

**SUNY ORANGE**  
**BRIDGES PROGRAM**  
**COURSE CATALOGUE**  
**Second Year Classes**

**Tuition: \$1071.43 per class**

## YEAR 2

### **Fall Semester II**

**Foundation Skills III**  
**Introduction to Employment I**  
**Social Skills III**  
**Living Skills I**  
**Executive Functioning I**  
**Consumer Math III**  
**Audit Elective**  
**Academic Resource/Supports III**

### **Spring Semester II**

**Foundation Skills IV**  
**Introduction to Employment II**  
**Social Skills Lecture IV**  
**Living Skills II**  
**Executive Functioning II**  
**Consumer Math IV**  
**Audit Elective**  
**Academic Resource/Supports IV**

### **FALL SEMESTER II**

#### **Foundation Skills III**

Foundation classes provide small group instruction and personal exploration of a selected theme and key concepts related to that theme. A variety of texts will be provided for student exploration with emphasis on forming opinions and comparing texts. Students will learn how to make logical inferences and develop questions for deeper understanding. Students will be provided opportunities to increase their critical thinking skills through the use of graphic organizers, group discussion and group projects.

#### **Introduction to Employment I**

This course introduces students to the basic concepts related to soft skills in the workplace. It is designed to equip students with career and workforce readiness skills such as a positive attitude and enthusiasm, professionalism, teamwork, problem-solving and critical thinking. Lessons are designed to include opportunities for hands-on activities, discussion and personal thought related to each of the core skills. Students engage in multiple projects throughout this course in order to reinforce these concepts. These include role-play scenarios and mock job interviews.

#### **Social Skills III**

Students continue to build upon skills from the first year. Lessons address self-advocacy, self-regulation/coping, continuing and shifting topics in conversations and the concept of reputation is explored. Planned practice and real life experiences link individual skills together. Students also practice reading social cues and understanding the nuance of certain social situations, including non-verbal communication. Students are taught social communication concepts as rules, which are to be memorized at first, and then taught later with an understanding as to how they function. This is done initially through direct teaching methods and later through applied practice in order to foster skills generalization.

#### **Living Skills I**

This course is designed to introduce students to the necessary skills required in order to increase their level of independence. Topics such as cooking, home care management (including cleaning and organizing living spaces), home safety and medication management are explored. Students receive a combination of classroom learning and hands-on practice in a lab setting where they have access to a kitchen, mock bathroom and mock apartment space. The combination of this approach to instruction is to provide students with the necessary means to comprehend and generalize these skills across various settings.

### **Executive Functioning I**

The goal of this course is to provide students with the tools they need to develop effective strategies that work for them. These strategies are designed to help foster success in students as life-long learners, as they are critical to everyday functioning. Skills such as cognitive flexibility, metacognition, planning, organization and time management are covered and lessons are designed in a way that each student identifies individual strategies that work specifically for them through a process of strategy reflection. These strategies are then employed and reinforced across all areas of the students' experience in BRIDGES.

### **Consumer Math III**

Students will build upon and expand the personal finance lessons they learned in Consumer Math I and II. The decision making process related to earning and spending money will be covered with an emphasis on need verses wants. This course will emphasis skills the students will need to become independent in managing their finances. Budget creation and living within that budget will be emphasized. Students will also explore the financial responsibility of living independently, purchasing a car, utilizing credit, and shopping wisely. Practical applications such as utilizing banking services, writing checks, utilizing an ATM card, securing a loan, and understanding taxes will be covered.

### **Audit Elective**

Students choose from the SUNY Orange roster of classes one of particular interest to them and attend the class as an auditing participant. Students are encouraged to choose classes within their chosen area of vocational focus or personal areas interests for enrichment.

### **Academic Resource/Supports III**

Students can avail themselves of individualized academic supports that are designed to assist them in identifying and utilizing effective strategies in order to foster success across all aspects of their BRIDGES experience. Students can practice using these strategies in the areas of planning, organization, time management and problem-solving as part of their exploration of executive functioning as well as various stress management and coping strategies that they have explored and identified. Staff are available to provide individualized instruction and support as necessary.

## **SPRING SEMESTER II**

### **Foundation Skills IV**

Students continue to work on comprehension and vocabulary with an emphasis on researching articles of the students choice related to the theme of self-awareness, self-regulation and self-advocacy. This course is designed to focus on summarizing information, identifying the main idea and details from each text and connecting understanding to personal experiences Instruction focuses on student engagement through the use of use of technology, projects, graphic organizers, activities and role-play.

### **Introduction to Employment II**

The second semester of this course continues to introduce students to the basic concepts related to soft skills in the workplace. It is designed to equip students with career and workforce readiness skills such as a positive attitude and enthusiasm, professionalism, teamwork, problem-solving and critical thinking. Lessons are designed to include opportunities for hands-on activities, discussion and personal thought related to each of the core skills.

### **Social Skills IV**

Students continue to build skills begun in the first year. Skill lessons address self-advocacy, self-regulation/coping, planning and organization, and particular communication and socialization skills. Planned practice and real life experiences link individual skills together. Students also practice reading cues and understanding the nuance of social situations. Topics include non-verbal communication (body language), conversational skills in different social settings, and listening. Safety, assertiveness, and conflict resolution are also covered.

Students also begin to review workplace etiquette and common pitfalls that often arise. Concepts such as how to make small talk with fellow employees, answering questions when you do not know the answer, discussing breaks and lunch hours, responding to correction or criticism, and how to approach a supervisor are introduced.

### **Living Skills II**

Students continue building upon topics discussed and skills practiced in the first semester with a continued emphasis on the necessary skills required in order to increase their level of independence. Topics such as cooking, home care management (including cleaning and organizing living spaces), home safety and medication management are explored. Students receive a combination of classroom learning and hands-on practice in a lab setting where they have access to a kitchen, mock bathroom and mock apartment space. The combination of this approach to instruction is to provide students with the necessary means to comprehend and generalize these skills across various settings.

## **Executive Functioning II**

Students continue exploring the various executive function skills introduced in the first semester. The emphasis is on providing students with the tools they need to develop effective strategies that work for them. These strategies are designed to help foster success in students as life-long learners, as they are critical to everyday functioning. Skills such as cognitive flexibility, metacognition, planning, organization and time management are covered and lessons are designed in a way that each student identifies individual strategies that work specifically for them through a process of strategy reflection. These strategies are then employed and reinforced across all areas of the students' experience in BRIDGES.

## **Consumer Math IV**

Students will build upon and expand the personal finance lessons they learned in Consumer Math I and II. The decision making process related to earning and spending money will be covered with an emphasis on need verses wants. This course will emphasis skills the students will need to become independent in managing their finances. Budget creation and living within that budget will be emphasized. Students will also explore the financial responsibility of living independently, purchasing a car, utilizing credit, and shopping wisely. Practical applications such as utilizing banking services, writing checks, utilizing an ATM card, securing a loan, and understanding taxes will be covered.

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## **Academic Resource/Supports IV**

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