



children's
academy

2023-2024

HIGH SCHOOL COURSE CATALOG

Mission

Children's Academy educates children with speech and language challenges and learning differences in an expansive social environment, through a collaborative evidence-based model recognizing the individuality of each child. We strive to develop a love of learning, friendships, expression, understanding and self-advocacy.

Vision

Our vision is to be the premier model of education for children with speech and language challenges and learning differences, in order to:

- prepare our children to be confident members of their communities
- shape the way our children are perceived by society
 - build a foundation for life for our students

HIGH SCHOOL GRADUATION REQUIREMENTS

The New York State Education Department (NYSED) has established requirements for earning a high school diploma in New York State. Students can earn three types of diplomas: Regents Diploma, Advanced Regents Diploma, and Local Diploma.

All of these diplomas are valid high school diplomas but have different requirements for earning specific course credits and passing specific assessments. Assessments are typically in the form of Regents exams or department-approved alternatives.

All Children’s Academy students are eligible to earn a Regents Diploma or a Local Diploma. Students are encouraged to meet the requirements for the most rigorous option possible. All high schools must provide students with the opportunity to take credit-bearing courses in grades 9-12. Both Regents and Local Diplomas require students to earn 44 credits.

A unit of credit is defined as at least 180 minutes of instruction per week throughout the semester or school year. This is equivalent to 54 hours per credit. To earn a credit, students must be provided the opportunity to receive 54 hours of instruction and demonstrate mastery of the learning outcomes.

When students miss instructional time, they will be provided opportunities to make up any missed assignments or assessments. Students are not required to make up instructional time missed. Students who master the course content satisfactorily will receive credit for the course and may not be denied credit based solely on missed instructional time.

Requirements for earning a **REGENTS DIPLOMA:**

Students must achieve a score of 65 or higher on these five exams to earn a Regents diploma.

- English Language Arts (ELA)
- Any math exam (Algebra I, Geometry, or Algebra II/Trigonometry)
- Any social studies exam (Global History and Geography or U.S. History and Government)
- Any science exam (Living Environment, Chemistry, Earth Science, or Physics)
- Any additional Regents exam, or another option approved by the State

Credit Requirements

Students need 44 credits in these subject areas to earn a Regents diploma.

- 8 credits in core English
- 8 credits in social studies, including:
 - 4 credits in Global History
 - 2 credits in U.S. History
 - 1 credit in Participation in Government
 - 1 credit in Economics
- 6 credits in math, including:
 - At least 2 credits in advanced math (for example, Geometry or Algebra II)
- 6 credits in science, including:
 - 2 credits in any life science
 - 2 credits in any physical science
 - 2 credits in any life science or physical science
- 2 credits in World Languages
- 4 credits in physical education, every year in specific ways
- 1 credit in health education
- 2 credits in arts education, including visual arts, music, dance, and theater
- 7 credits in electives

Requirements for earning a **LOCAL DIPLOMA (Safety Net)**:

Students with Disabilities with an Individualized Education Program are eligible to earn a Local Diploma. This option allows certain students to graduate with lower exam scores. Students are required to earn 44 credits in the same subject areas that are required for the Regents Diploma; however, students with disabilities

may be excused from the requirement for 2 unit credits in a language other than English, if indicated on the IEP. The total number of credits earned must still equal 44 units of credit to graduate.

Students with disabilities have three safety net options available to support acquisition of the local diploma. Safety net options include:

- Low Pass Safety Net
 - Under this safety net, a score of 55-64 constitutes a passing score on a required Regents exam.
- Low Pass Safety Net with Appeal
 - Under this option, students with disabilities may appeal up to two Regents exam scores of 52-54.
- Compensatory Safety Net
 - This option enables students to compensate a Regents exam score of 65 or above for a Regents exam score between 45 and 54. Each high score may compensate for a low score. This option only applies to lower scores on Regents exams in social studies and science. Students must earn at least a 55 (or be granted an appeal in the range of 52-54) on their English language arts and mathematics Regents exams.

Requirements for earning a **LOCAL DIPLOMA (through Superintendent Determination)**:

Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma. Eligible students must have an Individualized Education Program (IEP). This DOES NOT include students with a Section 504 Plan.

The superintendent may only consider an eligible student for a local diploma through the superintendent determination option upon receipt of a written request from the student's parent or guardian. Such written request must be submitted to the Head of School.

Eligibility Conditions

1. The student must have a current IEP and be receiving special education programs and/or related services.
2. The student did not meet the graduation requirements through the low pass (55-64) or the compensatory safety net options.
3. 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).
4. The student must have taken and received a minimum score of 55 on both the ELA and Mathematics Regents examinations or a successfully appealed 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 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.
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.
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).

COMMENCEMENT CREDENTIALS

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 in lieu of a diploma. These

credentials are NOT equivalent to a high school diploma and do not have credit or exam requirements. They do not guarantee qualifications in situations where a high school diploma is required.

Requirements for **CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS)**
Commencement Credential

The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment. There are two options available for students to earn this credential.

OPTION 1:

- The student must have developed a Career Plan that includes documentation of the student’s self-identified career interests; career-related strengths and needs; career goals; and career and technical coursework and work-based learning experiences that the student plans to engage in to achieve those goals; and6 3
- The student must have demonstrated achievement of the commencement level CDOS learning standards in the areas of career exploration and development; integrated learning; and universal foundation skills; and
- The student must have successfully completed at least 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work based learning experiences); and
- The student must have at least one completed employability profile that documents the student’s employability skills and experiences; attainment of each of the commencement level CDOS learning standards; and, as appropriate, attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements.

OPTION 2:

In lieu of a student meeting the requirements of option 1 to be awarded the NYS CDOS Commencement Credential, a district may award a student this credential if the student has met the requirements for one of the nationally recognized work readiness credentials, including but not limited to:

- National Work Readiness Credential;
- SkillsUSA Work Force Ready Employability Assessment;
- National Career Readiness Certificate WorkKeys - (ACT); and
- Comprehensive Adult Student Assessment Systems Workforce Skills Certification System.

Each of the above requirements is further explained via this [link](#) to the NYSED website.

Requirements for **SKILLS AND ACHIEVEMENT** Commencement Credential

The Board of Education or trustees of a school must (and the principal of a nonpublic school may) issue a Skills and Achievement Commencement Credential to each student with a severe disability in accordance with the following rules.

- Only students with disabilities who have been instructed and assessed on the alternate performance level for the State learning standards are eligible for this credential award.
- The credential may be awarded any time after such student has attended school for at least 12 years, excluding kindergarten or received a substantially equivalent education elsewhere; or at the end of the school year in which a student attains the age of 21.
- The credential would not be considered a regular high school diploma in accordance with State standards or for federal accountability purposes.

- The credential must be similar in form to the diploma issued by the school district or nonpublic school, except that there shall appear on the credential a clear annotation to indicate the credential is based on achievement of alternate academic achievement standards.
- The credential must be issued together with a summary of the student's academic achievement and functional performance (Student Exit Summary – see State Developed Model Form Attachment 2) and must include documentation of the student's:
 - achievement against the Career Development and Occupational Studies (CDOS) learning standards <https://www.p12.nysed.gov/cte/cdlearn/>;
 - level of academic achievement and independence as measured by NYSAA;
 - skills, strengths, interests; and
 - as appropriate, other achievements and accomplishments.
- For students less than 21 years old, the credential must be provided with a written assurance that the student continues to be eligible to attend the public schools of the school district in which the student resides without payment of tuition until the student has earned a regular high school diploma or until the end of the school year in which the student turns age 21, whichever occurs first.

GRADING POLICY

At Children’s Academy, student grades are based on academic performance on tests, quizzes, other teacher assessments, homework assignments, reports, labs, and participation. All work is aligned with New York State standards.

Students’ grades will be reported to and recorded by the school’s guidance counselor on their permanent transcript.

At Children’s Academy, grades are assigned according to the following scale:

Grading Scale	Grading Points
99 – 100 A+	A+ 4.0
94 – 98 A	A 4.0
90 – 93 A-	A- 3.7
87 – 89 B+	B+ 3.3
84 – 86 B	B 3.0
80 - 83 B-	B- 2.7
77 - 79 C+	C+ 2.3
74 - 76 C	C 2.0
70 - 73 C-	C- 1.7
67 - 69 D+	D+ 1.3
64 - 66 D	D 1.0
60 - 63 D-	D- .7
0 - 59 F	F 0

COURSE DESCRIPTIONS

ENGLISH COURSES

English Language Arts 9: Students read literature and teacher selected texts including novels, poetry, short stories, speeches, etc. This course includes development of oral and written language, spelling and vocabulary, and research skills. This is a full year course worth 2 credits.

English Language Arts 9 – Emergent: Students engage in developmentally appropriate reading, listening, writing and oral language activities. Activities are geared toward strengthening and/or developing decoding skills, word recognition, grammar, cause and effect, fact and opinion, and chronology. This is a full year non-diploma credit course.

English Language Arts 10: Students build on their study of literature through reading more complex literature, informational texts, poetry, speeches, short stories, and novels. Students also continue to strengthen their writing skills by engaging in persuasive, narrative, and expository writing as well as research papers. This is a full year course worth 2 credits.

English Language Arts 10 – Emergent: This course is a continuation of ELA 9-Emergent. Students continue to strengthen phonics and phonetics skills. Grammar and vocabulary will be taught, and students will engage in increasingly complex reading and writing activities. This is a full year non-diploma credit course.

English Language Arts 11: Students continue to deepen their study of literature through exploring American Literature and complex informational texts. Academic language, semantics, morphology, composition, and preparation for the ELA Regents Exam are emphasized. This is a full year course worth 2 credits.

English Language Arts 11 – Emergent: This course is a continuation of ELA 10-Emergent. Students are exposed to, identify, and analyze literary works of various genres. Students also develop written composition skills. Specifically, they learn about appropriate structure, clarity, style, and tone. This is a full year non-diploma credit course.

English Language Arts 12: Students engage in English literature and World literature. Major authors, poets, playwrights, novelists, and essayists are studied. Activities include research papers, presentations, and independent reading. Development of grammar and composition skills continue to be an area of focus. This is a full year course worth 2 credits.

English Language Arts 12 – Emergent: Students focus on development of written language through completion of essays on various topics and use of technology. This is a full year non-diploma credit course.

Creative Writing: This course will focus on expressive writing in many different forms. Students will have the opportunity to explore several different types of poetry and prose styles, as well as responding to literature, art mediums, quotes, and music. Emphasis is placed on originality, writing that shows thought, peer reviews and sharing ideas. This is a full year course worth 2 credits.

MATH COURSES

Pre-Algebra: This course provides a review of number sense, operations on integers, fractions, decimals, and percent. Mastered skills are applied to problem-solving situations. There is also a focus on reasoning skills, variables, algebraic expressions, equations, and inequalities. This is a full year course worth 2 credits.

Algebra I: This course introduces students to the Real Number System, Equations and inequalities, Systems of Linear Equations & graphing, polynomials & factoring, functions & exponentials, quadratic systems, statistics and sequences, and transformations of functions. This is a full year course worth 2 credits.

Algebra I – Emergent: This course is to transition students from working with whole number operations to algebraic equations and inequalities. Students will learn computational procedures such as simplifying algebraic expressions and solving algebraic equations and inequalities. This is a full year non-diploma credit course.

Algebra II: This course is a continuation and extension of Algebra I and Geometry. Students build on their work with linear, quadratic, and exponential functions, and extend their repertoire of functions to include polynomial, rational, and radical functions. This is a full year course worth 2 credits.

Algebra II – Emergent: This course exposes students to real-world examples related to equations, inequalities, proportions, ratios, and graphing. Students will also engage in everyday situations to teach basic algebraic computational skills. This is a full year non-diploma credit course.

Geometry: This course introduces the study of geometry and comprises the sequential and cumulative study of geometric definitions and postulates. Students will learn the foundations of geometry, geometric reasoning, parallel and perpendicular lines, triangle congruence, properties and attributes of triangles, polygons and quadrilaterals, perimeter, circumference, area, circles, and spatial reasoning. This is a full year course worth 2 credits.

Geometry – Emergent: This course introduces students to geometry in terms of real-world examples. Students will be exposed to geometric figures, formulas, constructions, relationships, and properties. This is a full year, non-diploma credit course.

Consumer Math: This course uses basic math skills in real life situations like shopping, calculating taxes, estimating monthly budget, calculating interest rate for a loan, etc. Students will learn about spending, saving and other aspects of "money math" to prepare them to make good financial decisions. This is a full year, non-diploma credit course.

Personal Finance: This course exposes students to valuable topics such as financial responsibility and budgeting, relating income to careers, managing money, credit and debt, and entrepreneurship, etc. Concepts covered will benefit students who are going into college, getting a job right after high school, or moving out on their own. This is a single semester course worth 1 credit.

Business Math: This course introduces students to math skills needed for success in business. Real-world issues and scenarios are used to teach concepts related to profit, loss, interest, and interest rates, tax calculations, salary calculations, etc. This is a single semester course worth 1 credit.

SCIENCE COURSES

Life Science: This course exposes students to the study of life in all its forms, past and present. All living organisms are covered, including plants, animals, viruses and bacteria, single-celled organisms, and cells. Students will engage in laboratory exercises to enhance their learning. This is a full year course worth 2 credits.

Life Science-Emergent: This course exposes students to the basics of living organisms, including plants, animals, viruses and bacteria, single-celled organisms, and cells. Students will engage in practical, hands-on experiences. This is a full year, non-diploma credit course.

Living Environment: This course will cover human body systems, molecules and cells, heredity and evolution, genetics, reproduction, and development. Students will engage in laboratory exercises to enhance their learning. This is a full year course worth 2 credits.

Living Environment-Emergent: This course will cover the basics of plant and animal cells, body systems, plant structure and function and genetics. Students will engage in practical, hands-on experiences. This is a full year, non-diploma credit course.

Earth Science: This course exposes students to the study of the earth as a complex system. The fundamentals of geology, meteorology, and astronomy will be covered including specific topics such as natural hazards, environmental change, lakes, oceans, earthquakes, volcanos, minerals, fossils, soils, etc. Students will engage in laboratory exercises to enhance their learning. This is a full year course worth 2 credits.

Earth Science-Emergent: This course exposes students to the basics of the earth as a complex system through practical, hands-on experiences. The main topics covered will include rocks and minerals, fresh water, climate and weather, and the solar system. This is a full year, non-diploma credit course.

Chemistry: This course exposes students to the fundamentals of the study of matter, its characteristics, behavior, and structure. Students will explore how materials act and react in certain situations, both nature and artificial. Topics include properties of matter, atomic structure, light and energy and the periodic

table. Students will engage in laboratory exercises to enhance their learning. This is a full year course worth 2 credits.

SOCIAL STUDIES COURSES

Global History I: This course explores various regions and civilizations at a given time. It enables students to investigate issues and themes from multiple perspectives, consider differing and competing interpretations, and make global connections that lead to in-depth understanding. In this first course of two full years of Global History, students will explore significant historical elements of East Asia, South Asia, the Middle East, Latin America, Eastern Europe, and Western Europe. This is a full year course worth 2 credits.

Global History II: This course is a continuation of Global History. In this second course of two full years of Global History, students will start by reviewing concepts from Global History I, then explore significant historical elements of the Scientific Revolution, and Middle East conflicts. In addition, students will examine facets of society such as religion, geography, and economics. This is a full year course worth 2 credits.

Global History-Emergent: This course explores the basics of various civilizations and geography. Students will engage in hands-on experiences to investigate issues and themes from multiple cultural perspectives. This is a full year, non-diploma credit course.

U.S. History: This course will cover all major aspects of American history including political, diplomatic, intellectual, cultural, economic, legal, and social issues, including the significance, meaning and effect of the Constitution of the United States, the Declaration of Independence, and the Constitution of New York State. This is a full year course worth 2 credits.

U.S. History-Emergent: This course parallels the U.S. History course; however, topics are covered more broadly, and emphasis is placed on the general importance of each topic. This is a full year, non-diploma credit course.

Government: This course teaches the interrelationship between citizens and government at all levels: local, state, and federal; as well as the interrelationship between town, county, state, and national governments. Emphasis is placed on

what it means to be an active and responsible citizen. This is a single semester course worth 1 credit.

Government-Emergent: This course teaches the basics of American government and the interrelationship between citizens at all levels: local, state, and federal. Topics such as the Constitution, civil rights, politics, voting, the Presidency, laws, and current events will be discussed. Emphasis is placed on what it means to be an active and responsible citizen. This is a full year, non-diploma credit course.

Economics: This course introduces students to basic economic concepts such as supply and demand, perfect and imperfect competition, taxation, international trade, price controls, monetary policy, exchange rates, interest rates, unemployment, and inflation amongst many other topics to understand individual markets, the aggregate economy and government policies. The course focuses on economic decision-making processes of the consumer, business firms, and the government. This is a single semester course worth 1 credit.

Economics-Emergent: This course will expose students to practical, hands-on experiences to identify and explore economic issues within the context of history and current affairs. This is a full year non-diploma credit course.

Current Events: This course is designed to provide students with the opportunity to discuss, understand, and explore current local, national, international, political, economic, and social issues in a respectful, meaningful, and active way. Topics will vary considerably depending on the current news cycle. This is a full year course worth 1 credits.

ARTS COURSES

Studio Art: This course allows students to explore the creation of visual art through painting, drawing, ceramics, sculpture, photography, printmaking and/or design. This is a full year course worth 1 credit.

Music: This course will focus on the building blocks of music, such as rhythm, pitch, melody, and harmony and how they all work together. Students will develop skills in critical listening and elements of music theory. This is a full year course worth 1 credit.

HEALTH AND PHYSICAL EDUCATION COURSES

Health: This course will expose students to how to take care of their minds, bodies, and relationships with others. They will explore topics such as social-emotional skills, setting health goals, finding health services, setting boundaries, and resisting negative social pressure. All students must also engage in lessons about HIV/AIDS, sex education, and fire and arson prevention per state requirements. High school students must have Health Education every day for one semester. The health instruction time must add up to 54 hours. This is a single semester course worth 1 credit.

Physical Education: This course will teach students why physical activity is important, how to be physically fit, and how physical activity and fitness are beneficial for a healthy life. Students will participate in various activities to improve their cardiovascular endurance. Students will also learn about highway, traffic, bicycle, home, recreational, industrial, occupational, and school safety. All students are required to complete 8 semesters of physical education (90 minutes/week) for a total of 4 credits.

VOCATIONAL COURSES

Self and Group Dynamics: Led by Children's Academy Social Worker, this course helps students complete and interpret a variety of self-assessment inventories and spend time learning about and exploring where their strengths and aptitudes lie for their particular learning style. They learn how to incorporate their unique learning styles into various independent and team activities. This is a single semester course worth 1 credit.

Career Awareness and Preparation: Led by Children's Academy Transition Coordinator, this course begins the formal transition planning process with a focus on career awareness, planning, and workplace skills. Students will engage in lessons about self-advocacy, responsibility, accountability, self-management, leadership, and integrity. They will explore career fields based on their strengths and interests, engage in goal setting, and develop a career plan. This is a full year course worth 1 credits.

Character Development: This course is a year-long exploration of specific character traits that help develop well-rounded individuals. The course seeks to improve achievement in school and in the workplace and inspire motivation and positive behavior. Students will engage in lessons and interactive activities to learn about character traits such as collaboration, commitment, discipline, kindness, perseverance, productivity, fairness, etc. This is a full year course worth 1 credits.

Novel Studies: To foster a love for reading, students will develop and increase their vocabulary and decoding skills. It will help increase their reading stamina as well as build community in the classroom. This course will be taught by the Head Teacher and supported by an Assistant Teacher. With guidance and some modeling, the student will learn how to cooperate, take turns, and have engaging peer discussions and connections. The course will teach students to engage in deep thinking as well as make predictions about the story. This is a full year course worth 1 credit.

Social Skills: Led by Children's Academy Speech-Language Pathologist, this course teaches students social and interpersonal behaviors that are essential to functioning in the workplace and in life. Students will engage in social skills interventions that incorporate social and emotional learning skills that seek to improve how they perceive themselves and others. Topics may include the concept of self and others, socialization, problem solving, conflict resolution, empathy, etc. This is a full year course worth 1 credit.

Transition Based Learning: This course is co-led by an occupational therapist and a speech-language pathologist. Students work to learn and carryout functional life skills needed to be successful members of their community. Students cover topics including - Community Integration, Leisure and Job Exploration, Meal Preparation and Cooking, Fitness and Technology, and Self-Care. This is a full year course and worth 1 credit.