



Lansingburgh Central School District

District Office

55 New Turnpike Rd • Troy, NY 12182

Shaun Paolino

Director of Pupil Personnel Services

518-233-6850 / Fax 518-235-5838

Dear Parents/Guardians:

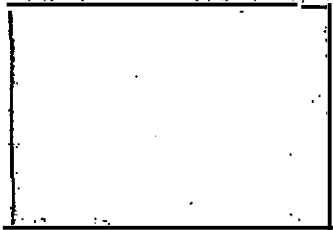
I understand that your intent is to homeschool your child. Therefore, I have provided you with information that will be helpful with the development of your child's individualized home instruction plan (IHIP) and quarterly reports. Your child's quarterly reports should be typed using the enclosed table grid format and include the following:

- Child's name, age and grade level
- Subject (e.g., ELA, Math, PE)
- Description of content/skills that were instructed
- Description of curricular materials, resources and/or textbooks used for instruction
- Evaluation narrative/summary
- Hours of study
- Percentage of quarterly content covered
- Alphabetical grade for core classes (e.g., ELA, Math, Social Studies and Science)
A = 100-90, B = 89-80, C = 79-70, D = 69-60 and F = below 64
- Satisfactory (S) or Unsatisfactory (U) grading system for electives

I have also provided you with the district's quarterly report dates and would encourage you to submit the reports to me on the specified dates. If you have any questions regarding the quarterly reports, dates or homeschool regulations, please contact me at 518-233-6850 or email me at spaolino@lansingburgh.org.

Sincerely,

Shaun Paolino
Pupil Personnel Director



LANSINGBURGH SCHOOL DISTRICT AT TROY, N.Y.
REGISTRATION FORM

HOME SCHOOL STUDENTS

OFFICE USE ONLY	
Student ID# _____	School Year: _____
Date of Entry: _____	ALL INFORMATION LISTED IS ACCURATE.
Entered in School Tool: _____	Residence Verified By _____ Date _____

Student _____

Last Name	First Name	Middle	Date of Birth
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Address _____

House #	Avenue/Street	Apt# or Floor	City	State	Zip Code	Home Telephone #
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School to Attend: _____

Gender: _____	Grade: _____
*Father/Guardian _____	*Mother/Guardian _____
*Address if Different _____	*Address if Different _____
*Cell Phone # _____	*Cell Phone # _____
Father's Employer _____	Mother's Employer _____
Father's Occupation _____	Mother's Occupation _____
Business Telephone # _____	Business Telephone # _____

Proof of Residence: _____
(Ex: Utility Bill, Pay Stub or Proof of Mortgage)

Student lives with _____

Is residence a New York Foster Care Placement? YES _____ NO _____ If Yes, attach DSS-2999 form

Do you have custody of the above mentioned student? YES or NO (Circle one)

Do you have JOINT or TEMPORARY custody of above mentioned student? (Circle one)

If yes, please provide a copy of the COURT DOCUMENTS. If no, who has custody? _____

E-mail: _____

Student's Brother(s)			Student's Sister(s)		
Name	School	Birth Date	Name	School	Birth Date
_____	_____	_____	_____	_____	_____

Are you entering any other siblings in the District today? YES _____ NO _____ IF YES, which school _____

School or Preschool Previously Attended: _____

Former School's Address: _____

Student's Former Address: _____ **Former Phone #** _____

Does student have an Individualized Education Plan (IEP)? YES _____ NO _____

Was student ever enrolled in the Lansingburgh School District? YES _____ NO _____

If Yes, which school? _____ Date Transferred _____

The above information is correct to the best of my knowledge.

Signature of Parent or Guardian: _____ **Date:** _____

Listed below are the subjects of instruction required of students in grades one through six, seven and eight, and nine through twelve. The page that follows is provided as a model to assist you to develop your individualized home instruction plan. A separate page should be used for each subject taught. Copies of these pages can be used as part of the required quarterly report.

<u>Subjects Grades K-6</u>	<u>Subjects Grades 7-8</u>	<u>Units</u>	<u>Subjects Grades 9-12</u>	<u>Units</u>
Math	English	2	English	4
Reading	History Geography	2	Social Studies 1 U of American History ½ U of Gov. Participation ½ Economics 2 Electives in Social Studies	4
Spelling	Science	2		
Writing	Math	2		
English Language	Physical Ed.	Regularly	Math	2
Geography	Health	Regularly	Science	2
U.S. History	Art	½	Art/Music	1
Science	Music	½	Health	½
Health	Practical Arts	Regularly	Physical Ed.	2
Music	Library Skills	Regularly	Electives	3
Visual Arts	NYS History/ U.S. Constitution		<u>Other Requirements</u>	
Physical Ed.			Patriotism/Citizenship Alcohol/Drugs/Tobacco Bicycle/Highway Safety Fire & Arson Prevention Safety	



Part 100 Regulations

100.10 Home Instruction

Disclaimer | Current through December 31, 2009

<p>a. <u>Purpose of section</u> b. <u>Notice of intention to instruct at home</u></p>	<p>c. <u>Procedures for development and review of an individualized home instruction plan (IHIP)</u> d. <u>Content of individualized home instruction plan (IHIP)</u></p>	<p>e. <u>Required courses</u> f. <u>Attendance requirements</u> g. <u>Quarterly reports</u> h. <u>Annual assessment</u> i. <u>Probation</u></p>
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100.10 Home instruction.

- a. Purpose of section. The purpose of this section is to establish procedures to assist school authorities in fulfilling their responsibility under Education Law, sections 3204(2) and 3210(2) (d), and in meeting their responsibility of determining the competency of the instructor and substantial equivalence of instruction being provided at home to students of compulsory school attendance age, and to assist parents who exercise their right to provide required instruction at home to such students in fulfilling their responsibilities under Education Law, section 3212(2).
- b. Notice of intention to instruct at home.
1. Except as otherwise provided in paragraphs (2) and (3) of this subdivision, parents or other persons in parental relation to a student of compulsory school attendance age shall annually provide written notice to the superintendent of schools of their school district of residence of their intention to educate their child at home by July 1st of each school year. The school year begins July 1st and ends June 30th for all purposes within this section. In the case of the City School District of the City of New York, the school district of residence for students who, if enrolled in the public schools, would attend elementary school, intermediate school or junior high school in a community school district, shall be deemed to be the community school district in which the parents reside.
 2. Parents who determine to commence home instruction after the start of the school year, or who establish residence in the school district after the start of the school year, shall provide written notice of their intention to educate their child at home within 14 days following the commencement of home instruction within the school district.
 3. For the 1988-89 school year only, the written notice of intention to instruct at home required in paragraph (1) of this subdivision shall be due on August 1, 1988.
- c. Procedures for development and review of an individualized home instruction plan (IHIP).
1. Within 10 business days of the receipt of the notice of intention to instruct at home, the school district shall send to the parents a copy of this section 100.10 of the Regulations of the Commissioner of Education and a form on which to submit an individualized home instruction plan (IHIP) for each child of compulsory attendance age who is to be taught at home.

2. Within four weeks of the receipt of such materials, or by August 15th, or for the 1988-89 school year by September 15, 1988, whichever is later, the parent shall submit the completed IHIP form to the school district. The district shall provide assistance in preparation of the forms, if requested by the parents.
 3. Within 10 business days of receipt of the IHIP, or by August 31st, or for the 1988-89 school year by September 30, 1988, whichever is later, the school district shall either notify the parents that the IHIP complies with the requirements of subdivisions (d) and (e) of this section or shall give the parents written notice of any deficiency in the IHIP.
 4. Within 15 days of receipt of a notice of a deficiency in the IHIP, or by September 15th, or for the 1988-89 school year by October 15, 1988, whichever is later, the parents shall submit a revised IHIP which corrects any such deficiencies.
 5. The superintendent of schools shall review the revised IHIP and shall notify the parents as to whether the revised IHIP complies with subdivisions (d) and (e) of this section within 15 days of receipt of the revised IHIP or by September 30th, or for the 1988-89 school year by October 31, 1988, whichever is later. If the revised IHIP is determined not to be in compliance with subdivisions (d) and (e) of this section, then the parents shall be notified in writing of the reasons for such determination. Such notice shall also contain the date of the next regularly scheduled meeting of the board of education that will be held at least 10 days after the date of mailing of the notice, and shall indicate that if the parents wish to contest the determination of noncompliance, the parents must so notify the board of education at least three business days prior to such meeting. At such board meeting, the parents shall have the right to present proof of compliance, and the board of education shall make a final determination of compliance or noncompliance.
 6. The parents shall have the right to appeal any such final school district determination of noncompliance to the Commissioner of Education within 30 days after receipt of such determination.
 7. When administrative review of a school district determination of noncompliance is completed, the parents shall immediately provide for the instruction of their children at a public school or elsewhere in compliance with Education Law, sections 3204 and 3210. For purposes of this subdivision, such administrative review shall be deemed to be completed when one of the following events has occurred:
 - i. the parents have failed to contest a determination of noncompliance by appealing to the board of education;
 - ii. the parents have failed to appeal a final school district determination of noncompliance to the Commissioner of Education; or
 - iii. the parents have received a decision of the Commissioner of Education which upholds a final school district determination of noncompliance.
 8. Within 10 days after administrative review of the determination of noncompliance is completed, the parents shall furnish the superintendent of schools with written notice of the arrangements they have made to provide their children with the required instruction, except that such notice shall not be required if the parents enroll their children in a public school.
- d. Content of individualized home instruction plan (IHIP). Each child's IHIP shall contain:

2. a list of the syllabi, curriculum materials, textbooks or plan of instruction to be used in each of the required subjects listed in subdivision (e) of this section;
3. the dates for submission to the school district of the parents' quarterly reports as required in subdivision (g) of this section. These reports shall be spaced in even and logical periods;
4. the names of the individuals providing instruction; and
5. a statement that the child will be meeting the compulsory educational requirements of Education Law, section 3205 through full-time study at a degree-granting institution, meaning enrollment for at least 12 semester hours in a semester or its equivalent, if that is the case. In this situation, the IHIP shall identify the degree-granting institution and the subjects to be covered by that study.

e. Required courses.

1. For purposes of this subdivision, a unit means 6,480 minutes of instruction per school year.
2. Instruction in the following subjects shall be required:
 - i. For grades one through six: arithmetic, reading, spelling, writing, the English language, geography, United States history, science, health education, music, visual arts, physical education, bilingual education and/or English as a second language where the need is indicated.
 - ii. For grades seven and eight: English (two units); history and geography (two units); science (two units); mathematics (two units); physical education (on a regular basis); health education (on a regular basis); art (one-half unit); music (one-half unit); practical arts (on a regular basis); and library skills (on a regular basis). The units required herein are cumulative requirements for both grades seven and eight.
 - iii. The following courses shall be taught at least once during the first eight grades: United States history, New York State history, and the Constitutions of the United States and New York State.
 - iv. For grades 9 through 12: English (four units); social studies (four units), which includes one unit of American history, one-half unit in participation in government, and one-half unit of economics; mathematics (two units); science (two units); art and/or music (one unit); health education (one-half unit); physical education (two units); and three units of electives. The units required herein are cumulative requirements for grades 9 through 12.
 - v. Education Law, sections 801, 804, 806 and 808, also require the following subjects to be covered during grades kindergarten through 12:
 - a. patriotism and citizenship;
 - b. health education regarding alcohol, drug and tobacco misuse;
 - c. highway safety and traffic regulations, including bicycle safety; and
 - d. fire and arson prevention and safety.

f. Attendance requirements. Each child shall attend upon instruction as follows:

1. The substantial equivalent of 180 days of instruction shall be provided each school year.

2. The cumulative hours of instruction for grades 1 through 6 shall be 900 hours per year. The cumulative hours of instruction for grades 7 through 12 shall be 990 hours per year.
 3. Absences shall be permitted on the same basis as provided in the policy of the school district for its own students.
 4. Records of attendance shall be maintained by the parent and shall be made available to the school district upon request.
 5. Instruction provided at a site other than the primary residence of the parents shall be provided in a building which has not been determined to be in violation of the local building code.
- g. Quarterly reports. On or before the dates specified by the parent in the IHIP, a quarterly report for each child shall be furnished by the parent to the school district. The quarterly report shall contain the following:
1. the number of hours of instruction during said quarter;
 2. a description of the material covered in each subject listed in the IHIP;
 3. either a grade for the child in each subject or a written narrative evaluating the child's progress; and
 4. a written explanation in the event that less than 80 percent of the amount of the course materials as set forth in the IHIP planned for that quarter has been covered in any subject.
- h. Annual assessment. At the time of filing the fourth quarterly report as specified in the IHIP, the parent shall also file an annual assessment in accordance with this subdivision. The annual assessment shall include the results of a commercially published norm referenced achievement test which meets the requirements of paragraph (1) of this subdivision, or an alternative form of evaluation which meets the requirements of paragraph (2) of this subdivision.
1. Commercially published norm-referenced achievement tests.
 - i. The test shall be selected by the parent from one of the following: the Iowa Test of Basic Skills, the California Achievement Test, the Stanford Achievement Test, the Comprehensive Test of Basic Skills, the Metropolitan Achievement Test, a State Education Department test, or another test approved by the State Education Department.
 - ii. The test shall be administered in accordance with one of the following options, to be selected by the parents:
 - a. at the public school, by its professional staff;
 - b. at a registered nonpublic school, by its professional staff, provided that the consent of the chief school officer of the nonpublic school is obtained;
 - c. at a nonregistered nonpublic school, by its professional staff, provided that the consent of the superintendent of schools of the school district and of the chief school officer of the nonpublic school is obtained; or
 - d. at the parents' home or at any other reasonable location, by a New York State-certified teacher or by another qualified person, provided that the

superintendent has consented to having said certified teacher or other person administer the test.

- iii. The test shall be scored by the persons administering the test or by other persons who are mutually agreeable to the parents and the superintendent of schools.
- iv. The test shall be provided by the school district upon request by the parent, provided that the cost of any testing facilities, transportation, and/or personnel for testing conducted at a location other than the public school shall be borne by the parent.
- v. If a score on a test is determined to be inadequate, the program shall be placed on probation pursuant to subdivision (f) of this section. A student's score shall be deemed adequate if:
 - a. the student has a composite score above the 33rd percentile on national norms; or
 - b. the student's score reflects one academic year of growth as compared to a test administered during or subsequent to the prior school year.

2. Alternative evaluation methods. An alternative form of evaluation shall be permitted to be chosen by the parent only as follows:

- i. for grades one through three, a written narrative prepared by a person specified in subparagraph (iii) of this paragraph;
- ii. for grades four through eight, a written narrative prepared by a person specified in subparagraph (iii) of this paragraph. This alternative form of evaluation may be used no more often than every other school year for these grades;
- iii. for the purposes of this paragraph, the person who prepares the written narrative shall be a New York State-certified teacher, a home instruction peer group review panel, or other person, who has interviewed the child and reviewed a portfolio of the child's work. Such person shall certify either that the child has made adequate academic progress or that the child has failed to make adequate progress. In the event that such child has failed to make adequate progress, the home instruction program shall be placed on probation pursuant to subdivision (f) of this section. The certified teacher, peer review panel or other person shall be chosen by the parent with the consent of the superintendent. Any resulting cost shall be borne by the parent.

3. If a dispute arises between the parents and the superintendent of schools, including disputes over the administration of the commercially published norm-referenced achievement test or the use of alternative evaluation methods, the parents may appeal to the board of education. If the parents disagree with the determination of the board of education, the parents may appeal to the Commissioner of Education within 30 days of receipt of the board's final determination.

i. Probation.

1. If a child's annual assessment fails to comply with the requirements of subdivision (h) of this section, the home instruction program shall be placed on probation for a period of up to two school years. The parent shall be required to submit a plan of remediation which addresses the deficiencies in the child's achievement, and seeks to remedy said

deficiencies. The plan shall be reviewed by the school district. The school district may require the parents to make changes in the plan prior to acceptance.

2. If after the end of any semester of the probationary period, the child progresses to the level specified in the remediation plan, then the home instruction program shall be removed from probation. If the child does not attain at least 75 percent of the objectives specified in the remediation plan at the end of any given semester within the period of probation, or if after two years on probation 100 percent of the objectives of the remediation plan have not been satisfied, the superintendent of schools shall provide the parents with the notice specified in paragraph (c)(5) of this section and the board of education shall review the determination of noncompliance in accordance with such paragraph, except that consent of the parents to such review shall not be required.
3. If, during the period of probation, the superintendent of schools has reasonable grounds to believe that the program of home instruction is in substantial noncompliance with these regulations, the superintendent may require one or more home visits. Such home visit(s) shall be made only after three days' written notice. The purpose of such visit(s) shall be to ascertain areas of noncompliance with these regulations and to determine methods of remediating any such deficiencies. The home visit(s) shall be conducted by the superintendent or by the superintendent's designee. The superintendent may include members of a home instruction peer review panel in the home visit team.

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Commissioner's Regulation (CR) 135.4(c)(7) directs that a participant in interscholastic sports must be enrolled in the public school; CR 135.1 directs that a participant in intramurals must be enrolled in the public school; however, children educated other than at the public school may participate in school-sponsored club activities. It is recommended that each board of education establish a policy to this effect.

13. May a student instructed at home participate in the school band and/or receive music lessons?

If the district considers these activities to be extra-curricular, such a student may participate in the band and/or receive music lessons. It is recommended that the board of education establish a policy regarding participation in these activities.

14. May students instructed at home be allowed to use school facilities such as the library, career information center and gymnasium?

Yes. Students may be allowed to use such school facilities provided that there is mutual agreement on the part of all involved parties.

15. Must students instructed at home meet immunization requirements for in-school students?

The provisions of Public Health Law Section 2164 which require parents to submit proof of immunization prior to admission of their children to a school do not apply to students being educated at home. If the Commissioner of Health notifies school officials of the outbreak of a disease for which immunization is required, however, parents of children on home instruction who seek to participate in testing or other activities on the premises of a public or nonpublic school must produce proof of immunization or the children must be denied access to the school building.

16. May parents or students on home instruction borrow instructional items from the public school such as library books, microscopes and movie projectors?

Yes. Although a public school is not obligated by law to lend such items, it may allow parents or students to borrow available materials.

17. Is a student instructed at home entitled to benefit from the loan programs (textbooks, library materials and computer software) available to students enrolled in nonpublic schools?

A student instructed at home is not enrolled in a nonpublic school and, therefore, the district is not obligated to loan those items which a district is required to provide, by statute, to children attending nonpublic schools. Although not required, a school district may offer such loans to the extent available.

18. Is the school district required to furnish health services to students on home instruction?

No. The district is not required to furnish health services.

19. Is the district responsible for providing remedial programs for students instructed at home?

No. The district is not responsible for providing remedial programs for these students.

INDIVIDUALIZED HOME INSTRUCTION PLAN

RECEIVED

SEP 05 2018

LANSINGBURGH
CENTRAL SCHOOL DISTRICT

Date: September 4, 2018

Student: [REDACTED]

DOB: [REDACTED]

Address: [REDACTED]

School District: Lansingburgh School District

Grade: [REDACTED]

Instructors: [REDACTED]

Instructional Year: September 5, 2018-June 25, 2019

MATH: [REDACTED] will learn to:

- numbers to 1,000
- Addition and Subtraction
- Length
- Weight
- Multiplication
- Division
- Multiplication tables 2 and 3
- Money
- Fractions
- Time
- Capacity
- Graphs
- Geometry
- Area

*Materials we will use: clocks, coins, math texts, rulers, scales, flash cards, dice, math manipulatives, and graph paper.

SCIENCE: [REDACTED] will learn:

- How Long Do Plants Live?
- The History of Earth
- Forces
- Your Bones
- A Round Earth
- Light and Shadows
- Living and Not living
- How Long Is It?

- How Earth Moves
- Your Muscles
- Layers of the Earth
- Where Things Live
- Motion
- Ocean Shorelines

READING: Books to read but not limited to:

- Days to Remember
- Creatures Great and Small
- Treasures
- Coastal Lands
- Special Deeds
- Making Melody

SPELLING/WRITING: Skill Charts for Reading and Spelling Grades 2-6

HISTORY: [REDACTED] will learn:

- Communities
 - Old and New Farming
 - Starting the Colonies
 - People From All Over
 - Communities Grow
 - Shopkeeping
 - Kings and Queens
 - Kings Make Rules
 - This Means War!
 - Freedom
 - What People Wore
 - Starting a Country
-

HEALTH: [REDACTED] will learn:

- Your health – Body and Mind
 - Your Manners – Courtesy – to others around you
 - Safety – Away from home, on street, near water, during bad weather, and in your home.
-

MUSIC: Musica and Composers of interests

ART: Art and Artists of interests and take art class at co op

PHYSICAL EDUCATION: [REDACTED] will get into an exercise routine doing

- Baton
- YMCA swimming and gym
- playgrounds
- gym in homeschool co op
- bicycling
- any and all homeschool and teen physical activities

BIBLE: [REDACTED] will be reading Bible Stories to Read and color the pictures that corresponds to the stories she reads.

In addition to the subjects listed above, [REDACTED] will continue her training in: Highway Safety, traffic Regulations, Bicycle Safety, Fire and Arson Prevention and Safety, Personal Safety, and what to do in case of emergency.

MS/HS HIP example

RECEIVED
1

AUG 02 2017

LANSINGBURGH
CENTRAL SCHOOL DISTRICT

[REDACTED] HIP

[REDACTED] HIP 2017-2018

Student Name: [REDACTED]

Date: July 27, 2017

Address: [REDACTED]

Date of Birth: [REDACTED]

School District: Lansingburgh

Grade: Eleventh

Instructor: [REDACTED]

Quarterly Reports will be mailed or delivered no later than a week after the end of the marking period:

End of Marking Period	Report Due

Curriculum:

[REDACTED] will be using various methods for 11th grade instruction on all the subjects specified in Sect. 100.10 of the regulation of the Commissioner of Education. The corresponding subtopics may include and shall not be limited to:

Mathematics:-

Math in Everyday Life (3rd Edition). Walch Publishing. David E. Newton. 2011

- Income (Family Income, Using Tax Tables)
 - Budgets
1. Long-term budgets: planning for college, future appliance expense, major annual expenses
 2. Short term budgets: monthly budgets.
 3. Annual budget
 - Checking Account (check writing, making deposits, recording transactions, reconciling a checkbook)
 - Savings Account (regular savings account, Credit Union accounts)
 - Grocery Shopping (Advertising and food buying, convenience foods, the cost of convenience foods) Special lessons will be given on the benefits of using coupons.
 - Expenses around the House (advertised specials, deciding where to shop, using credit cards, internet shopping)
 - Mortgage Loans (calculations of mortgage amount, Amortization schedules (fixed and adjusted rate mortgages)
 - Home Repairs and Improvements (Exterior painting :cost worksheet, Home Improvements:

Plan for porches and patios)

- Utility and Fuel Bills (Electric Bills, Telephone Bills, Internet Bills, Water Bills, Heating Bills for oil and gas)
- Automobile Expenses (Purchasing and financing a car, maintaining a car, annual operating expenses of a car, car insurance, leasing a car)
- Life insurance (choosing the right policy, cost of various types of plans, premiums for various ages, borrowing money against a life insurance policy)
- Income tax (filing income tax, resources and tax tables)
- Reiteration of addition, subtraction, multiplication and division (*in accordance with IEP*)
- Word problems (*in accordance with IEP-see attached*)
- Reiteration of currency and making change (*in accordance with IEP*)

English:

LIFEPAC 11th Grade English III ALPHA OMEGA Productions, 2011.

- Standard English (Need for standard English, guardians for standard, dictionaries, types of standard English texts)
- Writing Effective Sentences (subordinate clauses and conjunctions, relative pronouns, verbals, appositives)
- Sentence Workshop (Understanding pronouns, using pronouns correctly, using modifiers correctly, parallel sentence structure)
- Why Study Reading (Greek and Latin roots, Diacritical markings, finding a main idea, analyzing a textbook)
- Poetry (metrical feet and sets, musical effects, universality, imagery, connotation)
- Nonfiction (elements, essays, diaries, newspapers, biographies, composition)
- American Drama (development and history, structure, purpose, *Our Town*)
- American Novel (18th, 19th and 20th century, *The Old Man and the Sea*, The critical essay)
- Research (using sources, stating the thesis, outline, writing the paper)
- Looking Back (analyzing written word, effective sentences, expository prose, genres of American literature)
- Reading Enhancement (*in accordance with IEP*)

History and Geography:

LIFEPAC 11^h Grade American History. ALPHA OMEGA Productions, 2011.

- Foundations of democracy (democracy develops, Virginia, New England Colonies, middle and southern colonies)
- Constitutional Government (relations with England, The Revolutionary War, Articles of Confederation, Constitution of the United States)
- National Expansion (a strong federal government, Revolution of 1800, War of 1812, Nationalism and Sectionalism)
- A Nation Divided (issues of division, division of land and people, economics of slavery, politics of slavery)
- A Nation United Again (Regionalism, the division, the Civil War, Reconstruction)
- Involvement at Home and Abroad (surge of industry, the industrial lifestyle, Isolationism,

involvement in conflict)

- The Search for Peace (World War I and its aftermath, the Golden Twenties, The Great Depression, The New Deal)
- A Nation at War (causes of the war, World War II, Korean conflict, Vietnam conflict)
- Contemporary America (America in the 1960's, America in the 1970's, America in the 1980's and 1990's, International scene 1980- present)
- United States History (Basis of democracy, the 180's, Industrialization, current history)

Science:

REQUIREMENTS COMPLETED

Electives:

British Literature (1 Semesters)

LIFEPAC British Literature. ALPHA OMEGA Productions, 2011.

Grades 7-12. 1 Semesters.

- The Middle Ages (old English literature, middle English literature, morality plays, prose fiction)
- The 16th Century (the early Renaissance, Renaissance poets, Renaissance prose, Renaissance drama)
- The 17th and 18th Centuries (the Stuarts, the Puritan revolution, the Restoration and Neoclassic age)
- The 19th Century (the early Romantic era, the later Romantic era, the Victorian era)
- The 20th Century (Modern poetry, Modern drama, Modern prose, Modern fiction)

Speech Essentials of Communication

LIFEPAC Speech: Essentials of Communication. ALPHA OMEGA Productions, 2011.

Grades 9-12. 1 Semesters.

- Communication Foundations (types of effective communication, the influence and perception of communication, self concept and communication competence)
- Language Characteristics (the social function of language, the purpose and types of nonverbal communication, listening process and styles)
- Interpersonal Communication (types and stages of interpersonal relationships, using conversation for interpersonal communication, communication etiquette, preparing for an interview)
- Group Communication (types of group communication, factors that impact group dynamics, recognizing and evaluating group leadership)
- Public Messages (preparing a speech, using research and materials for an effective speech, using notes and outlines to organize speeches, delivering and evaluating speeches)

American Literature:

LIFEPAC American Literature. ALPHA OMEGA Productions, 2011.

Grades 7-12. 1 Semesters:

- Early American Literature (The Puritans, the Colonists, Days and change of revolution)
- The Romantic Period 1800-1855 (Romantic period, the fireside poets, the transcendentalists, poets of despair)
- War and Reconciliation 1855-1915 (war and reconciliation, secession and royalty, realism and naturalism, Naturalists, regionalists and realists)
- Modern Age 1915-1946 (the modern age, modern prose, modern poetry, Harlem renaissance, drama and religious works)
- Modern to Postmodern 1946-present(modern to postmodern, more contemporary writers, social issues)

Keyboarding: (all year)

Abeka Academy. Daily Lessons. Keyboarding. This will be used with interactive lessons found on the internet.

Physical Education/Art/Music/Library/Practical Arts:

- Computer education (reiteration of Microsoft office, word, excel, access, and power point)
- Elements of art and creativity.
- Basic elements of banking.
- Running, Jogging, Track and Field.
- Kickball
- Library skills
- Basketball
- Baseball
- Volleyball
- Football
- Swimming
- Gardening
- Visits to museums and galleries
- Typing
- Music lessons
- Sewing lessons
- Karate lessons
- Christian Bible Study classes
- Troy Art Center
- Fire Prevention, Safety and Control.
- Traffic Safety
- Bike Safety.

Instruction methods, tools and resources may include but should not be limited to: reference materials (atlas, globe, dictionaries, encyclopedias, non-fiction books, videos, workbooks, worksheets, handouts, hand on experience, experiments, science labs, projects, newspapers, magazines, frequent field trips, group activities, classic and contemporary literature, research, journal/narrative/essay/poetry writing, games, creative and critical thinking, predicting and forecasting, gathering facts, music cd's, CD.

ROMS, abundant art supplies, various classes and community events (history, science, technology, art and sports), free play, conversations and real life.

Primary instruction to Briana Elizabeth LeDuc will be provided by Adrienne LeDuc-Waugh, her parent. Supplemental instruction will be provided by others, as necessary.

Sample

Quarterly Report Information
201c 201
Tenth Grade

Plan of Instruction	Materials/Evaluation	Hrs. of Instr.	% of Content For Term	Grade
Content Area: Language Arts	Text: <i>Prentice Hall Literature The American Experience; Writing Strands, Handbook of Grammar and Composition; A Belk Workbook V</i>			
<p>1st Quarter</p> <p>Native American influence Narrative accounts Puritan influence Voices for freedom Speeches <u>The Scarlet Letter</u> Parts of speech, run-on, fragments, types, subjects, verbs and compliments</p>	<p>██████████ completed the first two units of his text. He did well completing the reading assignments and participating in discussions on the readings. In addition to the text, ██████████ read <u>The Scarlet Letter</u>. He also completed selected assignments from both the Handbook of Grammar and Composition and the corresponding workbook. ██████████ reads and comprehends far above grade level but continues to work on writing skills.</p>	30+hrs	100%	B
<p>2nd Quarter</p> <p>"The Minister's Black Veil" "The Fall of the House of Usher" "The Raven" Other poetry from text <u>Uncle Tom's Cabin</u> Phrases and clauses</p>	<p>██████████ continued with his text. This semester completing unit three covering American literature from 1800-1870. In addition, we read <u>Uncle Tom's Cabin</u>. ██████████ continues to work in his writing and grammar texts. ██████████ reads well and does well completing assignments.</p>	30+hrs	100%	B
<p>3rd Quarter</p> <p>Speeches - Gettysburg Address, inaugural address, other works of non-fiction including excerpts from diaries journals and letters.</p>	<p>██████████ completed unit four from his text which covers American literature from 1850-1914. In addition, he works in his grammar and writing texts. ██████████ reads exceptionally well, but could use some writing improvement.</p>	30+hrs	100%	B
<p>4th Quarter</p> <p>Unit 5 and 6 in text. <u>Red Badge of Courage</u> <u>Of Mice and Men</u> <u>Catcher in the Rye</u></p>	<p>██████████ completed units five and six from his text covering American literature from 1914 through present. He also worked in both his grammar and writing texts. ██████████ is an exceptional reader but will continue to work on his writing skills.</p>	30+hrs	100%	B

Quarterly Report Information
2010-2011
Tenth Grade

Plan of Instruction	Materials/Evaluation	Hrs. of Instr.	% of Content	Grade
Content Area: Health	Text: <i>Health in Christian Perspective</i>			
1st Quarter Safety – household hazards, environmental safety, road safety, recreational safety First-aid – emergency preparedness, first-aid procedures	[REDACTED] has completed chapters four and five from his text. He shows an understanding of concepts taught and conveys them with little or no errors. In addition to the text [REDACTED] has completed the Red Cross First Aid/Adult CPR/AED training earning his Red Cross certificate.	8+hrs	25%	A
2nd Quarter Preventing Diseases – Immunology, Infectious disease, Noninfectious diseases, Systemic diseases, personal health care Drug Abuse – Alcohol, Tobacco, Illegal drugs and Medicine, Effects of abuse on the body.	[REDACTED] completed chapters six and seven from his text. [REDACTED] completes weekly reading assignments and questions from his text. In addition, he has completed supplementary materials from the library and internet. [REDACTED] has done very well this semester in health.	8+hrs	25%	A
3rd Quarter Growth and Nutrition Exercise and Fitness Personal Hygiene	[REDACTED] completed chapters one and two from his text. He continues to do very well in health and is able to bring concepts taught in class to real life situations.	8+hrs	25%	A
4th Quarter Keeping a sound mind The nervous system Recognizing Mental Disorders Good Mental Health Pursuing Right Relationships	[REDACTED] completed chapters three and eight from his text. In addition to the text, we supplemented with material from the library and educational internet sites. [REDACTED] continued to do very well this semester completing assignments and participating meaningfully in discussions.	8+hrs	25%	A

