

# Parent Guide

## *Sophomore Year*

Seton Catholic High School



Roman Catholic Diocese of Ogdensburg, NY

# Seton Catholic School Directory of Service

Phone: 518-561-4031

<b>Main Office - Extension 1</b>	<b>Office Manager: Maura Spilman</b>
<b>Health Office/ School Nurse - Extension 3</b>	<b>School Nurse: Robin Chase</b>
<b>Principal - Extension 8</b>	<b>Principal: Mary Forbes</b>
<b>Assistant Principal - Extension 1</b>	<b>Assistant Principal: Andrew Bilow</b>
<b>Guidance - Extension 4</b>	<b>Guidance Counselor: Madison Tyler</b>
<b>Class Advisor - Extension 1</b>	<b>Class Advisor: Ariel Masten</b>
<b>Athletic Director - Extension 5</b>	<b>Athletic Director: Mary Forbes</b>
<b>Advancement Director - Extension 7</b>	<b>Director: Susan Pellerin</b>
<b>International Student Program Coordinator - Extension - 6</b>	<b>ISPC: Joongsik Kim</b>
<b>Business Office - Extension 2</b>	<b>Business Manager: Sally Yanulavich</b>
	<b>Chief Financial Officer: Christine Boule</b>

Website: [www.setonknights.org](http://www.setonknights.org)

*School Calendar: please visit our website or look in the "Seton Catholic Student Handbook"*

*Our Seton Catholic family of faith*

fosters academic excellence, nurtures personal responsibility, and encourages service to others in the spirit of Jesus.

Our school is based in the Catholic tradition, serving students Pre-K through 12 of diverse backgrounds from all over the world. By providing a high-quality education which incorporates technology and differentiated instruction, we educate each individual student — in every grade — with respect to their unique qualities.



Fulfilling the mission of our patroness, St. Elizabeth Ann Seton, Seton Catholic fosters responsible decision-making skills within individuals and groups, as students participate in a wide variety of experiences. The school promotes an ongoing commitment to addressing the needs of others in the community and around the world through works of peace and justice. Seton inspires lifelong learning and mastery of communication skills in reading, writing, speaking, and listening to prepare students for higher education and for life.

Seton Catholic offers an extensive curriculum that provides a high-quality academic education — incorporating the use of technology and differentiated instruction — and respects the uniqueness of individuals. The school community studies the teachings of Christ and participates in liturgy and para-liturgical experiences. Extra-curricular and social activities enable students to develop their own leadership skills and character. Seton’s qualified faculty collaborates with families in fostering the growth of the whole person. The school offers a diverse and comprehensive education, which encourages intellectual curiosity. As expressed in the mission statement, Seton Catholic strives to produce a catalyst for change and growth in the Catholic community as well as in society.

We are a Catholic school, and we believe....

- Prayer and worship connect us with God and with one another. We strengthen our relationship with God as we live out the Gospel message.
- Through our curriculum our faculty strives to develop analytical and critical thinking in our students.
- We are a community of faith-filled learners. We are all encouraged to be responsible, contributing members who support each other.
- As members of a global community our differences are to be honored and respected and each of us has the responsibility to expand our knowledge of our nation and our world.

**General Requirements:**

Students are enrolled in Seton Catholic for an education. This demands discipline on the part of each student. All students are expected to cooperate with teachers at all times. A student is expected to arrive at class prepared and ready to learn.

1. Bring all books and materials needed for the class.
2. Be seated and have materials ready when the period bell rings.
3. Give undivided attention to the teacher.
4. Prepare assignments neatly and on time.
5. Have good classroom manners.

## SETON CATHOLIC GRADUATE PROFILE

The graduate of Seton Catholic will demonstrate:

1. Essential knowledge and skills, including competency in reading, writing, mathematics, speaking and listening.
2. Creative-thinking 21st-Century skills, including the ability to process, present, research, and organize information.
3. A desire for continuous learning, self-improvement, and self-respect through service to others, as well as personal discipline.
4. Self-realization and decision-making skills based on Catholic values, personal responsibility, and one's rightful place in the world.



**Seton Graduation Requirements:**

Students must earn at least 24 credits in high school, regardless of course level. In addition, students must complete a total of 100 hours of Community Service (average of 25 hours per year) by the end of senior year.

<b>Subject Area</b>	<b>Number of Credits Earned in High School</b>
<b>Theology</b>	<b>2 (.5 per year)</b>
<b>ELA</b>	<b>4</b>
<b>Social Studies</b>	<b>4</b>
<b>Mathematics</b>	<b>3</b>
<b>Science</b>	<b>3</b>
<b>Languages Other Than English (LOTE)</b>	<b>1</b>
<b>Visual Art, Music, or Performing Arts</b>	<b>1</b>
<b>Physical Education</b>	<b>2 (.5 per year)</b>
<b>Health</b>	<b>.5</b>
<b>Electives</b>	<b>3.5</b>
<b>TOTAL:</b>	<b>24</b>

**Vocational Opportunities:**

Champlain Valley Educational Services (CVES) is the regional center of the Board of Cooperative Educational Services (BOCES). The center offers vocational education programs to the students of Clinton County. Interested students must have completed the 9th grade. Champlain Valley Educational Services (CVES) makes it possible for a student to be trained in an occupation, while completing his/her high school education. Students enrolled in the program attend Seton Catholic for half of the day, and travel to the vocational training center for the remainder of the day. Transportation is provided to and from the center. For more information, students should contact the Guidance Office.

# New York State Graduation Requirements

## Understanding Current New York State Diploma Requirements

To earn a NYS diploma, students must meet credit and exam requirements. These requirements are separate and distinct and do not have to happen simultaneously.

Note: School districts may create diploma requirements in addition to those required by the NYS Education Department (NYSED).

### Credit Requirements

This table shows the number of credits required for each subject. It's important to note in most subjects, students choose the courses they want to take to meet the minimum requirements.

	Minimum number of credits
English	4
Social Studies	4
<i>Distributed as follows:</i>	
<i>Global History and Geography (2)</i>	
<i>U.S. History (1)</i>	
<i>Participation in Government (½)</i>	
<i>Economics (½)</i>	
Science	3
<i>Distributed as follows:</i>	
<i>Life Science (1)</i>	
<i>Physical Science (1)</i>	
<i>Life Science or Physical Science (1)</i>	
Mathematics	3
Languages Other than English (LOTE)	1*
Visual Art, Music, Dance, and/or Theater	1
Physical Education	2
<i>(participation each semester)</i>	
Health	0.5
Electives	3.5
<b>Total</b>	<b>22</b>

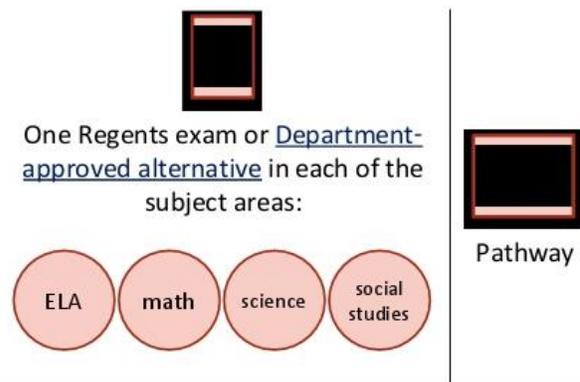
\* Students with disabilities may be excused from the requirement for 1 unit of credit in LOTE if indicated on their IEP, but they must still earn 22 units of credit to graduate.



### Exam Requirements

In addition to the 22 units of credit, students must also meet the NYS exam requirements to earn a diploma.

To meet the exam requirements, students must pass 4 exams + 1 pathway. All students must pass one exam (Regents exam or Department-approved alternative) in each of the four subject areas (English, mathematics, science, social studies) plus one pathway.



Note: If students are not able to earn a passing score of 65 on Regents exams, they may be eligible for [Appeals](#), [Safety Nets](#), and/or [Superintendent Determination](#). Additional information can be referenced in [The New York State Graduation Requirements: Additional Options](#) flyer.



## **Parent Guide - 10th Grade Program**

### **Christian Learner/Social Emotional Learner/Digital Citizenship**

Christian Learners/Social and Emotional Learners possess skills and attitudes that are the foundation of learning. Our thinking, approach and actions should show everyone we are Christians. Social and Emotional Learning (SEL) assists students to gain and apply knowledge, attitudes, and skills to understand and manage emotions, set, and achieve positive goals, feel, and show empathy for others, establish, and maintain positive relationships and make responsible decisions both in person and virtually. The tenets of Christian living and SEL competencies support the individual throughout life. Acting as Jesus would want us to act is the goal of everyone in our Catholic school community- teachers, parents, students, staff, principals, and pastors. The skills learned through understanding, adopting, and practicing social and emotional competencies and the values of our Christian faith will help ensure your children have a fulfilling life. So, welcome to our Catholic school. We are pleased to partner with you in the education of your children. We promise our prayer and support, and we ask for yours. We trust Jesus to bless the education we offer in His name.

### **Theology**

#### **Religion 10: Hebrew Scriptures (.5 credit)**

This course is intended to help students understand the Old Testament and to provide a foundation for adult exploration. Content includes the study of Creation, the Early World, Patriarchs, Exodus, the Kingdom of Israel, Old Testament prophets, Post-Exile era, Wisdom Literature, Psalms, and Daniel. Covenant and salvation history are featured themes. Connection to the Catechism of the Catholic Church is emphasized. Students are called to apply the message of Scripture to their own lives, to live as Christians in today's world, and to be Biblically literate, active members of the Catholic Church. The focus is on introducing students to the literary styles and techniques used throughout the Scriptures, providing historical content to enhance understanding of respective books, and transmission of authentic Christian faith and moral teachings as found in the Testaments and in Church Tradition.

### **English Language Arts**

#### **English 10**

This course continues the practice of good writing skills and includes persuasive writing and analytical writing to accompany literature. Students study all genres of literature with an emphasis on identifying literary elements and themes. Vocabulary acquisition is fostered by consistent practice and by incorporation of words from reading selections and vocabulary textbook. Book reports and a research paper are required.

## **Mathematics**

### **Geometry**

This is a course where students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures.

## **Science**

### **Earth Science**

Earth Science is the process of scientific investigation through the study of the physical world. The course includes a discussion of the Earth, its materials, processes, history, and position in space. It also examines the interaction between Earth's weather and climate and the changes of organisms through time (paleontology) as interpreted by organic evolution. A major division of Earth Science is the study of our solar system, galaxies, the universe, and deep time. The course will introduce the quantitative nature of knowledge and the skills of scientific investigation.

## **Social Studies**

### **Global Studies II**

This is a required course for all sophomores. The course completes the Global History sequence. The areas of Western Europe, Eastern Europe, the Middle East, Africa, and Latin America will be studied. All sophomores are required to take the NYS Regents Examination in Global History.

## **Physical Education**

Students continue to build fundamental movement skills through instruction, and participation in practice and gameplay in many sports. Throughout the course, an emphasis is placed on improving individual levels of physical fitness and students are introduced to ways to maintain a physically active lifestyle.

## **Health 10**

Topics covered in this course include physical fitness, nutrition, medicines and drugs, consumer, and environmental health, along with injury prevention and safety. Students will be able to use information learned in ways which promote good health and balanced lifestyle choices. This course is required for NYS graduation.

## **Languages Other Than English**

### **French II**

As students' progress through French II, they learn to engage in longer conversations, read and interpret more challenging texts, and understand French language. The focus is on expanding vocabulary and grammar, especially verb tenses.

## **Spanish II**

This course will draw from a broad background of material learned in Spanish I and will continue the learning process into a more advanced knowledge base covering all of the topics of level one and some topics covered by Checkpoint B of the NYS Learning Standards for Languages Other Than English including but not limited to all levels of the present tense, all levels of the past tense, and some aspects of the future tense. The vocabulary base will grow extensively to cover more topics at a deeper level.

## **Art & Music**

### **Chorus**

Students in grades 9-12 who have the desire to sing and perform may join. Those students who play guitar and piano are also welcomed to join. Students in this course are required to participate in weekly lessons, all school masses and ceremonies, the Christmas shows, and the spring concert. Other optional performances include variety show solos, parts in the school musical, and the school play. There may be an option for more advanced members to participate in bi-county chorus, the NYSSMA solo festival, and area all-state chorus.

### **Collage/Altered Art**

This class offers a comprehensive approach to the history and complexity of Collage. It will include some art history that focuses on the Modernist movement, Cubism, Dada, and Surrealism. The concept of Contemporary Art will be discussed, and students will come away with a better understanding of the role art plays in society. Students will learn how the Modernist period enabled this art form to emerge and grow through the art of Picasso and Braque. The class will examine examples of collage from the 1920's to the present and learn how Altered Art grew out of Collage. The artists Henri Matisse and Kurt Schwitters will be discussed, and examples of their artwork will be examined. Culminating projects include a collage and an altered art piece.

### **Ceramics**

This class gives students a historical perspective on Ceramics and touches upon the who, when, and why of this important art form. Students will learn the basic history of Greek and Roman pottery and the techniques they used to decorate their work. Vocabulary and terms specific to ceramics will be taught, and students will learn how to construct and decorate clay vessels. Students will be instructed on the proper care and clean-up of materials and will create functional and artistic ceramic pieces.

### **Jewelry/Wearable Art**

This class gives students a historical perspective on jewelry and touches upon the who, when, and why of this important art form. Students will learn about cultural differences and similarities in jewelry and how geography plays an important role in design and creation. Jewelry is more than ornate-it may hold specific and special meaning in society. Students will contemplate and investigate why jewelry existed (and continues to exist) in so many ways around the world. Examples of jewelry from different cultures will be examined and students will gain an appreciation for cultural differences and styles. Like jewelry, wearable art is creative,

expressionistic, and functional. It includes clothes, hats, bags, shoes, etc. Culminating projects include two pieces of jewelry and one piece of wearable art.

### **Folk Art**

This class introduces students to the meaning and history of Folk Art. It will discuss the importance of craftsmanship, form, and function in pre-Industrial Revolution America. Students will also be shown how education and religion played a role in Folk Art. Paintings, sculptures, textiles, and household objects were created in Folk Art, and examples of each will be shown and discussed. Students will compare Folk Art to Fine Art and discuss similarities/differences. The works of Grandma Moses and Edward Hicks will be examined and discussed. Culminating projects include two pieces in Folk Art styles.

### **Photography**

Digital Photography is a yearlong introduction to the digital camera as an art-making tool designed for students at the beginning level. The course will use digital photography to help students learn and apply the basic elements of art and the principles of design. This course will also provide students with opportunities to extend their knowledge and skills in the field of photography and the use of editing programs. Students will be able to create a portfolio for college.

### **Graphic Design**

Graphic Design is a class that teaches art and technology. In this class, students will use design as a creative process in communication. Students will use the basic elements and principles of art and also learn how to use computer programs to design and illustrate the school yearbook, advertisement, and other projects for school.



## Grade 10 Extra-Curricular Activities & Opportunities

<b>Sports Offerings:</b>	<b>Clubs / Activities:</b>	<b>Events:</b>
Soccer	Student Council	Homecoming Dance
Football	National Honor Society	Lenten Lock-In
Cross Country	Key Club	Annual Musical
Swimming	Peer Tutoring Program	Christmas Concert
Basketball	Yearbook	Christmas Dinner
Ice Hockey	Model UN	Liturgies/Prayer Services
Track & Field	Faith Ambassadors	Annual Student Service Day
Golf		Catholic Schools Week
Tennis		Retreat Day
Gymnastics		Bonfire

*Additional Sports Teams, Clubs and Activities may be added or removed based on participation numbers.*

<b>Faith Based Community Service Opportunities:</b>	<b>10th Grade Fundraisers:</b>	<b>Parent Volunteer Opportunities:</b>
Christmas Dinner	Wreath Sales	Field Days
Service Day	Adopt an Angel	Annual Fundraiser Gala
Battle of Plattsburgh		Christmas Dinner

**Parents interested in volunteering may contact Susan Pellerin via email: [spellerin@setonknights.org](mailto:spellerin@setonknights.org) for more information.**

*Thank YOU for partnering with us in the spiritual growth and education of your child!!*