-life situations, empowering students to take responsibility for their personal growth, relationships, and future success. This course (half or full year) earns a student 1–2 HS credits.

### **Public Speaking for Career and Life Success**

This course emphasizes essential speaking and presentation skills needed for success in both professional and personal settings. Students will learn how to organize ideas, speak confidently, engage an audience, and use appropriate verbal and nonverbal communication techniques. Topics include speech writing, impromptu speaking, interviewing, group presentations, and the use of visual aids. An emphasis is placed on applying public speaking skills to real-life and career-related situations, empowering students to communicate effectively and confidently. This course (half or full year) earns a student 1–2 HS credits.

## **Professional Writing for the Work Place**

This course focuses on essential writing skills needed for clear, effective, and professional communication in the workplace. Students will learn to produce a variety of business documents, including emails, memos, reports, résumés, cover letters, and proposals. Instruction focuses on organization, tone, clarity, grammar, and formatting aligned with industry standards. An emphasis is placed on applying professional writing skills to real-world workplace scenarios, enabling students to communicate accurately and confidently. This course (half or full year) earns a student 1–2 HS credits.

## **Functional Reading and Literacy**

This course emphasizes the development of practical reading and literacy skills needed for everyday life, the workplace, and independent living. Students will focus on reading comprehension, vocabulary building, and interpreting real-world texts such as forms, schedules, instructions, menus, signs, labels, and digital content. An emphasis is placed on connecting reading skills to daily life and future goals, empowering students to function confidently and independently in a variety of real-life situations. This course (half or full year) earns a student 1–2 HS credits.