

# Seton High School

COURSE DESCRIPTIONS AND ACADEMIC POLICY HANDBOOK  
2024-2025



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## **INTRODUCTION AND PHILOSOPHY STATEMENT**

Seton High School strives to fulfill its mission of developing a diverse population of young women for a life of faith, service and leadership and engage them in achieving academic excellence in a college preparatory environment. Through a combination of rigorous college preparatory and college level coursework, academically-ready Seton students are able to graduate with advanced standing and become equipped with the strong analytical and problem-solving skills necessary for college and careers. Seton's academic, artistic and co-curricular offerings promote leadership and a sense of personal ownership necessary to be engaged members of the larger community. Catholic values rooted in the tradition of the Sisters of Charity of Cincinnati and St. Elizabeth Ann Seton are embedded throughout the curriculum to achieve the school's vision and fully prepare each student "for that world in which [she is] destined to live."

Seton High School's 2023-2024 Course Descriptions and Academic Policy Handbook includes the course descriptions and co-curricular offerings available for all students as well as valuable information about academic policies, student support services and the registration process.

## **SETON HIGH SCHOOL'S DEFINITION OF STUDENT LEARNING**

Seton High School defines learning as learning for understanding which means gaining knowledge that the learner comprehends, applies, synthesizes and to which the learner attaches personal meaning and relevance. Learning for understanding implies that the learner will be able to transfer knowledge from subject to subject and situation to situation while integrating the knowledge and understanding with previous knowledge and understanding. Learning for understanding means that there will be a change in a learner's behavior, thinking or attitude.

## **ADMISSIONS**

The following process must be followed and completed during the admissions season for each incoming 9th grade student who wishes to be considered for admission to Seton High School.

1. Complete and submit all admissions forms including application and scholarship essay by due date.
2. Register to take the High School Placement Test (HSPT). Registration is completed through the Archdiocese of Cincinnati. Students must have their scores sent to Seton.
3. Submit previous elementary school records including 6th, 7th and 8th grade report cards, standardized test scores, attendance and behavior records.
4. Submit any Individualized Education Plan (IEP), Service Plan, Section 504 Plan or other information pertaining to support services.
5. When deemed necessary, a conference requested by Seton may be required to discuss individual student needs. This meeting must be scheduled within the admissions window and may include the parents, student, and appropriate school personnel such as Intervention Specialist, school counselor, Social Worker, Principal and/or Associate Principal of Academics.
6. Successful completion of the eighth grade including good attendance, academics and discipline.
7. Payment of registration and other fees as required on Registration Night.
8. Completion of the FACTS tuition agreement and a commitment to make timely tuition payments.

The admissions team reviews a variety of measures to help determine if a student can be successful at Seton High School. Admission decisions and potential course selections are determined according to standardized test performance, IOWA results from the elementary school, prior academic performance, including attendance, conduct and appropriate departmental sequencing charts. Admission is competitive and an application does not guarantee acceptance. Class size and Seton High School's capacity to meet student needs may affect our ability to accept students into Seton High School. Students who have IEPs and/or special learning needs are required to be in the

Student Support Services program. A wait-list for admissions may be established if the Student Support Services program is filled or if we have reached student capacity.

### **TRANSFERRING STUDENTS**

Students who are requesting to transfer into Seton High School from another high school or who are applying to Seton High School after the regular admissions process should contact the main office to be directed to the correct person. Class size and Seton High School's capacity to meet student needs may affect our ability to accept students into Seton High School. Transferring students must have good attendance, good behavior records, satisfactory grades, and have the necessary credits and sequencing per grade level to be accepted (seven credits in a student's Freshman year and 13.5 credits in a student's Sophomore year). Decisions regarding acceptance will be made on a case by case basis at the end of the current school year once all final records have been received.

Final acceptance of students is contingent upon (i) the successful completion of the student's current academic school year and having attained the necessary credits and sequencing per grade level; (ii) Seton High School's receipt of the student's official transcript and attendance records; and (iii) submission of the Student Information Form and non-refundable \$300 registration fee after notice of acceptance. Students who have IEPs and/or special learning needs are required to be in the Student Support Services program subject to availability in the program. A meeting may be requested if necessary between the Administration and the student and her parent(s) or guardian(s) prior to a final decision.

#### **Junior and Senior Transferring Students**

Seton High School **will only accept** transferring juniors and seniors who are relocating to the Greater Cincinnati area or have other extraordinary situations affecting the school facility such as a school closure or natural disaster. The administration will make a determination based on the student's individual circumstance.

#### **Athletics**

If a student transfers at any time after commencing the ninth-grade year, the student shall be ineligible for all OHSAA tournaments in those sports in which the student participated during the 12 months immediately preceding this transfer. In addition, the student shall be ineligible for all contests at all levels AFTER the first 50% of the maximum allowable varsity regular season contests have been competed in those sports in which the student participated during the 12 months immediately preceding this transfer. The transfer consequence shall remain in effect until the one-year anniversary of the date of enrollment in the school to which the student transferred, at which time the student is no longer considered a transfer student. For purposes of the transfer bylaws, a student will be considered as having commenced the ninth-grade year by either attending five or more days of school as a ninth grader or by establishing eligibility at a school by having participated in a contest. Furthermore, the term "participated in a contest" for purposes of the transfer bylaw means to have played at least one play in a scrimmage, preview/jamboree, Foundation game or regular season tournament game or contest. A student who did not participate in an OHSAA recognized sport in the 12 months immediately preceding the transfer is not subject to the consequence of this transfer bylaw.

<https://ohsaaweb.blob.core.windows.net/files/Eligibility/4-7-2Guidance.pdf>

#### **EdChoice (Voucher) and CISE Scholarship Application**

Transferring students applying for the EdChoice or CISE Scholarships must complete all steps of Seton High School's admissions process within the applicable window of time prior to being admitted and enrolled in Seton High School. In addition, all documentation, including the application or renewal form, a copy of the student's birth certificate and proof of residency (utility bill) is due to Marianne Ridiman, Director of Retention. She can be reached at 513.471.2600, ext. 2426 or [ridimanm@setoncincinnati.org](mailto:ridimanm@setoncincinnati.org).

## Jon Peterson Scholarship

Transferring students with a formalized Individual Educational Plan (IEP) may apply for the Jon Peterson Scholarship and be a part of Seton's Student Support Services program. For more information, please contact Nikki Roell, Intervention Specialist at 513.471.2600, ext. 2046 or [roelln@setoncincinnati.org](mailto:roelln@setoncincinnati.org).

## ACCREDITATION

Seton High School is accredited by the State of Ohio, the Archdiocese of Cincinnati and the Ohio Catholic School Accrediting Association (OCSAA).

## GRADING, WEIGHTING AND REPORTING GRADES

Seton High School's grade scale and grade point calculations reflect college readiness standards. Our philosophy is that grading and weighting policies should: 1) be transparent and easy to understand; 2) aim to motivate and encourage student learning; 3) be aligned with content area standards; and 4) reflect college and career readiness standards. Students and parents should be aware that because high school grade, rank and weight scales vary widely, colleges generally remove high school weights and ranks and then re-convert grades into an unweighted 4.0 scale. Additionally, most colleges factor in core content classes only when determining GPA.

Seton High School does not report class rank and utilizes a 4.0 grading scale calculating core content and college ready courses. Seton High School reports both a student's unweighted and weighted GPAs on a student's transcript.

### Grading Scale

Seton converts grades on a modified 10-point scale aligned with colleges. Students earn numeric grades at the end of each quarter. Letter grades are determined as follows:

100--90	A	79 – 75	C	Below 70	F
89 – 80	B	74 – 70	D		

### Conversion of Seton Grades to a 4.0 Scale

Numeric Grade	Letter Grade	Unweighted Grade Point	Weighted Grade Point
100-91 =	A	4.0	5.0
90 =	A-	3.67	4.67
89-87 =	B+	3.33	4.33
86-81 =	B	3.00	4.0
80 =	B-	2.67	3.67
79-78 =	C+	2.33	3.33
77-76 =	C	2.0	3.0
75 =	C-	1.67	2.67
74-73 =	D+	1.33	2.33
72-71 =	D	1.0	2.0
70 =	D-	0.67	1.67
69-0 =	F	0	0

### Weighted Grade Point

A weight of +1 is added to Level 5 classes to reflect the increased level of difficulty of a course. These courses generally include Honors, AP, College Credit Plus, and Early College Credit. Weighted GPAs may be used to determine eligibility in honor societies, leadership programs, and/or graduation and academic awards.

Seton High School encourages students to carefully consider their college and career ambitions as well as personal interest and fulfillment when scheduling classes. Colleges look for a balance of challenging classes in addition to classes which reflect interest and college/career preparation. These classes may not always carry a higher weight.

## Calculation of GPA

To calculate the GPA, take the semester numeric average for each course, translate it into a four point scale, add the scale numbers for all semesters together, and divide by the total number of semester averages. *Non-sequential Art and Music electives (such as Concert Choir, Ceramics, Photography, Color Theory, and instrumental classes), pass/fail courses, transfer credit and credit taken for high school prior to a student being in the 9th grade are excluded from GPA.*

Example:	<u>Course</u>	<u>Academic Average</u>	=	<u>GPA</u>	<u>Weighted GPA</u>
	Honors English 1	90		3.67	4.67
	Biology	86		3.00	3.00
	Algebra 1	88		3.33	3.33
	Spanish 1	84		3.00	3.00

$$13.00/4 = 3.25 \text{ GPA} \quad 14.00/4 = 3.5 \text{ GPA}$$

## AWARDS AND RECOGNITION

### Saint Elizabeth Ann Seton Award

The St. Elizabeth Ann Seton Award is Seton High School's highest recognition and is given to a senior student who actively shows by her example the mission and values of Elizabeth Ann Seton and the Sisters of Charity. Eligible students must be in good standing as defined in the Student Handbook and meet the following criteria to be considered for this award:

1. Lives as a disciple of Christ
  - a. Participates in all school liturgies, prayer services, retreats, and days of reflection
  - b. Is an active member of her parish community
2. Demonstrates Gospel values through service to others
  - a. Successfully completed all service hours
  - b. Acting justly and lovingly, goes above and beyond in serving the school and the community
3. Exhibits Christian leadership in parish, school, and family
  - a. Exhibits dedication to life through love and friendship
  - b. Shows humility and grace to those around her
4. Demonstrates a passion for learning and scholarship
  - a. Demonstrates enthusiasm and consistently above-average academic performance in all of her classes
  - b. Seeks opportunities for learning in and out of the classroom
5. Overall Character
  - a. Outstanding behavior record and a high demonstrated degree of academic and personal integrity
  - b. Makes the "right choice" when it would be easier to do otherwise

### Alumnae Spirit Award

This award is bestowed each year upon the senior student who best represents the mission of Seton High School and its tenants of faith, academics, leadership, and service. Eligible students must be in good standing as defined in the Student Handbook and meet the following criteria to be considered for this award:

1. Faith
  - a. Reflects Christ's love to others in her daily life
  - b. Actively engages in faith-building activities in the school and in her community
2. Academics

- a. Demonstrates academic integrity and a strong and consistent effort at all times, not necessarily A's
3. Leadership
  - a. Demonstrates leadership by example - not necessarily the type of leadership that manifests itself as "president of the club"
4. Is involved in a variety of school and community activities
  - a. Demonstrates dedication to community service and/or school service
5. Overall Character
  - a. Outstanding behavior record
  - b. Makes the "right choice" when it would be easier to do otherwise

### **President's Award**

This award is bestowed each year upon senior students who are instrumental in carrying out the mission of Seton High School in the following ways:

- Promoting Seton High School in the community
- Assisting with maintaining an engaging student environment
- Promoting the Seton sisterhood

Eligible students must at a minimum be in good standing as defined in the Student Handbook and must demonstrate exemplary character and integrity.

### **Principal's Academic Honors Award**

The Principal's Academic Honors Award recognizes senior students who fulfill Seton's mission of academic excellence. Eligible students must be in good standing as defined in the Student Handbook and meet the following criteria in order to be considered for this award:

1. Demonstrates a commitment and passion for learning and a willingness to take academic risks for the value of learning beyond simply a GPA or a single grade
2. Exhibits lifelong learning as evidenced through other accomplishments and achievements exemplified through extra-curricular, real-world experiences, and/or other college and career experiences
3. Demonstrates strong attendance and at the minimum maintains good standing as defined in the Student Handbook
4. Exemplifies an exceptional degree of integrity, including academic integrity, personal integrity, and school conduct and as shown in the classroom and through her relationships with others
5. Values academic rigor and discipline through consideration of: a student's weighted GPA, unweighted GPA, conduct, teacher recommendation or testimony, and coursework reflective of the criteria established for a State of Ohio Honors Diploma

### **Departmental Awards**

Departmental awards are given to Seniors based upon the recommendations of the teachers within each of Seton High School's academic departments: English, Fine Arts, Health and Wellness, Mathematics, Religious Studies, Science, Social Studies, and World Languages. Eligible students must at a minimum be in good standing as defined in the Student Handbook and meet the following criteria:

1. Demonstrates exceptional academic integrity and a strong and consistent effort at all times
2. Demonstrates a commitment and passion to advancing the learning of self and others
3. Exhibits a willingness to take academic risks for the value of learning
4. Displays a keen interest in the discipline and exhibits a willingness to creatively explore key ideas and concepts while demonstrating additional knowledge and/or skills beyond those acquired in the classroom
5. Advances the department through community engagement or involvement in co-curricular activities or programs associated with the department



## Honor Roll

The Honor Roll is determined quarterly for all freshman, sophomore, junior and senior students. Listed below are the requirements for first and second honors:

1<sup>st</sup> Honors – overall Average of 90.0 or above (3.67 unweighted GPA) with no grade lower than a 75 in any class.

2<sup>nd</sup> Honors – overall Average of 80.0 - 89.9 (2.67 unweighted GPA) with no grade lower than a 75 in any class.

## Academic Pins

To be eligible for an Academic Pin, students must maintain Second Honors or higher accordingly:

1. Maintain an 80% grade point average (unweighted GPA of at least 2.67) for three consecutive quarters as a senior, inclusive of current grades in the 4th quarter, or for four consecutive quarters as a junior, sophomore, or freshman.
2. Have no grade lower than a 75 in any class, inclusive of current grades in the 4th quarter.
3. Be enrolled in at least six classes.
4. Have all passing grades on the report card.
5. Be in good standing as defined in the Student Handbook.

Students are typically recognized during the spring awards assembly. All awards and pins are distributed in Mentor Group each semester.

Senior Honor Pins are awarded to students meeting first honors all four quarters of all four years.

## State of Ohio Academic Honors Diploma

Academic Honors Diplomas are awarded according to criteria set by the State of Ohio as a way to acknowledge high achieving students. Students must meet **all but one** of the following criteria as well as all other general graduation requirements to qualify for honors diplomas:

- English: 4 Units
- Math: 4 Units, including algebra I, geometry, algebra II (or equivalent), and one other higher level course.
- Science: 4 Units of advanced science, including one unit of physics and one unit of chemistry  
Advanced science refers to inquiry-based courses with laboratory experiences. They must align with grades 11/12 standards, or be AP courses or entry-level college courses
- Social Studies: 4 Units
- World Languages: 3 units of one world language, or no less than 2 units of each of two world languages studies  
A student may opt to take two units each of two world languages studied if the student completes a total of four world language units
- Fine Arts: 1 unit

GPA: 3.5 on a 4.0 scale (including the last grading period of senior year)

ACT/SAT: 27 or higher/1280 or higher

## **SAINT ACCOUNT**

Parents and students are encouraged to check their SAINT accounts regularly for current information regarding classes such as grades, assignments and discipline records. Parents of freshmen and new students will receive a mailing with login information and directions during the first week of school. Grades for classes taken at Elder High School or at Mount St. Joseph University may not appear on the SAINT account until the end of each quarter. In these classes, each student is expected to be responsible for and communicate with her parents or guardians about her ongoing academic progress.

## **GOOGLE CLASSROOM**

Google Classroom is the platform used by teachers to post student work and to receive submission of student work. Students are expected to follow the policies outlined in their teachers' syllabi for submission of work. Google Classroom is intended to enhance the classroom environment and aid in information sharing. Google Classroom is not permitted to allow for ongoing online coursework in order to substitute for the traditional classroom environment. Students must be present in class and follow all academic policies including late and missing work policies in order to receive credit for submissions. In the case of remote learning/work day, Google Classroom will be the method of obtaining and completing work for those day(s). Students should check their Classrooms and school email in case of a remote day.

## **REPORT CARDS**

Report cards are issued within two weeks of the end of the quarter. The exception is the second quarter when report cards will be issued within two weeks after school resumes from Christmas break. Report cards will be posted to your student's SAINT account and a hard copy may be mailed upon request. Students will be notified of a failing grade in a course by the classroom teacher prior to the end of the quarter. Report cards are held if a student's tuition account is in arrears.

## **TRANSCRIPTS**

A final, official transcript will be sent directly to the schools, other academic institutions, and employers upon written request of a student and her guardian. Transcripts may not be changed or altered. Transcripts are not issued for any student whose tuition account is in arrears. The transcript includes the following information:

1. A student's name, address, date of birth, gender, parent/guardian name, entry date, and final status.
2. A list of all courses taken at Seton High School as well as any transfer credits or credits taken from another institution while enrolled at Seton High School; the semester grades, final grades and the earned credit.
3. Statistical information such as GPA, Cumulative GPA, Grade Average, Cumulative Grade Average, Credit and Cumulative Credit earned, Weighted Quality Points earned, and Standardized Test Scores.

## **WORK PERMITS**

Students residing in the Oak Hills and Cincinnati Public School Districts may secure applications for part-time work permits in the Main Office.

## **GRADUATION REQUIREMENTS**

Seton High School students seek to engage in achieving academic excellence in a college preparatory environment in the tradition of St. Elizabeth Ann Seton, through the mission of the Sisters of Charity of Cincinnati. A student's education at Seton is a full four-year experience which includes opportunities for faith, academics, leadership and service. All students are expected to take all courses at or through Seton High School as approved in this Handbook.

During the course of a student's four years and to fulfill diploma requirements for the State of Ohio, the Archdiocese of Cincinnati and Seton High School, 24 units of credit must be accumulated. Students must also successfully complete and/or meet the requirements for the Senior Capstone and State of Ohio graduation seals.

Minimum graduation requirements include:

Religion	4 credits
English	4 credits
Social Studies	3 credits
a. World History	0.5 credit
b. Government	1 credit
c. American History	1 credit
d. Elective	0.5 credit
Mathematics	4 credits
Economics & Personal Finance	0.5 credit
Science	3 credits
a. Biology	1 credit
b. Chemistry (or Physical Science)	1 credit
c. Science Elective	1 credit
Health	0.5 credit
Physical Education	0.5 credit
Fine Arts (Music or Art)	1 credit
World Languages	2 credits of a consecutive language
+ Appropriate Number of Electives	
+ Completion of the Senior Capstone	

- Students must acquire seven credits before promotion to grade 10, 13.5 credits before promotion to grade 11, and 19.75 credits before promotion to grade 12.
- Class of 2023 and beyond must earn a passing score on the English II and Algebra I IOWA Alternative Assessment. Additionally, Students will demonstrate readiness by earning at least two diploma seals, one of which must be state defined. All students at Seton High School earn their locally defined Community Service Seal by the end of the ninth grade.

### **CREDIT OPTIONS**

Seton High School has invested in its faculty and staff to research and design quality programming that gives students numerous ways to earn credit towards graduation, prepare for future college and career experiences, and expand their growing interests. All of Seton’s coursework is infused with Gospel values and the traditions and teachings of the Catholic Church. Exceptions to the following credit options would require prior written approval of the Associate Principal. A description and guideline for each option follows:

#### **Traditional Coursework**

This includes coursework taught on campus at Seton High School during the regular school day and taught by the faculty of Seton High School. Traditional coursework is a combination of College Preparatory Courses, Honors Courses, and Advanced Placement Courses. Descriptions of these courses can be found in the Course Descriptions section of this Handbook.

#### **Early High School Credit**

Elementary students may be awarded Seton High School credit for courses taken before the student enters the 9<sup>th</sup> grade. For credit to be awarded, the elementary school is required to follow ODE and Archdiocesan requirements: 1) the curriculum used for instruction must be a high school curriculum and be approved by the Archdiocese of Cincinnati’s Catholic Schools’ Office (CSO); 2) any textbook or online instructional material used to teach the course(s) must be at the high school level; 3) the instructor of the course needs to be certified to teach grades seven through twelve. The student must also score proficient on the applicable End of Course Assessment(s) or IOWA Form E or F as administered by the elementary school in order to receive high school credit. Credit will be awarded

when Seton High School receives official test scores from the elementary school. Awarded credit(s) will be recorded on the student's high school transcript. No grade(s) from the student's elementary school courses will be included into Seton High School's GPA calculations even when the student has been granted high school credit for the course(s). Only high school courses taken after the student has enrolled and entered as an official high school student will be awarded credit.

### **Seton's Flexible Credit Opportunities**

Seton High School's faculty and staff have designed and structured real-world learning experiences that occur outside of a student's 7-bell schedule and for which students may earn high school credit. The benefit of flexible and online credit is that it expands curricular options to students as well as frees up a student's schedule to take future electives. Opportunities currently include: TriHealth Summer Employment Program (Healthcare Exploration), Seton's Online Coursework (Health and Medical Terminology), Studio Voice, and Physical Education.

#### **TriHealth Summer Employment Program (Healthcare Exploration)**

Students in this program have an opportunity to work either part-time (.25 credit) or full-time (.5 credit) as a paid summer employee in a TriHealth hospital or facility while earning high school credit. Seton High School is the only high school in Greater Cincinnati that has been given this unique opportunity. Space is generally limited to approximately 20-24 students per summer with priority given to returning students and upperclassmen. Prior permission and approval must be given by the administration and a student's parent or guardian. Participating students must be 15 years or older by June 1, be in good academic standing with good attendance and conduct and have a demonstrated desire to pursue a career in the Healthcare field. Students must complete the program fully and satisfactorily in order to receive credit. Failure to comply with program standards may result in termination from the program without credit.

#### **Physical Education Flex Credit**

Physical Education (PE) is available as flexible credit to students in grades 10 or 11 who are actively participating in an athletic activity at the time they are enrolled in a flexible credit PE course. Students must receive prior permission from the Associate Principal of Academics to participate. Students are responsible for researching course standards and developing a plan to meet the required standards of the desired course of study. Students must also submit the recommendation of two core content area teachers to their school counselor prior to participation. Please visit the [Ohio Department of Education Credit Flexibility Website](#) for more information.

#### **Physical Education Waiver**

According to Ohio law, students may obtain a physical education waiver after active play time and completion of two full seasons of a school sport; one full season on Seton's dance team, or after active participation and completion of two full seasons of Show Choir or marching band. Students may not "mix and match" one season of a sport with one year of Show Choir or one season of a sport with one year of physical education. Should a student be cut or otherwise not fulfill the requirements of two full seasons of a sport or one full season of dance, she may not be eligible for a Physical Education waiver. In this case, a student will be required to complete both PE1 (0.25 credit) and PE2 (0.25 credit) in order to fulfill graduation requirements. Seton High School may approve Physical Education Waiver requests from students who will be completing the second season of a sport no later than their junior year in order to allow students an opportunity to take PE1 and/or PE2 in the classroom should she be unable to actively and fully participate in a second season of a sport. The athlete's two seasons must be completed by the end of her sophomore year. The student will still be required to complete 24 credits to fulfill Seton High School's graduation requirements. This form must be submitted by the student to her school counselor upon successful completion of two full athletic seasons, or two full seasons of Show Choir, or one full season of dance team.

### Mount St. Joseph University's Early College Credit (Dual Credit) Program

The Early College Credit (Dual Credit) program through Mount St. Joseph University allows students to potentially earn up to 66 college credits while simultaneously taking classes at Seton High School. Credit awarded from Mount St. Joseph University may be transferable to other colleges and universities; however, college credit policies of colleges and universities vary. Parents should contact colleges of interest to determine if earned credit is transferable and how the credit will be applied.

Course Name as it Appears in Seton High School's Course Descriptions	Course Name as it Appears in Mount St. Joseph University's Course Catalog	Potential Semester Hours	Potential High School Credits
AP AB Calculus	MTH 191 Calculus I	4	1
AP BC Calculus	MTH 192 Calculus II	4	1
AP English III Language and Composition	ENG 101 Written Word	3	1
AP English IV Literature and Composition	ENG 350Q Special Topics in Literature	3	1
AP Biology	BIO 111 Principles of Biology I (fall) and BIO 112A Principles of Biology I (spring)	4 4	1
AP Environmental Science	GEO 140, 140A	4	1
AP US Government	PSC 201 American National Government	3	1
AP Chemistry	CHE 111 Chemistry I and CHE111A CHE 112 Chemistry II and CHE112A	4 4	1
AP US History	HIS 109 U.S. History to 1877 and HIS 110 U.S. History Since 1877	6	1
Principles of Accounting I: Financial	ACC 213 Principles of Accounting I	3	1
Principles of Accounting II: Managerial	ACC 214: Principles of Accounting II	3	1
Business Ethics	ETH:REL 251 Business Ethics	3	.5
ECO 211 Principles of Macroeconomics	ECO 211 Principles of Macroeconomics	3	.5
ECO 212 Principles of Microeconomics	ECO 212 Principles of Microeconomics	3	.5
WST 150 HerStory	WST 150 HerStory	3	.5
World Religions	REL 108 World Religions	3	.5
Sociology 103: Our Social World	SOC 103: Our Social World	3	.5
Marketing Foundations	MKT 300: Marketing Foundations	3	.5
		70	14.5

### Participation Requirements through Mount St. Joseph University (MSJU)

1. Students enroll in an eligible course during the course registration process.
2. Students will enroll online through MSJU at the beginning of the upcoming school year – payment and enrollment information will be provided by the classroom teacher.
3. Students will receive a transcript at the end of the course and are awarded college credit by MSJU upon successful completion of the course with a “C” or better.

### **College Credit Plus**

College Credit Plus is implemented by the State of Ohio as a way for students to earn college credit through any Ohio public and some participating private institutions while still in high school. This program is separate from Mount St. Joseph University’s Early College Credit (dual credit) program offered to Seton High School. Students interested in receiving college credit through College Credit Plus must register directly with the college or university and will be required to adhere to any grading policies, calendars and academic policies of the post-secondary institution. Students will be issued a transcript from the post-secondary institution in addition to a transcript issued by Seton High School. It is the student’s responsibility to submit college transcripts showing any credits earned to the post-secondary institution in which they plan to enroll. Grading policies of College Credit Plus courses may differ from the policies at Seton High School. As such, a student’s high school grade may be different from the grade shown on a college transcript. Students and their families should carefully investigate transferability and applicability of college credit when deciding whether to enroll in a college course. Students may be charged fees for materials for the course in addition to the established rate of tuition. For our full policy, students should view the College Credit Plus policy on our website.

In order to maintain the integrity of the Seton High School curriculum and the mission of the school, students are not permitted to carry a part-time course load and must be enrolled in a minimum of 6 classes that may or may not include study hall. Students who wish to take an on-campus or online CCP course should schedule these outside of the school day or during the summer. A study hall may be scheduled within the school day to accommodate CCP when appropriate. Student should notify her counselor and must obtain administration approval prior to finalizing her schedule. These will be handled on a case-by-case basis.

Course Name as it appears in the Seton High School Curriculum Guide	Course Name as it Appears in the University of Cincinnati’s Course Catalog	Potential Semester Hours	Potential High School Credits
BUS 101 Introduction to Business	MGMT 1053 Business Foundations	3	.5
ENTR 2001 Entrepreneurship	ENTR 2001 Intro to Entrepreneurship	3	.5
ENED 1100 Foundations of Engineering Design Thinking I	ENED 1100 Foundations of Engineering Design Thinking I	3	1
ENED 1120 Foundations of Engineering Design Thinking II	ENED 1120 Foundations of Engineering Design Thinking II	3	1
		<u>12</u>	<u>3</u>

Students should visit <https://www.ohiohighered.org/ccp> for more information about College Credit Plus.

## Advanced Placement Courses

Seton offers 16 Advanced Placement (AP) courses, many of which are offered as Early College Credit through Mount St. Joseph University. AP courses follow a standardized curriculum established by the College Board. It is at the discretion of the individual course teacher whether students enrolled in AP courses are required to take AP exams, which are administered during the month of May. Students may be required to pay a fee for each AP test. Students are expected to ask the course teacher about the specific course requirements prior to registration.

AP AB Calculus	AP Physics
AP BC Calculus	AP Spanish
AP Studio Art: Drawing	AP Statistics
AP Studio Art: 2-D Art and Design	AP US Government
AP Biology	AP US History
AP Chemistry	AP Psychology
AP English Language and Composition	AP Environmental Science
AP English Literature and Composition	AP Computer Science Principles

AP courses are designed for the disciplined, high-achieving, critical thinker who possesses academic talent with serious work habits and exceptional time management skills. A high degree of academic integrity is critical in these courses as cheating and plagiarism will not be tolerated. Students should expect at least one to two hours or more of studying time and reading per night outside of class time for each AP course. Students must be recommended by the appropriate teacher and department to enroll. AP courses also require that the student is in good attendance according to the attendance policy in the Student Handbook and should have attained an appropriate average of at least an 80% or better in the preceding course of the same content area. For AP courses that do not have a preceding course in the same content area, the student's English grade and/or Math grade will be used to determine eligibility. Approval by the Associate Principal is needed for students who wish to take three or more AP classes. Additional materials, testing fees, and textbook fees may apply.

Overall, students have an opportunity to earn over 70 college credits on Seton High School's campus through College Credit Plus and Mount St. Joseph University's Early College Credit Program. Students have additional opportunities to earn up to 14 standalone AP credits (AP Physics, AP Spanish, AP Statistics and AP Art 3 and 4) not associated with Early College Credit. Descriptions of Seton High School's Advanced Placement courses can be found in the Course Descriptions section of this Handbook.

## Honors Courses

Seton offers 9 Honors courses to students in their Freshman and Sophomore years. These courses include Honors English 1 and 2, Honors Modern World History, Honors Biology, Honors Chemistry, Honors Algebra, Honors Geometry, Honors Algebra II and Honors Health. Honors courses are challenging and rigorous and are designed to prepare students for future advanced coursework. A high degree of academic integrity is critical in these courses as cheating and plagiarism will not be tolerated. Students should be prepared to read, analyze and develop understanding about course content prior to each class meeting. Students admitted to the Honors Program are required to take a full Honors curriculum and are encouraged to continue in Advanced Placement coursework. Enrollment in Honors courses may also be available to high-performing students based on teacher recommendation, previous grades or test scores, and attendance. Seating may be limited in these courses. Students must also have attained an average of at least an 80 in the preceding course of the same content area. For Honors courses that do not have a preceding course in the same content area, the student's English grade and/or Math grade will determine eligibility. Each student must submit a recommendation form signed by the appropriate teacher to her school counselor to be enrolled.

## **College Preparatory Courses**

All other courses at Seton High School are College Preparatory and designed to prepare students for post-secondary studies and experiences. Seton High School does not employ a leveling or tracking system.

### **ACADEMIC POLICIES**

***POLICY DISCLAIMER: Any exception to the academic policies requires the prior approval of the Associate Principal of Academics. Seton High School reserves the right to change or amend any of the policies and/or descriptions contained in this Handbook at any time at its discretion.***

## **ABSENCES AND LATE/MISSING ASSIGNMENTS**

The following policies reflect Seton’s commitment to academic excellence. We believe that a student’s attendance and engagement in the classroom reflect essential skills needed for future success in college, careers and life. It is Seton High School’s policy that work missed due to absences should be made up according to the missed work policy below and generally no later than one week after return from an absence. After this time, student work will not be accepted for any credit. Some work may not be able to be made up according to the following policies. In these cases, students are highly encouraged to submit work for feedback even though they may not receive full or partial credit.

### **Absences**

Students are expected to maintain good attendance in all classes to receive a diploma from Seton High School. Excessive absences (five or more absences within a quarter, without prior approval of the administrative team) daily or from an individual class, even with a doctor’s note, may be cause for a grade reduction, quarter failure, final failure of a course, and/or dismissal from the school. Please refer to the Attendance policies on pages 7 and 8 in the Student Handbook.

### **Missed Work**

When absent, it is each student’s responsibility to ask for any assignments or work missed and to develop a plan with her teacher to complete missing assignments. Students are given one day for an absence to turn in missing work (up to one week). Late or missed assignments are denoted in a student’s Saint Account with an L or an M. After the grace period has ended, the assignment will turn into a zero and the student may not be able to receive credit for the assignment.

### **Missed Tests and Quizzes**

Students who miss a test or quiz due to an absence should make a plan with her teacher to retake the quiz or test upon her return to school. Students must make up all tests and quizzes within one week upon return to school or they may receive a zero for the test or quiz.

### **End of Quarter Work**

The last day of the quarter and the subsequent days are used by teachers to collect and evaluate student work and enter grades. All final work and assignments are due to the teacher within the approved timeframes for late and missing work and no later than the last day of the quarter. Late assignments from earlier in the quarter may not be accepted.

### **Failure to Complete In-Class Assignments**

At the discretion of the teacher, students who fail to turn in assignments worked on while in class may have an opportunity to turn in missing work with a grade penalty no later than the next class period and for serious reasons. Late work may not be accepted for full credit.



## **ACADEMIC PROBATION**

Students may be placed on academic probation at any time throughout the school year for the following circumstances:

- failure of **more than two required courses** at the end of a quarter or semester
- multiple instances of academic misconduct (i/e plagiarism and/or cheating)

In the case of academic probation, parents will be notified and certain interventions may take place depending upon the circumstances. The student will be placed on a learning agreement that may include:

- attending Monday assembly tutoring time
- meeting with counselor as outlined in the agreement
- limitations on ability to participate in extracurricular activities, athletics or field trips

Student progress will be reassessed at the midterm of the next quarter and again at the end. Administrators will determine on a case-by-case basis when a student should be moved off of probation or have some restrictions lifted. Students who fail to show progress will remain on academic probation and in danger of being asked to withdraw from Seton High School.

## **FINAL COURSE FAILURES**

Students who fail two or more courses for the academic year and/or who have excessive absences or missed assignments may be asked to withdraw from Seton High School. No student may retake a previously failed course at Seton. Seton High School does not offer summer school courses, online remedial courses, or independent studies. Any failed course must be made up over the summer in order for a student to return to Seton. Seton students are directed to go to Elder High School for summer school.

## **COURSE MINIMUMS**

Courses may not be offered unless a minimum number of students request a course or if student registration in a course affects the minimum number enrolled in another course.

## **COURSE WAIVERS**

Students who wish to enroll in courses against the advice of the recommending teacher, her school counselor and/or the Associate Principal must have the Seton High School waiver form signed by her parents or guardians and submitted to her counselor. This waiver acknowledges that the course or program of study is attempted against the recommendation of Seton High School and that the student assumes the responsibility for any failures or penalties which may result from unsuccessful performance. The student may also be responsible for the reimbursement of any fees or other expenses which may be incurred. Course waivers are available upon request during the open scheduling period. Waivers may not be honored after the open scheduling period has passed or if a course is full.

## **PLAGIARISM AND CHEATING: ACADEMIC MISCONDUCT**

Academic misconduct is any kind of cheating or dishonesty that occurs in relation to an academic exercise. It can include plagiarism which is the use of or sharing another person's words or ideas without giving that person credit. Examples of plagiarism and cheating include but are not limited to copying text from a book, another student, person, or the internet. It also includes but is not limited to copying from or sharing a peer's homework assignment, rewording or replacing words from another student or text, submitting a previously submitted assignment as a new assignment, or falsifying time stamps or other student work. Academic misconduct, including plagiarism and cheating, may result in a zero for the work in addition to up to 27 conduct points at the individual discretion of the teacher. Any student who aids another student in cheating may also receive a zero for that particular assignment as well as equivalent conduct points. In addition, an occurrence of plagiarism and/or cheating may result in immediate removal from leadership positions and Honor societies.

## SENIOR CAPSTONE

The Senior Capstone is a semester-long educational research experience in which every student demonstrates original thought, academic integrity, and sound research principles required for success in college, careers and life. All students are required to complete the Senior Capstone as part of their Senior English classes. Because most of the work associated with the Senior Capstone is completed in English classes, students must be present in class. Additionally, deadlines associated with the Senior Capstone may not be able to be extended.

During the course of the semester, students will engage in an academic research experience similar to a first-year college research experience. It will include developing a question or hypothesis, reviewing and evaluating reliable sources, and writing a fully developed research paper. Students also engage in active learning through activities such as conducting tests or experiments, interviewing, engaging in field work and job shadowing. The components of the Capstone include: inquiry and active research; a professional communications portfolio; a formal research paper; and a final board presentation.

The Capstone is a measure of academic excellence and encourages students to continue the path of life-long learning and be contributing members of the community.

## SCHEDULING AND SCHEDULE CHANGES

Students are expected to give serious thought to their course selections including elective choices. They should speak to teachers, parents and their counselor prior to registration. Seniors should investigate college choices and requirements prior to registration.

Students will be expected to come prepared to their individual scheduling meetings with their identified course selections and alternate elective choices, as well as all signed recommendations and other forms. Students who are not prepared may not be able to be scheduled at that time and may risk the ability to be enrolled in their course of choosing. This may especially affect Honors, AP, and elective courses where seating may be limited. Because staffing decisions and course offerings are made based on the scheduling process, there should be no schedule changes after students submit their signed schedules to their counselor. Any change in schedule needs to be approved by the Associate Principal of Academics. Scheduling changes are contingent upon class size and availability of the class. Schedule changes are not granted based on teacher request, the time the course is offered, or based upon secondary elective choices. There will be a \$35 charge for any schedule change not due to error. Final schedules will be updated through a student's Saint Account in the summer prior to the start of the school year.

### Course Drops and Withdrawals

Students who schedule a course and are approved for the course are expected to complete the course. Dropping a course may occur due to serious and extenuating circumstances not present at the time of course scheduling. The drop period for full-year and first-semester courses ends at the end of the school day on **Friday, September 5, 2024**. The drop period for second-semester courses ends at the end of the school day on **Friday, January 17, 2025**.

After these dates, a course withdrawal can only be made for serious reasons with the approval of the Associate Principal and may remain on a student's transcript as a "W" to reflect a withdrawal. Students may also be asked to reimburse the school for any fees or expenses incurred upon enrollment in the course. Students may not be able to withdraw from a course after the first quarter grade has been entered. Therefore, students should give careful consideration to their course selections and level of difficulty of courses prior to scheduling.

Each student will carry a minimum of six classes per semester. No student will be scheduled for more than one study hall per semester without the approval of the Associate Principal of Academics. Scheduling and schedule change policies also apply to courses taken at Elder High School.

## STATE GRADUATION TESTS

Students are required by the State of Ohio and Seton High School to take State Graduation Tests for all core classes (Math, Science, English and Social Studies). Students at Seton High School take the IOWA Alternative Assessment. Students may not opt out of state testing and are obligated to follow Seton's plan for remediation. To earn credit for a course, students must have successfully completed the course as well as the applicable State Graduation Test. Students at Seton High School must also earn their required graduation seals.

## EXAMS AND FINAL COURSE ASSESSMENTS

Students must be present for and take all applicable semester and final exams or final course assessments at the regularly scheduled time. Students may not be exempted or excused from exams or final course assessments. Seton High School does not offer exams early or in a modified format.

In the case of serious illness or an unexpected family emergency, the parent is expected to contact the main office to report a student's absence, including the reason for the absence. In addition, the parent must contact her daughter's school counselor who will then work directly with the Associate Principal of Academics as well as the teacher of the course to reschedule the exam at the earliest possible date. As exams occur at the end of each semester, extended time, and late or missing work grace periods do not apply and all exams need to be made up immediately upon return to school. Exams or final course assessments missed due to an unexcused absence, including vacations, may not be able to be made up. Students must receive prior approval from the Associate Principal of Academics for any exceptions.

## STUDY HALL AND HONOR TIME

Juniors and seniors in good standing may have the privilege to take Honor Time in lieu of a study hall. Students with Honor Time and who have written parental permission may seek approval for dismissal from school at 6<sup>th</sup> bell on a 3-bell day or 7<sup>th</sup> bell on a 7-bell or a 4-bell day when those bells fall at the end of the day. No schedule changes will be made for this privilege.

## HONOR SOCIETIES AND EXTRACURRICULARS

Students who are members of Seton Athletics, House Government, Honor Societies, or other Leadership program(s) or Clubs are expected to maintain good academic standing, attendance, and conduct as determined according to the criteria set forth by the program or society. Students are also expected to adhere to all academic and student policies, maintain good conduct, and be positive representatives of Seton High School to remain in the program(s). Incidences of academic or personal misconduct may be cause for disqualification from the program(s). Participation in extracurricular activities, including athletic programs, clubs, and field trips may also be limited or suspended based on poor attendance, conduct or academic standing.

## HONOR PROGRAM

Students who are members of Seton's Honor Program maintain a minimum of an **85% cumulative average each quarter with no grade below 78%** They must participate in leadership opportunities, maintain good standing, and participate in all school fundraisers.

## COLLEGE ENTRANCE REQUIREMENTS

It is the mission of Seton High School to prepare every student for college admission and that preparation begins in a student's Freshman year. College admission representatives look for students who are well-rounded in their curricular choices and who demonstrate curiosity and creativity in addition to academic strength and integrity.

Students should be aware that college admission requirements vary widely and are therefore encouraged to choose their courses carefully. Students should meet with their counselors during the scheduling process each year so that proper course selection is made. A well-balanced program of between 14 and 16 college preparatory units will be accepted by most colleges as a basis for admission.

The State of Ohio has established the minimum course requirements for students pursuing a four-year degree for Ohio public universities:

English	4 credits
Mathematics	4 credits through Algebra II
Economics & Personal Finance	0.5 credit
Science	3 credits of a lab-based course
World Language	2 or more credits of a consecutive language
Social Studies	3 credits
Fine or Performing Arts	1 credit

*Two-year college degree programs are generally not subject to the above recommendations.*

In addition to coursework, other criteria colleges may include:

- ACT and SAT scores
- Grade point average
- Recommendations
- Community service, extracurriculars, and leadership experiences
- Essays and interviews

College admission officers also report that the rigor of the high school curriculum is one of the most important criteria when evaluating student admission into a program of study. Students should become aware of the college and program of study admission requirements early in their high school careers.

### PREPARING FOR COLLEGE THROUGH COURSEWORK

Seton students are prepared for college through an academically rigorous curriculum offering opportunities to earn over 60 college credits while in high school and various credit-bearing experiences and coursework. The following courses are recommended to prepare students for a college program of their choice:

- Biology, Chemistry and Physics (or other lab-based class such as Anatomy and Physiology)
- Mathematics courses beyond Algebra II
- Two consecutive years of a World Language
- Courses that are rigorous and challenging when possible while also providing opportunities for balance, creativity, and exploration

### ACT TEST PREP

Because standardized test scores such as the ACT may be part of the admission criteria for most colleges, and is a standard measurement for merit scholarships, every Seton student has an opportunity to participate in a test preparation program as part of the school day beginning their sophomore year. Seton's flexible class schedule not

only provides for opportunities for test preparation but also other aspects of college and career planning. Seton High School's counselors are available to provide help with every step of the college admission process.

## **SCHOOL COUNSELING**

The primary goal of school counseling is to guide students through pathways that lead to successful decision making and sound post-secondary choices which will enable them to thrive in college and careers. In addition, the role of the counselor is to enable students to become independent learners and develop skills such as problem-solving, time management, collaboration, and effective communication. School counselors strive to help each student discover her abilities and make good decisions in educational, vocational and personal areas.

Students may be scheduled to meet at least once per quarter with their counselor. Students are expected to keep their appointments with their counselor and respond to email communication. Students can also access their counselor by requesting an appointment through email. When class time is used for counseling, a student is required to inform her teachers and provide evidence of her appointment. School counselors are assigned by House accordingly:

Mrs. Melany Dell– O'Connell House Counselor  
Mrs. Erin Lind – Emmits House Counselor  
Mrs. Katie Rader – Cedar House Counselor  
Mrs. Robyn Schwarz – Segale House Counselor

### College and Career Counseling

Through individual and group advising sessions, students will develop pathways for college and career success. From freshman to senior year, students will develop study skills and behaviors necessary for lifelong learning success; discover career goals and interests; schedule courses appropriate to meet those goals; and prepare for the college admission process, testing and financial aid. School counseling also makes available scholarship, internship, work-study and other employment opportunities.

### Testing

School Counselors in collaboration with classroom teachers, oversee a school-wide testing program that is intended to be one of several means used to monitor students' academic achievement and growth. Test results are shared with students, parents and faculty, and used to guide and advise students as they progress through Seton and plan for post-secondary options.

The testing program, which is aligned with the National ACT Standards for College and Career Readiness and the Common Core Standards, includes:

- 9<sup>th</sup> Grade – Test taking skills for all students
- 10<sup>th</sup> Grade – PSAT/NMSQT, Pre-ACT test for all students and ACT test prep available to all students
- 11<sup>th</sup> Grade – PSAT/NMSQT and ACT tests for all students and ACT test prep available to all students
- 12<sup>th</sup> Grade – ACT and continued test prep as needed for some students

In addition to college and career guidance, testing, and academic guidance, other services that are provided by school counselors include consultation and referral service to the school Social Worker, Psychologist, and/or outside support resources.

## **INTERVENTION ASSISTANCE**

Students who have been identified with learning disabilities and/or other health impairments may receive individual, small group, and/or classroom support from the Support Services Team (Intervention Specialist,

Associate Principal, Speech/Language Specialist, School Psychologist, School Counselors and Instructional Aids), including tutoring, oral test taking and extended time as outlined by their IEP or service plan. An exception to extended time is the set deadlines associated with the Senior Capstone. Students may also receive assistance with organizational and time-management strategies, as well as study skill development. Incoming freshmen should be aware that accommodation plans developed in their grade school may not be continued in high school. Seton does not make curricular modifications or modifications to academic requirements.

Diagnostic testing may be requested through a referral to the School Psychologist. The team will work collaboratively with classroom teachers assisting in intervention strategies. As a student progresses through the program, it is the goal and expectation that they will self-advocate and seek assistance as needed to prepare to become independent learners before graduating from Seton.

## ACADEMIC POLICIES FOR ATHLETES

### COLLEGE RECRUITING

All athletes interested in playing interscholastic sports at the college level should be aware of college recruitment procedures. As early as ninth or tenth grade, these students should discuss their athletic potential with their coach or with the Athletic Director. At the same time, they should meet with their counselor to determine their academic eligibility. The NCAA Eligibility Center is an organization that is designed to determine this eligibility by assessing students' grade point averages in core academic courses as well as students' ACT or SAT scores.

Students interested in playing at the Division I or II level should register with the NCAA Eligibility Center at the beginning of their junior year. On-line registration is available at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). To be eligible to play for Division I colleges, students must earn a certain GPA and test score according to a sliding scale. For example, the higher the GPA, the lower the test score can be. This chart can be obtained from the student's counselor. It is also important that the student realize that, in calculating the GPA, the NCAA uses only approved core academic courses (English, Math, Science, Social Studies and World Languages). **Student athletes need 16 of these core classes to be eligible for Division I schools.** Ten of the 16 core courses must be completed prior to senior year, and seven must be in English, Math and Science.

In Division II, there is no sliding scale. The minimum core grade point average is 2.0; students need 16 of the approved college core courses. The minimum SAT score is 820 (verbal and math sections only), and the minimum ACT sum score is 68.

Note that students interested in Division III or NAIA schools follow a different procedure, and do not need to register with the NCAA Eligibility Center. These requirements can also be obtained from the student's counselor.

### ACADEMIC ELIGIBILITY FOR ALL EXTRACURRICULARS

- I. A student seeking any leadership position must receive academic approval from the faculty and must be in good standing according to academic and attendance guidelines.
- II. All student athletes must adhere to the academic policies in this Handbook as well as the academic guidelines as stated in the OHSAA Athletic Eligibility Information Bulletin.

## COURSE DESCRIPTIONS

### RELIGIOUS STUDIES

(\*Denotes Courses That Fulfill Graduation Requirement)

#### Beginning Class of 2028

	Semester 1	Semester 2
<b>Grade 9</b>	Introduction to Catholicism*	Sacraments as Privileged Encounters with Jesus Christ (Sacraments & Liturgy)*
<b>Grade 10</b>	The Revelation of Jesus Christ in Scripture (Old Testament/Hebrew Scripture)*	The Mission of Jesus Christ (Christology/New Testament)*
<b>Grade 11</b>	Jesus Christ's Mission Continues in the Church (Ecclesiology) & History of the Catholic Church*	Life in Jesus Christ (Catholic Morality)*
<b>Grade 12</b>	Responding to the Call of Jesus Christ (Catholic Lifestyles/Vocations)*	Interreligious and Eccumenical Issues (Religions of the World)*

#### INTRODUCTION TO CATHOLICISM

**0011**

**Grade 9**

**0.5 Credit**

This first semester Introduction to Catholicism course introduces students to the fundamental beliefs and scope of Catholic doctrine and theology, as outlined in the Creeds of the Church and rooted in early Church teaching, the charism of the Sisters of Charity, and the New Testament.

#### SACRAMENTS AS PRIVILEGED ENCOUNTERS WITH JESUS CHRIST (SACRAMENTS & LITURGY)\*

**0034**

**Grade 9**

**0.5 Credit**

This second-semester course examines the relationship between the celebration of the Sacraments and living as disciples of Jesus Christ in the Catholic Church. Students will appreciate the Sacraments as a means of encountering Christ. Students will discover the nature of the Sacraments, the theology of grace, and how we can open ourselves to the grace of Jesus Christ being offered in the Sacraments. Students will also come to understand the preeminence of the Eucharist among the Sacraments.

Text: *The Sacraments: Source of Our Life in Christ* - The Didache Series: *Called To Be More*, Theology of the Body Course 5 – Ruah Woods Press

**Class of 2025, 2026 and 2027**

	<b>Semester 1</b>	<b>Semester 2</b>
<b>Grade 9</b>	The Revelation of Jesus Christ in Scripture (Old Testament/Hebrew Scripture)*	The Mission of Jesus Christ (Christology/New Testament)*
<b>Grade 10</b>	Jesus Christ's Mission Continues in the Church (Ecclesiology) & History of the Catholic Church*	Sacraments as Privileged Encounters with Jesus Christ (Sacraments & Liturgy)*
<b>Grade 11</b>	Life in Jesus Christ (Catholic Morality)*	Living as a Disciple of Jesus Christ in Society (Catholic Social Teaching)*
<b>Grade 12</b>	Responding to the Call of Jesus Christ (Catholic Lifestyles/Vocations)*	Interreligious and Eccumenical Issues (Religions of the World)*

**THE REVELATION OF JESUS CHRIST IN SCRIPTURE (OLD TESTAMENT/HEBREW SCRIPTURE)\***

**0004** **Grade 9** **0.5 Credit**

This second-semester course introduces the student to a study of the Hebrew Scriptures using a contextual approach guided by the teaching and tradition of the Catholic Church. It takes into account the historical, literary, and theological background of biblical texts. As students become familiar with the major sections of the Bible, they will be invited to make connections between the truths of the biblical stories and their own personal faith journeys. Students will also make connections to the charism and the mission of the Sisters of Charity of Cincinnati and the relevance to their daily lives.

Text: *Understanding the Scriptures* - The Didache Series: *Called to be More*, Theology of the Body Course 1, Ruah Woods Press.

**THE MISSION OF JESUS CHRIST (CHRISTOLOGY/NEW TESTAMENT)\***

**0014** **Grades 9** **0.5 Credit**

This second-semester course introduces the student to a study of the New Testament using a contextual approach guided by the teaching and tradition of the Catholic Church. Emphasis is placed on the four Gospels in revealing the fullness of humanity and proclaiming the good news of Jesus Christ. Of primary importance are understanding Jesus' main message—His preaching that the Kingdom of God is at hand—and how that message is exemplified in His whole ministry, especially in His death and resurrection. Students will also continue to make connections to the charism and the mission of the Sisters of Charity of Cincinnati and the relevance to their daily lives.

Text: *Understanding the Scriptures* - The Didache Series: *Called to be More*, Theology of the Body Course 3, Ruah Woods Press

**JESUS CHRIST'S MISSION CONTINUES IN THE CHURCH (ECCLESIOLOGY) & HISTORY OF THE CATHOLIC CHURCH\***

**0024** **Grade 10** **0.5 Credit**

The primary focus of this first-semester course is the study of the theology and nature of the Catholic Church as established by Jesus Christ. Emphasis is placed on the major events of the Church and the Church's unchanging mission in an ever-changing world. By studying the Catholic Church from its roots in the Old Testament, its establishment in the New Testament, and its journey into the modern century, the student will understand the vital role the Church plays in modern life and that she can encounter the living Christ in and through the community of the Church. Text: *The History of the Church History* - The Didache Series: *Called to be More*, Theology of the Body Course 4, Ruah Woods Press



**SACRAMENTS AS PRIVILEGED ENCOUNTERS WITH JESUS CHRIST (SACRAMENTS & LITURGY)\***

**0034**

**Grade 10**

**0.5 Credit**

This second-semester course examines the relationship between the celebration of the Sacraments and living as disciples of Jesus Christ in the Catholic Church. Students will appreciate the Sacraments as a means of encountering Christ. Students will discover the nature of the Sacraments, the theology of grace, and how we can open ourselves to the grace of Jesus Christ being offered in the Sacraments. Students will also come to understand the preeminence of the Eucharist among the Sacraments.

Text: *The Sacraments: Source of Our Life in Christ* - The Didache Series: *Called To Be More*, Theology of the Body Course 5 – Ruah Woods Press

**LIFE IN JESUS CHRIST (CATHOLIC MORALITY)\***

**0044**

**Grade 11**

**0.5 Credit**

This first-semester course helps the student come to a better understanding of what it means to be human and act according to one's conscience that has been and is being formed by society and Catholic principles. Study of how to make moral decisions in a variety of moral situations and issues are major concerns of the course. Text: *Our Moral Life in Christ* - The Didache Series; *Called to Be More – Theology of the Body* Course 6 – Ruah Woods Press.

**LIVING AS A DISCIPLE OF JESUS CHRIST IN SOCIETY (CATHOLIC SOCIAL TEACHING)\***

**0054**

**Grade 11**

**0.5 Credit**

This second-semester course will investigate social issues that call for a Christian response, recognizing that Catholic social teaching stems from Christ's love for others. Hunger, poverty, political oppression, war (nuclear and conventional) and prejudice will be studied. The course is concerned with the Catholic Church's position on justice, current social issues, and finding just solutions to these problems.

Text: *The Social Doctrine of the Catholic Church* - The Didache Series: *Called to Be More – Theology of the Body* Course 7 – Ruah Woods Press.

**RESPONDING TO THE CALL OF JESUS CHRIST (CATHOLIC LIFESTYLES/VOCATIONS)\***

**0064**

**Grade 12**

**0.5 Credit**

This first-semester course defines the vocations of married life, religious life and single life common to all Christians as a universal call to holiness according to one's own gifts. It emphasizes a process of spiritual discernment which students can use to discern their own vocation. Students will identify and develop the personal and interpersonal skills and attitudes necessary to nurture healthy relationships in all vocations.

Text: *Vocations and the Universal Call to Holiness* - The Didache Series: *Called to Be More – Theology of the Body* Course 8 – Ruah Woods Press.

**INTERRELIGIOUS AND ECUMENICAL ISSUES (RELIGIONS OF THE WORLD)\***

**0074**

**Grade 12**

**0.5 Credit**

This second-semester course broadens the student's understanding of the vital role that the major religions of the world play and the spiritual truths which can be found in them. By studying various traits, elements and tenants of several world religions – including the three branches of Christianity – students will value interreligious dialogue while also appreciating distinctive characteristics of Catholicism. This course is available for Early College Credit through Mount St. Joseph University. Texts: *Exploring the Religions of Our World* - Ave Maria Press  
*Ecumenism and Interreligious Dialogue* - The Didache Series

## **LEADERSHIP SEMINAR**

### **LEADERSHIP SEMINAR I**

**7825**

**Grade 9**

**0.5 Credit**

This freshman honors course is designed to help students develop a strong sense of community and self-identity and to prepare students with the knowledge and skills required for high school and future success. By engaging in collaborative and experiential activities during the first quarter, students will be introduced to and will apply the skills required for academic and life success including collaboration, critical thinking, problem-solving, time management and information literacy. Students will then complete their online Health requirement in the second quarter as they learn to work independently in a blended online environment. Admission into Leadership Seminar I is reserved for students who have been selected into Seton High School's Honors Program. This course is a pass/fail course not included in GPA calculations.

### **LEADERSHIP SEMINAR II**

**7925**

**Grade 10**

**0.5 Credit**

This sophomore honors course is reserved for the Honors Program cohort of students. The course consists of required readings and additional enrichment activities which will reinforce concepts of leadership, self-discipline and motivation required for students to excel academically and in all aspects of student life. Students work independently and outside of class time. This course is a pass/fail course not included in GPA calculations.

### **LEADERSHIP SEMINAR III**

**7935**

**Grade 11**

**0.5 Credit**

This junior honors course is reserved for the Honors Program cohort of students and mandatory for students to continue in the Honors Program. Students work independently and outside of class time to further concepts of leadership, service and excellence in all aspects of student life. This course is a pass/fail course not included in GPA calculations.

### **LEADERSHIP SEMINAR IV**

**7945**

**Grade 12**

**0.5 Credit**

This senior honors course is reserved for the Honors Program cohort of students and mandatory for students to continue in the Honors Program. Students work independently and outside of class time to further concepts of leadership, service and excellence in all aspects of student life. This course is a pass/fail course not included in GPA calculations.

**BUSINESS, TECHNOLOGY AND ENGINEERING**  
*(\*Denotes Courses That Fulfill Graduation Requirements)*

	<b>College Preparatory</b>	<b>AP and/or Dual Credit</b>	<b>Online Dual Credit</b>
<b>Grade 9</b>	Introduction to Business	MGMT 1053 Business Foundations	
<b>Grade 10</b>	Introduction to Business	Principles of Accounting I AP Computer Science Principles	
<b>Grade 11</b>	Introduction to Business Business Communications	Principles of Accounting I and II Business Ethics MGMT 1053 Business Foundations ENTR 2001 Intro to Entrepreneurship Marketing Foundations Foundations of Engineering I and II AP Computer Science Principles	Principles of Microeconomics
<b>Grade 12</b>	Introduction to Business Business Communications ENTR 2001 Intro to Entrepreneurship	Principles of Accounting I and II Business Ethics MGMT 1053 Business Foundations ENTR 2001 Intro to Entrepreneurship Marketing Foundations Foundations of Engineering I and II AP Computer Science Principles	Principles of Microeconomics

**PRINCIPLES OF ACCOUNTING I**

**ACC 213**

**Grades 10, 11, 12**

**1 Credit**

This full year course introduces the student to the characteristics and basic concepts of accounting, the recording process, adjusting the accounts, completion of the accounting cycle, accounting for merchandising operations, internal control and cash, accounting for receivables, inventories, plant assets: acquisition, depreciation, disposals, natural resources, intangible assets, current liabilities, payroll accounting and basic accounting principles. This course is eligible for Early College Credit with Mount Saint Joseph University. Credit awarded from Mount St. Joseph University may be transferable to other colleges and universities; however, college credit policies of colleges and universities vary. Parents should contact colleges of interest to determine if earned credit is transferable and how the credit will be applied.

**PRINCIPLES OF ACCOUNTING II (MANAGERIAL ACCOUNTING)**

**ACC 214-01**

**Grades 11, 12**

**1 Credit**

**Prerequisite: Accounting I (Financial Accounting)**

This course builds on the skills learned in Accounting I and introduces the student to management's use of accounting information for decision making and planning. Introduction to management accounting terms and concepts: various costing systems such as actual, normal, and standard costing, and variable versus absorption costing. Various topics such as outsourcing decisions, maximizing constraints, cost-volume-profit analysis, cost function estimation, activity-based costing, and management's preparation and use of budgets and analysis of variances. This course is eligible for Early College Credit with Mount Saint Joseph University. Credit awarded from

Mount St. Joseph University may be transferable to other colleges and universities; however, college credit policies of colleges and universities vary. Parents should contact colleges of interest to determine if earned credit is transferable and how the credit will be applied.

## **INTRODUCTION TO BUSINESS/MGMT BUSINESS FOUNDATIONS**

### **BUS10/MGMT 1053**

**Grades 10, 11, 12**

**0.5**

#### **Credit**

This semester-long course provides opportunities to learn and experience a variety of subjects in the field of business. Students are introduced to various economies, their roles in our economy, entrepreneurship, marketing, managing financial and technological resources, and the use of social media. This course explores leadership styles and economics, personal finance, business communications and soft skills, while providing a background in business. This course teaches the value of skilled leaders who motivate people or groups to achieve a common goal and plan, organize, staff, direct, and control an organization or group for the purpose of accomplishing a goal. This course can be taken for college credit through UC's college credit plus.

## **BUSINESS COMMUNICATION**

### **BUS352**

**Grades 11, 12**

**0.5 Credit**

This semester-long course explores multiple forms of verbal and non-verbal professional communication within a business environment and across multiple business professions. Emphasis is placed on practical business environment writing, listening, speaking, social media, interviewing, and presentation skills. Students should be prepared to synthesize these skills as they develop a professional brand, gain public speaking skills, and gain exposure to nonverbal and interpersonal communications with internal and external professional audiences.

## **BUSINESS ETHICS**

### **PHI397**

**Grades 11, 12**

**0.5 Credit**

Business Ethics studies moral dilemmas and problems that arise in business and considers the defensible ways to apply ethical principles and standards to business. The course will also raise larger social and individual questions about the role of business in human life. The course hopes to develop and deepen the student's understanding of our moral obligations to each other, the importance of moral character in business, and the good the business promises to bring to society. This course is eligible for Early College Credit with Mount Saint Joseph University. Credit awarded from Mount St. Joseph University may be transferable to other colleges and universities; however, college credit policies of colleges and universities vary. Parents should contact colleges of interest to determine if earned credit is transferable and how the credit will be applied.

## **INTRO TO ENTREPRENEURSHIP**

### **ENTR 2001**

**Grades 11,12**

**0.5 Credit**

This course prepares entrepreneurs for the rewards and pitfalls of an entrepreneurial career choice. The content focuses on the essentials of effective management of a start-up company. These topics are also applicable to successfully creating a new product or service within an existing company and as a force for social change. Understanding the positioning of a new company to meet the various marketing, financial, and technological challenges is of central emphasis as well. The course integrates "real-time" decision-making for key management issues as students follow the development of a new venture. Through cases, exercises and discussion students apply course concepts to actual business scenarios in order to practice the broad range of skills required to start and build a company in today's complex world. This course can be taken for college credit through UC's college credit plus.

## **FOUNDATIONS OF ENGINEERING DESIGN THINKING I**

**ENED1100**

**Grades 11, 12**

**1 Credit**

**Prerequisite: 85% average in Algebra for high school credit. To earn college credit, students are required to take UC's Math Placement Test, as required for College Credit Plus (CCP), or be enrolled in precalculus or higher.**

This semester-long course is offered through the U.C. College of Engineering and Applied Science and serves as an introduction to all fields of engineering. This course introduces students to the CEAS professions through multidisciplinary, societally relevant content. Students will learn how to develop approaches for comprehending engineering systems and generating and exploring creative ideas and alternatives. Concepts in creativity, innovation, engineering fundamentals, and problem-solving methodologies will be introduced. Students will learn, through experience, the process of design and analysis in engineering, including how to work effectively on a team. The development of skills in project management; sustainability; written, oral, and graphical communication; logical thinking; and modern engineering tools (e.g., Excel, Python, LabVIEW, MATLAB, Visual Basic, and CAD) is a key focus of the course. This course is a required course for all UC Freshman Engineering students and is centered on preparing students for their co-op jobs. Students who register and enroll in this course with the University of Cincinnati will receive three (3) credit hours through Ohio's College Credit Plus program upon successful completion of the course.

## **FOUNDATIONS OF ENGINEERING DESIGN THINKING II**

**ENED1120**

**Grades 11, 12**

**1 Credit**

**Prerequisite: Foundations of Engineering Design Thinking I**

Foundations of Engineering Design Thinking II builds on Engineering Foundations I and the engineering process, including: problem definition, modeling, solution and evaluation. The objectives of the course are: (1) to explore the application of algebra, trigonometry, and calculus to various engineering disciplines; (2) to learn the fundamentals of programming and good programming practices, and to utilize these skills to solve numerical problems and create numerical algorithms with MATLAB®; (3) to develop good problem-solving skills by applying problem-solving strategies to a variety of engineering problems; and (4) to cultivate effective teamwork and communication skills through lab work. Students will utilize the basic MATLAB programming tool for exploring engineering applications, to investigate solutions to problems too complex for hand solution, and to develop an appreciation of the power and limitations of digital computation. Special attention will be given to graphical visualization of concepts and to numerical approximation techniques. The course will include design projects. Students who register and enroll in this course with the University of Cincinnati will receive three (3) credit hours through Ohio's College Credit Plus program upon successful completion of the course. Students must pass a math placement exam demonstrating proficiency in Algebra to enroll for college credit.

## **MARKETING FOUNDATIONS**

**MKT300**

**Grades 11, 12**

**0.5 Credit**

This semester-long course is designed to serve as an introduction to the basic principles of marketing, practices, and the application of these practices. This course examines our present-day marketing system from a managerial point of view and has a current events component to help emphasize the marketing principles in today's business world. Subjects covered include consumers, market research and target markets, feasibility analysis, products, promotion, channels of distribution, pricing, international marketing and use of technology in marketing. The majority of class time will be spent in lecture discussing the various solutions to marketing cases by the application of marketing principles. This course is eligible for Early College Credit with Mount Saint Joseph University. Credit awarded from Mount St. Joseph University may be transferable to other colleges and universities; however, college credit policies of colleges and universities vary. Parents should contact colleges of interest to determine if earned credit is transferable and how the credit will be applied.

## **PRINCIPLES OF MICROECONOMICS**

**ECO212**

**Grades 11, 12**

**0.5 Credit**

This Mount Saint Joseph University first semester fully online course concentrates on microeconomic theory; a study of individual markets. Topics include the economics of the firm and the household, consumer behavior, labor, energy, and government regulation. This course will be instructed by a Mount Saint Joseph University faculty member. Students will be given a study period during the day to work on this course. This college class is reserved for students who are college ready as demonstrated by their academics and attendance in accordance with the Student Handbook and for those who wish to pursue a career in business or economics. (Seating may be limited.)

## **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

**4605**

**Grades 10,11,12**

**1 Credit**

AP Computer Science Principles is an introductory college-level computing course intended for students that are interested in learning more about technology – no coding experience required. This course introduces students to the breadth of the field of computer science in a fun and collaborative setting. Students learn to design and evaluate solutions and to apply computer science to solve problems in a range of careers through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

Prerequisite: Algebra 1

### **FINE ARTS**

*(\*Denotes Courses That Fulfill Graduation Requirements)*

**Because of the ample opportunities for Fine Arts course offerings and to ensure a well-rounded college preparatory curriculum, students are limited to two (2) Fine Arts courses per semester.**

### **VISUAL ARTS**

#### **ART 1 (Foundations of Drawing and Design)\***

**0104**

**Grades 9, 10, 11, 12**

**1 Credit**

Art 1 is a full-year foundational art course. Emphasis is placed on learning basic drawing and design skills. Art History, art criticism and a variety of studio media and techniques will be explored. A desire and interest to learn about the visual arts are the main requirements. This course fulfills the fine arts graduation requirement and is a prerequisite to future courses in the Visual Arts.

#### **ADVANCED DRAWING AND DESIGN**

**0114**

**Grades 10, 11, 12**

**0.5 Credit**

**Prerequisite: Academic grade of 80% in Art 1 and/or approval of the Art 1 teacher**

This first semester course continues the basics begun in Art 1. Additional media and techniques in drawing and design are studied including graphite pencil, pen and ink, colored pencil, pastels, and other media. Art History and Criticism are also explored.

## **COLOR THEORY AND COLOR STUDIES**

**0124**

**Grades 10, 11, 12**

**0.5 Credit**

**Prerequisite: Academic Grade of 80% in Art 1 and/or approval of the Art teacher**

This second semester course focuses on the elements of color, color scheme, and how to mix colors. Students will use acrylic paints, colored pencils and oil pastels. Art History and Criticism will also be explored.

*In order to continue with the following electives or Advanced Placement art classes, at least one 2nd year course above-Advanced Drawing and Design and/or Color Theory and Color Studies must be taken.*

## **PAINTING (Recommended for 1st semester - 3rd year art students)**

**0134**

**Grades 11, 12**

**0.5 Credit**

**Prerequisite: Academic grade of 80% in previous art courses and/or approval of the Art teacher**

This first semester course uses the knowledge gained in Color Theory and Color Studies and drawing courses to create a variety of painting studio work -- including acrylic painting, palette knife painting, and watercolors. Painting History, Artists, and Art Criticism will also be explored. .

## **PRINTMAKING**

**0144**

**Grades 11, 12**

**0.5 Credit**

**Prerequisite: Academic grade of 80% in previous art courses and/or approval of the Art teacher**

This semester course uses the knowledge gained in previous drawing and design courses to create a variety of printmaking works. Students will explore monotypes, linoleum cuts, woodcuts, and etching. Printmaking History, Artists, and Art Criticism will also be explored.

## **FABRICS, FIBERS AND FASHION**

**0154**

**Grades 11, 12**

**0.5 Credit**

**Prerequisite: Academic grade of 80% in previous art courses and/or approval of the Art teacher**

This semester course focuses on using fabric as an art medium (including marker and drawing on fabric, silk painting, and weaving) and a variety of fashion inspired works (including shoe sculptures, jewelry design, and fashion design and pieces). Fabric and Fashion Art History and Artists will also be explored.

## **SCULPTURE**

**0174**

**Grades 11, 12**

**0.5 Credit**

**Prerequisite: Academic grade of 80% in previous art courses and/or approval of the Art teacher**

This semester sculpture course focuses on materials and media for creating 3-Dimensional art pieces. Students will create book sculptures, clay sculptures, cardboard sculptures, and found object assemblages. Sculpture history and artists will also be explored.

## **CALLIGRAPHY AND TYPOGRAPHY**

**0184**

**Grades 11, 12**

**0.5 Credit**

**Prerequisite: Academic grade of 80% in previous art courses and/or approval of the Art teacher**

This semester course focuses on traditional calligraphy and lettering, as well as typography. Students will learn traditional Bookhand, Roman, Gothic, Italic, and Uncial Lettering styles as well as Modern Brush Script lettering. Typography using fonts and illustrations will also be explored.

## **COMMUNICATION AND GRAPHIC DESIGN**

**0194**

**Grades 11, 12**

**0.5 Credit**

**Prerequisite: Academic grade of 80% in previous art courses and/or approval of the Art teacher**

This second semester course focuses on using the elements and principles of design to create projects to communicate ideas visually. Students will learn how to create logos by interweaving text and shapes. Students will need to be able to draw and sketch out their ideas and will receive an introduction to Adobe Illustrator.

**\*\* Grade 12 Art students who choose to take their fourth year of Visual Art courses will work on a senior series and will create an Art Show display as part of their chosen courses.**

**ADVANCED PLACEMENT ART 3 (Advanced Placement Studio Art: Drawing)**

**0315**

**Grades 11, 12**

**1 Credit**

**Prerequisites: Academic grade of 90% in previous art courses and/or approval of the Art teacher**

Advanced Placement Studio Art Drawing is a course geared for the most serious art student who is considering majoring in art in college and a career in art who wishes to be competitive in scholarships and competitions. Students will focus on building a portfolio for the Advanced Placement Studio Art course that is required for submission in May. This is a rigorous college level course. Time and dedication are required.

**ADVANCED PLACEMENT ART 4 (Advanced Placement Studio Art: Drawing or 2-D Art and Design)**

**0415**

**Grade 12**

**1 Credit**

**Prerequisites: Academic grade of 93% and the recommendation of the AP Art 3 or Painting teacher**

Advanced Placement Studio Art Drawing or 2-D Design is a course geared for the most serious art student who is considering majoring in art in college and a career in art who wishes to be competitive in scholarships and competitions. Students will focus on building a portfolio for the Advanced Placement Studio Art course that is required for submission in May. This is a rigorous college level course. Time and dedication are required.

**The following classes (Ceramics and Photography) are open to any student. Art 1 or 2nd year classes are not prerequisites; however, priority will be given to those students.**

**INTRODUCTION TO CERAMICS**

**0234**

**Grades 9, 10, 11, 12**

**0.5 Credit**

Students will learn the basics of Ceramics through various hand-building techniques. Pinch pots, coil pots, slab-building and other sculptural forms will be explored. (Limit: 20 students) This course is not included in GPA calculations.

**INTRODUCTION TO PHOTOGRAPHY**

**0274**

**Grades 9, 10, 11, 12**

**0.5 Credit**

Students will explore photography concepts, techniques and styles. Photo analysis, history, and Adobe Photoshop projects will be incorporated. Students will learn how to operate/use a digital camera and a 35mm film camera. They will develop their own negatives and prints in the darkroom. (Limit: 16 students) This course is not included in GPA calculations.

**VOCAL MUSIC**

**MUSIC 1/FRESHMAN CHORUS\***

**6104**

**Grade 9**

**1 Credit**

Music 1 is a foundational music course open to any 9<sup>th</sup> grade student. Students will participate in a variety of musical activities such as singing, listening exercises and learning about many different musical styles and instruments. Students will also spend much of the time learning how to read and sing choral music in preparation for public performance. The goal of this class is to learn basic vocal fundamentals that allow students to use singing as a means of self-expression and to prepare students for future courses and activities in music and musical performance. Students **MUST** attend rehearsals and performances outside of school time. This course meets the fine arts credit required for graduation. As an additional option, students may choose to study voice privately with a vocal instructor once a week during class time. There is an additional fee for this private instruction.



## **CONCERT CHOIR**

**6204/6304/6404**

**Grades 10, 11, 12**

**1 Credit**

**6214/6314/6414**

**Grades 10, 11, 12**

**0.5 Credit**

The Seton Concert Choir studies various styles of quality choral music in SA, SSA, and SATB voicings (when combining with Elder Glee Club to form the mixed chorus). The goals are to raise the level of vocal production and musical expression in a variety of concerts and performances during the school year. Chorus members will share in the enjoyment of making music together and performing for the community. Students **MUST** attend several additional rehearsals and concerts outside of school time. Performances include the Seton Showcase, Christmas concert, winter concert/Senior Night, and the spring concert of the Seton-Elder Performing Arts Series. As an additional option, students may choose to study voice privately with a vocal instructor once a week during class time (STUDIO VOICE). There is an additional fee for this private instruction. These courses are not included in GPA calculations.

## **STUDIO VOICE**

**6155/6255/6355/6455**

**Grades 9, 10, 11, 12**

**0.25 Credit**

Evaluation Required. This elective music course is a private session between voice student and teacher. Students concurrently enrolled in Concert Choir or Chorus and who possess vocal talent will be given individual attention and learn the basics of vocal technique. Through vocal exercises and song, students will learn about posture, breathing and vowel formation. At the teacher's discretion, students may learn to sing classical art songs in English, Italian, German and French. Learning to sing in a foreign language will also require some study of the International Phonetic Alphabet. In addition, students will study musical theater show tunes. The goal of this course is to help students become better singers and well-rounded performers. Students may be presented with opportunities to prepare for performance in competition and/or recital. Daily practice is imperative to the student's progress and development as a performing artist. A voice student leaves her Concert Choir or Chorus class once per week for this private instruction. An additional semester fee is required. These courses are pass/fail and not included in GPA calculations

## **SHOW CHOIR**

**6206/6306/6406**

**Grades 10,11, 12**

**0.25 Credit**

Show Choir incorporates the Singing Saints, Vocal Ensemble, and Seton-Elder Show Choir groups and has additional expectations and requirements that occur outside the regular school day. An audition and acceptance are required to be accepted into Show Choir. Students will study various styles of SA, SSA, and SATB choral music and choreography in preparation for multiple community and concert performances throughout the year. Students must be simultaneously enrolled in Concert Choir during the school day to participate in and receive credit for Show Choir. Students must be in good academic standing to participate in Show Choir. For students to obtain a Physical Education Waiver through Show Choir, a student must actively participate in Seton Show Choir for two full years (seasons). Students must audition and be accepted into each year (season) of Show Choir. Enrollment into one year of Show Choir does not guarantee enrollment into the second year of Show Choir. Should a student become injured, be cut, or otherwise not fulfill the requirements of two full years (seasons) of Show Choir, she will not be eligible for a Physical Education Waiver. In this case, a student will be required to complete both PE1 (0.25 credits) and PE2 (0.25 credits) to fulfill graduation requirements.

## WORLD LANGUAGES

	<b>College Preparatory</b>	<b>Honors and Advanced Placement</b>
<b>Grade 8</b>		Spanish I
<b>Grade 9</b>	Spanish I Spanish II French I	
<b>Grade 10</b>	Spanish I, II, French I, II	Spanish III Honors
<b>Grade 11</b>	Spanish I, II French I, II	Spanish III, Spanish IV Honors French III Honors
<b>Grade 12</b>	Spanish II French II	Spanish IV, Spanish V Honors Advanced Placement Spanish French III, French IV Honors

### **SPANISH 1 OR FRENCH 1**

**Spanish 1 5124**

**French 1 5104**

**Grades 9, 10, 11**

**1 Credit**

The first year of a world language course is an introduction to the basics of the language designed to help students acquire communicative skills with an emphasis on acquisition of essential vocabulary, accurate pronunciation, listening comprehension and a basic knowledge of grammar forms in the target language. Students will develop competency in the target language as they convey and request information using a variety of techniques that foster the development of proficiency in the target language. Each class will be taught using activities designed to introduce, review and reinforce material.

### **SPANISH 2 OR FRENCH 2**

**Spanish 2 5224**

**French 2 5204**

**Grades 9, 10, 11, 12**

**1 Credit**

Prerequisite: Spanish or French 1. The second year of a world language course is a continuation of the first year, building on prior knowledge to expand communication skills. Students will continue to further develop, review and improve listening, speaking, reading and writing skills. Emphasis is placed on comprehension and communicative proficiency in the target language in a cultural context. Classes are conducted to a greater degree in the target language to further develop both oral and listening skills. A solid foundation in year one is essential for successful performance in year two.

### **SPANISH 3 OR FRENCH 3 (HONORS)**

**Spanish 3 5325**

**French 3 5305**

**Grades 10, 11, 12**

**1 Credit**

Prerequisite: Academic grade of 85% in Spanish 2 or French 2 and approval of the teacher. The third year of a world language course is a continuation of the first and second years. Students will continue to expand communication skills on an advanced level. Students will practice communicative skills learned in levels one and two with an emphasis on a more detailed acquisition of advanced vocabulary, accurate pronunciation, listening comprehension and an advanced knowledge of grammar forms in the target language. Students will increase their level of competency in the target language as they convey and request information using a variety of advanced practices that foster the development of proficiency in the target language. This course is conducted primarily in the target language.

**SPANISH 4 OR FRENCH 4 (HONORS)****Spanish 4 5425****French 4 5405****Grades 11, 12****1 Credit**

Prerequisite: Academic grade of 88% in Spanish 3 or French 3 and approval of the teacher. The fourth year of a world language course is a continuation of the third year. In this advanced course, students will further enhance their ability to use the target language for active communication. It encompasses oral skills, reading comprehension of authentic text, advanced grammar and composition. Students will increase their level of competency and improve the degree of fluency in the target language. This course is conducted primarily in the target language.

**SPANISH 5/AP SPANISH (Language and Culture)****5525****Grades 11, 12****1 Credit**

Prerequisite: Spanish 4. The AP Spanish Language and Culture course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the *ACTFL Performance Guidelines for K-12 Learners*. As such, this course has been designed to provide advanced high school Spanish students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. Emphasizing the use of Spanish for active communication, it encompasses oral skills, reading comprehension of authentic text, grammar and composition. In this course, special emphasis is placed on the use of authentic source materials and the integration of language skills. Students must have a 90% average or above, and a teacher recommendation to move on to AP Spanish/Spanish 5.

Students enrolled in Spanish 3, 4 or 5 or French 3 or 4, who have earned a 90% or better for three consecutive semesters of a World Language are eligible for membership in the Spanish or French National Honor Societies.

**HEALTH, PHYSICAL EDUCATION & WELLNESS***(\*Denotes Courses That Fulfill Graduation Requirements)*

	<b>College Preparatory and Honors</b>	<b>Accelerated</b>	<b>Electives</b>
<b>Grade 9</b>	Health Physical Education 1 Physical Education 2		
<b>Grade 10</b>	Health Physical Education 1 Physical Education 2	PE Waiver (two full seasons of a sport or completion of Show Choir track)* PE Flexible Credit	Foods and Nutrition I Child Development
<b>Grade 11</b>	Physical Education 1 Physical Education 2		Foods and Nutrition I & II Child Development Sports Medicine
<b>Grade 12</b>	Physical Education 1 Physical Education 2		Foods and Nutrition I & II Child Development Sports Medicine

**HEALTH \*****0164****Grade 9,10****0.5 Credit**

Health Education stresses the concept of total wellness. It encompasses the physical, mental, emotional, social and spiritual aspects of an individual's well-being. The purpose of this course is for students to develop and embrace a positive attitude toward healthy living. The health education curriculum focuses on the practice of healthy behaviors and the prevention of harmful and high-risk habits.

**PHYSICAL EDUCATION 1\*****0172****Grades 9, 10, 11, 12****0.25 Credit**

In order for students to fulfill State requirements for Physical Education 1, this course offers the opportunity for students to engage individually or in group situations to develop the skills, knowledge and attitudes necessary for a healthy, active lifestyle. Physical Education 1 lays the foundation towards proficiency of the Physical Education standard-based assessments from the Ohio Department of Education (ODE). This course is a pass/fail course not included in GPA calculations.

**PHYSICAL EDUCATION 2\*****0282****Grades 9, 10, 11, 12****0.25 Credit**

Prerequisite: Completion of Physical Education 1. In order for students to fulfill State requirements for Physical Education 2, this course offers the opportunity for students to engage individually or in group situations to develop the skills, knowledge and attitudes necessary for a healthy, active lifestyle. Physical Education 2 is a continuation of work towards proficiency of all ODE Physical Education Standards and Benchmarks. This course is a pass/fail course not included in GPA calculations.

**FOODS AND NUTRITION I****3214****Grades 10, 11, 12****0.5 Credit**

Foods and Nutrition is a semester course focusing on a healthy lifestyle and healthy eating habits. Topics in this course include nutrition for healthy living, budgeting, marketing, possible careers in the food industry, and meal planning for individuals and families, economic food choices, food safety and sanitation, and healthy food preparation. Students can expect to be in the food lab approximately once a week for food preparation. Students may also grocery shop at the local grocery store. (Limit: 20 students)

**FOODS AND NUTRITION II****3314****Grades 11, 12****0.5 Credit**

Foods and Nutrition II is a semester course focusing on expanding knowledge on food preparation, including specific cooking techniques and understanding the elements of fat, salt, acid and heat and how they affect flavor and texture of food. Topics learned in this course include the hows and whys of cooking and baking principles, exploring traditional cuisines around the world, preparing a food budget and planning meals. Students can expect to be in the food lab approximately once a week for food preparation. Students will be assessed on their understanding and execution of the cooking and baking principles studied in class. Cooking projects will be scored on a rubric students have ahead of time. Students also grocery shop at the local grocery store occasionally. **Students must have taken Foods & Nutrition 1 as a prerequisite.**

**SPORTS MEDICINE****3304****Grades 11, 12****0.5 Credit**

This semester-long course is an introduction to the sports medicine industry, including but not limited to athletic training, physical therapy, occupational therapy, physician's assistant, and strength and conditioning. This course provides an opportunity for the study and application of the components of sports medicine including but not limited to: organizational and administrative considerations; prevention of athletic injuries; recognition, evaluation

and immediate care of athletic injuries; rehabilitation and management skills; taping and wrapping techniques; first aid/CPR/AED; emergency procedures; nutrition; sports psychology; human anatomy and physiology; therapeutic modalities; and therapeutic exercise. (Limit: 25 students)

## **CHILD DEVELOPMENT**

**3714**

**Grades 10, 11, 12**

**0.5 Credit**

Child Development is a semester course designed to prepare students for a possible career working with children from infancy to adolescence. This class includes the topics of human development from birth to adolescence, pregnancy and birth, ages and stages of childhood, child care and safety principles, nutrition for children, and the purpose of play in childhood. Additional topics include the role of the parent, communication and discipline. Part of the class requires the care of a simulated baby in the form of a computerized doll. This is an assignment that takes place over several days, requiring overnight care of the doll.

## **TRI-HEALTHCARE EXPLORATION**

**3000**

**Grades 10, 11, 12**

**0.5 Credit**

**3001**

**Grades 10, 11, 12**

**1 Credit**

This course is offered in the summer. Students in this program have an opportunity to work either part-time (0.5 Credit potential) or full-time (1 Credit potential) as a paid summer employee in a TriHealth hospital or facility while earning high school credit. In addition to successful completion of employment requirements, students also must complete all written work and reflections as part of this course. Failure to comply with program standards may result in termination from the program without credit. Space is generally limited to approximately 20-25 students per summer with priority given to returning students and upperclassmen. Prior permission and approval must be given by the Director of Student Life and a student's parent or guardian. Participating students must be 15 years or older by June 1, be in good academic standing with good attendance and conduct and have a demonstrated desire to pursue a career in the Healthcare field. This course is a pass/fail course not included in GPA calculations.

## **SUPPORT SERVICES**

*(\*Denotes Courses That Fulfill Graduation Requirements)*

## **BAYLEY INSTITUTE I**

**2013**

**Grade 9**

**1 Credit**

This course is an extension of the summer intervention program and extends throughout the school year. Placement in this intervention program is based on high school placement test results and prior academic performance. This program is designed to aid students in developing skills in literacy and numeracy through guided intervention assistance and individualized learning strategies to help them attain grade level readiness in all content areas. This course is not included in a student's GPA.

## **BAYLEY INSTITUTE II**

**2113**

**Grade 10**

**1 Credit**

This course extends throughout the school year and is an extension of Bayley Institute I. Placement in this intervention program is based on prior academic performance and continues to aid students in developing skills in literacy and numeracy through guided intervention assistance and individualized learning strategies. This course is not included in a student's GPA.

## **BAYLEY INSTITUTE III**

**2213**

**Grade 11**

**1 Credit**

This course extends throughout the school year and is an extension of Bayley Institute II. Placement in this intervention program is based on prior academic performance and continues to aid students in developing skills in

literacy and numeracy through guided intervention assistance and individualized learning strategies. This course is not included in a student’s GPA.

**BAYLEY INSTITUTE IV**

**2313**

**Grade 12**

**1 Credit**

This course extends throughout the school year and is an extension of Bayley Institute III. Placement in this intervention program is based on prior academic performance and continues to aid students in developing skills in literacy and numeracy through guided intervention assistance and individualized learning strategies. This course is not included in a student’s GPA.

**ENGLISH/LANGUAGE ARTS**

*(\*Denotes Courses That Fulfill Graduation Requirements)*

<b>College Preparatory</b>	<b>Honors and Advanced Placement</b>	<b>Elective Offerings</b>
CP English 1	Honors English 1	
CP English 2	Honors English 2	Shakespeare’s Plays Creative Writing
CP English 3	Advanced Placement English Literature and Composition	Shakespeare’s Plays Creative Writing Print & Digital Media 1
CP English 4	Advanced Placement English Language and Composition	Shakespeare’s Plays Creative Writing Print & Digital Media 1 & 2

**COLLEGE PREP ENGLISH 1\* (Elements of Literature and Composition)**

**2104**

**Grade 9**

**1 Credit**

This literature and composition course acquaints the students with major literary genres and reviews the process of writing compositions. The students will review basic grammar, mechanics and usage skills. They will also learn the basic steps to literary analysis, argument and research. This course will integrate vocabulary study and information literacy.

**HONORS ENGLISH 1\* (Advanced Elements of Literature and Composition)**

**2105**

**Grade 9**

**1 Credit**

This literature and composition course introduces the students to intensive writing and research assignments that demonstrate knowledge of all forms of discourse. Challenging selections from all literary genres serve as the basis for developing critical thinking, analytical and persuasive skills. Vocabulary study and information literacy are emphasized.

**COLLEGE PREP ENGLISH 2\* (World Literature and Composition)**

**2204**

**Grade 10**

**1 Credit**

This world literature and composition course further develops both the literary and writing skills emphasized in English 1. The literature is based on themes from world literature. More intensive discussions lead the students to a deeper appreciation of the written word. Writing skills emphasize accuracy of expression as well as the development of research skills, vocabulary improvement and information literacy.

**HONORS ENGLISH 2\* (Advanced World Literature and Composition)****2205****Grade 10****1 Credit**

Students continue to develop the skills of literary analysis and effective self-expression in written compositions. World literature themes demonstrate a grasp of the characteristics of all literary genres; compositions are developed to include research as well as creative expression. Proficiency in grammar and usage skills is imperative. Vocabulary development and information literacy continue to be emphasized.

**COLLEGE PREP ENGLISH 3\* (English Language and Composition)****2304****Grade 11****1 Credit**

This course surveys American literature: short stories, novels, poetry, and nonfiction from historical, modern and contemporary time periods. Students actively engage in the writing process, including pre-writing, drafting, editing, peer-review, and revising as they develop their ability to write to a variety of topics and in a variety of forms, e.g., expository essays, analysis, argument and literary research papers. Students develop a broad range of research skills, synthesizing multiple sources of information and citing sources according to the Modern Language Association (MLA). Both small group and whole class discussions are student-led allowing students to clearly and effectively communicate their ideas in an authentic conversation.

**ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION****2315****Grades 11****1 Credit**

Literary works studied will include American, British and world authors, emphasizing complex literary analysis and critical interpretation. Advanced Placement English 3 is a rigorous and demanding college level course with college level expectations. Students will need a strong academic work ethic and routine which includes independent study. This course is designed to prepare students for successful completion of the AP Literature and Composition exam in the spring. Writing assignments focus on clear, concise, accurate diction and mature style. This course will incorporate vocabulary review, information literacy and college and career readiness. Additional summer assignments are a required component of this course and are given prior to the end of the preceding school year. This course may be taken as a dual enrollment course with Mount St. Joseph University. Students must earn a "C" average to receive college credit.

**COLLEGE PREP ENGLISH 4\* (English Language and Composition)****2414****Grade 12****1 Credit**

This senior English course will help prepare students for their college English courses by including significant works by English authors, composition, research, critical essays, information literacy and college and career readiness vocabulary review. Students work on mastering the skills of analysis, argument and synthesis by viewing literature and contextual problems through a critical lens. The course also focuses on developing written and verbal communication in an increasingly technological world and encouraging self-expression through oral and written forums. Special attention will be given to seniors in this course as they complete the necessary steps of the Senior Capstone and pre-write, draft, write and revise their final research paper.

**ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION****2415****Grade 12****1 Credit**

In this course, students read primarily nonfiction texts with depth and breadth through a lens of rhetorical analysis. As language skills advance, students actively engage in the writing process, including pre-writing, editing, and rewriting as they develop their ability to write papers of analysis, argument and synthesis based on class readings, student-led discussions and independent research. Students will develop a broad range of research skills, synthesizing multiple sources of information and citing sources according to the Modern Language Association (MLA). Through the course's intensive reading, writing and discussion, students acquire the critical thinking skills necessary for success in a college composition course and on the AP English Language and Composition Exam.

Special attention will be given to seniors in this course as they complete the necessary steps of the Senior Capstone and pre-write, draft, write and revise their final research paper. Additional summer assignments are a required component of this course and are given prior to the end of the preceding school year. This course may be taken as a dual enrollment course with Mount St. Joseph University. Students must earn a “C” average to receive college credit. \*For senior students who did not complete AP English 3.

### **SHAKESPEARE’S PLAYS**

**2216**

**Grades 10, 11, 12**

**0.5 Credit**

Shakespeare’s Plays is a semester course for a student interested in the study of drama or William Shakespeare. Our study will be guided by the question, what relevance does a Shakespeare play have in today’s world? The course will start with a brief history of William Shakespeare and Elizabethan theater. We will study and watch at least one of each type of his plays: history, tragedy, and comedy. Then we will study and watch a modern version of one Shakespeare play. The course will develop critical thinking skills, writing skills, research, and require original thought. Students will be asked to add their own stage direction to key scenes of plays. A final paper or presentation will consist of the student sharing her understanding of the relevance of Shakespeare in today’s world.

### **CREATIVE WRITING**

**Grades 9,10, 11, 12**

**0.5 Credit**

**2214**

Creative Writing course is a semester course designed for students who enjoy writing as a form of art and personal expression. In this course, students will explore the elements of a variety of literary genres (short fiction, creative nonfiction, poetry, etc.) and the power of both print and multimedia formats. To develop original writing pieces, students will engage in writing workshops, literary element development lessons, writing/author studies, and peer reviews/conferences. To show evidence of writing development throughout the course, students will be required to maintain a writer’s notebook that may be developed digitally or in print. Finally, students will design, edit, and contribute writing pieces to contests and other writing outlets.

### **PRINT AND DIGITAL MEDIA 1**

**1634**

**Grades 11, 12**

**1 Credit**

This full-year interactive course features a wide variety of subject material and experiences. Students will plan, produce, and publish the school yearbook and video broadcasts for Seton High School. The course offers a myriad of skills, including photography, writing, and graphic design. Students take photos for yearbook content and use computer software to write and design their pages. As part of this class, students will also edit and publish pre-recorded material, exploring what it means to make a professional recording of a live event and a narrative story. Responsibilities include scripting, presenting, filming, editing, and publishing. Experiences will be on- and off-camera. Students must receive prior approval from the instructor to enroll in this course and will be required to attend events outside of normal class time. Class size is limited.

### **PRINT AND DIGITAL MEDIA 2**

**1644**

**Grade 12**

**1 Credit**

This full-year interactive course continues to feature a wide variety of subject material and experiences. Students will plan, produce, and publish the school yearbook and video broadcasts for Seton High School. The course offers a myriad of skills, including photography, writing, and graphic design. Students take photos for yearbook content and use computer software to write and design their pages. As part of this class, students will also edit and publish pre-recorded material, exploring what it means to make a professional recording of a live event and a narrative story. Responsibilities include scripting, presenting, filming, editing, and publishing. Experiences will be on- and off-camera. Students must receive prior approval from the instructor to enroll in this course and will be required to attend events outside of normal class time. Class size is limited.



## MATHEMATICS

(\*Denotes Courses That Fulfill Graduation Requirements)

	<b>College Preparatory</b>	<b>Honors and Advanced Placement</b>	<b>Honors and Advanced Placement - Accelerated</b>
<b>Grade 8</b>			Honors Algebra 1 (Early High School Credit)
<b>Grade 9</b>	Algebra 1	Honors Algebra 1 Honors Algebra 2	Honors Geometry
<b>Grade 10</b>	Geometry	Honors Geometry	Honors Algebra 2
<b>Grade 11</b>	Algebra 2	Honors Algebra 2	Advanced Placement AB Calculus
<b>Grade 12</b>	Precalculus Probability and Statistics Algebra 3	Advanced Placement AB Calculus	Advanced Placement BC Calculus
<b>Grades 11, 12 Elective</b>	Advanced Placement Statistics  Economics and Personal Finance	Advanced Placement Statistics Probability and Statistics  Economics and Personal Finance	Advanced Placement Statistics Probability and Statistics  Economics and Personal Finance

### **ALGEBRA 1\***

**4104**

**Grade 9**

**1 Credit**

This course is a survey of algebra in which the students explore linear, exponential and quadratic functions and use them to model relationships between quantities and to solve equations, inequalities and systems of equations.

### **HONORS ALGEBRA 1\***

**4105**

**Grade 9**

**1 Credit**

Designed for superior students in mathematics, this honors course focuses on in-depth exploration of linear, exponential and quadratic functions and uses them to model relationships between quantities and to solve equations, inequalities and systems of equations.

### **GEOMETRY\***

**4204**

**Grades 9, 10**

**1 Credit**

This course is a survey of geometry in which students explore the concepts of two- and three-dimensional geometry with an emphasis on logical reasoning, problem solving and applications. Students will study the concepts of congruence and similarity through transformations as well as trigonometry. Students are expected to prove geometric theorems involving triangles, circles and parallel lines both formally and informally.

### **HONORS GEOMETRY\***

**4205**

**Grades 9, 10**

**1 Credit**

Designed for superior students in mathematics, this honors course focuses on in-depth exploration of the concepts of two- and three-dimensional geometry with an emphasis on deductive reasoning, problem solving and applications. Students will study the concepts of congruence and similarity through transformations as well as trigonometry. Students are expected to prove geometric theorems involving triangles, circles and parallel lines both formally and informally.

**ALGEBRA 2\*****4304****Grades 10, 11****1 Credit**

This course builds upon the topics studied in Algebra 1 furthering the study of modeling and solving equations and inequalities. Topics include linear, exponential, quadratic, logarithmic and rational functions, operations with polynomials, the complex number system, conic sections, and a foundation in trigonometry.

**HONORS ALGEBRA 2\*****4225****Grades 9, 10, 11****1 Credit**

Designed for superior students in mathematics, this honors course focuses on in-depth exploration of exponential, logarithmic, polynomial, and rational functions and trigonometry while incorporating the use of the TI-Nspire calculator to illustrate and discover new mathematical concepts. Students will also be introduced to limits and continuity. Problem solving and communication skills are developed while working on guided explorations in teams. This course is designed to prepare students for Advanced Placement AB Calculus. Summer work is required and assigned two weeks prior to the start of school. Assignments are due on the first day of school.

**ALGEBRA 3\*****4413****Grade 12****1 Credit**

This course is designed to prepare students for an entry-level college math course. This course provides for the maintenance and improvement of previously-learned mathematical skills and is designed for students needing additional review of algebra and geometry skills in preparation for the ACT/SAT tests. Other topics covered include polynomial functions, logarithmic functions, exponential functions, trigonometry, sequences, series, probability and statistics.

**PRECALCULUS\*****4404****Grades 11, 12****1 Credit**

This course explores linear, exponential, logarithmic, polynomial and rational functions and trigonometry. Problem solving and communication skills are developed while working on guided exploration in teams. Algebra and geometry skills will be reviewed in preparation for the ACT/SAT tests.

**ADVANCED PLACEMENT AB CALCULUS\*****4405****Grades 11, 12****1 Credit**

This is a rigorous college-level course in mathematics for students with significant mathematical maturity. Topics include differential calculus and integral calculus. Students are required to take the Advanced Placement AB Calculus exam. This course may be taken as a dual enrollment course with Mount St. Joseph University. Students must earn an average of 75% or above to receive college credit. Summer work is required and assigned two weeks prior to the start of school. Assignments are due on the first day of school.

**ADVANCED PLACEMENT BC CALCULUS\*****4415****Grade 12****1 Credit**

This course is an extension of the Advanced Placement AB Calculus course. It is a rigorous college-level course in mathematics for students with significant mathematical maturity. Topics include a comprehensive review of AB Calculus as well as additional topics in differential and integral calculus, power series and Taylor polynomials, parametric equations, vector-valued functions and polar equations. Students are required to take the Advanced Placement BC Calculus exam. This course may be taken as a dual enrollment course with Mount St. Joseph University. Students must earn an average of 75% or above to receive college credit. Summer work is required and assigned two weeks prior to the start of school. Assignments are due on the first day of school.

## **PROBABILITY AND STATISTICS\***

**4614**

**Grades 11, 12**

**1 Credit**

This course is designed to address such concepts as theoretical and experimental probability, binomial distributions, normal distributions, displaying and describing distributions of data, collecting data, measures of central tendency and dispersion, and methods of inferential statistics.

## **ADVANCED PLACEMENT STATISTICS\* (elective)**

**4445**

**Grades 11, 12**

**1 Credit**

This course is an excellent option for any student who has successfully completed two years of college preparatory math. Topics include exploring data, planning a study, deciding how to measure, anticipating pattern, producing models using probability and simulation, and statistical inference. Students enrolled in this course are required to take the Advanced Placement Statistics exam.

## **ECONOMICS AND PERSONAL FINANCE\***

**9574**

**Grades 9,10, 11, 12**

**0.5 Credit**

This semester course is designed around Dave Ramsey's High School curriculum for Personal Finance & Five Basic Financial Foundations. The course strives to provide students with an understanding of Financial Literacy for students to make better, more informative financial decisions throughout their lives. The Personal Finance course challenges students through a budget project simulation, requiring each student to receive a net income and make the "typical" adult transaction within a month's time to not fall into debt like the average American. Students must track expenses through an assigned check register and complete a reflective essay evaluating their overall choices within the budget month. The Course covers topics & in-depth analysis of the following: savings & budgeting, managing debt, credit, college/ student loans, taxes, banking do's & don'ts, insurance, and housing basics. Lastly, students are required to engage in an investment simulation by competing to have the highest rate of return for their portfolio. This simulation displays the many investment opportunities available and the power of compound interest for one's future wealth-building goals.

***For the classes of 2024 and 2025, Economics can count as a .5 credit toward their required 3 credits of Social Studies. For the classes of 2026 and beyond, Economics can only be considered as a .5 Mathematics elective credit. These students will need to take an additional .5 credit Social Studies elective to fulfill their graduation requirement.***

## SCIENCE

(\*Denotes Courses That Fulfill Graduation Requirements)

All students are strongly encouraged to complete **Biology and Chemistry** in addition to a third science prior to graduation. It is recommended that students complete a lab-based course such as **Physics or Anatomy and Physiology** in order to be prepared for most college majors.

	<b>College Preparatory</b>	<b>Honors and Advanced Placement</b>
<b>Grade 9</b>	CP Biology	Honors Biology
<b>Grade 10</b>	CP Chemistry Physical Science	Honors Chemistry
<b>Grade 11</b>	CP Chemistry CP Physics Anatomy & Physiology Environmental Science	AP Chemistry AP Physics AP Biology AP Environmental Science Honors Anatomy & Physiology
<b>Grade 12</b>	CP Chemistry CP Physics Environmental Science Anatomy & Physiology	AP Chemistry AP Physics AP Biology AP Environmental Science Honors Anatomy & Physiology
<b>Electives:</b>	Medical Terminology Astronomy	Medical Terminology Astronomy

### **COLLEGE PREP BIOLOGY\***

**8104**

**Grade 9**

**1 Credit**

College Prep Biology involves the study of life and the processes that drive it. Course topics include basic biochemistry, cell functions and processes, genetics, evolution, organism biology and ecology. This is a laboratory course that will involve hands-on investigations into the science of life. Students taking this course must be prepared for a rigorous academic experience that will prepare them for future college preparation courses.

### **HONORS BIOLOGY\***

**8105**

**Grade 9**

**1 Credit**

Honors Biology involves the study of life and the processes that drive it. Course topics include introductory biochemistry, cell functions and processes, genetics, evolution, organism biology and ecology. This is a laboratory course that will involve hands-on investigations into the science of life. Students taking this course must be prepared for a rigorous academic experience that will prepare them for future Advanced Placement and Honors courses.

### **PHYSICAL SCIENCE\***

**8214**

**Grade 10**

**1 Credit** Physical Science

Physical Science combines Chemistry and Physics in the study of matter and its changes, and the relationship between matter and energy. Students will learn the properties, composition, structure and interactions of matter, and the basic concepts of Newton's laws, force, motion, energy, and light. The course will expand on the application of science skills needed to understand the physical world in which we live. Students will utilize technology, laboratory activities, problem-solving and critical-thinking skills to enhance understanding of real-world applications. Physical science

introduces students to key concepts and theories that provide a foundation for further study in other sciences and advanced science disciplines.

### **COLLEGE PREP CHEMISTRY\***

**8304**

**Grades 10, 11, 12**

**1 Credit**

College Prep Chemistry studies the composition and structure of matter as well as the interactions between different types of matter. The physical properties, chemical properties and behavior of atoms and compounds which make up the world in which we live will be examined. This is a hands-on chemistry course involving problem solving, inquiry and the ability to make predictions.

### **HONORS CHEMISTRY\***

**8205**

**Grade 10 or 11**

**1 Credit**

**Prerequisite or concurrent: Algebra I**

Honors Chemistry studies the composition, structure, physical properties, chemical properties and behavior of matter. Emphasis is placed on problem solving, making predictions about atoms and compounds in class discussions and lab activities. The student will develop the skills, habits and concepts needed to produce college-level academic work.

### **ANATOMY AND PHYSIOLOGY\***

**8204**

**Grades 11, 12**

**1 Credit**

**Prerequisite: Chemistry and recommendation of chemistry teacher**

Anatomy and Physiology is a course that investigates the structure and function of the human body. Topics covered will include the basic chemistry, the cell tissue structure and basic organization of the body, biochemical composition, and major body systems along with the impact of diseases on certain systems. Students will engage in many topics and competencies related to truly understanding the structure and function of the human body. Working from the topics of basic anatomical and medical terminology to the biochemical composition of the human body, all the way into great detail of each of the major systems of the body, students will learn through reading materials, study guides, unit worksheets, group work, projects and labs. High levels of achievement will be in effect. Students will be responsible for proper use of lab equipment and projects assigned throughout each unit. A comparative anatomy dissection lab involving the common house cat is a required activity for a student taking this course. One of the goals of this course is to prepare students with the skills necessary to be successful in future science classes in college.

### **HONORS ANATOMY AND PHYSIOLOGY\***

**8215**

**Grades 11, 12**

**1 Credit**

**Prerequisite: Honors chemistry and/or recommendation of chemistry teacher**

This Honors course is a course that investigates the structure and function of the human body. Topics covered will include the basic chemistry, the cell tissue structure and basic organization of the body, biochemical composition, and major body systems along with the impact of diseases on certain systems. Students will engage in many topics and competencies related to truly understanding the structure and function of the human body. Working from the topics of basic anatomical and medical terminology to the biochemical composition of the human body, all the way into great detail of each of the major systems of the body, students will learn through reading materials, study guides, unit worksheets, group work, projects and labs. High levels of achievement will be in effect. Students will be responsible for proper use of lab equipment and projects assigned throughout each unit. A comparative anatomy dissection lab involving the common house cat is a required activity for a student taking this course. One of the goals of this course is to prepare students with the skills necessary to be successful in future science classes in college. This course moves at a faster pace and requires independent reading and preparation prior to each class meeting.

## **ENVIRONMENTAL SCIENCE\***

**8414**

**Grades 11, 12**

**1 Credit**

Environmental Science is a multidisciplinary course that looks at organisms and their effects on the environment. Students will look at the scientific aspects of environmental science and examine the ethics and laws that are applied in regards to the use of our planet's natural resources. Environmental Science incorporates biology, chemistry, physics and physical geology and introduces students to key concepts, principles and theories within environmental science. Students engage in investigations to understand and explain the behavior of nature in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications.

## **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE\***

**8435**

**Grades 11,12**

**1 Credit**

**Prerequisite: Biology, Chemistry, and Algebra II, or taking concurrently**

The AP Environmental Science course is a rigorous college-level course with college-level expectations. AP Environmental Science is modeled after a one-semester, introductory college course in environmental science. Students will need a strong academic work ethic and routine which includes previewing content prior to class. Students will develop critical thinking and reasoning skills through inquiry-based learning. Topics include: how energy is transferred, interactions of the Earth's systems, interactions between species, interactions between species and their environment, the process and actions that affect species, populations, and biogeochemical cycle sustainability. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. This course may be taken as a dual enrollment course with Mount St. Joseph University as **GEO 140 (4 credits) and GEO 140A.**

## **PHYSICS\***

**8404**

**Grades 11, 12**

**1 Credit**

**Prerequisite: Chemistry and Algebra II or taking Algebra II concurrently**

Physics is the science that deals with matter, energy, motion and force, light and electromagnetism. This course teaches the basic principles of physics that govern our daily lives. Emphasis is on a strong conceptual understanding as well as fluency with the mathematical ways of representing physical relationships. This is a hands-on class with a significant laboratory component.

## **ADVANCED PLACEMENT PHYSICS\***

**8415**

**Grades 11, 12**

**1 Credit**

**Prerequisite: Chemistry and Algebra II and recommendation of the current teacher**

This course is a rigorous college-level course with college-level expectations. Students will need a strong academic work ethic and routine which includes previewing/thinking about the content before it is discussed in class. AP Physics is an algebra-based, introductory college-level physics course that explores topics such as kinematics, forces and translation dynamics, work, energy and power, linear momentum, torque and rotating systems, oscillations and fluids. This course requires that 25% of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to cultivate their understanding of physics by developing models of physical phenomena.

## **ADVANCED PLACEMENT BIOLOGY\***

**8405**

**Grades 11, 12**

**1 Credit**

### **Prerequisites: Chemistry and Algebra II or taking concurrently**

AP Biology is a course designed for the student who is interested in science as a career. This course is a rigorous and demanding college-level course with college-level expectations. AP Biology is modeled after a two-semester introductory college or university Biology course. Students will need a strong academic work ethic and routine which includes previewing/thinking about the content before it is discussed in class. Dedicated time to reading, problem solving, statistical analysis and analytical practices is required for success in this course. AP Biology is geared toward preparing students for the AP Biology Exam. The AP Biology course is based on the following four Big Ideas:

1. The process of evolution drives the diversity and unity of life.
2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to attain dynamic homeostasis.
3. Living systems store, retrieve, transmit, and respond to information essential to life processes.
4. Biological systems interact, and these systems and their interactions possess complex properties.

Topics covered in this course include Organic Molecules and Cells, Heredity and Evolution of Organisms, and Organismal Biology and Ecology. Additional summer assignments are a required component of this course and are given prior to the end of the preceding school year. This course may be taken as a dual enrollment course with Mount St. Joseph University.

## **ADVANCED PLACEMENT CHEMISTRY\***

**8425**

**Grades 11, 12**

**1 Credit**

### **Prerequisites: Algebra II or taking concurrently and Honors Chemistry or recommendation of current teacher**

The AP Chemistry course is designed for students who have successfully completed Honors Chemistry and want a foundation to support future advanced coursework in STEM fields. This course is a rigorous and demanding college-level course with college-level expectations. Students will need a strong academic work ethic and routine which includes previewing/thinking about the content before it is discussed in class. Students will develop critical thinking and reasoning skills through inquiry-based learning. An understanding of chemistry and science practices will be developed as the following topics are covered: atomic structure; intermolecular forces; bonding; chemical reactions; kinetics; thermodynamics; and equilibrium. This course is not a replacement for physics which would give a student a well-rounded background in science. Additional summer assignments are a required component of this course and are given prior to the end of the preceding school year. This course may be taken as a dual enrollment course with Mount St. Joseph University.

## **MEDICAL TERMINOLOGY**

**8004-10**

**Grades 10, 11, 12**

**0.5 Credit**

Medical Terminology is a one semester blended online elective college-based course, designed to teach students the medical word building skills and vocabulary used in healthcare occupations. The course teaches medical terminology according to each body system through a study of root words, prefixes and suffixes. This course will help prepare students for future studies in the sciences, and prepare them for blended and online classes in post-secondary education. Students must be independently motivated to succeed in a blended online course. Students who are not successful in the course after the second week may be asked to withdraw.

## **ASTRONOMY**

**8014-10**

**Grades 9, 10, 11, 12**

**0.5 Credit**

Astronomy is a one semester elective course which introduces students to the composition and structure of the universe. The content includes the planetary system, asteroids, comets, our sun, the stars, galaxies, black holes and the theories of the origin and history of the universe. Students will learn how Kepler's laws and Newton's Universal Law of gravitation affect motion and define the forces that hold the planets in their orbits. Students will also learn

the fundamentals of using telescopes and identifying objects in the night sky. An aptitude in Algebra and scientific notation is required and will be used in the course.

**SOCIAL STUDIES**

*(\*Denotes Courses That Fulfill Graduation Requirements)*

	<b>College Preparatory</b>	<b>Honors and Advanced Placement</b>
<b>Grade 9</b>	Modern World History	Honors Modern World History
<b>Grade 10</b>	CP United States Government and Politics	Advanced Placement U.S. Government and Politics
<b>Grade 11</b>	CP United States History	Advanced Placement United States History
<b>Grade 12 Electives:</b>	General Psychology Cincinnati History Sociology-MSJU History of Rock and Roll	AP Psychology

**\* As required by the State of Ohio, students are required to take three credits of Social Studies consisting of one semester of World History, one semester of American History and one semester of Government. Students are also required to take one semester of personal finance which is met by Economics and Personal Finance.**

**MODERN WORLD HISTORY\***

**9004**

**Grade 9**

**1 Credit**

This course presents students with an understanding of global history by examining the interconnectedness of world relationships and conflicts from 1600 to the present. Students will develop the ability to examine change over time, including the causation of events, as well as, the effects of major historical developments and trends. Specifically, this course places an emphasis on the analysis of historical events and primary source documents.

**HONORS MODERN WORLD HISTORY\***

**9005**

**Grade 9**

**1 Credit**

This course presents students with an understanding of global history by examining the interconnectedness of world relationships and conflicts from 1600 to the present. Students will develop the ability to examine change over time, including the causation of events, as well as, the effects of major historical developments and trends at an accelerated rate. Specifically, this course places an emphasis on deeper analysis of complex historical events and a greater number of primary source documents.

**COLLEGE PREP UNITED STATES GOVERNMENT\***

**9404**

**Grade 10**

**1 Credit**

United States Government is a year-long course which builds on the academic skills already developed in the areas of reading and analyzing primary sources, giving oral presentations and writing comparative-analytical essays. Additionally, students will be asked to collaborate in constructing learning experiences which, as much as possible, asks them to examine their own political views, develop political skills and apply specific knowledge of current events and issues relative to the United States government.



**ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS\*****9405****Grade 10****1 Credit**

This Advanced Placement course in United States Government and Politics is designed to give students a critical perspective on politics and government. This course is a rigorous and demanding college-level course with college-level expectations. Students will need a strong academic work ethic and routine which includes previewing/thinking about the content before it is discussed in class. The course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American Political Reality. This course is designed to prepare students for successful completion of the AP U.S. Government and Politics exam in the spring. This course may be taken as a dual enrollment course with Mount St. Joseph University. Students must earn a “C” average to receive college credit.

**COLLEGE PREP UNITED STATES HISTORY\*****9304****Grade 11****1 Credit**

This course traces the history of our country from Native Americans to the present. Special emphasis is placed on founding documents from the Revolutionary period, as well as on modern American history (1855-present). This course will continue to build upon historical thinking skills, critical thinking, and verbal and oral argumentation. This course will also analyze history from multiple perspectives, including primary and secondary historical sources.

**ADVANCED PLACEMENT UNITED STATES HISTORY\*****9305****Grade 11****1 Credit**

The AP U.S. History course focuses on developing a student’s understanding of United States History from approximately 1491 to the present. This course is a rigorous and demanding college-level course with college-level expectations. Students will need a strong academic work ethic and routine which includes previewing/thinking about the content before it is discussed in class. Students will investigate the content of U.S. History for significant events, individuals, developments, and processes in historical periods, and develop and use the same thinking skills and methods (including primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides several themes (American and national identity; migration and settlement; politics and power; work, exchange and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. This course may be taken as a dual enrollment course with Mount St. Joseph University. Students must earn a “C” average to receive college credit.

**CINCINNATI HISTORY\*****9244****Grades 9, 10, 11, 12****0.5 Credit**

Get to know your city – the rich history and interesting people who built Cincinnati into the “Queen City of the West.” This college preparatory semester-long course will be broken into chronological and thematic units that focus on Cincinnati’s history, politics, economics, society, culture, and art from prehistoric Native Americans to the present. There will also be an extended book study of the book *Ghosts of Eden Park*.

**AN AMERICAN HISTORY OF ROCK AND ROLL****9264****Grade 11, 12****0.5 Credit**

This senior elective course seeks to integrate the history of America with the history and progression of Rock and Roll. Students taking this class will be able to trace the history and understand the influences Rock and Roll had on major historical events within the United States. The class will cover issues of race, gender, and age, and how Rock and Roll helped to challenge social norms in those areas with the goal of creating equality. The course covers the United States History from the mid 1950’s onward through a study of the Blues progression from its origins to its growth to Rock and Roll and related genres such as Pop, Folk, Latin, and Hip Hop. The course utilizes a culturally

inclusive approach incorporating a wide range of experiences and contributions through music to the history of Rock and Roll.

### **GENERAL PSYCHOLOGY\***

**9284**

**Grades 10, 11, 12**

**0.5 Credit**

This is a college preparatory semester-long course with high-level verbal content that acquaints students with psychology as a discipline. Topics covered include theories of psychology, the brain and its structures, stages of consciousness, sensation and perception, and abnormal psychology. Outside readings are required.

### **AP PSYCHOLOGY\***

**9285**

**Grades 11, 12**

**1.0 Credit**

Advanced Placement Psychology is a full year course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Prerequisite: Final academic grade of 80% or higher in General Psychology.

### **SOCIOLOGY\***

**SOC 103**

**Grades 11, 12**

**0.5 Credit**

This semester long, dual credit introduces students to the scientific study of society. It offers a systematic analysis of the dynamic interconnections between our individual lives and our social worlds. In this course we'll explore many dimensions of local and global social institutions and practices, working to understand how our own lives are embedded within and shaped by our social environments. This course is taught on the campus of Mount Saint Joseph University from 3:00 to 4:15 each Tuesday and Thursday afternoon. Students would be responsible for providing her own transportation. Students must earn a "C" average to receive college credit.

## ELDER HIGH SCHOOL COURSE OFFERINGS

The following Elder High School courses are available to Seton High School students. Seating may be limited by Elder High School student's priority enrollment. In cases of limited enrollment, Seton students will be selected according to priority registration (priority given to rising Seniors, then Juniors, followed by Sophomores), a student's GPA, and her career interest as shown by previous coursework, co-curricular involvement, and work history - unless otherwise noted. Interested Seton students must have alternate Seton elective requests during scheduling sessions.

### **INSTRUMENTAL MUSIC**

#### **BEGINNING BAND**

**6044**

**Grade 9**

**1 Credit**

Beginning band is designed for students with little or no experience playing an instrument. Students are taught the fundamentals and techniques that will enable them to become members of the Elder Band their sophomore year. Beginning band is a regularly scheduled class that takes place during the school day at Elder. There is no after school commitment. Instruments offered: flute, clarinet, saxophone, trumpet, trombone, French horn, baritone, tuba and percussion. This course meets the fine arts credit required for graduation.

#### **BAND\***

**6144/6244/6344/6444**

**Grades 9, 10, 11, 12**

**1 Credit**

**Prerequisite: Ability to perform proficiently on an instrument**

Students enrolled in this course are members of Elder's Band. Members will spend their time rehearsing with the band. Several rehearsals and performances outside of the school day are required. During marching band season, students must attend rehearsal after school from 2:45-4:30. Besides the Performing Arts Series, students may perform for Elder football games, parades and Elder basketball games. This course meets the fine arts credit required for graduation. Band 6244, 6344, and 6444 are electives not included in GPA calculations.

#### **STEEL DRUMS**

**6194/6294/6394/6494**

**Grades 9, 10, 11, 12**

**0.5 Credit**

**Prerequisite: Approval of the Steel Drum Band Director (Elder)**

This course is open to students from both Seton and Elder. Students enrolled in this course are members of the Elder Steel Drum Band. Members will meet before or after school as announced by the band director. Students will be asked to perform at many functions throughout the year. This course does not meet the fine arts credit required for graduation. This course is not included in GPA calculations.

## **REGISTRATION AND SCHEDULING PROCESS FOR THE 2024-2025 SCHOOL YEAR**

**The course curriculum and all associated academic policies are reviewed and updated annually by the Associate Principal of Academics and Department Chairs prior to course scheduling for the upcoming school year.**

1. Students attend a registration process presentation (electives, due dates and curriculum guide) during the **November 13th** Assembly bell.
2. MG teachers will collect signed schedules **Monday, November 20th**.
3. During individual student meetings, students will log in to their Saint Account to schedule for the 2024-2025 school year. Counselors will have meetings completed by December 22nd.
4. School counselors//Shelly will review waivers, meet with students and make necessary changes by **January 18, 2024**.
5. Parents approve student course requests and pay a \$100 deposit per family no later than March 1.
6. All course conflicts are resolved by May 15, 2024.
7. Students may make course changes or corrections between May 15 and the end of the school year. These course selections are final.
8. Full schedules will be released through students' SAINT account prior to the start of the school year.
9. Schedule corrections or changes will not be made until August 2. There will be a \$35 charge for any schedule change not due to error.

**REQUIRED SIGNED FORMS**

**The following form will be provided to students electronically and must be signed by the student and her parent/guardian and submitted to Mentor Group teachers electronically.**

**Course Description and Academic Policy Handbook**

We have read, understand and agree to abide by all policies and regulations as set forth in the Seton High School Course Description and Academic Policy Handbook, as it may be amended from time to time, and which is located under the Academic tab on Seton’s website at [www.setoncincinnati.org](http://www.setoncincinnati.org). By signing this form, we agree to read and review this handbook regularly and will cooperate with the school for our daughter’s entire tenure at Seton High School.

Signature of Student \_\_\_\_\_ Grade: \_\_\_\_\_ Date \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_