Henry Viscardi School
at The Viscardi Center

Course Booklet
High School
Grades 9-12
2026-2027

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Message from Administration

Dear Henry Viscardi School Community,

At HVS we strive to provide our students with every opportunity to achieve academic success and excellence in an environment that, with Social and Emotional Learning (SEL) embedded within the curriculum, focuses on the best interests of each individual student. We are committed to providing programs and opportunities that will support all students as they endeavor throughout their school years.

HVS students receive instruction aligned with the New York State Learning Standards. Students' Individualized Educational Programs (IEPs) identify the essential skills and knowledge that a student with a disability needs to acquire to master grade-level content standards. Content, methodology, or delivery of instruction is adapted, as appropriate, to address the unique needs of our students and to ensure access of the student to the general curriculum so that he or she can meet the education standards that apply to all students.

This HVS course booklet has been prepared so students and parents/guardians may familiarize themselves with graduation requirements, curriculum, and courses offered. The HVS school Guidance Counselor/Transition Coordinator is available to answer any questions you may have as well.

We are hopeful this guide proves to be helpful and informative to both you and your child.

Sincerely,

Angelo Zegarelli

Angelo Zegarelli, Superintendent

Jessica Caggiano

Jessica Caggiano, Principal

Patricia Barrett

Patricia Barrett, Assistant Principal

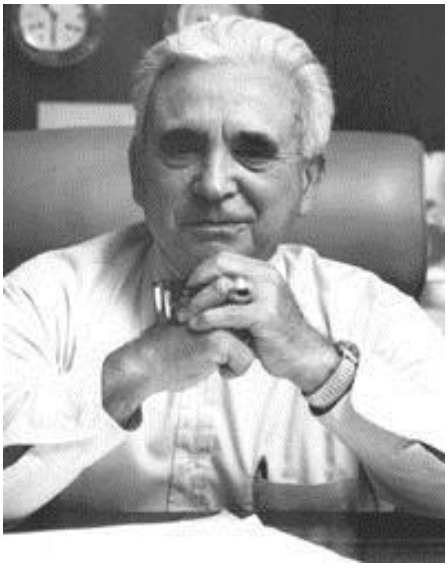
Mission Statement

The Henry Viscardi School (HVS) is a teaching community of students, parents, teachers, staff, and volunteers dedicated to empowering students with physical disabilities and health impairments to enable them to be active, independent, and self-sufficient participants in society. The Henry Viscardi School creates supportive and challenging learning environments and integrated community-based services where all students are treated with dignity and respect.

Beyond a traditional academic education, HVS offers and develops unique and innovative programs of excellence to address the scholastic, recreational, health, physical, vocational, and social needs of its students. The school shares its knowledge and skills to improve the education and lives of students with disabilities within their communities and throughout the world.

History

Founded in 1962 by Dr. Henry Viscardi, Jr., and the first of its kind, the Henry Viscardi School was a place where children with physical disabilities and rare illnesses could go to school, just like other children. Today, the Henry Viscardi School continues to be an alternative choice for parents and a resource to school districts that cannot accommodate the academic, health and assistive technology needs of children, Pre-K through Grade 12, with severe disabilities.



Henry Viscardi School

Staff Directory

Administration		
Angelo Zegarelli	Superintendent	azegarelli@henryviscardischool.org
Jessica Caggiano	Principal	jcaggiano@henryviscardischool.org
Patricia Barrett	Assistant Principal	pbarrett@henryviscardischool.org

Guidance		
Victoria DeLorenzo	School Counselor/ Transition Coordinator	516-465-1698 vdelorenzo@henryviscardischool.org

Henry Viscardi School

Grading Policy and Incomplete Course / Failure Policy

Grading Policy and Incomplete Course / Failure Policy

- Report cards are issued four times during the school year and can be accessed through the PowerSchool Parent Portal. If there are any questions regarding grades, teachers and the school guidance counselor may be contacted by phone or email.
- Students must repeat a failed course if they do not have enough seat time or time in the course due to unexcused absences.
- Failed required courses must be repeated during the school year.
- Students receiving a grade of "incomplete" in a required course must complete the course work during summer school or prior to the halfway point of the first marking period following the quarter in which the student received the incomplete grade. If not completed, the student must repeat the course.
- Students failing a Regents must take the exam at the next available test date. Regents are offered in June, August, and January.

Henry Viscardi School

Graduation Requirement Course Timeline – Regents Diploma with Advanced Designation

Regents Diploma with Advanced Designation	
9th Grade	English 9 (1 Credit) Global History & Geography 9 (1 Credit) Algebra 1 (1 Credit) Life Science: Biology (1 Credit) LOTE – Spanish (1 Credit) Physical Education (.5 Credit)
10th Grade	English 10 (1 Credit) Global History & Geography 10 (1 Credit) Algebra 1 – Extended (1 Credit) Earth and Space Science (1 Credit) LOTE – Spanish (1 Credit) Health (.5 Credit) Physical Education (.5 Credit)
11th Grade	English 11 (1 Credit) U.S. History & Government (1 Credit) Geometry (1 Credit) Science Course (1 Credit) LOTE – Spanish (1 Credit) Physical Education (.5 Credit)
12th Grade	English 12 (1 Credit) Government (.5 Credit) Economics (.5 Credit) Algebra 2 (1 Credit) Art/Music (1 Credit) Physical Education (.5 Credit)
Exams (Regents: 65 or Higher on Each)	
Algebra 1 Geometry Algebra 2 English Language Arts Global History & Geography U.S. History & Government Life Science: Biology Earth and Space Science LOTE - Spanish FLACS B	
All Student Must Obtain 22 Credits Upon Graduation	

Henry Viscardi School

Graduation Requirement Course Timeline – Regents Diploma

Regents Diploma	
9th Grade	English 9 (1 Credit) Global History & Geography 9 (1 Credit) Algebra 1 (1 Credit) Life Science: Biology (1 Credit) LOTE – Spanish **OR** Elective (1 Credit) Physical Education (.5 Credit)
10th Grade	English 10 (1 Credit) Global History & Geography 10 (1 Credit) Algebra 1 – Extended (1 Credit) Earth and Space Science (1 Credit) LOTE – Spanish **OR** Elective (1 Credit) Health (.5 Credit) Physical Education (.5 Credit)
11th Grade	English 11 (1 Credit) U.S. History & Government (1 Credit) Geometry **OR** Math Course (1 Credit) Science Course (1 Credit) LOTE – Spanish **OR** Elective (1 Credit) Physical Education (.5 Credit)
12th Grade	English 12 (1 Credit) Economics (.5 Credit) Government (.5 Credit) Algebra 2 **OR** Math Course (1 Credit) Art/Music (1 Credit) Physical Education (.5 Credit)
Exams (Regents: 65 or Higher on Each)	
Algebra 1 **OR** Geometry **OR** Algebra 2 English Language Arts Global History & Geography U.S. History & Government Life Science: Biology **OR** Earth and Space Science	
You may achieve a Regents Diploma with Honors by achieving a 90 or higher on each of these Regents Exams.	
All Student Must Obtain 22 Credits Upon Graduation	

Henry Viscardi School

Graduation Requirement Course Timeline – Local Diploma

Local Diploma	
9th Grade	English 9 (1 Credit) Global History & Geography 9 (1 Credit) Algebra 1 (1 Credit) Life Science: Biology (1 Credit) LOTE – Spanish **OR** Elective (1 Credit) Physical Education (.5 Credit)
10th Grade	English 10 (1 Credit) Global History & Geography 10 (1 Credit) Algebra 1 – Extended (1 Credit) Earth and Space Science (1 Credit) LOTE – Spanish **OR** Elective (1 Credit) Health (.5 Credit) Physical Education (.5 Credit)
11th Grade	English 11 (1 Credit) U.S. History & Government (1 Credit) Geometry **OR** Math Course (1 Credit) Science Course (1 Credit) LOTE – Spanish **OR** Elective (1 Credit) Physical Education (.5 Credit)
12th Grade	English 12 (1 Credit) Government (.5 Credit) Economics (.5 Credit) Art/Music (1 Credit) Physical Education (.5 Credit)
Exams (Regents: Students must take each of the 5 Exams and achieve a 55 or higher on Math or English.)	
Algebra 1 **OR** Geometry English Language Arts Global History & Geography U.S. History & Government Life Science: Biology **OR** Earth and Space Science	
All Student Must Obtain 22 Credits Upon Graduation	

Henry Viscardi School

NYSED Appeal Process

Appeal Process to Graduate with a Lower Score on a Regents Examination

Beginning with students entering grade 9 in 2005, all students who have taken and passed certain courses in preparation to take a Regents examination and have a 65-course average but whose highest score on the Regents examination is below but within five points of the 65-passing score (60-64) may appeal to graduate with a local or Regents diploma using this lower score. Students who are granted one appeal from their local school district under this provision shall earn a Regents diploma. Students who are granted two appeals under this provision shall earn a local diploma. Through this appeal, the student seeks a waiver of the graduation assessment requirement in this subject area.

Students with Disabilities

Students with disabilities, as defined in section 200.1(zz) of the Regulations of the Commissioner of Education, eligible to graduate in January 2016 or thereafter who have taken and passed courses in preparation to take a Regents examination and have a 65-course average but whose highest score on the Regents examination is below but within three points of the 55-passing score (52-54) may appeal to graduate with a local diploma using this lower score. Through this appeal, the student seeks a waiver of the graduation assessment requirement in this subject area.

For more information:
Appeal Form (nysed.gov)

Henry Viscardi School

NYSED Safety Net Options Available to Students with Disabilities to Graduate with a Local Diploma

55-64 Low Pass Safety Net Option

The **55-64 low pass option** provides an additional safety net for all students with disabilities. Under this safety net, a score of 55-64 on required Regents examinations meets testing requirements for a local diploma.

55-64 Low Pass Safety Net Option with Appeal

The **55-64 low pass option with appeal** allows a student with a disability who has taken and passed a course in preparation to take a Regents examination, has a 65-course average, and scores between 52-54 on up to two Regents examinations to appeal to graduate with a local diploma using this lower score.

Compensatory Option

The **compensatory option** provides an additional option for a student with a disability who entered grade nine in 2005 and thereafter if the student:

- scores between 45-54 on one or more of the five required Regent's exams, other than the English language arts (ELA) or mathematics exam, but scores 65 or higher on one or more of the required Regents exams, in which case the lower score(s) can be compensated by the higher score(s); **and**
- obtains a passing grade, that meets or exceeds the required passing grade by the school, for the course in the subject area of the Regents examination in which he or she received a score of 45-54; **and**
- has a satisfactory attendance rate, in accordance with the district's or school's attendance policy, for the school year during which the student took the examination in which he or she received a score of 45-54, exclusive of excused absences.

Note: All students, including students with disabilities, who score between 60-64 on up to two Regents examinations may appeal to graduate with a local or Regent's diploma using this lower score. Students who are granted one appeal of a score between 60-64 from their local school district earn a Regents diploma. Students who are granted two appeals of a score between 60-64 earn a local diploma. For additional information about the appeal process, visit Information on an Appeal to Graduate with a Lower Score on a Regents Examination. Appeal Form (nysed.gov)

For more information:
Questions and Answers – Compensatory Option Safety Net: Special Education : EMSC : NYSED
Safety Net Options for Students with Disabilities to Graduate with Local Diploma (nysed.gov)

Henry Viscardi School

NYSED Safety Net Option – Superintendent Determination

Superintendent Determination Option

The Superintendent Determination Option allows a superintendent (or the principal/head of school of a registered nonpublic school or charter school, as applicable) to make a local determination that a student with a disability has otherwise met the standards for graduation with a local high school diploma when such student has not been successful, because of his/her disability, at demonstrating his/her proficiency on one or more of the Regents examinations required for graduation.

To be eligible for the Superintendent Determination Option, a student with a disability must meet all conditions as follows:

- The parent/guardian submitted a written request that their child be considered for a superintendent determination.
- The student has a current IEP and is receiving special education programs and/or related services.
- The student did not meet the graduation requirements through the existing appeal options, the low pass (55-64) safety net option and/or the compensatory option.
- The student has earned the required course credits and has passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents examination areas (ELA, mathematics, social studies, and science).
- The student:
    - earned a minimum score of 55 on the ELA and Mathematics Regents examinations; and/or
    - successfully appealed a score between 52 and 54 on ELA and Mathematics Regents examinations; and/or
    - 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 ELA and/or Mathematics Regents examinations, but he or she completed the requirements for the New York State Career Development and Occupational Studies (CDOS) Commencement Credential.
- The student has participated in all Regents examinations required for graduation but has not passed one or more of these examinations; and
- The student has otherwise demonstrated competency in the subject area(s) where the student was not able to demonstrate his/her proficiency of the State's learning standards through the Regents examination.
- In making the determination, the superintendent, in consultation with the principal, must review, document, and provide a written certification/assurance that there is evidence that the student has otherwise met the standards for graduation with a local high school diploma.

For more information:
Questions and Answers – Compensatory Option Safety Net: Special Education : EMSC : NYSED
Safety Net Options for Students with Disabilities to Graduate with Local Diploma (nysed.gov)

Henry Viscardi School

NYSED Career Development and Occupational Studies Commencement Credential (CDOS)

Career Development and Occupational Commencement Credential (CDOS)	
The NYS CDOS Commencement Credential is a credential, available to all students, recognized by the NYS Board of Regents that certifies a student has the standards-based knowledge and skills necessary for entry-level employment. The requirements to earn the credential were developed consistent with research and the guiding principles established by the Board of Regents. The requirements are rigorous in that the student must receive instruction that supports the achievement of the CDOS learning standards through access to career and technical education (CTE) coursework and have opportunities to engage in school supervised work-based learning experiences, either in school and/or in the community. In addition, students must participate in career planning and preparation and have an employability profile demonstrating readiness for entry-level employment.	
The Following Must be Completed During Grades 9-12 to Obtain a CDOS Commencement Credential:	
CTE Coursework (216 hours of CTE coursework and/or work-based learning experiences, of which at least 54 hours must be in work-based learning experiences.)	Career & Financial Management Sports & Entertainment Marketing Accounting Independent Living 11 Independent Living 12
Work-Based Learning Hours (54 Hours)	Job Shadowing Community Service Volunteering Service Learning Senior Project
Career Plan	Each school year students must complete and/or revise their Career Plan. This includes the student's interests, goals, strengths, and needs as related to a career.
Employability Profile	Documents the student's employability skills and experiences. Staff member will complete within the student's final school year.
4+CDOS Pathway	
Under the new "4+CDOS" pathway option, beginning June 2016 and thereafter, a student may graduate with a high school diploma if the student meets the graduation course and credit requirements established in section 100.5 of the Regulations of the Commissioner of Education; passes four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, Mathematics, Science, and Social Studies); and meets the requirements to earn the New York State (NYS) CDOS Commencement Credential.	
For more information: (http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/cdos-field-memo-june-2016.pdf)	

Henry Viscardi School

NYSED Skills and Achievement Commencement Credential (SACC)

Skills and Achievement Commencement Credential (SACC)

Students with severe disabilities who are eligible to take the New York State Alternate Assessment (NYSAA) may receive the Skills and Achievement Commencement Credential. The Skills and Achievement Commencement Credential will provide this group of students who are exiting school after attending at least 12 years, excluding kindergarten, with a commencement certificate similar in form to the diploma issued by the school district. The Skills and Achievement Commencement Credential must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning, and working.

Skills and Achievement Commencement Credential (SACC) Requirements:

- 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) and must include documentation of the student's:
    - achievement against the Career Development and Occupational Studies (CDOS);
    - level of academic achievement and independence as measured by NYSAA;
    - skills, strengths, interests; and as appropriate, other achievements and accomplishments.

For more information:
SPECIAL EDUCATION FIELD ADVISORY: Skills and Achievement Commencement Credential for Students with Severe Disabilities (nysed.gov)

Henry Viscardi School

English Language Arts Course Descriptions

English 9 (1.0 Credit)

This is a year-long course that covers world literature, including short stories, novels, and drama. In this course students will be exposed to a wide range of texts, including both, modern and classic literature. Students will be prepared for the difficult language in texts through vocabulary-building exercises and instruction. Students will demonstrate their understanding through various written assignments, including explanatory and argumentative essays focusing on the skills of finding support in a given text for their ideas. Throughout the year we will focus on the development of reading, writing, speaking, and listening skills needed to pass 11th Grade Regents.

English 10 (1.0 Credit)

This year-long course is designed to enhance the skills learned in 9th Grade reading, writing, speaking, and listening. Some additional areas of focus are sensory imagery and strategies of persuasion. Students will read a wide range of literature, including John Steinbeck's "Of Mice and Men", William Golding's "Lord of the Flies", and "The Diary of Anne Frank". Students will be asked to analyze style, historical and cultural context as well as author technique. Writing focuses on improvement of paragraphing skills and advanced sentence structure.

English 11 (1.0 Credit)

This year-long course is designed for a more thorough study of literature, including comparing film versus written version, debating and literary techniques and devices. Students will read a wide range of literature, including Arthur Miller's "The Crucible" and Harper Lee's "To Kill a Mockingbird". Students will also produce essays and other writing in the biographical, descriptive, persuasive, expository, and literary analysis formats. Students will focus on the reading, writing, and analytical skills necessary for successful communication. Students will focus on paraphrasing ideas from outside sources and integrate quotations and citation into written text. Students will also receive SAT vocabulary training in preparation for entrance into college.

Students will take the New York State Regents in English Language Arts.

English 12 (1.0 Credit)

Throughout this course students will read both modern and classic literature spanning a range of topics that relate to current events. Students will explore the reader-response theory of reading in which they as the reader are the main focus in determining the meaning of a text and finding support for their opinions and ideas using quotes and paraphrases as evidence. Students will be prepared for language arts at a college level, with a focus on speaking and listening effectively in large and small groups while continuing to develop writing and critical thinking skills. Developing research skills and improving time management skills are areas also covered in this course.

Books and Cinema Elective (Skills)

The goal of this class is to expose students to books, develop their enjoyment of reading, and hopefully, discover that the book is always better than the movie. Students will answer questions about the characters, setting, and plot of the book. Upon completion of reading the book, students will watch the movie to make comparisons. Students will participate in assignments such as picking actors to play the characters in the book or creating an alternative outcome for the book or movie.

Henry Viscardi School

Mathematics Course Descriptions

Algebra 1 (1.0 Credit) – 9th Grade

This is a year-long course that contains units in the study of: the language of algebra, real numbers, solving and graphing linear equations and inequalities, relations and functions, solving systems of linear equations and inequalities, sequences, and radicals. This is the first half of a two-year program preparing students for the Algebra 1 Regents. The use of a graphing calculator, TI84+, is an integral part of this course. This course meets the New York State Learning Standards and can be modified to meet each child's learning needs.

Algebra 1 Extended (1.0 Credit) – 10th Grade

Prerequisite: completion of Algebra 1

This is the second half of a two-year program that fulfills the math requirement for a Regents diploma. Topics include laws of exponents, factoring and quadratics, polynomial and exponential functions, graphing, and statistics. The use of a graphing calculator, TI84+, is an integral part of this course. This course meets the New York State Learning Standards and can be modified to meet each child's learning needs.

Students will take the New York State Algebra 1 Regents.

Geometry (1.0 Credit) – 11th Grade

This course and Regents are needed to fulfill the math requirement for a **Regents diploma with advanced designation.** It contains units in the study of lines and angles, triangles, coordinate geometry, basic trigonometry, geometry transformations, quadrilaterals and circles, and area and volume. The use of graphing calculator, TI84+, is an integral part of this course.

Students will take the New York State Geometry Regents.

Algebra 2 (1.0 Credit) – 12th Grade

Curriculum as outlined by the New York State Education Department standards. Topics of study include imaginary and complex numbers; polynomial, radical, rational trigonometric, exponential, and logarithmic functions; investigations of circular functions; trigonometric equations and identities; probability and statistics. At the conclusion of the course there will be a Regents exam. This course and Regents are needed to fulfill the math requirement for a **Regents diploma with advanced designation.**

Students will take the New York State Algebra 2 Regents.

Personal Finance (1.0 Credit)

This course is designed to prepare students to manage their personal finances. Students will learn fundamental money management skills, including counting money, calculating tax, tip,

and discount, calculating gross income, net income, paying taxes, recordkeeping, writing checks, establishing savings accounts, handling credit, housing costs, and investing. These math skills, applications, and concepts will help students make a successful transition to the adult workplace.

Business Math (1.0 Credit)

This course covers topics that one finds in the business world. Topics include a study of business math basics, gross profit, loss, manufacturing costs, customer acquisition, churn rate, marketing, production, customer retention, markup, markdown, taxes, inventory, maximizing revenue, demand, supply & equilibrium.

Math for Independent Living (1.0 Credit)

This non-Regents course is designed for the teaching of everyday math skills. The students will build on math skills they have learned in previous years as well as explore and research new concepts. These concepts will exemplify real-world application. Students will be evaluated on participation, tests, reports, oral presentations, and group activities.
Topics include using street maps, bus and train schedules, checking accounts, classified ads, budgets, credit cards, home improvement, and adjusting receipts for restaurant dining and tips.

Henry Viscardi School

Science Course Descriptions

Life Science: Biology (1.0 Credit) – 9th Grade

This course is designed to provide students with a comprehensive understanding of the fundamental concepts and practices of biology. The curriculum covers a range of topics including Molecules to Organisms, Inheritance and Variation, Matter and Energy in Life, Ecosystems, and Natural Selection and Evolution. Throughout the course, students will engage in hands-on laboratory activities and investigations to help them develop scientific inquiry and data analysis skills. They will also be encouraged to make connections between the Life Science concepts they are learning and real-world applications. The curriculum also includes opportunities for group discussion, problem-solving and critical thinking, and interactive simulations and visualizations to support learning.

Students are required to complete 1,200 minutes of laboratory experience in order to sit for the NYS Life Science Biology Regent which they will take at the end of the course.

Earth and Space Science (1.0 Credit) – 10th Grade

This course studies our planet, its changing systems, and its setting in the universe. Scientific practices, scientific literacy, and scientific principles are developed. Instruction focuses on student understanding and demonstration of scientific inquiry skills, to explore processes, important relationships, mechanisms, and application of concepts, especially application skills related to real-world situations. A laboratory requirement of successfully completed 1200 minutes of laboratory experience is required leading to the New York State Regents Examination guided by the New York State Science Learning Standards.

Students will take the New York State Regents in Earth and Space Science.

Human Biology (1.0 Credit) – 11th Grade

Through classroom and laboratory experiences, students will demonstrate a basic understanding of how the human body functions in healthy and diseased states. By the end of the course students will be able to demonstrate comprehension of basic concepts in anatomy and physiology of selected organ systems, chemistry of life, cell structure and function, and bioethics.

This course can be taken at the college level or high school level.

Forensic Science (1.0 Credit) – 11th Grade

Forensic Science is an engaging high school course that introduces students to the fascinating world of crime scene investigation and the scientific methods used to solve crimes. Students will explore various techniques and principles used in forensic science, including fingerprint analysis, DNA profiling, blood spatter analysis, and toxicology. Through hands-on labs, case studies, and real-world applications, students will learn how forensic scientists collect, analyze, and interpret evidence. This course emphasizes critical thinking, problem-solving, and the application of scientific principles in a legal context, preparing students for potential careers in criminal justice, law enforcement, and forensic laboratories.

Students will receive one credit of the three required in Science for a high school diploma.

Henry Viscardi School

Social Studies Course Descriptions

Global History & Geography (1.0 Credit) – 9th Grade

This is the first year of a two-year course. In this year-long course, students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in global history and examine the broad sweep of history from a variety of perspectives. Student will encounter the following topics: Ancient Civilization of Africa, Asia, India, China, Greece, Rome, and the Americas. Content will also focus on various religions such as: Christianity, Judaism, Islam, Buddhism, Hinduism, and Daoism. The rise of Europe, the Middle Ages, the Byzantine Empire, Renaissance and Reformation, first Global Age, and the Age of Absolutism will also be studied in this course.

Global History & Geography (1.0 Credit) – 10th Grade

This year-long course covers the earliest human societies to present day problems and issues. Included in these topics are important civilizations, major belief systems, turning points in history, forms of government, types of economic systems, major revolutions and uprisings. Students will be asked to demonstrate their understanding of the geography of an interdependent world. This is the second course in a two-year sequence of Global History & Geography starting in 9th Grade. This course covers all necessary topics to meet the 10th Grade Social Studies standards set by New York State and prepares the student to sit for the Global History & Geography Regents. Time is set aside at the end of the course to review 9th Grade content as well.

Students will take the New York State Global History and Geography Regents.

U.S. History & Government (1.0 Credit) – 11th Grade

This year-long course covers the time when people first settled the lands that would be called the Americas in the 1500s, through the American Revolution and the struggle for independence; all wars fought defending the United States and U.S. involvement in defending other countries. Students will study the foreign and domestic policies of several early U.S. Presidents and every President from Franklin D. Roosevelt to George W. Bush. Landmark Supreme Court cases will be reviewed, and all corresponding constitutional amendments will be discussed.

Students will also be asked to demonstrate their understanding of the U.S. geography and the interdependent world in which we live in. This course covers all necessary topics to meet the 11th Grade Social Studies standards set by New York State and prepares the students to sit for the United States and Government Regents.

Students will take the New York State U.S. History & Government Regents.

Government (0.5 Credit) – 12th Grade
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.
Economics (0.5 Credit) – 12th Grade
Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Henry Viscardi School

Spanish Course Descriptions

Spanish 9 (1.0 Credit)

This year-long course begins with a review of Spanish pronunciation, vocabulary, and grammar. It builds on previously acquired knowledge. Instruction focuses on further development of the basic communication skills: listening, speaking, and reading. Writing is introduced and developed throughout the school year as well. Collaborative activities include dialogues, skits, and research projects. Students will learn new vocabulary and expressions, more complex language structures, as well as the present tense of regular and irregular verbs and more complex verb structures. This course advances the study of customs, culture, history, and geography of Spanish-speaking countries. It continues to emphasize the contributions of Spanish-speaking people and communities around the world.
At the end of this course the FLACS A exam will be administered.

Spanish 10 (1.0 Credit)

The curriculum for this year-long course will focus on more difficult grammatical concepts, such as additional tense formation for both regular and irregular verbs. There will also be a great concentration on vocabulary building that when used in conjunction with other grammatical structures will lead to the development of well-organized paragraphs and eventually short essays. Students will also work on strengthening speaking, listening, and reading skills.

Spanish 11 (1.0 Credit)

This year-long course will focus on mastering the speaking, listening, reading, and writing components of a second language. Equal emphasis will be placed on those components. The objective of class materials will be to strengthen and reinforce Spanish grammar, highlight listening exercises to enhance auditory skills, present extensive reading comprehension passages to decipher, and increase writing skills that show a mastery of grammatical concepts.
At the end of this course the FLACS B exam will be administered.

Henry Viscardi School

Business Course Descriptions

Career & Financial Management (1.0 Credit) – 9th Grade

Career and Financial Management is a course designed to provide students with basic knowledge about the realities of the working world. Students will be provided with the opportunity to learn about the features of our economy, explore a variety of careers, begin a self-assessment, learn the skills and competencies needed for success in the workplace, and begin to become financially literate. Budgeting, savings and checking accounts, credit and insurance are topics that will be discussed. Students will apply academic skills to solve work-related problems and become familiar with skills that are needed to become successful citizens, employers, and employees. Personal goals, values, and abilities will be considered in the process and some research will be conducted in the various occupational areas.

Accounting (1.0 Credit) – 12th Grade

Accounting provides students with an overview of the complete accounting cycle. This first course in accounting introduces the proprietorship form of a service business and the partnership form of a merchandising business. This course stresses principles and procedures needed to build a beginning foundation in accounting fundamentals. Topics covered in the curriculum include analyzing transactions, journalizing, posting, cash control systems, petty cash, financial statements, adjusting and closing entries.

Sports & Entertainment Marketing (1.0 Credit) – 12th Grade

Marketing is an exciting industry, and many jobs deal with some aspect of marketing. In this course, students will explore the world of sports and entertainment from the perspective of marketing. The activities in this course will help students to develop abstract thinking, decision making and communications skills. This course will introduce students to the marketing of sports and entertainment products and services. Careers in the entertainment and the sports marketing field will be explored.

Computer Applications (1.0 Credit)

This year-long course provides students with hands-on experience which will result in the familiarity with Microsoft Office. Students will be working with Word, Excel, PowerPoint, and Publisher. The interrelationship between programs will be emphasized.

Desktop Publishing (0.5 Credit)

Students will learn to combine text with pictures, charts, and graphics to produce professional quality documents such as business cards, letterhead, brochures, advertisements, etc. Students will use Microsoft Publisher and Word to experience the exciting possibilities of electronic publishing.

Henry Viscardi School

Independent Living Course Descriptions

Independent Living I - A (0.5 Credit) – 11th Grade

This half-year course is designed to provide students with knowledge of post-high school experiences. This class will help prepare the students to become successful individuals, employees, and/or volunteers. Students will explore careers based on their interests and abilities. Topics include the decision-making process, self-advocacy skills, personal career profile, learning the meaning of work, researching jobs, careers, vocational training, and day habilitation, identify accommodations needed, Americans with Disabilities Act (ADA), research ACCES-VR, OPWDD, and other agencies, transportation, attendant care, and health related areas. During the 4th Quarter, college-bound students will focus on researching colleges that they might attend. The course work includes the use of materials from community agencies, guest speakers, application papers, computer materials, textbooks, and field trips.

Independent Living I - B (0.5 Credit) – 11th Grade

This half-year course is designed to provide students with knowledge of post-high school experiences. This class will help prepare the students to become successful individuals. Students will explore volunteer opportunities, day habilitation programs, vocational training, and jobs. Topics include the decision-making process, life skills topics; social, problem solving, taking responsibility, self-esteem, respect, conflict resolution, and self-advocacy skills, transportation, community resources, research ACCES-VR, OPWDD, and other agencies, attendant care, and health-related areas. The course work includes the use of materials from community agencies, guest speakers, application papers, computer materials, textbooks, and field trips.

Independent Living II (0.5 Credit) – 12th Grade

This is a continuation of Independent Living I. In this half-year course students will continue to be prepared for post-high school experiences. This class will continue to prepare the students to become successful individuals. Students will continue to research colleges and vocational programs, write their college essays, and type their activities resume. Topics include college expectations, FAFSA (Free Application for Federal Student Aid), advocacy, personal management, transportation, accommodations, workplace skills, researching jobs, resumes, interviews, community resources, and ACCES-VR, OPWDD, and other agencies. The course work includes the use of materials from community agencies, guest speakers, application papers, computer materials, textbooks, and field trips.

Henry Viscardi School

Technology Course Descriptions

Media Arts (1.0 Credit) – 12th Grade
This is a project-based course focused on real jobs students can obtain in the fields of advertising, graphic design, marketing, photography, and videography. Students use multiple advanced platforms to create visual media, including Photoshop, Adobe Premiere, Google, and Corel Draw. Students work through the design process while learning how to create visually appealing work at an advanced level. An emphasis is placed on student creativity and student expression. The curriculum is adapted to meet the individual needs of each student and promotes independence. This curriculum follows the International Society of Technology Education (ISTE) student standards.
STEM Elective (1.0 Credit)
Science, Technology, Engineering, and Mathematics challenges students to improve their problem-solving skills. A problem is presented, possible solutions are explored, creative ideas are designed and tested, and the results are examined and explained. Collaboration and communication are essential skills to be developed.

Henry Viscardi School

The Arts Course Descriptions

Music (0.5 Credit)
The students are responsible for a continuation of music literacy, which involves knowing the elements of music. Students will review and advance in the knowledge of music notation using and composing in the treble clef and having the basic knowledge of the base clef. The students will learn what reading music involves and play what they read on various pitched/unpitched percussion instruments. There is an emphasis on knowing the families of the symphony orchestra and being able to identify some of the various instruments within each family by name and sound. Students will be introduced to the culture of music with more advanced seasonal holiday songs, integrating music with other subjects. Students will be exposed to various styles and genres in music appreciation.
Art (0.5 Credit)
Students will learn and explore various art materials within the art room. Various artists and art-making processes are to be discussed in class. The goal of this class is for students to create, learn, and grow creatively. Students are encouraged to explore their own areas of interests, individuality, and values within the classroom. Students are encouraged to be self-advocates within the class and are encouraged to take an active role in creating and responding to works of art.

Henry Viscardi School

Physical Education and Health Course Descriptions

Physical Education (0.5 Credit)

Students will develop the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activities, and maintain personal health. This is accomplished through team sports, outdoor activities, and leisure activities. The team sports consist of volleyball, tennis, soccer, baseball, football, hockey, and basketball. The fitness skills that are developed through team sport activities are as follows: cardiovascular endurance, musculoskeletal endurance, flexibility, team building, situational concepts, safety, sportsmanship, leadership, and self-confidence. Additional activities include outdoor track, strength training, and leisure activities that will help educate students to lead a healthy lifestyle. This course meets the New York State Learning Standards.

Health (0.5 Credit)

This one-semester course is designed to provide our students with the knowledge of what constitutes physical, mental/emotional, and social wellness and to learn how to balance these components effectively. We believe that the practice of healthful living will affect students in all areas of learning; therefore, it is our desire to assist students in the development of health-enhancing lifestyles reflecting positive attitudes and behaviors. As part of the Health Education course, students will be responsible for learning and implementing personal and social health skills (tools) that include self-management, relationship management, stress management, planning and goal setting, decision-making, communication, and advocacy. Topics covered include but are not limited to building health skills and character, being a health-literate consumer, achieving good mental health, nutrition, and physical activity, violence prevention, sexuality education, communicable diseases, including STDs and HIV/AIDS, and alcohol, tobacco, and other drug use.

Henry Viscardi School

College Level Courses

College Level Courses		
HVS offers college-level courses, which affords students the opportunity to earn college credits while learning in the high school environment. The college-level courses are more rigorous, which will challenge students to develop their critical thinking and analytical skills. Each institution has specific eligibility requirements and registration procedures that must be followed. Syllabuses for each class must be approved and accepted by the institution. For more information, please contact the HVS Guidance Counselor/Transition Coordinator.		
ENG 1605- The Narrative Lens	**Molloy College**	**3 College Credits**
In this class students will survey different types of literature and the way authors use different mediums and strategies to express their thoughts and opinions. Using the reader response theory students will develop their own ideas about the interpretation of a given text and express their ideas through scholarly writing. Students will be required to complete a final written exam for college credit upon the completion of this course.		
POL 250 – AmNatGov (American Politics/ Participation in Gov)	**Farmingdale University**	**3 College Credits**
The focus of this course is to prepare students to participate in exercising their political responsibilities as thoughtful and informed citizens. Civics provides a basis for understanding the rights and responsibilities of being an American citizen and a framework for competent and responsible participation. Emphasis is placed on the historical development of government and political systems and the importance of the rule of law, such as the United States Constitution, Federal, State, and local government structure, and rights and responsibilities of citizenship. Students will actively investigate local, state and national issues, read and participate in discussions, and develop informed arguments.		
HUMANBIO – Human Biology	**Molloy University**	**4 College Credits**
Through classroom and laboratory experiences, students will demonstrate a basic understanding of how the human body functions in healthy and diseased states. By the end of the course students will be able to demonstrate comprehension of basic concepts in anatomy and physiology of selected organ systems, chemistry of life, cell structure and function and bioethics.		

Henry Viscardi School

R.A.M.P.

Reaching All My Potential

R.A.M.P.

Project R.A.M.P. is a project-based/work-based learning program which parallels the CDOS Standards of New York State. Project R.A.M.P. is an option for students as a post 12th Grade program that is offered at HVS.

Eligibility for Project R.A.M.P.

- Prior to entering R.A.M.P. students must have received 12 years of an appropriate level education based on New York State Standards.
- Prior to entering R.A.M.P. students must have been given sufficient opportunities to pass State exams to earn a Regents or local diploma. (Students who are Alternately Assessed receiving a Skills and Achievement Commencement Credential are excluded.)
- Prior to entering R.A.M.P. students must have been given sufficient opportunities to complete all necessary course work to receive a local diploma.

Participation in R.A.M.P.

Students must be:

- Able to independently access classroom technology once all the appropriate adapted equipment is added as needed.
- Willing to work on increasing their access to technology if that skill is deemed important to get the most benefit out of the program.
- Independently mobile in a manual or power wheelchair, being able to travel throughout the building in the completion of his/her work-based learning assignment.
- Willing to continue to explore the possibility for increasing his/her mobility throughout the school building if prior to entering the program that skill is deemed important to get the most benefit out of the program.
- Familiar with Microsoft Office, students will complete project-based programs on the computer using Word, Publisher, and PowerPoint.
- Willing to participate in all after-school R.A.M.P. activities (R.A.M.P. Late Night, local field trips, and NYC field trips).
- Willing to participate in the weekly swim program under the supervision of certified lifeguard and school staff.
- Willing to continue to work toward a Regents or local diploma, taking all tests and classwork needed if that goal is deemed necessary.
- Willing to accept Related Services as a consult model only.

R.A.M.P. Program Standards

Through internships, classroom projects, and field trips, Project R.A.M.P. prepares students to fully participate in their communities. Students will accomplish these goals by working on

projects and participating in internships in areas of interest as well as in areas that meet the seven standards of R.A.M.P.

- Standard 1: Citizenship
  - Students will use a variety of intellectual skills to demonstrate their understanding of the basic civic values of American constitutional democracy; and their roles, rights, and responsibilities of citizenship, including avenues of participation.
- Standard 2: Environmental Issues
  - Students will select environmental issues of concern to them. They will examine the impact and cause and effect of their topics from a personal, local, national, and global perspective.
- Standard 3: Expressive Communication
  - Students will use oral and written language for effective social communication with a wide variety of people. They will present in oral and written language their opinions and judgments on experiences, ideas, information, and issues.
- Standard 4: Consumerism
  - Students will use a variety of intellectual skills to demonstrate their knowledge and management of individual and family resources. Students will analyze the procedures for providing safe and nutritious food as well as analyzing policies that support consumer rights and responsibilities.
- Standard 5: Artistic Expression
  - Students will actively engage in the process that constitutes creation and performance in the arts, which includes computer-assisted painting and drawing, music, drama, and photography.
- Standard 6: Business Application
  - Students will be able to identify the appropriate procedures needed to complete a work-related task as well as demonstrate how academic knowledge and skills are applied in the workplace and other settings.
- Standard 7: Leisure Activities
  - Students will understand the importance of leisure activities and be aware of the alternatives available to them. They should be able to evaluate facilities and programs available to them within their communities.

Henry Viscardi School

Schoolwide Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

SEL competencies are taught, modeled, and practiced throughout the school day, leading to positive outcomes that are important for success in school and life.

SEL Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making

Henry Viscardi School

HVS Wellness Team

Leading a Coordinated Approach to Schoolwide Wellness and Belonging

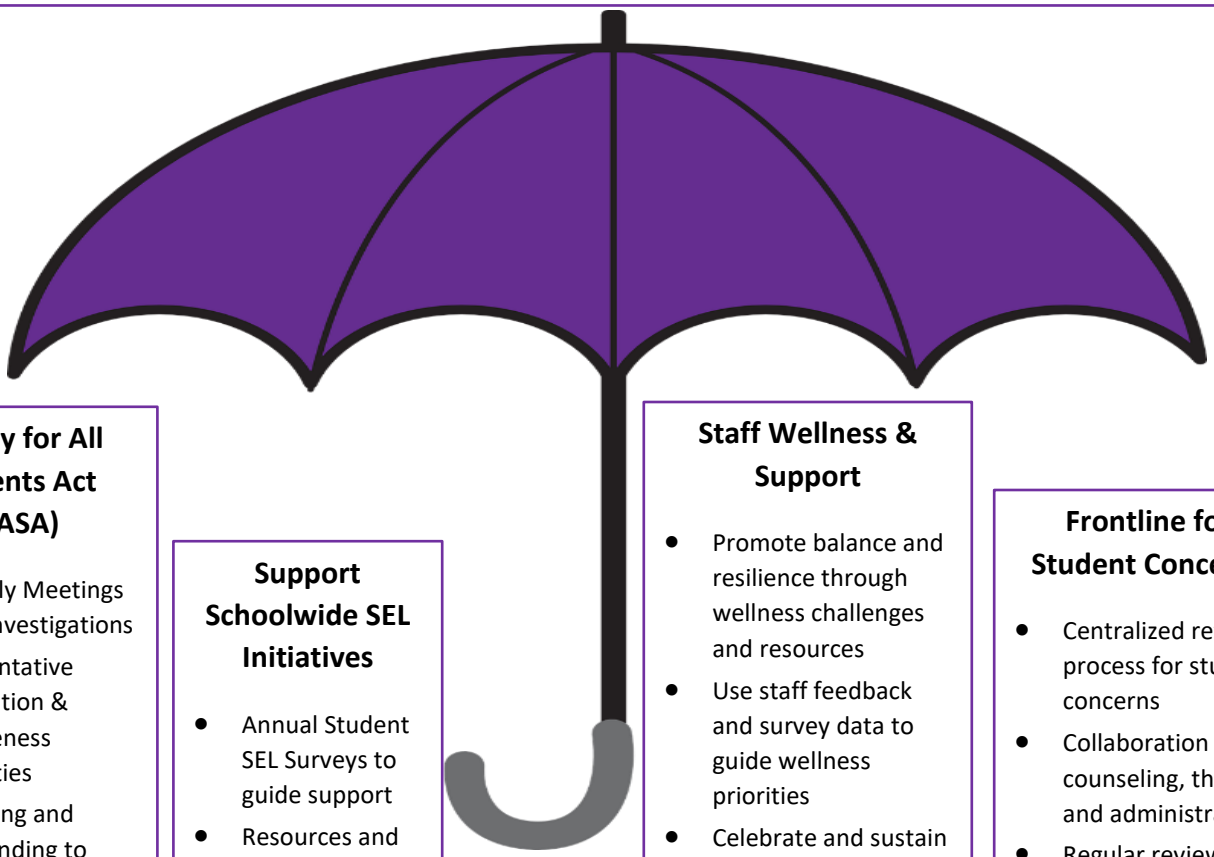
The HVS Wellness Team promotes the physical, emotional, and social well-being of all students and staff. Through collaboration and continuous improvement, the team partners with the school community to design, implement, and evaluate wellness initiatives that support a safe, inclusive, and positive environment.

The four areas of focus are:

- **Dignity for All Students Act (DASA)** - Creating and sustaining a safe environment free from discrimination, intimidation, harassment, and bullying.
- **Support Schoolwide SEL Initiatives** - Embedding Social-Emotional Learning into the daily life of the school.
- **Staff Support** – Fostering staff well-being, connection, and resilience.
- **Frontline for Student Issues** – Serving as the first point of contact for student-related issues and coordination of support.

HVS Wellness Team

Jessica Nickel	*Allyson Rieger*	*Victoria DeLorenzo*	*Kassia Clements*	*HVS Administration*
Health & PE Teacher	*Social Woker*	*Guidance and Transition*	*SEL Specialist*	



Dignity for All Students Act (DASA)

- Weekly Meetings and Investigations
- Preventative education & awareness activities
- Tracking and responding to trends

Support Schoolwide SEL Initiatives

- Annual Student SEL Surveys to guide support
- Resources and staff support for SEL integration

Staff Wellness & Support

- Promote balance and resilience through wellness challenges and resources
- Use staff feedback and survey data to guide wellness priorities
- Celebrate and sustain a positive school culture through shared experiences

Frontline for Student Concerns

- Centralized referral process for student concerns
- Collaboration with counseling, therapy, and administration
- Regular review of trends to ensure proactive intervention