

# S. S. SEWARD INSTITUTE



## COURSE SELECTION GUIDE 2009-2010

## TABLE OF CONTENTS

STATEMENT OF PHILOSOPHY.....	PAGE 1
DEFINITIONS.....	PAGE 2
GRADUATION REQUIREMENTS.....	PAGE 3-6
PROMOTION POLICY.....	PAGE 7
SCHEDULE CHANGES/COURSE WITHDRAWAL.....	PAGE 8
RULES GOVERNING PROGRAMMING.....	PAGE 9
GRADING POLICY.....	PAGE 10
HONOR ROLL.....	PAGE 11
SENIOR CLASS RANK. ....	PAGE 11
REGENTS ENDORSED DIPLOMA WITH ADVANCED DESIGNATION.....	PAGE 11
REGENTS ENDORSED DIPLOMA WITH HONORS.....	PAGE 11
NATIONAL HONOR SOCIETY.....	PAGE 12
ADVANCED PLACEMENT PROGRAM.....	PAGE 12
NCAA ELIGIBILITY.....	PAGE 13-14
COLLEGE EXPERIENCE PROGRAM.....	PAGE 15
NEW VISION.....	PAGE 15
WEEKLY PROGRESS REPORTS. ....	PAGE 15
COMMUNITY COLLEGE IN THE HIGH SCHOOL PROGRAM.....	PAGE 16-20
ENGLISH.....	PAGE 21-25
SOCIAL STUDIES.....	PAGE 26-27
MATHEMATICS.....	PAGE 28-29
SCIENCE.....	PAGE 30-31
PHYSICAL EDUCATION.....	PAGE 32
HEALTH EDUCATION.....	PAGE 32

PSYCHOLOGY.....	PAGE 32
FOREIGN LANGUAGE.....	PAGE 33-34
TECHNOLOGY EDUCATION.....	PAGE 35-36
BUSINESS AND COMPUTER EDUCATION.....	PAGE 37-38
THE WORK PROGRAMS.....	PAGE 39-40
ART EDUCATION.....	PAGE 41
MUSIC EDUCATION CHORUS/BAND.....	PAGE 42-43
FAMILY AND CONSUMER SCIENCES.....	PAGE 44-45
BOCES EDUCATIONAL SERVICES.....	PAGE 46
SPECIAL EDUCATION.....	PAGE 46
ACADEMIC INTERVENTION SERVICES.....	PAGE 47
MEDIA CENTER.....	PAGE 47
GUIDANCE DEPARTMENT.....	PAGE 48
HEALTH SERVICES.....	PAGE 48
ALTERNATE PHYSICAL EDUCATION ACTIVITY.....	PAGE 49

## STATEMENT OF PHILOSOPHY

In preparing individuals to develop their fullest potential for living in the society of today and tomorrow, the Board of Education and the staff of the school district:

- I. Recognize their responsibility to help meet the physical, intellectual and emotional needs of the children; particularly the need to inquire, learn, think, and create; to establish aesthetic, moral and ethical values; and to relate satisfactorily to others in social situations involving family, work, government and recreation.
  
- II. Accept primary responsibility for giving students a mastery of the basic skills of learning, thinking and problem-solving; teaching them to use the various media of self expression; instilling in them knowledge of the social and natural sciences; acquainting them with the richness of our heritage; and stimulating them in productive work in various areas of human endeavor.
  
- III. Acknowledge the importance of their supplemental role to the home and other social agencies in developing habits and attitudes which make for effective personal living, the maintenance of optimum physical and mental health, and the establishment of sound moral, ethical, and aesthetic values.

Realizing that education as here defined is a lifelong process, the school system seeks to orient its graduates toward various types of post-secondary education and further formal training and to provide educational opportunities particularly suited to the needs of adults, both as individuals and citizens in a democracy.

## **DEFINITIONS**

The terms defined here are used in various parts of this manual. It would be helpful to read them before examining the manual and refer to them for better understanding.

**Prerequisites:** Subjects that are required as background for some advanced subjects, example: Math A must be completed before taking Math A/B.

**Elective:** A subject that may be chosen by a pupil in addition to required courses.

**Unit of study:** At least 180 minutes of instruction per week throughout the school year, or the equivalent.

**Unit of credit:** Earned by the mastery of the learning outcomes set forth in a New York State or locally developed syllabus for a given high school subject, after a student has had the opportunity to complete a unit of study in the given subject area.

**Half unit of credit:** Credit given for successful completion of a high school subject taken four or five periods a week for one half year, or every other day for an entire school year.

**Regents Competency Tests:** (RCT) state tests of achievement in reading, writing, mathematics, American history and government, global studies and science administered in grades 9 through 12. These exams are available to only a select few.

**Regent's examinations:** State achievement tests based upon syllabus prescribed by the Department of Education.

**Occupational education:** All programs of instruction in agriculture; business, including marketing; home economics; health occupations; technical education; technology education/industrial arts; and trade education.

**Regent's class:** Any class that concludes with a Regent's exam.

**Local class:** Any class that concludes with a local exam.

## Graduation Requirements\*

### Class of 2010

Local Diploma		Regents Diploma		Advanced Regents Diploma	
Required Courses		Required Courses		Required Courses	
English	4	English	4	English	4
Social Studies	4	Social Studies	4	Social Studies	4
Math	3 {a}	Math	3{a}	Math	3 {a}
Science	3 {a}	Science	3 {a}	Science	3 {a}
Foreign Language	1	Foreign Language	1	Foreign Language	{b}
The Arts	1{c}	The Arts	1 {c}	The Arts	1{c}
Health	.5	Health	.5	Health	.5
Physical Education	2	Physical Education	2	Physical Education	2
Sequence / Electives	3.5	Electives	3.5	Electives	4.5 {b}
<b>Total</b>	<b>22</b>	<b>Total</b>	<b>22</b>	<b>Total</b>	<b>22</b>

Local Diploma Required Exams (Passing Score of 65 or above on three required Regents exams and score 55 or above on two Regents exams)	Regents Diploma Required Exams (Passing score of 65 and above)	Advanced Regents Diploma Required Exams (Passing score of 65 and above)
English Language Arts	English Language Arts	English Language Arts
Math A	Math A	Math A Regents Math B Regents
Global History Regents	Global History Regents	Global History Regents
U. S. History Regents	U. S. History Regents	U. S. History Regents
Science Regents	Science Regents	Two Science Regents
		Foreign Language Regents {d}

{a} Students may meet the learning standards in technology either through a course in technology education or through an integrated course combining technology with mathematics. If available, a commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both.

{b} To earn the advanced designation, the student must complete **one** of the following:

- A language other than English (total of 3 credits).
- Career and technology education (5 credits), plus one credit in a foreign language.
- The Arts (5 credits) plus one credit in foreign language.

{c} The Arts include dance, music, theater and visual arts.

{d} Only those students completing a sequence of not less than 5 units of credit in career and technology education or the arts may substitute another 3-unit sequence in place of the 3 units in a foreign language

\* The safety net has been extended for qualified students that first entered grade nine prior to September 2010. A local diploma option will be available for select students through the Special Education Department.

## Graduation Requirements\*

## Class of 2011

Local Diploma Required Courses		Regents Diploma Required Courses		Advanced Regents Diploma Required Courses	
English	4	English	4	English	4
Social Studies	4	Social Studies	4	Social Studies	4
Math	3 {a}	Math	3 {a}	Math	3 {a}
Science	3 {a}	Science	3 {a}	Science	3 {a}
Foreign Language	1	Foreign Language	1	Foreign Language	{b}
The Arts	1 {c}	The Arts	1 {c}	The Arts	1 {c}
Health	.5	Health	.5	Health	.5
Physical Education	2	Physical Education	2	Physical Education	2
Sequence / Electives	3.5	Electives	3.5	Electives	4.5 {b}
<b>Total</b>	<b>22</b>	<b>Total</b>	<b>22</b>	<b>Total</b>	<b>22</b>

Local Diploma Required Exams (Passing Score of 65 or above on four required Regents exams and score 55 or above on one Regents exams)	Regents Diploma Required Exams (Passing score of 65 and above)	Advanced Regents Diploma Required Exams (Passing score of 65 and above)
English Language Arts	English Language Arts	English Language Arts
Algebra	Algebra	Algebra, Geometry & Trigonometry {3}
Global History Regents	Global History Regents	Global History Regents
U. S. History Regents	U. S. History Regents	U. S. History Regents
Science Regents	Science Regents	Two Science Regents
		Foreign Language Regents {d}

{a} Students may meet the learning standards in technology either through a course in technology education or through an integrated course combining technology with mathematics. If available, a commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both.

{b} To earn the advanced designation, the student must complete **one** of the following:

- A language other than English (total of 3 credits).
- Career and technology education (5 credits), plus one credit in a foreign language.
- The Arts (5 credits) plus one credit in foreign language.

{c} The Arts include dance, music, theater and visual arts.

{d} Only those students completing a sequence of not less than 5 units of credit in career and technology education or the arts may substitute another 3-unit sequence in place of the 3 units in a foreign language.

\* The safety net has been extended for qualified students that first entered grade nine prior to September 2010. A local diploma option will be available for select students through the Special Education Department.

## Graduation Requirements\*

### Class of 2012

Regents Diploma Required Courses		Advanced Regents Diploma Required Courses	
English	4	English	4
Social Studies	4	Social Studies	4
Math	3{a}	Math	3 {a}
Science	3 {a}	Science	3 {a}
Foreign Language	1	Foreign Language	{b}
The Arts	1 {c}	The Arts	1{c}
Health	.5	Health	.5
Physical Education	2	Physical Education	2
Electives	3.5	Electives	4.5 {b}
<b>Total</b>	<b>22</b>	<b>Total</b>	<b>22</b>

**Regents Diploma  
Required Exams  
(Passing score of 65 and above)**  
**English Language Arts**  
**Algebra**  
**Global History Regents**  
**U. S. History Regents**  
**Science Regents**

**Advanced Regents Diploma  
Required Exams  
(Passing score of 65 and above)**  
**English Language Arts**  
**Algebra, Geometry & Trigonometry {3}**  
**Global History Regents**  
**U. S. History Regents**  
**Two Science Regents**  
**Foreign Language Regents {d}**

{a} Students may meet the learning standards in technology either through a course in technology education or through an integrated course combining technology with mathematics. If available, a commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both.

{b} To earn the advanced designation, the student must complete **one** of the following:

A language other than English (total of 3 credits).

Career and technology education (5 credits), plus one credit in a foreign language.

The Arts (5 credits) plus one credit in foreign language.

{c} The Arts include dance, music, theater and visual arts.

{d} Only those students completing a sequence of not less than 5 units of credit in career and technology education or the arts may substitute another 3-unit sequence in place of the 3 units in a foreign language.

\* The safety net has been extended for qualified students that first entered grade nine prior to September 2010. A local diploma option will be available for select students through the Special Education Department. **ACCORDING TO NEW YORK STATE GUIDELINES, A LOCAL DIPLOMA WILL NO LONGER BE AVAILABLE TO GENERAL EDUCATION STUDENTS.**

# Graduation Requirements\*

## Class of 2013

Regents Diploma Required Courses		Advanced Regents Diploma Required Courses	
English	4	English	4
Social Studies	4	Social Studies	4
Math	3{a}	Math	3 {a}
Science	3 {a}	Science	3 {a}
Foreign Language	1	Foreign Language	{b}
The Arts	1 {c}	The Arts	1{c}
Health	.5	Health	.5
Physical Education	2	Physical Education	2
Electives	3.5	Electives	4.5 {b}
<b>Total</b>	<b>22</b>	<b>Total</b>	<b>22</b>

**Regents Diploma  
Required Exams  
(Passing score of 65 and above)**  
 English Language Arts  
 Algebra  
 Global History Regents  
 U. S. History Regents  
 Science Regents

**Advanced Regents Diploma  
Required Exams  
(Passing score of 65 and above)**  
 English Language Arts  
 Algebra, Geometry & Trigonometry {3}  
 Global History Regents  
 U. S. History Regents  
 Two Science Regents  
 Foreign Language Regents {d}

{a} Students may meet the learning standards in technology either through a course in technology education or through an integrated course combining technology with mathematics. If available, a commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both.

{b} To earn the advanced designation, the student must complete **one** of the following:

A language other than English (total of 3 credits).

Career and technology education (5 credits), plus one credit in a foreign language.

The Arts (5 credits) plus one credit in foreign language.

{c} The Arts include dance, music, theater and visual arts.

{d} Only those students completing a sequence of not less than 5 units of credit in career and technology education or the arts may substitute another 3-unit sequence in place of the 3 units in a foreign language.

\* The safety net has been extended for qualified students that first entered grade nine prior to September 2010. A local diploma option will be available for select students through the Special Education Department. **ACCORDING TO NEW YORK STATE GUIDELINES, A LOCAL DIPLOMA WILL NO LONGER BE AVAILABLE TO GENERAL EDUCATION STUDENTS.**

## PROMOTION POLICY

**Standing**

**Minimum Requirements**

**FRESHMAN  
(9<sup>TH</sup> Grade)**

Must have completed at least four (4) units of study from Middle School from the following core subjects:  
English, Social Studies, Mathematics, Science or Language other than English.

**SOPHOMORE**

*Must have accumulated at least five (5) High School credits including one (1) credit of English, one (1) credit of Social Studies and successfully completed*

**(10<sup>th</sup> Grade)**

one year of Physical Education. The remaining two (2) credits may be taken from: Mathematics, Science, Occupational Education, Art and/or Music or Language other than English.

**JUNIOR**

*Must have accumulated at least ten (10) credits including two (2) credits of English, two (2) credits of Social Studies and one (1) credit of Physical Education. The remaining five credits may be taken from: Mathematics,*

**(11<sup>TH</sup> Grade)**

*Science, Occupational Education, Art and/or Music, Language other than English, etc. In addition, the student must be able to fulfill all requirements for graduation, including sequences in two years.*

**SENIOR**

*Must have accumulated at least sixteen (16) credits including three credits of English, three (3) credits of Social Studies, one (1) credit of Mathematics, one*

**(12<sup>TH</sup> Grade)**

*(1) credit of Science and one and one-half (1 ½) credits of Physical Education. The remaining five and one-half (5 ½) credits may be taken from Mathematics, Science, Occupational Education, Art and/or Music, Language other than English etc. In addition, the student must be able to fulfill all requirements for graduation including sequences, in one school year.*

Special programs of study, which do not conform to the above outline, must be approved and worked out in cooperation with the school Counselor and the building Principal. Any course required for graduation must be repeated if failed. Students are required to pass sequential courses before being allowed to enroll in the next level.

## **SCHEDULE CHANGES\COURSE WITHDRAWAL**

Students in grades 7 through 12 shall be permitted to withdraw from a course with parental approval, during the first two weeks of school. This class will not appear on the permanent record card.

Should a student in grades 7 through 12 be permitted to withdraw from a course, with parental approval, after the two week period, that class will remain in the permanent record card with the grade of "withdrew passing" or "withdrew failing" as the case may be. Students who wish to withdraw from a class must adhere to the following guidelines in the order listed:

- A. The student must obtain a change of program form from the Guidance Office.
- B. The student must have the request signed by a parent/guardian.
- C. The student must have the request signed by the subject teacher.
- D. The student must have the request signed by the School Counselor.
- E. The student must have the request signed by the Principal.

Should all of the above parties agree that the withdrawal is in the best interest of the student, it will be approved and a change in schedule will be effected. If there is any disagreement, the issue will be resolved by the Principal in consultation with the counselor, the teacher, the student and the parent/guardian. The student will continue to attend the class, subject to all rules and regulations until such time as the withdrawal is approved.

## **RULES GOVERNING PROGRAMMING**

1. All students in the senior high school are required to maintain five credits including physical education during the school year.
2. **STUDENTS MUST BE ENROLLED IN REQUIRED MATH AND SCIENCE COURSES UNTIL THEY HAVE FULFILLED GRADUATION REQUIREMENTS IN THOSE SUBJECTS.**
3. Seniors may be exempt from the local final examination in a course if their class average is 90% or more and they have their teacher's approval.
4. While the Guidance Department can foresee no reason for a program change once the program has been approved by the parent/guardian and the school, requests for change made by the parent stating specific reasons for the change will be reviewed by the School Counselor and, if necessary, by the administration. This can only be done during the first two weeks after the course begins.
5. In order for a student to take a new subject in summer school the request must be in writing; signed by the student, the parent, and the School Counselor and addressed to the Principal. Requests will be reviewed individually.
6. Students who opt to take a full schedule without a lunch period may do so only with written parental approval.
7. If a student repeats a course in summer school, both grades will appear on the transcript.
8. Student enrollment in an elective course is predicated on sufficient interest.

# GRADING POLICY

## CLASS RANK AND WEIGHTING OF GRADES

Whereas it is the goal of the Florida Union Free School District to develop students of strong intellect and independence, the following policy that relates to the grading practices employed by our teaching faculty shall be in effect:

1. The following system will be adhered to in relation to the weighting of courses for the calculation of grades as reported to students:

<b>Advanced Placement &amp; College Courses</b>	<b>1.10</b>
<b>Honors Courses (if offered)</b>	<b>1.05</b>
<b>Regent's and All Others</b>	<b>1.00</b>

2. Final and Regent's examinations shall be counted toward the final class average as follows: 20% the 2008-2009 school year and every year thereafter. In courses that do not end in a Regent's examination, a locally developed and rigorous final examination will be administered and counted as stated above. If the student fails to take the required final exam, a score of zero will be entered and counted toward the computation of the final average.

In certain circumstances, the Principal will have the discretion to review final exam scores to determine their validity and reliability.

3. A uniform grading policy of 80%/20% will guide teacher practice in computing student grades. Eighty percent of the marking period average will be derived from in-class work, such as quizzes, tests and projects. Twenty percent of the marking period grade will be comprised of homework and effort. Additionally, the marking period average must be based upon a minimum of ten assignments and grades.
4. To achieve High Honor Roll and Honor Roll status, the following conditions must be met:

High Honor Roll: Overall average of at least 90%, no grade lower than a 75%  
Honor Roll: Overall average of at least 85% to 89.9%, no grade lower than a 75%

The Quarterly Grades, Year to Date Average, and Final Grade which appear on the report card will be unweighted calculations.

Students who graduate early shall be ranked with the graduating class for class ranking purposes.

Students who transfer into S. S. Seward for senior year will not be included in class rank.

## **HONOR ROLL**

The Honor Roll and the High Honor Roll are computed at the end of each ten-week marking period. To achieve Honor Roll status, a student must attain an overall average of at least 85% and High Honor Roll 90%. This average is determined by adding all grades and dividing by the number of credits. A student must carry five or more subjects with no grade lower than 75% to qualify.

## ***SENIOR CLASS RANK***

Senior class rank is computed at the end of the junior year and at the end of the seventh semester. The seventh semester ranking is the official ranking for the graduating class. In calculating the grade point average which determines rank, a multiplier of 1.10 will be used for all AP and college level classes, 1.05 for Honors level and 1.00 for all Regents classes and all other classes. All credit-bearing courses, with the exception of Physical Education, are used in calculating the grade point average. Students who transfer into S. S. Seward for senior year will not be included in class rank.

## **REGENTS DIPLOMA WITH ADVANCED DESIGNATION WITH HONORS**

To earn this diploma, a student shall achieve an average of 90% in all Regents examinations required for the diploma.

## ***REGENTS ENDORSED DIPLOMA WITH HONORS***

*A Regents Endorsed Diploma with Honors is awarded at graduation to those seniors who receive an average of 90% in the following examinations:*

1. Comprehensive English
2. Global Studies
3. United States Histories and Government
4. Science
5. Those Regents examinations that must be passed to complete the major sequence requirements.

## ***NATIONAL HONOR SOCIETY***

The National Honor Society is a highly regarded organization at S. S. Seward Institute. According to mandates from the national organization, the Seward chapter strictly adheres to the following regulations:

1. The NHS fosters the formation of the FACULTY COUNCIL. The S. S. Seward Principal appoints faculty members to this council, who may hold the position for one or more consecutive terms. The function of this council is to select members and also to consider non-selection, warnings and dismissals. Of significant importance in the functioning of the council is the selection procedure.
2. All candidates must achieve a cumulative academic average of 92% for consideration by the committee.
3. Induction will be in the Winter.

Any questions about the above items should be addressed to your building Principal, school counselor or the faculty advisor.

## **ADVANCED PLACEMENT PROGRAM**

The Advanced Placement Program, in conjunction with the Educational Testing Service of Princeton, New Jersey, is designed to offer capable students an opportunity to earn college credit while in high school. College credit is dependent upon the student's performance on the Advanced Placement Examination and the college or university's Advanced Placement credit policy. All examination costs are the responsibility of the students. The Advanced Placement Examinations are administered each year in May.

## **NCAA ELIGIBILITY**

Any student who intends to participate in intercollegiate athletics at a NCAA Division I or II institution must qualify through the **Initial Eligibility Center**. Application forms are available in the Guidance Office and on line.

Students who are entering a **Division I** college in 2008 or later, are considered "qualifier" students if they:

1. Graduate from high school.
2. Complete these 16 core courses:
  - 4 years of English
  - 3 years of math (algebra 1 or higher)
  - 2 years of natural or physical science (including one year of lab science)
  - 1 extra year of English, math or natural or physical science
  - 2 years of social science
  - 4 years of extra core courses (from any category above, or foreign language, non-doctrinal religion or philosophy)
3. Earn a minimum required grade-point average in the core courses, and
4. Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale (i.e. a 2.400 core-course grade-point average needs a 860 SAT)

### **Qualifier Index \***

<b>Core GPA</b>	<b>ACT</b> (sum of scores)	<b>SAT</b> (re-centered scores)
2.500 and above	68	820
2.475	69	830
2.450	70	840-850
2.425	70	860
2.400	71	860
2.375	72	870
2.350	73	880
2.325	74	890
2.300	75	900
2.275	76	910
2.250	77	920
2.225	78	930
2.200	79	940
2.175	80	950
2.150	80	960
2.125	81	960
2.100	82	970
2.075	83	980
2.050	84	990
2.025	85	1000
2.000	86	1010

\*See School Counselor regarding eligibility with lower SAT scores.

Students who are entering a **Division II** college on or after August 1, 2005, or thereafter, in order to be considered a "qualifier" are required to:

1. Graduate from high school
2. Complete these 14 core courses:
  - 3 years of English
  - 2 years of math (algebra 1 or higher)
  - 2 years of natural or physical science (including one year of lab science)
  - 2 extra year of English, math or natural or physical science
  - 2 years of social science
  - 3 years of extra core courses (from any category above, or foreign language, non-doctrinal religion or philosophy)
3. Earn a 2.000 grade-point average or better in your core courses
4. Earn a combined SAT score of 820 or an ACT sum score of 68. There is no sliding scale in Division II

A "partial qualifier" is eligible to practice with a team at its home facility and receive an athletics scholarship during his or her first year at a Division I or II school. For specific criteria for "partial qualifiers" see the [NCAA Guide for the College-Bound Student-Athlete](#), which is available in the Guidance Office or on line at [NCAAClearinghouse.net](http://NCAAClearinghouse.net).

Below you will find the list of courses offered at S. S. Seward that have been approved by the NCAA Clearinghouse:

<u>ENGLISH</u>	<u>SOCIAL SCIENCE</u>	<u>NATURAL/ PHYSICAL SCIENCE</u>	<u>MATHEMATICS</u>	<u>ADDITIONAL CORE COURSES</u>
English 9	Global Studies 9	Living Environment R	Math A	French 1 (Grade 9)
English 10	Global Studies 10 R		Math A/B R	French 2
English 11	U. S. History 11 R	Earth Science R (lab)	Math B R	French 3 R
English 12	AP American History		Pre Calculus	Spanish 1 (Grade 9)
AP English	Economics	Chemistry R (lab)	A P Calculus	Spanish 2
	American Government	Physics R (lab)		Spanish 3 R
	AP Comparative Government	Environmental Science		French 4
				Spanish 4

## **COLLEGE EXPERIENCE PROGRAM**

The College in High School Program offered at S. S. Seward provides an opportunity for a junior or senior to take college level classes at a local college. To be eligible for this program, the student must:

1. Maintain an overall academic average of 85%
2. Receive approval from a member of the Seward faculty that teaches the subject that corresponds to the college course that the student wishes to attend.
3. Submit a written request from the student and parent/guardian. This proposal must be made to the Guidance Office no later than four weeks prior to registration of the college course.
4. File college experience applications with the college through the Guidance office.
5. Assume responsibility for transportation and payment of tuition to attend the college course. Written permission for a student to use their personal vehicle must be submitted to the Guidance Office before registration for the college course.

## **NEW VISIONS**

New Vision is a one-year program offered to seniors, through the Board of Cooperative Educational Services, who have completed all but their senior graduation requirements. Students interested in careers in Education, Health, Law Studies or Engineering can earn college credit in addition to gaining hands-on experience in their field of study. Specific grade requirements must be met for consideration.

## **WEEKLY PROGRESS REPORTS**

Weekly progress reports are available through the Guidance Office. Progress reports are instituted upon parent request and are e-mailed directly from the subject teachers. In order to participate in this program parents must supply the Guidance Office with their e-mail address.

## **COMMUNITY COLLEGE IN THE HIGH SCHOOL PROGRAM** **(CCHS)**

S. S. Seward, in collaboration with SUNY Orange, offers a select group of courses in English, Mathematics, United States History, Government and Science for college credit. Following is a list of approved college credit bearing courses available at S. S. Seward. These courses are offered to seniors and juniors who meet specific eligibility requirements and are based on student requests.

## **ENGLISH** **FRESHMAN ENGLISH I**

3 credits

The first course in the Freshman English sequence introduces college-level writing and revision, construction of expository essays, and research skills. Reading as well as class discussion center on the formal and informal essay. Research essay is required.

## **FRESHMAN ENGLISH II**

3 credits

In this second course in the sequence, students learn to read critically, to organize supporting details, and to develop coherent oral and written arguments. Fiction, drama and poetry are used as common texts. An analytical research paper is required.

## **UNITED STATES HISTORY**

### **U. S. HISTORY TO 1865**

3 credits

*Prerequisites:*

- 1) Either a grade of 85% or higher on the NYS regents Examination in Global History or*
- 2) a combination of a class average of 85% or higher in the Global History course and a grade of 80% or better on the NYS Regents Examination in Global History or*
- 3) the recommendation of the course teacher or the Principal for the student's provisional placement in the course.*

A study of the political, intellectual, economic and cultural developments of the United States from earliest colonial settlements to the Civil War. Topics include the Puritan mind, regional cultural patterns, the evolution of constitutional law and the struggle for independence, the Hamiltonian and Jeffersonian perspectives, expansion, slavery, and the Civil War.

### **U. S. HISTORY SINCE 1865**

3 credits

*Prerequisites:*

- 1) *A passing score of “C” in US History to 1865, or*
- 2) *The recommendation of the teacher or the Principal for the provisional placement of the student in the class.*

Course surveys the Reconstruction Era within the context of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments, their impacts and interpretations. An examination of the issues inherent in the change from an agrarian to an industrial society, the course focuses on dislocations in rural America, the rise of cities, immigration, and the labor movement. An assessment of twentieth century U. S. participation in world events, and the balance of power between the superpowers and Third World nations are included.

## **U. S. GOVERNMENT – NATIONAL**

3 credits

*Prerequisites:*

- 1) *Either a grade of 85% or higher on the NYS regents Examination in U S History & Government or*
- 2) *a combination of a class average of 85% or higher in the U S History course and a grade of 80% or better on the NYS Regents Examination in U S History & Government or*
- 3) *the recommendation of the teacher or the Principal for the student’s provisional placement in the class.*

A survey of the U. S. political system at the national level including treatment of the historical background, central concepts and revisions of the constitutional framework, examination of the presidency, congress, federal bureaucracy, judicial structure and process, political parties, interest groups, the media, and current public issues.

## **MACRO-ECONOMICS**

3 credits

*Prerequisites:*

- 1) *A course average of 80% or higher in the most recent Math course completed by the student or*
- 2) *the recommendation of the teacher or Principal for the student’s provisional placement in the class.*

Topics include the central problems of every economic system, individual and family income, business organization and income, fiscal and monetary policy, the national income measurement, the banking system, the business cycle, international economics, and the economic role of government.

## **COMPARATIVE GOVERNMENT**

3 credits

*Prerequisites:*

- 1) Either a grade of 85% or higher on the NYS regents Examination in U S History and Government or*
- 2) a combination of a class average of 85% or higher in the U S History course and a grade of 80% or better on the NYS Regents Examination in U S History and Government or*
- 3) the recommendation of the course teacher or the Principal for the student's provisional placement in the course.*

An introduction to political processes in nations other than the United States. The course uses the comparative method to analyze such topics as political culture, developed vs. developing nations, the organization of governments, political parties, and the operation of interest groups. Focus will include an analysis of industrialized democracies, former communist societies making monumental transitions to democracy and capitalism and developing political systems in the non-western and western world.

## **MATHEMATICS**

### **INTRODUCTION TO STATISTICS**

3 credits

This course examines the general elements and principles of statistics used in the fields of education, consumerism, quality control, allied health, physical sciences and social science. The course is broken up into two parts: descriptive statistics and inferential statistics. Topics include methods of summarizing and presenting data, measures of center, spread, and position; probability; binominal probability distribution; normal probability distribution; t-test chi-square tests; confidence intervals, hypothesis testing; and linear regression.

### **PRE-CALCULUS**

4 credits

A course designed to review advanced techniques in algebra and trigonometry that are necessary for the study of calculus. The major areas of study are: algebra, manipulations, analytic geometry, exponentials, trigonometry, transformations and problem solving. This course will also include an introduction to Calculus concepts.

## **CALCULUS I**

4 credits

Analytic geometry topics are introduced as needed to carry out the orderly development of the calculus. Topics include algebraic functions and transformations, trigonometric functions and identities, limits, continuity, derivatives, implicit differentiation, related rate problems, Rolles' Theorem and Mean Value Theorem, curve sketching (relative min/max, concavity, points of inflection, limits at infinity, horizontal asymptotes), applications of differentiation, differentials, antidifferentiation, the definite integral, sigma notation, and Fundamental Theorem of Calculus.

## **CALCULUS II**

4 credits

A continuation of the calculus which builds on the basic concepts of derivatives and integration to include calculus of exponentials, logarithms, trigonometric functions, inverse trigonometric functions and hyperbolics, the area of a region between two curves, solids of revolution, application problems, integration, Trapezoidal rule, Simpson's Rule, L'Hopital's Rule, Taylor and Maclurin polynomials, sequences and series, power series and conics and rotation formula.

## **SCIENCE**

### **GENERAL BIOLOGY I**

4 credits – including lab

Topics include a study of the nature and scope of science in general and biological science in particular: the chemical and physical basis of life; the structures and functions of the cell with an emphasis on photosynthesis, respiration, functions of DNA, and the processes of mitosis and meiosis. The course concludes with the genetic and evolutionary consequences of meiosis and reproduction.

### **GENERAL BIOLOGY II**

4 credits – including lab

This course studies the plant and animal organism with an emphasis on the vertebrate animal and the flowering plant. Comparative systems are studied. The relationships between organisms and the environment are also covered.

## **GENERAL CHEMISTRY I**

4 credits

A study of the fundamental principles of chemistry. Topics include: stoichiometry, gases, atomic structure, periodic properties, ionic and covalent bonding, Lewis structure, liquid and solids. Laboratory work is the application of these principles with emphasis on quantitative relationships. The keeping of a laboratory notebook is required.

## **GENERAL CHEMISTRY II**

4 credits

Topics include: Chemical equilibrium, acid-base theories, solubility, equilibria, thermo chemistry, thermodynamics, chemical kinetics, nuclear reactions, electrochemistry, an introduction to organic chemistry and some representative biomolecules. Laboratory work includes the above topics plus qualitative analysis of select cations, and chromatography. The keeping of a laboratory notebook and the writing of formal reports is emphasized.

## **HIGH SCHOOL COURSES**

### **ENGLISH**

Students are provided exposure to a wide variety of literatures in order to expand their reading interests. They are made aware of the universals of literature, and that all short stories, plays, narrative poems and novels have the same elements of character, plot, setting, conflict and theme. Students will express their interpretation of these elements both orally and in written form in each work with which they interact.

#### **GRADE 9**

1 credit

The general objective of the ninth grade curriculum is to build skills, which will provide the framework for the reading, and writing experiences, which will follow. Writing exercises include the narrative composition, the essay, descriptive writing and poetry. The skill stress is on paragraph building, the grammar of the sentence, and applying basic skills such as capitalization, punctuation and correct usage. Structured spelling and vocabulary units are presented in weekly sequence. Students review and build upon research paper skills. Classic works include Shakespeare's *Romeo and Juliet*.

#### **Literature Selection**

##### **Novels**

To Kill a Mockingbird – Harper Lee  
Animal Farm – George Orwell  
The Outsiders – Susan E. Hinton  
Romeo & Juliet – Shakespeare  
Selected Essays

#### **GRADE 10**

1 credit

In the tenth grade the focus of writing is on variety of styles and techniques. Students begin to develop their own styles, looking for new ways to communicate their ideas. Much of the poetry offered in their textbook is less structured and the students' creative efforts will be in free verse. A speech unit allows students opportunities to present formal and informal speeches to their

peers. They are spending more time on nonfiction, both reading and essay writing, polishing their own communication skills with literary essays.

Students begin to have a fixed sense of the distinct characteristics of each literary genre and can analyze literature both literally and thematically. They understand the use of symbolic, figurative and imaginative language and know how to discriminate between good and poor literature. Works are selected based on their historical value or cultural implication.

A Shakespearean work such as *Julius Caesar*, being both a history play and a tragedy, gives a political perspective as well as an emotional one. The play's energy stems from deep-rooted internal conflicts that result from a paradox of virtues and weaknesses, embodied in various characters. The protagonist, Brutus, is an idealist unsuited for the ruthlessness necessary to carry out his cause.

## **Literature Selections**

### **NOVELS**

Lord of the Flies – William Golding

The Pearl – John Steinbeck

Of Mice and Men – John Steinbeck

### **GRADE 11**

1 credit

This Regents course is designed to cover the historical evolution of American literature from the American Indian period to the present day. Emphasis is placed on how this historical period fashioned a social conscience, which was promoted in its literature. Students see how politicians, religious leaders and philosophers molded a framework that directed history from the podium, the pulpit and the printed word. The fact that their communications skills become one of their strongest assets is investigated.

Students investigate the essays and other nonfiction pieces they read, analyzing them for purpose and audience, organizational patterns, and their various literary styles. Students are given ample opportunity to write literary essays in reaction to those works in order to prepare them for similar questions on the Regents examination.

The Shakespearean play for this level is *Macbeth*, a complex and tragic hero, whose ambitions lead him afoul of fate. Prophecies trick him into seeing himself above mortal punishment. Having committed a horrible crime, he is pulled further and further into depravity, reflected in his physical and emotional state. Students should be able to identify the theatrical devices in the play and to follow the dramatic action.

Given a range from American Indian chants to modern free verse, students learn to recognize the universal characteristics of poetry, reading for symbolic meaning beyond the literal. They add new terminology to their literary vocabulary and see how poets use these devices to communicate their message.

## **Literature Selections**

## Novels

The Great Gatsby – F. Scott Fitzgerald  
The Red Badge of Courage – Stephen Crane  
The Scarlet Letter – Nathaniel Hawthorne  
The Catcher in the Rye - J. D. Salinger

## GRADE 12

1 credit

This course examines literature with an emphasis on analyzing novels, full-length plays, poetry, and short stories. In-depth analysis of techniques in writing literary essays is included. Also the development of a term paper is required. Emphasis is given to the underlying process of gathering, organizing, and presenting ideas. An **acceptable** term project is required of all students taking this course. Critical thinking is emphasized in relation to speaking, listening and writing.

Emphasis is placed on British literature, and a complete and detailed study of poetry is required.

Speech units are designed to give attention to the development of poise and effective conduct before an audience.

### **Literature Selections**

Shakespearean play – *Hamlet*

Romantic poetry

Beowulf

Victorian poetry

From the Canterbury Tales

A Tale of Two Cities

Traditional English ballads

Twelfth Night

From Morte d' Arthur

The Heart of Darkness

Moby Dick

Renaissance poetry

From Paradise Lost

Twentieth century poetry

Restoration poetry

Pygmalion

Frankenstein

## **ELECTIVE OFFERINGS**

### **ADVANCED PLACEMENT ENGLISH**

#### **Grade 12**

1 credit

Advanced Placement English is a college level course in English literature and composition in which qualified seniors are involved in both the study and practice of writing and the study of literature. Through speaking, listening, and reading, but chiefly through the experience of their own writing, students become aware of the resources of language. Writing assignments focus on the critical analysis of literature. In this course students are engaged in the careful reading of literary works through which they sharpen their awareness of language and their understanding of the writer's craft. All examination costs are the responsibility of the students. The Advanced Placement Examinations are administered each year in May. Recommendation by a student's eleventh grade teacher is a prerequisite for this class.

#### **LITERATURE SELECTIONS**

The Sound and the Fury  
A Portrait of the Artist as a Young Man  
The Awakening  
Antigone  
A Tale of Two Cities  
My Antonia  
A Farewell to Arms

Hamlet  
Oedipus the King  
Death of a Salesman  
The Heart of Darkness  
Our Town  
Merchant of Venice  
Silas Marner

#### **DRAMA** **Grades 9 – 12**

1 credit

This course is designed to introduce students to all aspects of drama from acting to stage production to drama as literature. Students learn basic acting techniques from mime to improvisation to character development. Techniques for stage production, such as lighting, set instruction and costuming are examined. In addition, numerous one-act and full-length plays are read and discussed from the viewpoint both of actor and writer. Students are encouraged to participate in school productions, either as actors or technicians.

## **WRITING SEMINAR I & II**

**Grades 9 – 12**

½ credit

Each semester this course will provide students with the opportunity to improve all aspects of their writing in a workshop atmosphere. Emphasis will be placed on writing as a process. Each student will develop a portfolio of his or her writing, which will include the student's analysis of his or her own writing and the writing of other students.

## **SELF SELECTED LITERATURE**

***Grades 9 – 12***

1 credit

This course is designed to promote imaginative writing. The teacher will provide structured exercises covering a variety of poetry, script writing and prose. Students will use computer software and edit their own work, learning how to improve their writing skills. The final products will be shared with their classmates.

## **YEARBOOK CLASS**

**Grades 9-12**

1 credit

This course will encompass a wide variety of practical communication skills with writing and research providing the basic foundation. The course will run much like a professional publication. Teamwork and professionalism will be stressed as well as the ability to adhere to deadlines. Students will learn and apply basic photojournalism techniques. They will be responsible for developing and writing captions and stories for all events, teams, and issues that affect the students and their community. Students will also be required to work in teams to sell advertising, complete thematic layouts, and create plans of action for all aspects of creating the yearbook.

## **JOURNALISM**

***Grades 10 – 12***

1 credit

In this course, students will have the opportunity to explore the world of journalism in all respects: investigating, writing and reporting news stories; editing news stories for publication and techniques of publication. Differences between print, radio and telecommunications and their impact on journalism will also be examined.

## **PUBLIC SPEAKING**

***Grades 11-12***

½ credit

In this course, students will learn and practice all aspects of speaking in public, from writing introductions and speeches to making presentations for the public. Both writing and performing skills will be covered.

## **SOCIAL STUDIES**

The goal of the Social Studies department at S. S. Seward Institute is to educate students as informed citizens in a democratic society, help them to function in a market economy, increase their understanding of the role of the United States in a global society, and to prepare them for further education or job training. These goals will be achieved through the successful completion of a variety of courses.

### **GLOBAL HISTORY 9**

#### **Grade 9**

1 credit

This full year course will focus on World History from the development of early river valley civilization up to the political, economic, social and intellectual upheavals of the eighteenth century. A Regents examination is required after the tenth grade.

### **GLOBAL HISTORY 10**

#### **Grade 10**

1 credit

This one-year course chronologically traces World History from the political, economic and social upheaval of the 18<sup>th</sup> century and traces development to the present day. Stress will be given to the understanding of the key forces of nationalism, imperialism and industrialization and how they helped to mold the modern world we live in. The course culminates with a Regents examination covering both Global History 9 and 10.

## **U. S. HISTORY AND GOVERNMENT**

#### **Grade 11**

1 credit

This course examines United States History, stressing conceptual understandings of main themes, or factors that combined to form the modern American society. Emphasis is placed on: constitutional law and the evaluation and use of the United States legal system, the operation of the United States and state governments under the constitution, the practice of politics, the role of immigration in the development of the United States, the Puritanical history of New England on American cultures, the development of American Foreign Policy, the evolution of civil rights from slavery to the present day, the economic basis of American society, and current issues. The course culminates in the New York State Regent's examination in U. S. History and Government.

## **ADVANCED PLACEMENT AMERICAN HISTORY**

#### **Grade 11**

1 credit

This is a college level course designed to help students develop an understanding of American History and institutions. After successfully completing an examination, a student may earn college credit for this course. Students are also required to take the New York State Regents examination in U.S. History and Government.

## **PARTICIPATION IN AMERICAN GOVERNMENT**

### **Grade 12**

½ credit

This course explores the principals of American Government and civic participation. Emphasis is placed on understanding important issues and policy making which leads to an appreciation of the practical operation of government.

## **ECONOMICS**

### **Grade 12**

½ credit

The goal of this course is to provide students with a basic understanding of macro economic concepts. Economic analysis and critical thinking skills are emphasized through the study of economic models and current economic problems.

## **ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS**

### **Grade 11 – 12**

1 credit

This is a college level course designed to help students gain knowledge of the world's diverse political structures and practices. The course focuses on the study of both specific countries and general concepts used to interpret the key political relationships found in virtually all national politics.

Six countries form the core of the course, which include: **Great Britain, Russia, China, Iran, Mexico and Nigeria**. These countries provide examples of differing political systems. A new stress on globalization is central to comparing and contrasting these political systems. College credit can be obtained upon successful completion of a college level exam.

## **MATHEMATICS**

The Mathematics Department encourages all students to pursue the study of mathematics throughout their school career so that their understanding and appreciation of the subject, in both its cultural and immediate aspects, can be raised to the highest level. Our program provides offerings that allow all students to realize a pace most suitable to their individual rates of learning. Mathematics courses should be selected according to interests and requirements determined by future educational needs or occupational plans.

The New York State Education Department has approved three new commencement level Mathematics courses, Integrated Algebra, Geometry, and Algebra & Trigonometry. Following is a description of the first course, Integrated Algebra which will be offered for the first time this year either as a one or two year course and replaces the current Math A curriculum.

## **INTEGRATED ALGEBRA** **Grades 9-12**

1 year (one credit)\*

2 years (one credit each year)

This is the first mathematics course in the high school. The integrated algebra course set forth here is not the algebra of 30 years ago. The focal point of this course is the algebra content strand. Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines, such as science, business, social sciences, fine arts, and technology. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. This course culminates in a Regents examination in Integrated Algebra.

\* Students opting to take this course in one year must have prior approval from the math department

## **GEOMETRY** **Grades 10 –11**

1 credit

Geometry is intended to be the second course in mathematics for high school students. There is no other school mathematics course that offers students 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. A major emphasis of this course is to allow students to investigate geometric situations. Properties of triangles, quadrilaterals and circles should receive particular attention. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences.

## **ALGEBRA II AND TRIGONOMETRY**

1 credit

In implementing the Algebra II and Trigonometry process and content performance indicators, it is expected that students will identify and justify mathematical relationships, formally and informally. The intent of both the process and content performance indicators is to provide a variety of ways for students to acquire and demonstrate mathematical reasoning ability when solving problems. This is an upper level mathematics course for those students pursuing an Advanced Regents Diploma.

## **MATH B** **Grades 11-12**

1 credit

This course is a state-developed curriculum continuing topics introduced in Math A including Algebra, Trigonometry, Functions, Transformational Geometry, Structure of the Number System, Probability and

Statistics. The Math B Regents examination will be administered at the completion of this course to qualify students for an Advanced Regents Diploma.

## PRE-CALCULUS

### Grades 11 – 12

1 credit

This course is a high-level continuation of Math B. Topics include Advanced Algebra, Trigonometry, Interpretation and construction of Function Graphs, Logarithms, Sequences, and Series. This course is designed to prepare the students for Calculus and will include basic Calculus concepts.

## AP CALCULUS

### Grade 12

1 credit

This course is the reformulation of elementary mathematics through the use of the limit process. The study of calculus is the mathematics of tangent lines, slopes, areas, volumes, and lengths, centroids, curvatures, and most importantly velocity and acceleration. Each of these topics involves the reformation of pre calculus through the use of the limit process. The student would be able to take an Advanced Placement Examination at the completion of the course to receive possible college credit.

## BUSINESS MATHEMATICS

### Grades 10-12

1 credit\*

This course is designed to help students become mathematically literate and self confident in applying math skills to every day life. Students will gain exposure in becoming educated consumers while improving their mathematical problem-solving skills. Direct application of these skills will be utilized in the computer lab using Excel. Students will gain math and fundamental skills to math-specific applications that will be covered in the course. Key topic areas would include: Development of basic math skills, installment loans and credit cards, banking services, taxes, insurance, wage statements and investments.

\* This course can be counted as a third Math credit or Business credit

## SCIENCE

The S. S. Seward Institute Science program provides a complete basic science core of study, including both the life and physical sciences for all students. The courses provide every student with the science background needed to understand and live in a modern and technological society. Advanced science courses provide students with the opportunity to satisfy college entrance requirements and individual pupil interests. Ninth grade students take Biology and tenth graders are enrolled in Earth Science. Depending on student interest and future plans, juniors and seniors may take Chemistry, Environmental Science and/or Physics.

## THE LIVING ENVIRONMENT – BIOLOGY

### Grade 9

1 credit

This course emphasizes the major concepts of biology. The subject matter is selected and organized to develop the conceptual approach to modern biology. Class and laboratory exercises are used to develop and understanding of the following topics: biochemistry, cellular respiration, photosynthesis, cellular and representative organism structure and function, reproduction, genetics, and evolution. 1200 minutes of lab including a number of specific topics mandated by the state are required for admittance to the Living Environment Regents examination.

## **THE PHYSICAL SETTING – EARTH SCIENCE**

**Grade 10**

1 credit

Regents Earth Science includes astronomy (study of space), meteorology (study of the atmosphere) and geology (study of the earth). Class and laboratory topics include maps, mapping, planets, celestial motions, heat, weather, rocks and minerals, erosion and plate tectonics. Emphasis is placed on the ability to interpret graphs and use given information to create original answers. Completions of 1200 minutes of lab are required for admission to the Regents examination. In addition, a laboratory practical component is part of the final Regents examination.

## **THE PHYSICAL SETTING - CHEMISTRY**

**Grades 10 – 12**

1 credit

Regent's Chemistry is offered to students in grades 10 through 12 and provides an introduction to the theories and principles of Chemistry. Topics covered include atomic structure, the periodic table, kinetics and equilibrium, acids and bases, redox and electrochemistry and organic chemistry. This course requires a serious commitment and much work. The material is approached from a theoretical perspective rather than the study of individual elements. 1200 minutes of lab are required for admission to the Regents examination.

## **THE PHYSICAL SETTING - PHYSICS**

**Grade 12**

1 credit

Regents Physics consists of 4 major topics: mechanics, energy, electricity and magnetism. Problem solving involving algebra, basic trigonometry, abstract thinking and the application of concepts to everyday physical events are a major focus of the course. Laboratory investigations will be conducted and reported on the topics discussed in class. A minimum of 1200 minutes of lab is required for admittance to the Regents final exam.

## **ENVIRONMENTAL SCIENCE**

**Grades 11-12**

1 credit

This course is a science elective course for juniors and seniors. This first semester of this course of study is composed of an overview of topics related to ecology and human interaction with the environment. Class, lab, and fieldwork dealing with current environmental issues such as pollution, resource utilization, and ecology will be a mandatory requirement of the course. A term paper and final exam are requirements for the receipt of credit.

The second semester will focus on Forensic Science, the study of physical evidence left at the scene of a crime. Students will be involved in the collection of physical evidence from simulated crime scenes. Students will use standard scientific procedures and current techniques to analyze collected evidence. Emphasis is on the application of basic principles of biology, chemistry and physics to the study of forensics.

## **OCEANOGRAPHY**

### **Grades 11-12**

½ credit Oceanography I,

½ credit Oceanography II

Oceanography will cover the basic physical, geological, chemical, and biological aspects of the ocean. The major topics covered include: geomorphology of the ocean floor, marine sediments, oceanographic instrumentation, chemistry of sea water, the heat balance in the ocean, sea level changes, surface currents, deep water circulation, tides, beach and coastal process, life in the sea, food cycles, deep scattering layers, and marine plants and animals.

Students will learn to appreciate the role of the ocean in human history; trace the development of oceanography, describe the scientific basis for the origin of the Earth's oceans, explain the features of the sea floor using the Plate Tectonics theory; explain the physical and chemical properties of sea water and its implications, explain how the interaction between the atmosphere and ocean affects climate and weather, explain the cause of ocean currents, waves and tides and appreciate the role of technology in enhancing knowledge about the ocean.

## **PHYSICAL EDUCATION**

All students are required to participate in and pass physical education. All physical education classes are coeducational. Students must change their clothes in order to participate and receive any credit. Clothes such as sneakers, shorts, sweat pants, and T-shirts are acceptable. Any type of inappropriate clothes will not be accepted. Physical education classes meet every other day. All physical education classes provide knowledge, understanding, appreciation, skills, technique, and strategy for a wide variety of sports and activities. Students must successfully complete four years of physical education in order to graduate. **There are NO waivers or exemptions for physical education.** If a student has a medical note from a doctor, they (parent/student) are responsible to complete an alternative activity sheet to meet requirements. Forms are available through the main office or from physical education teachers. This alternate activity sheet must be completed and signed by an attending physician and returned to the student's physical education teacher.

## **HEALTH**

This course covers heart disease, cancer, human sexuality, sexually transmitted disease, and prevention of birth defects, pregnancy and childbirth. Also covered are mental health issues

including prevention, detection and treatment of mental illness. The development of positive interpersonal relationships, coping and problem solving are also included. One semester of health is required to fulfill graduation requirements

## **HEALTH EDUCATION**

### **Grades 11 –12**

½ credit

The health education program provides opportunities for students to achieve the skills, knowledge, and attitudes that will allow for the attainment of an optimal quality of life. The main focus is the development and maintenance of the total well being of a person.

## **PSYCHOLOGY**

### **INTRODUCTION TO PSYCHOLOGY**

#### **Grades 11-12**

½ credit

The purpose of Psychology is to introduce students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Psychology is an elective course, taught primarily to juniors and seniors who have already taken Senior High Health.

## **FOREIGN LANGUAGE**

The main objective of foreign language study is to make our students aware of the world in which they live and of the diverse cultures, which exist outside of their own. In the global community of the 21<sup>st</sup> century, students must be linguistically and culturally equipped to communicate successfully both in a pluralistic American society and abroad.

### ***FRENCH I***

#### **Grades 8-12**

1 credit

Through practical communicative situations, student will acquire the knowledge of basic vocabulary and grammar. Students will be able to read and understand simple French readings and stories. They will be able to write short paragraphs and converse in simple French. Students will also acquire a basic understanding of Francophone culture and civilization. At the end of the course, students will take the New York State Proficiency Examination in French.

### ***FRENCH II***

#### **Grades 9-12**

1 credit

The purpose of this course is to build upon the French proficiency acquired in the French 1 course. Students will expand their vocabulary in French and continue their study of more complex grammatical structures. Students will also further their oral, writing, and speaking skills. French will be spoken the majority of the time in class.

### ***FRENCH III***

#### **Grades 10-12**

1 credit

The French III course expands and perfects the students' proficiency acquired during the first two years of French study. The focus of the course is improving the oral, written, reading and listening skills of the student in preparation for the New York State Regents Examination in French, which is administered in June. A variety of authentic materials in French are used to enhance the student's mastery of French. French will be spoken almost exclusively in class.

### ***FRENCH IV*** **Grades 11-12**

1 credit

French IV is a rigorous language course including a thorough review of grammar through reading, speaking and various translations projects. The students will read selected poems, stories, and plays from French and Francophone literature. Important events in French history will be studied and discussed through film. Students will be expected to converse exclusively in French. The last two months of the course will be dedicated to the writing, acting and filming of a soap opera or play in French.

### ***SPANISH I*** **Grades 7-12**

1 credit

Students develop the four types of skills in a foreign language: listening comprehension, speaking, reading, and writing. Students will practice basic speaking and writing skills through short dialogues and short paragraphs. Students will demonstrate a thorough knowledge of grammar and vocabulary through oral and written exercises in texts and workbooks. Students are questioned frequently to assure comprehension. Pronunciation is practiced daily during a conversation period. Culture is included throughout the year. Students will develop a good basic vocabulary, will correctly use verbs in the present tense, have daily strong pronunciation skills and will converse within these parameters.

### ***SPANISH II*** **Grades 9-12**

1 credit

A review of Spanish I starts off the year. Students will be involved in "situational" conversations communicating in Spanish. They will continue to develop their skills through oral and written

work concentrating on proper grammar and vocabulary usage. Students will continue to reinforce language communication in present tense while learning to use past tense.

### **SPANISH III**

#### **Grades 10-12**

**Pre-requisite** – A passing grade of 70% in Spanish II

1 credit

The third year of Spanish culminates in the Regents comprehensive exam. The listening comprehension and speaking skills are strengthened further as the comprehension and writing skills increase. Proper grammar and vocabulary usage will continue to be stressed.

### **SPANISH IV**

#### **Grades 11-12**

1 credit

This course will place emphasis on composition, which includes a thorough review of vocabulary, grammar and idiomatic expressions encountered during the previous three years of language study. Students will also be exposed to a variety of contemporary writing. There will be continued practice of conversational elements and an examination of the target culture as well as independent research and creative projects.

## ***TECHNOLOGY EDUCATION***

The Technology Education Program, which is an integral part of occupational education, is a transformation of the Industrial Arts Program. Technology Education is a program of instruction designed to develop an understanding of systems in fields such as production, construction, energy and communications by emphasizing applied activities by working with tools, machines and devices used in the home and the work place. The focus of the program will be on promoting an understanding of the impact of technology on society, and developing the perception that people have both the capability and the responsibility to control technology.

Through hands-on activities, which stress the application of mathematical and scientific concepts, Technology Education can help to clarify and reinforce basic skills, and bridge the gap between theory and practice.

### **DESIGN AND DRAWING FOR PRODUCTION**

#### **Grades 9 – 12**

1 credit

This course emphasizes creative problem solving, designing, and technical drawing. Emphasis is based on the approach used in business and industry to develop new products. Students develop solutions that are researched, sketched, refined and rendered as technical drawings. Basic elements of design and the six basic areas of technical drawing are included.

### **MATERIALS PROCESSING**

**Grades 9 – 12**

1 credit

This course provides a broad, generic view of the way raw materials are processed into useful products. Various methods of processing are explored; they include forming, separating, combining and conditioning. Students investigate these processing concepts through hands-on activities using a variety of materials.

### **ARCHITECTURAL DRAWING**

**Grades 10 – 12**

1 credit

This course is a study of design and drafting related to building construction. Topics include culture and history, tools and techniques, lettering and dimensioning, preparation of site, and the development of floor, elevation, section, and perspective drawings.

### **TECHNICAL DRAWING**

**Grades 10 – 12**

1 credit

A continuation of Design and Drawing for Production, this course teaches more advanced concepts and principals of technical drawing. Topics include orthographic multi-view drawings, pictorial three-dimensional drawings, projection, size description, and pictorial representation. Also included are the techniques for developing drawing and the tools used to construct them.

### **ELECTRICITY/ELECTRONICS**

**Grades 11 –12**

1 credit

This course is a study in electrical theory, measurement and practical applications. Topics include electrical sources, circuits and power, magnetism and motors. Students will also be introduced to electronic theory, measurement and application. Topics will include electronic components, measuring instruments, semi conductors, integrated circuits, radio and television transmission and reception. Hands on activities will be used to further students' understanding. Safety issues will be covered throughout the course.

### **CREATIVE PROBLEM SOLVING THROUGH MODEL BUILDING**

**Grades 11 – 12**

1 credit

This course emphasizes creative problem solving through model building. Students will use research and development techniques as well as different design and construction methods. Students will use the seven steps of the problem solving method to create ingenious solutions to the various hands on activities provided. These include mousetrap vehicles, Lego robots, Mag Lev cars, and balsa model airplane

## BUSINESS EDUCATION

### CAREER AND FINANCIAL MANAGEMENT

Grades 10 – 12

1 credit

This is a great course to start with. This course provides students with the opportunity to learn about the features of our economy, explore a variety of careers, learn the skills and competencies needed for success in the workplace and begin to become financially literate. CFM encourages students to look at ALL career possibilities and then investigate those that are best suited to their interests, abilities and strengths. Students will develop a career plan that will provide them with goals and objectives to continue education or enter the workforce. Each student will complete an employment portfolio of documents that provides them with the tools needed for a future career search.

## SPEEDWRITING

### (Integrated with Microsoft WORD)

Grades 9 – 12

1 credit

This course is designed to help students with note taking/study skills in their regular classes and any post-secondary schooling. Super-write is an abbreviated writing system based primarily on longhand (ABC writing) and secondarily on phonetics. This program follows the principle of abbreviating from longhand, spelling, and the use of long and short vowels. It is a skill-based course with hands-on projects. Upon mastering the skill, students will have the opportunity to transcribe on the computer using "WORD". In addition, other formats will be taught and used for practical application for other classes.

## COMPUTER LITERACY I

Grades 9 – 12

½ credit

This course is intended to familiarize students with the Microsoft Office package. Students will cover basic formatting techniques and then concentrate on business communications (letters, memos, news releases, and other documents used daily in business). Real life applications are taught to prepare students for post secondary education or employment. Students will practice working for a fictitious firm as an administrative assistant.

## **COMPUTER LITERACY II**

**Grades 9 – 12**

½ credit

This course is intended to familiarize students with the Microsoft Office programs: Power Point and Excel. In Excel, students will learn how to work efficiently with numerical data by performing calculations and analyzing data (using charts and graphics) in spreadsheets. With Power Point, students will learn how to create multimedia presentations, improve public speaking skills and integrate all of the applications in Microsoft Office. Practical application is practiced in order to build transferable skills for students.

## **ENTREPRENEURSHIP**

**Grades 10 –12**

1 credit

This business course is designed to provide students with a basic foundation for starting and managing a small business. Content includes selected entrepreneurial skills as well as those necessary for management, merchandising and marketing functions inherent in the operation of a small business. Students successfully completing the course will have a solid foundation in concepts that may be utilized in starting a small business or entering employment immediately after high school.

## **BUSINESS MATHMATICS**

**GRADES 11-12**

1 credit\*

This course is designed to help students become mathematically literate and self confident in applying math skills to everyday life. Students will gain exposure in becoming educated consumers while improving their mathematical problem-solving skills. Direct application of these skills will be utilized in the computer lab using Excel. Student will gain math and fundamental to math-specific applications that will be covered in the course. Key topic areas will include: budgeting, installment loans and credit cards, banking services, taxes, insurance, payroll and investments.

\*This course can be used as a third Math credit or Business credit.

## **SPORTS AND ENTERTAINMENT MARKETING**

**Grades 10-12**

1 credit

This course is designed to introduce students to marketing principles as applied to the Entertainment and Sports areas. Students will see how this thriving industry is an important part of our culture and understand how each area impacts our society and individuals on a daily basis. Students will spend time working as a marketing specialist in a simulated sports business; there they will try out their skills and creativity marketing sports equipment.

## **PERSONAL BUSINESS LAW**

**Grades 10 – 12**

1 credit

This course is designed to teach students about citizenship and your legal rights as an individual. The class will focus on the legal issues relevant to student's lives: Justice, Contracts, our Criminal Justice system, our

Court system and our Freedoms. We will enjoy exploring many well known cases and explore the many careers opportunities in this field. Practical application will take place through presentations, technology and video.

## **THE WORK PROGRAMS**

### **INTERNSHIP** **Grades 11 - 12**

1 credit

This program is designed for juniors and seniors who are interested in exploring career options before graduating. This is an attractive opportunity for students who have completed required credits for graduation. These students can pursue a career area for wages while being compensated with additional high school credit. EACH student must receive administrative approval to participate.

### **COMMUNITY SERVICE** **HIGH SCHOOL**

½ credit/1 credit

The community service program is designed for students who are interested in devoting their time to volunteer organizations. The service program is in its truest sense a volunteer program of service. Students may choose from many civic organizations in our community to volunteer their time and efforts. This is an elective program, whereby High School students earn one (1) credit for 120 hours of volunteer service to the community/school service program to be performed during one/two school years. A ½ credit can be earned by serving 60 hours of volunteer service. This service may not be compensated through wages. Students are encouraged to enroll in this program and incorporate this into their college portfolio.

### **COMMUNITY SERVICE - MIDDLE SCHOOL** **GRADES 6 – 8**

This program is designed for our volunteering middle school students. If you are interested in devoting your time at a local non-profit organization, then apply for a credit-deferred service plan. These students may document their time volunteering in the community while gaining valuable insight to possible future careers. A student may continue their service commitment to the high school level and shift their credit to the High School Community Service program.

### **Golden Hill Peer Helper**

**Grades 11 -12**

1 credit

This opportunity is available to students wishing to assist our Golden Hill faculty and explore the areas of elementary education. Students are excused during a portion of their school day to spend time at Golden Hill; helping with classroom management, tutoring those students needing assistance, and acting as a role model to our elementary school students.

## **WORK RELEASE**

### **Grades 10 - 12**

This program is a privileged opportunity for students who have a study hall eighth/ninth period and the following conditions exist:

- 1) Students must maintain a monthly log of time and skills acquired.
- 2) Students must be punctual to school and maintain positive school behavior.
- 3) Academic work must be kept current.

The student's employment must be verified and approved by the school. Continued eligibility is contingent upon maintaining employment while school is in session.

## **JOB SHADOW**

### **HIGH SCHOOL LEVEL**

The Job Shadowing program allows students to explore a one-day visit at an occupation of their choosing. This experience allows the student exposure to a career in greater detail than afforded in the classroom. The student learns by observing or "shadowing" an adult mentor at the workplace. It is an ideal way for a student to receive exposure in a career area of interest. In addition, the experience acquaints the student with the requirements of various businesses and industries. Interested students need to fill out an application of intention. The Job Coordinator will guide the student through the entire process.

## **ART EDUCATION**

The Art Program consists of courses that develop students' creative ability and visual communication skills. Students will participate in hands-on art studio activities that explore the use of a wide variety of two-dimensional and three-dimensional art materials.

## **STUDIO IN ART**

**Grades 9 – 12**

1 credit

This course provides an introduction to the nature, function, and techniques of the visual arts in the present and in the past. The elements of art and the principles of design will be explored through various media. Genuine works of art will be seen first hand at galleries, museums and institutes. Emphasis is placed on life drawing. Successful completion of this course will meet the one unit of credit graduation requirement in art.

**Studio in Art must be taken prior to the advanced electives in art.**

## **STUDIO IN DRAWING AND PAINTING**

**Grades 10 – 12**

1 credit

This is an advanced course that may be elected **after a student has completed Studio in Art** and desires to participate in advanced study in the area of drawing and painting. The first section of the program introduces a foundation of exploratory experiences in drawing and painting. The remainder of the year is devoted to building a strong background in the student's chosen area of concentration.

## **CREATIVE CRAFTS**

**Grades 9 – 10**

1 credit

This course is a year-long introduction to the fundamentals of three-dimensional design through the creation of crafts using various materials. Successful completion of **Creative Crafts** will meet the one unit of credit graduation requirement in art.

## **INDEPENDENT STUDY IN ART**

**Grades 11 – 12**

1 credit

This course is for the gifted student who has **successfully completed Studio in Art and Studio in Drawing and Painting**. This is a highly specialized and individualized course for a student to explore an area of art in depth. Interested students must receive prior approval from the art teacher and school Counselor.

## **MUSIC EDUCATION**

Music classes will develop an awareness, sensitivity and appreciation of a variety of music; teach skills in reading music, help acquire habits of concentrated listening, train students in vocal and instrumental performance, and contribute to the musical life of the school and community.

## **MUSIC THEORY**

**MUSIC THEORY I**  
**Grades 10 - 12**

**Prerequisite: Chorus or Band, and/or teacher approval.**

½ credit

**Music Theory A** is a half-year course offering an exploration of the materials of music. It is designed to provide the student a thorough exposure to the notational vocabulary of music and further enhance their fluency with such materials through classroom practice in the ear training. Central to the instructional strategy will be progressional mastery through the "Practical Beginning Theory" workbooks of Benward, Jackson and Jackson. Topics include: Clefs, key signatures, time signature, melodic and harmonic intervals, major scales, minor scales, note values, rhythm, composition techniques and styles.

**MUSIC THEORY II**  
**Grades 10 – 12**

½ credit \*

**Music Theory B** is a half-year course that would be the continuation of Music Theory A. This course would serve as a preparatory class for those students who may wish to major or minor in music in college. This class concentrates on part writing in two and four voices, harmonic analysis, harmonic progressions and advanced ear-training. This course might also offer projects in composition and performance.

\*Prerequisite: Successful completion of Music Theory A and/or teacher approval.

**CHORUS**  
**Grades 9 – 12**

½ credit/1 credit

Chorus provides a cooperative group activity and develops individual talent. This course concentrates on proper vocal production and technique. It will improve listening skills and introduce classic and modern choral literature. Students are required to perform at the winter and spring concerts.

**BAND**  
**Grades 9 – 12**

½ credit /1 credit

This course provides a group activity in which pupils learn how to work cooperatively with one another toward a common goal: the performance of music. The instructional program consists of sectional rehearsals, instruction of individual members, and full band rehearsals directed toward the technical advancement of the pupil's musical skills. Students perform at the Pep Rally, Home Coming, the Winter Concert, the Spring Concert, and the graduation ceremonies in May and June. **Students are expected to attend rotating pullout lessons.**

## FAMILY AND CONSUMER SCIENCES

### CLOTHING AND TEXTILE CORE

Grades 9 – 12

½ credit

Students will explore clothing history, culture, design principles, equipment, construction and current issues of concern to the industry and society in general. This course will help students explore career opportunities in this field and help them develop skills needed for employment. Students will be taught using a hands-on, experiential approach in a laboratory setting. *The prerequisite for the Clothing & Textiles Core course is the successful completion of Home and Career Skills at the middle school level or prior permission from the teacher.*

### HOUSING AND ENVIRONMENT CORE

Grades 9 – 12

½ credit

This course is designed to make students aware of the influence of history, culture, and environment in their housing decisions. This course will help students explore career opportunities in this field and help them develop skills needed for employment. Students will be taught using a hands-on, experiential approach in a laboratory setting. Housing and Environment Core combined with Clothing & Textiles Core is an approved substitution for the Fine Arts graduation requirement for any student.

*The prerequisite for the Clothing and Textiles Core course is the successful completion of the Clothing & Textiles Core or prior permission from the teacher.*

### FOOD AND NUTRITION CORE

Grades 9-12

½ credit

Students will develop skills needed to select, prepare, and serve food which meets nutritional needs of individuals and families. This course will help students explore career opportunities in this field and help them develop skills needed for employment. Students will be taught using a hands-on, experiential approach in a laboratory setting.

*The prerequisite for the Food & Nutrition Core course is the successful completion of Home and Career Skills at the middle school level or prior permission from the teacher.*

## **GOURMET FOODS**

**Grades 9-12**

½ credit

Students will learn how to prepare and present a variety of gourmet foods as well as learn how to use specialized equipment. This course will help students explore career opportunities in this field and help them develop skills needed for employment. Students will be taught using a hands-on, experiential approach in a laboratory setting.

*The prerequisite for the Gourmet Foods course is the successful completion Food & Nutrition Core course or prior permission from the teacher*

## **LIFESPAN STUDIES**

**Grades 9-12**

½ credit

(Formerly known as Human Development) Students will develop skills needed for understanding relationships across the lifespan. Students will learn an understanding of self, as well as dealing with change to cope with the challenges of living in today's world. This course will help students explore career opportunities in this field and help them develop skills needed for employment. Students will be taught using a hands-on, experiential approach in a laboratory setting.

*The prerequisite for the Clothing & Textiles Core course is the successful completion of Home and Career Skills at the middle school level or prior permission from the teacher.*

## **BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

The C-Tech Center is a countywide school, supported by all school districts in Orange County, designed to provide students an opportunity to learn a definite skill while still in high school. Upon completion of a program of study, students are prepared for either immediate employment or further education.

Students accepted in this program attend high school for one-half day and the Vo-Tech program for the balance of the day.

The courses offered at BOCES are listed below. Information about individual courses is available in the Guidance Office.

### ***Vocational Offerings***

Appearance Enhancement Careers Academy  
Childhood Services Careers Academy  
Construction Careers Academy  
Engineering & Applied Technologies  
Health Careers Academy  
Transportation Careers Academy

Business Computer Careers Academy  
Communications Careers Academy  
Culinary Careers Academy  
Environmental Careers Academy  
Security Careers Academy

### ***Academic Offerings***

BOCES integrated academic offerings include technical reading and writing, AIS English, Art, Technical Math, AIS Math, Technical Science, Health, and Introduction to Occupations.

BOCES also offers Basic Occupational Education, Learning Center and the Hudson Valley Career Academies, offering alternate graduation options.

## **SPECIAL EDUCATION**

Students identified and placed by the Florida Union Free School District Committee on Special Education receive educational support through special classes, skills classes, and/or the inclusion model program (regular education students and students with special learning needs learning

together). More special education students are now being placed in the inclusion program so as to allow equal access to curriculum as prescribed by federal law. For further information regarding these programs, please contact the Office of Special Services at 651-1464.

## **ACADEMIC INTERVENTION SERVICES**

This service is provided to students who fall below reference/performance points in the standardized New York State Testing Program. The purposes of these classes include helping students attain an appropriate level of achievement in basic skills in reading, writing, math and other subject oriented areas so that they are better able to achieve proficiency in their core content classes. AIS services are mandated for those students who do not progress toward graduation, as outlined by NYSED.

## **MEDIA CENTER**

The goal of the media center program is twofold: to provide the means, materials and tools for research, and to facilitate in the acquisition of the skills necessary to do this research at the levels appropriate for each grade. The ability to apply these skills in the pursuit of further education or future employment is a further goal of the library program. The ultimate goal is to develop, in students, the ability to do original, independent research, as well as to use the necessary thinking skills to accomplish this.

**Reading Program:** Participating English classes from grades 6 through 8 come to the media center once a week to read fiction and non-fiction. Student responses to this reading are graded and grades are incorporated into their English grade.

**Recreational Reading Program:** This is an independent program done outside of class time. Students may complete a piece of reading and submit reading responses, for extra credit, to their teachers in subject classes.

**Available Resources:** The resources of the media center include: books for general circulation and reference, periodicals, and audio/visual hardware and software. Students have access to the Internet, online databases, the Public Access Catalog (PAC), video conferencing equipment and educational web-casts.

The media center staff offers a full range of educational services to students and faculty. Such services include library instruction, reference assistance, access to the BOCES film library, loan of materials available through the BOCES school library system, and the preparation of bibliographies.

## **GUIDANCE**

Counseling is the primary service of Guidance and it rests upon the foundation of the student-counselor relationship. In this relationship, the student is encouraged to freely express his or her thoughts and feelings and, where necessary, to gather information and examine alternative plans before acting. Ultimately, the goals of counseling are to help students gain a better, more positive sense of themselves while assuming a greater responsibility for making plans and decisions in their lives.

As the Counselor works to better know his/her students, information is gathered about students from grades, standardized tests, information forms as well as direct contact with students. Where necessary, conferences with parents, teachers and students will take place.

Again, the primary focus is to help students and their parents better understand personal, academic and vocational needs and goals.

Using our locally developed counseling plan for grades 6-12 the school counselor works with students and their parents to better understand:

1. How interests, aptitudes and abilities work together.
2. Opportunities for post-high school education and career planning.
4. The college admission process, including selection and application. Also, information about financial aid and scholarships is explained.

Your Counselor is available to answer your questions and ease your concerns about your personal life or your studies at Seward and to assist you in making plans for the future. The Guidance Office is a rich source of information on every aspect of career opportunities, college information (including catalogs and videos), news of scholarships and financial aid as well as pertinent test dates (PSAT, SAT, ACT, AP Exams, etc.).

It should also be noted that the classroom teacher is also an integral part of any work that the school Counselor does with a student. The Counselor relies heavily on teachers to provide insights and information about the individual student.

## **HEALTH SERVICES**

The Health Center is located on the first floor. The nurse is available to aid students who become ill or are injured. In addition, the nurse provides vision, hearing, and scoliosis screening and assists with special health problems. The school nurse practitioner may be in attendance at specified times for required physical examinations.

Please refer to the student handbook for specific requirements that must be met by all students concerning health records, medications, immunizations, accidents, insurance claims.

**S. S. Seward Institute**  
**Alternative Activity for Physical Education**

School Office 845-651-4038  
School Fax 845-651-7166

Patient: \_\_\_\_\_ Date: \_\_\_\_\_

Check ALL that apply:

\_\_\_\_ Walking

\_\_\_\_ Stationary Bike

\_\_\_\_ Arm movement only

\_\_\_\_ Leg pedaling only

\_\_\_\_ Both arm and leg movements

\_\_\_\_ Officiating Game/Activities

\_\_\_\_ Light Jogging

\_\_\_\_ Hand weights only

\_\_\_\_ Leg weights only

\_\_\_\_ Other: \_\_\_\_\_

\_\_\_\_\_  
Physician's Signature

Date: \_\_\_\_\_ Office Phone: \_\_\_\_\_ Fax: \_\_\_\_\_