



TIEGERMAN
TEACHING THE EXTRAORDINARY

Tiegerman Schools



Course Catalog Grades 7-9 2026-2027

Reviewed by the Board of Directors 2026



TIEGERMAN

TEACHING THE EXTRAORDINARY

EXPERTS IN LANGUAGE AND COMMUNICATION DEVELOPMENT

September 2026

Dear Parents:

Enclosed you will find the Course Catalog for students attending Tiegerman Schools who are in grade 7 through grade 9. Please review the enclosed information on our grading system and the various courses offered in middle school. If you have any questions, please feel free to contact administration at:

Tiegerman Middle School (516) 801-6915
Tiegerman School at Woodside (718) 476-7163

Sincerely,

Mrs. Kristin Lyons

Principal

Tiegerman Middle School

Mrs. Nina DeVita

Principal

Tiegerman School at Woodside

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
Ms. Hannah von Hollen

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
Ms. Turnbull – Ext. 627

Main Office: 718-476-7163

Ms. Van Wyk – Ext. 379

Ms. Cardoso – Ext. 379

Main Office: 718-868-2961

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	Ms. Giordano	(516) 609-2000 ext. 283
Tiegerman Middle School	Ms. Banos	(516) 801-6915 ext. 433
Tiegerman High School	Ms. Turnbull	(718) 291-2807 ext. 619
Tiegerman School at Woodside	Mr. Ventura	(718) 476-7163 ext. 379
Tiegerman Preschool at Far Rockaway	Ms. Singletary	(718) 868-2961 ext. 1455
Tiegerman Preschool at St. Catherine's	Ms. Catha Bucaro	(516) 609-2010

School Nurse

Ms. Gloria Oriol– Elementary School	(516) 609-2000 ext. 145
Ms. Susan Schleger – Middle School	(718) 476-7163 ext. 402
Mr. Paul Nolan – High School	(718) 291-2807 ext. 602
Ms. Isabel Bazan – 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
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Parent Liaison

Mrs. Toya Davis	(516) 609-2000 ext. 364
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Development Department

Mrs. Irene Scalfani	(516) 609-2000 ext. 313
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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 Schwartz
Anderson Kill P.C.**

**Mr. Douglas Farber
Horsepower Advisors**

**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**

Ms. Denise Tembelis

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

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Mission Statement of TIEGERMAN

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

STUDENT BEHAVIOR AND RESPONSIBILITY

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

STUDENT BILL OF RIGHTS

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

PARENTS’ BILL OF RIGHTS AND RESPONSIBILITIES

ALL PARENTS HAVE THE FOLLOWING RIGHTS:

1) THE RIGHT TO A FREE PUBLIC SCHOOL EDUCATION

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

Parents have the right to:

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

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

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

Parents have the right to:

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

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

Parents have the right to:

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

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

ALL PARENTS ARE RESPONSIBLE FOR:

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

PARENTS SHOULD ALSO:

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

MIDDLE SCHOOL CURRICULA

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

GRADING SYSTEMS

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

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, participation in classroom discussions and activities. Report Cards/Progress Reports are issued five times during the school year (November, January, March, June, and August).

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

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

GRADING SYSTEMS REGULATION

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

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

Grading Policy

<u>6th - 8th Grade Grading Policy</u>		<u>9th Grade Grading Policy:</u>	
Class Participation	10%	Tests, Projects, Quizzes:	70%
Classwork	15%	Participation:	10%
Assessments	60%	Classwork:	10%
Homework	15%	Homework:	10%

TRANSFER STUDENTS

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

PROGRESS REPORTS

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

Attendance

Regular attendance by students is 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.

Absences

Please call the school nurse at 516-801-6915, ext. 402, by 8:00 a.m. to notify the school if your child will be absent. The New York State Education Department requires documentation for all absences. Please send a note explaining the reason for your child's absence upon their return. If a student has a record of excessive absences, Tiegerman must notify the school district. The district has the right to change a student's placement and reconvene a CSE based on excessive absences. Additionally, Tiegerman is not reimbursed for educational programming when students are illegally absent.

If a child has surgery, or is hospitalized, a doctor's note is required in order for the child to return to school and continue all activities. Attendance information is collected and forwarded to your school district on an annual basis.

Lateness

Students are expected to arrive at school on time. Students who arrive to school late will not be admitted to class until they have reported to the Main Office. Students who enter class late disrupt the learning process for the entire class. Should a student arrive to first period more than 15 minutes late (8:32AM), they are to be marked absent for that period. If a student is 15 minutes late more than 4 times over the course of a marking period, he/she may be required to make up missed coursework if not rectified.

Excused Absences

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

SUMMER POLICY

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

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

Students attending Tiegerman have 12-month IEPs and therefore meet the criteria outlined above. Some families, however, remove their children during the summer for vacations or summer camps lasting several weeks. We believe this is inappropriate for the children served at Tiegerman. Illegal absences must be reported to the Committees on Special Education. It is then up to each CSE to decide whether a child's placement should be changed due to illegal absences and poor attendance. The school's policy is that summer camps and vacations should be scheduled around educational programming and not replace mandated services on a child's IEP. We expect every student with a 12-month IEP to attend during the summer for their educational services.

Tiegerman Middle School Modification Policy for Students

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

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

At the end of sixth grade, meetings will be held with all stakeholders to discuss the progress of each student throughout their first year of middle school. Students will then be placed in a modification level 2. The Next Generation Learning Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. Students who achieve a score of 64 or below over the course of two consecutive marking periods will require a meeting with his/her educational team to consider a modification level adjustment within

the specific content area.

Please see below for an explanation of modification levels.

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

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

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

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

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

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

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

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

Extra Credit Policy

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

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

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

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

PLEASE NOTE THAT A 65 IS THE HIGHEST GRADE EARNED

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

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

Credit Recovery

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

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

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

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.

COURSE DESCRIPTIONS

HEALTH EDUCATION DEPARTMENT

Health Education - 8th & 9th Grades

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 – 6th, 7th, 8th & 9th Grades

Students will participate in activities throughout the year to enhance their cardiovascular endurance, strength, flexibility, muscular endurance, and body composition. While the lessons are adapted to meet each student's individual needs, the skills and objectives align with the New York State Next Generation Standards. The 9th grade physical education course awards a student 1 credit.

ART DEPARTMENT

Art

This course focuses on developing students' skills in creative expression through a variety of activities. Students will explore the principles of art, art history, architecture, drawing, and mixed media to build a strong foundation in understanding and appreciating their own artistic abilities. They will engage in hands-on projects such as drawing, painting, and sketching that encourage skill development and creativity. Throughout the year, students are also given opportunities to showcase their artwork at various school events, fostering confidence and pride in their artistic achievements.

MUSIC DEPARTMENT

Music Theory, Performance, and Music Appreciation

Students in this music course explore a variety of essential musical elements, from beginner musicianship and appreciation to music technology, vocal training, and instrumental study. The focus is on building musical skills and techniques that support emotional development and foster creative thinking. Additionally, our students have the chance to begin instruction with orchestra and band instruments, sing in the Tiegerman choir, and choreograph their own dance routines for annual performances. The main goal of our performance program is to enhance each student's skills as well as their love and appreciation of music and the arts.

LANGUAGE ARTS PROGRAM

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

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

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

ENGLISH DEPARTMENT

English Language Arts 6th Grade

This course provides students with a strong foundation in reading, writing, speaking and listening as they transition to middle school. Students will engage with a wide range of literary and informational texts while developing the skills needed to analyze ideas, evaluate evidence, and communicate effectively. Instruction emphasizes close reading, vocabulary development, collaborative discussions, and the writing process through narrative, informational, and argumentative writing. Through meaningful learning experiences aligned with the New York State Next Generation Learning Standards, students will strengthen their literacy skills, think critically, and build the confidence needed for continued academic success.

English Language Arts 7th Grade

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

English Language Arts 8th Grade

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

English Language Arts 9th Grade

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

English Language Arts 9th Grade Basics

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

MATHEMATICS DEPARTMENT

Mathematics 6th Grade

This course integrates the mathematical concepts addressed in the New York State Next Generation Mathematics Learning Standards. In Grade 6, instructional time will focus on three areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) developing an understanding of division of fractions and extending the concept of number to include the system of rational numbers; and (3) writing, interpreting, and using expressions and equations while developing and understanding of statistical thinking.

Mathematics 7th Grade

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

Mathematics 8th Grade

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

Algebra I Part I-9th Grade

Algebra I 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-9th Grade Basics

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

SCIENCE DEPARTMENT

Earth and Space Science-6th Grade

This course offers an in-depth exploration of important concepts related to Earth, space and physical science. Students will study topics such as Earth's systems, weather and climate, the solar system, forces and motion, energy, and interactions between Earth's processes and human activity. Through hands-on investigations, experiments, engineering design challenges, and inquiry-based learning, students will build a strong foundation in understanding the natural world and the scientific principles that explain how Earth and the universe function.

Life Science – 7th Grade

This course offers an in-depth exploration of important concepts related to living organisms and their environments. Students will study topics such as the diversity of life, evolution, cell structure and function, genetics, human physiology, and ecology. Through hands-on activities, experiments, and inquiry-based learning, students will build a strong foundation in understanding how living systems work and the processes that sustain life. This course encourages curiosity and critical thinking about the natural world.

Physical Science – 8th Grade

This course introduces students to the fundamental principles of physical science, with a focus on matter and energy, chemical interactions, forces and motion, waves, sound, light, electricity, and magnetism. Through hands-on activities, experiments, and discussions, students will explore how these concepts apply to the world around them. The scientific method will be emphasized throughout the course to help students develop critical thinking and problem-solving skills in scientific inquiry.

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.

SOCIAL STUDIES DEPARTMENT

Social Studies 6th Grade-The Eastern Hemisphere

This course focuses on the history, geography, cultures, and civilizations of the Eastern Hemisphere from ancient times through the early modern era. Students will explore major topics such as the development of early river valley civilizations, the rise and influence of classical empires, the growth and spread of world religions, and the cultural, economic, and political interactions among societies in Africa, Asia, Europe and the Middle East. Throughout the year, students will examine how these civilizations and historical developments shaped societies and continue to influence the modern world, providing a strong foundation for understanding global history and culture.

Social Studies 7th Grade- United States History and Government

This course focuses on United States history and government from the colonial era through the period of Reconstruction. Students will explore major topics such as the Age of Exploration, the development of the thirteen colonies, and the causes and impact of the American Revolution. The course also includes a study of the foundations of American government, the Civil War, and the Reconstruction era that followed. Throughout the year, students will examine how these events shaped the nation's domestic and foreign relations, providing a strong foundation for understanding the history and structure of the United States.

Social Studies 8th Grade - United States History and Government

This required 8th grade course focuses on United States history and government from the period of westward expansion to the present day. Students will explore how the American system of government has evolved and responded to major historical events. Key topics include westward expansion, the growth of American business and industry, the labor movement, and the Industrial Revolution. The course also covers major events of the 20th century, such as World War I, the Great Depression, and World War II. Through these topics, students will gain a deeper understanding of the political, economic, and social forces that have shaped the United States.

Global History 9th Grade

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 9th Grade 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.

FAMILY AND CONSUMER SCIENCE DEPARTMENT

Socialization

This course is designed to support students as they transition to middle school by developing the social, emotional, and interpersonal skills needed for success in school and beyond. Students will participate in structured activities that promote self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. Through collaborative learning experiences, role-playing, group discussions, and problem-solving activities, students will strengthen communication, conflict resolution, teamwork, and self-advocacy skills while building positive relationships with peers and adults.

Life Skills

This course provides students with the practical knowledge and essential skills needed to become independent, responsible, and productive members of their school community. Students will develop competencies in organization, personal responsibility, communication, decision-making, problem-solving, and self-advocacy while practicing skills that support daily living and academic success. Through hands-on activities, collaborative learning experiences, and real-world applications, students will strengthen time management, goal setting, financial literacy, digital citizenship, and healthy lifestyle habits.

Home and Careers

This course provides students with essential life skills and knowledge needed for success at home and in future careers. Throughout the course, students will explore important topics such as personal finance, nutrition, cooking, and basic household management. Emphasis is placed on developing problem-solving, decision-making, and teamwork skills. By engaging in practical, hands-on activities, students learn to become responsible, independent, and resourceful individuals who are better prepared for real-world challenges.

Exploring Careers

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

Entering the World of Work

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

that will help them travel safely. This full year course earns 2 HS credits.

Travel Training Program

The Travel Training Program is designed to help students gain a better understanding of how to use the public transportation system safely and effectively. Through classroom lessons, students will learn important travel-related skills and appropriate behaviors when using public transit. The program introduces the key features of public transportation, such as reading schedules, identifying routes, and recognizing signs and safety procedures. It also focuses on developing personal practices that support safe and independent travel, preparing students to confidently navigate various transportation options in their community.

Retail Store

In the Retail Store program, students will gain hands-on experience in all aspects of retail marketing by working in fully equipped Calvin Klein and Tommy Hilfiger stores. They will learn about key areas such as inventory management, store setup and design, cashiering, and loss prevention. The program also introduces students to the daily operations of retail businesses and the technology commonly used in the industry. Through practical experience, students will develop a solid understanding of business, marketing, and economic concepts, preparing them for future opportunities in retail and business fields.

TECHNOLOGY EDUCATION DEPARTMENT

Technology

This course introduces students to key skills and concepts essential in today's digital world. Students will explore a variety of topics including computer literacy, digital citizenship, and basic programming. They will learn to use different software applications for word processing, spreadsheets, and presentations. Additionally, students will participate in hands-on projects such as designing simple websites and creating multimedia presentations. This course provides a strong foundation in technology that supports both academic success and future career readiness.