

# Parent Guide

## *Freshman Year*

Seton Catholic High School



Roman Catholic Diocese of Ogdensburg, NY

# Seton Catholic School Directory of Service

Phone: 518-561-4031

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

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

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

## *Our Seton Catholic family of faith*

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

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



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

Seton Catholic offers an extensive curriculum that provides a high-quality academic education — incorporating the use of technology and differentiated instruction — and respects the uniqueness of individuals. The school community studies the teachings of Christ and participates in liturgy and para-liturgical experiences. Extra-curricular and social activities enable students to develop their own leadership skills and character.

Seton's qualified faculty collaborates with families in fostering the growth of the whole person. The school offers a diverse and comprehensive education, which encourages intellectual curiosity. As expressed in the mission statement, Seton Catholic strives to produce a catalyst for change and growth in the Catholic community as well as in society.

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

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

### **General Requirements:**

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

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

### **SETON CATHOLIC GRADUATE PROFILE**

The graduate of Seton Catholic will demonstrate:

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



**Seton Graduation Requirements:**

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

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

**Vocational Opportunities:**

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

# New York State Graduation Requirements

## Understanding Current New York State Diploma Requirements

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

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

### Credit Requirements

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

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

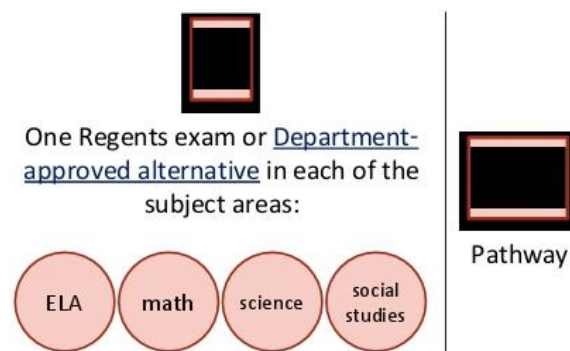
\* Students with disabilities may be excused from the requirement for 1 unit of credit in LOTE if indicated on their IEP, but they must still earn 22 units of credit to graduate.



### Exam Requirements

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

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



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



## **Parent Guide - 9th Grade Program**

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

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

### **Theology**

#### **Religion 9: Survey of Catholicism (.5 credit)**

This course is a survey of the tenets of our faith, bridging the content areas between Middle School and High School courses. It provides clear catechesis in Catholic Sacraments, practices, and morality. Content areas include prayer, the Church, the Holy Trinity, the Blessed Virgin Mary, Old and New Testaments, and moral virtues. Extensive investigation of the Sacraments and Commandments is the focus. Students are called to apply the practices of our faith to their own lives, to live as Christian disciples in today's world, and to be Biblically literate, active members of the Catholic Church.

### **English Language Arts**

#### **English 9**

This course emphasizes a balanced approach to the study of English including reading, writing, listening, and speaking, with skill development in each area. Students study five genres of literature: the short story, the novel, poetry, drama, and nonfiction works, both to appreciate their significance and to understand literary concepts and elements. Students master vocabulary and study the fundamentals of grammar to promote fluent writing. Book reports and a short research paper are required.

### **Mathematics**

#### **Integrated Algebra I**

This course is designed to cover the material necessary for the New York State Common Core Integrated Algebra Exam. Topics covered include number theory, operations, variables and expressions, equations and inequalities, patterns, functions, and relations, coordinate Geometry, trigonometric functions, shapes, organization and display of data, analysis of data, and probability. Students will develop skills necessary to be successful on the NYS Regents and in future math courses.

## **Science**

### **Living Environment**

The Living Environment curriculum is designed to promote scientific literacy as it applies to the natural world. Students will demonstrate literacy when they are able to explain in their own words, accurately and with appropriate depth and examples, fundamental concepts about the living environment. Instruction stresses conceptual understandings through relationships, processes, mechanisms, and application of concepts. Students must meet the lab requirement in order to take the NYS Regents exam that is administered upon course completion.

## **Social Studies**

### **Global Studies I**

In Grades 9 and 10 Social Studies, students will examine Global History and Geography. This two-year sequence is arranged chronologically beginning with the Paleolithic Era and continuing through the present. Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems.

## **Physical Education**

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

## **Languages Other Than English**

### **French I**

From the outset, students learn to communicate in French. In the beginning of the program, the focus is on understanding what French young people are saying and on exchanging information in simple conversations. Oral skills are supplemented by written skills, and students learn to read and express themselves in writing. French I students are introduced to the diversity of the French-speaking world. The emphasis at this level is on contemporary culture in France, but also in Quebec, the Caribbean, and Africa. This course allows students to prepare for Checkpoint A and entry into French II.

### **Spanish I**

This is an introductory class that provides a broad base of knowledge of the target language in which many categories of vocabulary and verb conjugations will be discussed and mastered. The student will become proficient with the present tense and many irregular verbs. Students will be able to discuss school activities, family life, holidays, and many aspects of the community and neighborhood. Students will also learn about these topics in relation to culture. The goal of this course is to accommodate the Learning Standards for Languages Other than English. This course allows students to prepare for Checkpoint A and entry into Spanish II.



## **Art & Music**

### **Chorus**

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

### **Collage/Altered Art**

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

### **Ceramics**

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

### **Jewelry/Wearable Art**

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

### **Folk Art**

This class introduces students to the meaning and history of Folk Art. It will discuss the importance of craftsmanship, form, and function in pre-Industrial Revolution America. Students will also be shown how education and religion played a role in Folk Art. Paintings, sculptures, textiles, and household objects were created in Folk Art, and examples of each will be shown

and discussed. Students will compare Folk Art to Fine Art and discuss similarities/differences. The works of Grandma Moses and Edward Hicks will be examined and discussed. Culminating projects include two pieces in Folk Art styles.

### Photography

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

### Graphic Design

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



## Grade 9 Extra-Curricular Activities & Opportunities

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

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

<b>Faith Based Community Service Opportunities:</b>	<b>9th Grade Fundraisers:</b>	<b>Parent Volunteer Opportunities:</b>
Service Day	Wreath Sales	Field Days
Christmas Dinner	Adopt an Angel	Annual Fundraiser Gala
Battle of Plattsburgh		Christmas Dinner
Peer Tutoring		

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

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