



April 2015

Home Instruction Teens

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MAY DEADLINE:
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* Special thanks to Michael Bollati, Robert Oliver, Pam Sanzaro & Candice Sorensen for all their help in producing this magazine

CONTESTS

Every month we try to include a list of contests, which we hope you might enjoy entering. If you do, please let us know and also send us a copy of your entry so that we can print it in HIT. A number of our students have won these contests so you should really give it a try. If you have any questions please contact us at:

HITMAGAZINE@AOL.COM

ESSAY COMPETITION

Sponsored by: HazingPrevention.org

Topic: *Hazing Prevention: It's Everyone's Responsibility*

Prizes: 1st place: \$500, 2nd place: \$250, 3rd place: \$150

Deadline: April 30, 2015

Info: <http://hazingprevention.org/high-school-essay-contest/>

High School Writing Contest

Sponsored by: Papa John's & IHOP

Topic: *PETS & ANIMALS*

Deadline: April 30, 2015

Info: <http://www.stageoflife.com/StageHighSchool/OtherResources/WeeklyHighSchoolWritingContest.aspx>

Congressional Art Competition

Sponsored by: U.S Congressman John Kline

Prizes: Winning Entries will be displayed for 1 year in the
Cannon Tunnel of the U.S. Capital

Deadline: April 17, 2015

Info: <http://kline.house.gov/constituent-services/art-competition.htm>

SAVE THE FROGS! ART CONTEST

Sponsored by: Save the Frogs! – (a nonprofit organization dedicated to amphibian conservation)

Award: \$100 and other prizes

Deadline: October 1st, 2015

Info: <http://savethefrogs.com/art/>

Attention:
8th & 12th Grade
June 2015 Graduates



If you'd like your picture and brief
biography included in the
JUNE HIT GRADUATION ISSUE,
send photos and bios to
[**hitmagazine@aol.com**](mailto:hitmagazine@aol.com)

Deadline: May 22nd, 2015

REFLECTIONS

Why Do We Dream?

By Danielle Fendrich (Grade 12, Manhattan)

Teacher: Felicia Kliments

Each night, visions inhabit our minds during sleep and vanish with the morning light. These visions, these dreams, are without substance. Often, the waking mind recalls dreams only vaguely, if at all. A complete, separate world seems to exist within each of us; a world that can only be found through sleep, through dreams. What are dreams? Why do some people find nightly reverie in the comfort of their beds, while others dread sleep, terrified of the content of their dreams, and yet others recall no dreams to fear or fancy? Speculations on dreams are common and vastly variant. Some people imagine that their dreams are prophetic, while others insist that dreams are merely random firings of neurons. Perhaps a more encompassing view of dreams is appropriate. Neural firing causes dreams, but the randomness of dreams is questionable, since dreams are often correlated with real world occurrences and even in some cases, futuristic events.

Despite the large amount of time we spend asleep, surprisingly little is actually known about sleeping and dreaming. Much has been imagined, however. Over history, sleep has been conceived as the space of the soul, as a state of absence akin to death, as a virtual or alternate reality, and more recently, as a form of sub-consciousness in which memories are built and erased. The significance attributed to dreams has varied widely as well. The Ancient Greeks had surprise dream encounters with their gods. Native Americans turned to their dreams for guidance in life. Shamans dreamed in order to gather information from the spirits.

Sleep and dreams have defined eras, cultures, and individuals. Sigmund Freud's interpretation of dreams revolutionized twentieth-century thought. Historical archives record famous short sleepers and notable insomniacs, some accounts reliable, some not. When Benjamin Franklin counseled, "Early to bed, early to rise, makes a man healthy,

wealthy, and wise,” he was using sleep habits to symbolize his pragmatism.

Important public policy issues have arisen in our modern 24-hour society, where it is crucial to weigh the value of sleep versus wakefulness. Scientific knowledge about sleep is currently insufficient to resolve the political and academic debates raging about how much and when people should sleep. These issues affect almost everybody, from the shift worker to the international traveler, from the physician to the policy maker, from the anthropologist to the student preparing for an exam. According to Professor Van Dongen, the functions of sleep and dreams are still largely unclear to scientists.

Whereas artists and humanists have long been concerned with sleep and dream states, the sciences mostly ignored it until the discovery was made that there is brain activity during sleep. It has now been documented that sleep is a necessity for health, for well-being, for the ability to think clearly that is, for the overall quality of wakefulness. While much is known about the neurobiological underpinnings of sleep and dreams, however, the reasons behind these processes are still a mystery, and the question “what are sleeping and dreaming for?” awaits definitive answers. Under the circumstances, humanists have much to offer, not only to each other but to science as well, for the understanding of this fundamental aspect of life.

Myths and Facts about sleeping:

1. Snoring is a common problem, especially among men, but it isn't harmful.

Although snoring may be harmless for most people, it can be a symptom of a life threatening sleep disorder called sleep apnea, especially if it is accompanied by severe daytime sleepiness. Sleep apnea is characterized by pauses in breathing that prevent air from flowing into or out of a sleeping person's airways. People with sleep apnea awaken frequently during the night gasping for breath. The breathing pauses reduce blood oxygen levels, can strain the heart and cardiovascular system, and increase the risk of cardiovascular disease. Snoring on a frequent or regular basis has been directly associated with hypertension. Obesity and a large neck can contribute to sleep apnea. Sleep apnea can be treated; men and women who snore loudly, especially if pauses in the snoring are noted, should consult a physician.

2. You can “cheat” on the amount of sleep you get.

Sleep experts say most adults need between seven and nine hours of sleep each night for optimum performance, health and safety. When we don't get adequate sleep, we

accumulate a sleep debt that can be difficult to “pay back” if it becomes too big. The resulting sleep deprivation has been linked to health problems such as obesity and high blood pressure, negative mood and behavior, decreased productivity, and safety issues in the home, on the job, and on the road.

3. Turning up the radio, opening the window, or turning on the air conditioner are effective ways to stay awake when driving.

These “aids” are ineffective and can be dangerous to the person who is driving while feeling drowsy or sleepy. If you’re feeling tired while driving, the best thing to do is to pull off the road in a safe rest area and take a nap for 15-45 minutes. Caffeinated beverages can help overcome drowsiness for a short period of time. However, it takes about 30 minutes before the effects are felt. The best prevention for drowsy driving is a good night’s sleep the night before your trip.

4. Teens who fall asleep in class have bad habits and/or are lazy.

According to sleep experts, teens need at least 8.5 to 9.25 hours of sleep each night, compared to an average of seven to nine hours each night for most adults. Their internal biological clocks also keep them awake later in the evening and keep them sleeping later in the morning. However, many schools begin classes early in the morning, when a teenager’s body wants to be asleep. As a result, many teens come to school too sleepy to learn, through no fault of their own.

5. Insomnia is characterized by difficulty falling asleep.

Difficulty falling asleep is but one of four symptoms generally associated with insomnia. The others include waking up too early and not being able to fall back asleep, frequent awakenings, and waking up feeling un-refreshed. Insomnia can be a symptom of a sleep disorder or other medical or psychological/psychiatric problem, and can often be treated. According to the National Sleep Foundation’s 2002 Sleep in America poll, 58 percent of adults in this country reported at least one symptom of insomnia in the past year. When insomnia symptoms occur more than a few times a week and impact a person’s daytime functions, the symptoms should be discussed with a doctor or other health care provider.

6. Daytime sleepiness always means a person isn’t getting enough sleep.

Excessive daytime sleepiness is a condition in which an individual feels very drowsy during the day and has an urge to fall asleep when he/she should be fully alert and

awake. The condition, which can occur even after getting enough nighttime sleep, can be a sign of an underlying medical condition or sleep disorder such as narcolepsy or sleep apnea. These problems can often be treated, and symptoms should be discussed with a physician. Daytime sleepiness can be dangerous and puts a person at risk for drowsy driving, injury, and illness and can impair mental abilities, emotions, and performance.

7. Health problems such as obesity, diabetes, hypertension, and depression are unrelated to the amount and quality of a person's sleep.

Studies have found a relationship between the quantity and quality of one's sleep and many health problems. For example, insufficient sleep affects growth hormone secretion that is linked to obesity; as the amount of hormone secretion decreases, the chance for weight gain increases. Blood pressure usually falls during the sleep cycle, however, interrupted sleep can adversely affect this normal decline, leading to hypertension and cardiovascular problems. Research has also shown that insufficient sleep impairs the body's ability to use insulin, which can lead to the onset of diabetes. More and more scientific studies are showing correlations between poor and insufficient sleep and disease.

8. The older you get, the fewer hours of sleep you need. Sleep experts recommend a range of seven to nine hours of sleep for the average adult.

While sleep patterns change as we age, the amount of sleep we need generally does not. Older people may wake more frequently through the night and may actually get less nighttime sleep, but their sleep need is no less than younger adults. Because they may sleep less during the night, older people tend to sleep more during the day. Naps planned as part of a regular daily routine can be useful in promoting wakefulness after the person awakens.

9. During sleep, your brain rests.

The body rests during sleep, however, the brain remains active, gets "recharged," and still controls many body functions including breathing. When we sleep, we typically drift between two sleep states, REM (rapid eye movement) and non-REM, in 90-minute cycles. Non-REM sleep has four stages with distinct features, ranging from stage one drowsiness, when one can be easily awakened, to "deep sleep" stages three and four, when awakenings are more difficult and where the most positive and restorative effects of sleep occur. However, even in the deepest non-REM sleep, our minds can still process information. REM sleep is an active sleep where dreams occur, breathing and

heart rate increase and become irregular, muscles relax and eyes move back and forth under the eyelids.

10. If you wake up in the middle of the night, it is best to lie in bed, count sheep, or toss and turn until you eventually fall back asleep. Waking up in the middle of the night and not being able to go back to sleep is a symptom of insomnia. Relaxing imagery or thoughts may help to induce sleep more than counting sheep, which some research suggests may be more distracting than relaxing. Whichever technique is used, most experts agree that if you do not fall back asleep within 15-20 minutes, you should get out of bed, go to another room and engage in a relaxing activity such as listening to music or reading. Return to bed when you feel sleepy. Avoid watching the clock.

Overall, dreams and dreaming is an influential aspect of our lives. They're a reliable source of insight, personal enrichment, and life affirming revelations. Dreams are the language of a person's subconscious mind. Why we sleep at the neurologically may confound humanity for decades to come. Though if you really wish to know, one researcher may have divulged the answer. Dement, founder of Stanford University's Sleep Research Center, answered, "As far as I know, the only reason we need to sleep that is really, really solid is because we get sleepy."



ARTS & ENTERTAINMENT

Sims 3 Game Review

By Fabian Liriano (Grade 6, Bronx)

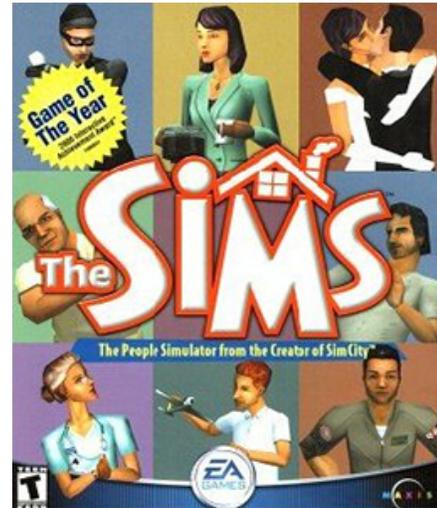
Teacher: L. Dunkel

Rating: Teen

Price: \$19.99 Age Group: 11-30

Publisher: EA Developer: The Sims Studio

Platforms: Xbox 360, PS3, PC, Mac, Wii, Android, iOS, Nintendo DS



If you want to play a game about creating someone's life, Sims is the perfect game for you. Sims is a "Choose Your Own Adventure" game where you create a character called a Sim, and you can do whatever you'd like with it. You can even make it look just like yourself! (If you've got the "skills to pay the bills") You can make your Sim have a very successful life or, you can make it an entire disaster.

For example, if you want your Sim to have a very successful life, you must work VERY hard for it. You need to have a good job, such as a scientist or a computer technician, and you must be skilled at what you're doing. You also need to do a good job at taking care of your character and its family, if you desire one. You must have your family well fed (making sure that they keep a healthy diet). Activities must be planned so that your Sims aren't completely bored with their lives, their hygiene is kept up, making sure that they use the bathroom a lot, keeping them well rested, and having them be very sociable. You need to manage your family all at once and make sure that they're not doing anything too crazy behind your back, because they could do some VERY crazy things from time to time.

You can make a character have the worst time of its life. You can make your Sim unemployed and not make any money whatsoever. You can make your Sim extremely rude and have no friends. You can have it so that your Sim is very unhealthy and not work out. You can make it so that your Sim is the least entertained object in existence. But, there are consequences. Your Sim might die if it isn't taken care of. You lose the game when you have no more Sims to take care of.

I think that if you would like to create your character's destiny or creating in general, getting The Sims is a great idea. You can do whatever you want with your Sim. Make it a rock star, a scientist, a chef or any other kind of job any normal human being would have. Just keep in mind that any choices that you make will determine the outcome of their future.



The Glass Menagerie

By Rifat Hassan (Grade 12, Queens)

Teacher: Maura Kane

"The Glass Menagerie" by Tennessee Williams is a play about a family who's been affected by the recession, an absent father, and how these things affected their lives. This play is about memories that are told by our narrator, Tom Wingfield, who hopes to be a poet but instead works in a shoe warehouse in order to support his mother and sister, Amanda and Laura Wingfield. The Broad Way adaptation of "The Glass Menagerie" by Tennessee Williams, starring Katherine Hepburn, had a close interpretation of the play while still lacking a few things similar to the actual play that actually made the play what it was.

Some important and key factors that the Broad Way play did not show was the fact that Laura Wingfield, Tom's sister was crippled. Throughout the play Laura is portrayed as a shy young girl even more so because of her leg. When the broad way adaptation does not show that she's crippled it really takes away from how the character is really supposed to be portrayed. It takes away part of her identity. While they say that she's crippled multiple times, the way Laura Wingfield was acting it didn't actually seem like she was crippled.

Another part that was different from the actual book was the end of the play where Tom wishes her sister to blow out her candles and when she does he is supposed to see her again because in the book Tom is unable to leave his sister and mother. His conscience wouldn't allow him to do what his father did. And I think this is a really important aspect of the book to take into account because it really portrays how similar he is to his father yet how different.

Despite these differences between the Broad Way adaptation and the actual book, it doesn't make the play any less remarkable to watch. How each scene captivates you and can sometimes make you feel uncomfortable due to the characters leaves a lasting impression. Even though they're both not the exact same, the play is still worth watching.



POETRY PLACE

Easter

By Alyssa Pascalli (Queens)

Teacher: Kiran Kumari

Easter eggs all colored up and gathered
up by dozens of eggs for scavenger
hunts that get hidden by women's
husbands and women

Children play and find hidden eggs,
their surprise chocolate and money
planted inside.

Easter baskets made up divinely filled
with toys, gadgets and chocolate crosses
and chocolate bunnies.

Easter is a time to celebrate --
the Lord has risen and is the
reason for the Easter season.



Valentine's Day

By Alyssa Pascalli (Queens)

Teacher: Kiran Kumari

A day filled with love and
acknowledgement
but should spread the love everyday.

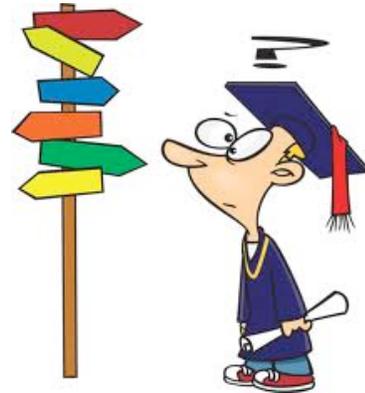
It's a smile, it's a kiss in sealed lips
and candy in heart shaped boxes.

Its love, show cherishment on
Valentine's Day.

Spreading your arms out for a hug,
being someone's greatest and biggest
love bug.

BEYOND HIGH SCHOOL

“The End Depends on the Beginning “
By Danielle Fendrich (Grade 12, Manhattan)
Teacher: Felicia Kliments



“Finis origine pendet,” the Roman poet Manlius wrote. “The end depends on the beginning.” Success in life hinges on our childhood experience — which largely takes place through education; whether through school or other activities teaching more relevant life skills. More than ever these days, getting off to a good start in college can make the difference between getting a degree and giving up. That makes the passage from teenager at home to first-year college student one of the most stressful and important transitions in life.

The profile of American college students has changed dramatically over the past 20 years as the proportion of high school graduates going to college has increased from 49% to 63%. There are more minority students, more first-generation students — and more students who lack basic skills. Far more students must take jobs to cover college costs. Add to all that the sudden freedom of college life, and the stage is set for emotional turmoil, binges drinking and academic failure.

At highly selective institutions, the vast majority of students graduate. But at public universities, which educate most U.S. students getting bachelor's degrees, nearly 60% fail to complete degrees within five years — and half of those leave during the first year. The dropout rate is even higher at many community colleges, where students are juggling jobs with their course work.

Choosing a applicable career path should be balanced with the finances. In the long term though a college education pays off.

The unemployment rate for a person with less than a high school diploma is more than three times that of a person with a college degree (U.S. Department of Labor). A relevant aspect that should be considered is the fact that people with a college degree will earn \$650,000 more over their lifetime than someone who does not have a degree (U.S. Department of Labor). As a person's level of education increases, so does their income level. For example: In Massachusetts, the average income for a high school graduate is \$46,523. A person who has a bachelor's degree has an average income of \$81,026. For persons with a master's degree, the average income increases to \$96,519 (U.S. Census Bureau). As one can see, there is a substantial increase in the average income between a person with no degree and one with a college degree.

Of the utmost essentiality to attaining a degree is well, acceptance. SAT/ACT scores, grades, clubs, teacher recommendations all factor in here but colleges receive thousands of students with nearly identical quantified ions of these aspects. To differentiate, external activities/hobbies/jobs/volunteer efforts are taken into account but none of this criteria truly allows your voice to enter into the juggle of statistics. Where colleges focus for individualistic criteria is the college essay. In your essay an accumulation of your learning experience all shines through here. The essay is one of the few things that you've got complete control over in the application process, especially by the time you're in your senior year. You've already earned most of your grades; you've already made most of your impressions on teachers; and chances are, you've already found a set of activities you're interested in continuing. So when you write the essay, view it as something more than just a page to fill up with writing. View it as an opportunity to tell the admissions committee about who you are as a person. So here's a list of 15 Guiding Points to consider for your college essay. [Top 15 Essay Tips for College Essays](#)

Be yourself. If you are funny, write a funny essay; if you are serious, write a serious essay. Don't start reinventing yourself with the essay.

If you're recounting an amusing and light-hearted anecdote from your childhood, it doesn't have to read like a Congressional Act? Make it fun!

Tell something different from what colleges read on your list of extracurricular activities or transcript.

Take the time to go beyond the obvious. Think about what most students might write in

response to the question and then try something a little different.

Don't try to take on too much. Focus on one "most influential person," one event, or one activity. Tackling too much tends to make your essay too watered down or disjointed.

Concentrate on topics of true significance to you. Don't be afraid to reveal yourself in your writing.

Write thoughtfully and from your heart. It'll be clear who believes in what they are saying versus those who are simply saying what they colleges wish to here.

Essays should have a thesis that is clear to you and to the reader. Your thesis should indicate where you're going and what you're trying to communicate from the outset.

Don't do a history report. Some background knowledge is okay, but do not re-hash what other authors have already said or written.

Answer each school's essay individually. Recycled "utility essays" come across as impersonal and sanitized. The one exception is an essay written for and submitted to Common Application member schools.

Proofread, proofread, proofread. Nothing says "last-minute essay" like an "are" instead of "our" or a "their" instead of "they're."

Keep it short and to the point.

Limit the number of people from whom you request feedback on your essay. Too much input creates an essay that sounds as though it has been written by a committee or results in writing that is absent your own voice.

And lastly, appearance cannot replace substance, but it can certainly enhance the value of an already well-written essay.

What to do After High School

CAREER EXPLORATION

Not everyone goes to college. What are some of your interests and talents?
During junior and senior years you should be thinking about
what comes after high school.

For excellent information on careers, here are some
websites you might want to look at.

Occupational Outlook Handbook

<http://www.bls.gov/ooh/>

Career Exploration

<http://www.bls.gov/k12/content/students/careers/career-exploration.htm>

<http://www.careeronestop.org>

<http://www.careeronestop.org/StudentsandCareerAdvisors/StudentsandCareerAdvisors.aspx>

http://www.careeronestop.org/TridionMultimedia/WNM%20FINAL%20JAN%2007%202013_tcm24-13704.pdf

**Please share your research with us.
Send articles on careers that
might interest you.**

Take a look at the O*NET INTEREST PROFILER

<http://www.mynextmove.org/explore/ip>

O*NET Interest Profiler ?

o*net
Interest Profiler

[User Agreement](#)
[Proper Use](#)

Taken the Interest Profiler before?

Welcome to the O*NET Interest Profiler!

The **O*NET Interest Profiler** can help you find out what your interests are and how they relate to the world of work. You can find out what you like to do.

The **O*NET Interest Profiler** helps you decide what kinds of careers you might want to explore.

On each screen, click the **Next** button at the bottom to continue. You can use the **Back** button at the bottom to re-read the instructions or change your answers.

Start Interests Results Job Zones Careers **Next** →



My Next Move is sponsored by the U.S. Department of Labor,
[Employment & Training Administration](#),
and developed by the National Center for O*NET Development.

Please send articles with your reactions, interests and opinions about what you'd like to do after high school!

If you are graduating in June,
you may be thinking about taking the SAT.

For information, go to:

<http://sat.collegeboard.org/register/sat-dates>

U.S. SAT Registration

[Register](#)

Find dates and registration info for testing in the U.S.

Next Tests:
11/8 , 12/6

Deadlines expire at midnight, EST (U.S.).

[Print All U.S. Test Dates](#) | [View International Test Dates >](#)

SAT Date	SAT Subject Tests Available (Find Dates)	Registration Deadline	Late Registration Deadline ?		Deadline for Changes ?	Status
			Mail	Phone/Online		
Nov 8	▶ Subject Tests	Oct 9	Oct 24	Oct 28	Oct 28	Waitlist Request
Dec 6	▶ Subject Tests	Nov 6 Send Reminder	Nov 21	Nov 24	Nov 24	Register Now 4 days left
Jan 24	▶ Subject Tests	Dec 29 Send Reminder	Jan 9	Jan 13	Jan 13	Register Now 57 days left
Mar 14		Feb 13 Send Reminder	Feb 27	Mar 3	Mar 3	Register Now 103 days left
May 2	▶ Subject Tests	Apr 6 Send Reminder	Apr 17	Apr 21	Apr 21	Register Now 155 days left
Jun 6	▶ Subject Tests	May 8 Send Reminder	May 22	May 27	May 27	Register Now 187 days left

HIT / HI KIDS

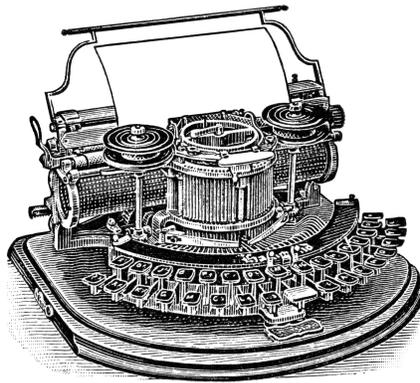
Home Instruction Teens Magazine

Home Instruction Kids Magazine

Welcome back to another year of HIT MAGAZINE and HI KIDS MAGAZINE!

These magazines are written by Home Instruction students for Home Instruction students. They provide an opportunity for students to communicate and share ideas.

All students are invited to participate in the production of these magazines.



HI KIDS is for elementary students and

HIT is for secondary students.

You don't have to be a great writer to be involved.

There are all kinds of things that will help in the production of each issue.



**You can send us:
PLEASE SEND US:**



- drawings
- photography
- puzzles
- jokes
- riddles
- poems
- stories



- movie reviews
- book reviews

- video game reviews
- sports review

whatever you would like to share.

We need staff members who would like to work at home helping to put the magazines together every month. We will ask you to do a little typing and to feel free to share any ideas you have to improve our magazines. Frequently we are able to arrange for our secondary students to get school credit for their work on the magazine.

If you would like more information about becoming a staff member, email us at:

HITMAGAZINE@AOL.COM

or

HIKIDSMAG@AOL.COM

If interested, please e-mail us at:

HITMAGAZINE@AOL.COM

HIT BOOK CLUB

HAVE YOU READ ANY GOOD BOOKS LATELY?



HOW ABOUT BAD BOOKS?

SEND US REVIEWS AT:

HITMAGAZINE@AOL.COM

WE WIL PRINT THEM

Check out our **WONDERFUL** Home Instruction Schools Website @:

www.homeinstructionschools.com



Home Instruction Schools

NYCDOE District 75/ Citywide Programs

Ramona Pizarro, Principal

3450 E Tremont Ave
Bronx, NY 10465

Phone: (718) 794-7200

Fax: (718) 794-7232

Home

Sites (Contact H.I.)

Teachers

Students

Parents

PARENTS: Please be advised that all students have been returned to their school of affiliation. If your child needs Home Instruction Services for the upcoming school year, you will have to submit an application for Home Instruction with an updated medical.



How To Apply For Home Instruction

In order to request Home Instruction Services the parent/guardian will need to notify the school's guidance counselor and work with the school of affiliation to submit the following documents (**High schools students also have to submit permanent record and transcript**):
NOTE: Social Security Number is not required for HIPPA

[Home Instruction Request Form](#)

Schools of affiliation are responsible for P.E. Modules
P.E. IS NO LONGER WAIVED
[Click here for more information](#)



DOE WWW PARENTAL CONSENT FORM

I hereby give permission for my child's photograph, artwork, poetry or other work produced in conjunction with a school project, class or extracurricular activity, to be put on the Department of Education's World Wide Web (WWW) site, in accordance with the policies set forth in the DOE's Internet Acceptable Use Policy.

I understand that the information to be posted does not include information from my child's academic, guidance, permanent or cumulative record (i.e. grades or attendance records). I also understand that the information to be posted does not include other personal identifiable information such as my child's address, phone number, or social security number.

I hereby give permission for my child's photograph, artwork, poetry or other work produced in conjunction with a school project, class or extracurricular activity, to be printed in **HOME INSTRUCTION TEENS (HIT)** and/or **HOME INSTRUCTION KIDS (HI KIDS)** magazines.

Name of Student _____

Parent's Signature _____

Date _____

This document is to be sent to and retained by the school.